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## INTERNATIONAL CONFERENCE ON EDUCATION & SOCIAL SCIENCE (UK-ICESS)

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# PROCEEDING

## "EDUCATIONAL & SOCIAL ISSUES IN THE CHANGING ASIA"

**UNIVERSITAS KANJURUHAN MALANG**

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Universitas Kanjuruhan Malang

# PROCEEDING

**2016 International Conference on Education and Social Science (UK-ICESS) "Educational and Social Issues in the Changing Asia"**

Malang, Indonesia
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# PREFACE

The 2016 International Conference on Education and Social Science (UK-ICESS) is the first international conference hosted by Universitas Kanjuruhan Malang as a part of its XLI Dies Natalis commemoration. This international conference invites all educators and researchers in the field of education and social sciences to share latest issues, research, and information in these areas. Thus, as an important part of this academic forum, the organizing committee is pleased to present the Proceeding of 2016 International Conference on Education and Social Sciences which brings up the main theme of *Educational and Social Issues in the Changing Asia.*

There are 65 papers in this compilation, covering various topics around the theme of educational and social issues in the changing Asia which were studied from vast research areas; such as economics, health, education, language, arts, technology, geography, civics, and entrepreneurship. It is expected that all papers in this proceeding will enrich our knowledge and broaden our insights of current issues, trends, research, and information in the areas of education and social sciences.

Lastly, the organizing committee would like to deliver great appreciation to writers, presenters, and all parties who have been contributing to the publication of this proceeding.

Malang, November 2016

The Committee

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# The Application of Cooperative Learning Model (Tutor and Tutee) in the Playing Outdoor Activities for Early Childhood

**Achmadi; Aisyah**
ajisyauqi.04@yahoo.com; asiyah.baswedan@yahoo.com

*PG – PAUD FKIP University of PGRI Adi Buana Surabaya*

**Abstract:** This study discusses the problems with the application of cooperative learning model (tutor and tutee) in the playing outdoor activities for early childhood. The goal of this study is: 1. The Early childhood can do playing outdoor activities bravely. 2. The Children can play safely and they do not have the problems such as (bump, slide or drop, and bump against each other). 3. The Children play with good sociality and they can work helping each other. This research uses experimental group and the control group *was* not chosen at random. The steps of this research are: O1 – X - O2. (for the experiment group) , and O3 – O4 (for the control group). The activities of this study are the children in small groups (maximize 4 children) should do playing outdoor activities by helping each other in order to be secure, and to achieve the learning objectives. The kinds of playing outdoor activities in this study are such as: that is swing playing, sliding away, climbing and balancing by helping among others. While the gathering of data is used: the performance test, observation, and documentation. The analysis data is used by statistical t -test. The results of the research is the appropriate and perfect to performance the cooperative learning in playing outdoor activities for early childhood

**Keywords:** *Playing Outdoor Activities, Cooperative Learning*

## BACKGROUND

The majority of children are very happy when they have the activities conducted in the outdoors (outdoor). Because the outdoor activities is a part of education programs for early childhood. Based on the importance of the playing outdoor activities's program for early childhood, so this research will full fill about the problems of playing outdoor activities that needs to be done. In addition, this research was triggered by that the tools of playing outdoor ctivities has always been owned by Kindergarte and also is used by institutions of early childhood education. However the playing outdoor activities is always to bring about the child's problem . Especially between the number of children and the kind of existing game in the institutions is not balanced. The problems that frequently appear as: the children is always to vie with each others, children play are unwilling to budge, and they always push each others , thus consequently the childre banged, falls, pain, and even crying. To solve these occure problems are by applying cooperative learning model that the children should do some

tasks and functions as a tutor and as a tutee. These activities can be achieved if it abbreviates "PULSA" (Playing, Usefull, Life together, Safety, and Achievement, when the student playing outdoor activities).

## METHOD

This research uses quasi experiment by two group with pre test and post test design . The gathering data uses the performance test and observation. For example, the children was asked to swing playing, sliding, climbing and balancing in one group. Whether the children can play happy and safely. They don't afraid to play. When the children do playing still inappropriate and afraid, they do not want to play, and they are still undecided, it means that the children do not reach the goals's the playing outdoor activities . Beside that, it also uses the observation of gathering data when the children do playing outdoor activities with tutor and tutee model. Whether the children can already perform its good functions (as a tutor or tutee). The Aspects and indicators that are measured: a), The Children want to do the playing outdoor activities without afraid (as the courage aspect ) b). The Children want to give some examples about how to do playing outdoor activities (as the role playing aspect) c). The Children want to take care to the tutee's activities (as the safety aspects) d)The children want to do what is suggested by the tutor to the tutee( the responsibility aspects) e). The Children want to help and associate to their friends during the playing outdoor activities (as the socialiction aspect ). Whereas technic of data analysis uses statistical analysis t- Test.

## RESULT AND DISCUSSION
### *Discussion of the results of the processing data*

The author analyse data from the results of performance test and observations about the fuctions as well as tutor or tutee in the playing outdoor activities for treatment group and control group student. The results from 4 kinds of the playing outdoor ativities, that is swing playing, sliding away, climbing and balancing ,the author desided into a single result . The number of the research subject is consists of 13 children in pairs like this following table :

**Table 1. Subject in this Research**

| No. | Group | Total children |
|---|---|---|
| 1. | I (Experiment) | 13 children |
| 2. | II (Control) | 13 children |
| | Total | 26 children |

After that the final score from experiment group children and control group children can be showed in the following table:

**Table 2. Final score for two groups**

| In pairs | Score (Group Experiment) | Score (Group Control) |
|---|---|---|
| 1 | 14 | 11 |
| 2 | 14 | 9 |
| 3 | 14 | 9 |
| 4 | 13 | 10 |
| 5 | 15 | 9 |
| 6 | 14 | 10 |
| 7 | 13 | 11 |

| 8  | 13 | 10 |
| 9  | 15 | 10 |
| 10 | 14 | 9  |
| 11 | 14 | 9  |
| 12 | 15 | 11 |
| 13 | 15 | 11 |

From this table it can be discussed

1. The experimental Group children is given the guidance to  perform a tasks as the tutor and tutee during the playing  outdoor activities.  As for the control group children do not given the guidance.

2. The final score for the experiment  group children is always  batter than  the control  group children

3. The highest  score of the experimental group children is 15. But the  highest  score of the group  children just 11

4. The lowest score of the experimental group children is 13, while for control group children is 9

5. The behavior of playing activities is very different  between performed by experiment group children  and  control group children  : As the differences are :

   a. For the children who are as the experiment group
      - They  want to play with great pleasure
      - They are not afraid to play some kinds of the playing outdoor activities
      - When they are playing with safely, not fall, no bumps, and don't cry
      - They want to play with his friends to help each others.

   b. For. The Children who are as the group control children has still being:
      - Some children still don't want to play, because they are affraid and do not get guidance
      - Some children want to play but they still often dropped, banged, and crying
      - When they are playing, they do not want to turns or queued.

6. The early childhood can pretend as tutor and tutees nicely while they are playing outdoor activities.

   Thus in this research show that cooperative learning (Tutor and Tutee)  can be useful  to address  the some problems that occurs frequently  in  playing outdoor activities for early childhood   .  It is also has some benefits as:

1).  While the learning with model tutor and tutee, the children will be free to choose the kinds of playing outdoor activities happily and safely

2). Each child has a sense of responsibility in accordance with her tasks and functions as tutor or tutees.

***Discussion of cooperative Learning***

The meaing  of cooperative learning approach (cooperative learning) is refers to a method of learning that some students to work together in small groups, and they help each other for learning (Sanjaya, 2012). Most  of the cooperative learning involves students in 1 group that consists of 4 students with different abilities.

The kind of Cooperative learning in this study is emphasized by cooperation in the role of Tutor – Tutee in the playing outdoor activities for early childhood. Tutor-tutee activities  are designed from children to anather children and adapted with their capacity and condition of each child. Each group consists of  four children  maximazed will have the duties and responsibilities as tutors – tutee to do the playing outdoor ctivities. The tasks's tutor in this activity is such as: directing, guiding, and caring the activities of tutees. For example, The tutee is playing swing, sliding away,climbing , and  balancing  .

The Children as a tutor have the duties to guide the tutee or other children while playing swing. How to sit on the swing perfectly, and to hand to the swing's rope correctly. How the tutees if they want to terminate or to stop the playing swing. Included to give the direction to play the sliding away, the climbing and the balancing . For as the tutee is expected should be obey towards tutor's guidance. When the tutees are asked to sit on a porch swing with good position, then the tutees must obey the tutor's suggestion. In addition, tutors must also company and keep safety to the tutees during they are playing outdoor activities. The role of the tutor and the tutee is done alternately. For example the A- Child has responbilities as tutors to guide 3 tutees. But the others time the A - Child is as tutee that is guided by B-Child, and so on alternately. The children can cooperate for playing outdoor activities well. Because the process of learning is an active, an effective can be done by children who has interesting and fun. Through cooperative learning (as Tutor – Tutee) can increaes the children's curiosity, can motivate the children to think critically, and can discover the new things while they are playing the out door activities.

Finally when they were given directives to guide and work in a cooperative system like tutor – tutees's function in playing outdoor activities, they can run it. Even thought in that time , they still need to be reminded by their teacher to do their tasks and functions as a tutor or tutees. The cooperative of playing outdoor activities is indirectly that the children develop all aspects by holistically. As well as the development of the characteristics's early childhood are be integrated. It means that one developmental aspects is related with the more developmental aspects . One the development aspect can influenced by other developments. As dicribed by Bredekamp (1997), "Domains of the children's development is one domain of influence and is fluenced by development

### *Discussion of the results of playing outdoor activities*

Early childhood can play swing, sliding away, the climbing and the balancing with the pretended as tutor and tutees. The tasks of children as tutor include: 1). To teach how to play outdoor activitie is safely and comfortable. 2). To guide the tutees who do afraid to play and became dare to play. 3. To keep the children while playing outdoor activities in order do not to fall or bump 4). To correct the sudent who play wrong. 5.) To encourage the children to play with helping each others. As for the tasks of the children who are as a tutee at playing outdoor activities include: 1) understand what is conveyed by the tutor. 2.) do anything that are requested by tutors, 3). For children who do not understand yet about tutor's information or any problem's tutees , they can ask for helping to the tutor.

Finally for the results of the discussion are:
1. The experimental group Children is playing in outdoor activities is more secure than the others
2. The experimental group children are kindness among others while the playing out door activities
   a. There are some children who originally did not dare to play climbing, now they are dare to play despite only 1 top step or short. They are dare to climb because they got the encouragement and helping from the tutors and other friends.
   b. the majority of children love to play swing and sliding away, so they are always vie with each other. The experimental group children are playing already understand about the plaaying's rules. They play swing or sliding away no longer scrambling. They can play togather with each others, so there are not cry, againt or fall.
   c. During the playing balancing, there is some children who are crying because their position is always above and do not ever down. Because the children can not

balance. After that the tutor give some explanation, so the children can understand how to play balancing corectly.

d. Tutor or tutee who came from their friends they will play more quickly understood and easy to do. For example when the tutees play climbing then the tutor ask for handing tightly so, they can and do it fast.

e. During the children playing sliding, some children came into the wrong way, then the tutor warn and fix it.

f. Before the children are trained as a tutor or tutees, most of them are playing in outdoor activities have problems. However, after trained as a tutor or tutee, they could play out door activities with the orderly and safely.

3. For the control group children, during the playing outdoor activities they still have many problems among others , such as,:

a. The children while playing outdoor activities they are snatching each other

b. they are often collide and falling down then sick

c. When the children are playing they have not good attitude and do not help each others

The majority of children are willing and daring to do 4 different of the playing outdoor activities , namely : the swing playing , the sliding away, the climbing and the balancing. These activities are very effective if it has some indicators to be reach:

a. The children want to and dare to play outdoor activities

b. The children want to take and to give an example how to do the playing outdoor activities safely and easyly (aspects of the main roles)

c. The Children want to care each others when they are playing outdoor activities (security aspects)

d. The Children want to help or associate among of them during the playing outdoor activities (aspect of want to life together)


**CONCLUSIONS AND SUGGESTIONS**
**Conclusions**
Based on the result of these research and the discussion so can be concluded as follows.

a). Cooperative Learning is very effective used as a way to solve some problems in playing out door activities for early childhood

b). The playing outdoor activities is as the program given to early childhood especially when implemented with the function appropriately

c). The early childhood can be functioned as a tutor and tutees while the playing outdoor activities

c). The role and duties of tutor-tutee can be used for solving problems in playing outdoor activities for early childhood.


**Suggestions**

a. The implementation of cooperative learning for early childhood requires careful planning so the teachers need to practice it

b. The development of learning models for early childhood are needs to be improved, because each child has different abilities and characteristics.


Hopefully with this discription as a summary of the research can add our experience and feedback as a basic in developing a playing outdoor activities for early childhood.

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# Parenting Parents in Developing Character Education In Early Childhood

**Aisyah; Isabella Hasiana**
aisyah.baswedan@yahoo.com; icha1916@yahoo.co.id

*Teacher education – early childhood education*
*Faculty of teacher training and educational sciences*
*University of PGRI Adi Buana Surabaya*

**Abstract:** The character is a way of thinking and behaving that became the hallmark of every individual to live and worked together, both in the family environment, the community, the nation and the State. Individuals who are of good character are individuals who can make a decision and is ready to account for each result of the decisions that he made. Parents have a role in developing the characters so that the child has a strong foundation in being and behaving. Research conducted through a qualitative approach to the subject is addressed to as many as three people with the characteristics of parents who have a democratic, authoritarian parenting and permissive. Results of the study concluded that each pattern is applied to foster parents to the child, give effect to the development of character education.

**Keywords:** *Character Education, Parenting, Early Childhood*

## INTRODUCTION

Character education is a term that is increasingly more and getting recognition from the society of Indonesia at the moment. Responsibility in educating the child surely cannot be delegated entirely to the school. Indeed essentially the responsibility of education done in the association between educators and students in a situation of education contained in the household, school or community. However, the educational process in this case give priority to the education of parents, mothers and fathers who became very influential towards the education of his sons, so expect a child is able to have potential and proactive in view of life in accordance with the values of the characters.

Preschool age is the age of a vulnerable child. At this age children have imitated against anything he saw. The family is the first and main environment for children who have a very big influence. The parent is the first and principal educators for their children. This is due that the parents of children first received education. Parents or mothers and fathers holds a very important ad very influential over the education of his children. Hurlock (1998) revealed that the people who are important to the child are parents, teachers and peers because they know the children of something good and not good. Education within the family is good and true, it will be very influential in the development and formation of his character.

Children are the gift and the hope of the future. Therefore, the child should be prepared so that future human resources quality, healthy, moral as well as having the value of good character so need to be prepared early on.

Good parenting for child characters is a parenting parents who prioritize the interests of the child, but the parents who also control the child.

Children also live in the community, hanging out with the environment, and of course the children get from outside influences that may undermine the character of the child so that it needs to be controlled by a parent by applying good attitudes within the family as well as examples or giving from parents.

The parents responsible for the survival of her children, so it is no doubt that the responsibility of education it is acknowledged consciously or not, is accepted with full heart. They could not deny that responsibility because the son is gift from God and need to be instilled about character values since early childhood that is golden age (//alfiyah90.wordpress.com/2012/11/30/peran-orang-tua-dalam-membentuk-karakter-anak/.)

The golden age is the golden age of a child, i.e. a is the time when children have a lot of potential for development. At this stage of the highly precise time to instill the values of kindness, character, who is expected to be able to form his personality.

So that's the importance of early childhood education done in maximizing the capabilities and potential of children. Utilizing the golden age as the time coaching, direction, supervision and the establishment of the children's character from an early age. With character education at early stages,the expectation in the future children will be able to become a human personality well so beneficial to himself or the community, the nation and the state.

However, at the time of modernization is currentlymaking many families experience changes in fundamentals (Lickona in Saptono, 2011). This is due to the demands of the job so many families who have little time for the continuation of the close encounter between father, mother and children. Because often new parents got off work while his son was already a good night and went to work while the child still be lulled dreams. In fact, more and more families are due to the demands of the fulfillment of the necessities of life, chose not to live in one House, but rather the distant place of residence between the father, the mother and child. Not to mention the moreproblematic family: not harmonious, there a variety of domestic violence even divorce.

In other words, it can be concluded that the more families that could not function as the best place for the kids to get an education character, but at least the family function remains to be returned to its original function, i.e. basic education that starts from the family.

Character education will take place in vain, whereas there is no participation of the elderly in expanding it. Character education a greater emphasis on the habits of the child to do things that are positive. Customs is what will then become a strong imprint and embedded in the psyche of the child. Here are the values character education that can be trained from an early age, namely: (1) religious; (2) to be honest ; (3) tolerance, (4), discipline; (5) hard work; (6) creative; (7) independence; (8) democratic; (9) curiosity, (10) passion (11) love the motherland, (12) to appreciate the achievements, (13) Friendly (14) Love peace ; (15) like to read; (16) care for the environment; (17) social care ; (18) responsibility.

Based on the background of the above, the purpose of this research is to know the role of parents in developing character education in early childhood.

**LITERATURE REVIEW**
**Character Education**

In the great dictionary of the language of Indonesia explained that the character is the nature or characteristics of the psychological, moral, or manners that distinguish a person from another; in behaviour; character. Thus, the character is a way of thinking and behaving that became the hallmark of every individual to life and worked together, both in the family environment, society, nation, and State. Individuals who are of good character are individuals who can make a decision and is ready to account for each result of the decisions that he made.

Character education can also be described as character education plus, namely involving aspects of knowledge (feeling) and action.

As for the goal of charater education are: a. encourage habits and behaviours learners are commendable and in line with the universal values and cultural traditions of the nation religious; b. Enhancing the ability to avoid the deplorable traits that can ruin oneself, others and the environment; c. Fostering kink and sensitivity the learners towards the situation around so that it doesn't fall into a distorted behavior both in individual and social; d. instill leadership and responsibilities of the learner as a successor to the nation.

Observe the variety of problems that occur in the community especially with regard to early childhood, then character education in Indonesia has developed into several grades. There are eighteen values character education, namely: (1) religious, attitudes and behaviours that comply in carrying out the teaching of the religion adhered,tolerant of other faiths, execution and life get along well with other religions; (2). To be honest, the behavior is based on the efforts made to assert himself as the man who can always be trusted in the word, action, and employment; (3) Tolerance, the attitude of action who appreciate the difference of religion, tribe, ethnicity, of opinions, attitudes, and actions of others different from him; (4) the discipline, actions that indicate the behavior of orderly and obedient at the various provisions and regulations; (5) the hard work, the behavior that shows an earnest effort in overcoming the various barriers to learning and assignments, as well as a job as well as possible; (6) creative, think and do something to generate new results or from something that has owned; (7) independent, attitude and behaviour that is not easily rely on others in completing tasks; (8) democratic, how to think, behave, and act the same rate that the rights and obligations of himself and others; (9) curiosity, attitudes and actions which always strive to know more profound and pervasive than anything he had learned, seen and heard; (10) the spirit of nationhood, ways of thinking, acting and insightful that puts the interests of the nation and the country above the interests of himself and his group; (11) Love the motherland, how to think, Act and do that show of loyalty, caring, and appreciation toward the language, the physical environment, social, culture, economy, and politics of the nation; (12) value the achievement, attitudes, and actions that encourage him to produce something useful for the community, and recognizing and respecting the success of others; (13) Friendly or communicative action, which shows a sense of love to talk, hang out, and working withothers; (2) peace loving, attitudes, words and actions that cause others to feel happyand secure over the presence of himself; (15) an avid reader, a habit of providing time to read the various readings which give virtue for him; (4) care for the environment, attitudes and actions that are always working to prevent damage to the surrounding natural environment, and developing efforts to repair the damage that has already occurred; (5) Social Care, attitudes and actions that always want to give help to other people and communities in need; (6) liability, attitude and behavior of a person to perform the

duties and obligations, which should be done to the self, society, environment (natural, social and cultural), country and God.

Eighteen values character education above these is the result of the development of character education in Indonesia which began to be applied at the rate of early childhood education until College. It is intended, so that the younger generation have positive characters and will ultimately bring the advancement of the nation and the State.

**Parenting**

Parenting is believed to have an impact on the development of the individual. According to Baumrind (Santrock, 2003) there are to Baumrind (Santrock, 2003) there are three kinds of parenting parents, namely democratic, authoritarian and permissive.

1. Democratic

Democratic parenting is parenting that prioritize the interests of the child, but does not hesitate in controlling them. Parents with this behavior being rational, underlying his actions were always in the ratio or thoughts. This type of parents also be realistic against the ability of the child, did not wish to overload that goes beyond the ability of the child. the parents of this type also gives freedom to the child to select and perform an action and his approach to the tepid nature. (Petranto, 2005).

2. Authoritarian.

Parenting is instead likely to set standards that are absolutely must be followed, usually coupled with threats e.g., if do not want to eat, then it will not talk to. The parents of this type tend to be pushy, reign and punish. If the child does not want to do what is said by parents, then parents of this type did not hesitate to punish the child. This type of parent also knows no compromise and communicate is usually one way direction (Petranto, 2005).

3. Permissive

This parenting allows his son to do something without sufficient oversight. They tend not to admonish the child if the child warned/being in danger and very little guidance provided by them, so it is often preferred by children (Petranto, 2005). For example, children who entered the room without knocking on the door of elderly peopleleft alone, naked from the shower is left for granted without letting children see, rebuked the image which is not feasible for small children, with consideration of the child was a child. Actually, parents aply parenting like this just do not want a conflict with their child (Debri, 2008)

**Early Childhood**

Understanding early childhood in general are children aged under 6 years (UU Sisdiknas, 2003) and a number of expert education 0-8 years. Early childhood can also be defined as a group of children who are in the process of growth and development that is unique. They have a pattern of growth and development of the specialized according to the level of growth and development (Mansur, 2005).

Early childhood period often referred to with the term "golden age". Where by this time almost all potentials through sensitive to grow and develop in a fast and very good. This can we see from the children often ask about what they see. When children question unanswered, then they will keep asking until the child knows the meaning.

**METHOD**

This study used a qualitative approach in the form of case studies. According to Punch (in Poerwandari, 1998), a case study is special phenomenon that that is present in a limited context, although the boundaries between phenomenon and context are not entirely clear.

The qualitative approach is a process of research and understanding based on methodologies that investigating a phenomnenon of social and human problems. On this approacch, researcher made a complex picture, examining the words, a deatiled report of the views of respondents, and conduct studies on a natural situation. (Creswell, 1998).

Research procedures performed starting from: a) the planning, b) initiated the collection of basic data, c) more intensive data collection, d) closing the data collection was conducted after reaserchers got all needed information, e) complete, done to improve the results of data analysis and devise ways of serving it.

In this study a number of characteristics determined for the subject, among others, i.e. a family member (mom-dad), a company based in the region of sidoarjo-surabaya. The subjects who were selected based on informant interviewees or childcare (taken cara of Grandma take care of with respect to child care-taken care of by mother).

Data collection techniques used in this research is the observation and interview. The interview was done informally structured to parents of early childhood.

Data analysis used in this research is divided in 3 stages; namely (1) the reduction of data; (2) presentation of data; (3) the withdrawal of the summary.

**FINDINGS**

On the subject of A, has entered the age of marriage for 10 years and had two children both of which still sit dibangku Elementary School classes 1 and 3. Both parents are working, so parenting is entirely given over to Grandma. In applying the pattern of parenting apply, parents tend to be democratic. They liberate their children to do whatever they want the original accountable properly. The parents and grandmother cooperate in providing the right kind of parenting to the child. The rules that are applied are always discussed to the child. For example, rules about polite words speak to older people, accustomed to a life of discipline, namely the existence of hours to learn and play. Besides his parents and grandmother are also applying the values of character is primarily about religious values. Because according tothis, A family's religious attitude is the basis in the interweaving of interaction with others.

For the subject B, this family has one child aged 18 months. Both parents working so that caregiving was turned over to child care. Parents apply the parenting patterns tend to be toward democratic rule. Moreover, although the children are in day care, parents always communicate with caregivers in care and a commitment to always implement character education in parenting. This is so that children feel confused in the following regulations are applied. In addition, parents have the principle that the cultivation of the character education should be done from an early age. This is because when the child is still in an early age, then the parents will easily teach the values of the character which certainly will have an impact on the child as she ages.

For the subject C, i.e., a parent who has two children by age 2 years and 4 years. Parenting two children carried out by the mother, because of working at home. While the father worked as a self-employed. Parenting style that channeled is permissive. This parenting style is usually done by parnets who are too good, tend to give much freedom to children by accepting and know all the behaviors, actions and demands, but less demanding attitude of

responsibility and regularity of child behavior. Older people have the idea that their kids were little so that cultivation of the character education they think can be done at a time when kids have entered adulthood.

## DISCUSSION

Character education in the family basically became a necessity. This is because the family is the Foundation of the first education in the life of every human being. So this character education will be effective when applied since early childhood through conditioning. For example, children cradle conditioned to speak with polite words with anyone, obey parents, clean up the environment in accordance with their ability, accustomed to a life of discipline began to get out of bed until towards the bed. In addition, it was also conditioned to perform prayers before and after doing the activity. It is also performed by the subject A and subject B. they consider that to apply the character must be done through the simple things first and the parents surely have regulations as well as awarding examples of course performed by the parents.

However, character education will take place in vain, if it is not applied early on to children and everyday life. This is due to character education, more emphasis to customs done by children to do positive things where it later will be a character that made an impression and ingrained in the child.

On the subject of C, parents not too stressed on character education. Still tend to allow and let the child's behavior because it assumes they are still small. This is certainly going to bring impact on cultivation of character education owned by the child.

For example, if the parents do not infuse character education at early stages, would be an increase in crime, suicide among teenagers, divorce, abortion, the habit of cheating among students, the habit of stealing merchandise in the store among adolescents, and others. This is evidenced by the increasing numbers of cases of crime by teenagers each year according to data of the Central Bureau of Statistics Indonesia. The data showed an increase in terms of quantity from 2007 which recorded about 3100 people teenagers involved in the case of criminality, as well as in 2008 and 2009 that rose to 3,300 and around 4,200 teenagers (Badan Pusat Statistik Indonesia, 2010 in https://psikologiforensik.com/2015/01/30/ada-apa-di-balik-kriminalitas-remaja-indonesia).

Not only in terms of quantity, the report of the Central Bureau of statistics also make it clear that acts of crime committed by teenagers also improved in quality. Where teenage delinquency conducted at first it was just a brawl or fight behaviours between friends, and now developing as acts of criminality such as theft, rape, the use of drugs to murder.

Cases of teenagers who were lively preached at the moment is the behavior of teenagers in a motorcycle gang. According to the data Neta S Pane as the Chairman Presidium of Indonesia Police Watch (IPW) throughout the year 2014 there were 38 cases of violence carried out by members of a motorcycle gang, which resulted in 28 people were killed and 24 people were injured (in https://psikologiforensik.com/2015/01/30/ada-apa-di-balik-kriminalitas-remaja-indonesia).

Thus the importance of character education instilled from an early age so that will minimize negative behaviors-behavior committed by teenagers.

## CONCLUSIONS AND SUGGESTIONS
### Conclusion

Parents have an important role in the formation of character education for children.This is because the family is the main and most educational influence in the formation

of character. It is therefore necessary for proper way of nurturing and educating children so that it formed a strong character in the child to be brought up until he was an adult.

**Suggestions**

1. In parenting parents surely also consider about the level of child development
2. Early   childhood is   an impersonator who hand-picked so should parents   need   to keep any behavior, because children will mimic their parents.
3. Parenting applied  by parents also should  be tailored  to the  situation  and condition  of the child at  the time. There  are times  when parents behave democratically, there  are times when parents also be authoritarian, but also there are times when parents are permissive.

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# Looking Beyond Teacher's Classroom Management:
# EFL Teachers' Pedagogical Knowledge from Different Backgrounds in Teaching Autistic Students in Different Settings

**Alam Aji Putera[1], M. Adnan Latief[2], Ali Saukah[3], Sri Rachmajanti[4]**
alamajip2104@gmail.com

*Graduate Program in English Language Teaching, Universitas Negeri Malang,*
*East Java – Indonesia.*

**Abstract:** This paper reports a study that examined the category of pedagogical knowledge of EFL teachers as gleaned from their verbal report of what they were thinking while teaching and also their knowledge related to the act of teaching compared these categories between teachers in teaching the autistic students in mainstreaming, inclusive and Special Educational Needs (SEN) classrooms. The teachers' backgrounds in each setting are: Specialized EFL teachers in mainstreaming classroom, specialized special needs' teacher in SEN classroom, and specialized psychology (shadow) teacher teaching in inclusive classroom. The teachers' pedagogical knowledges were examined specifically in relation to language management, procedural issues, and handling student reactions and attitudes. The results of the study show that the pedagogical knowledges and practices of teacher in each setting are different and are comparable to that in term of major categories but not in terms of details within these categories. Implications for teacher background are discussed.

**Keywords:** *Pedagogical Knowledge, Teacher Backgrounds, Language Management, Classroom Management*

## INTRODUCTION

Present day foreign language scholars have explored a variety of issues concerning the thinking of foreign language teachers practice. Among these issues are how they conceptualize the teaching process (Tsui, 2003), what knowledge (Johnston &Goettsch, 2000) and beliefs (e.g. Peacock, 2001) they have about teaching and learning, and how these inform their classroom management. The rationale for this exploration is that understanding the teaching process and the development of expertise in teaching is incomplete unless the knowledge, theories and beliefs about the act of teaching and the process of learning that underlie teachers' classroom management are taken into consideration.

Most studies conducted to understand EFL teacher pedagogical knowledge have focused separately on either EFL experienced teachers (Breen, 1991; Woods, 1996) or EFL novice teachers (e.g. Almarza, 1996; Johnson, 1992) but not yet discussed on a unique case on how English language learning delivered to autistic students by Special needs' teacher in special needs' school, English delivered by psychologist/ shadow in inclusive classroom, and

English delivered to autistic students by EFL teachers in mainstreaming classroom where autistic students and normal students are learning English together.

If we look at teacher development as a continuum, we can situate these three teachers in the stages of this continuum of teaching EFL students with autism. because of where they sit on this continuum, the thinking and classroom performance of these three teachers are likely to be different. However, the stability arises because they already had ample opportunities to deal with recurring issues and consequently have had occasions to retain what works and eliminate what does not. Obviously, teachers continue to evolve as they remain in t profession (Tsui, 2005).

Though it is safe to characterize the ELT teacher pedagogical knowledge as having more elements that are stable, it does not mean that English Language Learning (ELL) brought by the other two teachers (special needs teacher, and shadow/psychology teacher) are less than that. Although, presumably, with time, the latter all would continue to increase.

Examining the classroom management based on the EFL teacher expertise in terms of where they sit in the continuum might be considered as the best, however when faced with EFL learner with autism the results will be different. We might assume to see that the special needs' teacher and psychologist are a good EFL teacher for autistic students. Understanding what expertise can develop after years of teaching, by what kinds of teachers, and in what circumstances has profound implications for teacher education. Examining the thinking and performance of these three kinds of teachers as they grapple with essential aspects of teaching (e.g. managing autistic students learning in the classroom ) provides insight into the difficulties they encounter in becoming experienced.

Although one can gather insight from Special needs' teacher and shadow/psychology teacher thinking and behavior independently of EFL teacher and vice versa, examining both sets of teachers together in the same study allows one to compare them on very specific points and identify more clearly how they differ or how they are similar to each other.

The study reported below examined the classroom management of EFL teaching and learning taught by teachers from different background of education in different places. Special needs' teacher teaching autistic students in special needs' school, shadow teacher teaching EFL learners with autism in inclusive classroom, and EFL teacher teaching EFL students with autism in mainstreaming classroom. These three setting vary in terms of their condition and has their own challenges. In special needs classroom the EFL students with autism are learning with other disable peers who has slow learner and down syndrome of whom the teacher are a special needs' teacher background. In inclusive classroom, the EFL students with autism are learning together only with their autism peer in the same class. While in mainstreaming classroom, EFL learners with autism are learning together with normal peers in the regular classroom.

Classroom management is used here in its broadcast definition (Shuman, 1987) to refer to any knowledge, theory and belief about the act of teaching and the process of learning that inform teachers' behavior in the classroom. In 1991, Gatbonton conducted a think-aloud study of two independent groups of experienced EFL teachers who taught similar courses a year apart and analyzed their reports for categories of pedagogical knowledge that possibly informed their teaching. She found significant similarities between them. For example, the same number of categories and types of categories emerged from these teachers' reports. The rank ordering of these categories in terms of frequency were also similar. For example, knowledge pertaining to language management (handling the language the students were exposed to and the language they produced), procedure check (ensuring that the lesson flowed smoothly from beginning to

end, and progress review (ensuring that students are on task and are showing evidence of progress) were the top three for both sets of teachers).

### RESEARCH QUESTIONS

Two specific research questions were addressed in the present study: 1) what categories of classroom management pedagogical knowledge can be inferred from the EFL teachers from different backgrounds reports of their thoughts and how frequently did each category appear?; 2) are the pedagogical knowledge categories extracted from one teacher are the same or different from those extracted from other teachers?. To answer the above questions, four teachers, one special needs' teacher, one shadow teacher, and two EFL teachers teaching were observed during the teaching and learning process of EFL learners with autism in different settings. The transcripts of their verbally recalled thoughts were then examined, using procedures similar to those employed in Gatbonton (1999), in order to find out what these verbalized thought might reveal about their pedagogical knowledge of classroom management.

### RESEARCH METHOD

The teachers observed for 6 weeks, within 1.5 hour long lessons each time they taught the EFL students with autism with different conditions. Two EFL teachers teaching in two different mainstreaming classroom where one autistic student are learning together with around 39 other normal students. One special needs' teacher were observed during the teaching and learning process in special needs' class wherein two autistic students learning together with four other special students (three are slow learner and one down syndrome). One shadow teacher (psychology graduated teacher) was observed during the EFL teaching and learning process in inclusive classroom, wherein 6 autistic students are learning together in the same classroom in mainstreaming school. The autistic students in inclusive classroom are given a different classroom (not mainstreaming) in the normal school because they failed to show a good classroom behavior so that the EFL teachers could not be able to handle the classroom if they are joining the mainstreaming classroom.

Each teacher taped recollections of one of their earlier lessons were transcribed and then the transcripts were subjected to both qualitative and quantitative analyses. The qualitative analysis, conducted by the researcher, involved identifying the contents of teachers report of their thought while teaching and categorizing them on the basis of shared themes. The quantitative analysis noted the frequency of the resulting themes in each teachers' report and each group of teachers' reports. Both qualitative and quantitative analyses were used in order to derive a more comprehensive picture of the data than could be obtained from each analysis alone. The qualitative analysis was expected to identify the major categories that the teachers were occupied with while the quantitative analysis was expected to show whether the themes, emerging from the qualitative analysis were shared by all or some only of teacher participants. Even though there were only four participants, it was important to determine whether all or just one showed the pattern found. After the qualitative and quantitative analyses were completed, the teacher datas are compared one to another.

**FINDINGS**

**Table 1. Categories of Pedagogical knowledge of special educational needs teacher (SEN), Inclusive (IC) teacher and EFL teachers.**

| | Categories | SEN | IC | EFL 1 | EFL 2 | All |
|---|---|---|---|---|---|---|
| 1 | Language management | 35 | 25 | 30 | 27 | 29.25 |
| 2 | Procedure check | 34 | 26 | 30 | 31 | 24.25 |
| 3 | Progress review | 10 | 6 | 4 | 5 | 5.25 |
| 4 | Beliefs | 5 | 4 | 4 | 3 | 4 |
| 5 | Know students | 17 | 8 | 7 | 5 | 9.25 |
| 6 | Decisions | 11 | 7 | 4 | 4 | 6.5 |
| 7 | Note students' behavior and reactions | 33 | 20 | 7 | 6 | 16.5 |
| 8 | Note self critique and reflection | 3 | 4 | 0 | 0 | 1.75 |
| 9 | Past experience | 4 | 3 | 1 | 0 | 2 |
| 10 | Time check | 4 | 5 | 5 | 2 | 4 |
| 11 | Problem found | 3 | 0 | 0 | 0 | 0.75 |
| 12 | Aid computer | 5 | 0 | 3 | 3 | 2.75 |
| 13 | Group work | 1 | 3 | 4 | 2 | 2.5 |
| 14 | Name check | 5 | 5 | 5 | 5 | 5 |

In table 1, the column marked all shows the frequency with which the PK categories were mentioned in each group of teachers' report. The teachers dominance list was headed by Language management (29.25%), followed by procedure check (24.25%), progress review (5.25%), beliefs (4%), know students (9.25%), decisions (6.5%), note students behavior and reactions (16.5%), note self critique and reflection (1.75), past experience (2%), time check (4%), problem found (0.75%), aid computer (2.75), group work (2.5%), and name check (5%). After the categories have been ranked, for purposes of building a relevant teacher knowledge base, comparisons based on more specific details are needed.

In comparing the teachers, the SEN, IC, EFL 1 and EFL 2 the average data were used as baseline. In this comparison the data were marked into relatively stable (=). Missing or less (-) or not yet acquired in a teacher pedagogical knowledge. The category found more or exclusively on a certain teacher are marked with (+).

**Table 2. Frequency (expressed in %) in three most dominant categories of four teachers teaching ELT for autistic students.**

| Language management | SEN | | IC | | EFL 1 | | EFL 2 | | All | Status per Item |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 Noting students' use of language | 0.04 | 5 | 0.04 | 5 | 0.03 | 4 | 0.03 | 4 | 0.04 | =/=/-/- |
| 2 Board work | 0.04 | 5 | 0.04 | 5 | 0.07 | 8 | 0.05 | 6 | 0.05 | -/-/+/= |
| 3 Focusing on form | - | 0 | - | 0 | 0.03 | 3 | 0.03 | 4 | 0.01 | -/-/+/+ |
| 4 Providing input | 0.06 | 7 | 0.03 | 4 | 0.04 | 5 | 0.03 | 4 | 0.04 | +/-/=/+ |
| 5 Providing talk | 0.07 | 8 | 0.04 | 5 | 0.03 | 3 | 0.03 | 4 | 0.04 | +/=/-/- |
| 6 Improving quality of student ouput | 0.04 | 5 | 0.03 | 3 | 0.03 | 3 | 0.03 | 3 | 0.03 | +/=/=/= |
| 7 Explaining vocabulary | 0.04 | 5 | 0.03 | 3 | 0.03 | 4 | 0.02 | 2 | 0.03 | +/=/=/= |
| | | 35 | | 25 | | 30 | | 27 | 117 | |
| Procedure check | | | | | | | | | | |
| 1 Starting up the lesson | 0.04 | 5 | 0.03 | 4 | 0.04 | 5 | 0.04 | 5 | 0.04 | =/-/=/= |
| 2 Wrapping up | 0.04 | 5 | 0.02 | 3 | 0.02 | 3 | 0.03 | 4 | 0.03 | +/-/-/= |
| 3 Moving lesson on | 0.04 | 5 | 0.04 | 5 | 0.04 | 5 | 0.04 | 5 | 0.04 | =/=/=/= |
| 4 Anticipating future tasks | 0.02 | 3 | 0.02 | 2 | 0.02 | 2 | 0.02 | 2 | 0.02 | =/=/=/= |
| 5 Describing task types used | - | 0 | - | 0 | 0.02 | 2 | 0.02 | 2 | 0.01 | -/-/+/+ |
| 6 Monitoring classroom task | 0.07 | 8 | 0.05 | 6 | 0.03 | 4 | 0.04 | 5 | 0.05 | +/=/-/- |
| 7 Organizing group and pair work | - | 0 | - | 0 | 0.03 | 4 | 0.02 | 3 | 0.01 | -/-/+/+ |
| 8 Explaining instructions | 0.07 | 8 | 0.05 | 6 | 0.04 | 5 | 0.04 | 5 | 0.05 | +/=/-/- |
| | | 34 | | 26 | | 30 | | 31 | 121 | |
| Note students' behavior and reactions | | | | | | | | | | |
| 1 Note students classroom behaviour (symptoms) | 0.27 | 43 | 0.17 | 26 | - | 0 | - | 0 | 0.11 | +/+/-/- |
| 2 Note students possitive reaction | 0.13 | 20 | 0.10 | 15 | 0.10 | 15 | 0.08 | 12 | 0.10 | +/=/=/- |
| 3 Note students negative reaction | 0.03 | 4 | 0.02 | 3 | 0.05 | 8 | 0.07 | 11 | 0.04 | -/-/+/+ |
| 4 Treatment given to students' behaviour (symptoms) | 0.21 | 33 | 0.11 | 18 | - | 0 | - | 0 | 0.08 | +/+/-/- |
| | | 67 | | 44 | | 23 | | 23 | 157 | |

The top part of table 2 shows the language management category found in SEN, IC, EFL1 and EFL2 teacher. Both noted equally frequently that the students produced language for SEN and IC (4%) and less in EFL 1 and EFL 2 (3%). In board work, SEN and IC teachers are considered less compared to EFL 1 and 2 who shows a stable and exclusive. It is shown that the teachers do not share the same practice of grammatical forms and initiated practice (0% or considered as missing for SEN and IC and 3% for EFL teachers). Providing input are vary from SEN and EFL 2 which is considered exclusive, minor in IC, stable in EFL 1. It is also known that SEN provides talk more rather than EFL teachers and considered stable in IC. Both student output and vocabulary showing that only SEN that is considered more in concerning both aspects (4%) while others showed stable.

Procedure checks shows that starting up the lesson are considered stable in SEN, EFL 1 and EFL 2 but not in IC. While in wrapping up, SEN teachers are considered more exclusive, while IC and EFL 1 is considered minor and stable in EFL 2. Moving lesson on and anticipating future tasks both are showing stable. However, describing task types and organizing group and pair work showed that SEN and IC are minor while major in EFL 1 and EFL 2. It is also known that monitoring classroom task and explaining instruction showed the same exclusive part in SEN, stable in IC while minor in EFL 1 and EFL 2.

Four notes of student behavior and reaction sets, which met the criteria of being included on the teacher classroom repertoire of classroom management. From the results we can see that it is found exclusively in SEN and IC in the part of treatment given to students symptoms and note student classroom symptoms, however it is considered minor in EFL 1 and EFL 2. In the aspect of note student negative reaction the EFL 1 and 2 teacher are more aware on this but minor on the IC and SEN. For the note students positive reaction it found stable in IC and EFL 1 but exclusive on SEN and minor on EFL2.

4 teachers above were similar to each other in terms of moving lesson on, anticipating future task. While SEN is dominantly found in providing input, providing talk, improving quality of student output, explaining vocabulary, wrapping up, monitoring classroom task, and explaining classroom instruction. EFL 1 and EFL 2 share the exclusive attention on describing task types used, organizing pair work or group work, focusing on form and note student negative reactions. However they are less in note student symptoms, treatment given to students' behavior, noting students use of language. As a counterpart the IC and SEN are better in note student symptoms and treatment give to students symptoms. And IC also SEN teacher are considered less in board work, focusing on form, describing task types used, organizing group and pairwork, and note student negative reactions.

As a conclusion, the results above showing that EFL 1 and EFL 2 teachers showing the same pattern of classroom management. While IC and SEN teachers are comparable. The only differences is that it seems that the teachers adapted the teaching and learning using the most appropriate classroom management within each setting. The results showed an ideal patter on how the setting may contribute to the findings that will be elaborated more in the discussion part.

When you look at the final score of EFL students with autism in picture 1 . They showed us that their score are a match to their normal friend. Such as in picture1, KV got the score of 8.07 for his regular tasks while the average class score is 7.98. However during the middle test and final test his score is dropping to 7.08 (average score class 8.32) and 7.00 for final test (average score 7.99). From the interview with his teacher, the dropping score were resulted from the stressful environment during the test and not because the autistic students could not do it. The external factor were also happening to other autistic students in IC

classroom when they do the test. Some of them were collapsed and sick when hearing about the test. Therefore, an appropriate management of test could be best applied to autistic students in EFL classroom should be included in classroom management agenda.

**Picture 1. Score of autistic students compared to normal students.**



As have been discussed above, despite of the characteristic of each setting, the teacher, and the peer, I have a positive point of view that inclusion in mainstreaming classroom provides a better learning experiences for EFL learners with autism (with some notes). May it possible to be done, I suggest that autistic students in the category of HFA and asperger provided learning experiences in mainstreaming setting in which they learn together with normal students.

In the aspect of peer activity it is pretty much providing an ample of experiences in the social and emotional development. However for some students with a severe autism who needs a shadow, a shadow teacher should be there to collaborate effectively with the EFL teachers but not placed in inclusive class (IC) learning with autism peer. The drawback for these option is that it needs a quite huge funding for *full inclusion* by the government because it will be too big to be borne by the parents themselves.

Another reason, some universities provides an opportunity for special students, by the mean of this, I do really hope that autistic students may learn in university graduated from inclusive classroom to learn about "normal life". Therefore they may get a good basis of academic, social, and behavior improvement. Looking at the EFL teacher has a different classroom management style from other teachers (SEN and IC). The ample differences is the EFL teachers are focused more on teaching the language (semantic, form, etc) while the special teachers focuses more on the language (for communication) and symptoms treatment as well.

**DISCUSSION**

I noted similarities in the major categories derived from the SEN to IC and EFL1 to EFL2 teachers just like in Gatbonton (2008). This result is not surprising when one considers that these teachers had a great deal of teaching experience specialized in each setting. They have adjusted to fulfill the needs of the classroom. In the form of graduate competence, the autistic students learning in inclusive and mainstreaming classroom should follow the normal students' graduate competence.

These resulted in the classroom management emerged in the findings above. More reason is that the IC teacher should also handle with some symptoms that may sensitive to the students. As you can see that the IC teacher are not focused on form and task types description

just like the SEN teacher, it is not that the IC wanted to do the thematic approach just like the SEN teacher it was because the students might get angry if they are thought more on form. Therefore the adjustment were made in the IC classroom. This finding is similar to what Feinman&Flodden (1986) research that teachers had had ample time to partake the culture of teaching in each setting.

From the findings above we realize that the IC and SEN teachers both are more passionate on explaining instruction rather than the EFL teachers but not on organizing group work. It seems that this findings are as what Logal et al. (1997) has investigated on his research that 1 to 1 instructional arrangements resulted in higher levels of engaged behavior or symptoms therefore it may lead students to study better in the classroom. In the standard of facility of the Indonesia educational standard, it is mentioned that a more severe students with disability should learn not more than 6 students in the class (as in the IC and SEN classroom) and it is combined with the one to one instruction as in the principle of teaching autistic students. Just like in McDonnell (1998), Wolery, Ault & Doyle (1992) one on one instruction is a strategy that can be used to provide students with systematic instruction within the typical routines of classroom. Like more in SEN classroom, one on one instruction also make sure that it allows the teacher to systematically control all the instructional procedures.

The similarities way of teaching among the EFL teachers and how they do the classroom management could be found in the findings. This is as what Gatbonton (1999) has noted in his research between experienced teachers and novice teachers in his research. This interesting result is not surprising when one considers that these teachers had had a great deal of teaching experience under more or less similar condition i.e. education background and teaching experiences. They had had ample time to partake in the same culture of teaching (Feinman-Nemser&Flodden, 1986). What is suprising, however is the emergency of similarities in the present study, when EFL learners with autism join their class.

Because EFL teachers had less experience and teaching background for teaching autistic students, they had to adjust with these new experiences teaching them in the mainstreaming class. They are expected to be acculturated with them, their symptoms, new strategy, some classroom modification so that all elements in the classroom is just right to be called "education for all". Therefore an appropriate classroom management should be there.

However from the findings above, the discrepancy of how EFL teacher teach them are still big in form of how they treat the autistic students. The EFL teachers did not employ some principle of teaching autistic students such as, maternal reflective approaches which require the teachers to be able to act as their mother, providing lots of attention, etc. The other principle such as giving more pictorial teaching media due to lack of abstract understanding of autistic students. The teachers were found not concerning on how the symptoms of the students are arising. Therefore there were no treatment to their autism found in their teaching and learning strategy.

As a counterparts of the evidence found in the categories above, teacher in the SEN and IC classroom gave ample of attention, communication, and other required principle of teaching autistic students especially how to deal with their symptoms but not focusing on form and grammar. These is because the autistic students has a thematic teaching and learning principle and they insisted that memorizing grammar would not be best for the students, therefore they emphasize the teaching and learning in the vocabularies mastery, fluency, content, and accuracy. The function of language teaching and learning were expected to be easy served for the students so that they want to use the language. However, when I saw how the students performing in the classroom and their classroom output, they were in the competition with the

normal students. Even, from my first finding, they may serve as an expert in the peer learning activity.

**CONCLUSION**

EFL teachers have differing views about the mainstreaming of students with autism in mainstream classrooms. However, the type and severity of the autism affect teachers' ingness to accommodate certain students and their confidence that they  effectively manage their classroom. Based on the research findings we may conclude that:

1. As we know that the principle of least restrictive environment or well-known as educational for all should bring in students with variety of background to be educated together to the greatest extent possible, some autistic students are more successful when taught exclusively in special needs setting or inclusive setting. despite the fact that the mainstreaming is shifting more and more stereotypical trend, the special education setting and inclusive setting should be always be there taking their part in educational placement.

2. The national educational mandate, education in special need school or inclusive school should only be implemented so that the teaching and learning process cannot be done in mainstreaming classroom. as noted before, it is impractical and unrealistic to do the Applied Behaviour Analysis (ABA) in a mainstreaming classroom which demanded the student to interact intensively with other normal students. In reverse, the special needs class and inclusive class creates a very beneficial environment for the students to learn together.

3. Some autistic students who has a additional severe symptoms may not be appropriate to be included in mainstreaming settings and actually better to be placed in inclusive or special needs school. In the teachers side, the pedagogical knowledge of the teachers, employed strategies, and facilities. EFL students with autism most likely  experience a challenging difficult situation if the additional severe symptoms arises in classroom which lead to unable completing the same work with their classmate. When working on inclusive and special needs class, this classes are designed to cover their even-worst symptoms situation. In those particular settings they  studying with an environment of increased individual attention that may lead to potential academic growth. Simply say that inclusive and special needs class allow much more specialized and intensive environment rather than the mainstreaming one for autistic students with additional severe symptoms.

4. Despite the classroom setting in which the autistic students are learning together with employed and also the number of intervention used, it is the teacher responsibility and also other school elements such as parents, shadow teacher, therapist to dive into the different point of view made with the existing reality happening in their environment. It is important to seek potential options that may contribute to the betterment of the teaching and learning process. By this mean, all school elements should attempt to not only determine the autistic students world in the school but also their potential in the society and to make them experience a happy and joyful life.

5. This research shows the idea that despite the educational settings chosen and the intervention strategies employed, focusing the needs of the child development as an individual is of greatest importance. inclusiveness should be used if possible in many situations when it is appropriate and supportive, but it should not be forced at the sacrifice of the child. Do not exchange happiness or appropriateness be sacrificed under the name of "normality." One child may thrive when educated according to the one

Model and another student could make significant improvements because of other model.

6. The educational placement for the autistic students is ranging from the autistic students variety and degree of symptoms aside from their autism. in IC classroom for example, one student has IQ on 130 but not placed on the mainstreaming because of their psychopath symptoms. Therefore, the placement of autistic students should be best to be chosen by the professional psychologist along with the educational practitioner to know which placement is best for them.

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# Student Activities in Learning
# NCTM Standards With Cognitive Load Theory
## Concept of Rank in Grade X Vocational High School

**Arika Indah Kristiana[a], Suharto[ab]**
arikakristiana@gmail.com; suharto.hartos@yahoo.com

*Raharjo Pujiantoro*
*Vocational High School of Nurul Huda Situbondo*

**Abstract:** Each lesson is always inseparable from activities students. The majority of vocational high school students, mathematic is a material that is difficult to comprehend. Understanding of mathematical concepts in vocational high school students can be done by paying attention to their environmental. This is consistent with the components of the NCTM, namely the creation of a task, the creation of discourse, and environmental analysis. The four components can be seen from the activities of students during the learning process. The principles of the cognitive load theory (CLT) can affect the learning process. The third principle is the intrinsic cognitive load, Germanycognitive load and extraneous cognitive load. Through learning which contains the components NCTM by observing the three principles in the Cognitive Load Theory, expected activities of students very well, with a good activity, the understanding of mathematical concepts in vocational high school will increase.

**Keywords:** *NCTM Standard, CLT, Mathematics*

## INTRODUCTION

Education to build the life of the present and the future better than the past with different intellectual abilities, communication skills, social attitudes, awareness, and participate to build community life and a better nation (experimentalism and social re constructivism). Curriculum 2013 intends to develop the potential of students to be reflective thinking skills in the settlement of social problems in the community, and to build a democratic people's lives better (Permendikbud No. 70 in 2013). So that the learners, especially in vocational secondary education is expected to utilize the knowledge received on the surrounding environment.

According to Indonesian dictionary, means activity is the "activity/liveliness". W.J.S. Poewadarminto describes the activity as an activity or bustle. Nasution added that the activity is a physical and spiritual liveliness and both of whom have been linked. Activities or the activities of learners is important in the learning process. According to Paul B. Diedrich, learning activities are divided into eight groups, namely: (1) visual activities, (2) oral activities, (3) listening activities, (4) writing activities, (5) drawing activities, (6) the motor activities, (7) mental activities and (8) emotional activities.

One of the principles in the NCTM is the principle of teaching, to be effective, teachers must know and understand deeply the mathematics they are teaching and Be Able to draw on

that knowledge with flexibility in their teaching tasks (NCTM, 2000). Through the students' learning activities, students are expected to play an active role in learning in order to obtain a strong understanding of the material. In the NCTM learning there are four components, namely (1) the creation of tasks, (2) the creation of discourse, (3) the learning environment, and (4) analysis. The learning environment can be seen through the learning activities of students (Sutawidjaja, 2006).

CLT is a psychological theory because it attempts to explain psychological or behavioral phenomena resulting from instruction. Psychological theories are concerned with the possible relationships among psychological constructs or between a psychological construct and an observable phenomenon of practical consequence. A psychological construct is an attribute or skill that happens in the human brain. In CLT, the main constructs of interest are cognitive load, hence the name of the theory, and learning. CLT was developed to explain the effects of instructional design on these two constructs. (Moreno, 2010: 9). Design instructional in mathematics SMK focuses on students learning activities with regard CLT. Importance of learning activities of students through the learning that takes into account CLT on vocational students. So in this paper, we discuss how the activity of students in the learning NCTM standards with regard CLT. Student learning activities appropriate learning NCTM standards with regard CLT are presented in the following table:

**Table 1. Activity Learning Students NCTM Standards with CLT**

| No | Activity Learning Students | Component of NCTM | Principal of CLT |
|----|---------------------------|-------------------|------------------|
| 1 | To suggest ideas / questions both to teachers and to friends. | The creation of discourse | |
| 2 | Provide a response to the idea / question | The learning environment | |
| 3 | Listen to / pay attention to the teacher's explanations / friend | The creation of discourse | |
| 4 | Communicate / participation in discussions | The learning environment | |
| 5 | Analyze the problem | Analysis | |
| 6 | Solving problems | The creation of tasks | |
| 7 | Other activities that are not relevant to learning | The learning environment | |

**RESEARCH METHODS**

This research is a qualitative descriptive study. Research aimed to explain the facts or the result of a phenomenon, presents data on the conditions studied. Subjects were students of class X TKJ SMK Nurul Huda Department Panarukan Situbondo. Reasons for the selection of the school is SMK Nurul Huda only specialized in the majors TKJ making it more focused. Vocational students need an understanding of mathematical material making it easy to implement in the field of Communication Network Engineering. Understanding of mathematics where the students had no difficulty in learning mathematics. The research instrument used is the student activity observation sheet. Criteria for the effectiveness of student activity is an effective learning when the student activity to activity 1-6 to obtain 10% - 20% and specific activities that are not relevant to learning a maximum of 5% (Yuwono, 2005).

The steps of the research is: (1) create a research instrument in the form of observation sheet, (2) sets the subjects to be studied, (3) make the observation of student learning activities for learning, (4) analyzing research data and (5) draw a conclusion.

**RESULTS AND DISCUSSION**

The observation of student activity obtained using student activity observation sheet, is presented in Figure 1 below:
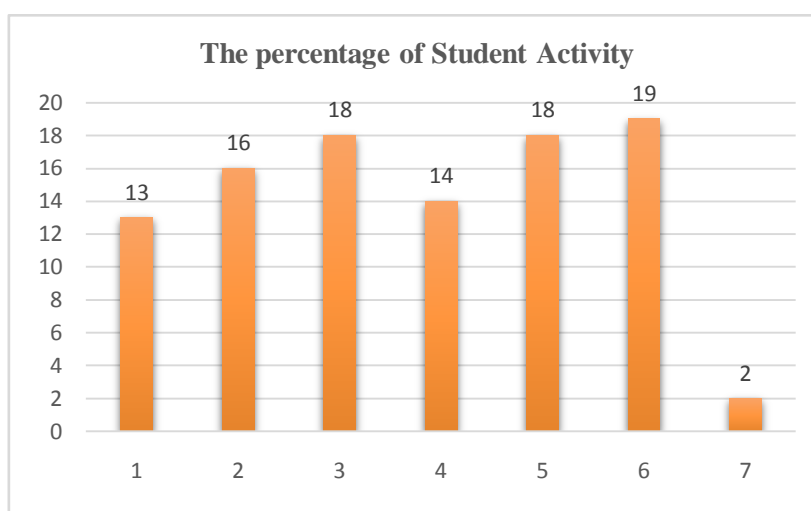


*Figure 1: The Percentage of Student Activity*

Information
1. To suggest ideas / questions both to teachers and to friends.
2. Provide a response to the idea / question
3. Listen to / pay attention to the teacher's explanations / friend
4. Communicate / participation in discussions
5. Analyze the problem
6. Solving problems
7. Other activities that are not relevant to learning

From Figure 1 and Table 1, can be explained on the component NCTM creation of task related activity is solving gained 19% this suggests the study subjects have been better prepared to solve problems and did not find it difficult because the matter is packed in accordance with the student in accordance with the principles of cognitive load constructive. NCTM components that form of activity is the creation of discourse raised the idea / question by 13% and listening / observing explanations of teachers / friends 18% in order to obtain an average of 15.5%. For components learning environment there was activity gives a response by 16% and communicate in the discussion as much as 14% or 15% for activities related to the components of the learning environment. As for the components of the analysis, only activity is to analyze issues gained 18%. Special activities that are not relevant to learning is not included in the component NCTM. Here is presented a picture which shows the percentage of students learning activities based on NCTM components.
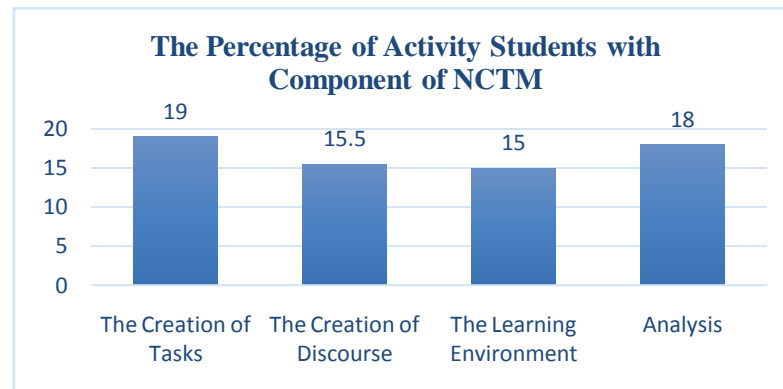
*Figure 2: The Percentage of Activity Students with Component of NCTM*

From Figure 1 and Figure 2, it can be seen the percentage of events / activities students are in the range 10% - 20% and for activities that are irrelevant gained 2% means that the learning process can be said to be effective.

Some subjects were interviewed to dig information about the activities of learning, study subjects was not used LKS (Student Worksheet) that the retention of material directly related to the field of TKJ majors. LKS there is an understanding in the matter which is directly linked to the rank of field TKJ which aims to motivate students to learn mathematics in particular the material rank. This is in accordance with the principle of intrinsic cognitive load which should be increased motivation on students. Problems developed in accordance with NCTM components are tasks and discourse in the worksheets that are also associated with TKJ. This is in accordance with the principle of constructive cognitive load which must be managed so that students do not feel difficulty in solving these problems. There are some students who do not relevant to the learning activities, this occurs because students do not like math.

**CONCLUSION**

From the results and the above discussion, the NCTM standards of learning by observing the cognitive load of students can improve students' learning activities that influence the effectiveness of the learning process. On the subject of research in the Department of class X TKJ SMK Nurul Huda Panarukan Situbondo shows the effectiveness of learning by successive component obtained NCTM. the creation of a task, the creation of discourse, the learning environment and the analysis was 19%, 15.5%, 15% and 18%.

**ACKNOWLEDGEMENTS**

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# Effect of Betel Leaves Decoctionin to Speeding Perineum Healing for Postpartum Women in BPM Endang Sutikno Kediri

**Candra Wahyuni**
candrawahyuni85@gmail.com

*STIKes Surya Mitra Husada Kediri*

Abstract:    Delays in wound healing of the perineum caused of infections and complications. Betel leaves contains an antiseptic that can kill bacteria that was widely used as an antibacterial and anti-fungal. the purpose of this study was to determine effect of betel leaf decoction in speeding perineum healing for postpartum women in BPM Endang Sutikno. The purpose of the study was to determine the effect of betel leaf decoction to speed wound healing of the perineum in postpartum mothers. This study used an experimental design. The entire population to 6-7 days post partum mothers in BPM Endang Sutikno as many as 16 people. The research instrument using observation sheet wound healing process. Most respondents 75% (6) perineum wound healing without piper betel decoction is given relatively normal. most respondents 75% (6) wound healing perineum with betel leaf decoction is given relatively quickly. Statistical test result p-value = 0.013 < 0.05 means Ho rejected in conclusion there betel leaf decoction effect on wound healing of the perineum. Perineum injuries the treatment is maintained sterility and hygiene of the wound will be healed by itself. Expected puerperal women use betel leaves decoction as an anti-septic useful to speed wound healing process.

**Keywords:** *Betel Leaves Decoction, Perineum Wound, Postpartum Mothers*

## INTRODUCTION

Postpartum or puerperal is a period which began an hour after the birth of the placenta until 6 weeks or 42 days afterlabor (Bari, 2008). One of the postpartum period treatment is puerperal treatment, which is a mother who has a postpartum period need a special treatment to restore the body health including the wound perineum treatment. perineum wound is a wound on perineum, either because of the birth canal laceration episiotomy and delivery of a fetus (Hanifa, 2005).

Based on data from the World Health Organization (WHO) in 2009 there was 2.7 million cases of rupture of the perineum in postpartum mothers. Postpartum mothers who ruptured perineum in Indonesia at the age group of 25-30 years is 24% , levels of maternal postpartum 32-39 years by 62%. Based on health data in East Java, its incidence of perineum wound in 2012 as many as 93 cases.

Perineum wound care for postpartum mothers focused on reducing discomfort, keep clean, prevent infection and promote wound healing of the perineum (Vani, 2015).All aspects

of postnatal care is implemented by efforts to maintain personal hygiene and comfort of clients, prevent infection and alleviate disorders mild case.

The impact of delays in wound healing of the perineum the first is the occurrence of infections it is perineum condition with a wet wound, red, smelly and damp that condition will support the proliferation of bacteria that can cause infection of the perineum. The second occurrence of complications is the emergence infections of the perineum that can be propagate the gallbladder or in the birth canal that can emergence of infectious complications of gallbladder infection too and the third is the occurrence of postpartum mother death, the slow process management of complications can caused the death of post-partum mother, which is the physical condition is still weak (Ambarwati, 2008).

Betel leaves are known since 600 BC It contains an antiseptic substance that can kill the bacteria that is widely used as an antibacterial and antifungal. It is caused by a phenol derivative that is kavikol in it is antibiotic nature five times more effective than ordinary phenol. Besides phenol, betel leaves also contain vulnerary which can be used as an antiseptic. With antibiotic and antiseptic nature, betel leaves are often used to heal wounds (Jamilah, 2009). Midwife's is expected help to provide information to mothers postpartum about the correct perineum wound care.

Based on preliminary studies at BPM Endang Sutikno on the 6th of June 2015 there were 5 postpartum mothers at day 7 were injured perineum. from the 5 people there are 3 people at postpartum (60%) experienced delays in perineum wound healing and an infection and 2 postpartum mothers or 40% had perineum wound healing process. the data in August there was 14 people who has a labor

One effort that health worker can do is to disseminate the use of betel leaf as an alternative option for the provision of medical drugs for the faster healing wound, the postpartum mother can washed perineum using boiled water betel leaves,its can speed up the process perineal wound healing whitout any side effects so it is safe to use and cheaper.

General purpose : Knowing the influence of betel leaf decoction to speed wound healing of the perineum in postpartum mothers. Special purpose : Identify the speed of wound healing of the perineum without giving betel leaf decoction, Identify the speed of wound healing of the perineum with betel leaf decoction is given and analysis the effect of betel leaf decoction on perineum wound healing.

**METHOD**

The study design used was an experimental. This design is used to examine the one group which was given one treatment and it measure once (Handoko, 2013). The independent variable is the betel leaf decoction. The dependent variable is the Wound penerium Healing

Research conducted in the BPM Endang Sutikno, on March 1 to 30, 2016with the number of respondents is 16 people. By using the technique of accidental sampling. Mann-Whitney Test conducted with a level of significance or $\alpha = 0.05$ using a computer program. If the value sig ($\rho$)> 0.05 then Ho is accepted meaning no Betel leaf decoction Effect Against Speed Wound Healing Mother's Perineum On Ruling. If the value sig ($\rho$) ≤ 0.05, then Ho is rejected it means there Betel leaf decoction Effect Against postpartum mother Speed Wound perineum Healing.

**FINDINGS AND DISCUSSION**

**Table 1. Characteristic variable healing speed of the perineum wound were not given a betel leaf decoction**

| No | Wound healing whitout betel leafs | totaly | Percentage |
|----|-----------------------------------|--------|------------|
| 1 | slow | 1 | 12,5 |
| 2 | Normaly | 6 | 75 |
| 3 | fast | 1 | 12,5 |
| Totaly | | 8 | 100% |

Most of the respondent 6 person ( 75%) experience normally wound perineum healing without betel leaf decoction.

**Table 2. The perineum wound healing speed with betel leaf decoction**

| No | Wound healing with betel leafs | totaly | Percentage |
|----|--------------------------------|--------|------------|
| 1 | slow | 0 | 0 |
| 2 | Normaly | 2 | 25 |
| 3 | fast | 6 | 75 |
| totaly | | 8 | 100% |

Most of the respondent 6 person ( 75%) experience fast wound perineum healing with betel lefes decoction.

**Table 3. Results of statistical test Mann-Whitney betel leaf decoction Effect on wound healing of the perineum in BPM EndangSutikno 2015, dated March 1 to 30, 2016.**

| | Wound condition |
|---|---|
| *Mann-Whitney U* | 11,000 |
| *Wilcoxon W* | 47,000 |
| *Z* | -2,475 |
| *Asymp. Sig. (2-tailed)* | ,013 |
| *Exact Sig. [2*(1-tailed Sig.)]* | ,028[b] |

*a. Grouping Variable: care*
*b. Not corrected for ties.*

From the test of statistical result that p-value was 0.013 which is smaller than the value of $\alpha = 0.05$ (p = 0.013 $<\alpha = 0.05$), reject Ho the conclusion means that there is any influence of betel leaf decoction on wound perineum healing.

Perineal wound healing speed without betel. most respondents 75% (6) perineal wound healing without betel leaf decoction is given classified as normal, 12.5% (1) fast wound healing process and 12.5% (1) the wound healing process is slow.

Wounds can be healed through the primary process (primary intention) that occurred when the wound edges together (approximated) with stitched. If the wound is stitched, closures of tissue together and there is no empty space. Therefore, it takes a minimum of granulation tissue and little contraction. A second wound healing through secondary processes (secondaryintention) there is a deficit tissue that requires a longer time (Mouren, 2008).

There are two factors that affecting wound healing process, the first isnutritional status, environment, traditions, education, social, economic, handling personnel, andthe second is an internal factors are age, handling tissue, hypovolemia, personal hygiene, medications, activity overloading and comorbidities (Hartiningtyaswati, 2010).

Most of the respondents, 7 (88%) aged 20-35 years. It shows that almost all respondents are of productive age, and half of the respondents, 50% (4) working as self-employed. This is consistent with the theory that the employment effect on wound healing. The effect of maternal employment with long healing of the perineum is the physical and mental state of the mother in performing daily activities after having labor. If the mother has a high workload, it could be longer perineal wound healing due to the emergence of a sense of lazy in taking care of themselves(Siti, 2009).

Age effect on immunity. Wound healing occurs in older people are often not as good as the people who are young. This is due to poor blood supply, poor nutrition status or presence of concomitant diseases. So that faster wound healing occurs at a younger age than in older people (Hartiningtyaswati, 2010). Mothers who work as self-employed or civil servants or private will be less attention to his wound perinium than mother at home, because working mothers would be busy with his work.From the above theory can be concluded that the wound can heal naturally without any help from the outside, but this natural way takes a long time and leave scars badly, especially if the wound is wide. It required the perineal wound care to make the process faster

**The speed of wound healing of the perineum with the given decoction of betel leaf**

Most of the respondents 75% (6) perineum wound healing with betel leaf decoction is quite fast, and 25% (2) relatively normal wound healing.

According to Drs. Diman Sudirman, betel efficacious for cleansing femininity and perineum wound care. The way, five pieces of betel leaves boiled until the water color turns yellow, then cooled. The water used to clean the feminine area and used 2-3 times a day. Other use of betel leaf is such as cough syrups and lozenges stomach, such as queasy stomach, nausea, bloating, and vomiting. Betel leaves are also useful to overcome thrush, wobbly teeth, sore eyes, nose bleeding, ulcers, sore throat and bad breath (Kadarusman, 2007).

Many women feel too worried about injuries her perineum so afraid of doing activities like walking, urinating and bathing on the first day after birth. Actually this is redundant because episiotomy can recover quickly should not wait until 4-6 weeks.Perineum care wound the key is to restore general health, and hygiene episiotomy. Perform routine maintenance as suggested by your doctor, for example, wash the wound with antiseptic solution (betadin) (can also use boiled water betel leaves), replace the pads regularly, keeping the perineum to avoid damp because if moisture will contain a fungus (Jamilah, 2009).

The results showed that by treating wounds using betel leaves with usual care, normally wound healing process in the inflammatory phase occurs 1-4 days, using the betel leaf inflammatory phase occurs only on day two and all three, while for the proliferative phase

which generally occurs on day 5 to day 14 using the betel leaf passing day 5 patients pass proliferative phase by the formation of new cells, and epithelial wound edges apart.

Betel leaves to be also resist bleeding, heal wounds on the skin, and gastrointestinal disorders. It also to be wrinkled, remove phlegm, saliva shedding, hemostatic, and stop the bleeding. Usually for abloody nose medication, used two fresh leaves of betel leaves, washed, rolled and then inserted into the nostril. In addition, the active ingredient *pheno*l and *kavikol* betel leaf forests can also be used as vegetable pesticides for control of sucking insects

From the description above researchers found that perineal wound care use betel leaves faster than treating wounds without betel leaf or using an ordinary disinfectants

**Effect of betel leaf decoction on wound healing of the perineum**

Statistical test results obtained p-value for education and behavior is p = 0.013 which is smaller than the value of α = 0.05 (p = 0.013 <α = 0.05), reject Ho conclusion means that there is the influence of betel leaf decoction on wound healing of the perineum.

Essential of betel leaf contains fly (betel phenol), seskuiterpen, starch, diastase, sugar and tannic substances and *kavikol* that have deadly germs, antioxidants and fungicides, anti-fungal. Betel nutritious eliminate body odor  that caused by bacteria and fungi. (Herman, 2007).

Perineal wound treatment if the sterility and cleanliness is maintained, then the wound will be healed by itself. and speed the healing of wounds depends on many factors such as those mentioned above. Infection can occur because the mother is less painstaking care after labor. Mother was afraid to touch the wound in the perineum so choose not to clean it, while the wound in the perineum attended susceptible infected by germs and bacteria.

From the description above researchers found that betel leaves can accelerate wound healing as long as the wound taken care of properly. Infection may arise any time if the mother is less able to maintain personal hygiene, nutrition can also affect the wound healing, by eating nutritious foods then the healing process will be quick.

**CONCLUSIONS AND SUGGESTIONS**

Most of the respondents 75% (6) perineal wound healing without betel leaf decoction is given relatively normalMost of the respondents 75% (6) perineal wound healing with betel leaf decoction is given quite fast.

Statistical test results obtained p-value for education and behavior is p = 0.013 which is smaller than the value of α = 0.05 (p = 0.013 <α = 0.05), reject Ho conclusion means that there is the influence of betel leaf decoction on wound healing of the perineum.

**SUGGESTION**
**For Respondents**

Mother is expected to be more patient in the treatment after labor. Do not be afraid to touch the wound in the perineum because if you are afraid and prefer not to clean the wound in the perineum attended susceptible germs and bacteria so that will be infected easily

**For Midwifery Profession**

Expected for the midwifery profession to pay more attention to the culture about health that exist in the public , in particular the treatment of wounds perineum. because a lot of the methods available in the community that make the wounds heal faster, and the midwifery profession serves to filter out which methods are allowed to do and not to do

For Research Sites

Provide more facilities for instance a comfortable service to provide music therapy in order that mothers who are or want to hospitalization more relaxed and calm by listening to music and a comfortable environment for family members who drove.

**For the next research**

Next researchers expected to be able to develop this research wider with more samples and comparing the perineum wound treatment with another method.

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# The Importance of Entrepreneurship Education for Farmer

**Darmadji**
darmaji@widyagama.ac.id

*Faculty of Agriculture, University of Widyagama*

**Abstract:** In Indonesia, the number of people who worked as farmers are the greatest than the others. Based on data obtained from the year 2008-2016, the average was about 37%. Their existence are very important in the economic development, because not only as big contributor to growth but also as source of income for government either as foreign payments or as sources of taxes, even unconsciously that the stabilization of the country rests on farmers. But ironically, most of them are still living below the poverty line. Based on this reality, it is very important to seek solution how to increase their income. One of solution is trough entrepreneurship education. This suggestion is based on two preliminary studies that have been conducted by researcher. The first results of research were conducted on Chili and Rice farmers at Sleman District of Yogyakarta Province in 2012. The second was based on the study in 2016, conducted on rice farmers at Malang District of East Java. Based on the result of two studies, it was concluded that the entrepreneurial spirit is owned by farmers that affect to their production and income of farming. Based on these conclusions, it is through this international conference, would like to recommend that entrepreneurship education is very important for farmers

**Keywords:** *Farmer Entrepreneurship, Entrepreneurship Education, Farming Production, Farmer Income*

## INTRODUCTION

Profession as farmers has become the choice of most Indonesian people, from Sabang until Merauke. According to the last update, since 2008-2016 the population of Indonesia who live as farmers, the average number reached 37% of total population aged 15 years and over who worked during the previous week by main industry. In the second grouped are the people who work at trade sector, restaurant and accommodation services, amount 23 %. Third is they work in groups of processing industrial sector, about 13 %, and the rest worked in six groups of other sectors (BPS, 2016).

In Indonesia, the existence of farmer have very important role not only in the economic development but also in the national stabilization. The very importance role of farmer in the economic development can be shown from the following reason: (1) based on potential of GDP, since 1965-1994, based on the Gross Domestic Product (GDP), agricultural sector is the biggest so become a leading sector, the contribution more than 50 %, (2) Based on the GDP

from 2012-2014, the total GDP of agricultural sector is in the third rank, with contribution amount 12,2 % (BPS, 2016a), (3) based on the trend of foreign exchange from year 2013-2016 are 14,3 % for fish and shrimp, 13,45 % for coffee, tea, 13.45% spices, 11.19% for Tobacco, fruit 13%, and rubber 15.1% (BPS, 2015) as totally volume export for all agriculture reach IDR. 31.897 trillion or 21 % of total export Indonesia IDR 1,511 trillion, (4) based on data of Input-Output, gross value added of agriculture in the third rank of 9 sector, the contribution 21 %, (BPS, 2014).

The other role of agriculture that cannot be substituted by other sector is the its potential as source of food. On the other hand, the potential of agriculture as produce of food make this sector so very importance. Can be imagine how the country will be disrupted if the shortage of food. Therefore, Napitulu (2005) said that unconsciously that the stability of this country is resting on farmers.

In one said, farmers in Indonesia have big role not only in the economic development but also in the social and stability of country. But in other side farmer face many problems. The biggest problem is a lot of them still live in under poverty line. On the other hand, most of them are poor. Based on data of BPS year 2013-2016 number of Poor People reach 22 % every year and the most of them live at village as farmers.

Farmers in the one side show how the big role in the economic development and also in the stability of country. But in other side, they are faced some problem. The biggest problem is how to increase their income.

For all farmer, agriculture is the main source of their income, so the main way to increase their income is trough increasing of their farm production and from other activities that generate income. There are many approaches to increase their farm production and also their income. One of way is trough entrepreneurship education.

In Indonesia, the importance of entrepreneurship has been attended since 1995. One of serious commitment government to trigger entrepreneur is sign by the exposed of President Instruction no 35 year 1995. The principle purpose of this regulation is to increase number of new entrepreneur. But long time the applied of this regulation as if no response from the people. But this regulation becomes popular when government creates new movement, namely National Entrepreneurship Movement (NEM).

Focus of NEM is to born new entrepreneur, in order the number of entrepreneurs can reach 2 % of number of people, especially for people who unemployment caused by crisis 1998. But up to now the number of entrepreneur just 1,65 %. According to Mc Cleland, minimal number of entrepreneur is 2 % of amount of people. In Indonesia, number of entrepreneur very few. In other countries, the number of entrepreneurial is more than 2 %, Singapura, Malaysia, China, and America.

In Indonesia, recently, government also pays attention to the importance of entrepreneurship for farmers. There are many entrepreneurship activities for the farmers. But no activity that give entrepreneurship trough extension education. This paper wants to increase farmer entrepreneurship trough extension education. The objective of this paper is to promote the importance of entrepreneurship education for farmer.

**METHOD**

This study not experimental design, on the other hand this study uses descriptive method. This method wants to descript entrepreneurship as new approach to increase farm production and also farm income.

Method of discussion is based on the conclusion of two preliminary study that conducted at Sleman Regency of Yogyakarta Province and at Malang Regency of East Java.

Either the result of research conducted at Sleman  or at Malang conclude that spirit of farmer entrepreneurship effect to production and farm income. Based on the two preliminary study so strongly recommendation entrepreneurship to be as new approach to increase farm income.

## FINDINGS AND DISCUSSION

There are some findings that push the importance of entrepreneurship education for farmers. The findings in the form of expert opinions, the support of the government, entrepreneurial activity, and research results.

### First Finding

The important of entrepreneurship based on opinion. There are  many opinion state the important entrepreneurship, such statements are based on Akbar (2005). According to Akbar (2005), the performance improvement approach to farming methods are only focused on the technical aspects of cultivation alone. Instead study that included anthropology was never implemented. The findings, pushed for consideration of the internal potential of farmers to be determinants of agricultural performance. The internal potential of farmers is meant is the motivation, the desire for success, creativity, attitude toward risk, their openness and more. All of the internal potential of the elements of entrepreneurship, as stated by Wirasasmit  (1994), Machfoed (2004), dan Priyanto (2008).

According to Wirasasmita (1994), elements of entrepreneurship is creative and willing to take risks, hard-working, sacrificing, taking advantage of all the power, dare to take risks to realize his idea, sensitive and able to look at business opportunities, has the action of combining resources to realize the idea and build a business. According Machfoed (2004), entrepreneurship is an innovator, an independent thinker, consider failure as study materials, creative and responsible for formulating, managing and measuring risks. According Priyanto (2008) entrepreneurship is an attitude independent, vibrant, dare to try, great desire, have a need for achievement, creative, bold risk, have the knowledge and skills related to the farm.

In addition based on characteristic, centrality of entrepreneurship research is also based on the opinions Saragih (1998) which states that the entrepreneurial farmer is one very important factor in determining the success of market-oriented businesses. Similarly, according to some opinions that others, namely: (1) Hartono, (2003) which says that through OUTLOOK expected to grow and develop farmers innovator and motivator entrepreneurial, (2) Soetriono (2006) also stated that entrepreneurship is important for agribusiness development, likewise stated Widodo (2008), (3) Wibowo and Subiyono (2005) entrepreneurship need to be grown, (4) Priyanto (2004, 2008), entrepreneurial farmers need to grow out to face the pressure that is not conducive market environment.

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**Second Finding**

The importance of entrepreneurship based on support by government. Indonesian government give serious attention to support entrepreneurship. It can be shown from the publication a Presidential Instruction no 4 year 1995 about National Movement to Socialize and Civilize Entrepreneurship. In the applied, government also make movement, namely National Movement for Entrepreneurship (Siagian dan Asfahami, 1995).

Minister of Cooperatives and SMEs say the need to foster the entrepreneurial spirit among the people, because if it is not done then Indonesia will be crushed in the era of free market economy. Therefore, the Minister asserted entrepreneurship movement can not negotiable. "Entrepreneurial we still 1.65% of the 240 million inhabitants, is still small, we need at least 2%," (Bisnis.com, 2016).

Start in 2015, Cooperative Ministry and SMEs will focus to backstopping farmer family and fisherman to be entrepreneur. This is an effort to succeed national food security program (Antara News, 2015)

Based on the important of entrepreneurship, Cooperative Ministry and SMEs will Ministry of Cooperatives and SMEs implement entrepreneurship training materials are considered the most applicative that are expected to increase business scale to higher business class. The training is not just a transfer of knowledge or the transfer of knowledge through lectures, speeches, and discussions of instructors to participants (Antara News, 2015a).

According Ciputra, a nation would do well to have a number of entrepreneurs (entrepreneurs) of at least two percent of the total population. Ciputra entrepreneur pointed out that Singapore has about 7.2 percent, and the United States has 2.14 percent entrepreneur. China's economic progress, among others supported by entrepreneurship, which accounted for 20 percent of the population (Hilal, 2015).


**Third Finding**

The important of entrepreneurship education for farmer based on some real activities since year 2011 – 2016. BBPP Lembang as one of the government educational institutions have been carrying out training based on the decision of the Head of the Center for Agricultural Training Lembang No. 38 / Kpts / SM.100 / J.3.7 / 02/2011, dated February 28, 2011 on the Implementation of Agribusiness Entrepreneurship Training For farmers held from 24th till March 31, 2011 for 7 days to 56 Hours effective practice (BPP Lembang, 2015).

In 2011, BBPP Lembang will carry out "Entrepreneurship Training Agribusiness Force I and II". This training conducted in 2011 and aims to develop the entrepreneurial spirit and attitude agribusiness, fostering new entrepreneurship among agricultural communities, and select prospective trainees Orientation Internship Japan (BBPP Lembang. 2014).

In 2013, NU Agricultural Development Institute (LPPNU) Right Way entrepreneurship training held for three days Saturday and Monday. The activity was attended by 50 participants representatives of farmers 'groups from 14 districts as the Right Way aims to improve farmers' interests as well as technology (NU Online, 2013).

In 2013, the agricultural extension centers (BPP) of Batu conducted Entrepreneurship Course For Young Farmer. This event attended by Farmers and Women Farmers throughout Indonesia, this training focuses on mastery of Internet technology, to access agricultural information and marketing of agricultural products (http://ayamburasarab.blogspot.co.id/)

In 2014, about 1,000 aspiring young entrepreneurs, both from students, family farmers, fishermen families, and other strategic groups in Bali entrepreneurial training program in a series of National Entrepreneurship Movement/GKN (http://industri.bisnis.co).

In 2016, The Center for Labor Market Development and Expansion of Employment (BBPPK and PKK) Lembang as business incubation, ready to creat entrepreneurial coffee farmers in West Java (BPP Lembang, 2016).

Ministry of Cooperatives and SMEs equip fishermen and their families on the coast of Tegal, Central Java, with entrepreneurship training. This training holds in 2016. This event attender 80 participant (Prakoso, 2016).

Ministry of Cooperatives and SMEs also said that the importance to boost entrepreneurship in disadvantaged areas. The training was held in Manokwari, West Papua, followed by the 270 communities of various backgrounds, such as farmers, fishermen, non-governmental organizations (NGOs), and the state apparatus who are interested in entrepreneurship in KUMKM (Prakoso, 2016a).

Prakoso said that since the training program has been applied, It has been successfully born new entrepreneurs among them. In 2012 as many as 189 starters entrepreneurs, in 2013 as many as 3,860 young entrepreneurs and in 2014, there are 4,326 novice entrepreneurs with a total aid disbursed Rp49,10 billion (Antara news, 2015).

**Fourth finding**

The important of entrepreneurship education for farmer for the last reason is based on the result of research. There are three result of research that become determinant why entrepreneurship education is very important.

Firstly, based on the research conducted by Priyanto (2004, 2006). This research conducted on tobacco farmer. The result shown that farmer entrepreneurship effect on farm performance. The indicators of farm performance are production, price of output and farm income. On the other hand, farmer entrepreneurship effect on production, price of output , and farm income.

Second research based on Darmadji (2011, 2016). Based on the research conducted by Darmadji et. all (2011) shown that farmer entrepreneurship effect on paddy farm performance. The model of research is presented at Model 1.
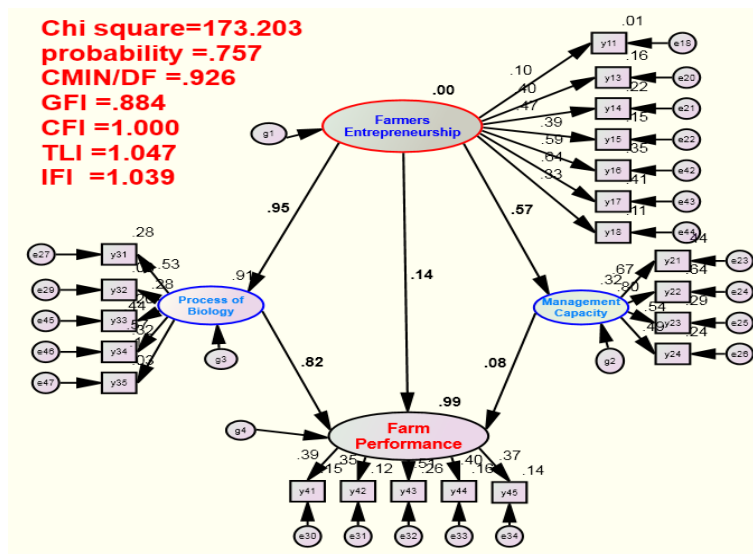


**Model 1. Model For Paddy Entrepreneurship**
**Source: Darmadji, et.al (2011)**

Darmadji et.al (2011) also done research on chili farmer, and the result showed that farmer entrepreneurial had an effect on farming performance (which is also measured in output prices, production and income). The Model is presented at Model 2.
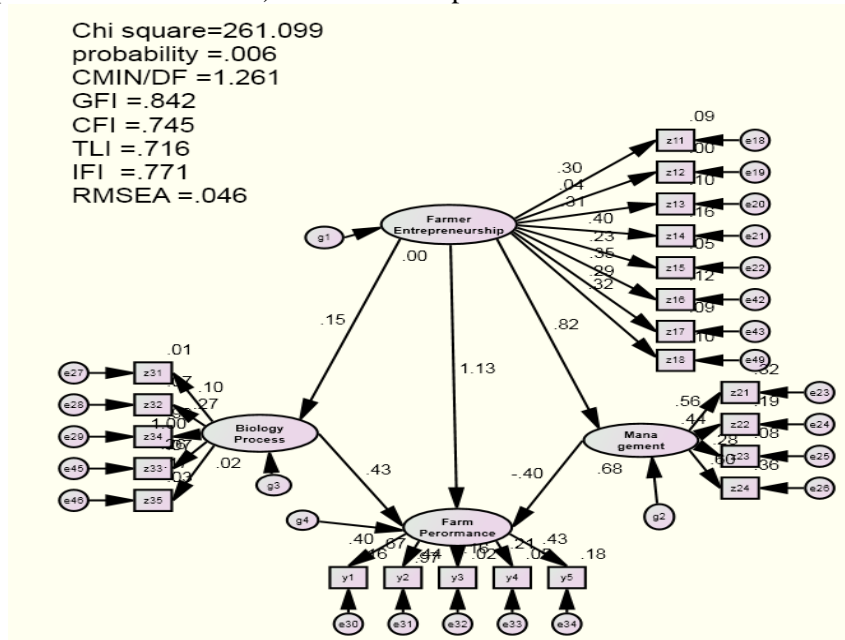


**Model 2. Model For Chili Entrepreneurship**
**Source: Darmadji, et al (2011)**

Furthermore, Darmadji also conducted research in 2015 on paddy farmers in Malang Regency. The results showed that farmers entrepreneurial showed a positive effect on the performance of farming. According to Darmadji (2016) that entrepreneurship also can be a new approach to supporting agricultural development towards self sufficient food. Model is presented at Model 3.
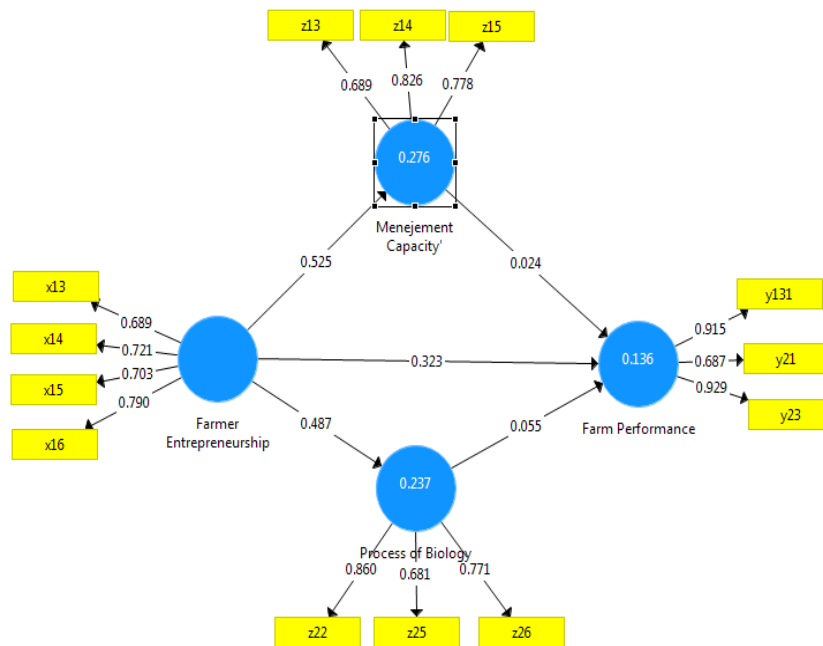
**Model 3. Model For Paddy Entrepreneurship**
**Source: Darmadji (2016)**

All findings above become reinforce that entrepreneurship education to farmers is very important. Through this conference I would like to emphasize the advantages of entrepreneurship education through agricultural extension. Many advantages of the methods of entrepreneurship education through agricultural extension. This method is very different from some of the methods that have been presented in the third invention.

Based on in the third finding, the entrepreneurship training just for farmers, even young men recruited to be trained as a provision for interns in Japan. The longest time training is only about a week. Family farm not involved in the training. The agents is not always ready whenever needed by farmers.

Very different if the methods of entrepreneurship education for farmers is done through agricultural extension activities, because: - there is a close sense between extension agents and farmers, - targeted activity is not only farmers but also their families, the activity is done for a long time because not easy to develop the entrepreneurial spirit of the farmers, extension agents become advisory services to farmers, extension agents are always ready whenever needed by farmers, activities based on curriculum and educational philosophy, there is a clear purpose, and conducted outside of working hours of farmers, the principle activity is learning by doing.

**CONCLUSIONS AND SUGGESTIONS**

Based on findings and discussion can be conclusion that entrepreneurship education for farmer is very important to be conducted. The important of this education either based on the characteristic of entrepreneurship, commitment from government to increase number of entrepreneur, supporting from stake holder trough education and training of entrepreneurship for the farmers. The last reason is based on preliminary research which prove that entrepreneurship effect on farm performance.

Based on the conclusion so in the feature entrepreneurship education have to be chosen as new approach to towards farmers who advanced, independent, and prosperous .

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# Is Internal Corporate Social Responsibility Related to Employee Engagement?

**Dianawati Suryaningtyas**
fe.diana@yahoo.co.id

*University of Kanjuruhan Malang*

**Abstract:**         Corporate Social Responsibility (CSR) is usually known as strategic implementation tool to build brand image of the firm. Internal Corporate Social Resposilibty (Internal CSR) is relatively unfamiliar to some business practice as well as academic communities. This study aims to investigate the relationship between internal CSR and employee engagement in a banking sector in Malang. Specifically, we examine the impact of five dimensions of internal CSR, whichinclude: remuneration, work-life balance, training, involvement and participation, health and safety on employee engagement. Questionnaire usedin collecting data and multiple regression to analyse data. The proposed model was tested on a sample of 66 exempt employees. Findings show that remuneration, work-life balance, training, involvement and participation are significantly and positively related to employee engagement. Eventhough health and safety shows negative result, butas overall, all dimensions of internal CSR are simultaneously related to employee engagement. Limitation of this study is on a relatively small samples size and suggestion for future research should be more wide of samples in different kind of industries so shat the findings can be generalized.

**Key words :** *Corporate Social Responsibility (CSR), Internal CSR, Employee Engagement, Human Resource Development, Banking Sector*

## INTRODUCTION

The concept of Corporate Social Responsibility (CSR), which has spanned over decades now (Crawford and Scaletta, 2005, Sweeney, 2007, Basera 2013), has attracted the interest of many states and private firms in Indonesia. They use CSR as a strategic tool to engange with social environment, both internally and externally. Externally, firms link to build reputation among customers, government, suppliers, people around the firms' locations, and more wide societies. While internally, firms engage with employees and shareholders as both are important of running well of the company. In service industry, specifically in banking sector, CSR practices become more important than other sector of economy due to the complexity of the stakeholders (Achuam, 2008) and socially responsible to build reputation and attract high quality employees (Achuam, 2008).

The European Commission (2001) views CSR as "a deliberate and voluntary undertaking by firms to integrate social and environmental concerns in their business operations and in their interaction with their key stakeholders". Understanding this definition, CSR refers to voluntary activities of a firm to respond the expectations of internal and external stakeholders focus on four key pillars which are economic, legal, social, and philantrophic responsibilities. CSR for large firms concern on undertaking fully activities for internal and

external stakeholders and have created opportunities for a rapid business operation to gain competitive advantage. The activities of CSR focus on internal and external of the firm. Internal CSR refers to CSR practices which concern and are related to employees both physically and psychologically of working environment (Turker, 2009), while external CSR refers to firms that socially responsible for external stakeholders such as philantrophy, volunteerism, and environmental proctection (European Commission, (2001). Corporate philantrophy is an efford of the firm to gain recognition from external environment by giving contribution or donation both monetary and non-monetary, sponsorship of the events (Carroll, 1979), development of partnership with non-profit institutions or non-governmental entities strategic to their busines and social goals, cause-related marketing, and scholarship programs (Genest, 2005). The responsibility of philantropic is in response to society's expectation that business be good corporate citizensip (Carroll, 1991).

Other researchers have opinion that CSR is generally considered as "contributing to sustainable development by working to improve the quality of life with employees, their families, the local community and stakeholders up and down the supply chain" (Pierce & Madden, 2009). This definition concerns about the employees and their families, this means the internal activities of CSR. However, this understanding has been criticized for its lack of engagement on how CSR principles can be translated into organizational processes and practices and enhance the capacity of the organization to execute CSR strategies and achieve specific objectives (Meehan, Meehan, & Richards, 2006). Human Resouce Development (HRD) can play significant role in executing strategy implementation, changing management and organization culture, and engaging with organizational stakeholders. These stakeholders include employees, shareholders, customers, suppliers, and external communities. CSR activities are not only to do philantrophy and sponsorship but also involves a strong organizational commitment to social obligations. HRD contributes to the internalization of these obligations in the culture of the organization as well as the mobilization of employees to execute these obligations in their day-to-day actions (Ehnert, 2009; Schoemaker, Nijhof, & Jonker, 2006). In order to engage with organizational stakeholders, HRD has to build organizational commitment, which can only be reached if employee engagement has been achieved.

Gronroos (1981) explained Internal Corporate Social Responsibility (CSR) as an orientation which views employees as internal customers whose interests and concerns need to be influenced positively by executives so that this will transcend to the external customers. According to George, the main concern of internal CSR is that "if a management of an organization is expected to do the best for the ultimate customer, it must do it to the internal customer (the employee) first," (George, 1990). It means that internal CSR concerns to do the best for its employee before it is done to its customer. The successful CSR depends on the execution of CSR programs done by HRD which mobilize its employees. So, if employees are not satisfied with their firm, how can they serve best to their ultimate customers. Peterson (2004) mentioned that employees who perceived a strong level of organization social performance experienced greater commitment. ***Employee engagement*** refers to "the extent to which employees commit to something or someone in the organization, and how long they stay as a result of that commitment" (Corporate Executive Board, 2004).The attainment of the employee needs through fullfilment of internal CSR's elements, will make employee get satisfaction to the firm. This condition will impact on the firm in gaining employee engagement.

George's dimensions of internal CSR include include health safety issues, equal opportunities for all at the work-place, personal development (training), participation and involvement (industrial democracy), balancing work family relationships, rewards commensurate with extra effort expended and fair and just remuneration (George, 1990). Internal CSR dimensions used in this study include *remuneration, work-life balance, training, involvement and participation,* and *health and safety*. **Remuneration** refers to the rewards offered to employees at the workplace, which may be in the form of intrinsic and/or extrinsic (Klesser, 2001), and considered as compensatiom of their services to the firm. **Work-life balance** is defined as a satisfactory level of involvement or 'fit' between the multiple roles in a person's life (Hudson, 2005). Work-life balance practice, usually refers to one of the following: organizational support for dependent care, flexible work options, and family orpersonal leaves (Estes & Michael, 2005). Practice of work-life balance such as flexible work hours, working from home, family leaves programs, ect. Work-life balance focuses on employees achieving balance between their work and personal commitment of their right. **Training**is a critical element of internal CSR because employees need to develop their capabilitis and career in their firm where they are working.Training categorized as formal and informal, in which previously being done through the acquisition of skills and the later through involvement and participation (Bach, 2005). Training include skills development, professional development, succession plannning.**Involvement and participation** is that of workers allowed by management to affiliate, participate and get involved in key issues concerning the running of a business (Hammond and Swift, 2005). **Health and safety** means that firms undertake this element of internal CSR through developing an operational framework for health and safety in the organization, carrying periodic health and safety workshop, audits and inspection, offering job security through giving employees permanent positions, offering them other fringe benefits such as medical aid and pension as well (Armstrong, 2003). All dimensions of internal CSR are expected to create employee commitment

A model of this study can be figured out as a conceptual framework which describes the correlation between the dimensions of internal CSR and employee engagement.



**Figure 1. Conceptual framework**
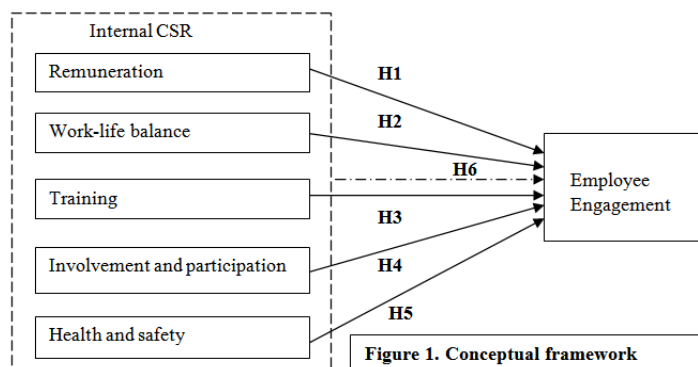
**METHOD**

The objective of this study is to examine the relationship between internal CSR and employee engagement. Is internal CSR related to employee engagement? The question will be answered by the findings of this study. A quantitative research design was selected to assess and describe a potential correlation between internal CSR and employee engagement. In this

study, each element of internal CSR which include remuneration, work-life balance, training, involvement and participation, health and safety were tested in relation to employee engagement. This research survey was conducted in a private bank in Malang and questionnaires were distributed to respondents on working hours. A total of 66 exempt employees from the total population of 97 employees were selected for the study. The total population includes exempt and non-exempt employees. The research adopted a judging sampling technique in order to have sample representation of the population. The research applied SPSS software to analyse primary data by multiple regression. Hypothesis were used to test the correlation between internal CSR and employee engagement. F and t tests were used to examine these correlations, both partialy and simultaneously.

**Hypothesis**

The main objective of this study is to examine the relationship between independent variables of internal CSR which include remuneration, work-life balance, training, involvement and participation, health and safety and dependent variable of employee engagement. Each element of internal CSR is tested partialy to employee engagement, and then, all of elements of internal CSR are the tested simultaneously. Based on this purpose, this study hypothesies that :

H1 : Remuneration will be positively related to employee engagement
H2 : Work-life balance will be positively related to employee engagement
H3 : Training will be postively related to employee engagement
H4 : Involvement and participation will be related to employee engagement
H5 : Health and safety will be related to employee engagement
H6 : Internal CSR will be related to employee engagement

**FINDINGS**

Response to the survey for this study, there were 70 sets of questionnaires sent to the respondents, of which 66 were returned for a response rate of 94.3 percent. However, all 66 sets of questionnaires or 100 percent were usable for analysis. For most studies, a sample size between 30 and 500 would be sufficient.

In this section section, correlation analysis identified the patterns of relationship between the variables, either the strength of relationship or its influence can be explained during correlation analysis. For this purpose, multiple regression analysis is used to analyse the relationship between independent and dependent variables. To ensure that the regression analysis was valid, this study used the five assumptions multiple regressions namely; linearity, heteroscedasticity, normality, multicollinearity and outliers (Hair, Black, Babin, Anderson, & Tatham, (2006). All primary data were processed by using SPSS 16. The result of validity test indicated that all variables used in this survey were valid, while testing on reliability indicated that all variables used in this survey were reliable. Testing on normality, the result indicatedthat all variables have normal distribution, free of multicollinearity so that the regression model appropriates to use. While on heteroscedasticity test using Scatter plot given the result that there was no heteroscedasticity.

On Table 1, result of determinant coefficient analysis (Adjusted $R^{2)}$ shows that $R^2 = 0.608$. It means that 60.8% of employee engagement contribution can be explained by internal CSR variables to employee engagement variable, while the rest of 39.2% explained or influenced by other factors excluding this study.

**Table 1. Adjusted R Square**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .806[a] | .650 | .608 | 1.05169 |

a. Predictors: (Constant), X5, X2, X1, X4, X3

On Table 2, result of regression analysis on each variable of internal CSR that consist of remuneration (X1), work-life balance (X2), training (X3), involvement and participation (X4) are related positively and significantly to employee engagement (Y). Meanwhile, variable of health and safety (X5) gives a negative result to employee engagement.

**Table 2. t Test**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -1.881 | 1.584 | | -1.188 | .242 |
| | X1 | .244 | .074 | .417 | 3.292 | .002 |
| | X2 | .208 | .083 | .350 | 2.510 | .016 |
| | X3 | .165 | .092 | .259 | 1.789 | .081 |
| | X4 | .131 | .076 | .225 | 1.713 | .094 |
| | X5 | -.130 | .110 | -.204 | -1.186 | .242 |

a. Dependent Variable: Y

On Table 3, regression analysis on testing F test, the result shows that all variables of internal CSR which include remuneration, work-life balance, training, involvement and participation, health and safety are simultaneously significant and positive relationship on employee engagement. It means that internal CSR related to employee engagement.

**Table 3. F Test**

**ANOVA[b]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 86.213 | 5 | 17.243 | 15.589 | .000[a] |
| | Residual | 46.454 | 42 | 1.106 | | |
| | Total | 132.667 | 47 | | | |

## DISCUSSION

Findings of this study indicate that internal CSR which include remuneration, work-life balance, training, involvement and participation are related positively and significantly to employee engagement. ***Remuneration***that relates to employee engagement. Employees are rewarded both intrinsic and extrinsic remuneration. Intrinsic rewards are heralded through personal esteem as a result of doing important task, and extrinsic rewards are assumed salary and other non-monetary benefit commensurate with efford expended (Basera, 2013). ***Work-life balance*** programssuch as flexible work hours,work from home, family or personal leaves will make employees more satisfied and motivated to stay long and work with better performance to the firm.The studies show strong relation between work-life balance policies and reduced absenteeism, increased productivity and job satisfaction as well as other benefits include improved recruitment and retention rates with associated cost savings, reduced sick leave usage and worker stress and also improvements in employee satisfaction and loyalty, greater flexibility for working hours, an improved corporate image (Susi, Jawaharrani, 2010).***Training*** improves skills and knowledge that induce productivity, innovation and profitability which allow for firms to compete effectively (Blunkett, 2000). Training can develop personal and career of employees so that they can perform better at work. ***Involvement and participation*** of employees in problem solving and issues of running the business means empowerment of them. Besterfield *et al* stated that investing authority into workers which will boost their confidence, morale and commitment to take responsibility and ownership to improve the processes and to initiate the necessary steps to satisfy customer requirements (Besterfield *et al* 2006). All of these conditions boost employees engagement of the firm. Meanwhile, ***health and safety*** gives a negativeresult to employee engagement. This is because health and safety is a must responsibility of the firm to provide it, and not for the personal beneficial of the employees. Overall, all dimensions of internal CSR are related significantly to employee engagement. Execution of internal CSR is under the responsibility of Human Resource Development (HRD).

## CONCLUSIONS AND SUGGESTIONS

Findings on this study has proven that internal CSR is related to employee engagement, although one element that is health and safety giving the negative result, but overall, it does not influence the simultaneous relationshipbetween the two variables. Limitation of this study is that sample size relatively small. Suggestion for future research is that reseacher can spread a wider sample size in different kind of indutries, so that the result can be generalized. Implication for manager that employee engagement will enhance organizational commitment and has impact on organizational performance.

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# Implementation of Entrepreneurial Learning Model Based on Local Wisdom through Mind Mapping Method to Achieve the Effectiveness of Learning

**Endah Andayani; Lilik Srihariani; Suko Winarsih; Rusno**
endahandayani_3@yahoo.com
liliksrihariani@yahoo.co.id
sulaiman.abah65@gmail.com

*Kanjuruhan University of Malang*

**Abstract:** This research uses descriptive analysis to find out the implementation model of entrepreneurial learning through mind mapping for effective learning. The research targets were students of first and second clash in Vocational High School of Kosgoro Lawang which amounted to 77 people. Teachers must first be trained in teaching methods mind mapping to first get expert validation, before being implemented in the classroom. The results of analysis show that: 63.6% of students interested in learning model; 61% more understanding the material; 46.8% of students understand the material more completely; 49.4% more focused; 51.9% easier to understand; 58.4% explanation becomes more coherent / systematic; 49.4% learning become more fun; 46.8% communication becomes active; 44.2% active class; 59.7% faster learning understood; 46.8% able to remember the material long enough; 59.7% of students easily read the intent of the model; 46.8% a holistic view of the vastness of the material; and 51.9% of students to understand the interrelationships of matter. The study concluded that with this design of vocational students become more serious and knowing the direction of learning better.

**Keywords:** *Entrepreneurial Learning Model, Local Wisdom, Mind Mapping, Learning Effectiveness*

## PRELIMINARY

Quality human resources is one of the important capital in the development of the Indonesian nation to be able to survive in the midst of the complexity of the times and the ability to compete, one way to improve quality is through education. Meanwhile learning, as a process of interaction to all situations that exist around individual, can be viewed as activity directed toward the goal and do through various experiences. Learning activities carried out by two actors, there are teachers and students. Behavior of teachers is to teach and the student's behavior is learned. Teaching behavior and learning behavior was related to instructional materials, teaching methods, teaching media, evaluational of learning and teaching styles. The relationship between teachers, students and teaching materials are dynamic and complex that needs to be planned with the best.

To achieve success in learning activities, there are components that can support learning success as a system consisting of various components that are connected each other, then one of them is through the application of appropriate learning models. This learning model helps teachers to condition the atmosphere of the classroom, so that students can more quickly to accept the material provided by the teacher with a happy heart because the learning interesting. There are several non-social factors such as the inability of teacher in delivering the subject matter may be a cause of the problem of learning difficulties as well as an obstacle of realization of effective learning. Organizing the good study material, being the main thing teachers can do to avoid the ineffectiveness of the study, one of them is through the implementation of learning model mind mapping.

Meanwhile Vocational High School of Kosgoro Lawang in Malang City which focuses on school management with priority to prepare graduates who are ready to enter the world of work, has developed a set curriculum that is directed in the development of entrepreneurial learning based on local wisdom, which is adapted to the conditions of society with various potential areas that can be developed as an idea entrepreneurship. One of the effort that is prepared is doing mind mapping learning model application is expected to provide a positive contribution to the learning outcomes. Buzan (2009) states Mind map is a storage system, the data withdrawal, and exceptional access to a giant library, which is actually in your amazing brain. Thus the mind map will consolidate and develop the potential of the brain that is contained within a person, which with the involvement of both hemispheres it will be easier for someone to manage and remember all forms of information, both written and verbal.

In general effectiveness refers to the ability to have a proper purpose or achieve a goal that has been set, so that all the elements and components that are subject learning system functioning in accordance with the goals and objectives set. Learning effectiveness can be achieved if the design in the preparation, implementation, and evaluation can be carried out according to the procedure and in accordance with their respective functions.

Readiness of teachers in the mastery of scientific fields and implementation of pedagogical capabilities under its authority, is the basis for the implementation of effective learning. Professional teachers are required to prepare for, and mastery adequate, both in the field of scientific and designing learning programs that are presented. In addition, the implementation of the study describes the dynamics of student learning activities are guided and made dynamic by the teacher. Therefore, teachers should have the knowledge, abilities, and skills in applying methodology and appropriate learning approaches. Professional competence of teachers need to be combined with the ability to understand the dynamics of the behavior and development undertaken by the students, so that all students should be actively involved. Thus, learning can be said to be effective if it is able to provide a new experience to the students formed a student competence, and can achieve optimal learning objectives.

According to Kenneth D. More (in Rusman, 2012) there are seven (7) steps in implementing effective learning, namely: (1) planning, (2) formulation of objectives / competence, (3) exposure to student learning plan, (4) the process learning by using a variety of strategies (multi-strategy), (5) evaluation, (6) closes the learning process, and (7) follow up / follow-up. These steps of determining the strategy becomes an important element for creating a fun learning (joyfull instruction). To realize a fun learning process, teachers must be able to design learning well, choosing the right materials, and define strategies and learning model that can involve students optimally.

The learning model is usually prepared on a variety principle or theory of knowledge. According to (Joyce & Weil: 1980) in (Rusman, 2012: 132) says that the expert develop learning model based on the principles of learning, theories of psychology, sociology, systems

analysis, or other theories that support. The model is a general pattern of behavior learning to achieve the learning objectives are expected to be used as a guide in learning in the classroom. Entrepreneurship subjects is education providing supplies to the students to create work and survival, as well as a science or an art or skill to manage all of the limitations of resources, information, and funds to sustain life, looking sustenance, or topped in career in any field. Hendro (2011) states that entrepreneurship is the ability to manage something in themselves to be harnessed and enhanced to be more optimal (well) so as to improve the standard of living in the future.

Based on understanding that has been described by experts can be concluded that the definition of Entrepreneurship or Entrepreneurship is a process whereby a running efforts relating to the business world on the willingness and ability of its own to increase the wealth. Based on these opinions, it can be concluded that the model of entrepreneurial learning is a pattern used as a guideline drawn from the beginning to the end which is presented typically in planning learning to establish a person's self-employment in the running efforts relating to the business world on the willingness and ability of its own to add preserve cultural wealth remains in the environment / their respective regions.

Local wisdom is a collection of knowledge and ways of thinking that are rooted in the culture of a group of people, which is the result of observations over a long period of time (Babcock, 1999, as cited by Arafat, 2002). Meanwhile, according to Zakaria (1994) as cited by Arafat (2002), basically local wisdom or traditional knowledge can be defined as cultural knowledge possessed by a particular community that includes a number of cultural knowledge with regard to models of management and utilization of natural resources in a sustainable manner.

Mind mapping is a technique using mind mapping on something so that the work can be completed more easily. MacGregor (2001: 48) states that a mind map or Mind or Mind Mapping Chatting, mindscapes, Mind Clustering is a skill in a note to find the predominant thoughts that used to solve problems, to remember and do something when the mind enters the brain. Buzan (1993) in Djohan (2008) suggests, that *a mind map is powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it give you a freedom to roam the infinite expanses of your brain.* From that sense, Djohan (2008) concluded that a mind map is a graphical techniques are very powerful and was a key universal to unlock the potential of the entire brain, because it used all the skills contained in the neo-cortex of the brain, or better known as the brain left and right brain (Astutiamin, 2009). From the description, mind mapping is a technique noted that develop visual learning style. Mind mapping integrate and develop the potential of the brain that may be in person. With the involvement of both hemispheres it will be easier for someone to manage and remember all forms of information, both written and verbal.

Based on the description above, formulation of the problem of this research is 1). How is the implementation of entrepreneurial learning model based on local wisdom through mind mapping method; and 2) whether implementation of entrepreneurial learning model based on local wisdom through mind mapping method has the effectiveness of learning ?. The purpose of this study was to analyze how the effects of the implementation of entrepreneurial learning model based on local wisdom through mind mapping method in achieving learning effectiveness.

**RESEARCH METHODS**

This research uses descriptive analysis to know the implementation model of entrepreneurial learning through mind mapping for effective learning. Descriptive analysis is an analysis that is used to analyze the data in ways that describe or depict the data collected as it is without making inferences or generalizations apply to the public. The study population was all students in vocational high school of Kosgoro Lawang. While the study sample were students of class X and XI in SMK Kosgoro Lawang which amounted to 77 people. Data collection techniques using observation techniques (Sheet observation in the study contains records that describe the extent of the improvement of communication capabilities and concentration of students in studying and understanding the materials provided), interviews (interviews conducted in this study addressed to teachers and students are selected on effectiveness of the learning in entrepreneurial learning by using Mind Mapping) and questionnaire (the questionnaire method is done by spreading the 77 students of X and XI in Vocational High School of Kosgoro opponent. The validity test of the instrument of observation, interviews and questionnaires in the study initiated by compiling grating instrument, development of instruments and then ask the expert judgment / validation expert. There are 14 things that was tested in questionnaire, there are: Interested, more understanding, more coherent, focused, easy to understand, sequence coherent explanation, fun, active, teachers are very creative, efficient (learn faster), remember the material longer, easy, comprehensive view, shows relationship.

**RESULTS AND DISCUSSION**

**Implementation of Entrepreneurial Learning through Mind Mapping**

Learning through mind Mapping organized requires careful planning teachers in making learning models. Teachers make the various branches of the whole substance of the material in a single exposure that is easily remembered and understood by students. Each of the branches are made is expected to encourage students to create more ideas also help the brain do the imagination through the association between ideas, since the information obtained will be linked logically, regular and longer stored in the memory of students. When teachers assign work to students to make mind mapping or students on their own to make mind mapping, then make mind mapping will encourage students to think synergistic boost memory and imagination through associations do. The result of mind mapping learning is students feel more attractive, looks atmosphere and living conditions more class and students are more aware of the lessons delivered. From here we can note that there is no denial of mind mapping methods of implementing the learning process so that the implementation of this method of mind mapping can be continued by the school in teaching and learning activities. The following is the Mind Mapping model that had been developed by teachers and has been implemented in the classroom.

Picture 3.1 Example of Mind Map

Based on the above model, entrepreneurial learning based on local wisdom requires a thorough understanding of (integrated) in solving problems related to business management. Students are expected to understand the whole concept in one material and able to explore potential that can be developed to develop a spirit of entrepreneurship. Mind Model Mapping will help students remember and understand the entire learning materials, can sharpen cognitive abilities, gain direct experience, to make learning more effective, and also all the material can be delivered in detail through pictures. This is in accordance with the opinion of Ariana (2012) which says that when students using mind mapping active students are not only learning but they can also see the results of their efforts so that learning becomes fun, meaningful and meaningless.

After the implementation of the model method of mind mapping application, then the deployment of questionnaires to determine feedback and measure the effectiveness of learning by using 14 questions, with the conclusion of the following:

**1. Interested**

There are only 2 (2.6%) of the students said it was not interested in the mind mapping, 1 (1.3%) of the students stated mediocre, 49 (63.6%) of students expressed interest in mind mapping, and there are 25 (32.5%) students were very interested in the mind mapping. Based on these results it can be concluded that students interested in entrepreneurial learning designed with mind mapping. Students were delighted, especially at the beginning introduced a model or a first impression on the mind mapping method. This interest could give rise to motivate students to learn, especially on entrepreneurial learning. This indicates that the entrepreneurial teachers should use mind mapping system on entrepreneurial learning in order to increase the interest of students in the learning process so as to achieve the effectiveness of learning.

## 2. More Understand

Known only 1 (1.3%) students feel more did not understand at the time of the lesson using mind mapping, 9 (11.7%) students were normal at the time of the lesson using mind mapping, 47 (61%) students feel more aware at the time of the lesson using mind mapping, and 20 (26%) students feel very much aware at the time of the lesson using mind mapping. It can be concluded that the students more aware of the subjects of entrepreneurship with the use of mind mapping method. This indicates that if the teacher entrepreneurial use mind mapping in teaching entrepreneurship, then it will make the learning process more effective where students become more familiar in the not too long and the students were able to remember the material with a longer time.

## 3. More Whole in understanding Material

It is known that there is one (1.3%) of students who declare with mind mapping method, the lesson is very less intact, 7 (9.1%) students stated with mind mapping method, the lesson is not intact, 25 (32.4%) students expressed with mind mapping methods, lesson just the same in the case of intact or not, 36 (46.8%) expressed the mind mapping method, the lesson is more intact, and 8 (10.4%) students stated with mind mapping method, understanding the lesson more intact. Intact here means nothing lacking or incomplete. This means that learning is delivered complete and in accordance with the standards of competence which have been set so that students completed in achieving competence stipulated. Acceptance of material failure or the cause of the whole could be because students are not able to capture the material because the material is difficult or to refrain catch students to understand the material. From the above results it can be concluded that in order for a fuller understanding of the students, teachers should use mind mapping in teaching entrepreneurship.

## 4. Focused

From the results of the questionnaire are one (1.3%) of students who said it was not the focus when the lesson using mind mapping, 18 (23.4%) students stated mediocre in terms of focus on entrepreneurial learning with mind mapping method, 38 (49, 4%) students stated more focused in subjects with mind mapping method, and 20 (26%) students stated that it is more focused on the subjects of entrepreneurship with mind mapping method. The focus here is to focus on one thing, where students concentrate on the material presented. Therefore, it is important that students become the focus of the lesson. Seeing these results, so that students are more focused when teaching entrepreneurship, teachers should use mind mapping method to do the teaching.

## 5. Easy to Understand

From the results of the questionnaire there were 5 (6.5%) of students who declare a lesson with mind mapping method is not easily understood, 14 (18.2%) students stated subjects with normal mind mapping method to understanding, 40 (51.9%) of students declare lesson with mind mapping method is easy to understand, and the remaining 18 (23.4%) students stated learning with mind mapping method is very easy to understand. Understood here means knowing a thing. Understood in terms of learning means knowing what was presented during the learning process. Therefore, to understand the material provided is the purpose of the use of methods of learning. Seeing these results, entrepreneurship teachers should be able to take advantage of mind mapping to help students understand the lesson in entrepreneurship.

**6. Sequence coherent explanation**

From the results of the questionnaire number 6, there are 2 (2.6%) of students who declare a lesson with mind mapping method is very not provide a coherent explanation of the sequence, 6 (7.8%) of students who declare a lesson with mind mapping method does not provide the order of explanation coherently, 9 (11.7%) of students who declare a lesson with mediocre mind mapping methods in providing a coherent explanation of the sequence, 45 (58.4%) of students who declare a lesson with mind mapping method provides a more coherent explanation of the sequence, and the remaining 15 (19.5%) of students who declare a lesson with mind mapping method is very coherent or systematic. Learning the sequence of coherent explanation means the provision of the subject matter by the teacher to the student in accordance with the sequences described in the scenario so that students' learning is easier to understand the lesson.

**7. Fun**

There are three (3.9%) of students who declare a lesson with mind mapping method is not unpleasant, 8 (10.4%) of students who declare a lesson with mediocre mind mapping method, 28 (36.4%) of students who declare lesson with method mind mapping fun, and the remaining 38 (49.4) of students who declare a lesson with mind mapping method is very pleasant. Fun here means something that evokes a sense of pleasure in one's heart, so will arise the motivation to follow and understand the lessons delivered. Teachers should have a method to make the lessons fun for the students so that the effectiveness of learning will run. Based on the results of the questionnaire, it can be concluded that the teacher as a motivator can be demonstrated by the use of mind mapping methods in order to create learning fun for students.

**8. Active**

Based on the results of the questionnaire number 8, there is one (1.3%) students stated that learning with mind mapping methods makes them very active, 5 (6.5%) students stated that learning with mind mapping methods make them inactive, 13 (16.9) of students stating that subjects with normal mind mapping methods in making active or not, 36 (46.8%) of students stating that subjects with mind mapping methods to make them more active, and 22 (28.6 %) of students stating that subjects with mind mapping methods makes them very active in learning. Students are active here interpreted pleased to work or strive in the learning process and accomplishments. Active in student learning also means that they try to achieve good results in learning. Not all students can be active in the lesson itself, therefore it should be the role of the teacher to create an atmosphere of active learning in the students and in the classroom.

**9. Teacher is creative**

Based on the results of the questionnaire number 9, there were 2 (2.6%) students who stated that the teacher is not creative by using mind mapping current entrepreneurial learning, 5 (6.5%) students stated that teachers mediocre in terms of creative at the time of use mind mapping method entrepreneurial learning time, 34 (44.2%) students stated that creative teachers using mind mapping current entrepreneurial learning, and 36 (46.8) of students who stated that the teacher is very creative with the use of mind mapping method when learning entrepreneurship. Creative is a trait that explains that a person has creative power. While teachers are creative in learning is a teacher who is able to create something memorable for the students so that the motivation for learning in students. With mind mapping method, teachers can become more creative, especially in developing learning through mind mapping system. With more creative explanations, both understanding and motivation so that students will rise

to create entrepreneurial learning effectiveness. This is supported by research that states that students feel the teachers tended creative mind mapping based learning method.

**10. Efficient (Learn Faster)**

Based on the results of the questionnaire number 10, there were 3 (3.9%) of students who declare using mind mapping method does not make learning faster, 6 (7.8%) of students who declare using mind mapping mediocre, 46 (59, 7%) of students who declare using mind mapping methods make learning faster, and 22 (28.6%) of students who declare using mind mapping method makes learning so much faster. Efficient means a trait that explains that the precise workmanship without wasting excessive time and cost. The sooner students understand the material or the faster the learning objectives achieved, the more efficient is also learning to do. Based on the above results, teachers can use mind mapping methods in teaching entrepreneurship to achieve learning objectives.

**11. Remember the Material Longer**

Based on the results of questionnaires numbers 11, 2 (2.6%) students stated that mind mapping method is not very long to make materials more memorable, 7 (9.1%) students stated that mind mapping method does not make the material longer remembered, 36 (46.8%) of students who declare mediocre, 23 (29.9%) of students stating that subjects could be long remembered by using mind mapping, and the remaining nine (11.7%) students stated that lessons can be remembered very long by using mind mapping, Recall means something that comes back to mind. While considering the subject matter means that the student is able to reawaken learning materials that have been studied previously so it remains to understand the material. In addition to making students understand the material, a teacher also has the obligation to create a sustained understanding in which the students will not easily forget the understanding of newly granted during the class lesson in entrepreneurship. Although the majority of students were indifferent to this, but most other states with mind mapping method is able to make the students remember the material longer, so the mind mapping method can be a method that can be applied by teachers during lessons entrepreneurship.

**12. Easy**

Based on the results of the questionnaire number 12, there are three (3.9%) students stated that learning with mind mapping method is very difficult to understand, 4 (5.2%) students stated that learning with mind mapping method is difficult to understand, 21 (27 , 3%) students stated mediocre, 46 (59.7%) students stated learning with mind mapping method is easy to understand, and 3 (3.9%) students stated learning with mind mapping method is very easy to understand in entrepreneurship subjects. Easy means properties explained that do not need to expend effort or thought that a lot of things. While difficult is the opposite of easy. If the learning is easy to understand, it would be easier for the teacher as a teacher to achieve efficiency The learning where the student. Based on the above results, the majority of students reported learning with mind mapping method is easy to understand. This could be a consideration for teachers of SMK Kosgoro to apply mind mapping methods in the implementation of teaching and learning activities in the subjects of entrepreneurship.

**13. Comprehensive view**

Based on the results of the questionnaire number 13, there were 3 (3.9%) students stated that mind mapping method does not give a view as a whole, 29 (37.7%) students stated that the ordinary mind mapping method, 36 (46.8%) of students states that the mind mapping

method gives a thorough, 9 (11.7%) students stated that mind mapping methods give a thorough view of the subjects of entrepreneurship. The view can also be referred to as knowledge. While overall is covers the whole thing. A comprehensive view of learning means learning routine can provide knowledge encompasses all things in the material so that the knowledge imparted by the teacher to the students to be more perfect. Based on the research results, the majority of students feel with this mind mapping methods, they have learned about entrepreneurship with a comprehensive view so that this method can be considered for teachers at SMK Kosgoro Lawang Malang.

**14. Shows Relationship**
Based on the results of the questionnaire number 14, there is one (1.3%) students stated that the method of mind mapping is very not show a relationship, 16 (20.8%) stated mediocre, 40 (51.9%) students stated that the method of mind mapping this strongly suggests a relationship, and the remaining 20 (26%) students stated that mind mapping method strongly suggests a relationship. The relationship means the relationship between one thing with another. Every material, there are parts which interconnect with each other. Here the task of a teacher to explain the parts and put them together so that students understand the material as a whole. Based on the above results, the majority of students reported mind mapping method is able to show the relationships between the parts of the material so as to form an integral material that can be understood by students. So the mind mapping method could be a method that can be applied by teachers in implementing the teaching and learning activities.

From the discussions above on entrepreneurial learning based on local wisdom with the method of mind mapping, it can be seen that the method of teaching entrepreneurship based on local wisdom to the method of mind mapping brings a positive influence on students where learning method is able to improve the effectiveness of learning in terms of interest (motivation), understand the lesson, the integrity of the material presented, the students' focus on learning, ease in understanding, the order of explanation coherent, learning a fun, active students in learning, creativity of teachers, efficient time to learn, easy in application, a more holistic view and shows the relationship. To remember in a long time, the majority of states the same, but most of the other states more able to remember a long time.

**CONCLUSION**
Based on descriptive analysis conducted, vocational high school students of Kosgoro Lawang in Malang City is likely to provide positive feedback on the implementation of entrepreneurial learning with Mind Mapping method based on local wisdom. Positive feedback among other students more interested in the method of Mind Mapping as compared with the usual methods (e.g., lectures in the classroom), students better understand the material by using Mind Mapping compared with the previous method, students find information on subjects of entrepreneurship are found to be more whole compared with the previous method, students are more able to focus on the entrepreneurial lessons with Mind Mapping methods instead of the previous one, the students find it easier to understand the lessons of entrepreneurship with the method of Mind Mapping as compared with the previous method, the students felt explanation entrepreneurship subjects more coherent with the method of Mind mapping compared with the previous method, students are learning entrepreneurial methods Mind mapping more fun than with previous methods, students feel more active in entrepreneurship subjects with methods Mind mapping compared with the previous method, students feel the teachers are very creative by using Mind mapping compared to the method previously, students feel entrepreneurial learning more efficient or faster by using Mind Mapping in comparison to methods previously,

students were subjects of entrepreneurship easier by using Mind Mapping in comparison with the previous method, students are learning entrepreneurial methods Mind Mapping provides a more holistic view than the previous methods, and students are learning with Mind Mapping method is more indicative of a relationship between the material with other material. However most students feel normal in a given material in a long time with the Mind Mapping method although most of the other students feel able to remember the material for a long time by the method of Mind Mapping.

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# Entrepreneurship Learning Model
# Involving The Businessman (Entrepreneur In Residence);
# Implementation of Social Entrepreneurship At Ciputra University

**Wina Christina [1], Herry Purwoko[2], Astrid Kusumowidagdo[3]**
gpurwoko@ciputra.ac.id

*Universitas Ciputra, Surabaya*
*Indonesia*

**Abstract:** Facilitator has a major role in entrepreneurial learning, as proven by research on variables of the role, namely *learning goal orientation, feedback seeking, help seeking,* and *Behavior Learning Engagement,* which affect students' *entrepreneurial performance* and *entrepreneurial competence* of students. Research-proven variables that significantly affect entrepreneurial performance are *learning goal orientation* and *help seeking,* since determining the purpose of learning by students who are accompanied by facilitator have contributed to the success in entrepreneurial learning. Similarly, facilitator needs to assist students in completing their assignments, proactively monitoring challenges the students face, and guiding students to finish the assigned tasks. On the other hand, entrepreneurial learning requires a paradigm shift in society from the terminal learning patterns to the lifelong learning pattern (long life education).One of the methods of teaching and learning that is effective for such purpose is contextual teaching and learning with its five constructivist learning elements, namely *activating prior knowledge*, *acquiring knowledge*, *understanding knowledge*, *applying knowledge*, and *reflecting knowledge*. Issues that emerge are can *learning goal orientation* and *seeking help* be realized in every stage of contextual learning model, and to which extent is the role of facilitator in improving *entrepreneurial performance?* Under some modifications, the above model was applied in social entrepreneurship learning. The result revealed that facilitator is absolutely needed in every learning stage, even as the role model in the interaction with society.

**Keywords:** *Learning models, Entrepreneurs in Residence, Social Entrepreneurship*

## INTRODUCTION

Ciputra University, with entrepreneurship as its superior excellence, is expected to produce world-level reliable graduates who possess good characteristics and have positive contributions to the national development in accordance with its vision and mission. To achieve this goal, entrepreneurial learning is developed as learning model of the university with mentoring as assistance method. The facilitator team in this learning model consists of lecturers as Entrepreneur Enabler and business practitioners as Entrepreneur in Resident (EiR) who serve as advisor.

Some variables were tested in previous related study, which were *Learning Goal Orientation, Seeking Feedback, Help Seeking* and *Behavior Learning Engagement*. These variables, when undertaken by facilitators (EiR), affected students' *Entrepreneurial Performance* and *Entrepreneurial Competence*. However, the results revealed *entrepreneurial competence* was not reliable due to the measurement of student tasks performed by different facilitators which had not been standardized yet, resulting inconsistency in the results. The study also revealed two variables with significant influence on the *entrepreneurial performance,* which were *learning goal orientation* and *seeking help.* Thus, it can be stated that the purpose of learning owned by the students is paramount to the success of entrepreneurial learning. *Help seeking* was other variable that had negative impact on *entrepreneurial performance*. It can be interpreted that in completing task, the student needs assistance. Hence, facilitators and EiR need to proactively monitor students' difficulties and provides guidance, or instructions to them to enable them compete their assigned tasks.

The researcher identifies gap lies in the previous study, where the study was done in general entrepreneurial learning setting, therefore the resulted learning model was only relevant to be applied in general setting of entrepreneurial learning. This leads to the question to apply the model in different setting of entrepreneurial learning, which is *social entrepreneurship*. And which factors that must be modified based on the needs. The specific focus on *social entrepreneurship* is to put society as the subject of activity, while the role of students in the entrepreneurial learning is as an agent or driven factor for changes in the attitude regarding implementing economic society, thus, social interaction atmosphere that is more realistic and intensive is needed in the learning process.

**METHOD**

This research is the development of *entrepreneurship* learning model involving business practitioners *(Entrepreneur in Resident* or EiR) which can be used as a model to grow students' business behaviors by taking the case of *Social Entrepreneurship* course at the Ciputra University, Surabaya. In this recent study, a limited test was conducted on the Social Entrepreneurship participants.The data were gathered by learning guidelines and later were quantitatively discussed, while data from observation were qualitatively discussed within focus group dicussion for further inputs.

The method was conducted following these steps: firstly, by preparing guidelines for entrepreneurial learning, referring to the findings of previous studies on the variables that have significant influence on students' performance: setting the learning goal; encouraging students' involvement; providing feedback in the learning process, and; assisting students in finishing their assignments. Secondly, by reviewing and adjusting lesson plans to be carried out on *social entrepreneurship* learning conditions, which requires real atmosphere and interaction with the real community. Thirdly, by conducting limited tryout on the *Social Entrepreneurship-4* course participants, who were the students of Ciputra University at the even semester of 2015or2016 academic year. Fourth, analyzing the results in a limited focus group discussion. Fifth, improving the guidelines of entrepreneurial learning implementation.

**GENERAL LEARNING MODEL**

According to George J. Mouly in book *Psychology for Effective Teaching,* learning is essentially a process of changes in behavior due to people's experience. Behavioral changes may include changes in skills, habits, attitudes, knowledge, understanding, and appreciation. The experiences explained above are forms of interaction between the individual and the environment. A paradigm shift in society from terminal learning pattern to lifelong

learning pattern *(long life education)* has expanded the urgency of understanding that society needs trainings in some aspects to construct their experiences that later are useful for particular purposes. The issuesthat emerge are on the appropriate teaching model for the students under the long life education framework, and to the extent in which an educator can relate the learning materials to the real life situation.

One of the effective teaching and learning methods that cope with those issues is Contextual Learning by emphasizing on the higher-level thinking, the transfer of knowledge across disciplines, as well the process of gathering, analyzing and synthesizing information and data from various sources and viewpoints. According to Trianto (2009), contextual teaching approach makes the experience more relevant and meaningful to students in building knowledge they will apply in life. This is consistent with the needs of learning, especially to promote en motivation and spirit of entrepreneurship.

Contextual teaching and learning, or often referred to as CTL, has five elements of constructivist learning, namely *activating prior knowledge*, *acquiring knowledge*, *understanding knowledge*, *applying knowledge*, and *reflecting knowledge*. The implementation the implementation of teaching models CTL should have the following traits: cooperation, mutual support, fun, exciting, passionate learning, integrated, and using active students' resources. The outlines for implementing CTL are the following: (1) Developing the notion that participants will learn in more meaningful way by working, finding, and constructing their own knowledge and new skills; (2) Carrying out the inquiry activities of all topicas comprehensive as possible; (3) Developing nature of curiosity of learners through questioning; (4) Creating culture of learning in groups; (5) Bringing the model as learning example; (6) Conducting reflection when the meeting ends, and; (7) Doing various actual assessments.

Learning various things that is done in the community is part of lifelong learning (long-life education), so that the concept of CTL remains relevant to be used as its approach, by adjusting the materials with the goal of developing local tourism into business opportunities that may arise from its activities.

## THE LEARNING MODEL IN CIPUTRA UNIVERSITY

Ciputra University in general has established a pattern of learning cycle. This learning implementation, or good practices of learning, consists of four stages of learning implementation (The Handbook of Lecturer, 2014). The first stage is Discovery, as the process of building curiosity and ideas to resolve problems oriented to the expectations of stakeholders, supported by the application of concepts already studied. The second stage is Plan and resourcing, as the process of managing ideas into a plan by optimizing existing resources and working system that is collaborative and synergistic. Later, the third stage is Execution as the process of performing entrepreneurial acts based on already implemented planning system. The last stage is Reflection and evaluation, where refection is an activity to recognize the growth of self-efficacy in the aspects of the understanding, skills and attitude, while evaluation is a process to understand factors contributing to success in achieving results. Through reflection and evaluation process, students can identify opportunities to resolve other problems.

**THE PRACTICE OF ENTREPRENEURIAL LEARNING**

In this present study, learning practice was done through some modifications. The stages were done as a repeated cycle of each semester to establish Entrepreneurship Habit (EH), thus each semester has always been started with Discovery (DC), Planning and Resourcing (PR), Execution (EX) and ended with the Evaluation and Reflection (ER).
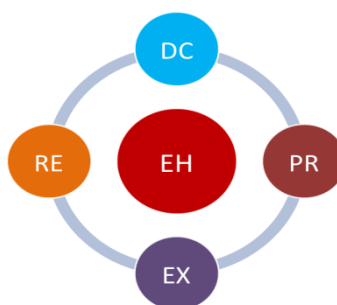


**Discovery (DC):** This is the stage of entrepreneurial process as students explore entrepreneurial ideas, recognize the opportunity (opportunity), determine the feasibility of the idea, and so forth.

Do the students show great curiosity, interest in entrepreneurship and passion in running the project?

Do they really understand the problems or needs of target audience or target market through market surveys or empathy binder by interviewing the target audience or market or users?

Do they already combine critical and creative thinking to cope with the problems during this discovery process?

**Planning and Resourcing (PR):** This is the stage of entrepreneurial process when students plan venture, recognize resource needs, strategies, financial planning, and human resources and so on.

Do the students perform competition analysis in their planning?

Do they show Critical & Creative Thinking to solve the problem, as seen in their planning?

Do they calculate affordable loss (fail cheap) in their financial planning?

Do they take into account the leveraging resourcing (*bootstrapping*) as well as *crowdsourcing* to maximize strength and minimize the risk of financing resourcing in their resourcing?

Can their plans and resourcing be accounted for entrepreneurially and morally?

**Execution (EX):** This is the stage of entrepreneurial process when students carry out their venture plan, test the market, and test the capacity of resources to achieve the set targets or objectives.

Do students show their efforts and responsible attitudes in running their business plan?

Do they show an adaptive attitude yet remain focus on their venture when facing various changes when running their business in real life?

Do they show persistence when facing difficulties?

Do they show cooperative attitude when working with team or other people to achieve their goals?

Do students demonstrate ability to seek help and input *(feedback and help seeking)?*

**Reflection & Evaluation (RE):** This is the stage of entrepreneurial process when students determine the future of their venture, to see whether their venture needs development, improvement, revision, reformation, even break or stop it from business.

Is the product or service as students' project evaluated by their Primary Users?

Is there a third party that gives positive evaluation on the students' project?

Does every student reflect on the experienced successes and failures individually and demonstrate the ability to learn from have happened?

## FINDINGS AND DISCUSSION

To encourage the achievement of *good practices,* all instructors (full-time lecturers, contract lecturers, and EiR) in this study continuously examined the concepts of science trained to the students within the implementation of *Social Entrepreneurship* learning. This was conducted by referring to the results of previous related research carried out by the following steps:

(1) The *discovery process* that focused on the achievement of students' *learning goal orientation,* which was done by inviting students along with the facilitator or EIR to have a discussion with society in order to dig problems and to find out the society's expectation in the future. In this step, the students decided their own learning orientation and goal in the context of selected society, where the facilitator or EiRmore often played role as an observer.

(2) The *plan and resourcing process* as the process of managing ideas into a plan by optimizing existing resources and working system that is collaborative and synergistic, where during the process, the students showed confusion when listening to the society's expectations.The FGD results revealed that students showed stagnate when the community asked to be helped, or just filed their shopping list. They expected the community to move with or without the students' help in order to achieve the goal of Community Based Development.

(3) The *execution process* as the process of conducting entrepreneurial actions based on planning system made by the students, which apparently could not be realized in one learning cycle during one semester, due to the facts that changing process within the society was almost impossible to happen in a short time. Still it is considered as enough since the people in the community already showed commitment to gradually change.

(4) The *reflection and evaluation* process done by the students to recognize the growth of self-efficacy in the aspects of the understanding, skills and attitude. This process was done by inviting community to assess whether theactivitiesbrought benefits for them or not, while evaluation was done as a process to understand factors that contributed to the success of the community. Through the reflection and evaluation process, the students were able to identify opportunities to resolve other problems. This research was conducted by placing the students in a community environment as a live-in or field trips that was expected to foster stronger empathy of the student.

## CONCLUSIONS AND SUGGESTIONS

As a facilitator in the entrepreneurial learning, EIR requires a standard model that serves as a corridor for the students to: 1) help them develop entrepreneurial concepts (core);2) encourage them connect the learned concepts with other aspects that are found (connections); 3) help them apply the concept into a work or an idea worth for the

society (practice), and; 4) help them establish awareness of the growth of self-potential such as entrepreneurial knowledge, skills, and attitudes (identity/reflectiveness). EIR as facilitator should provide opportunities for students to develop their skill level (from novice to expert) in accordance with the graduates' competence through the aforementioned four corridors. It aims to respond to the development of important issues, problems or needs of world people, and form a sense of responsibility to the spiritual, economy, social and environment problems. These aspects are dynamic and hence must always be reviewed to accommodate developments in the situation and the needs of local, regional and global conditions, the students' needs, and the development of university's strategies. The concepts of social entrepreneurship that the students learn together with their facilitators are connected with the core concepts of science, shaping behaviors of thought (disciplined mind) and entrepreneurial actions rooted in a community.

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# The Implementation of Social Science Inquiry Learning Strategy in Civics Education

**Hernawaty Damanik[a], I Nyoman S Degeng[b], Punaji Setyosari[b], I Wayan Dasna[b]**
herna@ecampus.ut.ac.id

*Open University[a]*
*State University of Malang[b]*

**Abstract:** Education in the globalised era nowadays aims to pursue younger generation whom economically accepted in the world. This particular situation requires students to actively doing useful activities in order to develop their societies. As a result, liberalization of education requires educational institutions (i.e. schools) to develop their alumni's quality that compete in the global market. In addition to that, educational institutions (i.e. schools) develop its system to what the so-called knowledge based economy institution. This being the case, the concept of Pancasila education and civics education should be taught to students to make them clearly understand about social issues. One of the strategies is social science inquiry. This strategy emphasizes students to solve problems through scientific inquiries. The students are led to investigate and discuss the social problems in the class. Thus, the implementation of social science inquiry is suitable to develop and raise students' awareness as good citizens in the challenging world.

**Keywords:** *Social Science Inquiry, Civics Education, Challenging World*

## INTRODUCTION

In the globalized and 21st century, there is a rapid change due to the advanced information, technology and communication. Education should facilitate such a change, therefore a responsive concept of civics education is in need. Kurth and Green (2003) state that young generation should understand the issues around them as well as its development. Students are led to discover and not to be discovered. They are required to learn actively from diverse sources so that they would be equipped with skills and ability to compete in their societies. The 21st century is the era of knowledge that empowers technology advances. Such advances lead to the rapid development in every aspect of life and job field resulting in uncertainty about the future. Hosnan (2014:2) states that in the 21st century, students deal with uncertainty along with knowledge advances in technology, science, economy, and social culture. Their life today is far from their life yesterday. Therefore, the students should be equipped with some skills so that they would be able to face challenges in this century.

In relation to the 21st century education, the role of teacher has changed either as has been proposed by Hosnan (2004) stating that teachers are the front liner in the process of education, and are required to skillfully share their knowledge, attitude and skills through suitable learning strategies in the 21st century. In line with such requirements, teacher should

also be professional and able to create a learning experience for the sake of students' future. The students need to be involved actively so that they are not lack of learning experience.

The selection and use of a learning strategy in turn affect the students' achievement as what has been postulated by Slavin (1995) and Moore (2005) stating that one of the factors that affects learning achievement is learning strategy and students' characteristics. Seels and Richey (1994) state that learning achievement is adversely affected by (1) the employed method or learning strategy, (2) learning condition, and (3) interaction between method and learning condition. Accordingly, it is important to pay attention painstakingly to the employed learning strategy in the teaching and learning activity. Winatapura (2008) points out that civics education and its new paradigm employ Student Active Learning (SAL) that focus on the activities done by the students and inquiry approach, an approach that involves students in the process of discovering information about curative tactics and formulating generalization.

In relation to the inquiry learning strategy, some experts state that inquiry-learning strategy is one of innovative learning strategies, not only limited to intellectual ability development but also students' emotional and skills development (Coasta, 1985; Mallinson, 1991; Joice & Weil, 1992; Silberman, 1996; Slavin, 1997; Sanjaya, 2006). Social Science Inquiry is a strategy that leads students to do systematic, logical, and critical research. In addition, the analysis as to why the students find the answer of the research is formulated in the form of hypotheses as a way to solve problems through scientific ways of thinking. With regard to the responsive civics education, the students should be led to and involved in many social problems and its' up to date issues. The way the students solve the problems in this learning strategy is done scientifically by formulating hypotheses on the basis of theory, data and the facts that are obtained from learning sources. Therefore, the social science inquiry learning strategy is suitable to apply to the teaching of civics education. As a result, character-building values such as democratic, bright, and civilized can be achieved.

The reviews in Social Science Inquiry learning strategy are discussed by Greene (2006) in his article titled "Toward a methodology of mixed methods social inquiry", and Kevlihan (2008) in his article "Designing social inquiry in central Asia – A case of Kyrgyzstan and Tajikistan". Wong (2009) in turn reviews in his article published in International Journal of Social Inquiry volume 2 number 1 stating that projects of civics education and its problems can be solved by the application of social science inquiry. This article aims to explain the implementation of Social Science Inquiry in civics education particularly in the globalized era.

## DISCUSSION

The advance of a country is not only measured in its natural resources, but also from its human resources that educated and resistant to challenges particularly in the globalized era. All countries compete to prepare qualified human resources, recognizing only country capable of developing quality human resources, superior, and master a number of skills that will come out as the "winner" in the free competition. On the other hand, countries that lack of attention to the development of quality human resources will be a "loser". One powerful way to prepare qualified human resources in the face of free competition is through education. Hosnan (2014) states that education has a very important role and strategic and is a factor that is crucial in preparing qualified human resources. Education in the era of globalization should be able to provide a wide range of skills needed to enable the students to compete in a global society.

In this globalized era, it is important to master the 21st century skills as has been reported by the Partnership for 21st Century Skills (P21, 2008). There are two reasons for mastering the 21st century skills. First, there is a fundamental change in economy, job field, and business. During several decades, economy and industry are run on the basis of information,

knowledge and technology. In addition, Economic and Social Research Council (in P21, 2008) states that economic success is based on the use of invisible assets effectively such as knowledge, skills and innovative potential as an important resource for the progress of the competition. The demands of the new skills act as the second reason. Economy, industry, innovative companies, and a rapidly growing job require more workers that are educated with the ability to respond to complex problems, able to communicate effectively, manage information, work in teams, and generate new knowledge. The new of this distinct skill is the $21^{st}$ skills. Such skills will empower the advance of a country. These skills will encourage the prosperity of a nation. Given this situation, all education levels ranging from playgroup to university should equip its citizen with the $21^{st}$ century (P21, 2008). In response to the changes in the $21^{st}$ century, teaching and learning activity should also be changed. In this modern era, mastery reading, writing, and arithmetic are not enough. The students should be able to communicate, collaborate, and create new things. In other words, the students should be equipped with communication, creativity, critical thinking and collaboration. The four skills are called as 4Cs. These skills refer to the $21^{st}$ century skills.

To deal with the learning in the 21st century, everyone should have the critical thinking skills, knowledge, and capabilities of digital literacy, information literacy, media literacy, and master information and communication technologies (Frydenberg dan Andone, 2011). Meanwhile, the Ministry of Education and Culture of the Republic of Indonesia formulates that 21st century learning paradigm emphasizes the ability of learners in finding out from a variety of sources, formulate problems, think analytically, and to cooperate and collaborate in problem solving (Litbang Kemdikbud, 2013). In connection with the 21st century learning paradigm, there is a shift in learning paradigm including the teaching of civics education that emphasizes student active learning and inquiry approach (Winatapura, 2008).

The process of learning pedagogically, and socio culturally requires integration from the process of encouragement and culture in the frame of learning and education. Thus, there are four pillars of the civics education, namely learning to live together, learning to know, learning to do, and learning to be (Winatapura, 2011). According to Suwarna (2000) and Ary (1997), the weaknesses of civics education exist in the form of teaching and learning activities that put emphasis on memorization (low level thinking ability). Civics education has a unique feature because it is valued as character education, value education, and democratic education (Al Muchtar as quoted by Anitah, 2010). In choosing a learning strategy, the uniqueness of civics education needs to be considered. According to Winatapura (2014), substantively and pedagogically civics education program is set to be a field of students' facilitator, so that they would be a smart, responsible, and civilized citizen. This illustrates clearly that the essence of learning civics education is as a vehicle for the development of critical thinking, and learning is defined as the process of developing the students' critical thinking skills, and avoiding memorization.

In the teaching and learning activity, teachers should use appropriate learning strategies, so that it helps students to achieve optimal results, run in a smooth way and interesting. Accordingly, teachers should know the various strategies, models, and methods of learning, and can apply it appropriately in learning in accordance with the objectives or competencies to be developed and the characteristics of teaching materials and student characteristics. Selection of the right strategy will make the student willing and happy to learn, actively participating in the learning and interactive with their peers and teachers, so that learning becomes interesting and lively, much of which has been that boredom. As Khoirul (2015) states that albeit the subject is the most boring one, as far as it is delivered in an

engaging way, interactive, productive and constructive, it will result in alive learning atmospheres.

With reference to the characteristics of civics education and its objectives, Social Science Inquiry learning strategy is appropriate to implement. It is developed on the basis of a conceptual framework that is similar to the models of applied scientific research in natural science (Massialas and Cox, 1966 as quoted by Anitah, 2010). In this strategy, students are led to systematically conduct research through questions and hypotheses as ways of problem solving and stage in this strategy. Thus, the social science learning inquiry emphasizes inquiry stages probing to the empirical facts obtained from discovering the literature.

Joice and Weil (1980) in Sanjaya (2013:206) state that social science inquiry learning is a social model that has three main features, they are (1) it has social aspects in the class leading to the opened discussion, (2) it has hypotheses as ways of problem solving, (3) it employs the facts as ways of examining hypotheses. According to Joice and Weil (1992), social science inquiry learning strategy can be seen as a learning strategy that is oriented to the student experience, as indicated in the following.

> For more than a decade, "inquiry" has been one of the rallying cries of educational reformers. However, the term has actually had different meanings to its users. To some, inquiry has meant a general position toward child-centered learning and has referred to building most facets of education around the natural inquiry of the child. To others, it has meant the use of the models of inquiry of the academic disciplines as teaching models.

In the teaching and learning activity using social science inquiry learning strategy, students have curiosity, explore references as evidence, and find new ideas and openness in their work. As students explore their world in this way, they try themselves to understand the concept and hone their problem solving skills (http://www.learner.org/jnorth/tm/inquiry/intro.html). The basic assumption is rooted into the fundamental belief that the establishment is that every child has the freedom flourish. According to Joice and Weil (1992), strategy of social science inquiry cannot be applied at all levels of education, and more aimed at the secondary school level upwards. This is due to determination hypothesis as students which level of thinking has reached the phase of abstract thought can only do the direction in problem solving of the stages in this model. On the other hand, Banks (1977) states that these strategies can be done from primary school education, the emphasis is not on measures of inquiry, rather to introduce the facts, concepts, and generalizations developed through the strategy. He also states that the ability to think critically starts in basic education and the ability of social inquiry develops further in higher education.

First is orientation stage. In this stage, students take position and state the social problems that are going to discuss. The teacher helps students by creating the environment and formulates the problems. Social problems can be taken from the problems of a society that is being discussed, from the immediate environment of students up to communities. The discussed problems need to be solved and invite students to empirically prove it so that they find the answers. With the help of the teacher problem is then formulated and developed in the form of a statement or question, and held restrictions on the scope of the problem more specifically so that students in a more purposeful conduct proof. Formulating and limiting the scope are starting point in implementing social science inquiry learning strategy.

Second is the hypothesis stage. Once the problems have been formulated, the next is to formulate the hypotheses. It aims to lead students finding the ways of solving problems through examinations of the problems. It also aims to see the extent to which the relationship relates to the way they solve it.

Exploration acts as the third stage. In this stage, students explore the problems by conducting the hypotheses whether or not it can be solved through deduction that relates the hypotheses to their assumptions, logics, and empirically examined by the data.

Fourth is proving stage. Every student collects the data by interview, observation or questionnaire (if possible). Once the data are collected, its analysis is connected to the hypotheses.

Fifth is generalization stage. This is the last stage in which the students compile the best statements of the answer of their hypotheses. Generalization is set as simple as possible so that the students understand it well.

With reference to the activities and stages in Social Science Inquiry learning strategy, the learning starts from the problems that should be revealed through hypotheses. The problem is a growing problem and contains the social values and life of citizen interest and need to be examined critically. In the senior high school for instance, it is possible to discuss about human rights and death penalty for the drugs abuser, right to vote in the election, etc. Problem solving is done by a group discussion and verification is done by searching a variety of published sources (print and non-print). Students should be information literate in order to explore a variety of sources to prove his point, critical thinking in solving problems, as well as encouraging students to seek out not notified. Selection of reading materials from various sources is done selectively, logically and critically in order to support the hypothesis of proof, so that we can conclude the truth and accepted all students. In addition, the learning is carried out by a group discussion, which emphasizes cooperation and collaboration in solving problems. Stages of learning activities in the strategy strongly support social science inquiry skills of the 21st century, known as the 4Cs models, namely communication, creativity, critical thinking, and collaboration. Exploring materials through mass media on the internet is the ability to be mastered in the 21st century (Frydenberg and And one, 2011). All six-phase of activities in social science inquiry learning also supports the learning paradigm of the 21st century according to Kemdikbud Research (2013), which emphasizes the ability of learners in finding out from a variety of sources, formulate problems, think analytically, and to cooperate and collaborate in problem solving. The application of social science inquiry strategy emphasizing problem solving through scientific measures provides experience for students to be able to face and solve the problems. The ability to solve these problems is one of the skills that are indispensable in the era of globalization, because the world is constantly changing, and everyone must adapt to these changes. In addition, the solution to the problem scientifically trains students to think critically and logically. Thus, social science inquiry learning strategies appropriate to the learning PPKn in the era of globalization and 21st century education.

**CONCLUSION**

Based on the theoretical study, it can be concluded that the first, in the era of globalization and the 21st century, there is a change so rapidly because of advances in information technology and unstoppable communication. Education should be able to anticipate the rapid changes, for that we need the concept of responsive civics education.

Along with the progress in the 21st century, second, Citizenship Education (PPKn) must also be responsive to the times. Therefore, students need to be brought closer and engaged with various social problems that occurred due to changes in the surrounding environment of students and emerging issues of public policy.

Third, one way to facilitate and bring students with a range of social problems in the classroom is by implementing Social Science Inquiry learning strategy. SSI strategy has six stages that lead students to be sensitive to the problems of social and scientific measures, they

seek to understand and find answers to solve them. Students are directed to actively seek out the investigative activities through searching multiple sources and proving hypotheses as a compass to handling problems. In addition, the stages of learning activities in the strategy of the Social Science Inquiry strongly support 21st century skills, known as the 4Cs models, namely communication, creativity, critical thinking, and collaboration.

Although theoretically SSI learning strategies proven to be effective if it applied in teaching Citizenship Education, but empirical studies on the effectiveness of this strategy across the characteristics of learners are needed. This, finally, is intended as compass for teachers to improve the quality of teaching and learning in the classroom.

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# Flores Local Genius on Move
# (Integrating both Character Education and Manggaraian Local Genius in Teaching English Speaking)

**Hieronimus Canggung Darong**
ronybarera@yahoo.co.id

*STKIP Santu Paulus Flores*

**Abstract:**  This research aims at investigating the real teaching and learning processincluding materials used and its effect to the characterof English speaking class at STKIP St.Paulus. This would be of benefit for an understanding of becoming a speaker and helping us as an English speaking teacher and anyone else involved in speaking education, to be more appropriate in developing our students' speaking interests and, in turn, in helping them a long their journeys to becoming good person having speaking skill and having good character. Besides, since speaking is also related to other language components like vocabulary, grammar that is, one cannot become a good speaker without having a good level of ability on that language components or even other language skills.To get the data,the researcher did observations, interview and a questionaire. The observations focused on classroom andEnglish atmosphere in college environments. Interview was conducted to the students related to how teachers or lecturers manage the speaking class,materials used, students perceptionto English speaking learning insturction. With regard to data, the use of  Manggarain local genius as speaking materials made the students more interested in developing their speaking skill ability as its familiarity and value.

**Keywords:**  *Local Genius, Character, Speaking Material*

## INTRODUCTION

Flores is the second largest of the lesser Sunda islands, an 800-mile long volcanic chain that stretches eastward from Java toward New Guinea. The 1.4 million people of Flores belong to several distinct ethnic groups, each with its own language and customs. The diversity as such, is the product of a number of geographical, cultural and historical factors. In line with this, antrophologists classify Flores' ethnic groups primarily on the basis of language as one element of their culture. The five major groups recognized by lingguists are Manggarai, Ngada, Ende,-Lio, Sikka, and Lamaholot, Wurm & Hattori in Hamiliton (1994). While this devisions provide a key to understanding the island's ethnic diversity, they do not necessarily signify entities that have been either culturally homogeneus or politically united. Customs, including local genius as the concern of this paper frequently vary from one village to another even within the same linguistic area. As such, really contributes to the education value and their

character which are higly considered, as suggested by national education objectives, (the goverment), to be their primary concern.

In line with the statement previuosly mentioned, among the objectives of national education are developing student's intelligences, personality, and noble character as stated in law Number 20/2003 on National Education System. This statement means that the objective of the education is to have good personality and noble character by regardless of makingthe students clever. Besides, it states that culture as the creation of, by, and for the society itself is highlighted in the society-based education. This culture includes local genius of local wisdom which should be developed by the nation. Nowdays, the nation promotes Indonesian national culture in the world civilization  as suggested by article 32 verse 1 Amendment of UUD 1945. This implicitly, want us to strive keeping our culture if we want to overcome the global crisis. Country really needs these characters of knowledgeable, cultured, and civilized society for the sake of facing global changes and its challenges as stated in the Policy for Character Education for Developing Nation's Character.

Related to the regulations as previosly mentioned and by refering tothe fact, there is a gap between the law and the reality. The children have been in the hot water or even have no character at all. Local genius as their wealth containing a life guidance moral values, norm, ethics and conducthave been already forgotten even been taught. This as such inspire any unexpected conduct and manner.  This is supported by Lickona stated in Herawati (2016) that a developing country experience the situations like: 1) the increasing of violence in the youth; 2) the bad use of language; 3) the influence of peer group to do violence; 4) the increasing of acts damaging their own bodies (drug abuse, alcohol use, free sex, and committing suicide); 5) the blur of good and bad ; 6) the decreasing of hard work; 7) the low of respect to teachers and old people; 8) low of responsibility as an individual and as a citizen; 9) dishonest habit; and 10) prejudice and vulnerability in the society. All of these situations are experienced by the youth particularly the children in Indonesia right now. Those situations are concened much with our culture which are nearly disappeared and related to character which are almostdamaged.. Therefore, to fill the gap it is an urgent situation for Indonesia to implement character education and cultural-based education in order to save our nation and to avoid global crisis. We strengthen our families, our communities, and our world by cultivating good character in our children and ourselvest Bennett (2008).As such, can be done through an understanding of what and how local genius is.

Related to the education and character, Flores people tend to rely much not only on formal eductional institution but also on their culture. To fulfill their needs and answer a variety of problems, as view on local genius as a guidance of life and science and life strategies must be carried out. This in turn, can essentially be viewed as the fondation for the forrmation of national identitiy. Local genius can be a bridge that connects past and present, generations of ancestors and the present generation in order to prepare a good character for the sake of bright future and identity both locally and nationally.A strategic function for the formation of character and  identity is achieved tthrough the value of local genius is. Teaching or learning instruction which put the matter to the local genius will lead to the emergence of an independent attitude, full of initiative, and creative. Moreover, genius is a locally-based education model of education that has high relevance for the development of life skills, relying on the skills and potential for local empowerment in their respectives regions. Learning materials should have meaning and relevant to their high level of empowerment in real life, based on the realites they face. The curiculum should be based on the local enviorenmental conditions, interests of the learners. In line with this, local genius based eduacation needs the

students to be attached with concrete situation and must be in a fun atmosphere through a very good culture based materials.

With regard to teaching process or learning instruction, using cultural based materials is actually one of the elements of Culture-Based Learning (CBL). It is the manifestation of the contextual learning approachdeparting from the constructivism theory. Learning must be linked to the context of real life through culture in which learners are located. Culture here, is covering the principles, values and practical guidelines accepted by a group of people and offered guidance in daily life. The giudance determining whether it is good or bad, wise or not valauble or just a rubbish things. This definition is used as a guideline in finding the main goal of this research.

This research is designed to answer the question by looking at the real teaching and learning processes of English speaking in STKIP St.Paulus, a college whose speaking skill is quite far of being perfect.  Understanding the teaching and leaning of speaking in this college, in turn, help the researcher to improve the teaching and learning of speaking in such level in one side and effectively build a good character in another side.  A college is chosen since it is acknowledged that it is at that level of education that speaking instructor can put a stronger foundation on which their students can intensively and more academically  put their love of speaking compared to other levels of education like junior and senior high school levels.  In line with this, this research has a major aims, that is  having a better understanding of how speaking is taught in such level whose actually speaking skill is undoubtedly great.  This will include good and poor practices of teaching speaking -- related to teachers -- and of learning to speak -- related to students' activities in developing their speaking skills and their expected matarials to be used in teaching speaking. All these elements are related to its signicances or the benefits to develop students' good character.

This investigation is significant in the following aspects. The first is that it will better our understanding of becoming a speaker.  Secondly, such an improved understanding will, in turn, help us, i.e. speakingteacher, lecturer or an instructor and anyone else involved in speaking education, to be more appropriate in developing our students' speaking interests and, in turn, in helping them a long their journeys to becoming good person having speaking skill. This is particularly crucial for having a good communication. Thirdly, since speaking is also related to other language components like vocabulary, grammar that is, one cannot become a good speaker without having a good level of ability on those as such or even other language skills.

**Local Genius (Wisdom)**

What is local genius (Wisdom)? What and how local genius is this questions arise as the trend of teaching comes to include local wisdom in the part of the lesson in the classroom. Samawi (2009, p.10) states that local wisdom or local genius is a local creature or local uniqueness which can be found in a society conserving national culture. Its form can be physical or non-physical form. The physical forms are like kitchen utensils, architecture, and so on. The non-physical forms are like religion, art, philosophy, ideology, and so forth of certain society. Further, it can be in the form of solemn rituals related to religion, philosophy, belief, or other practices done by the society Thus, local wisdom is any practices or wisdom rooted from the local perspectives of the peole where they belong to.It becomes as the culture identity as a nation or even as an ethnic which enable its people to filter and manage outsiders'' culture to be in line with their own ethic conduct and manner as an institution traditionally. Furthermore, It is as  a product of the past local culture and be kept as a permanent value for the sake of having  a good life.

As to the concern of this reserach and with regard to the definitions above, the local genius or wisdom the researcher include here is the non-physical one. It belongs to the literature or the work of the art in which some cultural contents that we can insert in our teaching.By taking into account local genius in teaching learning process, Flores people, STKIP St.Paulus' students in particular, are expected not to be trapped in a situation of alienation. It is due to the local genius is highly considered as a very strong aspect of being survived of certain group of society in general and even in Flores in particular. Even it is local yet the value is universal. This product is and will always survive as to its significance and goodness to setting the character of Flores people in general and STKIP students in particular.

**Culture, Character and Language Teaching**

In literature, one can find two widely spread and opposing views regarding the relationship between culture and ELT. Firstly, culture and language is inseparable, therefore English cannot be taught without its culture. Meanwhile, the opposing view is English teaching should be carried out independently of its cultural context. Instead, familiar contexts to the students should be used. As to this, however, it is important to note that EFL learning and teaching should ideally be allied to the context of real life through the presentation of culture in which students are tuned. Alpetekin (1993) argues that in learning language, schematic knowledge is socially and culturally acquired and situated. He elaborates that schematic knowledge of foreign language learners, for instance, is affected by the culture of their mother tongue. For example, children in Middle East cannot say that a dog is a man's best friend, but they would prefer to say that a dog is a dirty and dangerous animal, and also they cannot touch this animal because of their cultural norms. Students are in difficulty to understand the material as they have found unfamiliar lexical items as well as cultural items which are alien to them if teaching EFL adopting the target culture.

From a cognitive perspective, integrating a target culture contradicts students' schema or prior knowledge or experience. They do not have any experience with the ELT materials that have different social and cultural contexts. However, if the materials relate to their prior knowledge,students will be motivated to learn a foreign language. In line with this notion, Freeman and Freeman (1998) suggest that adapting a local culture in the target language teaching can lead to student positive attitude toward the target language learning and build their self- confidence.To conclude, English teaching should be carried out independently of its cultural context. Instead, culture of the students should be used. Students need to be aware of how their local cultures enrich their linguistic resources and social practices when learning English as a target language, thereby making their language learning more meaningful.

In line with culture, the term character is highly considered as an important aspect of human's life, particuuly for the students. Moreover, it is not a new term in education. The definition of good characters itself is vary. According to Lickona in Jovan (2013, p.9), character covers six pillars, they are: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Aspen Declaration declared by nation's top character education developers (1992) in Jovan (2013, p.9) also defines character in ten essential virtues, they are: wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. Howard, Berkowits, and Schaeffer (2004, p.18) define that characters consists of values in action. Character has three interrelated parts: moral knowing, moral feeling, and moral behavior. Knowing the good, desiring the good, and doing the good – habits of the mind, habits of the heart, and habits of action reflects of being in a good character. Moreover, they add that they want our children to judge what is right, care deeply about what is right, and then

do what they believe to be right - even in the face of pressure from without and temptation from within. Related to the cores of character above, every good character is important to develop.

Now, the questions arise. What is effective character education? What do best practices look like? What kind of character education should be included in every lesson? Although, the questions are already answered, can it change people to behave well? Everybody, in fact, can tell which one is right and wrong. The problem is how to get people to behave well and adhere to those values. Here, the teacher should consider the involvement of local genius as the answer of those questions as such.It means that the idea of good character not only remains a theory but it must be practiced by the teachers themselves through the use of local culture. If so, the character in education can be definitely effective.

**METHOD**

This research was conducted in STKIP St.Paulus Ruteng, a private college in the City of Ruteng Flores, within the period of six months (September 2015 to February 2016) . The instruments used to get the data were observations, interview and a questionaire. The observations focused on classroom  and/or English atmosphere in college environments. Interview was conducted to the students related to how instructors manage the speaking class,students perceptionto English speaking learning insturction. The questionaire was filled in by three teachers focusing on what they do in teaching speaking, their ideas on good practices of teaching speaking, and things that influence one's speaking skill. The data were analyzed descriptively as suggested by Miles and Huberman (1994).

**FINDINGS AND DISCUSSION**
**Findings**

The following table is the students' perception toward the teaching process of speaking class covering the materials used. The items are simplifyed for the sake of being focused and to the consideration this paper length.

**Table 1. Student's perception**

| NO. | Questionaire Items | Students' Responses | | | |
|---|---|---|---|---|---|
| 1 | Do you like speaking English? | **I do very much** | **I do** | **Not quite** | **No, I don't** |
| | | 53.42 % | 28.40 % | 13.67 % | 7,76% |
| 2 | Are you interested in joining your English speaking Class? | **Yes, I am very much** | **Yes, I am** | **Not quite** | **No I am not** |
| | | 6.85 % | 26.03 % | 65.75 % | 1.37 % |
| 3 | How do you find your English speaking materials | **Very interesting** | **Interesting** | **Not quite interesting** | **Not interesting** |
| | | 13.67 % | 10.96 % | 64.36 % | 10.96 % |
| 4 | How do you find your lecturer's method in teaching your speaking? | **Very interesting** | **interesting** | **Not quite ineteresting** | **Not interesting** |
| | | 1.37 % | 49.36 % | 24.66 % | 26.03 % |
| 5 | How often do you find problems in English speaking class? | **Very often** | **Often** | **Sometimes** | **Never** |
| | | 15.07 % | 57.53 % | 24.66 % | 2.74 % |

| 6 | What do you think if the lecturer asked you to speak based on local genius (legend, folkstale, local game) | **Very interesting** | **Interesting** | **Not quite** | **Not Interesting** |
|---|---|---|---|---|---|
| | | 36.67 % | 50.68 % | 5.63 % | 1.37 % |
| 7 | Does yourinstructor often useany local genius (legend, folkstale, local game? | **Very often** | **Often** | **Sometimes** | **Never** |
| | | 2.74 % | 26.03 % | 8.22 % | 63.01 % |
| 8 | What do you think about teacher-students communication during English speaking class by involving(legend, folkstale, local game? | **Very fluent** | **Fluent** | **Not quite fluent** | **Not fluent** |
| | | 36.62 % | 42.47 % | 4.11 % | 1.37 % |
| 9 | When the lecturer gives instruction involving local genius (legend, folkstale, local game? can you respond accordingly? | **Yes, I can very well** | **Yes, I can** | **Not quite** | **No, I can't** |
| | | 31.51 % | 64.38 % | 2.74 % | 1.37 % |
| 10 | Does the use of local genius materials really mean to your speaking? | **Yes, it does very much** | **Yes, it does** | **Not quite** | **Not at all** |
| | | 58.90 % | 20.55 % | 13.67 % | 6.85 % |
| 11 | Does the use of local genius give positive impacts to your personal life (ethics, conduct, manner or behaviour) | **Yes, it does very much** | **Yes, it does** | **Not quite** | **Not at all** |
| | | 64.75 % | 27.03 % | 5.85 % | 2.37 % |

**Discussion**

As to the data, it is seen that the students have high interest in speaking and practising their English. This is proven by the question "Do you like speaking English? 53.42 % of the respondents answered with "I do very much". As such is higly considred as a great personal involvement of the students themselves in developing their speaking skills. This is really contrast with the question are you interested in joining English class? 65,75% answered not quite? The basic line of the data is that a good teaching has to result in our students' learning that has such elements as personal involvement, interest, self-initiation and meaning. These elements would be there in a student's learning process if a teacher's teaching is based on his/her students' learning needs, interest, and gift/natural ability. The question then is what we should do if our students are not interested in our teaching as they might think that it is irrelevant to their needs and/or they have no gift on it. Should we give up? Of course not, but what should we do?

Teaching, in fact, still means informing. Despite its global influence, this kind of teaching, Carl R. Rogers says, is not really good for it is not effective, (1983: 17-18). Therefore, it has to be replaced by a more effective one. Teaching should be seen more as facilitating our students in their learning than simply informing them certain kinds of information.Then, teaching has to be done in a way that it results in an active learning of students, that is, a kind of learning that really has a very strong personal involvement. This strong involvement can be done by, among other things, teaching students based on their learning needs, interest, and gift (natural ability). This is important since our students seem to

have a very week personal involvementin joining our classes and/or in learning. The personal involvement can be actualized through materials involving their mind, idea and interest as well. The previous finding that the students are not really interested in joining English class corresponds to the other finding that 64, 36 % respondentsanswered not quite interesting for the sake of speaking materials. In other words, it was likely that students were not felling good to cope with the whole process of teaching and learning in the classroom. If this happens, even in fact, the teacher/lecturer/instructor has a good method in teaching as proven by the answer of the question how do you find your teacher's method in teaching your speaking from which 49,36 % respondents anwered ineteresting still will be difficult for the students to achieve the intended extra standards as shown to the question how often do you find problems in English speaking class from which the respondents answered "often"( 57, 53 %)

Regardless of the data as such and as discussed earlier, English teaching should be carried out independently of its cultural context. When learning English as target language, students need to be aware of how their local cultures enrich their linguistic resources and social practices, thereby making their language learning more meaningful. This is quite acceptableas shown to the answer of the question what do you think if lecturer asked you to speak based on local genius (legend, folkstale, local game) 50,68 % of the respondents answered interesting. Familiar topics and especially those dear to their hearts would lessen cognitive burden on idea development and, in so doing, students can pay relatively fuller attention to how English language works to serve the communicative functions in the context they may find themselves.

This however, in response to the question " Does your teacher/lecturer/instructor often use any local genius (legend, folkstale, local game? 63,01% of the respondents answered never. It means that the instructor tend to use other materials ignoring the familiarity of the context. In fact, the students really want to have that materials inspiring them to speak. As such is seen through the answer to the question what do you think about teacher-students communication during English speaking class by involving(legend, folkstale, local game? 42,47% of the respondents answered fluent and 36,62% answered very fluent. Here, students demonstrated positive perception that regardless of their limited English, the learning condition utilizinglocal genius motivates students to improve their English. Further research need to be done to examine how students are actually motivated. Yet at least it has been setteled in their mind that there is a good communication occured as it is used as speaking material. Indeed, the students gave good response. 64.38 % of the respondents could give good response as it is used in teaching learning process. Thus, from student's side, the local genius material implemented in speaking class should be given serious attention by the instructor as the decision maker of learning instruction.

As a matter of fact and with regard to concern of this reserach that is bulding students good charcter, the use of local genius as materials to be taught in speaking class must have meaning and essence. The proportion of course, must be in accordance with student's level of progress. This means that it may help students to know what and how to speak. This is actually as a logic result of their understanding toward the local genius in which culture lies and their knowledge of English as a language. As to the data, students' preception toward the use of local genius is categorized as good in terms of having meaning to their speaking. It may help them to explore and learn moreand better on what to speak. This is shown as to the question does the use of local genius materials really mean to your speaking? 58,90 % of the respondents anserwered yes it does very much. This answer indicates their experiences as the local genius used. They might be probably helped to learn in terms of vocabulary, content or other aspects of speaking. As they are helped, meaning that the essesnce of learning instruction that is learning something new is achieved. As Heidegger (1968: 75) a German philosopher in Tans

(2010) states that teaching means implanting in the students strong willingness to learn. That is, after being taught the students can then learn actively. Teaching has to result in any single student's active learning on his/her own or with others' help. This is why, he argues, teaching is more difficult than learning. It is not because teachers have to be more informative and knowledgeable than their students, but because the final target of teaching is that each student does want to learn actively.

A good teaching must also be able to encourage students to totally change their poor behaviors like being lazy, indiscipline, non-determined, dishonest, impolite to being a better individual who is diligent, disciplined, determined, honest, and polite. In other words, teaching activities, whatever they are, have to result in our students' pervasive change, that is, a change of a behavior that can be seen in more positive ways in our students' daily life. As to this, the local genius material seems acceptable to be used in english speaking class. The data shows that 64,75 % of the respondents answered that it does give positive impacts to students behaviour.

Realizing the change of behaviour is a proof that the use of local genius as materials used in speaking class enable our students to self-evaluate their own progress in life or in learning something. That is, our students through our teaching must be able to say whether their English, or whatever it is, is good or not. When they really know that they are still poor at something, they then try their best to make it good, again individually or in groups. Thisselfevaluation, realizing of being good or not, being able or notin learning is categorized as a good character being build by the use of local genius materials.

Teaching, as has been stated previously, means implanting in the students strong willingness to learn. In today's "borderless" nations, many people do want to master English as an international language of communication. It is, therefore, understandable that the teaching and learning of English pervades and that to succeed in the teaching and learning of English, some appropiriate teaching methods or approaches are highly expected. Yet, it seems that the methods/approaches alone are not sufficient to make our students successful in their process of mastering English. Materials are the other aspect to consider. In that sense, our teaching has to lead any students of us to a kind of learning whose major elements are total involvement, genuine self-evaluation and improvement of behavior as well. As such really reflects their good charcter as a result of good process covering materials of learning instruction.Besides, It is believed that those elements will be there if teaching/learning itself is based upon our students needs, interest, and natural ability or local material.

Faltish and Hudelson (1998: 83) emphasizing that language is a socially shared meaning system. It means that the characteristics of language is socially shared. It is a system for creating and sharing meaning. The meaning of language is not on the language itself nor on the heads of language user but far more important than that is on its community of users who has experienced and has attached to it. The meaning of language in which personal use it is always social. When we interpret and use language we relate language to social experiences and context in which that language figured. Besides, language is socially shared in the community. It is atomically, in turn, then, socially constructed. It is constructed in accordance with the setting of community they experience. Learners construct their knowledge through engaging with others. Some could be more or less depend on the process of experiencing, living and acting in the world. The construction of knowledge inculding speaking is influenced by the community because it is definitely the one that conducts it. So setting of the class especially speaking must be in line with place or situations where the children are in.

So, its quite clear that, language is a socially shared meaning system. The practices and the language used by the users rely on the community where it exists. Moreover, the convention

is due to the experiences that he or she has in that community.Then, the use of local genius as materials in speaking class is highly considered as a means of improving students' speaking skill in one side and building a good behaviour on the other one. Students' preception toward it is a proof that actually the students have a great ineterest to learn to speak. Yet they are faced by a great wall that challenges them to go through. The wall is the materials used. The material deinitely can be broken through selecting materials that is the use of local genius. The more we use it, the better our English and chracter will be.

## CONCLUSION AND SUGGESTION

Teaching English speaking skill is not an easy job. It needs a good method, approach or even an appropiriate technique. In fact, those as such are not sufficient enough. Good materials are highly needed to use. Local genius such as folktales, legend involving students's culture is genuinely a good materials for teaching English skills particularly speaking skill. Beside motivating the students to speak, the use of such materials in speaking class might help the students to learn which in turn unconsciusly developetheir good character.Teaching in fact, is seen more as facilitating our students in their learning than simply informing them certain kinds of information. Therefore, teaching particularly speaking skill has to be done in a way that it results in an active learning of students, that is, a kind of learning that really has a very strong personal involvement and self evaluatuion. As such are showing good chracter of the students. It is believed that those elements will be there if teaching/learning itself is based upon our students needs, interest, and natural ability.These, indeed are found through the integration of local culture in learning instruction.If so, our mind would go with the changes everywhere but the action and our character have to be in local.

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# The Effectiveness of Jengah Conception to Control the Students' Communication Anxiety in Mathematics Learning

**I Made Ardana**
Email: ardanaimade@yahoo.com

*Mathematics Education Department FMIPA Undiksha*

**Abstract:** One of the five basics learning experience that are required both in the curriculum 2013 and standard of mathematics process according to the National Council of Teachers of Mathematics (NCTM) is communication. It indicates that communication is very important in the learning process, includes in mathematics because the communication process greatly assist the students in constructing the notion / concepts of mathematics. However, the anxiety to communicate has direct negative effect to mathematics learning outcomes, in line with that this study aims to control the students' communication anxiety in mathematics learning through the development of *Jengah* conception of Balinese culture. This developmental study is applied to the elementary school students in Singaraja. The Data of the study consists of: the anxiety to communicate data, learning activities data, and the mathematics learning outcomes of the students which are analyzed descriptively. The result of the study shows that the *jengah* conception is very effective to be applied to control the students' communication anxiety in learning mathematics.

**Keywords:** *anxiety, jengah, communication, mathematics*

## INTRODUCTION

The learning process that stated in *Permendikbud* 81 A consists of 5 (five) basics learning experience namely: observing, asking questions, collecting information, associating and communicating. The same issue is stated in the standard process of mathematics which is expressed by *National Council of Teachers of Mathematics* (NCTM) (in Van de Walle, et al: 2013) revealed that standard process of mathematics consists of: *problem solving, reasoning and proof, communication, connection,* and *representation.* The connection between these two things can be seen in table 1.

**Table 1. The connection between The Standard Process of Mathematics by NCTM and 5 Basics Learning Experience from Curriculum 2013**

| The Standard Process of Mathematics | | | | | Five Basics Learning Experience |
|---|---|---|---|---|---|
| *Problem Solving* | *Reasoning and Proof* | *Commun Nication* | *Connect Ion* | *Represe ntation* | Observing |
| | | | | | Asking questions |
| | | | | | Collecting information /experiments |
| | | | | | Processing the information |
| | | | | | Communicating |

Table 1 shows that if a mathematics teachers apply the standard process of mathematics in their lesson, it means that indirectly the teachers implement the five basics of learning experiences that are required in curriculum 2013 learning process.

It is clearly mentioned that when a mathematics learning is based on problem solving then those 5 basics learning experience will appear in the learning process; *reasoning* and *proof* can cover the learning experiences such as learn to ask questions, collect the information/experiments, and process the information; *communication* covers the learning experiences such as collect the information/experiments, process the information and communicate; *connection* covers the learning experiences such as collect the information/experiments and process the information; and *representation* can cover the learning experience such as process the information and communicate.

The basic communication learning experience is an important thing in mathematics learning because the communication process greatly assists the students in constructing the definition as well as the concepts of mathematics. When the students think and understand about mathematics, then communicate the result both oral and written, at that time they are learning to explain and convince other people. Besides, listening to people explanation means give chances to the students to expand their understanding. A conversation or communication in mathematics can sharpen someone's thought and relate one concept with another concept. Communication in mathematics learning becomes important because of the reasons as what have been mentioned previously, moreover due to the goals of mathematics learning to: (1) organize and consolidate their thought through communication; (2) communicate the mathematics coherently and can be in form of explanation to their friends, teacher and others; (3) analyze and evaluate mathematics and other strategies; (4) use the language of mathematics to express the mathematics ideas correctly.

On the other hand, it is known that the communication anxiety has direct negative effect toward students' mathematics learning outcomes. It is in accordance with the opinion of Ardana (2008) states that the communication anxiety has direct negative effect toward the students' mathematics learning outcomes. The effect is important to be considered through achievement motivation variable for the students' mathematics learning outcomes and through the correlation with cognitive style. Holbrook and Hilary.T (1987) states that the result of some researches associated with communication anxiety show that someone who has high anxiety to communicate tends to limit their ambition or the future of their career. It means someone who has high communication anxiety has low achievement motivation. Besides that, most of the students are not able yet to communicate properly in mathematics learning because of the

communication anxiety. In line with that, this paper will reveal how *jengah conception* able to control the students' communication anxiety effectively.

## METHOD

This developmental study is applied to the elementary school students in Singaraja, Bali. The Data of the study consists of: the anxiety to communicate data, learning activities data, and the mathematics learning outcomes of the students which are analyzed descriptively.

## FINDINGS AND DISCUSSION

### Findings

The result of the study shows that the communication anxiety of the students is in low category, the students learning process in high category and the mathematic outcome of the students is in good category. In other words, the result of the study shows the effectiveness of the *jengah conception* in controlling the students' communication anxiety in learning the mathematics.

### Discussion

Powell & Powell (2010) explains communication anxiety as the level of fear of individuals associated with the communication situation, either real communication or a communication that will be done by the individual with others or people. Moreover, it is mentioned that there are some individual characteristics who experience communication anxiety, such as: (1) avoidance, individuals try to avoid a situation or activity which needs a well communication with someone or a lot pf people; (2) secession, in example individuals try to pull themselves in situations requiring a communication or even choose to not communicate even they given the chance to speak**,** (3) internal discomfort, the individual will experience discomfort when facing situations or activities that require communication and even may arise negative stimuli associated with fear; and (4) over-communication, that individuals dominate communications activities but the quality of communication farther than it should be delivered. Communication anxiety is what needs to be controlled in learning so that learning objectives can be achieved well. In this study, the control of communication anxiety is done by utilizing *jengah conception* in Balinese culture. Brooks & Brooks (in Sutarno : 2004) states that the learning approach  based on culture gives chance to the students to create a meaning and achieve an integrated understanding on scientific information that they obtained, as well as the application of scientific information in the context of the cultural community issues. (Ardhana and Sudharta, 1990) suggests "one of the main conception of Balinese culture that can be used in building resilience of culture and foundation for the development of various aspects of life including education is *jengah conception*.

*Jengah conception* in a cultural context has the connotation of passion/motivation. This conception is need to be grown on students so that everything that is learned relatively easy to understand. *Jengah conception* is able to motivate students to learn because the *jengah conception* is the motor of any activity to be carried out, give guidance toward the goals that want to be achieved, and is able to determine what actions are appropriate to be done to achieve the goal. The production of *jengah conception* to the students can be done through the suggestions uttered by the teacher both directly or stated in students' work sheets.

In general, the systematic of learning consists of *preliminary*, *the core* and *closing*. The role of *jengah conception* in controlling communication anxiety can be described as follows.

In pre-activities, the lesson is started by the teacher by guiding the students to make a connection between the assignments that being handled and their past experience either related

to academic, personal, and cultural. When students are not involved in communication yet, the teacher will explore students' prior knowledge by asking some questions that allow the students to think and awaken their *jengah conception* by saying suggestion phrase: **"I am sure that you are able to…and certainly"**; "**other people can do it….you must be able to do so**"; "**everything can be solved..As long as there is an effort**" , etc. By having a good prior knowledge, the students have readiness in learning or they are ready to communicate therefore this thing can control the *avoidance* communication anxiety characteristics in communicating. Besides that, the readiness in following the lesson makes the students become calm during the learning process or feel comfortable in a situation that requires communication then it can control the *secession* communication anxiety characteristics. This is in accordance with the laws of the readiness of Thorndike which revealed that when a person is ready to do something of behavior, and give satisfaction to him, then he does not do other behaviors. Another effect of a student's readiness to follow the learning is communication that is done by the students is purposeful with the result over-communication can be avoided. This is in accordance with the law of readiness Thorndike who argued that if someone is ready to perform an action, but if they do not perform the action then it will cause any disappointment.

At the core activities, learning is done by grouping students into cooperative groups of 4-5 members with different abilities and different genders. Cooperative learning activities within the group performed in order to facilitate or provide opportunities for students to able to train themselves in good communication within the group, between groups, as well as with teachers. In this activity the teacher facilitates the students while investigating a mathematics task that is being done, work to understand certain concepts, and acquire the skills to solve problems and numeracy skills. Teachers design activities that encourage students to construct knowledge and new skills, giving initial way as the basis of thinking about the problem and try some alternatives. Learning mathematics would be meaningful to students when students are taught in the Zone of Proximal Development (ZPD). It is done because the learning at ZPD region will bring benefits as proposed by Angela Lui (2012) and (in Ardana 2014a, 2014b, 2016), among others: (1) the task given reasonable and thought provoking, motivating students; (2) meaningful learning and feedback that help and encourage the further development of students according to speed of the capabilities; (3) a learning environment where they are valued as individuals, collaborative groups, and classes; and (4) the learning environment that recognizes and accepts the creativity and thought processes of the students. With the pattern of learning routine above, students learn in accordance with their capabilities and fun so characteristic of communication anxiety such as: *avoidance, secession, internal discomfort*, and *over communication* can be controlled. When the students are able to do well investigation, the teachers awaken the *jengah conception* of the students by giving reinforcement by saying suggestion phrase such as: **"wow…good", "you are great…excellent"; "you are amazing…as good as other students",** and other appropriate reinforcements. But if the students experience fails or difficulties in communicating the investigation result that they have done, teachers should facilitate the students to make them understand that what being communicated is not appropriate and know the correct solution as the example bellows.

There is a student in the first grade, the teacher thinks that in daily basis he belongs to the student who has problem in learning and has low willingness and low abilities. It is proven when the teacher gave a question $1 + 1 = \ldots\ldots$, that student answered 11 ($1 + 1 = 11$)

What should be done by the teacher?
Should the teacher say, you are incorrect? Or,

Should the teacher say, you are stupid? Or,
Should the teacher intimidates the student in front of his friends? Or just let it happen as it is / give no respond? Or,
Give compliments?

If the teacher does the things above, it will make the student loses his academic of self-concept, means the believe of the student toward his abilities will be gone. It means, the student's communication anxiety becomes higher so the willingness to communicate will be gone as well.

The steps that can be done!
Find out the cause why they answered that way.
While pat the students' shoulder, teacher asks the students to explain why they got that answered.
Unexpectedly, the students said



| one | combine | one | equal | one | one |
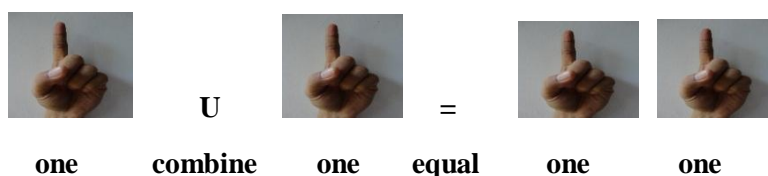
This is the result of the inability of the students to understand that calculating the number is the incorporation of member of the set, in fact the teacher has delivered the lesson correctly. Teachers pointed out that one mango combined with 1 mango equal to 2 mangoes, there is the possibility of students do not hear two mangoes but they see the mangoes.

Solutions provided is facilitating the students by acting out the calculation using a folded piece of paper becomes two parts and put one guava flower in each part. Then, the teacher asks a question "is an addition a process of incorporation or separation"? Then the teacher models an incorporation, so the students can answer "combined". After that, teacher with the students model together the incorporation/combination two of guava flowers that have been put on the paper while saying one, two… unexpectedly the students say **Ooooo,,Ok sir…** $1 + 1 = 2$ it is not 11. Finally, the teacher confirms to the students $1 + 1 = $ ?, the students answer "2, sir! 11 is wrong answer". At that time *jengah conception* is awaken by saying suggestion phrase: "**you are great…as good as other students**"; **"amazing…"**
Before the lesson is over, the students said: "**Sir for tomorrow please teach us again…Ok**". This thing indicates that by awaken the *jengah conception* of the student can build the students willingness to learn as the result the students' communication anxiety can be controlled.

At post activities, presentation performance was done and decision making. During these activities, teacher involved the students in challenging discussion session and can explore the concept understanding or their problem solving skills. The students implemented what they have learnt relate to the mathematics assignment and the experiences to improve, expand and deepen understanding of their concept. By experiencing the pre-activities that develop the students' readiness to communicate and habituation to communicate in the core/whilst activities and conclusion making as stabilization activities to communicate in post-activities, will able to control the communication anxiety of the students

## CONCLUSION AND SUGGESTIONS

Based on the description previously, it can be concluded that *jengah conception* is one of conception in Balinese culture that effective to be used in controlling the students' communication anxiety optimally in mathematics learning.

For teachers especially math teachers, it is expected to understand the standard of mathematics process as well as learning experiences that should be passed by the students and can observe more into the process of communication considering not a few students has anxiety in communicating, and awaken the *jengah conception* of the students as a tool to control their anxiety.

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# The Impact of Blended Learning towards Teaching Learning Process and Student's Maturity

### R. Jacobus Darmanto[1]; Agustinus Fahik[2]
[1]*darmantosanur15@gmail.com*
[2]*fahikagustinus@yahoo.com*

[1]English Language Education Department of State University of Jakarta
[2]English Language Education Department of State University of Jakarta

**Abstract:** The basic objective of the present study was to determine the Impact of Blended Learning towards Learning Process and Student's Maturity. The study sample included 65 and 20 teachers of Saint Ursula Senior High School Jakarta. The data were collected from two groups of participants, teachers and students. The participants were given questionnaires about the impact of ICTs in learning process and student's maturity development. The findings showed that Blended Learning, the combination between the traditional method (teachers centered) and the use of ICT, created fruitful learning process and foster positive result in developing student maturity. The finding of this study can be useful for teachers and students to be aware of ICTs to support student's learning and student's maturity.

**Keywords:** *Blended Learning, ICT*.

## INTRODUCTION

The development of technology has been growing very fast in all aspects of human life. By this reason, human life cannot be separated by technology tools, such as: computers, mobile phones and many others. Many human activities are assisted by technology. The impact of this fast growth also happens in education. Many schools have already used these technology tools as means to support teachers and learners in teaching learning process.

In relation to this situation, Beatty (2006) proposed what is known as "CALL" to support teaching learning process. The term "CALL" is derived from "computer" and "language learning". It means that both teachers and learners may use computers (ICT) in the teaching learning process as well. The use of computers or ICTs of course is hoped to help learners to understand the subject being taught and for teachers, it may help teachers more creative in teaching. Since ICTs are used in the process of teaching and learning, it makes a movement from teacher- centered learning to students-centered learning. Here, Blended Learning occurs.

As Pete Sharma stated based on Oliver and Trigwell (2005) opinion, Blended Learning is the integrated combination of traditional learning with web based on-line approaches. In other words, Blended Learning is a combination of face-to-face method and online teaching. Oliver and Trigwell (ibid:17) also added that this combination of methodologies supported teacher to deliver a face-to-face lesson and then arranged to meet his or her students a follow-up class in a "virtual world". Furthermore, face-to-face technique may develop student fluency through in-class activity or discussion, whereas the use of ICT, such as computer with internet (Moodle, Edmodo applications) might develop learners' critical thinking skills.

Many Schools, education institutions have tried to create the curriculum, techniques and plans concerning to this situation, meaning how to apply ICTs in the process of teaching learning process. Lee (2000) proposed the reason why the use of ICTs should be applied in teaching learning process. He said that by applying the computer and internet (ICTs), it might build students' motivation, enhance students' achievement, and give an authentic material for study.

Unfortunately, teachers and students have not used effectively this tool in the teaching learning activities. It happens because teachers still like to use the traditional method (face-to-face) or in other words, teachers are as the subject of teaching. Students just accept materials passively without being given the chance or opportunity to observe analyze and understand the materials well. How can teachers and students interact themselves in class to improve the teaching and learning process? Using ICT (Blended Learning) in classes is hoped to attract students to be involved in the activities and teachers also can improve the way of teaching.

Concerning with maturity, Caroline DaSilva in her article entitled "how students maturity levels impact learning" stated that maturity is a measure of using good judgment, understanding cause and effect, being able to associate what being done. She also stated that maturity plays a role in a person's ability to accept responsibility for his or her own thoughts, feeling and behaviors. Therefore, the process of learning using Blended learning might govern personal responsibility, openness to new ideas and of course the ability to find solutions to problems. Students are challenged to improve not only their skills independently but also their personality, in this case, their maturity as well.

As mentioned above, the effectiveness of Blended learning actually has become a consideration in teaching learning process. It is because Blended Learning provides students more chances to develop their skills, critical thinking, or even personalities. By applying Blended Learning in the process of teaching and learning process, students will feel free in expressing their ideas and it can make at last the students more mature in selecting the materials given, in evaluating the project and many more.

**RELATED WORK**

The term "Blended Learning" might be familiar for those who are involved in education. And this technique nowadays could be said as the most frequently used in teaching learning process. We might ask why Blended Learning could be more effective than the old technique one (face to face technique). Based on the term "Blended", it is clear that in blended Learning method or technique, we combine the traditional F2F learning systems and the use of computer based systems. In other words, it combines online and face to face instruction. So, the traditional F2F learning typically occurred in a teacher-centered environment is combined with the optimizing the use of ICT based learning. Consequently, students are urged to increase their level of active learning and achieve better students' experiences which means, they could increase their critical thinking and the ability of using ICT.

Blended Learning technique is considered widely used in teaching learning process because both teacher and students try to develop the skills through the materials (ICTs). The content of the materials could be video, film, conference. Those things should be done integrated so that the purpose of the learning using this technique that is to give big chances to students to construct knowledge themselves than memorizing the knowledge is fulfilled.

In the students centered method, teachers function as facilitators and students as the subjects of the activities. The combination of student centered method and traditional one in teaching learning activity could help students and teachers develop the capability of increasing

the knowledge. Blended Learning method (ICT is included in this way) is the alternative way to solve and increase the students' interests in learning materials.

Related to the students' maturity, Blended learning supports this phenomenon. It is because by learning materials through internet (moodle, claroline, quipper), the materials given make students more motivated, provide students to have greater interaction, increase individual improvement and engage students to have global understanding. (Lee, 2000).

## THE IMPACT OF BLENDED LEARNING

In applying a certain method in teaching learning process, we always find some impacts whether it gives advantages or disadvantages. Some researchers have revealed those issues related to the Blended Learning, as proposed by Sarah Bright (2014).

A. The advantages of Blended Learning:

- The flexibility in administering the course. The teacher may improve the quality of teaching learning process by encouraging students to do some learning activity outside the classroom such as finding additional sources and references on the internet and taking online quizzes or test.
- Collaborative learning experiences. Collaboration between the students and instructor can increase substantially via an online training platform. With many collaborative tools (online discussions, blogs, instant messages, etc.) the students are able to connect with each other in or out of the classroom.
- Better communication. Communication is improved between lecturers and part-time/full-time students. An online training platform can provide many communication tools such as news announcements, e-mail, instant messaging, online discussions, online grading tool, drop boxes, and more.

B. The disadvantages of Blended Learning:

- Blended learning needs massive internet connection in its administration. If it is applied in school or region which has no adequate internet connection, the blended learning will lose its role to improve the quality of teaching learning process and eventually decrease the effectiveness of language learning.
- Strong technological dependence. The tech resources and tools need to be reliable, easy to use, and up to date in order for the use of the Internet to have a meaningful impact on the learning experience.
- Lack of IT knowledge. IT literacy can serve as a significant barrier for students attempting to get access to the course materials. The availability of technical support is a must.

## METHOD

This research is a descriptive qualitative study. The subjects or respondents of this research are 65 senior high school students and 20 senior high school teachers at Saint Ursula Senior high school Jakarta. This school has applied ICT in their learning process and some teachers also have tried to improve the techniques of teaching by using Blended Learning.

The questionnaires were used to collect the data and they were adapted from Survey of schools: ICT and education developed by European Commission. The questionnaires were divided into two parts, they are questionnaire for teachers and students and they are about ICT in learning process and its impact to student's maturity.

**FINDINGS AND DISCUSSION**

In this part, the study shows the chart as the result of the questionnaire that has been distributed and calculated. The questionnaires were divided into two parts for two participants. The first questionnaire was about the use of ICT in teaching learning process and it was for teachers whereas the second one was about the use ICT and student's maturity and they were for students. There were 20 teachers and 65 students.

**A. Questions for teachers:**
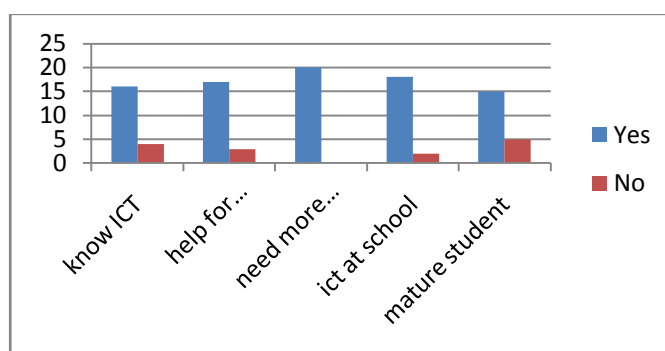


**Figure 1: The use of ICT in teaching learning process as the tool of Blended Learning.**

The diagram above showed the teachers' responses about ICT related to teaching learning process. The first question asked whether teachers were familiar with ICT or not. 16 teachers answered that they knew and familiar with ICTs (computers and internet), and 4 teachers stated that they were not familiar with it. It was because they felt they were too old already and to study computers and internet might need more time to study.

The second question asked the teachers whether this tool help teachers in teaching learning process. 85% teachers (17 people) answered that the use of ICT in class of course helps teachers in teaching. They feel this ICT makes the process more interesting and easy to understand. Teachers just explain the theory in front of the class and they can give assignment to students using internet so that students can have more information about the topic being discussed. 3 teachers or 15% said that the use of ICT is not useful because it is too complicated.

It needs more times to prepare the material using ICT. This answer was agreed by all teachers. It happened because teachers should select materials carefully, to make questions concerning the material given and check carefully before the material sent to internet using Claroline or moodle, for examples.

To support this activity, school should provide the internet and other facilities related to ICT. 90% teachers said that school has already provided these facilities well so that they can use it without any difficulty.

The last question was about the student's maturity. 75% teachers or 15 people claimed that the process teaching and learning in class or outside the classroom using ICT could make and increase student's maturity. 25% or 5 teachers do not agree with the statement because they thought that it was not always this method increase the student's maturity. It depended on the personality of student.

Based on the data display, it can be concluded that most teachers responded positively toward the use of ICT in learning process in classroom and outside the classroom. The combination of methods in teaching and learning process (traditional and use of ICT) could be

very useful for students in understanding the materials and increase the students' interests so that they become more mature in facing and understanding the material.

**B. Questions for students:**

**B.1. Students' learning process:**
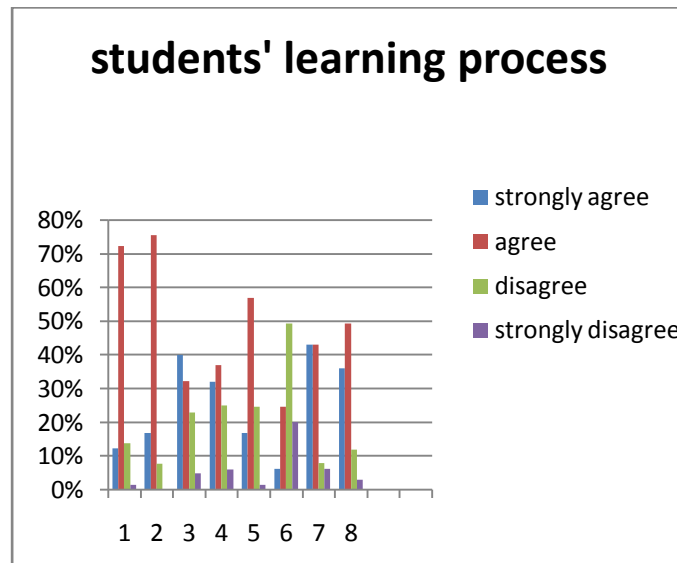


**Figure 2: Students' learning process**

Blended learning in teaching and learning process is hoped to make the class interesting and students are more motivated in learning the materials. Teachers selected the materials and sent to the internet and students do the exercises or tests provided. Related to the process of student's learning using Blende Learning, the students were asked some questions to know whether it is useful or not.

The first and second questions were about whether students were familiar with ICT or not and knew about traditional method and E-learning method. Most students (75% = 50 students) agree that they were very familiar with ICT and knew about face-to-face and e-learning techniques.

Since students were very familiar and capable in using ICT in their learning process, questions number three and four clearly showed that students liked and were happy to study using computers and open applications like quipper, moodle and many more.

Questions five and six are related to each other. Students were asked whether they could understand the materials more easily and the content of materials given arose their motivation or not. Most students answered that learning materials given by teachers using ICT made them easily to understand the materials. Since students felt comfortable in learning the materials, they answered question number six by stated that they could easily find additional information related to the materials. They thought that when teachers explained the materials in the class, it was just a little bit information that they had to know. To get further information, students might use internet and could do the exercises given at home alone or in group discussion.

The next question was that students could select additional materials related to what had given in the class. Most Students claimed that Blended learning (face-to-face and ICT) gave them a chance to select materials freely but still had a correlation with the topic. They thought that learning using this combination method may give them freedom to surf more than one source information and force them to have global understanding.

Based on the data display, it can be concluded that most of the respondents responded positively about the impact of Blended Learning toward student's learning process shown in figure 2.

**B.2 Student's Maturity:**
The second finding dealt with the impact of Blended Learning toward student's maturity as illustrated in figure 3.
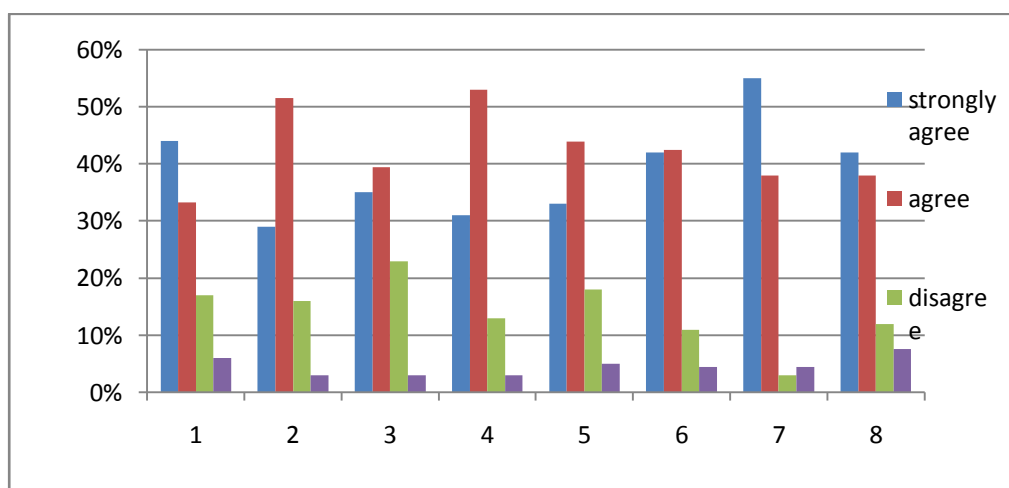


**Figure 3: The student's Maturity**

Most students (77%) answered the question number one with strongly agreed that Blended Learning (F2F and ICT) increased their motivation in learning the materials. They believed that using ICT in learning process made them more curious to solve the problem given. Therefore, it could make them more creative in learning. It can be shown for the question number two. Most students (81%) felt more creative in learning because the materials given varied and challenging.

ICT might bring fun for learning. Students stated that learning by using ICT as the integration with the activity in classroom, did not make them feel bored (74% of students). And if we continue to the next question (number 4), ICT also increased their ability in corresponding the materials and made them more independent in learning. In other words, not being bored and being independent in learning activity, students could develop their maturity.

Student's maturity can also be seen from the answer of question number 5 and 6. Students claimed that they could increase their power struggle in learning activity. They stated it because the materials given through ICT (internet) varied and the level of difficulty was higher. It made them try hard to solve the problem. Therefore, students were active to use internet to find more information related to the topic given. They improve their skills using internet was not just only when teachers gave the assignment but also if they did not have any assignment. They felt challenged to improve their ability and knowledge to solve the problem by using internet as many as possible.

The process of learning using Blended Learning might also increase student's confidence and the spirit of learning. Student felt more confidence in their learning because they tried hard to finish and solve the assignment given. And, if they found difficulties, they could help teachers so that the relationship between students and teacher became closer. Teachers could help students and guided them to solve the problems.

In conclusion, most of the participants of this study showed positive attitudes toward the Blended Learning in developing student's maturity. They believed that the process of learning in the classroom and the use of ICT as supporting tool in this process might develop and increase their motivation and maturity.

**CONCLUSION**

Computers, Internets cannot be separated to our life, and so in our education institution. To achieve the goal of teaching, teachers use techniques or methods suitable with the materials. Thus, one of techniques or methods in order to achieve the goal of education we discussed is Blended Learning.

This technique is now mostly used in schools or institutions because it combines the use of ICTs and the students centered activity. By using ICTs, students are motivated to learn the materials because ICTs make students feel comfortable, relax in doing the activity. They can use internets, video conferences, films in making interactions with others (teachers or friends). And at the end of activity, students are hoped to be independent and more critical in using the knowledge they get. It means this process will make students become more humanizing. In other words, Blended learning (the combination of using ICTs as a cognitive tool and students centered) in schools will humanize our students.

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# The Use of Google Slides to Build Students' Collaborative Work in Reading Comprehension Skill to Master the Report Texts

**Jastman**

ajastman@gmail.com

*Universitas Negeri Jakarta*

**Abstract:**     This study aims at examining a collaborative Internet-based project designed to explore students' reading comprehension skills and collaborative work of the use of English using online Google slides as an Interactive ICT-based learning using multimedia design principles at SMP Islam Miftahussa'adah students central Jakarta. The objective of this study is to investigate building student's collaborative work in the students reading comprehension of report text at IX A grade SMP Islam Miftahussa'adah Central Jakarta through the use of the Google slides. In this study, classroom action research is conducted. The sample is one class of the second year students of SMP Islam Miftahussadah. The entire number of the students is 40 students. The data are obtained from tests, observation sheet and questionnaire sheet. The students' score   mean experienced improvement on each test. The mean of the second cycle (73.35) is higher than that in the first cycle (64.75) and in the pretest (59.04). The questionnaire sheet and the observation sheet revealed that the students' reading comprehension achievement has improved a lot. Therefore, using the Google slides improved to the building of collaborative work in reading comprehension skill to master the report text.

**Keywords:**   *Google Slide, Junior High School Students, Report Texts; Reading Comprehension; Collaborative Work.*

## INTRODUCTION
### The Background of the Problems

It is generally accepted that these days applications and transactions with digital technology has become a trends worldwide. In this 21st century, numerous activities are accomplished with the help of the cutting-edge technology that facilitate the process of entire matters of life. Similarly, in the educational setting of the English language classroom require various activities that involve the effective adaptation of the technology that is the online teaching and learning. Unfortunately, today's schools mostly do not follow the modern way of learning more communicatively and more effectively nor the teachers literate in the ICT ways of learning. Whereas, the concept of education is the way of thinking which help students to become more creatively and critically for problem-solving and decision making to stress the E-learning environment. There is also a growing awareness that the ICT literacy is of an immense importance for today's teachers and students. They both should be much more able to understand how to apply the ICT tools for working and dealing with online information to emphasize their 21st century skills. Once they become literate on it, they also required to be

introduced with the way of working in the 21$^{st}$ century that is, communicating and collaborating. Therefore, a growing hope is that the students and teachers are equipped with the skills and responsibilities as citizens who living in the 21 century equipped with the ICT skills. Furthermore, in this fast changing world which is much more sophisticated to stress constant learning, students are required to possess skills and relationship in collaboration with others that makes them prepared as the 21$^{st}$ century learners to keep growing, applying, and learning. In addition student-centered learning and real world application must be concentrated in the e-learning processes and activities. As a result, equipped with the ICT skills as the community of the 21$^{st}$ century learners, students will be ready to confront their future world with constant engagement in e-learning atmospheres around them to think critically with different manners of communication by collaborating, and dealing with the most current information from various sources. More and more students lack certain skills to develop their reading comprehension skill more appropriately. Reading has been deemed as an uninteresting learning activity since they oftentimes inevitably face the intense difficulties of words, English grammar and the tiresome use of a dictionary.

**Research Questions**
This study attempts at answering the following research questions.
1) How to build student's collaborative work in the students reading comprehension of report text at IX A grade SMP Islam Miftahussa'adah Central Jakarta through the use of the Google slides?
2) What benefits and problems are found by English teachers in using the Google Slides?

**Objective of the Research**
1) To investigate building student's collaborative work in the students reading comprehension of report text at IX A grade SMP Islam Miftahussa'adah Central Jakarta through the use of the Google slides.
2) To investigate the benefits and problems are found by English teachers in using the Google Slides

**Significance of the Research**
To develop more sources and references regarding the teaching by using the Google slides to build student's collaborative work in the students reading comprehension of report text.

**Scope and Limitation**
In this study, I limit the discussion by stating the following problem. "How to build student's collaborative work in the students reading comprehension of report text at IX A grade SMP Islam Miftahussa'adah Central Jakarta through the use of the Google slides"?

**REVIEW OF RELATED LITERATURE**
**Communicative Language Teaching**
In the teaching of English as a foreign language, communication is of immense importance in fostering the students' proficiency of the language in question. To be able to communicate well in English, students need to know a large amount of vocabulary. Furthermore, to make the students learn the vocabulary more effectively, an English teacher should have students participate in a wide range of classroom activities that are based on a Communicative Language Teaching (CLT). Within the CLT, language has been regarded as a social phenomenon which focuses on communication and interaction. Therefore, the principle of Communicative Language Teaching is language is communication. If there is no

communication involved, then learning the language becomes useless because students will call into question what in the world the language is used for. Learning a language is therefore not simply a matter of learning grammar in an effort to make good progress of English proficiency. It requires communication between the students in the classroom for a language exists to make people have social interaction between them by means of a language. Richards (2006:4) argues that good habit of learning is not through creating wrong sentences but it is done by having students make sentences correctly. In CLT classroom, errors have been considered as a part of learning process. For this reason, students are allowed to make trial and error efforts in using the language to communicate. Also, because of the principal purpose of the Communicative Language Teaching is to make learners participate in communication, a teacher is required to encourage students to communicate as much as possible throughout the learning-teaching process. Supposing that students make errors in this approach, it can be tolerated.

A question might then arise, what is the Communicative Language Teaching? The term Communicative Language Teaching has been defined as a current approach of language teaching that highlights the teacher as a facilitator to provide a situation for the student-to-student interaction and which primary objective is learning language for communication. Communicative Language Teaching, according to Richards (2006:2), is a set of tenets regarding the language teaching purpose which include how students learn a language, the most appropriate classroom activities that promote learning, and teachers and learners roles in the classroom.

**Facing Life in the Digital Era**

Nowadays the development of technologies has been increasing over the years. Oster et al., 2006; Ruiz-Madrid, 2015 says that the teaching and learning with ICTs conducted by using tools such as computer, internet, satellite system, radio, television, Communication Device or Communication Application such as mobile phone, network hardware and software television. Today, people no longer need to visit and find books from libraries and bookstores to equip themselves with different resources of learning. This beautiful technology has been able to help someone especially a student to get more knowledge and information from different aspects and background. Millions of information or files can be unlimitedly stored into many folders in a laptop or a flashdisk. With the ICTs, they can practice their English speaking and writing skills with people from different nationality from abroad. Therefore, the people in Indonesia should be empowered with the skills of ICTS literacy in order to to beat the challenges of emerging technology.

**Issues in How EFL Teachers Use ICTs in English Classroom.**

Todays' technology has provided unlimited resources of learning material that can be accessed anywhere and anytime. Additionally, the EFL teachers are not only encouraged to learn the ICTs but also to integrate it into the Teaching English as a Foreign Language (TEFL) even though it is not easy as it seems. For this reason, this the presence of the ICTs does help improving the learning results by motivating the EFL learners more frequently, by preparing them with basic knowledge and by giving them continual training about the ICTs (Wadi & Sonia, 2002).

**Challenge in ICTs Transformation**

In the ICTs transformation, If the EFL teachers keep teaching English the same as what it did in the last few years, the students' progress will stagnate. Dennison et al. (1997) states that emerging technology makes EFL English teacher teach by using different methods to allow

students learn with different methods. Most teachers will rely on others when dealing with computers and LCD when they have to use them by chance some others teachers and learners are not enthusiastically to teach. Only the rest of them are talented and good at computers or technological tools. Therefore, teachers use numerous current methods of ICTs in the TEFL. In learning, the ICTs have been understood as the usage of technology tools (RuizMadrid, 2005) in various methods. This situation requires teachers to prepare themselves with an ample knowledge and a good experience for assisting the teaching processes.

**The Use of ICTs in Education**

Teacher opportunity that facilitates them to obtain a wealth of data, information and knowledge on the internet. There are a very few people who have been utterly familiar with the use of the technology especially the teacher and students worldwide. This phenomenon will continuously happen unexpectedly. Therefore, a teacher especially an English teacher should be able to solve all problems emerged and know how to change and use this technology into a situation that concentrates on the use of E-learning in every aspect of learning. For this reason, it is of a paramount importance for a teacher to take a ICTs training first in order that he or she teacher in an effective and comprehensible manner by using ICTs Learning. Moreover, the teaching of English through ICTs and TEFL allows teachers use different Multimedia communicates more interactively (Brett, 1996).

**Google Slides as an E-Learning Tool**

In recent years, the teaching and learning has changed through innovation of the way they are accomplished. Colette Daiute (2013) indicated that there are three long-lasting features of digital worlds, that is, interactivity, symbolic flexibility, and a great deal of sources of information which are worth developing imagination, knowledge, thought, and action. Google tools for education e-learning course is one of the media in the digital world that provide an assistance in providing a collaborative learning environment. These tools facilitate the process of the learning activities to assist students collaborate with their classmates to mutually share their knowledge. To help creating a collaborative learning in the reading comprehension of report text in the English language classroom, Googles Slides used as the tools to support the betterment of learning environment. The Google slides are suggested to be applied because it is immensely practical, provides collaborative learning practices, and the data storage is instant and automatic. Therefore, the students should priorly be introduced with a basic understanding of the way to create a new Google slides presentation, to create and organize folders. Alternatively, teacher can assign students to consult online tutorials to help them learn by themselves at home rather than keep asking teachers what to do. On the others hand, the teachers are required to be equipped themselves with the knowledge to spread the files of his presentation with his students. Consequently, this way of learning will engage all students more deeply while the teachers lead the students and give the feedbacks instantly.

The first thing to do as an individual task is that the teacher makes his own Google Slides Presentation and let the students takes them into their folders. have each student to make and provide a Google slide by writing several sentences that describe them to help them introduce themselves.

Secondly, put the students into teams. Introduce them a basic topic with an outline. Have them to work in a small groups based on the teams. Engage them in reading, analyzing, and rearticulating. Ask them to discover what the topic really is and what it covers. This activity help them develops their way of thinking more critically. Assign each group to make a few slides in a Goggle slides presentation to be prepared. Have them develop and write

information related to the topic and they will give a presentation about the topic in front of the class. This exercise will help students practice their speaking skill, writing skill and presentation skill

## Collaborative Work

In general, people might question why collaboration is paramount required. Research revealed that during the process of learning, the students can learn more, run more ongoing learning on their own, and more contentedly receive the results due to the simultaneous work and experiences they made in small groups. More importantly, the existence of the collaborative e-learning activity increase students to participate more energetically, develops the students' engagement with content of the lesson, and improves the quality of the learning process. When the students engaged in purposeful talk, they gain opportunity to talk and involve themselves constantly with their community in a lively and authentic conversation.

Applying the Google tools is pretty easy by simply joining in the collaborative programs provided by the Google tools with a Hotmail account, Live.com account and a yahoo account. Moreover, the Google account has prepared numerous applications that enable students to create power point presentation, spreadsheets, and documents and so on and so forth. With the share links provided, students can share their documents with others people in the other part of the world. Furthermore, the collaboration can be made among the students by collecting their email addresses in one master document and also to share materials with students.

According to Dr McMorran, it is necessary to provide ample occasion in either inside and outside the classroom. He added that the collaborative works done by the students help students for several reasons. In the first place, they stimulate peer-instruction (Mazur 1997; cf. Cain 2012): it is obvious that this is the opportunity provided to students teach one another. Therefore, they are given a situation where they can mutually improve their understanding in a particular topic. Despite providing the peer-instruction, they give peer-sharing activities. Secondly, they create a learning group. Once the community built, the collaborative features of the Google tools help me feel closeness to one another that make them keep uniting as a solid learning community. Thirdly, they provide students a sense to identify their own level of mastery. Participating in a collaborative work enable students to know their own strengths and weaknesses. As a result, they can detect which parts of the shortcomings must be improved. Finally, they provide effective time management. The situation given is flexible for students that they can practically learn at their convenient time they have arranged to accomplish the work individually without disturbing others.

## Reading Comprehensions Skill.

Reading comprehension skill is one of the skill of literacy the students are required to have. Because as Delaine (in Teresa Walter, 2006) mentioned that literacy is a solution for students' academic success, higher education, progress in career, citizenship, and personal improvement. Therefore, in order that the students succeed to learn, the literacy mastery should be ensured. Furthermore, to develop the students to become good readers, the have to practice the strategy used by proficient readers as suggested by Walter (2006). The first thing to do is talk back to the text by asking questions to the text. Secondly, visualize scene and characters. Thirdly, conclude during and after the reading activity done and guess what it means. Fourthly, connect what has been read to previous knowledge. Fifthly, Combine ideas within and between texts. Sixthly, Read for particular intention. Seventhly, check comprehension. Finally, when facing unclear ideas, keep reading, to make it clear.

To succeed in reading, Walter (2006) highlighted that the students are required to read aloud to develop a love of reading. The teachers' task is to model reading strategies and activities. Consequently, this activity helps students gain instant communicative and academic achievement. Another approach she introduced is shared reading. The shared reading namely, discover the purpose of the reading, choose the most interesting and appropriate text, read the text selected, reread the text, revisit familiar text, and extend the learning.

**Using the Google Slides to Teach Reading Report Texts**

One of the texts discussed at the level of junior high school is the report text. The report text is defined as the text that illustrate the way things are. Gerrot and Wignell (1994) mentioned that the report text consist of two parts, that is, the general classification and description. The general classification refers to the common respect of thing that will be talked in detail. The description describes the phenomena such as the qualities, parts and their function, habits or behavior and use.

The teaching and learning of reading the report text will be much more practical and attractive if the teachers use Goggle connections more frequently since these connections provide considerable tools and functions students or teachers can use to develop better learning environment either for themselves or in group learning. Unfortunately, the practice of teaching the report text in field does not facilitate with the use of media nor technology to create a better learning experiences that attract and maintain the students' attention. For this reason, It is of prominent importance to introduce and familiarize the students with the use and the teaching with technology in the English language classroom since this action give entire pedagogical action that can be used to assist learning that suit the teachers and learners' styles. (Forsyth et al, 1995: Maier et al, 1998. One of the most ideal media with technology used is the Google slides since they provide students with ample opportunity for self-study session to get certain feedbacks from teachers (Mottley, 2003). Race (1999) stated that the use of the Google slides enable students to increase note-taking skills because it provide students with interactive outline framework. ). Therefore, the teachers should be taught how to create a Google Slide for themselves. They can for example design in the form of Flipbook or Prezi in order that they can give a presentation with prezi. The following is the reasons why teaching with Google slides is interesting as suggested by Jones (2003)

1. The use of the Google slide stimulates the experience of teaching and learning more dramatically for both teachers and students.
2. It motivates teacher to prepare a presentation in a professional manner.
3. With the availability of media that can be blend together; the presentation can be made more simulating with different learning styles.
4. The Google slides can practically be shared to students instantly.
5. The Google slides have the features that is easy to be edited.
6. The students can print the slides easily as a hand-out.
7. The Google slides offer the extra space within the slides for extra information to answer questions and giving feedbacks.
8. The files are portable that can be sent to a compact disk to be presented anywhere.

As an English teacher who is applying the Google slides for presentation, one are expected to prepare himself and his students to give a presentation more attractively. The followings are a couple of requirements to give a good presentation by using slides as reported by Jones (2003).

1. Plan the presentation structure based on the accepted rule of presentation.
2. Design the Google slides based on the level of the students

3. Avoid reading a lot of text
4. Do not speak too quickly
5. Do not put visual arts within the slides more excessively

    Within the Google slides, the use of pictures should not be avoided, because the well-selected pictures will develop a series of reading-to learn actions (Carney and Levin 2002**).** Additionally, the pictures used will enable comprehension and learning (Levin and Mayer). Peeck (1993) added that the uses of pictures can stimulate motivation, focused attention, details of the text explained, dual-coding theory, decreasing interference decay, process support of information and serves as a mental models (as cited in Carney and Levin 2002). In addition, the pictures also help students in listening activity. Herron, Hanley and Cole (1995 in Canning-Wilson 2000)

**METHOD**
**Method of the Study**
    This study is an action research. It is a small-scaled research which investigates the use of Google slides to build students' collaborative work in reading comprehension skill to master the report texts.  It involved four broad phases i.e. planning, action, observation and reflection.
**The Subjects of the Study**
    The subjects of the research were 40 students at grade 9 SMP Islam Miftaqhussa'adah in academic year of 2016/2017.
**Data Collection Procedure**
    The data used for this study namely the qualitative data and the quantitative data. The qualitative data indicated the atmospheres occuring during the process of teaching and learning. The quantitative data used to calculate the students' score. The qualitative data were taken and analyzed from the questionnaire sheets and observation sheets that indicated the students' development in their collaborative work in the students reading comprehension of report text and the situation and the entire process of teaching and learning activity as well.

**FINDINGS AND DISCUSSION**
**Finding**
    The data and the findings of this study consist of two parts of discussion, that is, the first cycle and the second cycle.

**First Cycle**
    The first step is the first cycle. In the first cycle, students were given a pre-test to measure their mastery in comprehending a report text first. After that, they were given a treatment.

**Table 1 Pre-test Score Result**

| Grade | Frequency | Percentage |
|---|---|---|
| 85-100 | 0 | 0.00 |
| 75-84 | 0 | 0.00 |
| 65-74 | 2 | 5.00 |
| 59-64 | 4 | 10.00 |
| 0-58 | 34 | 85.00 |
| Total | 40 | 100 |

    The table above indicated that most of the students' reading comprehension achievement  score range from  0-58  with  the  total  number  of  34 students and 85% in

percentage, 10 % in the range of 59-64, and 5 % in the range of 65-74. Once the first cycle and giving treatment finish, I give the second test to discover the students' progress as can be seen from the table below.

**Table 2 Post-test cycle 1 Result**

| Grade | Frequency | Percentage |
|-------|-----------|------------|
| 85-100 | 0 | 0.00 |
| 75-84 | 5 | 12.05 |
| 65-74 | 5 | 12.05 |
| 59-64 | 10 | 25.05 |
| 0-58 | 20 | 50.00 |
| Total | 40 | 100 |

The table 2 revealed that the progress of students' reading comprehension achievement after they were given treatments. There were 5 students who gain scores that range from 75-84 with percentage 12.05%, 12.05% in the range of 65-74, 25.05% in the range of 59-64, 50.00% in the range of 0-58. The change of students' scores to be higher than the sudents' score in table 1 as it can be seen from both the mean and the percentage of students who pass the test. Students who pass the test are those whose passing grade above 70. The mean of the first test is 59.04 and the mean of the second test is 64.75. Moreover, the percentage of students passing up the first test is 25%, the students who experience an improvement to 5 % in the second test.

When putting in a collaborating group, some students looked energetic to participate into the discussion provided, however some others just take it for granted. Team A did not really want to join the discussion. In the long run, Team B, C, and E were the most active students. However, the other teams such as, team D, F, G, H, and I were categorized did not join the lesson more actively and communicatively due to confusion that crossed their mind.

**Second Cycle**

Once conducting a reflection in the first cycle experience, the second cycle was accomplished. At the final step, the post test cycle two was implemented. The table below indicate the result of the test.

**Table 3 Post-test cycle II Result**

| Grade | Frequency | Percentage |
|-------|-----------|------------|
| 85-100 | 5 | 12.05 |
| 75-84 | 14 | 35.05 |
| 65-74 | 18 | 45.00 |
| 59-64 | 3 | 7.05 |
| 0-58 | 0 | 0.00 |
| Total | 40 | 100 |

The table above shows that 12.05 % students have score in the range of 85-100, 35% in the range of 75-84, and 45.00% in the range of 65-74%. The mean of this third test is 89.22 and the percentage of students passing up the test is 92.05%.

In this cycle, there were 5 groups which were active during the classroom session; they are Team B, C, D, E and F. They enjoy the reading activity of the report texts provided with the Google Slides. After a few moments, more and more students engage themselves in the lesson that lead them to a communicative interaction among them. They join the discussion more cooperatively and become more confident to share their ideas more effectively.

**Discussion**

It is widely accepted that a good reader is the one who engage himself in what he is reading. However, not many people have such ability. In the first cycle, I motivated the students learn the way to comprehend a report text. In this research, the students work in collaboration with their groups. No matter how active most students are, some of them did not truly pay attention to the teacher's explanation. Therefore, the teaching the reading comprehension with the Google slides have encourage the students' motivation to do their best in comprehending the report texts, share their ideas, shows good interaction and communication in the process of teaching and learning activities.

**CONCLUSION AND SUGGESTIONS**
**Conclusion**

In conclusion, the result indicated that Students' Collaborative Work can be built in Reading Comprehension Skill to Master the Report Texts through the Google slides. As it can be seen from the mean of the students' scores in three tests: the first test (59.04), the second test (64.75) and the third test (73.35). Additionally, from the observation sheet and questionnaire sheet revealed the progress of students' abilities that have improved to certain extent, and the growing motivation experienced by the students to increase reading comprehension and the last but not least, the collaborative work was obviously seen from the teachers work cooperatively in groups. These improvements have been proved both quantitatively and qualitatively that the use of Google slides have built the students' collaborative work in reading the report texts. Moreover, Google slides enable students collaborate in an online manner to discuss certain topics, share their information and ideas either nationally or internationally since these tools empower students to collaborate, visualize, share, teach, and communicate ideas related to particular topics or issues.

**Suggestion**

It is highly recommended for English teachers worldwide to use Google slides in teaching English to build the students' collaborative work in reading the report texts in order that they can experience considerable improvement in their students' collaboratively learn to achieve the reading comprehension of the report texts. In addition, the use of the Google slides can stimulate critical thinking in the report text discussion in a practical manner.

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# Good Behaviour Game to Reduce Aggressive Behaviours on Children

**Gracia Sudargo, Laura Makaria Sudargo**
graciamary@outlook.com
petralynn.laura@gmail.com

*Liberal Arts Department*
*Pelita Harapan University - Surabaya*

*Counseling Department*
*Vita School – Surabaya*

**Abstract:** Several studies about aggressive behaviours on children had been conducted. Unfortunately, there were only few of those studies which gave intervention toward the aggressive behaviours. Aggressive behaviours were described as all behaviours purposely done to destroy, to hurt, to harm, or to make someone or something discomfort (Dewi, et al., 2014; Ryumshina, 2015). Ryumshina, 2015, categorized three kinds of aggressive behaviours: verbal aggression, physical aggression, and indirect aggression. There were 3 techniques of intervention which are psychoanalytical, cognitive, and behavioural. Good Behaviour Game was an intervention based on behavioural technique. The most suitable technique to intervene children was behavioural technique because the aspect to study in behaviouristic way is the most developed aspect in children. The second reason was that children still learn from the behavioural side. Based on the manual procedures, Good Behaviour Game was described as a game-based intervention so that children would enjoy the intervention. The study would discuss on the effectiveness of Good Behaviour Game in reducing aggressive behaviours on children. This study would use the subjects of children in middle-age phase (Shiraev and Levy, 2012). The result of this study is that Good Behaviour Game decreases the score of aggressive behaviours on children. This study also contributes in proving the consistency of theory about aggression and the effectiveness of Good Behaviour Game in reducing aggressive behaviours on children.

**Keywords:** *Aggressive Behaviours, Verbal Aggression, Physical Aggression, Good Behaviour Game, Behaviouristic Theory*

## INTRODUCTION

Many researches had been conducted to study about aggression, includes aggression on children. Aggressive behaviours are done not only by children on abroad but also by Indonesian children. Dewi, et al. (2015) proposed that aggressive behaviours in Indonesia, as group aggression case, have increased since 1998. Until now, for aggression cases in Indonesia, Indonesian government has not yet found the best legal solution to solve aggression cases on children. There have not even been any studies in giving experiment to intervene aggressive behaviours on children. However, there had been several experiments done abroad using several interventions toward aggressive behaviours on children.

There are several reasons why studies used Good Behaviour Game to reduce aggressive behaviours on children. The first reason is that there is a data stated that there will be problems of aggressive behaviours on children if these behaviours are not handled. The second reason is that there are previous studies, which are studies done by Joslyn, et al. (2014) and Pomaybo (2008), using Good Behaviour Game as the method. What is needed to study more is the effectivity because Good Behaviour Game uses behaviouristic approach. Children will be more compatible when they are intervened by behaviouristic approach because children are on a phase where they bring out behaviours that are built of environment factor, not of their cognition (Piaget, quoted by Firdaus, 2013; Mustofa, 2015).

There are two main reasons on this study. The first reason is that data shows the existence of aggression on children in Indonesia; so it needs an easy and simple intervention which could be done by the children's closest significant others, which is their teachers. The second reason is that there are a lot of alternatives had been done to intervene aggression on children, and the alternative needing replication is Good Behaviour Game. Thus, this research would also look whether or not Good Behaviour Game able to reduce the aggression level on children during the late childhood.

**METHOD**

The research design is an experiment. Experiment is a research design process to get the specific objects (Shadish, Cook, and Campbell). The research design uses one group pretest posttest experiment design, or as included into quasi experiment design. Subjects of this research is the students of Christian Theology PK Elementary, Surabaya, who are 3rd and 4th graders. The amount of the research subjects (N) = 25 people.

The aggressive behaviours on this research is measured using Aggression Questionnaire (Buss & Perry, 1992) with 5 scales (1-5) where number 1 means the statement is "extremely uncharacteristic of me" and number 5 means the statement is "extremely characteristic of me". The aggression score would be seen from the total score of the scales given by the students themselves, their teacher, and their parents (as the significant others of the children). The aggressive behaviours in this research is also measured from the observation given to several students with the highest and lowest aggression scores. The observed aggressive behaviours are grouped into two, which are verbal aggressive behaviours and physic aggressive behaviours. The observed verbal aggressions are yelling, threatening, intimidating, mocking, calling by or giving nicknames, and cursing. The observed physic aggressions are hitting, punching, kicking, pulling hair, throwing things, and breaking things.

**Pre Experiment Step**

The early data taking is done by observing the children showing aggressive behaviours at school. This observation is done by the researchers. This early data taking is equipped by the filling of Aggression Questionnaire done by the children and their significant others who are their teacher and parents.

**Experiment Step**

The experiment procedure is taken from The Good Behaviour Game Manual. This intervention is proposed to reduce the disturbing behaviours in classroom, includes aggressive behaviours. This intervention is a game played on two groups with different composition of groups for each meeting. On each group, teacher would choose one leader to help the teacher in giving the rewards for his group if they win the game. The names of each member would be written on the board under the leader's name. Teacher would purposely choose quiet students

as the leaders without giving any reasons why the teacher chooses those students. Every behaviour of each student that contravenes the agreed rule would be noted on the board in front of the classroom. Group winning the game is the group with least notes of rule contraventions. This group has the right to choose the available rewards.

**Post Experiment Step**

There would be an evaluation on this post experiment step toward the intervention, whether Good Behaviour Game is succeed to reduce students' aggressive behaviours or not. This evaluation would be done also by filling Aggression Questionnaire by the children and their teacher and parents (as the children's significant others). Later on, the researchers could compare the result between the score before and after the intervention. Evaluation would also be done by observing the children showing aggressive behaviours. The last way of the evaluation is by doing interviews toward the children, both child that is succeed to reduce his aggressive behaviours and child that shows very little changes of his aggressive behaviours score. This interview is done in purpose to see if there are other reasons and factors that effect on the children's aggression.

**FINDINGS AND DISCUSSION**

This research uses 25 people as the subjects. Next is the description table of the research subjects.

**Table 1 *Research Subjects Description***

| Grade | Age | Amount per age | Sex | Amount per sex |
|-------|-----|----------------|-------|----------------|
| 3 | 9 | 12 | Boys | 6 |
| | | | Girls | 6 |
| | 10 | 1 | Boys | 0 |
| | | | Girls | 1 |
| 4 | 9 | 2 | Boys | 2 |
| | | | Girls | 0 |
| | 10 | 9 | Boys | 5 |
| | | | Girls | 4 |
| | 11 | 1 | Boys | 0 |
| | | | Girls | 1 |

There are more 3rd graders with 9-years-old age, that is 12 students, and 4th graders with 10-years-old age, that is 9 students. From those 12 students on 3rd grade, 6 of them are boys and 6 of them are girls. From those 9 students on 4th grade, 5 of them are boys and 4 of them are girls.

**Instrument Content Validity Verification**

The validity verification is a content validity where there is a verification of the compatibility between theory of aggression and the items of scales used on Aggression Questionnaire. Construct validity verification is not done on the questionnaire because this questionnaire is a really valid one, consistent to the verification done on the previous studies.

On the theory proposed on previous studies (Jaghoory, 2015; Mőβle, 2014; Dewi, 2014; Ryumshina, 2015), aggression has three categories which are physic aggressive behaviours, verbal aggressive behaviours, and indirect aggressive behaviours. Aggression Questionnaire also has four dimensions of aggression where the four of them are compatible to the categories on the theory of aggression. Blueprint shows that Aggression Questionnaire has

four dimensions of aggression which are physic aggression, verbal aggression, anger, and hostility.

**Table 2 *Relation between Questionnaire's Blueprint and Theory***

| Number | Aggression Dimension on Questionnaire | Aggression Categories on Theory | Items' Numbers |
|---|---|---|---|
| 1 | Physic aggression | Physic aggression | 2, 5, 8, 11, 13, 16, 22, 25, 29 |
| 2 | Verbal aggression | Verbal aggression | 4, 6, 14, 21, 27 |
| 3 | Anger | Indirect aggresion | 1, 9, 18, 19, 23, 28 |
| 4 | Hostility | Physic aggresion | 3, 7, 10, 12, 15, 17, 20, 24, 26 |

## Instrument Reliability and Discrimination Verification

**Table 3 *Reliability and Discrimination***

| | Item | Dismissed Item | rxy Discrimination Index | Alpha Cronbach Reliability |
|---|---|---|---|---|
| Aggresion Variables | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 | 17 | 0.400-0.768 | 0.949 |

Aggression Questionnaire has 1 dismissed item, which is 3,5%, and 28 permanent items, which are 96,5%. Aggression Questionnaire has only 1 dismissed item, which is item 17 on hostility dimension, while there is no any dismissed item on other dimensions. Next is the reliability for each aggression dimension.

**Table 4 *Reliability each Dimension***

| Dimension | Item | Dismissed Item | f | % | rxy Discrimination Index |
|---|---|---|---|---|---|
| Physic aggression | 2, 5, 8, 11, 13, 16, 22, 25, 29 | - | 0 | 0% | 0.400-0.708 |
| Verbal aggression | 4, 6, 14, 21, 27 | - | 0 | 0% | 0.627-0.696 |
| Anger | 1, 9, 18, 19, 23, 28 | - | 0 | 0% | 0.540-0.768 |
| Hostility | 3, 7, 10, 12, 15, 20, 24, 26 | 17 | 1 | 11,1% | 0.433-0.724 |

## Assumption Verification

The assumption verification is done to verify the normality of data spreading both on pretest and on posttest. The assumption verification is done using Kolmogorov-Smirnov.

**Table 5** *Assumption Verification*

|  | Kolmogorov-Smirnov | | | Note |
| --- | --- | --- | --- | --- |
|  | Statistic | Df | Sig. | Normal |
| Pretest | .108 | 25 | .200* | Normal |
| Posttest | .095 | 25 | .200* | normal |

**Hypothesis Verification**

Based on the hypothesis verification, t = 11.421, df = 24, and p = 0.000 which means Ho is rejected and H1 is accepted. Posttest mean is lower than pretest mean which means there is a significant reduction on aggression score as presented on table below.

**Table 6** *Paired Samples Statistics*

| | | Mean | N | Std. Deviation | Std. Error Mean | p | t |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pair 1 | Pretest | 75.8680 | 25 | 13.60195 | 2.72039 | 0.000 | 11.421 |
| | Posttest | 54.0480 | 25 | 10.15411 | 2.03082 | | |

**Group Norm**

**Table 7** *Pretest*

| | | Frequency | Percent | Valid Percent |
| --- | --- | --- | --- | --- |
| Validity | Very high | 8 | 5.3 | 32.0 |
| | High | 10 | 6.7 | 40.0 |
| | Average | 5 | 3.3 | 20.0 |
| | Low | 1 | .7 | 4.0 |
| | Very low | 1 | .7 | 4.0 |
| | Total | 25 | 16.7 | 100.0 |
| Total | | 150 | 100.0 | |

The pretest result on table above shows that the most students are on high level of aggression which are 40% students.

**Table 8** *Posttest*

| | | Frequency | Percent | Valid Percent |
| --- | --- | --- | --- | --- |
| Validity | High | 3 | 2.0 | 12.0 |
| | Average | 7 | 4.7 | 28.0 |
| | Low | 9 | 6.0 | 36.0 |
| | Very low | 6 | 4.0 | 24.0 |
| | Total | 25 | 16.7 | 100.0 |
| Total | | 150 | 100.0 | |

The posttest result on table above shows that the most students are on low level of aggression which are 36% students.

**Crosstabs Verification with Other Factors**

**Table 9** *posttest\*age Crosstabulation*

| | age | | | Total |
|---|---|---|---|---|
| | 9 | 10 | 11 | |
| Count | 1 | 2 | 0 | 3 |
| % of Total | 4.0% | 8.0% | .0% | 12.0% |
| Count | 8 | 7 | 1 | 16 |
| % of Total | 32.0% | 28.0% | 4.0% | 64.0% |
| Count | 5 | 1 | 0 | 6 |
| % of Total | 20.0% | 4.0% | .0% | 24.0% |
| Count | 14 | 10 | 1 | 25 |
| % of Total | 56.0% | 40.0% | 4.0% | 100.0% |

9-years-old children have the most children on low category of aggression, which is 32%. 9-years-old children have the second most children on very low category of aggression, which is 20%. 10-years-old children have the most children on low category of aggression, which is 28%. 10-years-old children have the second most children on average category of aggression, which is 8%. 11-years-old children have the most children on low category of aggression, which is 4%. Based on this analysis, it can be concluded that the age of a child effects on the aggression level where the older the child, the higher the aggression level.

**Interview**

Interview done toward students with the highest reduction, who is participant number 15, and the lowest reduction, who is participant number 11. This interview results on an existence of behaviouristic theory's application toward both interviewed subjects, especially the giving of reward and punishment. Next is table about the result of interview.

**Table 10** *Interview*

| Category | Participant number 15 | Teacher from participant number 15 | Participant number 11 | Teacher from participant number 11 |
|---|---|---|---|---|
| Lovable thing from Good Behaviour Game | Reward | - | Reward | - |
| Changes experienced by participants | No longer easy to get angry (yelling and shouting at others) | More able to control the voice tone while speaking toward friends | Has been able to control the aggression since 1st grade | Has been able to control the aggression since 1st grade |
| Factors affecting on the aggression reduction | Moral support and punishment given by parents | Time given by teacher to listen participant and to help participant reflect on her supposed-to-do behaviours | Reward and punishment given by parents | - |

## CONCLUSIONS AND SUGGESTIONS
### Conclusion

There are two conclusions of this research. First, this research results that Good Behaviour Game is effective to reduce children's aggression. This finding is consistent toward the previous studies done by Joslyn, et al. (2014) and Pomaybo (2015). This finding happens because children get stimulus to show good behaviours, which are non-aggressive behaviours, during the intervention. The stimulus is the reward given as consequence of the non-aggressive appearance. The next result is that there is a positive response from the children given the intervention. Based on the interview, children give positive response toward Good Behaviour Game intervention because of the reward that they like.

### Suggestions

Children that have been given Good Behaviour Game intervention are suggested to maintain the aggression reduction that has been reached. This suggestion is given because operant conditioning intervention tends to be extinct fast so it needs follow up after the intervention. Children could maintain the aggression reduction by reward-giving from care giver or teacher if children are succeed to reduce the level of aggression during several time.

The giving of Good Behaviour Game intervention is also suggested for teachers to be imitated on other classes because it is proved as effective to reduce children's aggression. If other teachers have willingness to applicate Good Behaviour Game for children from other classes, those teachers would not find any difficulties because this intervention is easy to applicate and easy to learn by the teachers. Teachers also have the right to applicate Good Behaviour Game because this intervention does not need a psychologist to do it.

It is also needed to measure for the next research so that the intervention giving is not interrupted too much by things that could be avoided. It is also needed to measure the questionnaire filling both pretest and posttest because of the different standard among the care givers and teachers, and also because some care givers and teachers tend to have "faking good" while filling the questionnaire. The next research would also be better if it is conducted using bigger sample size.

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# The Implementation of Curriculum 2013 on Economics by Using Scientific Approach in SMAN Malang

**Lilik Sri Hariani; Endah Andayani**
liliksrihariani@yahoo.co.id; endahandayani_3@yahoo.com

*University of Kanjuruhan Malang*

**Abstract:** Curriculum is one of the main pillars that affects the success of national education. To improve the quality of education in Indonesia, the Minister of Education of Indonesia has been applying Curriculum 2013 in order to create students who have good quality and pro-active answering the challenge of the changing era. In implementing the teaching, teachers are charged to implement the scientific approach. Scientific approach is the kind of teaching which adopts the scientific methods in constructing the knowledge through scientific methods. The result of this research show that: 1) Implementation of Curriculum 2013 in state senior high schools in Malang has been started since the school year of 2013/2014, teachers feel there are difficulties in analyzing the relations among the passing standard of competence, main competency, and basic competence; 2) Teachers feel there are difficulties in implementing scientific research on economics lesson because teachers are not familiar yet to implement scientific methods in a teaching as stated in Curriculum 2013;and 3) Teachers feel there is difficulty in understanding Economics lesson books, for the lesson of Economics which is suitable with Curriculum 2013 has not been designed systematically to achieve the assigned competence.

**Keywords:** *Implementation, Curriculum 2013, Scientific Approach*

## INTRODUCTION

Curriculum is one of the teaching tools which has important roles in education because curriculum is a bellwether to reach the purpose of education. According to Dakir, 2004; and Mulyasa, 2007, curriculum holds the key role in education, and it also relates with the bellwether, content and teaching process,in which these will decide the kind and qualification of graduates in any education foundations.

In a life full of competition, the need of people about quality rises too. It can becaused by the expectation of public that schools can answer and anticipate the possible challenges in the future.Hence, some schools try to implement the curriculum which is different with another school in order to improve the quality of education in their own schools.

Curriculum in Indonesia has been changes for many times, such as curriculum 1984, 1994, 2004, 2006, and 2013.These kind of curriculum changesare meant to prepare students to be more prepared to face the challenges in the future through knowledge, creativity, attitude and skills on adapting in the changeable circumstances.

Curriculum is an important tool in guaranteeing the success of education. Without a good curriculum, it will be hard to aim the goals of the purpose and the education object. Curriculum covers two things, they are teaching plan and the implementation which will be experienced by the students in order to reach the purpose of education as expected.Curriculum also means as a package of plan and rule for the purpose, content, lesson material and also method used as the guidance of activity implementation to reach the certain education purpose (Copy of Peraturan Pemerintah RI Number 32 Year 2013). In the rule attachment of Minister of Education and Culture No.69 in 2013 briefly stated that curriculum 2013 aims to prepare Indonesian students to have the ability to live as person and as believer, productive, innovative, creative, affective, and also capable of contributing in living as people of the nation and people of the world.

Curriculum 2013 is a development from the previous curriculum, the KTSP (Kurikulum Tingkat Satuan Pendidikan). In curriculum 2013, education is emphasized to create productive, creative, and innovative humans.According to Mulyasa (2013), curriculum 2013 has some essential things, they are:1) curriculum 2013 uses contextual approach which has natural characteristic because it starts, focuses, and gather to the nature of students to developother competencies according to their own competencies.In this case, students are the subject of learning, and the teaching process goes naturally through working and experiencing according to the certain competencies and not by transferring knowledge; 2) curriculum 2013 which has the basics of character and competence can become the basic of other skill developments. The ability of mastering science, knowledge, and certain skills in a work, the ability to solve problems in daily life, and the development of personal aspects can be done optimally based on the certain standard of competency; and 3) there are certain fields of study which the implementation is suitable by using competence approach, especially the one that is related with skill.

The implementation of curriculum 2013 nowadays becomes a hope for the government and the public to make the young generations become more pious, productive, creative, innovative, affective, and capable of contributing in living as people of the nation and people of the world in a world that rapidly changes.That is why, to implement the curriculum is crucially needed the good teamwork from many aspects whether it is fromthe governors, the school staffs, or from the public.

Curriculum 2013 emphasizes on the teaching on affective aspect or the attitude change and the competence which is to be accomplished. This is a balance among attitude, skill and knowledge.It is expected that the learning can be interesting and also to develop the students' creativity to achieve the competence both for the knowledge competence and skill competence, also emphasizes on the spiritual competence and social competence of students.By these methods students are not only given the knowledge but also skills and attitude shaping. Students are expected to know only what and who but also why and how until become daily routine, for examples: being honest, discipline, responsible, and other values. The change of learning paradigm requires creativity and innovation to adjust the need of competency in the curriculum. Curriculum 2013 commands to use the scientific approach in all the learning process. The teaching by using scientific approach consist of observing, questioning, thinking, associating, and communicating(building social network). Scientific approach can also use some strategies and learning styles such as: *discovery learning, inquiry learning, project based learning,* and *problem based learning.*

In the learning of economics, the implementation by using scientific approach is aimed to improve students potencies in order to make them aware of the social problems in their circumstances, to have the positive mental towards better change, and creative in solving each problem in their life or in their people.

**METHOD**

This is a qualitative descriptive research design. The subjects of this research are economics teachers in state senior high schools in Malang. The descriptive research is a different research method which tries to portray and explain the provided subjects. In general, descriptive research is conducted for the main purpose to portray correctly the systematically the fact and the characteristics of the research subject. The subject being described in this research is the implementation of curriculum 2013 by using scientific research. In this research, the researcher is the key instrument who collect the data by doing interview, observation, and spreading questionnaires. The data analysis is used by data reducing, data displaying, and data verifying.

**FINDING AND DISCUSSION**

Based on the result of the research it can be concluded that curriculum 2013 in state senior high schools in Malang has been started in the school year of2013/2014, in the implementation until now some economics teachers still face difficulties in implementing curriculum 2013 because from the questionnaires result shows that 25% respondents state the adequate difficulty in implementing this curriculum.Curriculum 2013requires all lessonsto reach all main competencies from the first up to the fourth competencies where the main competency becomes the sign of students' competence achievements which is explained in the basic competency consist of spiritual attitude, social attitude, knowledge, and skill. The main competence is gained through the basic competence which will be conveyed by teachers during the lesson. To achieve that, teachers face difficulties in analyzing the relationship among the passing standard of competence, main competence, and basic competence. Teachers also find it difficult in formulating the indicator of competence accomplishment to be explained in the learning plan, especially in theindicator of main competence accomplishment 1 and main competence accomplishment 2. Based on the interview held with one teacher of economics, it can be concluded that teachers find it difficult to apply curriculum 2013 because they are not certain about the learning plan whether it is suitable with the curriculum 2013 or not. The problems that the teachers face in implementing curriculum 2013 are various because of the difference of teachers' understanding, this problem occurs because there are some teachers who have not attended the training of curriculum 2013.

There occur many problems when economics teacher apply the scientific approach. It can be known from the result of the questionnaires that 30% of respondents stated they find it difficult to implement the scientific approach in the teaching of economics. The difficulty lie on the scoring that is assumed to be difficult, the implementation of the scientific approach in the learning process, and also to motivate students to be active in the learning process.The learning by usingscientific approach is a learning consist of observing, asking, trying or collecting, analyzing or processing, and communicating the result to get the knowledge and attitude (Hosnan, 2014). Those steps can be continued by creating something. Teachers find it difficult in implementing the scientific approach because they are not used to do scientific methods in teaching. The interview result with an economics teacher can be known that many teachers think scientific approach usually used only in science lesson. Besides, the scientific approach is a logical order of observing, asking, collecting information or trying, associating, and communicating which are realized as the only learning approach and the standardized procedure. All of them complicating teachers in developing the learning methods. Scientific approach by using 5M is also lack in accommodating the characteristic of lesson and competence. By guided on 5M it makes the teachers' creativity lack of optimal. There are some

methods that can be used in implementing scientific approach, some of them are*problem-based learning, project-based learning* and *discovery learning*that consist inquiries which should be implemented. Collaborating some teaching methods can ease teachers to implement scientific approach in teaching economics.

Curriculum 2013 offers new thing in education. Scientific approach can help teachers in facing and solving any problems. It is then expected for teachers to be able preparing the generations that can think critically and have skills.Scientific approach are regulated in Permendikbud No. 65 in 2013 aboutStandard Process of Primary and High School Education.Teaching by using scientific approach is a teaching that adopts the scientific methods in constructing knowledge through scientific methods. In the implementation, there are three things: attitude, knowledge, and skill. The teaching by using scientific approach in the sphere of attitude covers the substantial transformation or teaching materials to make the students "know why". The skill sphere cover**s** the substance or teaching material to make the students "know how". For the knowledge sphere covers substantial transformation or teaching material to make students "know what".

It is expected that scientific approach will make improvement and balance between the ability to become good human (soft skills) and to become human who have the ability and knowledge to live worthy(hard skill)from having the competence aspect of attitude, skill and knowledge. Attitude competence is gained through the activity of accepting, carrying out, respecting, living, and practicing. The skill competence is gained through the activity of observing, asking, trying, thinking, presenting, and creating. Besides, the knowledge competence is gained through the activity of memorizing, understanding, implementing, analyzing, evaluating, and creating.

In other hand, based on the interview conducted with an economics teacher who teaches in the X grade of SMA Negeri 2 Malang, it can be concluded that if it is viewed from the learning by using scientific approach the students' motivation will rise. They feel glad with the new learning style that urges them to be curious.

Related with the lesson book of economics, teachers find it difficult to understand it. Due to the questionnaires result that 35% of respondents stated they feel difficult enough to understand the economics lesson bookbecause that kind of book has not been arranged systematically to reach the set competence, the systematic of serving the economics book is also not suitable with the systematic from the main competence and basic competence too.The difficulty faced by teachers in understanding the textbooks is on synchronizing between the book published from the publisher using main competence and the basic competence set in the curriculum which make teachers guessing in the implementation. It makes teacher often face difficulty in developing the teaching.

From the problems, economics teachers have done many efforts to solve them. Some of the efforts are; 10 economics teachers always do discussion in solving problems with other teachers in the school, 2) living up the MGMP, 3) using any sources and learning mediumssuch as Wi-Fi, LCD, computer, and library. Basically the problem in teaching economics by implementing curriculum 2013 can be solved if teachers keep struggling to improve their knowledgeabout teaching and adjusting the material with the facilities in the school. The main competence and the basic competence that have been set in the curriculum can be developed by teachers and they can find other references that are suitable with the main competence and the basic competence.Teachers' commitment in developing competencies, arranging appropriate teaching plan, and implementing the plan can help teacher to accomplish the purpose of learning economics by using scientific approach as in curriculum 2013.

**CONCLUSIONS AND SUGGESTIONS**

The result of this research show: 1) Implementation of curriculum 2013 insenior high schools in Malang has been started since the school year of 2013/2014, teachers face some difficulties in analyzing the relations amongthe passing standard of competence, main competency, and basic competence which are caused by the lack of teachers' understanding concerning curriculum 2013 for there are some teachers who had not attended the curriculum 2013 training; 2) Teachers feel difficult in implementing scientific approach on economics lesson because they are not used to implement scientific methods in teaching; and 3) Economics teachers still find it difficult in understanding the economics lesson book, because that kind of book has not been arranged systematically to reach the set competence, the systematic of serving the economics book is also not suitable with the systematic from the main competence and basic competence too.

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# Students' Perception of Interactive Multimedia Mediated Web-based Learning

**Mclean HY[1], Isnawati[2]**
[1]*mcleanhy@yahoo.co.id*[2]*isnanisasi@gmail.com*

[1]*English Language Education Department of State University of Jakarta*
[2]*English Language Education Department of State University of Jakarta*
*Jakarta, Indonesia*

**Abstract:** This paper entitled students' perception of interactive multimedia mediated web-based learning. It describes how ICT works in teaching and learning process that focused on interactive multimedia through web. Ironically, Indonesia still used a lot of manual multimedia by picture, by color books and etc. The same method will bring students in a boring situation. This is uninteresting way of scourge of student's mindset about using multimedia under ICT. Since many researches have been conducted in Indonesia, in for some institutions make greater developments in teaching and learning process by using multimedia as one of tools called web-based learning: web-blog. However, knowing the perception of student about based learning modules, created based on Mayer's (2001) design guidelines, and the use of weblogs to capture the student learning process. Students were given survey to ascertain their reactions and attitudes toward this mode of learning. Overall, students are very encouraged and positive in engaging learning by multimedia-mediated web-based environment.

**Keywords:** Student-centred Learning, Web-based Learning, Interactive Multimedia

## INTRODUCTION

The purpose of teaching is carry the information communication and technology as interest amongst that utilize in the technology applied (Sivapalan and Wan Fatimah, 2010). Many research that have proved that using ICT is a greatly choose to teach the learner. Interactive Multimedia is take a part to increase paradigm of ICT that those strategies is matching with the ICT in order to make student active and create student centered-learning. Undoubtedly, using an interactive multimedia through weblog is solved the student fear in teaching and learning process. Without underestimated the traditional method of teaching, students keenly something new for them. The ICT is still new for students, there are many kinds of strategies and technique to teach them well. Basically, studentsare more interested with what they do and how to do that. Something unfamiliar for them can solve with the ICT.

In traditional teaching method, almost teacher and student do interaction in classroom only that not solving the problem. Students need more interaction to answer their curiosity in learning process. ICT bounded with Weblog that use as multimedia in teaching and learning process. Weblog is alternative way to catch students' attention and comprehension.

However,sometime the utility of ICT in teaching and learning process attain in students entertain rather than students' need(Herrington &Kervin, 2007). According to Palloff& Pratt (2001), sometimes, student merely use technology than upload the teaching material. Student know how to use *facebook* but did not know how to used Microsoft word instead, for

example.Wijekumar (2005) assumes that web-based learning environments should be constructed and used follow the purpose in order to be a stick of education measurement.

Multimedia Based Learning resources show up an interactive environment than traditional one. These resources catch students' interactivity that learner can enjoy. Learning process is maximized when the training description are given as demonstration, and these demonstration can be made easy by means of digital video and animation for instance.

Therefore, in order to effectively utilize technology, Herrington &Kervin (2007) suggest that the focus needs to shift from the teachers to the students and proposed 10 principles of authentic learning which include providing authentic context that reflect the way knowledge will be used in real -life, having authentic activities, access to expert performances and the modelling processes, multiple roles and perspectives, support collaborative construction of knowledge, promoting reflection to enable abstractions to be formed, promoting articulation to enable tacit knowledge be made explicit, providing coaching by the teacher at critical times, scaffolding and fading of teacher support, authentic, integrated assessment of learning within the tasks, and professional learning to keep up with the rapidly changing technology, all of which were adapted for this study.

Finally, this study can be other reference to guide other writer and give contribution for students and teacher in order to improve the capability in teaching and learning process.

## RELATED WORK
### Benefit of ICT

The initial of ICT is stand for information and communication of technology which means focus of human interaction in building the communication through technology. According to Daniels (2002) ICTs is a basic core in including of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. According to a United Nations report (1999) ICTs cover Internet service provision, telecommunications equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centre, commercial information providers, network-based information services, and other related information and communication activities. ICTs have potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

It may be concluded that leaning ICT, with and from the technology. Means that we learning about ICT in order to build communication and interaction between among people around us then learning from ICT is the source came from as information and finally learning with is learning ICT not only online but also in off-line in order to gathering information.

### Student's Perception

By looking Student-centred learning experience from their environment in order to activated student in learning. That statement empowered by Reeves (1998) has suggested that interactive learning is student-centred learning. This web-based learning environment draws upon the student-centred approach by allowing the learners to interact with the content on their own. In addition, Liaw (2001) point out that multimedia is to explore information in their own ways, making it educationally superior to traditional media as it simulates the real life situation of the students. So multimedia tries to make a real life condition of learning.

The Limitation supported of teacher and student can effect on unreached the goal of teaching and learning. This case always come up in using of ICT as a tool for students entertain rather than fill the purpose of students needed. In order to change the student perception, the interactive multimedia has been providedto solve the education barrier.

**Interactive Multimedia**

Based on the definition interactive multimedia is a system that lets the user do things. Means that a system that make student to be independent in learning.According Reeves (1998) has suggested that interactive learning is student-centred learning. This web-based learning environment draws upon the student-centred approach by allowing the learners to interact with the content on their own. Liaw (2001) posits that hypermedia-based applications are non-linear and allows the learners to explore information in their own ways, making it educationally superior to traditional media as it simulates the real life situation of the students.

Karrenberg (2007) states that multimedia and interactive communication contain all sense in communication in learning process. Means that learner use their sense in order to produce the interactive communication.

Meanwhile according to Vaughan (2008) defines multimedia as a united mixture of digitally manipulated texts, photographs, graphic arts, sounds, animations, and video elements. Teaching students in interactive media could enrich student creativity and stimulate student curiosity in learning.

In addition, according to Clark and Mayer (2008) describe multimedia presentations engage learner in active learning by presenting the material in word and pictures so that produce a good mentally and verbal in representation. So that learner have a good mental in presenting their work in learning.

Thus, interactive multimedia would produce a creativity student and a good behavior in learning ICT. In order to optimize the success of a multimedia resource, the development process should be informed by the principles of effective educational multimedia resources, and the relevant pedagogical content literature.

**METHODOLOGY**
**Research Design**

The study used questionnaire that may be accessed online by the students. Before being given questionnaire, they were given an interactive module as designed using Mayer's (2001) principles and enhanced with web features such as a word search that would connect students to an online reference, online activities to test their knowledge interactively, and the lecturer's email contact so that they can contact the teacher when necessary.

**Population and Sample**

The population of this study taken from students of Islamic Senior High School 1, South Tangerang. There are 15 classrooms consists of 32-35 students each. It was used 70 respondents as sample who were taken from 2 classes.

**Instrument**

The instruments used was questionnaire. Students were given 12 questions related to the web-based learning environment. The questions measured in Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Data Collection**

The data comes from the e-questionnaire created using google form that the link shared to the students.

**Data Analysis**

The Data was measured in a Likert scale to gauge their attitudes and feedback towards the web-learning environment.

**FINDINGS AND DISCUSSION**

**Findings**

The questionnaire was developed based on the main things like:

1. Motivation towards the process

This factor contained items that measured students' motivation, satisfaction and enjoyment attitudes towards their project.

2. Increased and enhanced learning skillsThis factor contained items that measured students' perceptions towards the skills they acquired during the development of the project.

3. The efficiency

This factor contained items that measured students' perception about the communication built in different place.

4. Creativity of the students

This factor contained items that measured students' attitudes towardapplying their acquired skills to the real-world.
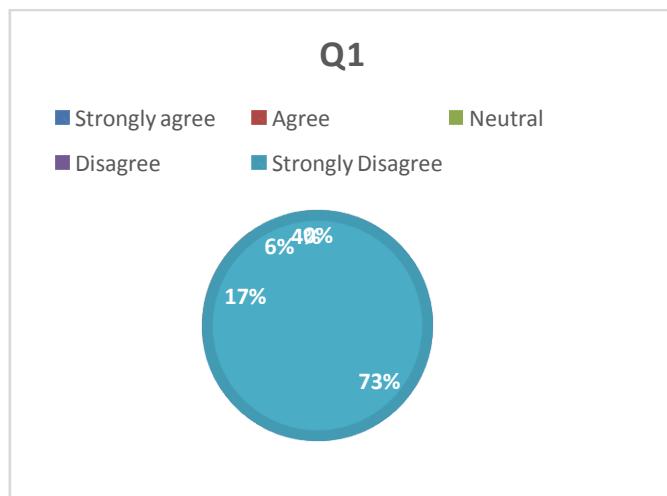


*Figure 3.graphic for statement no. 1*

There are 3 points related to motivation.The first statement is "I Prefer using multimedia in learning" from 70 respondents, 57% answered strongly agree, 26% disagree, 14% agree, 3% strongly disagree, and nobody answered neutral.

**Q2**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
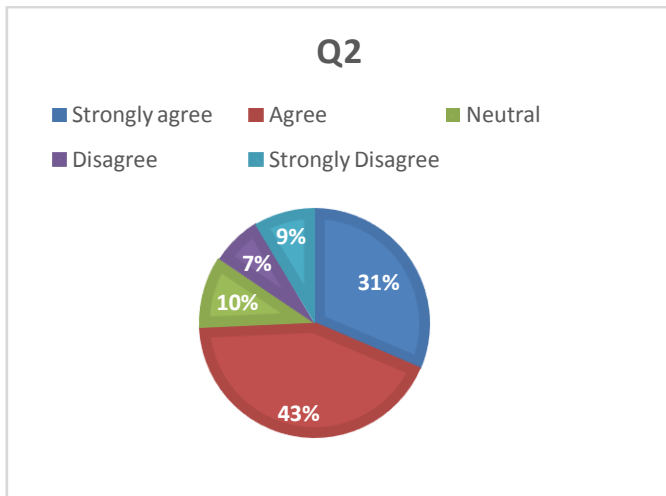
From the second statement; "The Web environment motivates me to learn" 31% answered strongly agree, 7% disagree, 43% agree, 9% strongly disagree, and 10% neutral.

**Q3**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
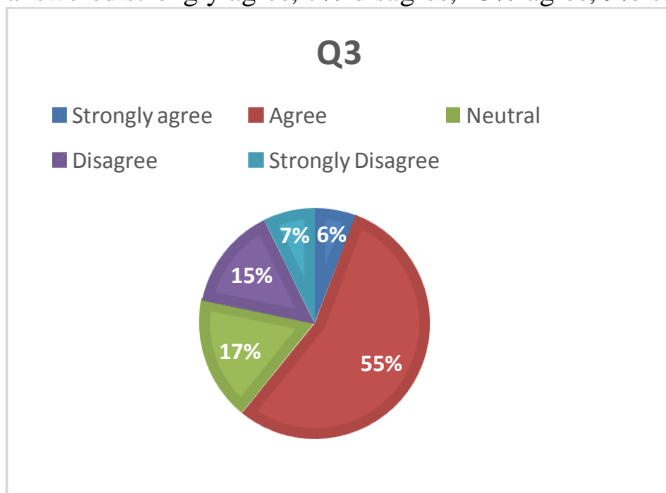
From the statement "Learning with the Web was interesting and engaging" 6% answered strongly agree, 15% disagree, 55% agree, 7% strongly disagree, and 17% neutral.
There are 4 statements related to effectivity. The first statement is "Multimedia helps me understand the topics better" 12% answered strongly agree, 7% disagree, 17% agree, 13% strongly disagree, and 51% neutral.
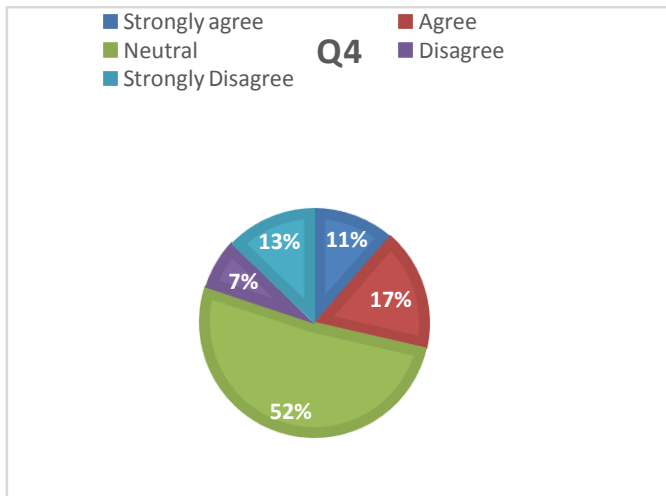
The second statement is "better comprehension of topic after using the module Multimedia helps me understand the topics better" 2% answered strongly agree, 1% disagree, 50% agree, 1% strongly disagree, and 44% neutral.
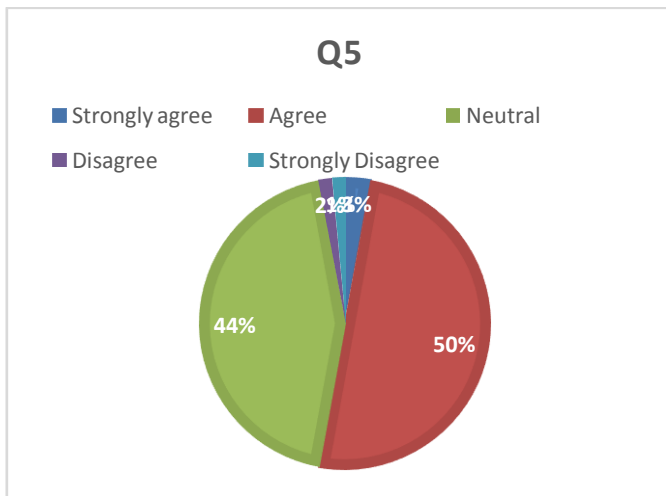


The third statement is "Able to apply lessons learned from this Web module in real-life" 20% answered strongly agree, 14% disagree, 34% agree, 10% strongly disagree, and 22% neutral.

**Q6**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
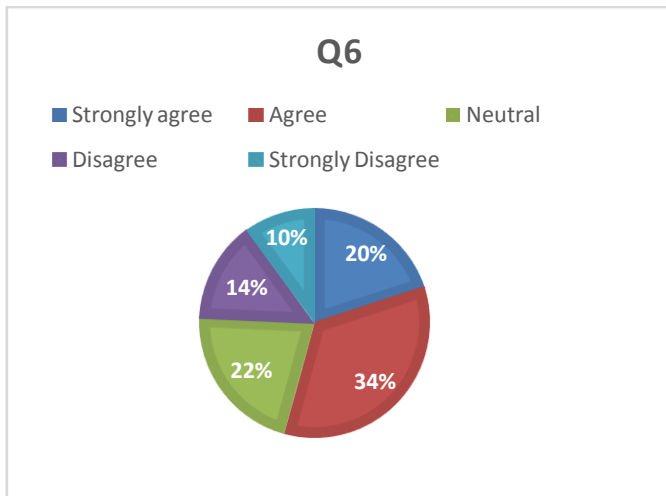


The forth statement is "The activities in this Web module were authentic and relevant" 73% answered strongly agree, 8% disagree, 10% agree, 3% strongly disagree, and 6% neutral.

**Q7**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
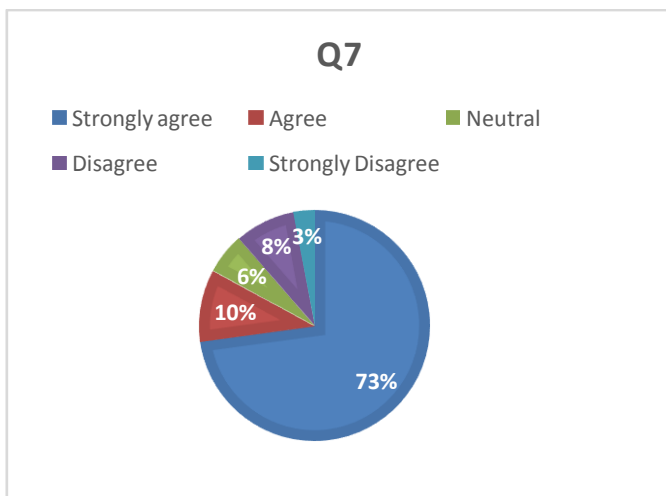


For eficiency, the first statement is "Enjoyed the accessibility the Web environment gives" 6% answered strongly agree, 14% disagree, 68% agree, 3% strongly disagree, and 9% neutral.

### Q8

Legend: Strongly agree | Agree | Neutral | Disagree | Strongly Disagree

- 3%
- 6%
- 14%
- 8%
- 69%
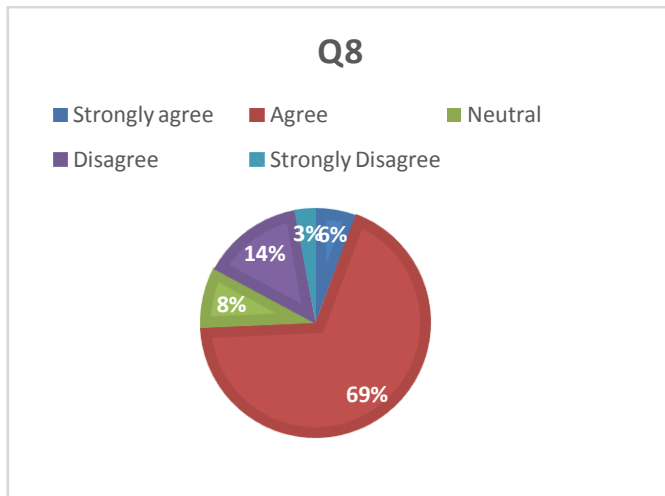
The second statement is "I can access the web anytime" 40% answered strongly agree, 23% disagree, 13% agree, 7% strongly disagree, and 17% neutral.

### Q9

Legend: Strongly agree | Agree | Neutral | Disagree | Strongly Disagree

- 7%
- 23%
- 40%
- 17%
- 13%
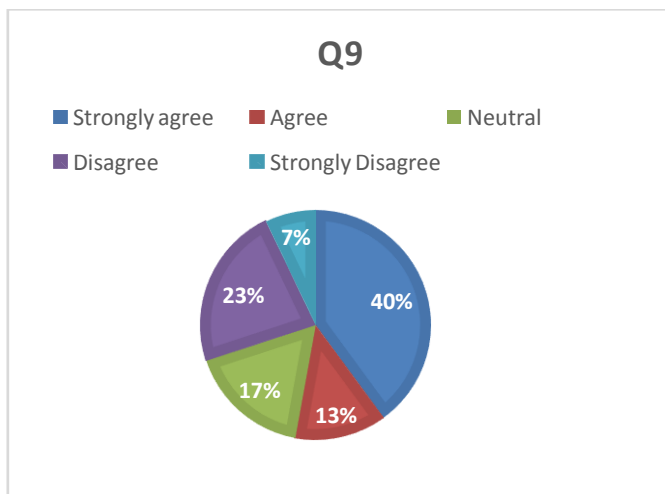
For Creativity, "Enjoyed learning with multimedia is answered" 73% strongly agree, 4% disagree, 17% agree, 0% strongly disagree, and 6% neutral
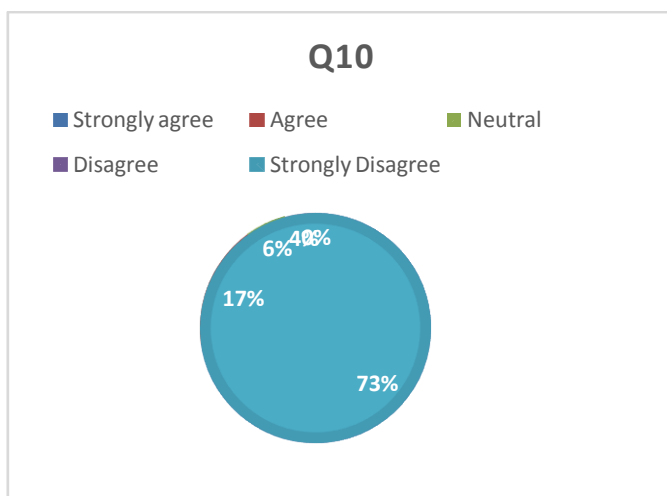
**DISCUSSION**

From this study, it can be exhibited that interactive multimedia Web-based authentic learning environment into a class structure, students' perceptions and attitudes were highly encouraging especially in these aspects:

1. Motivation

Students were more motivated to learn with the incorporation of multimedia and interactivity, supporting Wang, Yetsko, Licitra and Armstrong's (2005) study on promoting active learning through the use of interactive multimedia. Students also felt that learning became more interesting and exciting when they viewed and studied the multimedia-mediated module.

2. Efficiency

The authentic context and authentic activities mentioned by Herrington and Kervin (2007) were incorporated into the modules and allowed students to see the relevancy of the topics. Students were able to critically process what was learnt and translate it into the completion of their projects even in different location.

3. Effectivity

Students showed increased understanding of the topic and were able to see the relevance of the project to real-life situations. The authentic setting for this learning environment allowed students toexperience real-life working conditions supporting Herrington et. al's (2004) position that constructivist learning environments should be set in an authentic learning context.

4. Creativity

Overall, students enjoyed and preferred this learning method to complete their project even though they faced problems like slow internet connections and slow computers.,enjoyed being able to be creative and critical in their decision-making process, and increased their understanding of the subject. These experiences showed strong support fordeveloping a constructivist learning environment as suggested by Jonassen (1999).

**CONCLUSION**

The students enjoyed and felt motivated when their teacher delivered the subject matter using multimedia. They may feel motivated and enthusiastic to follow the subject. The interactive demanded made them easier in visualize the basic concept of the subject and delivered with their own way. The efficiency provided also interested them to share their ideas

easily though they were in different place.This learning environment was positively received by students. Thus, this research study is able to provide further support for educators interested in incorporating multimedia and web-based modules in student-centered learning environments in Indonesia.

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# Building Student's Character
# Through Indirect Teaching in Indonesian High Schools

**Mirjam Anugerahwati**
mirjamanugerah65@gmail.com

*Universitas Negeri Malang*

**Abstract:** According to the Indonesian 2013 Curriculum, there are four competences that students in all levels of education should possess; they are the spiritual competence (Core competence 1), social competence (core competence 2), knowledge competence (core competence 3), and skill competence (core competence 4). It is common that people study the knowledge and skills competences to find out the ability or achievements of students; however, very little has been studied about the spiritual and social competences. This study aims to find out English teachers' ways of teaching the core competences 1 and 2 indirectly. Data are obtained through informal interviews with teachers of English in Malang. Findings show the various ways that teachers employ, and thus suggestions are given for other teachers and future researchers.

**Keywords:** *Student Character, Indirect Teaching, Social and Spiritual Competence*

## INTRODUCTION

The feeling of concern for the frequent incidents of student fights and violence among school-aged children has led the government, in this case particularly the Ministry of Education and Culture, to formulate a new set of competences that students of all levels should possess. Hence, the formulation of the Core Competences 1 (spiritual competence) and 2 (Social competence), each with its detailed points.

According to the Decree of the Ministry of Education and Culture number 20 Year 2003 on the National System of Education, the basis, function, and objectives of the national education are to "develop the abilities and mould the character and dignity of the nation in the effort to improve the intelligence and develop the potentials of the students to create zealous, religious, people who have noble characters, are healthy, intelligent, skillful, creative, independent, and democratic, responsible citizens" (article 3).

In the Core competence of the Curriculum, the attitude and characters (both for spiritual and social competences) are cultivated through the activities of "accepting, conducting, respecting, internalizing, and applying"; these applies for all subjects in all levels in Junior High School.

The first core competence, the spiritual competence, is formulated as "respecting and internalizing the teachings of one's religion". Whereas the second, the social competences, are formulated as follows: "respecting and internalizing the behaviors depicting values of honesty, discipline, politeness, self-confidence, care, and responsibility in effective interaction, as

appropriate with the student's development in the surroundings, family, school, the society, and the surrounding environment, nation, country, and the region".

In the beginning of its issuance, the 2013 Curriculum delineated that teachers of all subject matters had to teach and assess students' attitudes and characters. Teachers of English, then, should assess whether their students had a good spiritual competence in English, which was indicated as the gratitude to have the opportunity to learn English as an international language, as shown by their enthusiasm in participating in the lesson. As for the social competence, there were 8 competences of noble characters which teachers should cultivate in students, with an addition of "love of peace" particularly for English.

In the latest development of the 2013 Curriculum, however, it is stated that the basic competences and indicators for Core competences 1 and 2 are not the responsibility of all subject matter teachers except teachers of Religion and Civics. However, teachers of the other subject matters still have to cultivate the students' characters and attitudes because they also have the responsibility to mould each student to become good, respectable citizens. How, then, can the teachers cultivate the noble characters in students? It is stated in the Ministerial Decree Number 024 year 2016 that teachers should instill the good attitude and noble characters in the students through "indirect teaching".

This paper, then, is aimed at describing the ways teachers of English at Junior High Schools in and around Malang instill the good attitude and noble characters in their students. Data were taken from informal interviews and online chats with SMP English teachers whom the writer knows very well.

Literature states that indirect teaching refers to methods of teaching which are student-centered, and have lots of activities. It can range from Audio-Lingual Method (ALM) to total CLT. When people talk about indirect teaching, they mostly mean the way where teachers are no longer the center of knowledge, standing in front of the class, and on whose actions students depend the addition of their knowledge. Indirect teaching refers to the practices where students take control of their own learning, and teachers' roles are those of facilitators and guides.

In this paper, however, indirect teaching refers more to the ways that teachers take to instill good characters and attitudes in the students, as is delineated in the Core Competences 1 and 2 of the 2013 Curriculum of Indonesia. In the ways, it is clear that the teachers also use the teaching methods which are described as student-centered and promoting student active learning.

**METHOD**

Data for this mini research were obtained through informal interviews and online chats with 7 Junior High School English teachers in and around Malang. The writer asked them whether they thought they had to build their students' characters although now they did not have to write Basic Competences and Indicators for them in the Lesson Plans. They all answered yes, and so the writer proceeded to the next question, that was "How do you inculcate good attitude and noble characters in your students through indirect teaching?"

Most of my respondents stated that they did it through everyday habit formation, such as asking them to come on time, not cheating during tests, and others. I then told them that those were very general ways, while what I wanted to find out was how they related the indirect teaching of good characters to their English lessons. The teachers then explained their ways to the writer, after which she classified them into two categories: those related to the topic of the lesson, and those related to the tasks the students had to do.

**FINDINGS**

After the writer obtained some explanations from the respondents regarding the ways they instill good characters and attitude through indirect teaching, she classified the findings into two categories, as explained below.

**A. Ways related to the topic of the lesson.**

In this category, the teachers' efforts to build students' characters are related to and integrated with the topic of the lessons. In one example given by the first respondent (R1), when the topic was on Greeting Cards, the teacher starts the class by asking questions like, "Students, did you hear that A just won the speech contest last week?" Students would answer, "Yes, Miss", to which the teachers then asks, "So, what do you say to A?" Some students would know the expression "Congratulations", while others would say "Selamat", or "I don't know, Miss". At this point the teacher then starts the lesson on Greeting Cards, introduces several occasions which necessitate the sending of greeting cards, such as birthdays, graduation, winning some competitions, having a celebration like Idul Fitri, or Christmas or other holy days, having a new baby brother or sister, and others. Students will come up with the ideas of the different celebrations, and the teacher will guide them with the English words and expressions. At the end of the lesson, the teacher would ask, either in English or Indonesian, why students should send the greeting cards to their friends; this is how the teacher evokes the feeling of **care** and **respect** in the students.

In another example (given by a different respondent, R2), the teacher would show a YouTube video clip about some students who are very rude to their teacher in the topic of describing the characteristics of people; then the teacher stimulates the reactions from the students, how they felt watching the video, and what they thought of the students in the video clip. Usually this would evoke a lot of heated answers from the students, most of which show their dislike for the manners. Here, then, the teacher would reinforce **politeness** and **care** in the students.

The third answer given by my respondent (R3) was when she taught the Basic Competence (*KD*) of songs. As stated in the curriculum, the skill demanded from this topic is "*Menangkap makna...*" (getting the meaning of texts), which means either the listening or reading skill. This stands to reason, as junior high school students should not be asked to compose a song or lyrics. My respondent showed me her lesson plan, where she taught the lyrics of "I Have a Dream" by Westlife, and "I Believe I Can Fly" by R. Kelly. Both songs are quite famiiar for the students, although they are not exactly from their era; however, the song lyrics are good, and they contain very positive moral values. My respondent would inculcate the characters of self-confidence and optimism while her students were doing the tasks of listening to the songs and discussing the moral values contained in each.

**B. Ways related to the tasks**

The other teachers that I interviewed related to me the ways that they instill good characters in students, although they are not directly related to the topic of the lessons. The first teacher in this category (R4), always starts her lesson by asking students to look in the drawers of their desks and under their seats. If they find any candy wrappers or trash, they should throw them in the rubbish bin in the classroom. This naturally instills the characters of **cleanliness** and **discipline** in the students.

The second teacher (R5), teaches prayers in English; and every morning at the beginning of the English lesson, a student has to lead the prayer. That is not only the duty of the captain of the class, but of all students, so everybody will get the chance to practice the prayers in English. This way, the teacher instills the characters of **religiousity** and **self-confidence**.

And it has proven a good way, as many of the students report to her that the experience have really boosted their confidence in taking part in the society.

The way of the third teacher (R6) is to let students take care of their own seating arrangement during tests to avoid cheating. With her guidance and instructions in English, the students rearrange their seats when they have daily, mid-semester or end-of semester tests. This can naturally increase the characters of **discipline** and **honesty** in the students, and by doing it themselves the students feel that they have control over their own conduct.

The fourth teacher (R7) uses the concept of "peer-tutoring" as a way to instill good characters. Every time the results of a test is announced, he always mentions the students who get high scores in the particular test, and those who get lower score than required. He then lets the "weaker" students choose their "peer-tutors" to do the remedial teaching. This way inculcates the characters of **respect**, **tolerance**, **self-confidence,** and **care** in the students. This teacher also states that the "high achievers" may change in every test, and so the tutors for different topics may also be different. This also cultivates the attitude of **optimism** in the other students.

## DISCUSSION

The strategies that teachers do in their classrooms have shown that indirect teaching does play important roles in the effort to inculcate good characters in the students. As Airth states (in www.study.com) in indirect instruction the teacher has a more passive role, and it is the students' "arena", where they make inquiries, solve problems, and think critically.

Merrill, in the article "teaching strategies for indirect instructions", mentions that indirect instruction is an approach inwhich the teacher uses the inquiry process of teaching and learning, teaches concepts, and poses problems for the students to solve. In the examples described above, we can see that most of the ways the teachers undertake have indeed fulfill those characteristics. In the case where the teacher asks the students to comment on the YouTube video showing the rude students, for example, it is clear that the teacher wants to inculcate the concept of care and politeness through a problem solving activity.

The case of peer tutoring, as another instance, shows how the teacher tries to instill the attitudes of self-confidence, care, respect, and optimism through his actions of letting the "weaker" students choose the "stonger" ones to be their tutors, while stating that the weak will not always be weak, and the stronger will not always be strong in all topics. This clearly shows how the teacher invites all students to take part in the cultivation of the concepts of good attitudes, and solve the problem of how classmates can help each other in achieving good scores.

Airth, furthermore, delineates some steps in conducting indirect teaching through problem solving activities, as follows:
1. Firstly, students must understand the problem
2. Secondly, they must, in groups, identify the ways that they can be sure when the problem is solved
3. Finally, still in their groups, they will create a way/strategy to solve the problem.

## CONCLUSIONS

From the data the writer obtained regarding the specific strategies done by English teachers in Junior High Schools in inculcating good attitudes and noble characters, some concluding points can be made. Firstly, the fostering of good attitude and noble characters are made through indirect teaching by many experienced teachers of English in Junior High

Schools. They have various strategies whereby they make sure that, although the Indicators for the spiritual and social competences as delineated in the 2013 Curriculum are not their responsibility to include in the Lesson Plans, students still are guided to have good characters in life.

Secondly, as is stated in www.imteachingfrench.com, indirect instruction is best used when the lesson teaches concepts, and the learning process is inquiry-based, the expected results are discovered (through discovery learning), and the context of learning involves problems to be solved.

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# The Relationship between Gender, Age, and Attitude toward Mathematics among Malaysian Gifted Students

**MohdFadzil bin Kamarudin[a], MohdHasrul bin Kamarulzaman[b], NoriahMohdIshak[c]**

Email address : fadzil_kamarudin@ukm.edu.my, mohdhasrul_kz@yahoo.com, nor-wmu@hotmail.com

*PusatPERMATApintarTM Negara,*
*UniversitiKebangsaan Malaysia, 43600 UKM Bangi, MALAYSIA*

Abstract:     Mathematics is one of the main academic subjects offered at PERMATApintar National Gifted Center (PpNGC). Despite being gifted, candidates applying for an enrollment at PpNGC are required to pass a certain level of excellence. In addition, attitude of the gifted students toward academic subjects, e.g. mathematics, is also an important indicator of their academic performance. This study examines the relationship between age and gender of gifted students with their attitudes toward mathematics. The attitude toward mathematics is represented by their levels of interest. A total of 128 students aged 11 to 16 years old participated in this study. These students participated in the national selection for the enrollment at PpNGC. This study found that there was no relation between the age of the gifted students and their attitude toward mathematics. It was also revealed that gender does not affect the attitude of the gifted students toward mathematics.

**Keywords:** *Attitude; gifted students; relationship; age; gender.*

## INTRODUCTION

Gifted students are  preciosity and have difference characteristic compared with the other student even among them (Bekirogullari& Gur, 2011). They also have identified behaviors that can influence their achievement in Mathematics (Leu& Chiu, 2015). The variety of their characteristics intrigued many researchers to conduct research and establish a new education system that is appropriate with their ability.  Malaysia is the first country that has developed a fully residential school in preparing a special education toward gifted and talented students since 2011(Isman, Yassin, Ishak, Yunus, & Majid, 2012) in Malaysia. All of gifted and talented students participated came from all over Malaysia, regardless of age and gender via a special selection process involving several tests called UKM1, UKM2 test and PERMATApintar School holiday camp. Selected students will attend college for five years and will involve in some researches in science and mathematics.  Since all the gifted students who participated in this study have varied characteristics, this study needs to be conducted to ensure that every student gets an education that suits their needs.

Most studies related to the attitude of gifted students were conducted in relation to their creativity(Kim, Roh, & Cho, 2016; H. Uzunboylu, Cavus, Tekin, &Taşğin, 2009), emotional(Minas, Machů, &Morysová, 2016), leaderships(Laborda et al., 2014), personality(BeŞOluk&Çakır, 2014; Minas, Machů, Kočvarová, &Kopřivová, 2016) and other. However there are very small number of studies examine the age of student and its relationship with the attitude toward mathematics such as teaching approach (Savelsbergh et al., 2016), teacher knowledge (Oppermann, Anders, &Hachfeld, 2016), motivational variables (García, Rodríguez, Betts, Areces, & González-Castro, 2016) and other. Gender difference in gifted identification is one of the topics that has always been discussed in gifted education such as number of gifted students selected in joining the gifted program(Petersen, 2013), mathematics achievement(Felson& Trudeau, 1991; Fraser, 1994; Preckel, Goetz, Pekrun, &Kleine, 2008). Petersen (2013) found that boys were 1.19 times more likely than girls to be identified as gifted and selected joining the gifted program. One of the reasons why the number of female students joining the program is low is peer pressure (Read, 1991). However it was found that gender difference is not a factor that influences the attitude toward mathematics (Felson& Trudeau, 1991; Friedman-Sokuler&Justman, 2016; HüseyinUzunboylu, Ozdamli, Keshavarzi, & Ahmadi, 2013). Fraser (1994) and Ganley and Lubienski (2016) found that mathematics students in public schools have no significant difference in their attitude toward mathematics. Previous researches have shown mix results in studying the interest of the gifted students in mathematics in relation to age and gender. Moreover, most of the existing studies were conducted in varied contexts. Thus, it is important to find out if this current study might yield different findings. On that note, therefore, this study aims to find out the relationship between the age and gender of Malaysian gifted students in relation to their attitude towards mathematics, by investigating the degree of interest in mathematics.

**METHOD**

The technique used in this research involved a special questionnaire comprising of statement and question about interest in mathematics based on their gender and age. A survey questionnaire was designed with the primary objective to assess the attitude behavior of the Gifted Student. The questionnaire comprises of 20 items and Gifted Students were asked about their perception towards learning mathematics subject. There are two categories of items which are associated with feeling of interest or disinterest for mathematics subject. Items were rated on a 5-points scale (5=Strongly Disagree, 4=Disagree, 3=Neutral, 2=Agree and 1= Strongly Agree). The participants in this survey were 128 Gifted Students aged 11 to 16 year-old of which 65 of them are boys and the rest are girls. Data were collected in Jun 2015 after mid-term examination result. It was analyzed using SPSS software. Internal consistency via Cronbach Alpha was employed to determine the validity of the data while Pearson correlation, regression and t-test methods were utilized to determine the relationship between the age, gender and attitude toward mathematics.

**Table 1 Division of statements into factors**

| Factors | Statements |
|---|---|
| Interested in mathematics | Mathematics is very interesting to me |
| | Mathematics is very fascinating and fun. |
| | I enjoy seeing how rapidly and accurately when I work out math problems |
| | Mathematics is something which I enjoy great deal. |
| | I really like Mathematics |
| | Mathematics is a subject in school which I have enjoyed studying. |
| | I am happier in Mathematics class than in any other subject |
| | I feel at ease in a Mathematics class. |
| | Mathematics is as important as any other subject. |
| | I feel a definite positive reaction to Mathematics. |
| Not interested in mathematics | I am always nervous in Mathematics class |
| | It scare me to have to take Mathematics |
| | My mind goes blank and I am unable to think when solving Mathematics |
| | I feel a sense of insecurity when attempting Mathematics |
| | I am afraid of doing word problems. |
| | Mathematics makes me feel uncomfortable, restless, irritable and impatient |
| | When I hear the word Mathematics, I have feeling of dislike |
| | I approach math with a feeling of hesitation, resulting from a fear of not being able to do math |
| | It makes me feel nervous to even think about having to do Mathematics problem. |
| | Mathematics is my most dreaded subject |

**FINDINGS AND DISCUSSION**
**Analysis of the validity of the result**

The consistency of the survey was being determined using Cronbach's alpha statistical factor. It is an indicator of how well the condition or characteristics of the data either it can be accepted or not. Generally, reliability coefficients of Cronbach's alpha of 0.70 or more are considered acceptable and indicate that the survey element is consistent and valid. Table 2 show that the coefficient of the Cronbach's Alpha of two categories items for the survey elements is close to 1. Therefore data obtained are very reliable in yielding the result for the purpose of the study.

**Table 2 Internal Consistency Cronbach's Alpha Coefficient for the survey elements.**

| Item's categories | Number of questions | Cronbach's Alpha |
|---|---|---|
| interested with Mathematics | 10 | 0.914 |
| Do not interested with Mathematics | 10 | 0.917 |

**Table 3 the value of Cronbach Alpha if item deleted**

| Item ( interested toward mathematics) | Cronbach's Alpha if Item Deleted |
|---|---|
| Mathematics is very interesting to me | .898 |
| Mathematics is very fascinating and fun. | .897 |
| I enjoy seeing how rapidly and accurately when I work out math problems | .908 |
| Mathematics is something which I enjoy great deal. | .904 |
| I really like Mathematics | .898 |
| Mathematics is a subject in school which I have enjoyed studying. | .899 |
| I am happier in Mathematics class than in any other subject | .917 |
| I feel at ease in a Mathematics class. | .917 |
| Mathematics is as important as any other subject. | .911 |
| I feel a definite positive reaction to Mathematics. | .905 |

**Table 4 the value of Cronbach Alpha if item deleted**

| Items (Not interested toward mathematics) | Cronbach's Alpha if Item Deleted |
|---|---|
| I am always nervous in Mathematics class | .911 |
| It scare me to have to take Mathematics | .906 |
| My mind goes blank and I am unable to think when solving Mathematics | .907 |
| I feel a sense of insecurity when attempting Mathematics | .907 |
| I am afraid of doing word problems. | .916 |
| Mathematics makes me feel uncomfortable, restless, irritable and impatient | .903 |
| When I hear the word Mathematics, I have feeling of dislike | .909 |
| I approach math with a feeling of hesitation, resulting from a fear of not being able to do math | .909 |
| It makes me feel nervous to even think about having to do Mathematics problem. | .904 |
| Mathematics is my most dreaded subject | .912 |

**Attitude of gifted and talented student toward mathematics subject**
**Age approach**

The relationship between the age of gifted students and their attitude toward mathematics was investigated by using Pearson correlation method. Scatterplot is used to determine the pattern of data collected and then to evaluate the quality of the relationship. Figure 1 and figure 2 shows that there is no significant relationship between age and attitude of gifted student on which only 12% affected the positive attitude and 4% affected negative

attitude of gifted student toward mathematics. Table 3 show Pearson correlationsbetween the age of gifted and talented students and interested toward mathematics subject. It found that the correlation is 0.121 and $P$=0.174. This indicates that there is no linear relationship between ages of gifted student and interested toward mathematics. Table 4 show relationships between age of gifted student and bad attitude toward mathematics. It found that the correlation is -0.042 and P = 0.639. Thus, there are no relationship between age and bad attitude toward mathematics.

Figure 1 relationship between the age of gifted and talented students and their attitude toward mathematics
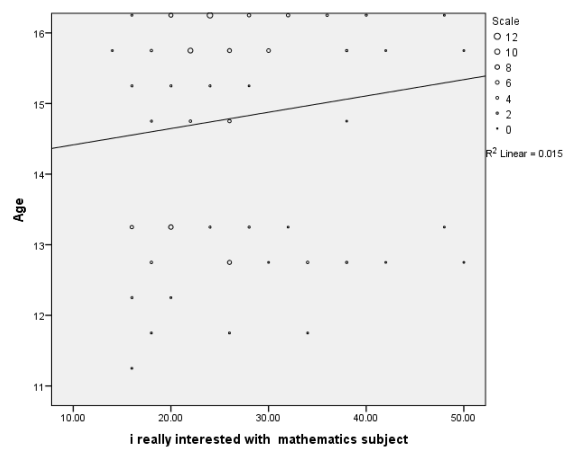


Figure 2 relationships between the age of gifted and talented students and their attitude toward mathematics subject
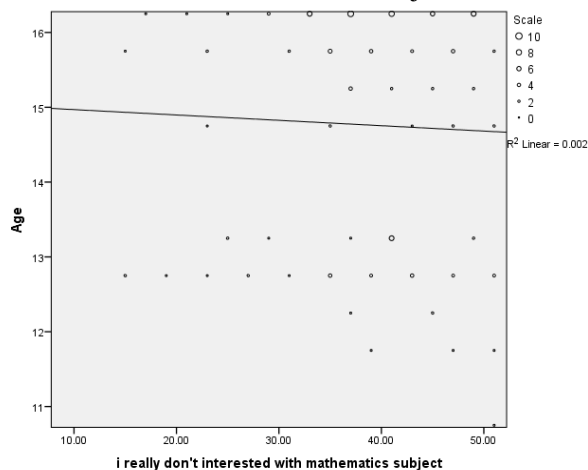
**Table 3 Pearson correlation between the age of gifted and talented students and their attitude toward mathematics**

| | | Age | I really interested with mathematics subject |
|---|---|---|---|
| Age | Pearson Correlation | 1 | .121 |
| | Sig. (2-tailed) | | .174 |
| | N | 128 | 128 |
| i am really interested in mathematics subject | Pearson Correlation | .121 | 1 |
| | Sig. (2-tailed) | .174 | |
| | N | 128 | 128 |

**Table 4 Pearson correlation between the age of gifted and talented students and their attitude toward mathematics subject**

| | | Age | I really don't interest with mathematics subject |
|---|---|---|---|
| Age | Pearson Correlation | 1 | -.042 |
| | Sig. (2-tailed) | | .639 |
| | N | 128 | 128 |
| I am not interest in mathematics subject | Pearson Correlation | -.042 | 1 |
| | Sig. (2-tailed) | .639 | |
| | N | 128 | 128 |

**Gender approach**

Table 5 describes the mean and standard deviations of each group by male and female students. The means represent the average number of students who are really interested or disinterested in mathematics subject on a five-point scale. It can be seen clearly that the average number of male students who are really interested in mathematics subject is 24.5846 whereas for female student is 25.8095.

**Table 5 the average number of students who are interested and not interested in mathematics**

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| I am really interested in mathematics subject | male | 65 | 24.5846 | 8.13152 | 1.00859 |
| | female | 63 | 25.8095 | 7.32617 | .92301 |
| I am not interested in mathematics subject | male | 65 | 38.8154 | 8.62390 | 1.06966 |
| | female | 63 | 37.8571 | 8.65999 | 1.09106 |

Table 6 describes independent sample t-test information to ascertain whether there is a significance difference between male and female students in relation to a number of students either interested or not with mathematical subject. The test revealed that there are no significance difference between male and female students in relation to the number of students who are interested with mathematics subject (t=-0894, df= 126, p >0.05). Besides that, the same goes to the number of students who are not interested with mathematics subject. There are no evidence against the idea that there are significance difference between male and female students in relation to the number of students who are not interested with mathematics subject (t=0.627, df=126, p>0.05).

**Table 6 the relation of gender and gifted student's attitude toward mathematics.**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| i am really interested in mathematics subject | Equal variances assumed | 0.289 | 0.592 | -0.894 | 126 | 0.373 | -1.2249 | 1.36943 | -3.935 | 1.48515 |
| | Equal variances not assumed | | | -0.896 | 125.34 | 0.372 | -1.2249 | 1.36719 | -3.9307 | 1.48086 |
| i am really not interested in mathematics subject | Equal variances assumed | 0.028 | 0.866 | 0.627 | 126 | 0.532 | 0.95824 | 1.52783 | -2.0653 | 3.98178 |
| | Equal variances not assumed | | | 0.627 | 125.84 | 0.532 | 0.95824 | 1.52793 | -2.0655 | 3.98202 |

**CONCLUSIONS**

The difference between age and gender are common elements in the assessment because it determines the suitability the subject interacts with situations and circumference. Different situation will contribute to a different outcome to the factor of age and gender of the

subject, which sometimes favor female rather than male but no less also male rather than female subjects.  In the case of the attitude of gifted student toward mathematics, there is no significant difference between male and female gifted student.  Beside that the student's interest toward mathematics is also not affected by increasing age.

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**APPENDIX**

### Questionnaire for the High School Students

**Please fill up the needed information:**

Name of School:_____

Name :_____ class:_____

I. Personal Profile
   a. Sex (male/female):_____
   b. Age                    :_____
   c. Cgpa                   : _____

II. Socioeconomic Profile
   a. High educational attainment of parents
      Father: _____ Mother:_____

   b. Income of parents
      Father:_____ Mother:_____

   c. Occupation of parents
      Father:_____ Mother:_____

   d. Place of residence (rural/urban) areas.
      _____

III. Mathematics Performance

   Last exam result:_____

IV. Attitudes toward Mathematics
   **Directions:**
   Each of the statements on this questionnaire expresses a feeling, which a particular person has toward Mathematics. You ate to express, on the five(5) point scale, the extent of your agreement with the feeling expressed in each statement. The five points are: **(5) Strongly Disagree, (4) Disagree, (3) Moderately Agree, (2) Agree, and (1) Strongly Agree.**

   **Check (/) the number which** test indicates how closely you agree or disagree with the feeling expess in each statement **AS IT CONCERNS YOU.**

   **BEGIN HERE:**

|  | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I am always nervous in Mathematics class |  |  |  |  |  |

1

| | | | | | |
|---|---|---|---|---|---|
| 2. It scare me to have to take Mathematics | | | | | |
| 3. Mathematics is very interesting to me. | | | | | |
| 4. Mathematics is very fascinating and fun. | | | | | |
| 5. My mind goes blank and I am unable to think when solving Mathematics. | | | | | |
| 6. I feel a sense of insecurity when attempting Mathematics | | | | | |
| 7. I am afraid of doing word problems. | | | | | |
| 8. Mathematics makes me feel uncomfortable, restless, irritable and impatient. | | | | | |
| 9. I enjoy seeing how rapidly and accurately when I work out math problems | | | | | |
| 10. Mathematics is something which I enjoy great deal. | | | | | |
| 11. When I hear the word Mathematics, I have feeling of dislike. | | | | | |
| 12. I approach math with a feeling of hesitation, resulting from a fear of not being able to do math. | | | | | |
| 13. I really like Mathematics. | | | | | |
| 14. Mathematics is a subject in school which I have enjoyed studying. | | | | | |
| 15. It makes me feel nervous to even think about having to do Mathematics problem. | | | | | |
| 16. Mathematics is my most dreaded subject. | | | | | |
| 17. I am happier in Mathematics class than in any other subject | | | | | |
| 18. I feel at ease in a Mathematics class. | | | | | |
| 19. Mathematics is as important as any other subject. | | | | | |
| 20. I feel a definite positive reaction to Mathematics. | | | | | |

# The Development Of Learning Model For Accounting Education Based On Islamic Ethics In Higher Institutions

**Muslichah,  Evi Maria**
Email: muslichahmachali@yahoo.com
Email: emari@stie-mce.ac.id

*STIE Malangkucecwara Malang*

**Abstract:**    The objective of this study is to explore the perception of accounting lecturers, accounting experts and islamic scholars and perceptions on the aacounting education based on islamic ethics. This study is a mixture between quantitative and qualitative research. Quantitative research (survey research) used to gather Muslim accounting educators' opinions about Islamic ethics in the accounting curriculum. In additional to the survey conducted among educators, in-depth interviews will be conducted with Islamic scholars. Interviews will explore the opinions of individual scholars regarding with accounting education based on islamic ethics (AEBIE). The data were collected by using a questionnaire survey completed by 296 accounting lecturers working in higher institutions in Malang. The findings indicate that (1) AEBIE important and should be included in the curriculum, (2) AEBIE taught by combining single cource and integrated across curriculum, (3) topics to be included ethics education are role profession in society, understanding of the moral obligation of professional, ethical leadership, ethical decision making, professional guidelines, the classical theories of ethics and islamic ethics, (4) accounting lecturers are the most appropriate persons to teach AEBIE, (5) lecture, case study, simulation and focus group discussion are the best learning methods. In addition, habituation and modelling are an important medium for the successful ethics education.

**Keywords:** *Learning Model, Accounting Education, Islamic Ethics*

## INTRODUCTION

The importance of ethical behavior in accounting profession has been emphasized following several worldwide accounting scandals. The famous accounting scandals like Sunbeam, Enron, WorldCom, Tyco, and HealthSouth are example of corporate scandals in which accountants failed to act in a morally correct manner. The scandals has generated intensified concerns for accounting ethics education. Clear calls have been made for educators to increase ethics instruction to students majoring in business and accounting in particular (e.g., Low et al. 2008; Massey and Van Hise 2009; Mintz 2007). PricewaterhouseCoopers (2003) rebukes accounting educators for failure to coherently include ethics as part of the curriculum. Accounting programs should ensure that students have the rudimentary tools they need to succeed in the accounting profession. Accounting curricula, however, are being criticized for not focusing enough on values, ethics and integrity (Albrecht & Sack, 2000). In order to prevent a repeat of corporate and accounting scandals in the future, it is important to look at

how today's business schools are teaching tomorrow's accountants. Accounting education must not only emphasize the needed skills and knowledge, it must also instill the ethical standards and the commitment of a professional.

In recent years, research interest in the area of Accounting Education Based Ethics has grown considerably. Prior research on AEBIE including whether or not ethics can be taught (Geary and Sims, 1994), how best to teach it in terms of methodology and approach (Massey and Van Hise, 2009) and the level at which ethics is being integrated in accounting curriculum (Fisher, Blanthorne and Kovar, 2007; Ghaffari, Kyriacou and Brennan, 2008).

The current study differs from prior studies in two significant areas. Firstly, the previous researches focus secular views of ethics in accounting education (Milley and Becker, 2011; Klimek and Wenell, 2011; Karaibrahimo et al.,2009; Ghaffari et al.,2008; Jackling et al.,2007; Peursem and Julian, 2006). There is no previous studies which has investigated islamic ethics in accounting education. This study suggests that the Islamic worldview and ethics can provide some insights into the process of developing an ethical accountant. Accounting education based on Islamic ethics (AEBIE) does not differentiate between religious and accounting knowledge. Both are mutually complementary and are studied simultaneously in an integrated education system that aims to inculcate prosperity both in the world and the hereafter. This study also proposes a model for Islamic ethics education that provide an ethical filtering mechanism to be considered as a means to resolve ethical conflicts normally faced by accountants. Secondly, all of the previous studies are conducted using the quantitative research. This study is a mixture between quantitative and qualitative research. The researcher opted to include qualitative research method because it can provide more depth and detail information related to AEBIE.

## LITERATURE REVIEW

### The Importance of Islamic Ethics In Accounting Education

The nature of the work carried out by accountants and auditors requires a high level of ethics. Shareholders, potential shareholders, and other users of the financial statements rely heavily on the yearly financial statements of a company as they can use this information to make an informed decision about investment. They rely on the opinion of the accountants who prepared the statements, as well as the auditors that verified it, to present a true and fair view of the company. Knowledge of islamic ethics can help accountants and auditors to overcome ethical dilemmas, allowing for the right choice that, although it may not benefit the company, will benefit the public who relies on the accountant/auditor's reporting. Accountants, whose first priority is islamic ethics, can easily deal with ethical dilemmas, areas that are not black and white. They feel comfortable dealing with grey areas. They never under represent their time for completing a job. They can easily go along with the crowd or do what their managers tell them to do, by never compromising with ethical factors.

There are several reasons for studying islamic ethics for all accounting students enrolled in institutions of higher education. First, behaving ethically is an essential and expected trait of accountants where they are commonly thought of as a public watchdog. Muslim accounting students must understand that Islamic ethics are not optional. They equip them with behavioral patterns of good moral decisions. This helps them in making reasoned sound decisions in their future. Second, When Muslim accountants face conflicting ethical decisions, it may be difficult to decide what to do. Islamic ethics help the professional accountants to build personal fortitude to make a right decision. Islamic ethics can provide insights into how to adjudicate between conflicting principles and show why certain courses of action are more desirable than others. Third, Muslim accountant may hold inadequate islamic

beliefs and values. The study of islamic ethics can help a person to learn more comprehensive islamic ethics related to accounting practices.

**Foundations In Accounting Education Based Islamic Ethics**

Islamic of ethics is important in establishing guidelines for proper ethical behavior in a profession. The major foundational principles for Islamic Ethics in accounting education can be summarized into the following three: (1)

1. Principles of Vicegerency

   The principle of vicegerency which denotes that human race is considered to be the *Khalifah* (trustee) of God on earth. As the trustee of God on earth, his/her actions must be in accordance with the conditions of that trust. As vicegerent of Allah, accountants guided by the Islamic code of conduct, Shari'ah, by not behaving which are not approved by Allah. This explains why manipulating financial statements is strictly forbidden in Islam. The manipulations that do not accurately reflect companies' actual performance. Also, as Allah's vicegerent, accountants need to utilize their knowledge what they own in a satisfactory manner and without violating the stipulated laws of Allah.

2. The Principles of Accountability

   Being accountable is an ethical value which not only brings benefit to an individual but the society as a whole. When an individual has performed his duties, the effect of it is passed on to the society. Hence, if a duty is performed in a good manner, then the society enjoys it as well and vice versa. Regarding accountability, it is stated in Al-Qur'an:„O you who believe! Betray not Allah and His Messenger, nor betray knowingly your Amanat (things entrusted to you), and all the duties which Allah has ordained for you)."(Surah Al-Anfal, 8:27)

3. Principles of Maslahah

   Maslahah (public interest) constitute means that anything constituting public interest is recommended by Islam while, its opposite, things that cause harm, is prohibited. Abdul Rahman (2003) proposed that Islamic legal principles of maslahah as a basis of setting priorities for the work to be undertaken by the accountants. Therefore, accountants are expected to feel socially responsible for others in the community.

**A Model for Accounting Education Based Islamic Ethics**

Despite widespread agreement that ethics should be an integral part of accounting education, implementation has not been successful. Several surveys conducted in the late 1980s found little integration of ethics into the accounting curriculum. A 2003 survey by the American Accounting Association (AAA) found that only 46% of schools offered a separate course in ethics. The majority of those courses did not provide adequate coverage of ethics, values, and appropriate professional conduct, as reported in the January 2005 CPA Journal. Prior research on ethics education for accounting students addresses many topics including whether or not ethics can be taught (Geary and Sims, 1994), how best to teach it in terms of methodology and approach (e.g. Massey and Van Hise, 2009) and the level of which ethics is being integrated into accounting curriculum (e.g. Mc Nair and Milan, 1993; Fisher, Blanthorne and Kovar, 2007; Ghaffari, Kyriacou and Brennan, 2008). The accounting profession believes that ethics should be taught in accounting curricula, however the challenge is being to integrate ethics into the accounting curriculum.

a. Should Islamic Ethics be taught as a single course or integrated across curriculum?

   There are two schools of thought on the issue of how students should learn about ethics. One side proposes that we should integrate ethics into the business curriculum. The other side states that individual ethics courses are needed for a more in-depth review (including

case studies) of these matters. There is a controversy among accounting academics in their opinion whether the ethics should be taught as a single course or integrated across curriculum (Swanson 2005; Madison and Schmidt, 2006; Ghaffari et al., 2008; Massey and Hise, 2009; William and Elson, 2010). The accounting academics who favor stand alone course argue that stand alone will allow the student to dig deeply into the individual case studies from which many ethical lessons can be learned, rather than segmented readings that would encourage surface learning. Fisher and Swanson (2005) argue that a stand-alone course signals to accounting students that ethics matters, creates the conceptual building blocks that would improve integration, and provides opportunity for curricular assessment. Furthermore, Swansom (2005) as one of the proponents single course states that the student need a holistic exposur to ethics prior to graduating, otherwise topics get scattered across the curriculum and the message on ethics become incoherent. On the contrary, accounting academics who prefer to integrate courses argue that ethics is important in all areas of accountancy, they believe that their approach is a very practical one. A survey by Madison and Schmidt (2006) of 122 of accounting administrators (chairs) department chairpersons at the largest North American accountancy programs reveals that most chairs preferred to the integration approach to teaching ethics rather than offering stand alone classes, 69,5 percent of the chairs felt that ethics should be integrated throughout the curriculum for accountancy majors. Similarly, Ghaffari et al. (2008) found that 75,9 percent of the institutions have ethics integrated across the curriculum and 20,7 percent had ethics integrated across the curriculum and offered as a standalone course, only one respondent reported that ethics was delivered entirely as a standalone course.

b.  What is the course content?
    Course content refers to the choice of topics and sequencing of course content, the choice of topics should always support the learning objectives for the Islamic ethics course. It is important to determine a reasonable scope for Islamic ethics course, that includes essential content but which also provides opportunities for students to engage actively with this content so that deeper learning occurs. Bean and Bernardi (2007) identify 7 topics that should be considered for inclusion in an accounting ethics course include: (1) rules versus principles based accounting standards; (2) AICPA/IMA codes of ethics; (3) tone at the top; (4) selected studies/papers in journals; (5) topical current accounting events; (6) ethical dimensions of current proposals in progress at the Financial Accounting Standards Board; and, (7) case studies. Association to Advance Collegiate Schools of Business/AACSB (in Miller and Becker, 2011) propose the content of ethics course: responsibility of business in society, ethical leadership and ethical decision making.

c.  Who should Teach Islamic Ethics?
    A debate has raged about whether or not accounting faculty are qualified to teach ethics.Despite concerns raised about the qualifications and training of accounting faculty (Armstrong and Mintz, 1989; Gunz and McCutcheon, 1998; Langenderfer and Rockness, 1989; Oddo, 1997; Mintz 1990), surveys of accounting faculty report that they believe themselves to be capable of teaching ethics (Cohen and Pant, 1989; McNair and Milam, 1993). In a survey conducted by Adkins and Radtke (2004), the majority of accounting educators believe that it is acceptable for business faculty to teach ethics. Prior research has widely debated the ability of accounting faculty to teach ethics. Some researchers have questioned whether accounting faculty have sufficient qualifications and training to teach ethics (Gunz and McCutcheon 1998; Mintz 1990; Armstrong and Mintz 1989;

Langenderfer and Rockness 1989). Surveys, however, indicate that accounting faculty members believe they are capable of teaching ethics. Respondents in both McNair and Milam"s (1993) and Cohen and Pant"s (1989) surveys tend to agree that accounting faculty are qualified to teach ethics. Finally, although not specific to instruction by accounting faculty, Adkins and Radtke (2004) report that the majority of accounting faculty surveyed believe that allowing business faculty to teach ethics is acceptable.

d. How should Islamic Ethics Be Taught?

How ethics should be taught has received the greatest amount of attention in theliterature. According to McNair and Milam (1993), more than 90 percent of the accounting faculty they surveyed that teach ethics listed the lecture as their primary delivery medium. The use of lectures is defended as being efficient and appropriate when training is lacking (Armstrong and Mintz, 1989). Use of cases to teach ethics has widespread support (Loeb, 1988; Langenderfer and Rockness, 1989; Mintz, 1990; Hiltebeitel and Jones, 1991; Kerr and Smith, 1995). However, McNair and Milam (1993) report that, despite reporting significant support for cases as the most effective method for teaching ethics, less than half of the educators they sampled used cases. Gunz and McCutcheon (1998) hold that case teaching is an art and worry that many accounting educators may lack the training necessary to make this approach successful. Baetz and Sharp (2004) expressed concern that many of the teaching notes provided with cases fail to provide sufficient guidance for educators unfamiliar with teaching ethics, reducing their effectiveness. Other methods that have been suggested for teaching ethics include readings and articles, vignettes, guest lecturers and moral exemplars, role playing, textbooks and end-of-chapter problems. Readings, while commonly used (McNair and Milam, 1993) and praised for being efficient (Armstrong and Mintz, 1989), have been labeled as boring and irrelevant by a sizeable number of students (Pizzolatto and Bevill, 1996). Although vignettes are believed to be popular with the students (Armstrong and Mintz, 1989), their use is infrequent (McNair and Milam, 1993). Guest lecturers (Loeb, 1988; Langenderfer and Rockness, 1989) and moral exemplars (Armstrong et al., 2003, Thomas, 2004).

**METHOD**

This study is a mixture between quantitative and qualitative research. Quantitative research (survey research) used to gather Muslim accounting educators' opinions about Islamic ethics in the accounting curriculum. In additional to the survey conducted among educators, indepth interviews conducted with Islamic scholars. Interviews explored the opinions of individual scholars regarding with AEBIE. This study will be conducted in Malang East Java. Malang has been selected for two important reasons. First, the majority religion professed by the people of Malang is Islam. Second, Malang is famous as the city of education that has a lot of higher institutions that offer accounting program.

Respondents of this study are Muslim accounting educators, accounting experts and islamic scholars. Muslim accounting educators must be working in higher institutions which offer accounting program. These educators must have worked in the higher institutions at least one year, the criteria is important in order to make sure that they understand the curriculum in their institutions. Muslim scholars must work as a lecturer in higher institutions. The criteria is important because: (1) as islamic scholar they understands teachings and rulings of Islam, (2) as a lecturer they understand the real situation of the learning process in higher institutions. The data was collected through questionnaires and in-depth interviews. In this study, semi-structured questionnaire was designed to gather data on accounting education based on Islamic

ethics. The questionnaire consists of 5 questions related to the background of the respondents and 16 main questions related AEBIE. A total of 296 questionnaires were sent and 244 were returned, making a response rate 82,43 %. From the total questionnaire, 2 were not usable for incomplete responses and 1 is filled by non muslim respondent. 241 questionnaires were used in the final analysis. Table 1 below provides demographic data collected from the respondents which encompass type of business, gender, age, last formal education and educational background.

**Table 1**
**Demographic Data of The Respondents**

| Variable | No. Respondents | Percentage |
|---|---|---|
| Age | | |
| • 20 to 29 | | |
| • 30 to 39 | 5 | 12,82 |
| • 40 to 49 | 26 | 66,67 |
| • Above 50 | 8 | 20,51 |
| Gender | | |
| • Female | 106 | 44 |
| • Male | 135 | 56 |
| Highest level of education attained | | |
| • Bachelor degree (S1) | 3 | 1,2 |
| • Master Degree (S2) | 193 | 80,1 |
| • Doctoral degree (S3) | 45 | 18,7 |
| Duration working in the present institution | | |
| • 5 - 10 years | 31 | 17 |
| • 10 – 15 years | 87 | 36,1 |
| • Above 15 years | 113 | 46,9 |

Resource persons in this study are 5 accounting experts and 5 islamic scholars. Accounting experts consist of 2 professor and 3 doctorate holders. Islamic scholars consist of 1 professor, 1 doctorate holder, and three mater degree holders. Eight resource persons are males, and two are females. The age of 9 resource persons are above 50 years, only one person around 40 years old. During the interview process, the interview guide is used to obtain information about Islamic ethics. There are seven main questions to be asked during the interview, Interviews with resource persons takes about 2-3 hours and is done in in their workplace or elsewhere in accordance with the agreement. During the interview the researcher will take notes and record the entire interview.

**FINDINGS AND DISCUSSION**

**Findings**

**Do you agree to include the Islamic ethics in accounting ethics education?**
Survey results showed that 191 (79,3%) of the respondents agree to include AEBEI in the curriculum, the remaining 50 respondents (20.77%) did not agree to include it in the curriculum. Respondents who agree or disagree have the reasons of their own. Reasons that do

not agree can be classified into five main reasons, they are: islamic ethics are sources of moral behavior, ethics-based Islamic important in all fields, islamic ethics are universal and perfect, ethics closely related to religion, create graduates who have islamic behavior. Respondents who disagree to include AEBEI in the curriculum have two reasons: Not all students are muslims (students have different religions), Islamic ethics has been taught in islamic religious education.

The resource persons have similar opinions regarding the AEBEI. They agree to include AEBEI in the curriculum, because science and religion are two complementary and inseparable. Integrating islamic ethics in accounting education will cause learning ethics become complete and "kaffah". In other words, accounting ethics education be completely and thoroughly there is no dichotomy between religious education and science. Furthermore, as one of te islamic scholar stated that "islamic ethics provide guidelines or a framework from which to make decisions regardless of the ethical considerations or dilemmas. Islamic ethics are universal, they provide a consistent framework to solve ethical dilemmas or problems.

**Should ethics be taught as a single course or integrated across curriculum?.**

Based on the survey, the findings of the study show that respondents have almost the same answer to the question of how ethics were taught, whether as single course or integrated in an accounting major. Respondents who answered ethics as a single cource as many as 114 respondents or 47.3%. Respondents who answered integrated in accounting subjects as much as 118 respondents or 48.6%. The remaining 10 (4,1%) respondents chose the combination between single cource and integrated across curriculum

Based on the interview with resource persons, 4 persons (one accounting expert and three Islamic scholars) chose a combination between single course and integrated in major accounting courses, four persons (two accounting experts and two Islamic scholars) chose single course, and the remaining two accounting experts integration of ethics throughout accounting courses. Resource persons who chose single course stated that the course enable students to learn the theory of ethics and then discuss it in depth through case studies. Resource persons who chose a combination of ethics stated that the learning process is not sufficient if only learned through single course. The process of internalization of ethics will be more successful if it is discussed in major accounting subjects.

**What is the course content?**

Results of the survey show that more than half of respondents (52.7%) answered the topics should be included: material on an understanding of the moral obligation of professional and guidelines for Professional (code of conduct, standard), classical ethical theory, the theory of Islamic ethics. A total of 33.6% of respondents chose all the materials need to be included as a topic of ethics course. The rest of each - each 3.3% classical ethics. 2, 9% of the material understanding of the moral obligation of professional in the Islamic perspective, the Professional Code (code of conduct, standard), classical ethical theory, ethical theory of Islam. 2.1 material Islamic ethics. 1.7% of the material understanding of the moral obligation of professional and Guidelines for Professional (code of conduct, standard), the theory of Islamic ethics.

The accounting experts argue three main topics that must exist in AEBEI, namely the theory of classical ethics, business ethics and profession, ethics and religiosity. Islamic scholars have diverse opinions about the topics that should be included in AEBEI. In more detail two Islamic scholars declared that before studying islamic ethics, the students should review again the elements of Islamic teachings that underlie the students to behave, which are *iman Islam ihsan*, then they also should learn islamic ethics which consist ethical philosophy of Islam,

ethical practices conducted by Muhammad SAW. As stated by one of the scholars that "the ethics of Islam rooted in religious principles, therefore faith will determine the action". Another scholar stated that islamic ethics consist of *akhlak* in islam; islamic business ethics, and islamic work ethics. The last scholar mention that the importance aspects that should be included in AEBEI are honesty, *itqon*, service (good communication).

**Who Should Teach Ethics**

The results of the survey show that 38.6 of the respondents argue that accounting lecturers as the most appropriate person to teach AEBEI. A total of 23.2% respondents select the faculty member teaching courses in ethics or corporate social responsibility. 17% accounting lecturer and islamic sholars. 8% of lecturers who teach accounting and accountants who work in public accounting firms or in companies. 5% Accountant who worked in public accounting firms or in companies. 4.6% of lecturers of Islamic Shari'a. 2.5% of lecturers who teach philosophy, and 1.2% combined all lecturers.

Based on the interview, accounting experts and Islamic scholars all agree that accounting lecturers have the ability to teach AEBEI. Accounting lecturers already have a sufficient knowledge for teaching ethics, they just required additional knowledge related to the islamics ethics. Islamic ethics which underlying professional ethics is not a difficult to learn, as stated by one of the islamic sholars "the right person to teach AEBIE is accounting lecturers who understand islam. Accounting lecturers are the right person to teach ethics because they have received lessons on islamic religion since in the elementary school utill in the university". Furthermore, islamic scholars say that, as Muslims, accounting lecturer must have a view that educating students is part of worship by means including ethical values of Islam in the learning process. Educators has obligation not only transfer of knowledge but also transfer value. Furthermore, the majority of speakers said that in order to be able to teach AEBIE accounting lecturers need to have sufficient knowledge. It required a workshop related to the course. The importance of the workshop stated by one of accounting experts who stated: "Workshop is needed to improve the ability of accounting lecturers in the learning process."

**How Should Ethics Be Taught?**

The results of the survey show that 65 or 27 % respondents chose lectures and case studies as the best methods to tech ethics. A total of 25.3% of respondents chose the lecture in the classroom. 47 respondents (19.5%) chose the lectures, reading materials and case studies and debates related ethical dilemmas. 12, 4% of respondents chose the incorporation of all media, 9.1% of respondents choosing college classes and guest lectures, and the remaining 4% of respondents chose the class lectures, reading materials and case studies.

Accounting experts stressed that the current education of profession ethics is not effective because the ethics are too cognitive and theoretis, and verbalistis. In order for accounting graduates has optimal personal integrity in their field, they should master not only cognitive and psychomotor of accounting knowledge but also affective aspects of the knowledge. Resource persons are all agree that lecture and case study are the methods to transfer ethics to students. Furthermore, one of the Islamic scholars declared: "Simulation is also an effective way to learn about AEBEI. This method helps students simulate real-life ethical issues and encourage students to participate, and can contribute to the formation of moral attitudes that correspond to the values of Islam ". Besides the three methods, one accounting expert also emphasized the need for a focus group discussion (FGD) and stated that "the case should be given to the students at the beginning of the lecture, and FGD given at last two meetings before the lecture ended". Another important findings, 6 out of 10 resource

persons have a similar view on how the BEI should be taught. They emphasize that the most effective methods to learn ethics is through habituation and modeling. Islamic scholar state that "prophet Muhammad always doing something before having others to do something". Modeling must be shown not only during the lecture but also in outside.

**CONCLUSIONS AND SUGGESTIONS**

The results of research related to the importance of ethics education consistent with a previous study conducted by Fisher et al. (2007), Madison and Schmidt (2006) and Miller and Becker (2011), which shows that ethics education is important and should be included in the curriculum. Support for ethics education in this study are very strong in the amount of 79,3 %, higher than the results of previous research 78% (Miller and Becker, 2011) and lower than 95% (Fisher et al., 2007). The findings also consistent with Madison and Schmidt (2006) which survey accounting administrators of the largest North American accountancy programs and find that chairs in all institutional categories agree that ethics education is of great importance in business programs, and of even greater importance in the accountancy curriculum. In islamic perspectives, the Qur'an (the holy book of Islam) and the Sunnah (the recorded sayings and deeds of the Prophet Muhammad) provide the answers to all ethical questions. Islamic ethics do reflect universal moral truths regardless of culture, race, religion, nationality, or any other distinguishing feature; thus moral relativism has no place in Islam

The survey shows that single course and integrated into all major accounting subjects gain similar support, 47.3% for single course and 48.6% for integrated. The results of this study are lower than the results of previous research conducted by Madison and Schmidt (2006) which states that 70% of respondents they support the integration of ethics into the accounting subjects, and research Miller and Becker (2011) by 87%. But this study resulted in higher support than research McNair and Milam (2003) that is equal to 30%. The study's findings also showed 77.05% of respondents support the integration of ethics into major subjects, namely financial accounting, accounting audits, management accounting and taxation. The combination between individual ethics courses and integrate ethics into the business curriculum is more preferable (Muslichah, 2014). The students should take an individual ethics course first then discuss ethical dilemmas and consequences of unethical behaviour to the individual through the major accounting courses. The approach will ensure that a substantial amount of time is spent on accounting ethics. Also, it will expose students to a deeper conceptual framework of moral reasoning and potential ethical situations.

Related to topics that need to be taught in ethics education, 52.7% of respondents chose the understanding of the moral obligation of professional and Guidelines for Professional (code of conduct, standard), classical ethical theory, the theory of Islamic ethics. This finding is broader than the topics suggested by the Association to Advance Collegiate Schools of Business AACSB, 2004), namely the responsibility of business in society, ethical leadership, and ethical decision making. Knowledge of these subjects is insufficient for students to understand the ethics, the basic theory of the classical ethical and professional guidelines on behavioral standards and will help students to understand the ethics of accounting profession in more depth.

The findings show that 38.6% of respondents answered accounting lecturers as the most appropriate to teach AEBIE. Besides, all resource persons also agree that the accounting faculty able to teach AEBIE. These findings support Adkins and Radtke (2004) report that the majority of accounting educators believe that they are able to teach ethics. Professional ethics is a subject that involves moral reasoning, moral development and moral issues, this is a subject that is integrated between the accounting and ethics, thus accounting lecturer able to teach

ethics. The integration of ethics into the accounting curriculum can not be effective unless the ethics taught by the right people who are experts in their own field. This study also found that 62.2% of respondents stated that the institutions in which they work does not incorporate ethics in their curriculum arguing no lecturers to teach ethics. In connection with this problem all resource persona provide the same solutions that lecturers AEBEI must obtain sufficient training about AEBEI before they teach students. Training/workshop is important to improve the competence of lecturers in teaching ethics. In workshop lecturers not only learn about AEBEI but appropriate learning medium for students to be successful AEBEI.

The issues of how ethics should be incorporated into accounting education have been debated for the past half century. The findings show that two methods of teaching, lectures and case studies, is considered the most effective teaching tools used in the teaching of ethics. Lectures traditionally involve one-way communication, the main emphasis is on a college lecturer who stood in front of the class and giving lectures. The case study method is an attempt to clarify the theory AEBIE. This helps students identify the accounting practice of ethical issues, evaluate actions to be taken, and arguing from a different angle. Case studies, illustrating ethical dilemmas in business. Good discussions on ethics are often driven by situations that challenge students' abilities to determine the right thing to do, carry out effective ethical action, or lay out an effective strategy for avoiding ethical obstacles in the future. Case studies are designed to illustrate how accounting professional and ethical standards relate to real life situations. They also provide examples of how accountants might deal with an ethical issues. One possible way to provide accounting students with a better understanding of ethics practices in their real-life context (Argyris 2004) is to incorporate real-world stories or cases in lectures (Coyne et al. 2005).Most resource persons state that lectures and case studies were not sufficient to create an ethical accountant, habituation and modelling are an effective way in order to succeed in teahing AEBIE. We often hear his proverb that says "practice makes perfect", if it is associated with habituation these proverbs can be extended to "a habit is formed by accustomization". The proverb implies that learning AEBIE conducted by way of habituation will give an opportunity to students not only how to understand the ethics theoretically but also practically. This will motivate students to emulate and imitate ethics is good and right way which consistent with professional ethics and Islam. Based on the disscussion above, learning model for AEBEI can be summarised in Figure 1 below.

Combination Between Single Course and Integrated

Lecturers : accounting lecturers who have been received training/workshop

Topics: role profession in society, understanding of the moral obligation of professional, ethical leadership, ethical decision making, professional guidelines, the classical theories of ethics and islamic ethics

| Learning Approach | Strategi Strategy | Learning Methods | Learning Techniques |
|---|---|---|---|
| Classroom Based: Combination Between Teacher and Student Centered | Cognitive dan Affective, with the stress on Afektif | Lecture, Case Study | Physical training, sensitizing the heart, thought and senses |

Objective:
Students will demonstrate an understanding of the professional ethics based on islamic values and an ability to recognize, articulate, and apply the ethical principles in various academic, professional, social, or personal contexts

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# INTEGRATING SUSTAINABILITY EDUCATION INTO HIGHER INSTITUTIONS

Muslichah; Shabrina Ramadania
muslichahmachali@yahoo.com; shabrinaramadania@yahoo.com

*STIE Malangkucecwara Malang*
*Brawijaya University Malang*

**Abstract:** It is widely accepted that higher education institutions have the potential to play a crucial role in inspiring and motivating students to embrace the sustainability challenges faced by contemporary societies. As a final stopping point for young adults before they enter the workforce, higher institutions has an important role in ensuring that the next generation of workers is up to the growing challenges of an increasingly sustainability problems. All students studying in higher institution should be equipped with sufficient knowledge to deal with sustainability. Education in higher institutions should not only emphasize the needed skills and knowledge, it must also instill the religious standards and the commitment of students toward sustainability. The objective of sustainability education basically to encourage students to reflect on the kind of sustainability issues that they might encounter, so that they will be sensitive to situations that include an sustainability component. If students are sensitive to sustainability issues, then the students is likely to use moral dimensions in resolving the sustainability dilemma, rather than take a heuristic approach such as profit maximization

**Keywords**: *Sustainability, Education, Higher Institutions*

## INTRODUCTION

As awareness of global environmental issues increases, the concept of sustainability is receiving increased attention. Many educational institutions have begun to augment their focus on sustainable practices on campus grounds as well as in the curriculum. In order for future generations can benefit from the resources currently available, education must equip students with the knowledge, skills, values, and perspectives necessary in order to achieve sustainable development (Sterling, 2004). As stated by UNESCO (2002) education will shape tomorrow's world. Education is the most effective way for society to face the challenges of the future. Education should be an important part in creating a good relationship between humans and the environment. Higher education can contribute towards the transformative shift in thinking and action required by society to work towards sustainability (Cortese, 2003). Stenzel (2010) stated that sustainability is not just a hype, or buzzword, it is vital for the existence of our earth. Because there are so many global issues that are affecting human community, the economy, and the planet, it is becoming more urgent to learn how to combat these issues at a local level. Gadotti (2010) suggested that higher education must reorient curriculum and teaching methodology toward sustainability because the current education practices are guiding students toward unsustainable means of living.

Education programs in higher education have been criticized for their perpetuation of a view of the world in which economics and the profit motive dominate decision-making, while social and environmental issues have been secondary consideration. Studies from around the world address the

lack of knowledge and overall importance of sustainability among students and faculty members (Sydow, 2012). Many researchers have investigated the level of knowledge among students and faculty on sustainable, and found that they poor knowledge and understanding of sustainability issues and concepts (Ruy & Brody, 2006). Sydow (2012) found that many students and faculty only see sustainability as an act of 'being green,' and not a way of living .

Realising the lack of sustainanility education (SE), this paper suggests that the direction of education in higher institution should be on moral development and values in developing sustainability education. Moral values are particularly pertinent as a foundation of any profession. Yacoob (2013) states that education in this modern world not only gives students a sound intellectual, but also must respond to and satisfy their social, and emotional needs. SE assumed the role of general education courses that are delivering students to have the personal ability. Students are expected to put themselves as members of society are inseparable from the community and the ability to have a social responsibility. The responsibility was realized with the participation of students in solving environmental problems in society accordance with the knowledge they have. SE is meant to prepare students to face the application of the concept of sustainability. In addition, the education also enhances the sense of responsibility of students to social and environmental factors.

Furthermore, SE has objectives include developing awareness of students about of environment as well as individual and social beings in public life. This goal is particularly necessary to realize, look at this era of globalization, many people who do not care about social and environmental problems in public life. This simple knowledge is very worth noting because it is fundamental to the life of society. SE be an alternative to the instrument or tool in solving environmental problems in social life. As we know, the function of SE is an effort that is expected to provide basic knowledge and general understanding of the concepts that were developed to assess environmental phenomena in order responsiveness, perception, and reasoning of students in the face of environment can be improved so that the sensitivity students on the sustainability becomes greater.

This paper is designed to explore potential means of incorporating sustainability into formal architectural education. This study suggests that the sustainability education can provide some insights into the process of developing sustainable world. The incorporation of sustainability education in higher education serves several purposes. First, it prepares students for work in sustainability-focused professions, fosters environmentally responsible behavior in individuals. Second, SE is a framework and approach to education that is meant to prepare students to engage in and work toward solutions for the world's most pressing ecological, social, and economic problems (Sterling, 2004). Education for sustainability develops the knowledge, skills and values necessary for students to act in ways that contribute to more sustainable patterns of living.

**DEFINING SUSTAINABILITY**

Sustainability is a complex construct with roots in both the concern for intergenerational equity held by numerous ancient cultures and the balance of resource use and regeneration within the field of ecology. Today, the term is used in a broader context often referring to "a balance among various human systems that influence and are influenced by the natural environment" (Nolet, 2009). In ecology, sustainability describes how biological species survive. For the environment, it is assessing whether or not project outputs can be produced without permanent and unacceptable changes in the environment. For humans, it is our long-term physical and cultural well-being. For mechanical systems and structures, it is maximizing reliability while conserving required resources and reducing waste (Driscoll *et al.*,2013). Definition of sustainability adopted by the United Nations in its Agenda for Development (Kuhlman, 2010): "Development is a multidimensional undertaking to achieve a higher quality of life for all people. Economic development, social development and environmental protection are interdependent and mutually reinforcing components of sustainable

development". Thus, based on the previous definitions, sustainability are associated with the three dimensions of social, economic and environmental. It is similar with three dimensions of the sustainability concept of the so-called triple bottom line also have the same meaning as profit, planet and people

## THE IMPORTANCE OF SUSTAINABILITY EDUCATION IN HIGHER INSTITUTION

The increasing pressure on the earth's resources due to population growth requires that development and resource use be managed to maintain a sustainable environment so as to preserve or enhance human well-being. Wiek *et al.* (2011) found that sea-level SE, desertification, poverty, lack of education, and other complexities result from dynamic cause and effect chains from local to global inadequacies in sustainability. Haugh and Talwar (2010) found a specific need for education to expand on the basic principles of sustainability, and recommended that practitioners incorporate sustainability into teaching and learning activities with the purpose of increasing awareness and knowledge of sustainability. Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living (Effeney & Davis, 2013). Thus, the importance of SE to ensure that future generations respond correctly or quickly enough when confronted with sustainability problems.

There are three reasons why there is a need for SE for all students enrolled in institutions of higher education. First, Institutions of higher education are in many ways responsible for the education of our future leaders. Their graduates will be leaders of countries, corporations, religious institutions, art thought, science, engineering. The task of SE is educating the future leaders of our world about sustainability issues and teaching them how to live and work in a sustainable manner. Second, SE help the students to build personal fortitude to make a right decision related to social and environmental problems. Third, the rash of recent environmental cases has placed enormous pressure on the higher institution to integrate SE in their curriculum. Students must understand that "maintain environment is not optional" because higher institutions equip them with behavioral patterns of good moral decisions. This helps them in making reasoned sound decisions in their future. This argument is consistent my proposed quotes which states "Students without SE is a wild beast loosed upon this world".

## THE EFFECT OF SUSTAINABILITY EDUCATION ON STUDENTS' BEHAVIOR

SE has a significant influence on the way students conduct in their lives. SE initiatives do not equip individuals with the technical knowledge needed to make complex sustainability decisions; however, the initiatives greatly affect awareness. It is hypothesized, then, that in most circumstances higher levels of awareness will lead to better sustainability behavior and ultimately sustainability development. One of the primary goals of environmental education is increasing participation in pro environmental behaviors (Hovardas & Korfiatis, 2012). While many environmental education programs have been shown to increase knowledge and even increase the intention to behave in a pro-environmental manner (Hovardas & Korfiatis, 2012). The aim of SE not only to equip students general knowledge but also current issues in sustainability such as the complexity of behaviour and decisions in a future-oriented, global perspective of responsibility. Spepherd (2008) states that in SE graduates need to: (1) know about sustainability issues, (2) have the skills to act sustainably if they wish to, (3) have the personal and emotional attributes that require them to behave sustainably. Thus in order to have an impact on students' behavior, the SE should equip the students with knowledge and understanding, skills, attributes.

The paper emphasizes that SE can influence behavior. With a good understanding of sustainability, students will be able to make sutainability well in order to reach the desired social and

environmental prosperity benefit were great for all people. The effect of SE on behavior and sustainability development can be seen in Figure 1.
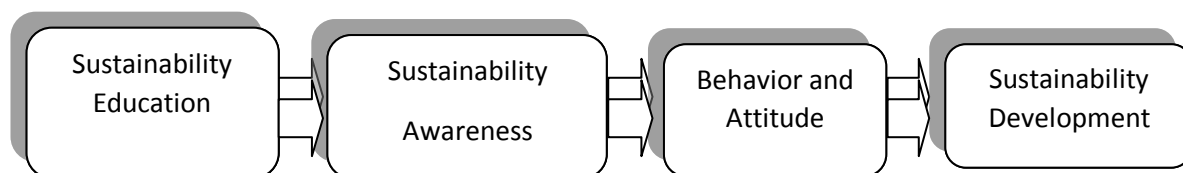


Figure 1. The Effect of SE on Behavior

## ISSUES IN SUSTAINABILITY EDUCATION

There are very few empirical studies to support the implementation of sustainability initiatives and those that do exist offer only very limited empirical data (Somerville & Green, 2011). From the literature available, most scholars believe that sustainability should be taught in curricula, however the issues is being to integrate sustainability into higher institution curriculum. This paper adresses four important issues faced by higher institutions in integrating sustainability: (1) What is the model of SE, (2) What is the curriculum content?, (3) What is the learning approach?, (4) who should teach sustainability

## WHAT IS THE MODEL OF SUSTAINABILITY EDUCATION

The models in higher sustainability education which have been proposed are: classroom-based programs (Buckley, 2014; Clark, 2013), game-based education (Antaya, 2015; Sloan *el al.*, 2013), community-based programs or place-based programs (Sommerville & Green, 2012; Hacker *et al.*, 2012; Bowling, 2011; Stone, 2008). Classroom based programs is a form of teaching which takes place in a classroom environment. it usually consists of going into a class once a week at a set time for a set duration. The classroom environment provides the important "human touch," which is often missing in technology-based class.

Game based learning (GBL) is a type of game play that has defined learning outcomes. Generally, game based learning is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world. Games used in GBL have been classified many different ways, however tend to fall into one or more of the following genres: action, adventure, fighting, role-playing, simulations, sports, and strategy (Prensky, 2003). Game-based activities, allows students to relate to the material in a more emotional way than may be achieved through discussion alone. Such a process can challenge students' frames of reference and enhance their critical thinking capabilities, thus contributing to the process of transformative learning (Fear, *et al.* 2006;). The Game Design Module addressed methods for assessing student mastery of course content with student-developed games indicated that using board game design improved student performance and increased student satisfaction (Antaya, 2015)

Community-based learning is one strategy to promote renewed relationships between human and ecological systems. Community-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, and natural environments. Community-based learning is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students. Place or community based education embodies an educational philosophy that encourages educators to link students to their local places—both natural environments and human communities—in order to learn fundamental concepts as well as to facilitate student and community well-being (Stone, 2008). Sustainability education literature

emphasizes the necessity of experiential learning in the community in order to create effective, meaningful education for sustainability (Sobel, 2004; Sterling, 2004). Community-based learning are well supported as educational techniques for preparing students to engage most effectively in their communities and participate in democracy (Bowling, 2011; Colby *et al*., 2003).

## WHAT CURRICULUM CONTENT?

Course content refers to the choice of topics and sequencing of course content, the choice of topics should always support the learning objectives for the sustainability course. Issues of sustainability are incorporated into courses in a wide range of disciplines, with the intent of fostering interdisciplinary thinking and problem-solving skills. While the approach to organizational design may vary, there appears to be some consensus on the core concepts that a sustainability program should address in terms of curricular content, it shoud focus on societal, environmental and economic aspects of maintaining a natural balance (Sydow, 2012; Charron, 2013) and understanding the interconnectedness of social, environmental, and economic systems (Tilbury 1995). Nolet (2009) as cited by Perry (2013) proposed nine themes of sustainability literacy: stewardship, respect for limits, systems thinking and interdependence, economic restructuring, social justice and fair distribution, intergenerational perspective. global citizenship, importance of local place.

## WHAT IS THE LEARNING METHODS?

There are a number of teaching and learning methods that are likely suitable in teaching sustainability, namely case studies, simulation, experiential. A case study is an in-depth examination, often undertaken over time, of a single sustainability case – such as a policy, programme, intervention site, implementation process. Case studies allow students to tackle problems set in realistic environments in the classroom using their cognitive and intuitive skills complemented with their verbal and learned skills. Case studies show promSE in providing a link between methods and their applications. Case studies can show how methods assist in a decision process involving design, operations, and sustainaibility issues.

Simulation is activities and projects that simulate real-life situations and encourage students to participate. It can help develop focused thinking around sustainable development issues, and can contribute to the formation of students' own attitudes and the social norms that they find acceptable. Such activities include role plays, debating, mock trials and gaming, and they can be used across a range of disciplinary and interdisciplinary contexts to help students develop appropriate professional behaviours. Simulation activities can help students understand contested arguments (such as the theoretical, cultural and political debate on globalisation), explore environmental activism and political engagement, and appraSE the impact of decisions.

Experiential, interactive, or participatory activities enable students to engage with sustainability issues at a number of levels, not only in relation to their discipline, but also in terms of reflecting on their own values, attitudes and accepted social norms (QAA, 2014). Experiental approach seems to be the common denominator between the overlapping and closely related fields of environmental education (Palmer, 1998). Georgopoulos *et al*. (2011) found that sustainability and experiential education are blended together then this can generate active citizens of the future.

## WHO SHOULD TEACH SUSTAINABILITY?

Implementing sustainable operations and integrating sustainability into the curriculum of colleges and universities requires an inter-disciplinary, collaborative and community-wide effort. No one person can possibly manage such a broad-based change process. SE involves variety of foundational disciplines (e.g., geography, environmental science, ecology, economics, political

science, and sociology) that span academic divisions across natural and social sciences and the arts and humanities. Interdisciplinary teaching and learning, frequently cited as a critical element of effective sustainability curriculum, is a challenge for faculty who are primarily trained to work only within their own discipline (Iacino, 2011). Inter-disciplinary team teaching is good way to make connnections between disciplines such as those required to solve complex modern global problems (Sherren, 2008; Sibbel, 2009).

Sustainability education Is interdisciplinary. No one discipline can claim sustainability education for its own, but all disciplines can contribute to education (UNESCO, 2005). Most scholars support the notion that an interdisciplinary or holistic approach to sustainability is important to both sustainability education and sustainability practice. Furthermore, SE is a subject that involves not only sustainability knowledge but also faith and values. This is a subject that is integrated between the sustainability and teachings of Islam. Thus inter-disciplinary team teaching which comprSE persons who may represent different areas of subject expert SE are the most aproproriate to teach sustainability.

## CONCLUSION

The end goal of SE would be to increase awareness of students in higher institutions about the importance of balancing decision-making between the impacts on people and on the environment, while also maintaining long-term profitability. In teaching SE, there is no singular or perfect operational model for a campus SE program. The establishment of existing program models in higher education has customarily been driven by a number of factors. These include the availability of resources such as internal or external funding, time, space, staffing, and level of staff expert. As this is still a relatively new field, models also have been determined by trial and error methods and experiments, rather than by well-documented evidence-based practices. However, the ideal solution might be use a mixture of the above models or methods. This will provide a more comprehensive approach that enable the students to build an inner strength which forces them to make the right sustainability decision which bring benefitfor all people.

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# Perceptions of Novice English Teachers
# on Student-Centre Approach in Teaching English

**Neni Nurkhamidah[a]; SintaDewiYulianti[b]**
neninurkhamidah@gmail.com; sintadewiyulianti@gmail.com

*State University of Jakarta*
*Jalan Rawamangun Muka Jakarta Timur*

**Abstract:** The purpose of this study is to describe the novice teachers' perception about student-centered approach in teaching English. This is a qualitative research. The study is taken in State University of Jakarta. Ten students of *Program ProfesiGuru SarjanaMengajar di TempatTerdepan, TerluardanTertinggal (PPG-SM3T)*of English education are involved in this study. The techniques of collecting data are interview and questionnaire. The results show that novice teachers have good understanding about the nature, the teachers' roles, and the learning activity of student-centered approach, all novice teachers agree that students-centered approach gives more contributions and advantages for students, novice teachers' perceptions toward the nature of student centered learning are teacher as a facilitator, motivator and counselor, novice teachers' perception toward the student-centered approach highly influences them in choosing different activities and materials.

**Keywords:** *Novice English Teachers, Perception, Students-Centered Aprroach*

## INTRODUCTION

Many studies have discussed the idea of perception from different perspectives because they are challenging. Richards (2011: 19) explains teachers' perception is thoughts and thinking processes that shape their understanding of teaching. Canbay, et al. (2012: 71) states that teacher's perception is based on the teacher's experiences, school practices, and individual personality. Richards (in Vibuphol, 2008: 39) states that a primary source of teachers' practices in the classroom is based on teachers' perception systems, including the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that they have.

Teachers' perceptions in this study are relatedto teachers' knowledge and assumption. Bauch (in Saad, 2013: 1686) explains that teacher's perception is attitudes that affect a person's intentions and decisions. If we relate the definition in the context of education, perception can be seen as teachers' perceptions about teaching and learning a foreign language.

Some novice teachers are involved in this research. Novice teachers are teachers that do not have experiences in teaching. They have zero to three years of teaching experience and is a newcomer to the teaching profession (Semingson: 2016). MoreoverDavis (2016)states that

novice teachers are first-through third-years they are employed. The researchers choose PPG SM-3T participants in this research. PPG is a program conducted by KEMENRISTEKDIKTI and some universities to prepare professionalteachers. This program is joined by the bachelor graduates that have taught 1 year in remote areas of Indonesia.

Novice teachers' perception is important to be exploredbecause success of learners' achievement in classroom is influenced by teacher's perception. And the quality of professional teachers will be based on their perceptions. Richardson &Placier (in Saad, 2013: 1686) explain that teachers' perception has big role in the classroom. From this statement, we can conclude that the success of English Language Teaching (ELT) classroom is enhanced by the teachers' perception.

Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. Based on Permendikbud No 69 of 2013 English is taught to improve the student's ability in using the language to gain and transfer knowledge as well as enhance interactional skill in communication. In 2013 curriculum, students will no longer be the object of education, but became subject to participate in developing the theme and the material (Kurinasih and Sani , 2014: 47) .

Moreover in the first attachment of Permendikbud No 59 of 2014 a, it is stated that that Curriculum 2013 is developed based on the improvement of student centered approach. The curriculum also emphasizes scientific approach. This approach includes attitude (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer "students know why", skills refer to "students know how", and knowledge refers to "students know what". These three points are expected to make students to be creative, innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly.

Learners are expected to work individually and they may work in pairs or groups to discuss issues of interest, participate in learning tasks, and negotiate meaning. They need to use the language to communicate, convey messages, and discuss issues of interest. Their role should no longer be as passive recipients of information provided by teachers. Meanwhile, the teacher's role should change from being a person who provides knowledge into the one who facilitate and assist learners to learn. According to student-centeredness, the teachers' role has changed not only deliver the content and control of the learning environment to make students involve in learning process to create their own learning. In the student-centered environment, teachers and students work together in an active and interactive environment. Lee and Chen (2010) points out that student centered teaching and learning is believed to be further enhanced by positive classroom relationships and by ensuring that the students' interests are considered.

Jones (2007:2) summarizes that students-centered is the condition when students working together, in pairs, ingroups, and as a whole class. Teacher helps students to develop their language skills. Students don't depend on their teacher all the time, waiting forinstructions, words of approval, correction, advice, or praise. Students communicate cooperate, learn and help each other. Students may ask the teacher for help or advice if they are in difficulty.

McCombs and Whisler (1997) state that student-centered emphasize on students' learning. They describe students centered as an instructional approach that focuses on using students' prior experience to construct the knowledge. As one of the many different interpretations of the constructivist theory of teach (Richardson, 2003), student-centered approach is founded on the assumption that students construct knowledge when they are enhanced to connect the topics with their prior knowledge and experiences. This means that students' prior knowledge and experiences are the basis for students centered.

The next explanation about student-centered is that students are one which considers students as co-constructors of learning (Mansell, 2009). According to Mansell, co-construction of learning would occur when students are actively engaged in every stage in the teaching and learning process. Mansell conception emphasizes on the enhancement of students' freedom and autonomy in teaching and learning should be based on students' choice of content, instructional approaches, and their active involvement in the teaching and learning process.

Teachers should design activities which promote students' participation. Mtitu (2014:65) explains the differences between students centered and teacher centered. From his explanation the writers conclude some principles in conducting student-centered learning. Those principles are:

| | |
|---|---|
| Pedagogical reasoning and decision making during planning | Students become the focus of teaching learning process and are actively engaged in the planning process of classroom instruction. |
| Identification of instructional needs | Both a teacher and students negotiate instructional needs according to the topic, student's background, knowledge, and resources availability. |
| Motivation | Enhance curiosity, creativity, and integration of their prior knowledge on the subject. |
| Teaching and learning | Live classroom instruction, such as small group discussion, think-pair share, and project. |
| Teacher and students' relationships | Teachers become facilitators, co-constructors and or partners of classroom processes |
| Classroom atmosphere | Evaluation techniques that are designed to involve students in examining their own learning, focusing their attention on their learning needs and changing understanding rather than on a grade |

Moreover Lea, et al (in O'Neill and McMahon, 2005: 28) summarizesome principles of student–centered approach:
a. emphasizing on active rather than passive learning,
b. emphasizing on deep learning and understanding,
c. increasing responsibility and accountability on the part of the student,
d. increasing sense of autonomy in the learner
e. interdependency between teacher and learner,
f. mutual respect within the learner teacher relationship,
g. areflexive approach to the teaching and learning process on the part ofboth teacher and learner.

It must be noticed that in student-centered approach teacher doesn't not let the students to learn by themselves but he or she must realize that they are the collaborator of the students. In students centered teacher also to be the facilitators who helps students in learning process.

**METHOD**

Qualitative method is used in this study in the form of case study. Qualitative research is a research that relies on the collection of non- numerical data. The information collected is to be in the form of words (Shank, 2006). By conducting this study, the researcher would like to

cover the contextual conditions which are highly relevant to the phenomenon under this study, to discover meaning, and to gain insight into and in-depth understanding of an individual or group

This research was carried out in Program Profesi Guru (PPG) of English Education of State University of Jakarta on September 2016. There are ten participants are involved in this study. The participants are randomly chosen. To gain the data, the researchers used interview protocols and questionnaires.

## FINDINGS AND DISCUSSION

The findings of this research are presented in four issues. Before describing the findings, the researcher would like to describe about the teacher's educational background and experience in teaching English. Researchers find that all of the participants completed their undergraduate degree from English department of various universities. Some of them were fresh graduates when joining the program, some of them had been teaching for one or two years. Some of them also have experiencesin teaching Englishnot only at school but also in English courses.

The first finding is about teachers' knowledge about students-centered approach. From the result of interview it can be concluded:

1) All teachers understand about student-centered approach, they can give a brief and clear definition of the student-centered approach.
2) All teachers can explain every activity they do in the student-centered approach
3) All teachers understand how to apply the student-centered approach in teaching English.

The second is about the benefit of the implementation of students-centered approach. All teachers agree that students-centered approach gives more contribution and advantages for students.

The third issue is about the teachers' perception toward the nature of students-centered approach. Based on result of the questionnaire, it shows that all teachersonce employed students-centered approach in learning activity. When they conduct this approach, they facilitate students with opportunities to learn independently and effectively. O'Neill (2005: 28) explains the nature of learner centered approach is that the teacher is a facilitator of learningrather than a presenter of information. Brown (2000: 7) states that teaching is guiding, facilitating,enabling, and setting the condition for learning.Related to teachers' perception toward the nature of student-centered approach, theteachers facilitates the learner to learn as facilitator who gives intrinsic motivation for learning and to bridge the students with material and teachers are also counselor in learning process.

The last issue is about the teachers' perceptiontowards the students' activities in studentcentered approach**.** Based on the result of questionnaire, the teachers apply studentscenteredapproach by providing learning activities which focuses on the student's work to make them more active. Gibbs (in O'Neill and McMahon, 2005: 28) explains the emphasizing of student-centered learning is focus in students to be actively involved, focus more in process and competence rather than content. In this study, some teachers applystudent-centeredapproach by group work discussion through working together in pairs orgroups, think-pair share through comparing and discussing their ideas, or readingand reacting to one another's written work, sharing ideas, and presentationthrough delivering opinions and experiences, interacting with the teacher and theclass by asking questions.

Based on the questionnaire, it also can be seen that teachers use authentic materials familiar to the students such as magazines, the internet, video, television, letters etc, so students

are constantly in touch with the language.Some teachers also use the course book as the source of reading text and source of material. The teachers' perception toward student centered approach highly influences them in choosing different activities and material.

**CONCLUSIONS AND SUGGESTIONS**

From the results of finding and discussion, it can be concluded that novice teachers have good understanding about the nature, the teachers' role, and the learning activity of student-centered approach, all novice teachers agree that students-centered approach gives more contribution and advantages for students, novice teachers' perception toward the nature of student-centered learning is teacher as facilitator, motivator and counselor, novice teachers' perception toward the student-centered approach highly influences them in choosing different activities and materials.

Theresults of this study suggest that novice English teacher must develop their understanding of their perception about students-centered approach bydeveloping teaching competency and experience. Novice teacher also should learn more about the various kinds of student-centered approachactivity that promote language experience. Teacher training program (PPG) of English education in State university of Jakarta should provide sufficient and deep information about the implementation of student-centered approach, so that novice teachers could teach the students by adopting this approach start from how the planning, the activities in the class, the materials and the assessment.

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# What is So Difficult about Learning Science through English?

**Novriani Rabeka Manafe**
novriani.manafe@gmail.com


*Universitas Nusa Cendana*
*Jl. Adisucipto, Penfui, Kupang NTT*

**Abstract:** This paper aims at investigating students' opinion about challenges of implementing Content Language and Integrated Learning (CLIL) in Indonesia's tertiary context. This study was conducted in 2013 at Public Health Faculty of Nusa Cendana University in Kupang, East Nusa Tenggara Province. This research adopted a qualitative case study method with a focus in-depth interview, questionnaire and classroom observation for data collection. Twenty participants responded to the questionnaire whilst six students made up the focus -group interview. The findings showed that there were two major problems occurred during the implementation of CLIL namely personal and technical problems. The personal obstacles concerns the struggle of the participants to follow the teacher's explanation delivered in English due to their inadequate level of English. This, therefore, leads to the difficulty in understanding teacher's talk. The technical problem deals with lack of adequate facilities to support the dual-focused learning of Biology and English in one lesson. Despite the personal and technical issues, the learners themselves stated that they need to improve their English competence to be able to participate in similar CLIL classes. They also suggested that CLIL lessons should be supported by a more developed ICT facilities in the classroom.

**Keywords:** *Challenges, CLIL, Implementation, Teacher's Talk*

## INTRODUCTION
### The Emergence of CLIL

With the regard to the theoretical foundation of Content Language Integrated Learning (CLIL), its emergence in European countries was a response to globalization that has also shed light on its implementation in other parts of the world. CLIL is considered an innovative methodology for delivering integrated learning and suitable knowledge and skills to survive in the globalized world (Mehisto, Marsh & Frigols, 2008). Following this, the implementation of CLIL is also expanding in Asian countries like South Korea, Japan and Indonesia (Lee & Chang, 2008). In Indonesia, some small-scale pilot projects are being conducted in the teaching of Mathematics and Science in some international standardized schools in the big cities (Lee & Chang, 2008).

The understanding of an integrated framework design such as CLIL approach and the plausible success of its pilot projects in Indonesia has inspired the researcher to study about

CLIL implementation in Indonesia, This paper researches CLIL as a possible methodology and program in an Indonesian tertiary context. Therefore, the research was conducted in Kupang as the domain of the researcher.

**Supporting Language Learning in Content Classes**

In order to support language learning while teaching content, CLIL teachers need to give attention to many aspects. A list of important elements for successful language learning is developed by Lynda Boynton, a CLIL expert, to give a brief picture about using the right method in CLIL classrooms. The elements are as follows Mehisto, Marsh & Frigols, 2008, pp. 105-109):

1. Safe environment
2. Consistent use of one target language
3. Low utterances and clear articulation
4. Allowing students to use their first language
5. Appropriate level of language
6. Body language for grasping the meaning
7. Repetition
8. Meaningfulness
9. Variation in language models
10. Vast opportunities
11. The importance of communication
12. Huge opportunities to develop macro skills
13. Equal status of languages of learners
14. High but realistic expectation
15. Appraisal on students' achievements

Applying the above-mentioned elements are ways to provide scaffolding for students' learning as suggested by Gibbons (Gibbons, 2002; Coyle, Hood and Marsh, 2010).

Rasanen and Klaasen (2004) as cited in Dafouz and Guerrini (2009, p.104), has mentioned that the main problems found among students and teachers in CLIL classroom in university context is the level of language and skills should match the students access to the language used to deliver the content. In other words, learners need to have adequate level of linguistic competence of foreign language used to construct the knowledge of the subject content.

**METHOD**

This qualitative case study includes twenty students from Public Health Faculty of Nusa Cendana University. Two Biology lessons were performed as sample lessons in the natural setting of the students for the purpose of this research only. Furthermore, the data were collected from triangulation of questionnaires, focus group interview and classroom observations. The collected data were then analyzed by using thematic analysis (Creswell, 2013). The data from the interview were transcribed and coded as this process generates new ideas and gathers materials by the topic (Richards, 2009, p.93).

**FINDINGS**

This section discusses the challenges in the implementation of CLIL in Faculty of Public Health of Nusa Cendana University in Kupang, East Nusa Tenggara. Based on the collected data, the student informants provided responses in terms of the difficulties they

encountered during the two Biology-English sample lessons. Adding to this, the students also proposed several suggestions for successful dual-focus learning classes.

**Problems in CLIL Lessons**

Concerning the problems in attending Biology lessons which were delivered in English, the students' responses can be divided into three categories. First, they found difficulties in understanding the teacher's talk. Second, the students definitely struggled to use English as the language of communication in the classroom. Third, there were also some technical issues occurred during the class which held the students from making in learning.



Figure 1. Understanding teacher's talk
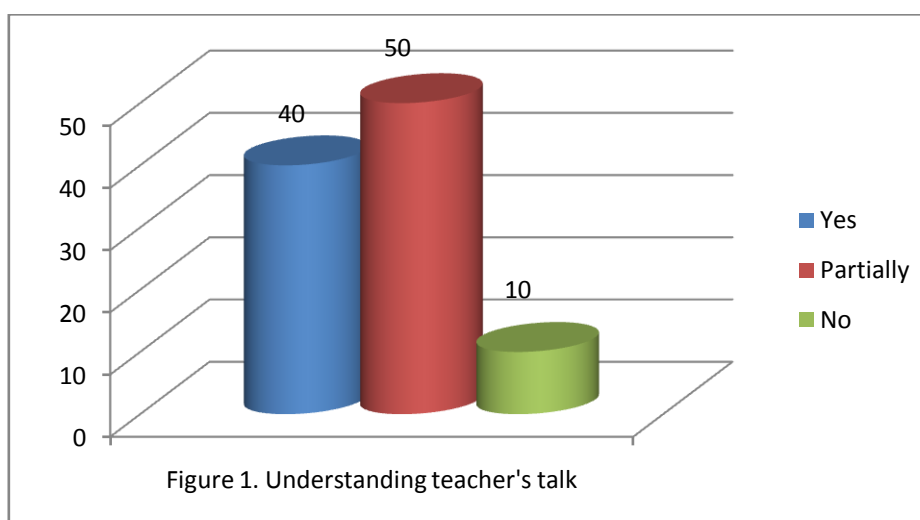
In terms of teacher's talk, the data presented in Figure 1 illustrates that the percentage of students who did not understand the teacher's talk is relatively higher than that of the students who could fully understand the language that the teacher used i.e. English. Initially, there were 8 students (40%) who claimed that they could follow the teacher's talk. On the contrary, there were 10 students (50%) who indicated their partial understanding of the language used by the teacher. Additionally, the other 2 students (10%) claimed that they did not understand the teacher's talk because the teacher only used English during the lessons.

Turning into their personal struggle to use English, the students admitted that this was possible due to their low level of English competence. They encountered significant problems in using the resources and the materials as well as understanding the language of instructions. They also did not feel confident talking to their friends using English. Moreover, they added that the difficulty in translating the instructions from English to Indonesian, insufficient speaking ability and lack of English grammar knowledge had become the hindrances to their learning process.

**Suggestions for Better Learning Outcomes**

Concerning technical constraints, the students listed several problems dealing with electricity, hardware and software and sound system. Unfortunately, due to temporary electricity breakout, the computer used for applying software for teaching stopped working. Another problem caused by electricity breakout is also the speaker went off. Hence, it took

some time to set up the computer then initiated the software. Therefore, these problems have impacted on the students' concentration to learn while they were enjoying the learning process.

As a response to the above-mentioned problems, the students themselves suggested several options to achieve better learning outcomes. Firstly, regarding the teacher's talk, since the language of instruction was not their first language, it would be better for the teacher to slow down when she gives instruction or explanation. Students also suggested that the teacher should put a microphone to increase the volume in order to be heard properly. In addition, students need more repetition particularly when dealing with instructions of tasks. Above all, the most important suggestion for teacher's talk was the request to incorporate Indonesian into the classroom language so that the students with lower level of English competence can also be engaged into the learning process. Adding to this, the insertion of Indonesian translation of the English instructions is considered very important.

Second, regarding students personal struggle, the students realized that improving their English language competence is very important to be able to communicate ideas with not only teachers but also with peers. Furthermore, the students thought that they should improve their English by acquiring more vocabulary of the topic being studied, practicing speaking and listening to materials in English, attending English courses and most importantly helping friends to speak English in class and correcting each other mistakes.

In relation to the technical issues, the solutions given by students covered the supply for more advanced teaching equipment such as laptop with updated software and quality audio speaker. Additionally, the students also suggest that generator should be available at learning facilities so that the learning process will not be interrupted in case of electricity breakout.

## DISCUSSION

As discussed previously, there were three categories of difficulties revealed by the students in attending the two sample lessons. These challenges were 1) understanding teacher's talk, 2) students' personal struggle to use English for classroom communication and 3) the technical constraints which hindered the students to make progress in both content and language learning.

Concerning teacher's talk, the students claimed that they could not comprehend the talks because the teacher mainly used English during the lessons. Therefore, for those with lower level of English competence struggled to not only talk in English but also interact with materials.

In terms of personal struggle, the students realized that it was important to them to improve their English ability as it was crucial to their participation in CLIL dual focus learning activities. They also understand the importance of collaboration with friends in classroom activities to have better understanding of teacher's talk and materials being discussed.

In line with low level of English competence to be able to understand teacher's talk and materials, it is obvious that there was a gap between the language competence of the learners and the competence required in CLIL classes. As suggested by Rasanen and Klaasen (2004) as cited in Dafouz and Guerrini (2009, p.104), the learners need to have adequate level of linguistic competence of foreign language used to construct the knowledge of the subject content.

With regards to technical constraint, the problems deal with incorporation of ICT into the classroom activities. As suggested by Yubero and Moreno (2009), the use of laptops and computer applications such as software are beneficial tools to provide scaffolding for students' learning.

Based on the above-mentioned constraints, the students offered some suggestions to improve the learning process. First, teacher should reduce her speed of talks. Second, the students demanded more repetitions on the instructions as well as Indonesian translations of the English instructions. The notion of slow speed speaking and repetition is also suggested by Mehisto, Hood and Marsh (2008, p. 106). Third, students suggested that the learning facilities should incorporate more advanced equipment like laptops with updated software to support conducive learning atmosphere.as suggested by Yebero and Moreno (2009, p. 45), the introduction of ICT in the teaching and learning process helps students to improve their technological competence to compete in a global market.

## CONCLUSIONS

This qualitative case study discussed the challenges found in implementing CLIL in Indonesia's tertiary education context. Based on the finding and analysis, there were problems in understanding teacher's talk due to low levels of English linguistic competency. Next, the difficulty faced by the students to use English and understand materials. Another constraint revealed were technical problems namely electricity short out which caused the laptop and its applications not to work properly. Responding to these problems, the main suggestion given by the students for better CLIL results, planning and programming were adjusting teacher's talk to the speed that is compatible with the students' listening ability. Moreover, technical problems were seen to be solved by providing more ICT tools for the teaching and learning process.

### Recommendation for Further Study

Since this project was a small-scale pilot study, there were limitations to this study. Therefore, the researcher recommends the following points for further study regarding CLIL implementation in Indonesia.

1. Regarding research design, the researcher suggests the incorporation of a larger quantitative study or mixed method study.
2. CLIL training is needed to provide better teaching performance.
3. CLIL teachers need to set up collaboration between both content and language teachers.
4. CLIL implementation can be implemented and researched across all levels of education in Indonesia since English has been taught since Grade 4.
5. CLIL teachers need to provide more authentic materials and give extra time for the learning process.

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# ANALYSIS COGNITIVE ABILITY ENHANCEMENT THROUGH COSMOGRAPHY CONSTRUCTIVISM FACILITATED MEDIA LEARNING MANAGEMENT SYSTEM

**Permata Ika Hidayati, Soetjipto**
permatahidayati@gmail.com

*Universitas Kanjuruhan Malang, Universitas Negeri Malang*

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**Abstract:** Blended learning utilizes a Learning Management System (LMS) as facilities to support its long-distance learning. LMS is software that is able to support the learning management includes planning, re-use of learning materials, and evaluation of learning. One of the widely used LMS Moodle learning is already supports the features required for LMS. LMS to support the development of learning at the Department of Geography Education S1 on cosmography course, include: planning, implementation, evaluation, and recapitulation learning outcomes of the learning process. LMS is applied with a constructivist approach to strengthen students' cognitive abilities, learning model used is the Problem-based Learning supported by LMS (Blended Learning). LMS was developed with the waterfall model-prototype. LMS test includes due diligence performed by the expert system from the Department of Information Engineering Education S1 UM covering functional testing. And test the effectiveness of the S1 applied to the Education Department of Geography at the course cosmography. Statistical test to measure the effectiveness of the LMS is using linear regression analysis. Testing F can be used to measure whether there is a relationship between the use of LMS and improved learning outcomes. R test is used to measure the strength of the relationship between the use of LMS and improved learning outcomes.

**Keyword:** *Cognitive, Cosmography, Learning Management System*

## INTRODUCTION

Education is one of the means to improve the intelligence and human skills so that the quality of human resources depends on the quality of education. Through education can develop personal skills, the power of thought and behavior better. Strategies and methods belajarpun enhanced for students in understanding learning materials. Learning through a lecture without the use of the media raises a lot of students are paying less attention lecturer as monotonous. Conditions such as these would be detrimental to the achievement of students, which in turn competence specified in the beginning of the term is not reached. This situation is not entirely the fault of the student, but a good lesson planning in the field of education must improve.

For example, in the course cosmography generally characteristic of his courses require sophisticated and expensive technologies in the visualization. Cosmography current course is a subject that has not received much interest portion on student self. The assumption subjects cosmography is a subject which is difficult and unpleasant. At this time the use of the media only use maps, globes course books and learning modules. So the overall understanding of cosmography is not reached. Therefore, it is necessary that the media interactive learning atmosphere cosmography learning more interesting and fun. Therefore we need a medium to enhance the students' understanding of the material and is also able to perform the assessment of student understanding. One medium that can be used is a Virtual Learning Environment. The lack of use of instructional media on campus during the learning process, encourage authors to conduct scientific writing about the use of media by using the Virtual Learning Environment in the form of a Learning Management System to improve the activity and student understanding of the subject of our study. Media is named Cosmography Learning Management System, in which the media has a major role in effective communication and interaction between faculty and students. Therefore specifically Cosmography Learning Management System used lecturers in teaching and learning so that students are receptive to the course material presented. Media was developed with based on Moodle for Learning managemnet System and WordPress to the home page / Home. E-learning models that can be used to support effective teaching and learning process is modeled constructivistism.

Cosmography Learning Management System that is built must have some special ability to improve the quality of learning courses cosmography. Some of these capabilities are: the system is able to accommodate the announcement made lecturer to the students who have enrolled in the system, where the announcement will appear when students access the Cosmography Learning Management System; the system should have the ability to chat, in the form of the ability to send messages between lecturers and students although it uses the features of other social networking sites such as facebook, gmail, or yahoo; the system should have the ability to forum discussions between faculty and students while using the system's internal modules or features of other social networking sites such as facebook, gmail, or yahoo. In terms of content, Cosmography Learning Management System must be able to accommodate some of the main content, namely: course content that includes articles, materials / modules, assignments / exams, courses and instructional videos cosmography of lecturers; calendar for deadlines and course examinations cosmography; learning modules to accommodate content by lecturers and courses; learning evaluation and assignment to measure student achievement; grade sleep / report card to show the scores obtained by students; and a media library to accommodate video and other media such as flash that has stopped into Cosmography Learning Management System courses cosmography.

Based on the defined features, the system is expected to improve the efficiency and effectiveness of learning, motivate students, and increasing the flexibility of learning. Cosmography Learning Management System is also expected to be the first place to look for students learning materials cosmography. Cosmography Learning Management System is expected to be a container to measure student achievement of

learning cosmography. Based on these objectives the author felt the need to develop a Learning Management System Cosmography S1 majoring in Geography Education, Faculty of Social Sciences, State University of Malang on the subject cosmography.

Cosmography Development moodle-based Learning Management System is to solve the problem of lack of competence and knowledge of students who have passed the course cosmography compared with ITB and UGM students. It is seen from the low absorption S1 graduate student in Astronomy Education Geography national or international. This condition can cause a decline in public confidence in the ability of the Department of Geography Education S1 State University of Malang in designing graduates. With this system, students are expected to have passed the course cosmography minimum have a broad knowledge of the field of astronomy and know how to use the equipment astronomy though not skilled or have never grasp. In addition to having knowledge, graduates are expected to utilize their knowledge in the community both in the field of elementary education, junior high, and high school and in adapting to a profession in the field of astronomy. With the expected accomplishments achieved by graduates, can be the name of S1 Department of Geography Education, State University of Malang.

Wikipedia defines cosmography as the science that maps and explore the cosmos and universe. In astrophysics, the word "cosmography" is used to describe the vast scale of the geometry and kinematics of the observation of the universe, cosmology, or the model of cosmology. Bertschinger (1999: 1) defines cosmography as the study of large-scale structure of space-time (of the universe). The purpose of cosmography is to measure the geometry of space-time, or in other words, to determine the space-time matrix. For practical reasons, astronomers can not use a clock, gauges, or laser to measure the structure of space-time, which makes it challenging to be solved.

According to Sardiman AM, in his interaction and learning motivation (1987: 98), defines the activity is carried out human activities because humans have a soul as something dynamic has the potential and the energy itself. Therefore, naturally protégé also became active because of the motivation and supported by a variety of needs. Protégé is seen as an organism that has the potential to grow, and the task of lecturer (educator) is to guide and provide conditions so that students can develop their talents and potential. This situation of students who move, act and should be active themselves.
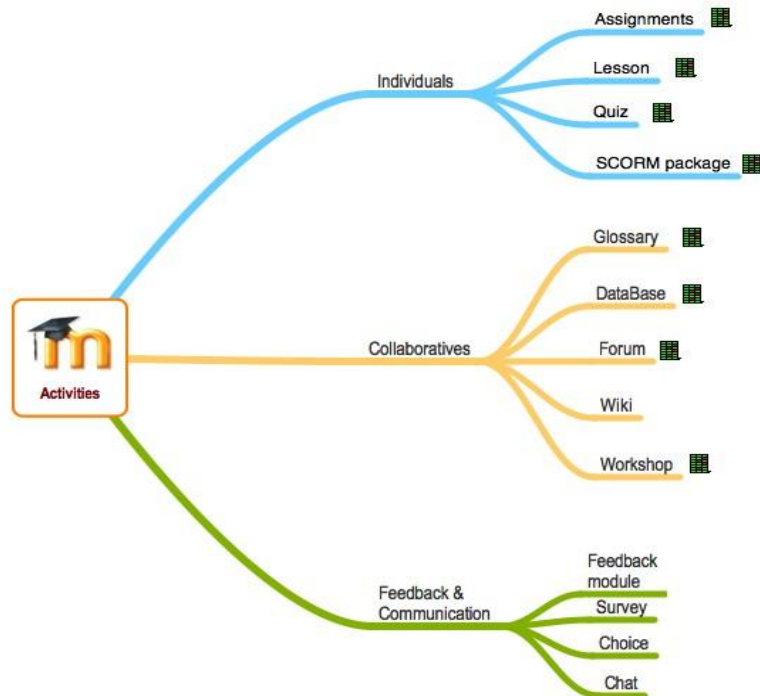
Picture 1. Mindmap Moodle Activities

**METHOD**

The definition is based on Moodle. Moodle is a learning platform designed to provide educators, administrators and learners with a system that is reliable, secure, and integrated to create a personal learning environment. Moodle can download the software to your own web server or ask one of knowledgable Moodle Partners to assist. Moodle was built by the Moodle project is led and coordinated by Moodle HQ, an Australian company of 30 developers who are financially supported by a network of 60 service companies Moodle Partners worldwide.

1. Model Development Information System (System Development Life Cycle (SDLC) and Prototype)
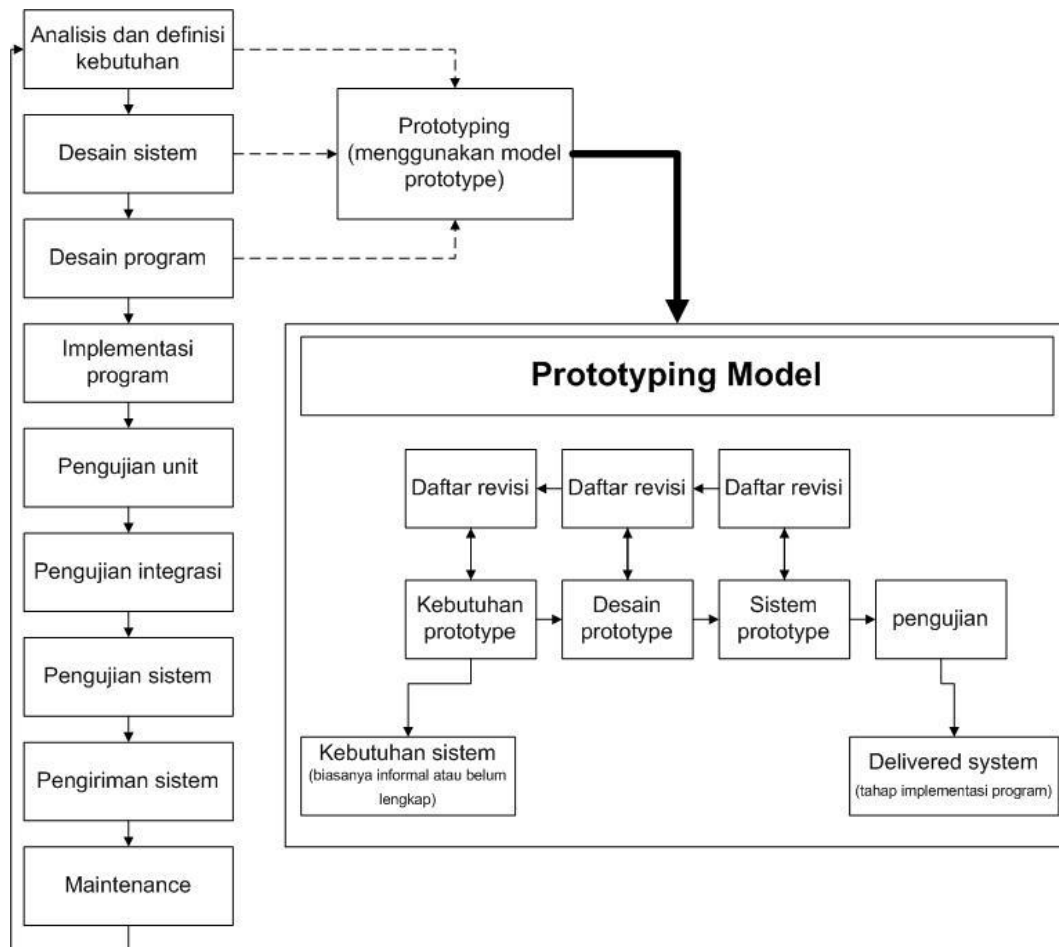


Picture 2. Model SDLC and Protoype

Cosmography Development Learning Management System is the application of software engineering models Waterfall model and prototype models. The waterfall model is the basic model in software development. Prototype model is a model that is used to accommodate the construction of the main system at that stage of the SDLC stages of analysis and requirements definition, system design, and the design of the program. The purpose of this is the use of a prototype model that needs detailed specifications can be modeled with a clear, thus simplifying software developers. The advantages of the use of these two models is the development of a structured, fast, and detailed testing. Testing the media in the planning of this study will be using the unit test, integration between the units, and the performance of the overall system is done by the researchers themselves. In the final stages of testing of the system, the researchers

will ask for validation of some expert system Web of Department of Electrical Engineering, State University Malang.

## FINDING AND DISCUSSIONS

Results Cosmography development Learning Management System is a Moodle-based LMS designed for learning cosmography for 10 weeks. With the range of material such as: software simulation, material in the form of electronic documents, video lessons, and assignments such as essays for Final Exam.
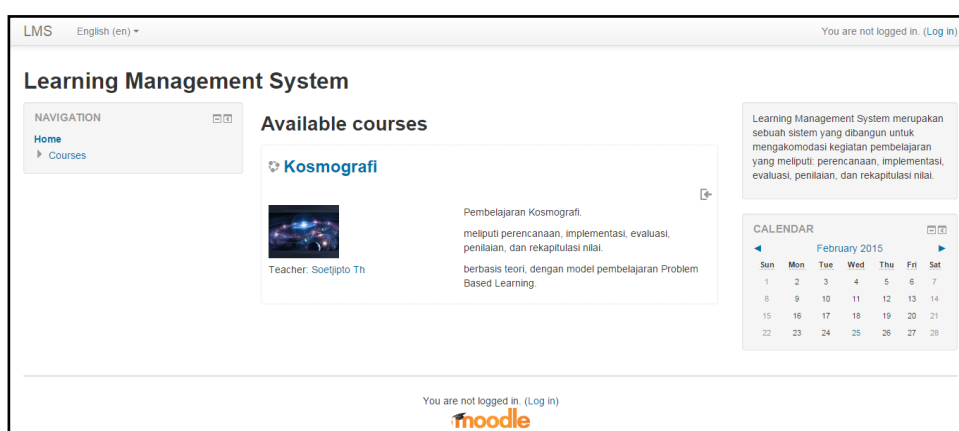


Picture 3. Halaman login *Cosmography Learning Management System*
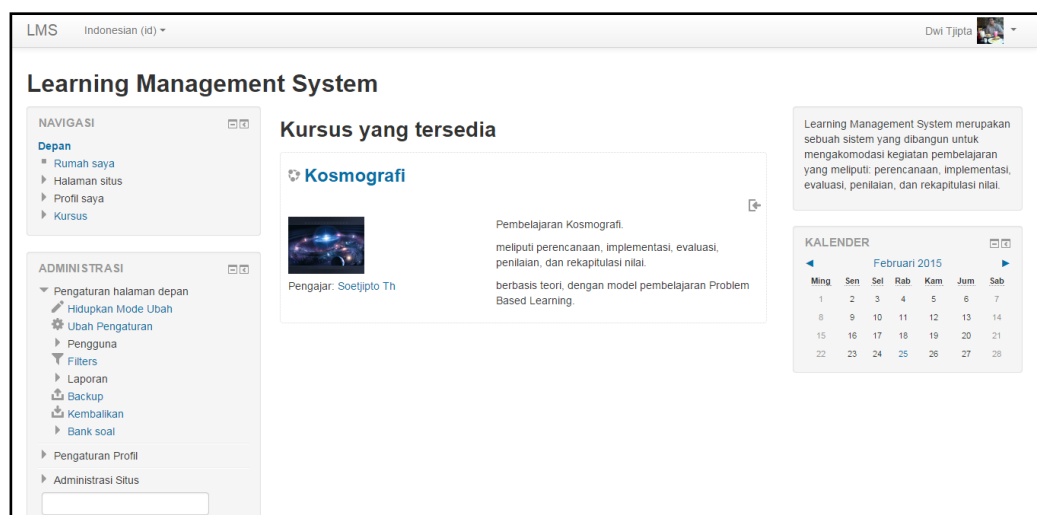


Picture 4. Halaman administrator utama *Cosmography Learning Management System*
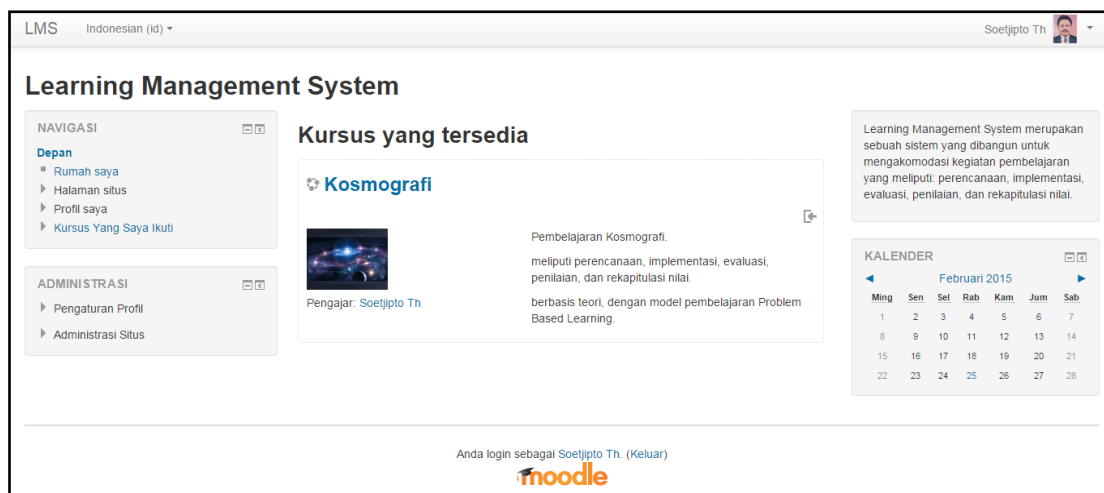
Picture 5. Halaman pengajar *Cosmography Learning Management System*
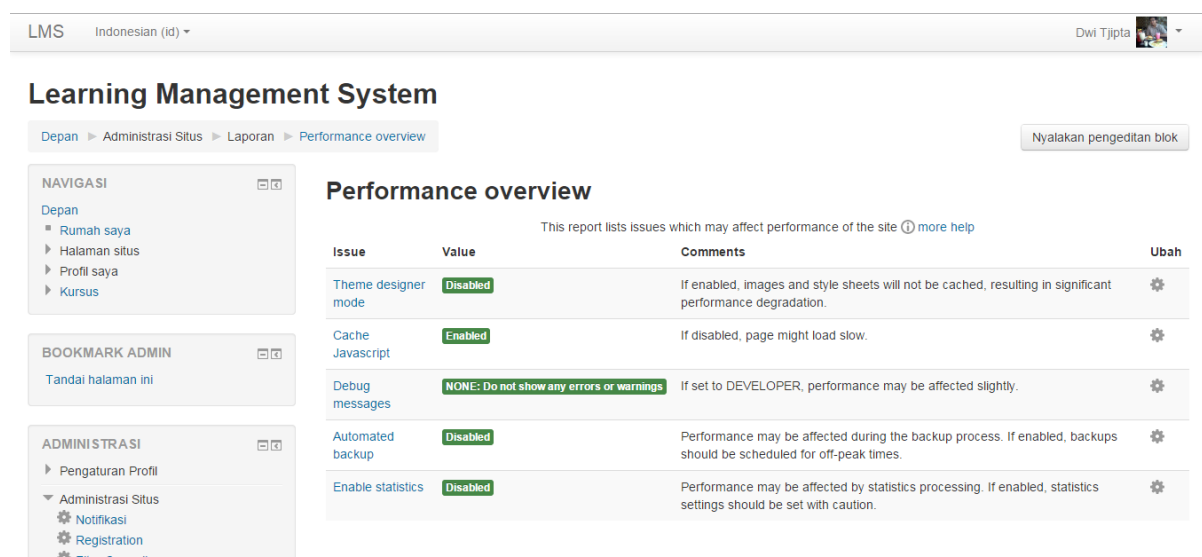


Performance of the system validation test results, it is known that based on Moodle LMS has developed the Performance standards needed for Moodle can run properly. Eligible in question is already running Moodle most optimum speed, so it does not make the user get bored because it is too slow or too many features that are not necessary activated.

**CONCLUSSIONS AND SUGGESTIONS**

Moodle-based learning media development is an effective media, it means to improve the quality of learning. Distance learning platform is easy to access, free of

charge, and can be accessed at any time, so as not to burden the students. Media distance learning good to be interesting, contrasting color so easy to read, and do not tire the eyes when reading. Moodle is good to take advantage of its main features such as:
a. Feature tracking students' progress
b. material management
c. Evaluation of learning outcomes
d. And a structured learning plan

In addition Moodle good must meet the minimum requirements of security and performance of Moodle itself. With the fulfillment, Moodle will run smoothly, reliably, and stable.

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# Micro-Hydro Power Plant Realia as Media
# to Enhance Students' Understanding on Power Plant

**Radina Anggun Nurisma, Hendrik Elvian Gayuh Prasetya, Teguh Hady Ari Wibowo**
e-mail: hendrik@pens.ac.id, dina@pens.ac.id, teguhhady@pens.ac.id

*Department of Energy and Mechanics Engineering*
*Electronics Engineering  Polytechnic Institute of Surabaya*

**Abstract:**  Instructional media has an important role to make the teaching and learning process more attractive and accessible for the students. In English for Specific Purposes (ESP) context, the media used should be related to the students' major fields. Therefore, this study aims to develop a prototype of micro-hydro power plant which can be used by teachers in the learning process. Further, it is intended to improve the students' knowledge and thinking skills in describing the procedure on how power plant works. In this study, the development of media will require the students to be engaged in a simulation project. The use of Research and development (R&D) method in this study was conducted through several stages namely (1) need analysis, (2) miniature design, (3) hydro-power plant miniature development, (4) expert validation and first revision, (5) try-out, (6) final revision. The development of micro-hydro power plant miniature is expected to be used as a practical tool or learning media in several courses that might assist the teachers in material delivery. Further, the students will get trained to know how to engage in class tasks with the use of media.

**Keywords:**  *Instructional Media, Micro-hydro*

## INTRODUCTION

A study will be meaningful if a student is actively involved in observing, understanding and utilizing the natural phenomena that exists in the environment as well as understanding the application of physics in technology. In this process, students are trained to have the ability in observation and experiment more which are emphasized on thinking skills and scientific work. In addition, students are trained to recognize and use the lab equipments.

As stated in Vernon A. Magnessen (1983), students learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they said and do. It indicates that if the teachers teach the class by explaining, the students will remember and master the subjects only 20%, because the students just listen to what the teachers explain. However, if the teacher asks him to do something, get involved and report it, student will remember and understand 90% of the lesson.

In this study, micro-hydro power plant miniature is developed to give contribution in teaching and learning approaches that leads to students' scientific thinking skills and teachers' creativity.

Further, the use of micro-hydro power plant miniature can be used as a medium of learning. Students are expected to be able to easily understand the concept of energy conversion processes and explain the work of micro hydro power plants with correct procedure.

In performing the duties, teachers are expected to use equipment or instructional media or technology to support the learning process, from simple to sophisticated ones to fulfill the learners' needs.

Students' interests will grow if the media is used. It becomes more attractive compared to conventional learning process. Thus, instructional media is anything that can be used to allow the student get involved in learning process and it can be used to enhance the learning process.

Media that is developed in this study is a prototype of micro-hydro power plant. Micro-hydro power plant is one of the renewable energy.

In general, the principle in hydropower systems is the use of energy in flowing water to produce electricity or mechanical energy. A portion of a river's water is diverted to a water conveyance -- channel, pipeline, or pressurized pipeline (penstock) that delivers it to a turbine or waterwheel. The moving water rotates the wheel or turbine, which spins a shaft. The motion of the shaft can be used for mechanical processes, such as pumping water, or it can be used to power an alternator or generator to generate electricity.

Based on the daily observation, the students do not have the learning experiences with the media in the form of micro-hydro power plant miniature. Thus, the development of this instructional media is intended to provide experience to be able to test a concept through experiments, design a tool, prepare a report and present the results orally.

**Theoretical Basis**

*A. Realia*

Realia is defined by Nunan (1999: p. 313) as objects and teaching 'props'from the world outside the classroom that are used for teaching and learning. So, it can be inferred that realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and understanding concept of the material.

*B. Microhydro Power Plant*

Micro hydro power plant is a power generation system that changed the height water potential and debit discharge into electricity energy using water turbines and generators. The higher of dropping water to affect greater water potential energy, it is can be converted into electrical energy. In addition to geographical factors (layout of the river), high-falling water can also be obtained by stemming the flow of water so that the water surface into a tow. Air flowed through a pipe plant rapidly into the house in general was built on the banks of the river to drive turbines or micro-hydro waterwheel. Mechanical energy derived from the rotation of the turbine shaft is converted into electrical energy by a generator.

Component of micro hydro system consists two parts, namely building contruction and mechanical/electrical parts. The construction of the building, the system micro hydro power plant consists dam diversion and intake, basin sedimentation, headrace (bearer channel), headtank (like tranquilizers), penstock (pipe rapid / penstock) , turbine, and generator. While the mechanical and electrical system consists turbine, generator, and turbine generator connector.

The basic principle of micro hydro is utilized potential energy possessed by the flow of water at certain height distance of power plant. A micro-hydro scheme requires two things, the flow of water and height of fall (head) to produce energy that can be harnessed. It is an energy

conversion system of the form and height of the flow (potential energy) in the form of mechanical energy and electrical energy.

To determine the effectiveness value of micro hydro power plant would require the calculation electrical power produced. The calculation to generate power can use the following formula:

$$P = g.H.Q.eff$$

$P = Daya\ yang\ dihasilkan\ (Watt)$
$g = Percepatan\ gravitasi\ \left(\dfrac{m}{s^2}\right)$
$H = Ketinggian\ (m)$
$Q = Debit\ \left(\dfrac{m^3}{s}\right)$
$eff = Efisiensi\ turbin\ (\%)$

## RESEARCH METHOD

This research conducted with Research and Development (R&D) method. Research development is a process or steps to develop new product or improve existing products. The stages this method includes: conducting need analysis, planning the realia design, developing the instructional media, evaluation and revision, and trying out the product.

## FINDINGS AND DISCUSSION

The first stage of this research is need analysis. The purpose of needs analysis is to identify the needs related to the realia design as medium of learning in the classroom. In this study, needs analysis is focused on students in study program Power Generation System. Data collection in need analysis was collected by applying questionnaire to the students. The range of questions in questionnaire includes the expectation of learning English, the preference on English materials, the use of instructional media and technology and evaluation.
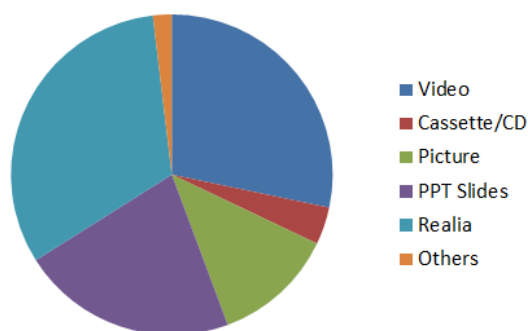


The chart above shows the high preference toward the use of realia. Further, the learners put high expectation on the use of realia to enhance their understanding toward the work process of power plant and most importantly upgrade their speaking competence in explaining procedure with systematic language.

The second stage of this research is planning the realia design. The design firstly was carried out by developing story board. In this case, a story board will visualize the scenario in

written form into the picture. After the story board is completed, the researchers started to design the realia manually. The design of realia prior to development is shown as follows:
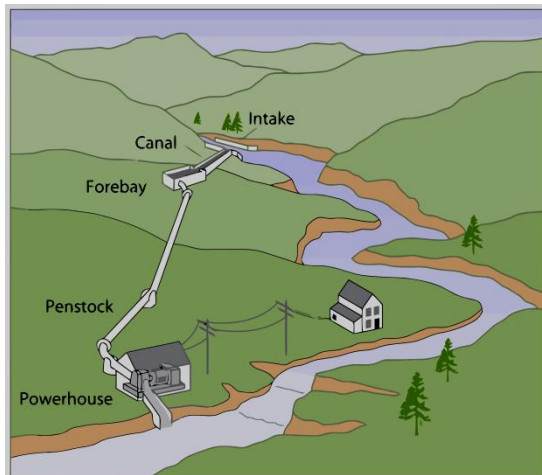


Fig.1. Realia Design
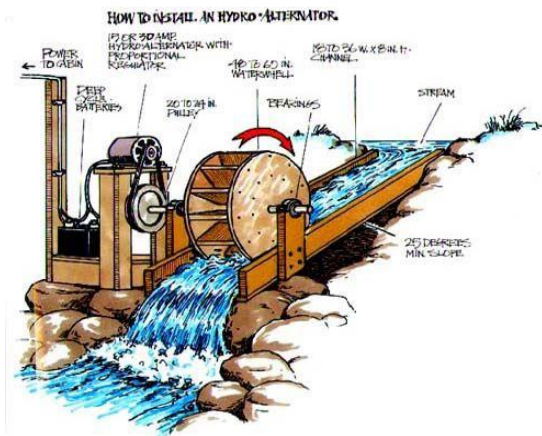


Fig.2. Power System Design
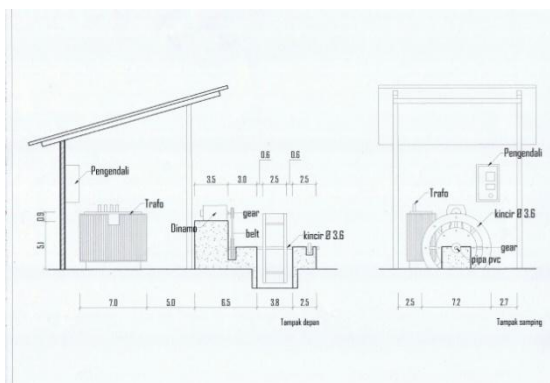


Fig.3. Power System Design

The third stage of this research is the development of instructional media. The development of instructional media is divided into several parts, namely: waterwheel, generator, water power, realia and speed reducer.



Fig.4. Micro-hydro Power Plant Realia
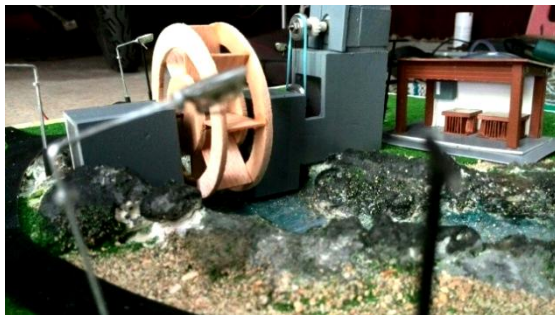




Fig.5. Waterwheel Development in realia
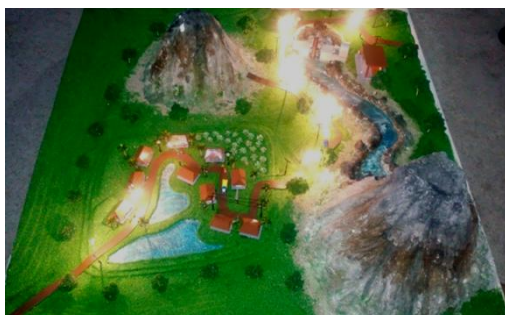


Fig.6. Power distribution in realia

After miniature has been developed, the next step is the evaluation and revision. At this stage, the realia will be shown to the experts in order to assess the suitability of the instructional media in learning process.

Considering the suitability of instructional media, the next stage is in this research is trying out the product. The try out is conducted in Electronic Engineering Polytechnic Institute of Surabaya (EEPIS) with the target population is 45 students from Power Generation System (SPE) study program. The trial is intended to determine whether the media developed gives significant influence toward students' learning process and most importantly enhance their understanding in power plant work process.

In the field testing, there might be some weaknesses found. To overcome these weaknesses, the media is revised so that the product can be launched in a better version.

## CONCLUSIONS AND SUGGESTIONS
The following is the teaching scenario using the micro-hydro power plant realia.

**Table 1. Teaching scenario using the realia**

| Teacher's Activities |
|---|
| a. Showing the diagram of power plant through *power point* in brainstorming session. |
| b. Preparing demonstrations and realia. |
| c. Mentioning the ultimate goal in the procedure which is explained |
| d. Pointing out the major components in micro-hydro power plant realia. |
| e. Showing the realia and explaining the steps on how micro-hydro system works systematically with the use of English language |
| f. Restating the main structure of a procedure |
| g. Giving students the material sheet and class task |
| h. Asking the students to perform tasks individually |
| i. Ask students to work in a group consisting of 3 people |
| j. Asking students to explain the procedures of power plant system by writing (at least 150 words) for 20 minutes |
| k. Checking the students' writing and asking them to make some revision if there are errors found |
| l. Asking the students to hold realia and explain the steps on how micro-hydro system works systematically with the use of English language |

| Students' Activities |
|---|
| a. Paying attention on the diagram of power plant shown in power point for brainstorming session. |
| b. Assisting teachers to prepare for demonstrations and realia used |
| c. Listening to the teacher's explanation |
| d. Taking notes for the material given |
| e. Focusing on teacher's lecture, taking notes and understanding the stages of work process in power plant system |
| f. Taking notes and recalling the main structure of a procedure |
| g. Receiving the material sheet and read the instruction |
| h. Working on the task individually |
| i. Making group consisting of 3 people |
| j. Explaining the procedures of power plant system by writing (150 words within 20 minutes) |
| k. Submitting the writing products to the teacher and revising it right after having teacher's feedback |
| l. While using the realia, explaining the steps on how micro-hydro system works systematically with the use of English Language |

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# Self-Control and College Adjustment: Aspect and Measurement

**Rahmah Hastuti**
rahmahh@fpsi.untar.ac.id

*Psychology Faculty of Tarumanagara University*
*Jalan Letjen S. Parman No. 1 Jakarta Barat 11440*

**Abstract:** Adjustment is needed for student who have a transition to college or university. It can be further complicated by cultural contrasts between home and college settings. The transition to college or university makes several reaction for many young adults. They can be exciting, because it were became new experience, but in the other hand, there can be intense difficult to adjust with a new atmosphere who can make not easier for students at college who have poor adjustment or maybe low of self-control. This research was develop self-control as a variable which can be measure to predicting college adjustment. Sampling techniques in this study used criterion sampling, researchers contacted with a university which gave permission to collecting the data by questionnaire (qualified volunteer sample). Overall, the number of participants in this study were 95 participants. This research included two instruments, self-control and college adjustment test. The research was found that there is a negative relationship between self-control with negative affect as one dimension of the college adjustment.

**Keywords:** *Self-control, College Adjustment, Students*

## INTRODUCTION

Students' adjustment to university environment is an important factor to measure, because students miss something about home when away at school, therefore the necessary self-control abilities..The human capacity to exert self-control is arguably one of the most powerful and beneficial adaptations of the human psyche. People are happiest and healthiest when there is an optimal fit between self and environment, and this fit can be substantially improved by altering he self to fit the world (Rothbaum, Weisz, & Snyder cited in Tangney, Baumeister & Boone, 2004). Self-control is positively increase the likelihood of achieving the desired results and may be useful to increase the strength of self. *Self control*, or the individually imposed ability to regulate one's behavior, is a leading topic of interest across social science research (Hasford & Bradley, 2011).

### Literature Review

#### Self-Control

In order to investigate the possible benefits of self-control, it is necessary to have a good trait measure of this construct. Self-control is an act to control behavior in accordance with what is expected to achieve success. Social learning theory believes that the ability to resist temptation or trial is the basis of the development of self-control (Carver & Scheier,

2002). Self-control has been offered as a fundamental explanation for many behavioral outcomes. Until recently, measurement of self-control had been inadequate, with advances being made only in specific domains (Hasford & Bradley, 2011).

Self-control can be defined as the belief in making a decision and take action to achieve the desired results and avoid undesirable results (Sarafino, 1994). Self-control is the translation of a goal to be the behavior and how to implement such behavior constantly. Intrinsically, self-control is the belief of individuals to eliminate responses that affect an action. Self-control is an individual's perception of how a behavior becomes easy or difficult to do. Shortage of self-control is often associated with the concept of impulsivity, and often interpreted as a failure to think about the consequences of an action. This is due to the individual prefers to direct his behavior to the things that are fun. However, people do not think of consequences of such behavior. Generally, self-control is defined as conduct certain business and pleasure momentary delay in order to achieve long-term goals with regard to pleasure to be achieved it. The situation is common and becoming self-control dilemma, namely choosing between momentary pleasure or the pleasure of delay.

**College Adjustment**

The concept of adjustment is complex and difficult to define**.** Simons, Kalichman, and Santrock (cited in Clinciu& Cazan, 2014) propose the following definition, "Adjustment is the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life". Students' adjustment to university environment is an important factor in predicting outcomes and iscrucial to their future achievements.

Adjustment difficulties are found to be the most common problems among first year students (Clinciu & Cazan, 2014). They are going through an active adjustment phase after entrance in university, the first six weeks after the first semester being considered the crucial period in determining retention (Molnar cited in Clinciu & Cazan, 2014). Gadzella and Carvalho (cited in Clinciu & Cazan, 2014) show that women declare more stressful experiences than men do. Adult female students combine their schooling with part-time jobs and family obligation, tending to strive for excellence.The development of a diagnostic instrument for adjustment to college and university can serve as basis for informed remedial intervention for students experiencing adaptive difficulties.

The transition to college or university can be an exciting new experience for many young adults. For some, intense home sickness can make this move difficult, even unsustainable.Homesickness—defined as the distress or impairment caused byan actual or anticipated separation from home (Thurber & Walton, 2012).

**METHOD**

The subjects were 95 students in the first year of college: Faculty of Psychology, 21 male and 74 female students. The participants were investigated with the adapted for the college adjustment test. A questionnaire was also used, concerning factual data related to age, gender, parents'schooling, environment, etc. The subjects gave their informed consent to participate in the study. Herewith the demografic data about participants.

Table 1 *Participants by Sex*

gender

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | male | 21 | 22,1 | 22,1 | 22,1 |
|  | female | 74 | 77,9 | 77,9 | 100,0 |
|  | Total | 95 | 100,0 | 100,0 |  |

Table 2 *Participants by Age*

age

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 16 | 1 | 1,1 | 1,1 | 1,1 |
|  | 17 | 23 | 24,2 | 24,2 | 25,3 |
|  | 18 | 57 | 60,0 | 60,0 | 85,3 |
|  | 19 | 12 | 12,6 | 12,6 | 97,9 |
|  | 20 | 2 | 2,1 | 2,1 | 100,0 |
|  | Total | 95 | 100,0 | 100,0 |  |

Table 3 *Participants by Live With*

live_with

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | boarding | 14 | 14,7 | 14,7 | 14,7 |
|  | parents | 70 | 73,7 | 73,7 | 88,4 |
|  | relatives | 11 | 11,6 | 11,6 | 100,0 |
|  | Total | 95 | 100,0 | 100,0 |  |

Table 4 *Participants by Birth Order*

birth_order

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | the eldest | 37 | 38,9 | 38,9 | 38,9 |
|  | middle child | 26 | 27,4 | 27,4 | 66,3 |
|  | youngest | 26 | 27,4 | 27,4 | 93,7 |
|  | only child | 6 | 6,3 | 6,3 | 100,0 |
|  | Total | 95 | 100,0 | 100,0 |  |

Table 5 *Participants by Religion*
religion

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | moeslem | 45 | 47,4 | 47,4 | 47,4 |
| | catholic | 9 | 9,5 | 9,5 | 56,8 |
| | christian | 29 | 30,5 | 30,5 | 87,4 |
| | hindu | 2 | 2,1 | 2,1 | 89,5 |
| | buddha | 10 | 10,5 | 10,5 | 100,0 |
| | Total | 95 | 100,0 | 100,0 | |

Table 6 *Participants by Origin or Comer Students*
origin_comer

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Origin student | 79 | 83,2 | 83,2 | 83,2 |
| | Comer student | 16 | 16,8 | 16,8 | 100,0 |
| | Total | 95 | 100,0 | 100,0 | |

Table 7 *Participants by Marital Status of The Parents*
Marital_status_of_the_parents

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | marriage | 86 | 90,5 | 90,5 | 90,5 |
| | divorce | 9 | 9,5 | 9,5 | 100,0 |
| | Total | 95 | 100,0 | 100,0 | |

Table 8 *Participants by The Condition of The Parents*
the_condition_of_the_parents

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | both are alive | 89 | 93,7 | 93,7 | 93,7 |
| | one dies | 6 | 6,3 | 6,3 | 100,0 |
| | Total | 95 | 100,0 | 100,0 | |

**The Instruments**

Two instuments were used in this study. The College Adjustment Test was used as a measurement of the college adjustment in this research. It is a self-report instrument scored with Likert scale, designed to assess the student's adjustment to the academic learning process on college. The self-control questionnaire was used to measure about self-control in participant.

**ANALYSIS**

**The Reliability of College Adjustment Test**

The test results of the College Adjustment Test performed on each dimension. Affect on a positive dimension, the number of items being tested are six items with a Cronbach alpha 0.576. However, there is one item that score corrected item-total correlation below 0.2 so that the item is not used in the data analysis. Reliability test results late on a positive dimension Affect indicate that this dimension is quite reliable with a Cronbach alpha score of 0.744.

On the negative dimensions of Affect, no items were eliminated from the original number, nine grains. Cronbach alpha score this dimension also shows the negative dimensions affect quite reliable, by 0.765. While the dimensions of home sickness, there are two items that should be eliminated or not used in the analysis of data, so that the number of grains of the remaining four with a Cronbach alpha score of 0.402.

Table 9 *The Reliability of The College Adjustment Test Dimensions*

| Dimension | First | | Final | |
|---|---|---|---|---|
| | Items | Alpha Cronbach | Items | Alpha Cronbach |
| *Positive Affect* | 6 | 0.576 | 5 | 0.744 |
| *Negative Affect* | 9 | 0.765 | 9 | 0.765 |
| *Home Sickness* | 6 | 0.410 | 4 | 0.402 |

**The Reliability of Self-Control**

Reliabiltas test in the meter self-control indicates that the measuring instrument of self-control has a good level of reliability after nine grains of 36 grains of-control cells are eliminated. Number of items after elimination are 27 items with Cronbach alpha score of 0842.

Table10 *The Reliability of Self-Control*

| Dimension | First | | Final | |
|---|---|---|---|---|
| | Items | Alpha Cronbach | Items | Alpha Cronbach |
| *Positive Affect* | 36 | 0.805 | 27 | 0.842 |

**Normality Test Result College Adjustment and Self-Control**

Normality test is done by using the One Sample Kolmogorov-Smirnov. The test results show that the data are normally distributed college adjustment Kolmogorov-Smirnov with a score of 1,028 and a significance greater than 0.05 (p = 0241). While the Kolmogorov-Smirnov scores on self-control is 0.641 with a significance well beyond 0:05 (p = 0.805). It shows that the spread of data self-control is also normal.

Table 11 *Normality Test Results*

|  |  | College Adjustment | Self-Control |
|---|---|---|---|
| N |  | 95 | 95 |
| Normal Parameters[a,b] | Mean | 77.547 | 3.269 |
|  | Std. Deviation | 15.724 | .466 |
| Most Extreme Differences | Absolute | .105 | .066 |
|  | Positive | .085 | .066 |
|  | Negative | -.105 | -.025 |
| Kolmogorov-Smirnov Z |  | 1.028 | .641 |
| Asymp. Sig. (2-tailed) |  | .241 | .805 |

**The Correlation between Self-Control and College Adjustment**

The results of correlation test using Pearson Correlation showed that there was no significant correlation between self-control and the overall college adjustment (r = 0.135, p> 0.05). However, based on the test, self-control had a significant negative correlation with negative dimensions affect of college adjustment (r = -0293, p <0:01). This means that the greater the self-control of the individual, the less negative affect perceived. However, the correlation test results did not show any significant relationship between self-control with positive dimension affect (r = 0.026, p> 0.05) and homesickness (r = 0.003, p> 0.05) from the college adjustment.

Table12 *The Correlation between Self-Control and College Adjustment*

| The Dimension of College Adjustment | Self-Control | |
|---|---|---|
|  | Pearson Correlation (r) | Significant |
| Positive Affect | 0.026 | 0.804 |
| Negative Affect | -0.293** | 0.004 |
| Home Sickness | 0.003 | 0.977 |
| Overall Adjustment | 0.135 | 0.193 |

**The Correlation between The Dimension of The Self-Control and College Adjustment**

Results of correlation between the dimensions of exhaustion on self-control and adjustment college as a whole show that there is a negative and significant correlation (r = -0.0348, p <0:01). Negative and significant correlation also occurred betweenlack of personal self-efficacy and overall college adjustment (r = -0361, p <0:01). This means that the higher the lower the college adjustment exhaustion or lack of personal self-efficacy.

Table13 *The Correlation between Self-Controland Overall College Adjustment*

| The Dimension of Self-Control | Overall College Adjustment | |
|---|---|---|
|  | Pearson Correlation (r) | Significant |
| Exhaustion | -0.384** | 0.000 |
| Cynicism | -0.133 | 0.197 |
| Lack of Personal Self Efficacy | -0.361** | 0.000 |

Correlation test also showed a negative and significant correlation between the dimensions of lack of personal self-efficacy in self-control and positive dimension affect on college

adjustment (r = -0340, p <0:01). This means that the higher the lack of personal self-efficacy, the lower score of positive affect.

Table14 *The Correlation between Self-Controland Positive Affect College Adjustment*

| The Dimension of Self-Control | Positive Affect College Adjustment | |
|---|---|---|
| | Pearson Correlation (r) | Significant |
| Exhaustion | -0.001 | 0.989 |
| Cynicism | -0.182 | 0.078 |
| Lack of Personal Self Efficacy | -0.340** | 0.001 |

Results of correlation between the dimensions of exhaustion on self-control and negativeaffect on college adjustment shows that there is a positive and significant correlation (r = 0384, p <0:01). The relationship shows that the higher the exhaustion the higher the perceived negative affect. Positive and significant correlations also exist between the dimensions of lack of personal self-efficacy and positive affect (r = 0342, p <0:01). The higher the lack of personal self-efficacy, the higher the negative affect.

Table15 *The Correlation between Self-Controland Negative Affect College Adjustment*

| The Dimension of Self-Control | Negative Affect College Adjustment | |
|---|---|---|
| | Pearson Correlation (r) | Significant |
| Exhaustion | 0.384** | 0.000 |
| Cynicism | 0.179 | 0.083 |
| Lack of Personal Self Efficacy | 0.342** | 0.001 |

The correlation between the dimensions of exhaustion and home sickness indicate a positive and significant correlation between them (r = 0338, p <0:01). This means that the higher the higher the exhaustion of home sickness. Positive and significant correlation also occurred between the lack of personal self-efficacy and home sickness (r = 0.238, p <0.05). The higher the score lack of self-efficacy, the higher the perceived home sickness.

Table16 *The Correlation between Self-Control and Home Sickness Adjustment*

| The Dimension of Self-Control | Home Sickness College Adjustment | |
|---|---|---|
| | Pearson Correlation (r) | Significant |
| Exhaustion | 0.338** | 0.001 |
| Cynicism | -0.024 | 0.816 |
| Lack of Personal Self Efficacy | 0.238* | 0.020 |

**Regression between Self-Control and College Adjustment**

Results of regression test of self-control on college adjustment showed no influence of self-control on college adjustment (F = 1,717, p> 0.05). The coefficient of determination shows that the effect of self-adjustment control of the college as a whole is only 1.8%, while 98.2% are influenced by other factors.

Results of regression test of self-control on the positive dimension Affect on college adjustment showed no significant effect between self-control and positive Affect (F = 0.001, p> 0.005). Regression analysis also showed no significant effect of self-control against home sickness in college adjustment (F = 0.062, p> 0.05). While the results of the regression test of self-control on the college adjustment negativeaffect showed a significant effect (F = 8765, p

<0.01) in the determination coefficient of 8.6%. Thus, the influence of self-control against the negative affect is 8.6%, while 91.4% were influenced by other factors.

Table17  *Regression betweenSelf-Controland College Adjustment*

| Dimention of CA | Self-Control | | | |
|---|---|---|---|---|
| | **R** | **R2** | **F** | **Significant** |
| *Overall Adjustment* | 0.135 | 0.018 | 1.717 | 0.193 |
| *Positive Affect* | 0.026 | 0.001 | 0.062 | 0.804 |
| *Negative Affect* | 0.293 | 0.086 | 8.765 | 0.004 |
| *Home Sickness* | 0.003 | 0.000 | 0.001 | 0.977 |

**CONCLUSIONS AND SUGGESTIONS**

This study examines the measurement and aspects of the relationship or the influence of self-control with college adjustment. Based on the results of the regression test of self-control on college adjustment showed no influence of self-control on college adjustment (F = 1,717, p> 0.05). The coefficient of determination shows that the effect of self-adjustment control of the college as a whole is only 1.8%, while 98.2% are influenced by other factors. Thus, the influence of self-control against the negative Affect is 8.6%, while 91.4% were influenced by other factors.

This study confirms with Simons, Kalichman and Santrock (cited in Clinciu & Cazan, 2014), findings that the academic adjustment is involvedwhen students develop better study habits. Although the adaptive effort is easier to identify in the first semester ofthe first study year.

From the conclusions of this study, i advice as a researcher should alwaysbe considered in combination withinformation obtained from other sources such as face-to-face interviews. Results are presented relative to a standardization sample and are therefore not absolute. For the participant, i suggested they can control over their mindset and circumstances on college and cope the problems when enter the college with well adjustment.

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# THE MOTIVATION AND PERFORMANCE OF HEALTH AS CONSEQUENCE THE WELFARE EMPLOYEES

**Ratna Wardani**
ratnawardani1978@yahoo.com

*STIKes Surya Mitra Husada Kediri*
*Jl. Manila 37 Sumberece, Kediri 64133, Indonesia*

**Abstract:**   The motivation and performance is the result of the welfare program employees in the hospital. The purpose of this study was to analysis the motivation and performance of health as consequence the welfare employees in hospital of RSM Ahmad Dahlan Kediri. The research design used analytic correlational with cross-sectional quantitative approach. Population were 90 respondents, and use Simple Random Sampling got 73 respondents. The independent variable was the welfare of employees while the dependent variable were motivation and performance. The statistic used is the path analysis, with 44 respondents (60.3%) not prosperous, 43 respondents (58,9%) have motivation not good, and 42 respondents (57.6%) have their performance is not good From the statistical analysis obtained value p = 0,000 and it α = 0.05 so Ho rejected, welfare program employees led to motivation and performance of health workers in the RSM Ahmad Dahlan Kediri. By giving welfare program good to employees, and also provided a stimulus or stimuli motivation its employees so employees will be motivated to work better and more productive to institutions.

**Keywords:**  *Motivation, Performance, Welfare Employees*

## INTRODUCTION

Assessing performance was actually an assessment of human behavior in implementing the role that they did in organization because basically organization is run by man. To provide guidance and the development of human resources welfare element attention should be given to earnestly because the welfare of labors is a factor that very much determines in spur working spirit and work productivity of employees (Harun, 2010). To maintain employees, they are given welfare /compensation appendages /fringe benefits or wage hidden /indirect compensation /employee welfare. Welfare is given a very means and useful to meet the needs of physical and mental employees and his family. The provision of welfare will create calmness, working spirit, dedication, discipline, and attitude loyal employees to agencies so that labor turnover relatively low (Hasibuan, 2013). So much meaning and benefits of the welfare of labors prompting manager employees to determine the welfare program. Welfare program employees have to be developed based on the regulation legal, evenly distributed justice and feasibility (internal and external) and according to the ability agencies (Hasibuan, 2013)

In order that employees in working, highly disciplined, and be loyal in supporting to agencies the manager must be gave absolute attention. Impossible employees excited work and concentrate fully with their projections if their welfare overlooked well. Incentives and remuneration is it services that may be affecting the rise and fall work performance employees, affecting decision work and motivation employees. So arrangement incentives and remuneration have to do justice and worthy. Based on the assumption that money is motivation the most powerful, so companies should doing a variety of things that can increase labor productivity employees. Motivation and employee performance it can also support or affecting the welfare of labors, either directly or indirectly. Directly with rising salary employees, the bonuses, the allowance family and bonus, while indirectly that is can be given the opportunity promotion to employees who performed better. Thus motivation and work performance a good employee will contribute or could lead to advance the company better.

In addition to promote position of employees who performance well it could benefit for employees itself, where with a promotion position it will fix the position an employee in the company. Other than that if viewed from the perspective of corporate profits, with the employee performance good it is able to advance the company. A preliminary study was done with 10 health workers in RSM Ahmad Dahlan kediri, obtained data showing 2 of 10 health workers have good performance and good motivation, and 8 health workers have less motivation and less performance because of the lack of the welfare incentives or bonus on employees who has good achievement are still have not been evenly. Research aims to understand, whether the welfare affect motivation and performance of health workers in RSM Ahmad Dahlan Kediri.

**METHOD**

A design study was importance in research, allowing maximum control several factors that can affect accuracy an outcome (Nursalam, 2013). This research using design correlational research using cross sectional approach. Cross sectional approach is the kind of research stressed time measurement or observation data independent variable and dependent just once at one point. To answer the purpose research statistical analysis in use is the path analysis. Variables Independent is employees welfare program and dependent variables are motivation and performance of work. Population to research it is a whole health workers with the status of permanent staff  90 respondents, with simple random there the sample of the as many as 73 respondents.

**FINDINGS AND DISCUSSION**

Table 1. Employees Welfare Program at RSM Ahmad Dahlan Kediri

| No | Employees Welfare Program | Frequency | (%) |
|----|---------------------------|-----------|------|
| 1 | Prosperous | 29 | 39,7 |
| 2 | Not Prosperous | 44 | 60,3 |
| | **Total** | **73** | **100** |

Based on table 1. Employee welfare programs at the RSM Ahmad Dahlan Kediri noted that most respondents have not prosperous employees  welfare programs that is as much as 44 respondents (60.3%) of a total of 73 respondents.

Table 2. Motivation health workers at RSM Ahmad Dahlan Kediri

| No | Motivation | Frequency | (%) |
|----|-----------|-----------|-----|
| 1 | Good | 30 | 41,1 |
| 2 | Not Good | 43 | 58,9 |
| | **Total** | **73** | **100** |

Based on table 2 .The motivations of health workers in RSM Ahmad Dahlan Kediri known that most respondents have no good motivation of work namely some 43 respondents (58,9 %) of the total of 73 respondents.

Table 3. Performance health workers at RSM Ahmad Dahlan Kediri

| No | Performance | Frequency | (%) |
|----|-------------|-----------|-----|
| 1 | Good | 31 | 42,4 |
| 2 | Not Good | 42 | 57,6 |
| | **Total** | **73** | **100** |

From the table 3 .Performance of health workers in RSM Ahmad Dahlan kediri known that the majority of respondents have no good performance about 42 the respondents ( 57,6 % ) of the total 73 respondents

Table 4. Motivation health workers as a result welfare program workers in RSM Ahmad Dahlan Kediri

| R - Square | Sig. | B - Standardized |
|------------|------|------------------|
| 0,642 | 0,000 | 0,801 |

From the analysis result with statistical tests welfare program employees motivation was obtained p value = 0,000. Because the value of p = 0,000 and less than α= 0.05, so Ho rejected thus there is the influence of a welfare program employees against the motivations of health workers in RSM Ahmad Dahlan Kediri. Welfare program employees motivation amounting to affect 64,2 %, and 35.8% motivation influenced by other variables that is not at minutely.

Table 5. Welfare affect motivation and performance of health workers in RSM Ahmad Dahlan Kediri.

| Variabel | Sig. | B-Standardized | R-Square | Sig. Simultaneous |
|----------|------|----------------|----------|-------------------|
| Welfare Program | 0.010 | 0.335 | 0.773 | 0.000 |
| Motivation | 0.000 | 0.478 | | |

The data analysis, welfare program employees and motivation to performance obtained p-value = 0,000. Because the p-value = 0,000 and α = 0,05, Ho rejected so there is due to the welfare of labors and motivation to performance of health workers in RSM Ahmad Dahlan Kediri. Test for partial variables there is impact on the welfare of health workers to performance (p-value = 0.010), and variable motivation influence the performance of health workers in RSM Ahmad Dahlan Kediri (p-value 0.000).
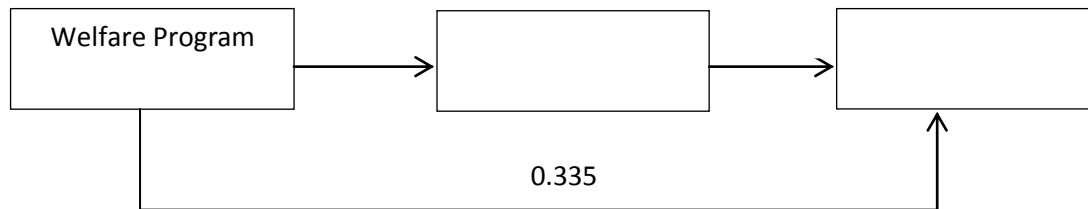
Figure 1. Direct impact of welfare program to motivation and performance of work

In figure 1 can be explained that the variable welfare program employees have a direct impact with the motivation work of worth 0,801 .Motivation work are having direct influence on performance of worth 0.478 , while the welfare program employees directly influence to officer performance health by 0.335 .Indirect effect welfare program employees of the performance of health workers through factors motivation work of 0.801 * 0.478 = 0.383 .The influence of total employees   welfare program to the performance of health workers RSM Ahmad Dahlan of 0.718

**Welfare Program**

According to the research conducted on the welfare of labors in RSM Ahmad Dahlan kediri known that the majority of respondents not prosperous that is about 44 respondents (60.3 %) of the total 73 respondents. According to (Hasibuan M. S., 2013), the welfare of labors is it services complement (material and non material) rendered based on wisdom, the goal is to maintain and improving the condition of physical and mental our employees to increase productivity it works. According to (Waridin, 2012), welfare is a condition safety and prosperous avoid the various threats made and hardship perceived someone who has committed a job in a place or company.

Employees were elements very important actively involved in activity or agencies. One way done by company to maintain employees is to implement welfare of all employees. Welfare includes all kinds of awards pecuniary not given directly on employees. The award was granted to all the member of over its membership and not based on his work. Allowance an employee in welfare program an employee give various benefit. Leave paid is considered greatly break mental and physical that arouses an increase in interest and activities on the job. RSM Ahmad Dahlan Kediri grant leave of absence annual for 12 days, so employees can take it for on vacation.

When take holiday there are not compensation, so although employees take time off they will get a salary but they don't get allowance presence. Life insurance is given will ease the worries so the employee can focus on the job. Providing the cafeteria can provide nutrients better to employees, improved nutrition will provide better health and is expected to put the attendance and increase the work. According to (Nasution, 2013) several criteria measurement welfare program: employees the sexes, office, education, working time, age, marital status, the number of family members, the status in the family. One factor measurement above in welfare program employees are working time the employees.

An employee welfare program in RSM Ahmad Dahlan Kediri known that the majority of respondents not prosperous because the employees welfare program not going well particularly giving allowance program are not met properly. It is causing workers in RSM Ahmad Dahlan kediri feel not prosperous, because the needs of employees is getting increased, especially those who is married and continuing education.

**Motivation**

Based on studies conducted in RSM Ahmad Dahlan Kediri known that the majority of respondents not having motivation goodly about 43 respondents or 58.9%. According to (Soedarmayanti, 2013) motivation is a process that happens in your self who created the objectives and give exertion for mannerisms is the propulsion that is in person to do a certain activity to reach a purpose. Motivation if it were viewed from the perspective of organization have meaning as the process that a manager stimulate other people to work in order achieving the aims of organization, as a tool to satisfy their own personal .in general term, motivation have meaning an activity of a manager who can cause, channel, and protecting human behavior (employees) get better.

In conjunction with work environment (Mangkunegara, 2012) suggested that work motivation is defined conditions that awaken influence, directing and maintaining behavior that deals with the working environment. Motivation is important, because with the motivation would be able to boost someone to do a job with more excited especially with regard to the motivation work in order to increase the employee performance. Motivation working from employees to grow by itself or need stimulation off leaders or manager.

That is why there is a difference in force motivation shown by someone in the face of a particular situation compared with other people are facing a similar situation. In fact someone will show a certain push in face a different situation and in the different also. According to (Hasibuan M. S., 2013), explained that there are several criteria measurement motivation on employees covering: work time, kind of occupation, age, and marital status. Motivation health workers in RSM Ahmad Dahlan Kediri mostly having not good motivation, because absence of recognition and appreciation for performance at institutions and work employees, it is hard to get promotion at the hospital

Not given responsibility in full also influence the lack of motivation work in RSM Ahmad Dahlan Kediri. Should the hospital give impetus and motivation its employees so that employees feel that they are very much needed and will raise the motivation to work better.  On characteristics of respondents aged 26 - 40 years is the productive  age  to increase the motivation in working, free give idea in every their works, but the research known at the age of 26 - 40 years have not good motivation. This needs to be evaluation from hospitals, for improvement in an effort to improve its employees  motivation work. Each employee of course wants the progress or change in his work that not only in terms of the different jobs or variation, but also a better position. Each employee want the promotion to higher level, find opportunities to improve his experience at work.

Opportunities for the potency advancement themselves will be strong motivation for employees to work better. Promotion are progress to work who has responsibility larger, prestige or status more, skill larger, and in particular the increasing wage or salary. Every human being has the needs of the would appreciate some respect. The recognition of achievement as a means innovation is effective, even could exceed satisfaction originating from compensation. Admission is satisfaction obtained someone from work itself or of the neighborhood psychology and/or physical where the man work, in compensation non financial. Someone who obtains or award recognition will be able to promote the spirit of it works. The need for self-esteem /reverence acted more individualized or characterizing personal, want of himself esteemed or respected in accordance with its capacity (benefice). Otherwise any personal not want considered him self more low from another. Therefore a wise leader will always giving recognition/awards to employees  who had shown achievements as a factor that effective motivation for increased work performance of his employees.

**Performance**

According to research conducted in RSM Ahmad Dahlan  known that the majority of having their performance is not good that is about 42 respondents or 57.6 %.  According to (Mangkunegara, 2012) the performance is the result of a work as the quality and quantity of reached by an employee in carried out in accordance with the responsibility of who is given. The performance of the job will be more effective when supported with confidence and motivation high. With the faith drives someone to responsible for his work that could lead behavior  it works by achieve  the purpose desired. Performance part of what we have achieved by individuals or in other words actual results achieved. When individual set goals and trying to get there, but individuals will be obtain and see the result of what he had done or it earned. Later the result will be assessed and compared with the are predetermined in advance. Measurement about performance hanging from of employment and aim of organization to a hospital concerned. (Nasution, 2013) said the welfare of labors must be fulfilled, this will have an influence on improving the employee performance

Performance measurement criteria namely: age, type works, length of work, education, marital status, number of family, and status in the family.  More than half of health workers in RSM Ahmad Dahlan Kediri have no good performance, because inability do the job done individually without help others, due to accustomed to do the job done together to quickly intractable duty.  When Knowledge is good enough basically will produce performance better than the less knowledge. Performance between one organization by another could different, because the different indicator.  Several factors this include factor environment, the ability, culture, education, leadership and organization. In order to overcome lacking variety and weakness or to expand their employees who have not were dug fully, so management must be trying to develop the capabilities of the employees to improve their performance, with a training or forward education level higher.

**Motivation and performance health workers as a result welfare program employees in RSM Ahmad Dahlan Kediri**

The analysis of data known that the p-value = 0,000 and α = 0,05 so Ho rejected and the welfare of labors give effect to the motivation and performance of health workers in RSM Ahmad Dahlan Kediri. The crosstab between motivation with a welfare program employees it is known that the majority of having motivation not well and not prosperous welfare as much as 40 respondents (54.8 %). The tabulation of cross between a performance with a welfare program employees can be seen that the majority. The Tabulation of cross between motivation with performance can be seen that the majority of respondents having no good motivation and performance not well as much as 38 respondents (52 %).

Employee welfare programs have become a very important part of the policy of the compensation package. Life and health insurance program and paid time off is more less usual type of policy employee welfare can found in government organizations and private. By giving an array of welfare for employees will help companies to draw employees high quality of, besides in their efforts to heightens moral, and satisfaction work employees. Thus increasing the welfare of labors highly profitable for employees and company. A welfare program are reflection for institutions to maintain human resources and improve the credibility of the hospital. This is in accordance with research (Murtiningsih, 2012)  stated that the welfare of labors impact on of employee performance of 0.563.

Motivation is a series of attitude and value of affecting individuals to reach the specific objectives in accordance with individual. Attitudes and values are is a power to encourages individual respond to achieving the objective. Impulse consisted of two components, namely:

direction to behavior (work to an end), and strength behavior (the individual business in working). Motivation give impact on of employee performance. Motivation basically can encourage employees to do as maximum as possible to carry out their assignment because believe that with the success organization to reach target and various the targets, so self-interest members of these organizations will be fulfilled. This is accordance with (Riyadi, 2011) saying that motivation of work give effect to the performance of work.

Motivation someone starts with needs, desire and impulse to act to achieve needs or purpose. (Tzeng, 2011) motivation that is free of good will have an influence on work performance. (Tietjen, 2010) has stated that motivation work best is when the attitude of each employee can be understood. This can show how strong encouragement, business, intensity, and its willingness to sacrifice by the achievement of the aims. In which case the strong impulse or motivation and spirit and the higher its performance. Performance be a function of motivation and the ability. To complete the task and their jobs someone duly having degrees willingness and the level the ability certain. Willingness and skills someone is not enough effective to do something without a clear understanding of what to do and how to do it. Employee performance is important in effort to agencies to achieve its goal. To reach expected performance so companies need motivation its employees. With the motivation and performance assessment, organizational goals can be achieved and reached also personal goal. In addition there needs to be the ability to do the work instructions given and must be in accordance with the conditions determined by RSM Ahmad Dahlan Kediri.

Thus can be concluded that welfare program led to motivation work employees, so if the program the welfare of labors could be met with will motivation work employees had would rise and employee performance will be better and more productive. Motivation also direct impacts on performance, absence of recognition against the employee who achievements good working and the difficulty of opportunities to expand their self or position promotion government offices also make employee performance to not good. The fulfillment of a need material and non material can promote the spirit of working interest and passion, so that the implementation of a welfare program employees aimed to provide a stimulus to an employee to maximize motivation and its performance and there were the interaction that favorable between hospitals for its employees.

## CONCLUSIONS AND SUGGESTIONS

Welfare program employees give effects to motivation and performance of health workers in the RSM Ahmad Dahlan Kediri. The influence of total employees welfare program to the performance of health workers at RSM Ahmad Dahlan of 0.718. To be Consideration for the management RSM Ahmad Dahlan Kediri in giving employees welfare program that are directly or indirectly to increase the motivation and performance of health workers. RSM Ahmad Dahlan capable of infuse soul professional to every health workers in RSM Ahmad Dahlan by not despised the presence of institutions and responds in a positive good institutional.

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# CONNECTION AND MATHEMATICAL DISPOSITION TOWARD ADVANCED MATHEMATICAL THINKING IN APOS MATHEMATICS LEARNING

**Retno Marsitin**

mars.ayuu@gmail.com

*Mathematics Education, University of Kanjuruhan Malang*

**Abstract:**     This study aimed to analyze the effect of mathematical connection and mathematical dispositions of students towards Advanced Mathematical Thinking in APOS mathematics learning and the most influence on Advanced Mathematical Thinking. This research is quantitative research. The data analysis used multiple linear regression. Variables in the research include dependent variable was the Advanced Mathematical Thinking and independent variables were mathematical connection and mathematical disposition. The research was conducted at the University of Kanjuruhan Malang, Faculty of Science and Technology in Mathematics Education. The respondents were Mathematics Education students who took a course in calculus (limit), the number of students was 30. The results of the research showed that mathematical connections and mathematical dispositions effect on Advanced Mathematical Thinking in APOS mathematics learning with percentage of 88,2%; From those results it can be concluded that mathematical connection and mathematical dispositions influence the Advanced Mathematical Thinking in APOS mathematics learning

**Keywords:**     *Mathematical Connection, Mathematical Disposition, Advanced Mathematical Thinking, APOS Mathematics Learning*.

## INTODUCTION

Mathematics is indispensable to the thinking activity. Thinking is a mental process that goes beyond remembering and comprehending (Sagala, 2003; Suryadi, 2012). Students' understanding of the connections between concepts or ideas of mathematics can facilitate their ability to formulate and verify the conjecture inductively and deductively and very important in the learning of mathematics. Furthermore, concepts, ideas and newly developed mathematical procedure can be applied to solve other problems in mathematics or other disciplines (Permana & Sumarmo, 2007; Wahyudin, 2008).

Mathematics learning in college-level requires the students to have the ability to think mathematically, so that students do not just memorize formulas or simply apply a mathematical formula. Mathematical thinking in college-level is advanced mathematical thinking. Sumarmo (2011) states that Advanced Mathematical Thinking certainly contains a high level of mathematical thinking. But not all high-level mathematical thinking contains advanced mathematical thinking.

Advanced mathematical thinking is regarded to the introduction of formal definitions and logical deduction. Advanced Mathematical Thinking Process (AMT) consist of: the representation process, abstraction process, the relationship between representation and abstraction (Dreyfus (Tall, 2002); Sumarmo, 2011). Several studies, including (1) Herlina (2015) in her research stating that there were improvement on students' Advanced Mathematical Thinking (AMT) through APOS learning approach; (2) Suprayana (2012) in his research states that learning mathematics for higher level is not easy, so it takes time to understand mathematics as the logic language and has the ability to representing, abstracting, connecting representation and abstraction, creative thinking, and prove the more complicated facts covered in advanced mathematical thinking skills (AMT); (3) Smith (2004) in her study stated that students should be able to make a shift in Advanced Mathematical Thinking (AMT) to enable the harmonious relationship between the Elementary mathematical thinking (EMT) with Advanced Mathematical Thinking (AMT).

Tall (1999) in his research states that APOS theory has many applications in basic math arithmetic, algebra, and calculus. Advanced Mathematical Thinking needs expression in the actions, objects and schema. Asiala et al., (1997) suggest that there is interaction between students through APOS approach so an exchange of different learning experience is expected therefore mental action can be continued as expected, that has the ability to reflect on the actions that had been done, and students can reached the stage of potential development. Dubinsky & McDonald (2001) states that the theory APOS is an approach to learning that is generally performed for the learning of mathematics at the college level, which integrates the use of computers, discussions in small groups, and pay attention to mental constructions that is undertaken by students in understanding a math concept. The mental constructions are: action, process, object, and the schema which is abbreviated by APOS.

In solving mathematical problems, students are required to have mathematical connection capabilities. This is in accordance with the opinion of (Micovich & Monroe, 1994; NCTM, 2000) who state that there are three kinds of mathematical connections, namely; connections between mathematical topics, connections with other scientific disciplines and the connection with the real world. The ability of mathematical connection has purpose to recognize and use connections between the ideas of mathematics, understand how ideas of mathematical interconnected to produce a coherent (united), identify and apply mathematics both within and outside the context of mathematics (NCTM, 2000). Furthermore, concepts, ideas and newly developed mathematical procedure can be applied to solve other problems in mathematics or other disciplines (Permana & Sumarmo, 2007; Wahyudin, 2008). Mathematical connection ability is the ability to associate mathematical knowledge possessed by students with other mathematical ability and life realities (Ruspiani, 2000; Bahr & Garcia (2010)).

In addition to mathematical connections in enhancing Advanced Mathematical Thinking (AMT), students are required to have a mathematical disposition. Mathematical disposition is an interest and appreciation of mathematics such as the tendency to think and act positively, including self-confidence, curiosity, perseverance, enthusiasm in learning, persevering in facing problems, flexible, willing to share with others and reflective in the activities of mathematics (NCTM, 2000; Wardani, 2009). Measuring mathematical disposition with indicators: indicating passion / enthusiasm in learning mathematics, indicating a serious concern in learning mathematics, showing tenacity in facing problems, indicating confidence in learning and solving problem, showing high curiosity, demonstrating the ability to share with others (Syaban, 2009).

There are lot students who still do not have possitive attitude or a positive outlook on mathematics. The reality is consistent with several studies include Herlina (2013) who states

that the disposition of mathematics increases with the learning of mathematics. With regard to the mathematical disposition which is still low, then the mathematical dispositions can be developed through the study of mathematics.

From the description and the above phenomena, efforts to improve the quality of learning by innovating the learning of mathematics through APOS associated with the mathematical connection and mathematical disposition, and formulation of the problem is there any effect of students' mathematical connections and mathematical disposition toward Advanced Mathematical Thinking in APOS mathematics learning? The purpose of this study is to analyze the effects of students' mathematical connections and disposition of toward Advanced Mathematical Thinking in APOS mathematics learning

.
**METHOD**

The methods in this study focuses on the purpose of research is to analyze the effect of students' mathematical connections and disposition toward Advanced Mathematical Thinking in mathematics APOS. This research is quantitative and the variables in this study are: (a) The independent variables are: mathematical connections as $(x_1)$ and mathematical disposition as $(x_2)$; (b) The dependent variable, namely Advanced Mathematical Thinking (AMT) as (y).

The research was conducted at the University of Kanjuruhan Malang, Faculty of Science and Technology, Mathematics Education Department. The respondents in the study were students of Mathematics Education Department, Faculty of Science and Technology, University of Kanjuruhan Malang who took a course in calculus (limit), the number of students was 30. The research instrument is content validity by a senior lecturer of mathematics education. The data analysis used multiple linear regression analysis with SPSS assited, the stages are: (a) Validity and Reliability; (B) Test requirements analysis is multicollinearity test, autocorrelation test, heteroscedasticity test, test for normality; (C) hypothesis test that test the regression line through the $R^2$, with a significance test F test, significance test with t test; (D) Draw conclusions from the analysis of data.

**FINDINGS AND DISCUSIION**

The analysis of the effect of students' mathematical connections and disposition toward Advanced Mathematical Thinking in mathematics APOS using multiple linear regression analysis with SPSS aided covering validity and reliability, the prerequisite test analysis and test of hypotheses.

**1. Test Validity and Reliability**

Validity and reliability is test of data instrument that is used to determine the accuracy and consistency of measuring devices using a scale, questionnaires. Validity and reliability with SPSS aided by the analysis as follows:

a. Test Validity and reliability of mathematical connections, namely:
   (i)   Output case processing summary is to explain the amount of valid data to be processed and the data are released. The valid data is 30 with a percentage of 100%.
   (ii)  Output reliability statistics as a result of the analysis of reliability with cronbach alpha technique with cronbach alpha value is 0,833. The Results of cronbach alpha is 0,833 higher than 0,8 then the entire item is reliable.
b. Test Validity and reliability of mathematical disposition:

(i) Output case processing summary is to explain the amount of valid data to be processed and the data are released. The valid data is 30 with a percentage of 100%.

(ii) Output reliability statistics as a result of the analysis of reliability with cronbach alpha technique with cronbach alpha value is 0,892. The Results of cronbach alpha is 0,892 higher than 0,8 then the entire item is reliable.

c. Test Validity and reliability of Advanced Mathematical Thinking (AMT), including:

(i) Output case processing summary is to explain the amount of valid data to be processed and the data are released. The valid data is 30 with a percentage of 100%.

(ii) Output reliability statistics as a result of the analysis of reliability with cronbach alpha technique with cronbach alpha value is 0,871. The Results of cronbach alpha is 0,871 higher than 0,8 then the entire item is reliable.

The results of Validity and reliability showed that the mathematical connection, mathematical disposition and Advanced Mathematical Thinking (AMT) in mathematics APOS declared valid and reliable, so that the instrument can be used for data retrieval in research.

2. Prerequisites Test Analysis

Prerequisite test multiple linear regression analysis with SPPS aided include multikoliearitas, autocorrelation, heteroskedasticity and normality as follows:

a. Multikolinearitas, can be seen the value of tolerance and inflation factor (VIF), namely: the output coefficients show that the value of tolerance for both variables is more than 0.10 with details ie mathematical connection with tolerance value is 0.991 and mathematical disposition tolerance value of 0.991. VIF value for the variable mathematical connections at 1,009 and VIF for variable mathematical disposition of 1.009 which means whole VIF obtained less than 10. It can be concluded that there is no multicollinearity between independent variables. It can be concluded that there is no multicolinearity between variables. It can be seen in the table below:

Tabel 1. Coefficients

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | -2.938 | 2.398 | | -1.225 | .231 | | |
| | Koneksi Matematis | .463 | .182 | .169 | 2.551 | .017 | .991 | 1.009 |
| | Disposisi Matematis | .353 | .025 | .940 | 14.159 | .000 | .991 | 1.009 |

a. Dependent Variable: Advanced Mathematical Thinking (AMT)

b. Autocorrelation, using the Durbin-Watson test is the model output summary that indicates that the Durbin-Watson value is 2,195. Durbin-Watson is 2,195 compared with the criteria for acceptance or rejection is made with $d_L$ and $d_U$ value is determined based on the number of independent variables in the regression model $(k)$ and the number of samples $(n)$. The result of output model summary with Durbin-Watson value 2,195 is less than 1,57 $(d_U = 1,57)$ and less than 2,43 $(4 - d_U = 4 - 1,57 = 2,43)$ it means that is the the area of no autocorrelation, thus it can be concluded that there is no autocorrelation. It can be seen in the table below:

Table 2. Model Summary

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .939[a] | .882 | .873 | 1.569 | 2.195 |

a. Predictors: (Constant), Disposisi Matematis, Koneksi Matematis

b. Dependent Variable: Advanced Mathematical Thinking (AMT)

c. Heteroskidastity, using the correlation coefficient Spearman's rho, in the output correlations which shows that the correlation between the independent variables they are mathematical connection with unstandardized residuals have a significance value greater than 0,844 and mathematical disposition with unstandardized residuals have significance value 0.870, which means the significance value greater than 0.05 it can be concluded that there is no heteroscedasticity problem. In addition to the heteroskedastisitas, testing methods of correlation coefficient Spearman "s rho also through observing at the pattern of dots on a scatterplot graph. Output scatterplot on a scatterplot graph show that hot spots do not form a pattern (a certain) groove and the dots spread both above and below the number 0 on the $y$ axis. So it can be concluded that there is no heteroscedasticity in the regression. It can be seen in the table below:

Table 3. Correlations
**Correlations**

| | | | Unstandardized Residual | Koneksi Matematis | Disposisi Matematis |
|---|---|---|---|---|---|
| Spearman's rho | Unstandardized Residual | Correlation Coefficient | 1.000 | -.038 | .031 |
| | | Sig. (2-tailed) | . | .844 | .870 |
| | | N | 30 | 30 | 30 |
| | Koneksi Matematis | Correlation Coefficient | -.038 | 1.000 | -.100 |
| | | Sig. (2-tailed) | .844 | . | .599 |
| | | N | 30 | 30 | 30 |
| | Disposisi Matematis | Correlation Coefficient | .031 | -.100 | 1.000 |
| | | Sig. (2-tailed) | .870 | .599 | . |
| | | N | 30 | 30 | 30 |
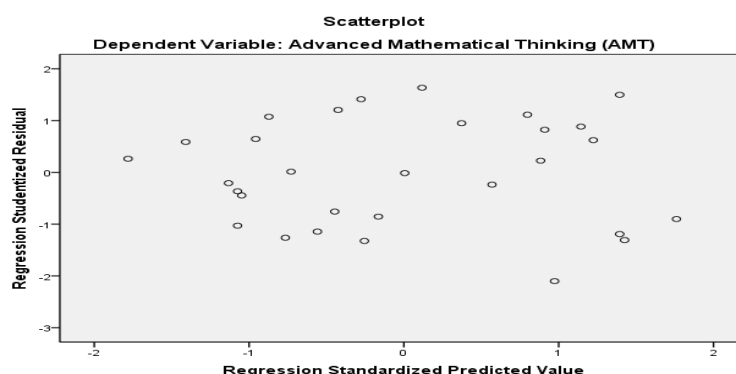
Picture 2. *Scatterplot*

d. Normality, using Normal P-P Plot graphs illustrate normality output that shows dots do not lie more or less in a straight line, so it can be concluded that residual data is normally distributed. It can be seen in the table below:
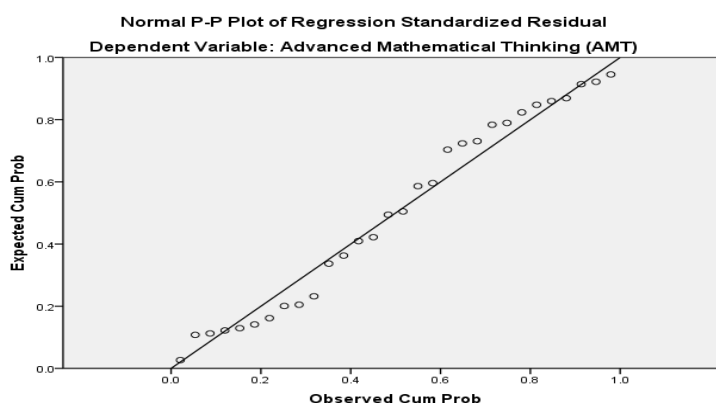


Picture 3. Normal P-P Plot

The results of prerequisite test analysis can be concluded that the mathematical connection, the mathematical disposition and Advanced Mathematical Thinking (AMT) in mathematics APOS fulfill the prerequisite of the linear regression that is no multikolinearitas, no autocorrelation, no heteroskedastisitas and normally distributed, so that the instrument can be used for data retrieval in research.

**2. Hypothesis Testing**

Analysis of hypothesis testing with multiple linear regression output aided by SPSS includes the F test and t test as follows:

a. *F* test, it can be seen from the output of ANOVA (analysis of variance) is a regression test together the significance effect of the connection variables influence how much mathematical and mathematical disposition toward the Advanced Mathematical Thinking (AMT) in the learning of APOS mathematics by testing using a 0,05 significance level. Analysis of ANOVA output includes:

 (i) The percentage of the effect of mathematical connections and mathematical disposition toward Advanced Mathematical Thinking in APOS mathematics learning is 88.2%.

(ii) Probability value of Anova Output data shows that significance $< 0,05$ is $0,000 < 0,05$ then $H_0$ rejected.

(iii) The conclusion is mathematical connections and mathematical disposition simultaneously affect the Advanced Mathematical Thinking (AMT).

It can be seen in the table below:

Table 4. Model Summary

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .939[a] | .882 | .873 | 1.569 | 2.195 |

a. Predictors: (Constant), Disposisi Matematis, Koneksi Matematis

b. Dependent Variable: Advanced Mathematical Thinking (AMT)

Taeel 5. Anova

**ANOVA[b]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 497.511 | 2 | 248.756 | 101.015 | .000[a] |
| | Residual | 66.489 | 27 | 2.463 | | |
| | Total | 564.000 | 29 | | | |

a. Predictors: (Constant), Disposisi Matematis, Koneksi Matematis

b. Dependent Variable: Advanced Mathematical Thinking (AMT)

b. The multiple linear regression equation from the output coefficients indicate that the multiple linear regression model to estimate the effect of mathematical connections and mathematical disposition toward the Advanced Mathematical Thinking (AMT) in the learning of APOS mathematics is: $y = -2{,}398 + 0{,}463x_1 + 0{,}353x_2$. It can be seen in the table below:

Table 6. Coefficients

**Coefficients**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | -2.938 | 2.398 | | -1.225 | .231 | | |
| | Koneksi Matematis | .463 | .182 | .169 | 2.551 | .017 | .991 | 1.009 |
| | Disposisi Matematis | .353 | .025 | .940 | 14.159 | .000 | .991 | 1.009 |

a. Dependent Variable: Advanced Mathematical Thinking (AMT)

c. *T* test, it seems from the output coefficients show partial regression coefficients test used to determine partially the mathematical connection and mathematical disposition significantly affect the Advanced Mathematical Thinking (AMT) in mathematics. The Test using a significance level of 0,05 with the analysis:

(i) The test of mathematical connection Variable toward Advanced Mathematical Thinking (AMT)
 (a) Probability Value of Output coefficients showed that the significance $< 0,05$ is $0,017 < 0,05$ then $H_0$ rejected.
 (b) The conclusion is mathematical connections effect Advanced Mathematical Thinking (AMT) in APOS mathematics learning.
(ii) Coefficient testing of mathematical disposition variable toward Advanced Mathematical Thinking (AMT)
 (a) Probability Value of Output coefficients showed that the significance $< 0,05$ is $0,02 < 0,05$ then $H_0$ rejected.
 (b) The conclusion is mathematical disposition effect Advanced Mathematical Thinking (AMT) in APOS mathematics learning.

The results of Hypothesis test show the data of the effect of students' mathematical connection and mathematical disposition toward Advanced Mathematical Thinking in APOS mathematics learning as follows:

1. The effect of students' mathematical connection toward Advanced Mathematical Thinking in APOS mathematics learning can seen from the output coefficients by t test and the test using a significance level of 0,05. The Output coefficients result significant value is 0,017 compared to the 0,05 thus the significance $< 0,05$ for $0,017 < 0,05$ so $H_0$ rejected. Thus it can be concluded that mathematical connections significantly affect the Advanced Mathematical Thinking (AMT). This is in accordance with the opinion (Ratnaningsih, 2003; Lasmanawati, 2011) that through the process of mathematical connection thus the students' thinking concept and insight on mathematics is getting wider, not only focused on the topic being studied. Additionally, Wahyudin (2008) also found that a good mathematical connection capability result in the high mathematics skills.

2. The effect of students' mathematical disposition toward Advanced Mathematical Thinking in APOS mathematics learning can seen from the output coefficients by t test and the test using a significance level of 0,05. The Output coefficients result significant value is 0,02 compared to the 0,05 thus the significance $< 0,05$ for $0,02 < 0,05$ so $H_0$ rejected. Thus it can be concluded that mathematical disposition significantly affect the Advanced Mathematical Thinking (AMT). This is in accordance with the opinion of Syaban (2009) which concluded that overall the increase of mathematics disposition of students who receive teaching with model or a particular approach is better than the students who receive conventional learning.

3. The effect of students' connection and disposition toward Advanced Mathematical Thinking in APOS mathematics learning seen from the output of ANOVA (analysis of variance) that is a simultaneous regression test (*F* test) and test using 0.05 significance level. Anova output significance is 0,000 compared to the 0.05 thus significance $< 0,05$ for $0,000 < 0,05$ so $H_0$ is rejected. Therefore it can be concluded that the mathematical connections and disposition simultaneously influence on Advanced Mathematical Thinking (AMT).

4. Multiple linear regression equation to estimate the effects of mathematical connections and mathematical disposition toward Advanced Mathematical Thinking (AMT) can be seen

from the output coefficients which indicate that the model of multiple linear regression equation is $y = -2{,}398 + 0{,}463x_1 + 0{,}353$. Multiple linear regression equation can be used as a basis to estimate the ability of Advanced Mathematical Thinking (AMT) is affected by mathematical connections and mathematical disposition. The percentage of the effect of mathematical connections and disposition toward Advanced Mathematical Thinking in APOS mathematics learning is 88.2%.Thus it can be concluded that the mathematical connections and disposition of simultaneously affect on the Advanced Mathematical Thinking (AMT). In this regard, to improve the ability of Advanced Mathematical Thinking (AMT) then the ability to connect and mathematical disposition should be improved.

**CONCLUSIONS AND SUGGESTIONS**

The results of data analysis and discussion that has been presented can be concluded that mathematical connections and mathematical disposition effect on the Advanced Mathematical Thinking in APOS mathematics learning. The percentage of the effect of mathematical connections and mathematical disposition toward Advanced Mathematical Thinking in APOS mathematics learning is 88.2%.

With regard to the results of these studies, the few things that need to be considered as a suggestion in achieving the goals of mathematics learning that the lecturers are expected to provide mathematical problems related to the mathematical connections so that students have Advanced Mathematical Thinking ability and give students the opportunity to connect mathematically so that students can solve mathematical problems well. Further research is considered necessary so that the expected results of this study can be used as reference both theoretically and practically in enhancing the ability to think mathematically.

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# An International Group Membership on Facebook and Its Effect on Giving Feedback during Peer Review

**Riza Weganofa, Henni Anggraeni**
rizaweganofa@unikama.ac.id

*Universitas Kanjuruhan Malang*

**Abstract:**   In the light of process approach in writing, reviewing becomes a core step in composing a good writing. Review can be done either by a teacher or a student or even both. Peer review has been recommended by several research results because of its benefits towards students. However, the quality of it is still debatable. This study aims at investigating the effect of international group membership on Facebook towards giving feedback during peer review. This fact is interesting because many young students are social media users. This study got two homogenous groups in which they were attending their first year school at university. A post test was administered at the end of the meetings. It was found that t-observed was lower than t-table. It indicates that there was not enough evidence to accept alternative hypothesis. In other words, there was no significant difference between students who joint international group membership and those who did not.

**Keywords:**   *Effectiveness, International Group Membership, Facebook, Feedback*

## BACKGROUND OF THE STUDY

Writing is very important to be mastered, especially for those who study English as s second language because it will affect other language skills. Readence, et.al (in Richard Amato & Snow, 2005:168) argue that the best way to help students understand language with complex structure is through writing. In the light of process approach of writing, a student has to go a long journey before producing a 'good' writing. A good writing product is not an instant product which can be displayed only in one process. Cahyono and Widiati (2011:77) state that teaching writing as a process approach focus on helping students through several steps (such as planning, drafting, revising, editing) or combination.

One of the processes in writing is reviewing. Reviewing normally involves other people who will read the draft and give some comments. Either teachers or students can do review. Some studies have proven that review that is done by students or peer review is beneficial for students. Feris and Hedgcock (1998:170) formulate that peer review encourages students to be more active, help them to reformulate ideas given, decrease the tension, get feedback from authentic readers, and develop critical skills that are needed to analyze and revise their own writing.

Kaufman, et.al (2005) stated that 33% teachers reported that they always asked their students to discuss their writing with their peers, while the rest of them reported rarely did it. Meanwhile, students responded differently about this. 11% of the students reported that they

almost every day did peer review, 28% said once or twice in a week did it, 33% reported once or twice in a month had peer review, and the rest mentioned never did it. From this report, peer review is commonly done at school.

Students cannot be isolated from their social environment in learning. Students in this era are known as the second generation of web, further, Marc Presky (in Liu) calls them as digital natives. It derives from the fact that they spend almost their whole life in front of computer, video games, ipod, HP, and other digital media.

McCorkindale (2010) adds that social media sites are getting popular among students, such as Facebook. He cited that there are 300 active users of Facebook in September 2009 and it increased 70% from previous six months. Todays, there are more than 45 million active users and more than 10 million users become members of pages every day. Tess (2013) summarizes from several studies about Facebook users; 94% of university students are active users of Facebook and spend 10 up to 30 minutes a day and have got 150- 200 friends. Harvard (in Tess, 2013) mentions that 90% of university students have a Facebook account in 2011.

As many students do several activities on Facebook, teachers should not ignore about this fact and feel awkward to synchronize their teaching techniques with social media. Digital natives have different characters with the way their teacher studied in the past. This shapes, further, the different way of communicating. Shier (in Bosch, 2009) states building social community through social media is a way for students meeting up, communicating, and building communities.

Generally, any social media, such as Facebook is not developed for teaching and learning purpose (Liu, 2010); it is made for social network, instead. However, as a user, a student can do several activities through social media, for example reading information through pages subscribed, writing comments, watching videos, or writing thoughts through status. Facebook has features that help users to communicate. Haase (in Tess, 2013) mentions users can send online messages, add some friends, join groups, update their profile, add features, and know other users through reading their profiles. These facilities make Facebook becomes popular among students.

Several studies have proven the benefits of integrating social media into classroom. McLoughlin and Lee (in tess, 2013) argue that social media can be used as a media in inquiry-based and collaboration learning. They add that social media encourage active participation, self-directed students, and personal meaning construction. Liu (2009) believes that social media help students to be more independent in learning and researching. Kabilan, Ahmad, and Abidin (in Tess, 2013) mention 74% students are agree that Facebook gives positive effects towards English learning. They add 74% out of 300 students of Universitas Sains, Malaysia get motivated to communicate in English through Facebook.

Despite its favorable benefits of Facebook, other several studies find that social media, especially Facebook does not give positive effects in learning. Madge, et.al (in Tess, 2013) explained that Facebook as learning media does not have positive respond from 213 students in England. They think that Facebook is more suitable for informal learning.

Lenhart, et.al (2008) studied about the use of technology by students and its effect on writing skill. They summarized that 94% of them are familiar to go online using internet and use email. It cannot be denied that students' existence in virtual community affects the way they learn, including develop writing skill. Burnett and Merchant (2011) state that social media owns a tremendous role in creating a new way of learning.

Lenhart, et.al (2008) explained the result of their study descriptively. In EFL context in Indonesia, students are required to produce academic writing. Mostly lecturers use peer review

in teaching writing. However, there is no study which investigates the quality of peer review yet.

Thus, this study aims at investigating the effectiveness of students international group membership on Facebook on giving feedback during peer review. This study differs from Lenhart, et.al study in which the context of their study is English as first language. Meanwhile, this study regards English as a foreign language. This implies that students communicate each other using languages other than English, including in giving comments during writing. Also, most of communities that are built through Facebook do not use English as a medium of communication. Lenhart, et.al also used descriptive qualitative in explaining their results, meanwhile this studi aims at investigating the effectiveness of international group membership on Facebook on giving feedback during peer review.

### Statement of Problem

Based on background of study above, the problem of this study can be formulated into: Do students who join international group membership on Facebook have significant ability in giving feedback during peer review compared to those who do not?

### Hypotheses

International group membership on Facebook is highlighted by Lenhart, et.al (2008) findings which stated that 50% of students claimed that communicating via electronic device increased their academic writing skill and 17% said that it helped them writing – other than school works. Thus, the temporary answer for the problem is international group membership on Facebook (Ua) gives significant effect (Ub) on students' ability in giving feedback during peer review (H1 = Ua > Ub).

### RESEACRH METHODOLOGY

This study belongs to quasi-experimental research since the researcher did not have authority to randomize the subjects. This study impleneted pretest-posttest design, as suggested by Creswell (2012:307). One of the benefits using pretest is to know groups homogeneity.

The variables in this study are students' international group membership on Facebook as the independent variable; meanwhile the dependent variable is their ability to give feedback during peer review.

### Subject of the Study

The accessed population of this study is all second semester students of English Department of University of Kanjuruhan Malang. There are five parallel classes. By tossing coin, it was decided that Class A is control group and Class b is experimental group, in which the students were asked to report their activities on Facebook. The researchers taught both groups by herself.

### Instruments

The main instrument in this study is writing test. This test is used to measure the quality of feedback given by students towards an essay. There were four components that will be assessed by the rater and the researcher: feedback on content, feedback on grammar, feedback on punctuation, feedback on vocabulary, and whether or not students give suggestion

to the essay. The students did not know that the feedback they gave will be used for this study, so the pressure was not as high as when they notice that they were being monitored.

**Data Analysis**

After taking data from pretest and posttest, the researcher checked the homogeneity variance from both groups. Levene's test was used for this. Meanwhile, to analyze the hypothesis, the researcher used Independent t-test. The researcher took .05 as the level of significance with one tailed measurement. The researcher is confidence enough to claim that the findings were 95% true as Ary, et.al (2002:179) claim that .05 is acceptable in education. Thus, if the observed significance on Levene's test was higher than .05, the variance from both groups is equal. Further, it will be used to determine the inferential statistic calculation to analyze the posttest.

**FINDINGS**

The results of this study were derived from students' writing feedback towards an essay. The researcher only gave treatment to the experiment group by asking them to join any international group on Facebook. Every week they would report their activities on the group to the researcher. Meanwhile, the control group did not discuss anything about Facebook. After four weeks, they were given the posttest. They were allowed to give any comment on the posttest. Based on the rubric, there were four components that were measured; feedback on content, feedback on grammar, feedback on vocabulary, and whether or not they gave suggestion. Each component has range $1 - 5$ with 5 is the highest score.

Descriptively, the mean score from pretest for experimental group was higher (78.06) than control group (71.08). However, the observed significance of variance on Levene's test showed 0.640 which meant was higher than 0.05 (Table 1). This indicated that both groups were homogeneous before the researcher conducted the treatments.

Table 1. Homogeneity Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|
| | **F** | **Sig.** | **t** | **df** |
| test  Equal  variances assumed | .221 | .640 | -1.385 | 70 |
| Equal  variances  not assumed | | | -1.385 | 69.390 |

After analyzing post test results from both groups, independent t-test was used to know whether the experimental group's score significantly exceeded the control group' score (Table 2). It was found that $t_{observed}$ was -1.385 with significant score was 0.170. After that $t_{observed}$ was compared to $t_{table}$ ($t_{df}/0.025 = t70$; $0.025 = 2800$). It showed that $t_{observed} < t_{table}$. It implied that there is not enough empirical evidence to accept the alternative hypothesis. In other words, there is no significant difference between students who joint international group membership on Facebook and those who did not towards the ability in giving feedback during peer review.

Table 2. Independent t-test

| | t-test for Equality of Means | | | |
| --- | --- | --- | --- | --- |
| | Sig. (2-tailed) | Mean Difference | Std.Error Difference | 95% Confidence Interval of the Difference Lower |
| test Equal variances assumed | .170 | -6.972 | 5.034 | -17.012 |
| Equal variances not assumed | .170 | -6.972 | 5.034 | -17.014 |

Furthermore, the feedbacks from experimental group were analyzed descriptively. It was found that mostly students did grammatical corrections during peer review (57%). There were 31% students who gave feedbacks on spelling and vocabulary. Meanwhile, there were only 3% students who gave suggestion and improvement on content.

**DISCUSSION**

Based on the analysis, it can be inferred that there was no significant difference between students who joint international group membership on Facebook and those who did not towards the ability on giving feedback during peer review. One of the reasons is they are not familiar with giving feedback and criticize other's writing. As English being regarded as a foreign language by students who are categorized as pre-intermediate learners, they had difficulty in understanding a piece of writing comprehensively. Some students told the researcher that they did not know how to give suggestion. They tended to do grammar checking instead of giving further feedback on content and organization.

Students frequently did grammar checking because they used to do it whenever they found errors. However, the grammar they corrected was not totally correct. This can be the reason why they tended to do grammar checking. They looked themselves and their friends were incapable in writing good sentences. Thus, they focused on correcting the grammar. Their membership on international group on Facebook does not significantly help improving their ability in giving feedback because they wrote short comments on someone's status. They wrote "Hi McKenzie, I like Star Wars too. What do you think about their costume? I like the swords more" on a photo with caption "Cool Outfit".

The next possible reason students tended to do grammar checking is because they did peer review on paper only, in which the students did not have flexibility to negotiate meanings. Further, the students assumed that doing a test means doing practical things, such as grammar checking and spelling.

This research confirms Madge et.al (in Tess) findings which stated that Facebook usage as a leaning medium does not have a positive support from 213 Britain students. They argue that Facebook is more beneficial for informal learning. Meanwhile, peer review in this research deals with academic writing.

However, this research gives positive impact in which students are motivated to actively being involved in international community, learning up dating status in English, and gaining vocabulary through online media. Also, they will subconsciously acquire English and how to make a piece of writing by reading and correcting others' works.

The difficulty in this research is the groups that were chosen by students are based on their hobbies and interests. This influenced the language that they used to communicate among members. It was found that some students asked to change their groups because they did not

really understand the language being used. The second limitation in this research is the researcher did not control the group chose, that not all students got enough input to review other status.

**SUGGESTION**

Based on the limitations, the researcher would suggest teachers to carefully design the course before integrating Facebook into formal learning in the classroom and are advised to set criteria of group selection. This aims at maximizing language input for students. The next researcher is suggested to find some new ways to integrate Facebook and other social media in order to generate a good writing habit.

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# Community Service: Empowering The Deaf

**Riza Weganofa, Siti Mafulah, Fitri Anggraini**
rizaweganofa@unikama.ac.id

*Universitas Kanjuruhan Malang*

**ABSTRACT**: Every person should get the same rights in this world, so does with deaf people. Indonesian government also concerns about this situation that they legally accept Gerkatin (Gerakan untuk Kesejahteraan Tuna Rungu Indonesia). It should be noticed that the word 'empowered' does not necessarily mean 'financial growth' because after doing need analysis, it was found that there were two most significant problems that should be solved; managing organization to be more effective and how to improve oral language. Thus, seminars, workshops and guidance were suggested to be done. Workshops on managing organization were having SWOT analysis, developing web design, developing creativity through homemade product, and developing Koperasi Simpan Pinjam. Meanwhile, workshops on learning oral language were practicing through picture dictionary, and doing social training.

**Keywords: community service, empowered, deaf**

## Background of the Study

The society and government cannot deny that people with special needs or disable people need a bigger portion of attention. Directorate of Disable People (in Suparno, 2009) mention that there were about 0.7% Indonesians have disabilities. This number shows that there were about 1.509.000 people, and 21.42% or 323.000 people were young people (between 5 – 18 years age). This number spreads across nation.

There are three categories of disabilities, which are handicap, mental, and both disabilities. Handicap is defined as disability that someone is born with, including blind, deaf, speech impaired, and disability (Onyekuru, 2012).

Further, it was mentioned that not all disabled children got a proper access towards education. There were 50% of disabled children did not get education acsess (in Suparno, 2009) although the government has showed their efforts to help disabled children with inclusion schools.

Education has been proven as an important tool to shape human character and help them survive. Disabled children will gain their independency through education, because they will learn some soft skills, such as interacting with normal people, arguing on something, and giving suggestion.

In fact, some disabled children alienate themselves from the society, avoid interaction, and reject people's involvement. There are many factors of this condition. One of them is discriminative perspective of the society towards disabled people. Suparno (2009) stated that there is a bad perspective from the society that think disabled people are hopeless, burden for the society, and should only be at home or rehabilitation centers.

This bad stigma worsens disabled people's condition, especially for school age children, which may cause dropout. Aarela (2014) claimed that children with social problems tend to be dropout. The environment as well as the government should pay attention to this condition because they are already born with these capabilities.

It cannot be denied that disabled people, for example the deaf find difficulty in learning, including their linguistic competence compared to normal people. Most of deaf people also suffer from speech impaired. Thus, they use hand motions to help them communicate.

Through Social Ministry, the government organizes some communities for the deaf people. One of them is Gerkatin (Gerakan untuk Kesejahteraan Tuna Rungu Indonesia). This community has spread across nation, including Malang. There are two divisions in Malang: DPC Kota Malang and DPC Kabupaten malang

DPC Gerkatin Kabupaten Malang was established on January 2015 with 75 members. Most of its members are workers, and only 3 – 4 % are teachers. Their educations mostly are senior and junior high schools and none of them went to university.

After doing in interview with the head of DPC Gerkatin, the most important problem is organization independency. Although they have a stable organization, they have not registered legally to social affairs department. There are some reasons for this situation. First, they did not have sufficient organization management knowledge to approach the government. This can be caused by lack of organization experience at school or in the society, such as youth movement and PKK. The main reason why they do not want to join such organization is feeling embarrassed interacting with the society. Second, the deaf people tend to be 'suspicious' towards 'new' people. This might be caused by the hearing impairment that they are suspicious with the 'new' people to cause harm.

The second problem is low communication ability. Although they have been to formal school to learn language and communication, they still rely on hand motion and sign language. Their ability to read lips movement is limited. They used sign language to communicate to both the deaf and normal people.

There have been many workshops about sign language for normal people. However, this effort is not effective because the number of normal people is out of the number of the deaf people. Thus, it will take too long time to teach everybody about sign language.

The same problem also happens in DPC Gerkatin kota Malang. Although this organization has been established since 2007, the management of it is still weak. The head of DPC Kota Malang stated that it was difficult to encourage all members to actively participate in the organization. DPC Gerkatin once was segregated into several small organizations, such as AKAR Tuli. Another problem was the gap in communication with the society.

These two problems triggered other problems. First, oral language limitation limits educational access and job opportunity. There is only one member of DPC Gerkatin Kota Malang who studied in university. However, he could not choose any department as he wished. Second, linguistics competence limitation affects their intelligence. There are only about 2000 vocabulary that can be mastered by the deaf after finishing their senior high school, meanwhile there are about 4000-5000 vocabulary that is mastered by the normal people.

**Problems Identification**

Based on situational analysis, specifically the main problems that should be solved are:
1. How to manage the organization to be more effective
2. How to improve knowledge on oral language

**Solutions Proposed**

In order to help with the problems, there were some solutions to be offered, such as:

| No. | Problems | Approach | Solutions |
|---|---|---|---|
| 1. | An ineffective management | Seminar, workshop and guidance on organization management | Seminars and workshops on organization management, such as:<br>a. Organization management using SWOT Analysis<br>b. Workshop on web design<br>c. Workshop on creativity<br>d. Workshop on Koperasi Simpan Pinjam |
| 2. | Difficulty on oral language | Workshop | a. Workshop on oral language using picture dictionary<br>b. Social Training |

The solutions were broken down into some steps as below:

**1. Synchronize the material for workshops with DPC Gerkatin Kabupaten and Kota Malang**

This was done based on need analysis from the member of Gerkatin. This was important to do because any kinds of activity should match with the needs of DPC Gerkatin. Also, it is used to answer the questions that being asked by the member of DPC Gerkatin.

**2. Workshops and Guidance on Organization Management**

The participants were trained to develop a good organization management atmosphere. There were several workshops that have been implemented, such as managing through SWOT Analysis, developing web design, developing koperasi simpan pinjam, and developing creativity to be independent financially.

**3. Workshops on Oral Language**

The participants were trained how to read lips movement and minimize the use of hand motion.

**4. Social Training**

This activity was done after the participants were able to use oral language. There were some 'normal' people to interact daily with the participant using oral language.

**Results**

Within four or five months, there were several activities that have been done to help the deaf. The word 'empower' does not necessarily relate with financial growth. After doing need analysis, it was found that the most significant problems to be solved were managing organization and how to learn reading oral language. Thus, the workshops given dealt with 'non profit' activities.

The first workshop was managing organization through SWOT analysis. This activity was followed by all members from both DPC Gerkatin. They learnt and got benefits from this workshop. SWOT analysis is commonly used to have a continuity development. During the workshop, both DPC Gerkatin Kabupaten and Kota Malang could identify and analyze SWOT of their own; however, they did not have time to plan several continuous programs. Usually, the activity programs were imitation from previous period. Also, during this time, some guidance and assistants were given to help them held a national event. They conducted an event in

accordance with International Deaf Day 2016 in which they held some events, such as drawing for students, seminar on deaf understanding, and costume contest. This event was followed by a hundred participant across nation. It was the first time to hold this event in Malang and was claimed to be the biggest event ever in Indonesia.

The next workshop was about developing web. The instructor was a professional IT teacher. The participants were mostly students and young members. After the workshop, they could develop and post some news about gerkatin in the web. The website is http://gerkatinmalang.net. This workshop is a request from DPC Gerkatin Kota Malang because they hope there are more people understand about them every day. They hope that they will not be alienated from the society anymore.

The next workshop was on sharpening the oral language. This workshop was another request from DPC Gerkatin. They thought that they needed to learn on how to understand lips movements and minimize hand motions. They were so enthusiastic learning oral language although not all alphabet letters can be easily described on a piece of paper (not being included in the picture dictionary). The second difficulty was the lips movements between letters were not easily distinguished. Thus, it was suggested to slow down the pace in speaking.

After learning to read lips movements, the participant were asked to directly try to use oral language with 'normal' people. They were sat in a group of five and discussed a topic given. The 'normal' people who came to the workshop did not understand sign language at all. The participants worked hard to practice oral language.

Workshop on developing creativity was done after the major needs were accomplished. The workshop on how to make healthy chicken nuggets was chosen because most of the members of DPC were workers. Frozen food will be easier to be sold because their friends were also workers. The participants were trained to make, pack, and sell the products.

The last workshop was on managing Koperasi Simpan Pinjam. This workshop was done based on the request of the member of DPC Gerkatin. It was used to help organize and improve their financial matters.

**Suggestions**

It was suggested to have other workshops on financial activities, education, and job training. Although they have been legally registered on Social Affair Department, they got minimal training and guidance because most all members of DPC Gerkatin were workers who worked from Monday through Saturday.

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# Critical Thinking about Education and Tax Policy in Indonesia: Study on Cases of Tax Evasion in European Countries

**Rostamaji Korniawan**
rostamaji_k@yahoo.com

*European Studies, Postgraduate of the University of Indonesia*

**Abstract:**    This paper aimed at addressing a critical thinking about Indonesian Tax Policy by considering to Education as a supporting aspect. Discussing this problem would be supported by the method of literature review, systematically. Case of tax evasion which was occurring on European countries became references to consider critical things regarding tax policies issued by Indonesian Government. Looking at the tax policies issued by Indonesian Government, it was found that education became as an essential factor should be considered by Indonesian Government to present innovative and creative tax policies. By providing appropriate education system which can adapt to the prevailing situations, the tendency of a person to perform tax evasion would be expected to be reduced.

**Keywords:**  *Education, Tax Policy, Tax Evasion, Indonesia, and European Countries*

## INTRODUCTION

Education as means to improve people's awareness of obeying tax policies has not been fully applied optimally as expected. Even educated people are also not optimally obeying their obligation to pay taxes according to their business capacities they gain. The lack of their obedience in fulfilling their tax obligations leads to the less optimal state's revenues.

Besides improving educational programs amid people to enhance human resources, the Government is also attempting to use various strategies to optimize tax revenue. Tax amnesty which was much discussed by the public in the mid of 2016 is one of policies issued by the Government to increase tax revenue. Such policy was issued given that tax revenue in recent years was experiencing shortfalls below the target.  Tax amnesty is solely one of strategies of tax policy applied currently by the Government. Formerly, there were various methods have been done by the Government to optimize state's tax revenue.

The program of tax amnesty and others are considered have met the expectation. The Government even claims that tax amnesty they do has very high success rate compared to tax amnesty done by other countries. But such aspect of success is not accompanied by the success of persuading all people aspects to give their contribution to the interests of the nation. There are many people have been listed as assessable people but have not participated in program designed by the Government to optimize the state's tax revenue. This becomes a concern of both the state and the people which indicates that the collective obedience has not been built comprehensively among the people. The tax amnesty program itself has implied that the Government has given lenience to assessable people which have not fulfilled their obligation as obedient taxpayers. But this program does not rule out the possibility of that the people who

follow the program are the assessable people who have violate the state's policy such as, mainly, avoiding tax they should pay to the state (tax evasion).

Tax evasion is a phenomenon happening in almost all countries. Evasion of the tax which should by paid by the taxpayers indicates that the obedience of paying the tax is still being a problem (Levebvre et.al, 2015). Even in developed countries in Europe, tax evasion is still being a part of social problems which are heavy to hammer out (Cordoş, 2010; Ciupitu, 2013). As countries which have so good education system, their human resources are certainly believed to provide positive contribution. This positive contribution here is defined as educational contribution which is able to form good personality to prevent doing acts violating ethics and immoral acts. Some problematic cases in European countries indicate that there are, allegedly, violations of the Government's policies, especially in the case of violation of tax payment evasion. Cases of tax evasion are cases of tax violation which is considered as act violating ethics and morals at general. These cases, of course, become question mark over the essence of the education itself.

Cases of tax evasion in European countries become important lesson for Indonesian Government to see that education is still not perfectly able to form human personality obeying ethics and morals coherently. Therefore, this paper is aimed on addressing critical problems of education and Indonesian Government's tax policy through study on tax evasion cases in European countries. Findings obtained from the study will be inputs of critical problems of such education and Indonesian Government's tax policy. Hence, 'what are the critical problems are in Indonesian education and tax policy?' is the question asked in this paper.

**METHODOLOGY: STUDY OF LITERATURE REVIEW**

This review is using systematic literature review approach to seek data, information and information will be used. In addition, secondary information and data obtained from online internet are used in this review. In seeking data and information, particularly in the form of journals and articles, this paper is using three literature searching engines for academic reviews are Ebsco, Proquest and JSTOR.

**Cases of Tax Evasion in Europe**

Tax evasion definitively is act of taxpayer evading tax. It is not much different from the term tax avoidance unless in the legality side where the former is illegal and the latter is legal (Darussalam dan Septriadi, 2009; Ramasamy and Ashari, 2010).

A case of tax evasion which is very popular in 2016 is the case of Apple Inc.'s tax evasion. EU Committee found indications of violation of tax system in Ireland signed by special tax tariff imposed to Apple Inc. Such violation indication became a benchmark for EU Committee to decide the existence of violation of tax evasion done by Apple Inc. in Ireland (European Commission, 2014).

Besides Ireland, there are superior multinational companies (Starbucks and McDonald, Amazon, and Fiat) operating in some EU countries (Luxembourg and Netherlands) are indicated to do what Apple Inc. does in Ireland. EU Committee supposed that multinational companies operating in such EU countries have performed acts of tax evasion.

Tax evasion is always identical with taxpayer behavior which is not obeying tax payment requirements. This is heavy to prove since their business operational strategies cannot be intervened by any external force including Government and even competitors. However, tax evasion cases occurring contain supporting evidences leading to acts violating criminal law. Such criminal actions may be in the form of corruption, money laundering and even results of illegal business transactions (Bejaković, 2014; Hung, 2015; Miculescu, 2015).

Tax evasion is also identical with moral crimes due to the difficulties of proving legally. In regulations applicable in EU and EU countries, regulation of healthy business competition is setting acts of businessmen and Government enforcing imbalance policy.

The case of Apple Inc. receiving special treatment from Irish Government is included in categories of policies having potential to the occurrence of unhealthy business competitions. Due to the potential of the occurrence of unhealthy competitions, EU Committee sanctioned Apple Inc. for its act which may trigger unhealthy business competitions in addition to tax evasion violation caused by such special treatment.

Difficulties to prove tax evasion in from legal standpoint make experts and people viewing that tax evasion should be hammered out from the humanity such as through deepening one's religious aspect. But such effort seems to have failed. Religious aspect itself cannot guarantee human behaviors reducing frauds by doing tax evasion. What about the education? Both education and religion, basically, are business unity run to build one's personality, mental, and behavior to the better manner. Nevertheless, education influences more effectively on reducing negative behaviors including tax evasion (Ross and McGee, 2011).

**Education for Obeying Tax Policy**

Some EU countries are considered as very good centers of world education. Finland is one of countries of Europe providing the best education from its people. Besides Finland, there are German, France, England and Dutch which are visited by international students who want pursue their education there. The advanced education in such countries is required to repair the existing economic system including tax system applied.

Economic force built by the countries, basically, has been in the forms of reliable economic, social and governmental systems. These become evidence that tax system they have built also gives the certainty of aspects are monetary, legal and social aspects. However, some cases of tax evasion happening in developed countries in Europe give a huge question mark over the actual education purposes. The case of Panama Papers which emerged at the beginning of 2016 involving scandals of popular figures in European countries was becoming stumbling block against tax system and policy established by such developed countries.

Education which is intended to build good human personality seems need struggles which are uneasy to finish in a short time. Human being, generally, are faced by competitions and urgent needs. If educated people are located in stressful social environment with lot of competition and rareness of needs, irrational measures may emerge. In tax evasion cases series, behavior of one who acts tax evasion may emerges encouraged by his/her greed.

Tax evasion is not purely a criminal act. Education is not forever reducing personal behavior to act tax evasion. The needed thing in this case is thoroughness of the Government in arranging a policy encouraging stimulation of economic moves. Thus, tax evasion behavior may be reduced gradually. The obedience of taxpayers to pay tax should be emphasized in education, not solely in the form of suppressive regulation.

**Critical Thought on Tax Policies in Indonesia**

Tax revenue in Indonesia is increasing annually. Such increasing revenue is in line with the increase of economic value of each transaction. Tax policy in Indonesia is not different from tax policies performed by other countries such as EU countries discussed in the former section. Policies on tax amnesty, fiscal incentive and Value Added Tax (VAT) are parts of tax policies applied by Indonesian Government.

The increase of Indonesian tax value is no comparable to the obedience of all taxpayers to pay the actual tax as should be. From 30 million list of taxpayer, there are a half of them who

have actually paid their tax appropriately. The program of tax amnesty issued by the Government in 2016 itself has not been fully obeyed by the taxpayers yet. However, tax amnesty performed by Indonesian Government is considered a policy which gives very good results. The Government claims that this program has formed people's awareness to pay tax as should be. To put the tax policy running continuously, the following critical thoughts are important to be noted by Indonesian Government.

Firstly, the Government should be more meticulously facing the development of business, economic, social and political world developing both in the nation and abroad. The cases of tax evasion and Panama Papers are the very clear cases which show that taxpayers' behavior avoiding their actual taxes. These may become phenomenon can be done by anyone and anywhere. Secondly, the clearness of international collaboration (Fellegi, 2013) in exchanging monetary and taxation data and information still cannot be reliable since the world's political atmosphere is very difficult to interpret.

The third critical thought which is the more important one is about people's education itself. Similar to that education people of European countries which has been very well and advanced but negative behaviors in term of tax payment are still found. Is education system the scapegoat of this phenomenon? Or are the people with moral degradation the cause? Referring to the phenomenon of tax evasion, Indonesian Government should concern that education to build people's awareness of paying tax appropriately not solely by suppressive regulation. The Government also should build their creativity to form business climate which minimize potential conflicting business competition. The Government, at least, has collected newest data of taxpayers since the implementation of tax amnesty program. but such data should be treated by presenting innovative business climate so that the tax data obtained will not be used just for collecting taxes to be paid by taxpayers at a later time. Tax will become flexibly, the taxpayer obedience will follow automatically, while the education will still be beneficial by providing innovative education in tax policies.

## CONCLUSION

Tax and education policies, both of them have positive correlation. This review concludes that tax policies in Indonesia needs constructive criticism to achieve optimal results in term of the state's tax revenue. The cases of tax evasion in European countries become important lesson for Indonesia to establish education system which presents innovative tax policies. Besides education, international collaboration and economic development are also being critical points in tax policies in Indonesia.

This review is still far from perfection. There are other aspect should be concerned to explore critical things in the field of education related to tax policies. Another important aspects should be concerned are legal and political aspects which have not specifically built in this review.

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# Bilingual Concept of Cross-Linguistic Transfer:
# A Challenge for Contrastive Rhetoric

**Rusfandi**
r.rusfandi@yahoo.com

*English Education Department, UniversitasKanjuruhan Malang*
*Jl. S. Supriadi 48, Malang, East Java, Indonesia*

**Abstract:** Studies have long been conducted to investigate the possible interrelationship of learners' L1 and L2 writing knowledge and skills. Many studies approach the issue from cultural differences of academic tradition patterns between the learners' L1 and L2. Several experts and studies supporting Contrastive Rhetoric (CR) concept claim that L2 students' writing culture background can negatively influence their English writing. Other researchers and studies, however, challenge this claim by stating that it is the students' L2 developmental aspects which are the dominant factors that influence the success of their L2 writing. Although there must be a cultural influence during the writing process, this influence is not the dominant one. These conflicting perspectives and research findings may indicate that, in terms of theoretical perspectives, viewing the cross-linguistic transfer of writing skills in L1 and L2 through cultural differences as proposed by CR studies is not enough. Rather, it should be coupled with other theoretical perspectives such as that of bilingualism which places greater emphasis on the interrelationship of learners' writing knowledge in L1 and L2 as an interdependent system. This is important as it will provide a more holistic understanding of viewing writing skill transfer phenomena or process either from L1 to L2 and L2 to L1 (bidirectional). This paper will provide a theoretical review on how a more comprehensive concept of viewing L2 students' writing problems and strength as well as cross-linguistic transfer such as that of bilingualism should be used instead of the CR concept.

**Keywords:** *Bilingualism, Multicompetence, Common Underlying Proficiency, Cross-linguistic Transfer, Contrastive Rhetoric*

## INTRODUCTION

Several studies (e.g., Connor, 1996; Kang, 2006) claim that there is an essential close relationship between culture and L2 writing. These studies maintain that the close relationship between language and culture is particularly true in terms of the structure of writing above sentence level. In fact, they assert that what L2 learners have learned and understood in terms of rhetorical structure and literacy skills developed in their L1 will transfer when they write in the L2. According to these researchers, this is a logical assertion as the L2 learners have been exposed to these academic traditions for a significant period of time through schooling in their native cultures.

Other researchers (e.g., Hirose, 2003; Yang & Cahill, 2008) challenge this claim by stating that it is the students' L2 developmental aspects which are the dominant factors that

influence the success of their L2 writing. They claim that although there must be a cultural influence during the writing process, this influence is not the dominant one. In addition, taking/viewing cultural differences as the main factor in the learners' L2 writing problems could trap the researcher into stereotyping by assuming that L2 (English) students cannot perform critical thinking as their cultural background is not perceived to promote this thinking process. In other words, culture is viewed as interference rather than as a help for the L2 students.

These conflicting perspectives and research findings may indicate that, in terms of theoretical perspectives, viewing the cross-linguistic transfer of writing skills in L1 and L2 through cultural differences as proposed by CR studies is not enough. Rather, it should be coupled with other theoretical perspectives such as that of bilingualism which places greater emphasis on the interrelationship of learners' writing knowledge in L1 and L2 as an interdependent system. This theory asserts that learners' linguistic knowledge received either through L1 or L2 interacts in a common language system; therefore, the transfer of linguistic knowledge could be bidirectional either from L1 to L2 or L2 to L1. This paper will provide a theoretical review on how a more comprehensive concept of viewing L2 students' writing problems and strength as well as cross-linguistic transfer such as that of bilingualism should be used instead of the CR concept.

**Different Concepts of Writing between Indonesian and English**

Kaplan (1966) in his seminal article 'Cultural thought patterns in inter-cultural education' and in his subsequent articles on contrastive rhetoric states that the act of writing is, essentially, a cultural phenomenon (cf. Connor, 1996). Styles of writing are not universal because people in different cultures may have different orientations in structuring their ideas for their writings. According to Kaplan (1966), logic (the foundation of rhetoric) is not universal, and how it is understood varies from culture to culture. Based on this perspective, Kaplan states that different cultures have different writing concepts and rhetorical traditions that are held by the people in their respective communities. As a consequence, when these people learn another language and write in it, they transfer their cultural concept of writing into the new language. If the two cultures are very different, then there will be a negative transfer of rhetorical concept from their L1 into their L2 writing.

Although there is no explanation within Kaplan's (1966) study about the typical paragraph development of Indonesian students, according to some experts (e.g., Kuntjara, 2004 and Prentice as cited in Hinkel, 1999) Bahasa Indonesia has an inductive rather than deductive rhetorical structure in both the verbal and written forms of language, with a reader-responsible rhetoric. A reader-responsible structure refers to a writing structure in which the writer does not have the major responsibility to provide an assertive and unified message; rather, the writer allows the readers space to uncover information and make interpretations.Furthermore, in Indonesia, an individual, especially in formal contexts such as a speech or formal writing, prefers to refer to himself/herself by using the pronoun 'We' rather than 'I'. This is usually done to sound more polite and essentially to reduce responsibility for what he/she says. This is an indication that, in the context of writing, Bahasa Indonesia is culturally adopts a reader-responsible and not a writer-responsible approach.

In contrast to Indonesian, English is assumed to have a writer-responsible structure (cf. Hinkel, 2002), which means that it is the writer rather than the reader who has the major responsibility to provide effective communication. Hinkel clarifies that within this tradition, rhetoric is conceptualized as:

> …a way of thinking that establishes connections between ideas and benefits the personal goals of the speaker/writer, as well as those who are to be persuaded in the veracity or applicability of the speaker's/writer's ideas (p. 33).

In other words, being able to convince, to provide logical explanation and justification in the sense of direct and assertive formulation of ideas of the main statement or claim, and to demonstrate the logical arrangement of the presented ideas is the writer's main concern within English academic tradition.

**Critiques of Kaplan's Concept of Contrastive Rhetoric**

Early contrastive rhetoric (CR) studies such as those by Kaplan (1966) and Söter (1988) have been criticized for ignoring developmental factors such as learners' L2 proficiency, L1 and L2 writing proficiency, and writing experience in L1 and L2, which significantly influence the L2 learners' behavior when composing written texts (e.g., Atkinson, 2003, 2004; Kubota, 1999; Spack, 1997; Zamel, 1997). CR studies are also challenged for promoting the concept of a cultural dichotomy between the so-called Anglo-American concept that represents a linear writing culture and Eastern culture which typifies a circular writing tradition. The promotion of these cultural differences is precarious as it could trap researchers and L2 writing practitioners into stereotyping L2 learners' L1 and cultural backgrounds as a source of interference rather than a support in learners' L2 learning. What is more, it could also stereotype L2 learners as being incapable of thinking critically as their L1 background cultures are not perceived to promote this high level of thinking process (Kubota, 1999; Zamel, 1997).

Another shortcoming of conventional CR studies is the tendency to use a static concept of culture that emphasizes its uniqueness, ethnicity, and separation from other cultural groups rather than the more recent concept of culture as dynamic and hybrid resulting from the constant influences of social, technological, and demographic factors. In the context of CR studies, this notion of culture is materialized through dividing L2 students into different cultural backgrounds and labeling their writing styles as direct versus indirect, reader-responsible versus writer-responsible, inductive versus deductive rhetorical structure, fact-based versus claim-based orientation to text, etc. Clearly, students' cultural and educational backgrounds do influence their L2 writing because the students have been exposed to their L1 writing conventions for a significant period of time during their previous L1 schooling; however, viewing students as individuals enables L2 teachers and researchers to understand the complex process involved in writing in L2 (Spack, 1997).A further problem is that in terms of cross-linguistic transfer, CR studies discuss and predict only L1 to L2 transfer from the perspective of cultural differences and not L2 to L1 transfer as indicated by many studies (e.g., Kang, 2006; Kaplan, 1966; Mohamed & Omer, 2000; Söter, 1988) that were inspired by the traditional CR concept.

The conflicting perspectives, research findings, and critiques toward CR concept may indicate that theoretically traditional CR studies are not comprehensive, as they view the conceptual relationships of bilinguals' L1 and L2 fragmentarily and not as an interdependent system which enables the two languages to interact and influence each other. As a concept, it should be coupled with other theoretical perspectives such as that of bilingualism which places greater emphasis on the interrelationship of learners' writing knowledge in L1 and L2 as an interdependent system. This theory asserts that learners' linguistic knowledge received either through L1 or L2 interacts in a common language system; therefore, the transfer of linguistic knowledge could be bidirectional either from L1 to L2 or L2 to L1. The following section will

discuss cross-linguistic transfer of writing skills approached through the bilingualism perspective.

**Bilingual Concepts of Cross-Linguistic Transfer**

Second language teaching experts such as Cook (1992, 1999), Cummins (1996, 2000), and Grosjean (2008) strongly argue that a monolingual native speaker standard should not be used as a basis to view bilingual learners; rather they should be viewed from the perspective of their uniqueness as bilinguals. According to these experts this is essential as it will provide a fairer and better understanding about bilingual learners in terms of what they can and cannot achieve in their L2 learning. This is because they may conceptually process the language differently and use it in different contexts from the native speakers.

For this reason, those experts propose alternative concepts in which the basis is the bilingual learners themselves. Cook (2008), for example, proposes a *multicompetence* concept of bilingualism which he defines as "knowledge of two languages in one mind" (p. 17). According to Cook, bilinguals have their L1, L2 interlanguage (a type of language resulting from a learner's L2 learning and dissimilar from that of the native speakers of that language) and their other mental processes connected to their interlanguage. These three aspects are parts of their internal language processing mechanism which Cook defines as *multicompetence*. Based on his theory, Cook assumes that although L2 learners study and use the L2, their version of it will be dissimilar from that of a native speaker. A bilingual person, Cook claims, does not have two separate systems of processing his/her languages with one specially designed for language X and the other for language Y. He/she cannot escape from the influence of one, even when using the other, because the knowledge received through both languages is conceptually interacting in the mind. As a consequence, it is possible for the bilingual person to cross-transfer their linguistic knowledge forward (from L1 to L2) and backwards (from L2 to L1). Some studies in the field of L2 writing (e.g., Akyel&Kamisli, 1996; Garcia, 2002; Kecskés& Papp, 2000) have confirmed this cross-linguistic transfer possibility. In general, these studies show that under specific conditions (type of L2 writing instruction, L2 level of proficiency, etc.), bidirectional transfer of writing skills is possible. Therefore, unlike traditional concept of CR, which generally views L1 as the source of problem of learners' L2 writing, *multicompetence* sees L2 learners and their L2 learning as parts of complex cognitive processes performed by the L2 learners; and therefore, bidirectional transfer of language skills is possible.

Similar to Cook (2008), Cummins (1996, 2000) also proposes a *Common Underlying Proficiency* (CUP) concept. He argues that rather than developing a separate system of processing L1 and L2, bilinguals develop what he calls a Common Underlying Proficiency, where the bilinguals' L1 and L2 are integrated and interdependent. Therefore, it is possible for bilinguals to develop language skills in their two languages at the same time, because developing one could directly or indirectly enhance the other as their linguistic knowledge in the two languages are interacting rather than separating. In other words, bilinguals could perform either forward or backward transfer of language skills. A study conducted by Jiang and Kuehn (2001) has confirmed this proposition. The study found that late immigrant learners in USA, that is learners with longer and better L1 literacy background, were able to transfer their L1 literacy skills in their L2 (English) learning. Compared with those categorized as early immigrant learners, who had relatively little L1 background but with longer stay in USA, they scored better in several tests that measured L2 cognitive and academic skills after three months of learning the L2.

Cummins (2000) classifies two types of language proficiency in regard to his *Interdependence Hypothesis* (IH), which include *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive Academic Language Proficiency Skills* (CALP). BICS plainly refers to surface features of language skills such as vocabulary, grammar, and orthography in which bilingual learners have to learn and develop in a specific language. In other words, this type of language skill is language specific and therefore cannot transfer across languages, although the level of attainment of this type of language skills could mediate or facilitate language transfer. Meanwhile, CALP deals with higher order thinking processand therefore is often associated with literacy based activities such as writing and reading. This type of language skill is, according to Cummins (1996, 2000), the one transferable across languages.

Similar to Cook (2008), Cummins (1996, 2000) also believe that bidirectional transfer of language skills (i.e. literacy skills) either forward from L1 to L2 or backward from L2 to L1 is a possibility. This is because language skills or literacy skills that have been developed in bilinguals' specific language could be a foundation to develop language skills or literacy skills in the other language. In the case of English L2 learners in Indonesia for example, effective and intensive L2 English instruction could facilitate improvement in the L2 learners' skills and knowledge not only in their L2 English but also in their L1 Indonesian, and vice versa. However, there are three conditions, according to Cummins for the transfer processes to be effective, namely: effective language instruction that will improve learners' L2 and L2 conceptual knowledge, appropriate exposure to the language, and the appropriate level of motivation to learn the language. Therefore, unlike early studies motivated by CR concept which essentially view transfer as a negative cultural process because they consider L1 as a source of problem or interference, Cummins' CUP and IH concepts see cross-linguistic transfer as a positive cognitive process.

## CONCLUSION

For a long time, cross-linguistic transfer has been the focus of studies in the field of second language writing. However, early studies of it have been much influenced by cultural Contrastive Rhetoric (CR) concept which views cross-linguistic transfer of writing skills in general as a negative cultural process and sees L1 influence as a source of problem in bilinguals' L2 learning. As a theory, CR suffers a lot of criticisms from language teaching experts and researchersbecause it oversimplifies bilingual learners' complex cognitive processes and sees L2 learners' strength and problems of their L2 writing only from cultural perspectives. For this reason, more comprehensive and unifiedtheories such as that of Cook's (1992, 1999, 2008) multicompetence and Cummin's (1996, 2000) Common Underlying Proficiency (CUP) should be employed as foundation to study L2 learners' strength and problems in their L1 and L2 writing. This is important as it will provide a more holistic understanding of the issue of cross-linguistic transfer and how it could influence bilinguals' L1 and L2 written production.

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# The Use of Videos to Improve Students' Ability in Listening to Narrative Texts

## Widia Purnamasari[a]; Sakti Nugroho[b]

widiapurnamasari@gmail.com; sakti.nugroho@gmail.com

*Universitas Negeri Jakarta*
*Kampus A*
*Jalan Rawamangun Muka, Jakarta Timur*

**Abstract:** Listening comprehension is an important skill for school students to improve their ability in both academic and social life. Unfortunately, the fact shows that not every student has a good listening comprehension skill. Nevertheless, such skill can be improved by learning with appropriate media. Videos have been considered as media with a number of benefits for English learners. Furthermore, most studies have shown that videos improve students' motivation to learn English. Despite the benefits of using video as reported by researchers, there are still limited numbers of studies on the effects of videos on the listening comprehension skill of senior high school students. Therefore, this study investigates the use of video to improve student's ability in listening narrative texts. This research aims at finding out whether or not the use of videos significantly improves students' ability in listening to narrative texts and also at finding out students' responses toward the use of videos in teaching listening. Pre-tests, post-tests, and questionnaires were taken to obtain the data. The data then were analysed by using SPSS 22.

**Keywords:** *Videos, Listening Comprehension, Narrative Texts*

## INTRODUCTION

Listening is an important skill that is used to communicate to one another. For students, listening is an invaluable skill that is used to listen to lectures, discussions, presentation as well as remembering materials for taking notes (Cleary, 2003, p.78). Listening is an activity done the most by people. As De Vito (1994) conducted research whose results showed that 55.6 % adults and 53% students spent their time listening to social and academic activities, such as lectures, discussions, presentations, watching television, listen to the radio, music, etc.

Considering the importance of listening, teachers need to teach listening skill to students at school since the listening skill can be improved (Purdy and Borisoff, 1997; Cleary, 2003). It is expected that students can communicate and transmit information widely by listening. In standard and basic competences, the government sets listening as a skill that must be achieved by all students. In senior high school, students are expected to be able to understand short functional texts and simple essays in various forms in the context of daily life. These forms include procedures, descriptions, recounts, narratives, reports, news items, analytical expositions, hortatory expositions, spoofs, explanations, discussions and reviews. Nevertheless, this research focused on listening to narrative texts.

Unfortunately, it has been found out that not all students are able to listen well. Research conducted by Rahayuningsih shows that students have difficulties in answering teacher's questions based on what they have listened to. The students make mistakes in

determining general ideas and specific information of a text. Furthermore, they are unable to summarize materials they have listened to, and they make mistakes in determining sequence of events in the text (Rahyuingsih, 2010, p.5). These problems may be caused by external or internal interferences. Moreover, they may be due to students' lack of listening practice, media, which are not used effectively, and monotonous teaching techniques (Ruhayat, 2012, p.5).

Considering the aforementioned problems, teachers are expected to use media, which help students to practice their listening skills. Videos can be the appropriate media used to teach listening skills. The videos in this research are related to videos containing narrative texts and they can be downloaded from Youtube.

Some experts believe that using videos can improve students' listening skills. Harmer (2007) stated that videos provide many advantages for students as they can show how intonation matches facial expressions, what gesture accompanies certain phrases, and cross-cultural behaviors, for example, how people stand, and what they eat. In addition, "videos are wonderful resources for opening up the English language world and can be used with great pleasure, profit, and very little sweat" (Sherman, 2003, p.1).

There is also some research about the use of videos in classrooms. For instance, Reima (2011) conducted a research by showing medical students videos that improved their listening skills. These videos helped the students to understand main ideas and supporting details, organization cues, guessing meaning of difficult terms, note-taking skills while listening, connecting information and outlining the content of lectures.

Despite the benefits of using videos explained by some researchers previously, research on using videos to teach listening skills at senior high school level is still few. Considering the existing problems mentioned, this research attempts to fill the gap related to the implementation of using videos in listening to narrative texts. This research aims to find out whether or not videos can significantly improve students' ability in listening to narrative texts. Moreover, it aims to know students' responses toward the implementation and the use of videos in teaching listening at 12th grade of senior high school.

## RELATED WORK
### Listening Skill

Many experts have defined what listening skill is. Listening skill is a receptive skill which requires two parties - the speaker and the listener (Omiko, 2007). Downs stated that listening can be defined "as making an effort to hear something; to pay attention or heed" (2008, p.1). Meanwhile, listening is more than hearing as Davis believes that "hearing with the ears, but listening with the mind" (2002, p.385). From these theories of listening, it can be inferred that hearing is just receiving sound but listening requires understanding what the speaker is saying.

It is the same with Johnson who said that "listening is the ability to understand and respond effectively to oral communication" (1951, p.58). Then, Emmert expanded the definition of listening to "listening is the process of receiving, constructing meaning from, and responding to spoken or nonverbal messages" (1996, p.2 cited in Purdy and Borisoff, 1997). Furthermore, Purdy and Borisoff gave in details that "listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal/nonverbal) needs, concern and information offered by human beings" (1997, p.8). Based on the previous theories, it can be concluded that listening is a communication between a speaker and a listener which requires the listener to understand the meaning.

**The Stages of the Listening Process**

There are five steps in the listening process as stated by Purdy and Borisoff (1997, p.8). They are hearing, attention, understanding, remembering, and responding. The visualization can be seen in the diagram below.

```
From message source to listener
            ↓
     External interference
            ↓
     Internal interference
            ↓
          Hearing
       (Sound waves)
            ↓
         Attention
  (Selective attending to sound)
            ↓
       Understanding
 (Interpreting and evaluating meaning)
            ↓
       Remembering
     (Storage of meaning)
            ↓
        Responding
    (Feedback to Source)
```
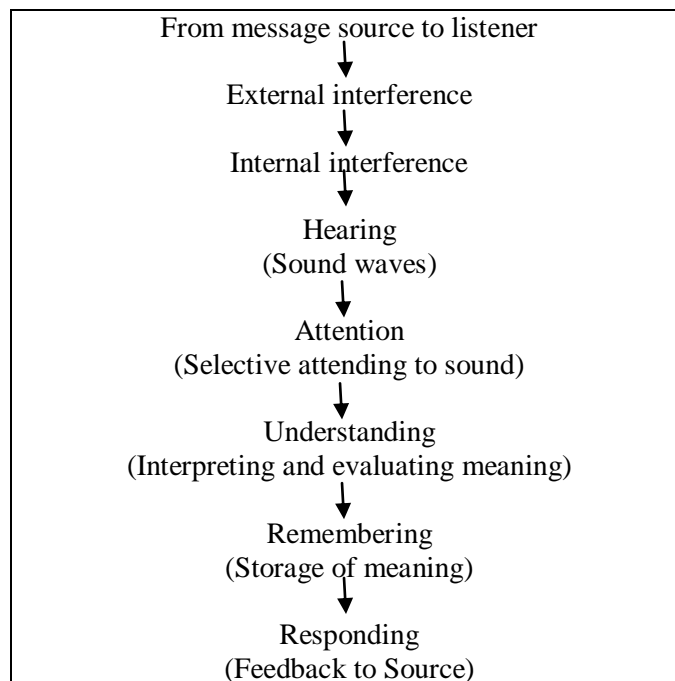
Figure 1. The Five Stages of the Listening Process
Taken from Purdy and Brisoff (1997, p.8)

The first step of the process of listening is delivering the message from the speaker to the listener. This can be affected by external and internal interferences. The external interference is noise or distraction which may detract from the message (Purdy & Borisoff, 1997, p.78). Meanwhile, internal interference is mental or emotional distraction which may detract from the message (Purdy & Borisoff, 1997, p.79). The next step is hearing where the listener receives the sound from the speaker. Then, it comes to focus on what is being said, called attention. After that, the listener understands the meaning by analyzing and interpreting it. When the listener has understood what the speaker means, the listener will remember. Finally, the listener can respond to the speaker by expressing his understanding and feeling about the message.

**The Advantages of Using Videos**

There are some advantages of using videos. It can be useful for students in accessibility and motivation area. In the accessibility area, videos are easily accessed by students. They can be downloaded from internet on some websites, for example  YouTube. This is good for students because students have a desire to know a lot of information in the world and videos can be a tool to get that information. Videos can also increase students' motivation to learn the materials in the videos as Sherman said that "the eye is caught and this excites interest in the meaning of the words" (Sherman, 2003, p.2). This may be due to the videos consisting of pictures and audio which can attract students to watch.

Moreover, research which was conducted by Peterson (2010) revealed that videos make the classroom to be more active, increasing students' motivation, and student-learning centered. From the previous explanation, it can be concluded that videos are useful for students, especially in increasing motivation, creating active learning process, and being easily accessed.

**METHOD**
**Research Design**

This research used one group pretest-posttest design. In this design, the participants were not chosen randomly. There was one experimental group taken in this research. The group received a pre-test, some treatments, and a post-test.

**Location and Time**

The study was done in one public senior high school in the province of Banten, Indonesia. This study was conducted in two weeks. The treatments were done in 6 meetings including the pre-test and post-test. The detailed schedule can be seen in the table below.

| Meeting | Activity |
|---------|----------|
| 1 | Pre-Test |
| 2 | Treatment 1 |
| 3 | Treatment 2 |
| 4 | Treatment 3 |
| 5 | Treatment 4 |
| 6 | Post-Test |

Figure 2. Teaching Schedule

**Population and Sample**

The population of the research was the eleventh grade students of one public senior high school in the province of Banten, Indonesia and the sample was the class of Social 5. The class was chosen based on the students' scores in the previous semester. The number of sample was 20 students from the eleventh grade of social 5 class.

**Instruments**

There were three instruments to collect the data of the research namely a pre-test, a post-test and a questionnaire. In the pre-test and post-test, students were given a listening test. The test consisted of 15 questions and was divided into 3 sections:

Section 1: Filling in the blank words in narrative texts

In this part, there were 5 blank words, which had to be filled by the students while listening.

Section 2: Choosing the appropriate story

In this part, there were 5 questions for students where they have to choose the appropriate picture that is suitable with the story where they have heard.

Section 3: Understanding the story monologue

In this part, students had to pay attention to what the speakers were saying and to answer the questions.

A questionnaire was distributed to the experimental group. It consisted of 7 close-ended questions and there are five options of answers namely strongly agree, agree, neutral, disagree and strongly disagree. Questions number one to five are about students' opinions of the use of videos in teaching listening skills, questions six to seven are the characteristics of videos that students like.

**Data Collection**

The tests were distributed to the eleventh grade of social 5 class. The tests were completed by 40 students. However, there were only 20 students' results from the tests and questionnaires, which were analyzed as the sample of this study.

**Data Analysis**

The pre-test and the post-test were given to the experimental group. The data gathered from the pre-test and the post-test were computed using SPSS 22 for Windows. There were three steps in analyzing the data:

1. Normality Distribution Test

    In this research, Kolmogorov-Smirnov test was used to calculate the normality distribution through SPSS 22 for Windows. It was used to know whether or not the experimental group was normally distributed.

2. Dependent T-Test

    The dependent test was aimed at comparing the scores of the experimental group on the pre-test and the post-test. The test was focused on determining whether or not there was a significant difference between the pretest and the post-test scores before and after the treatments.

3. Effect Size

    The effect size was used to find out how strong the independent variable (the use of videos) affected the dependent variable (the improvement of students' ability in listening to narrative texts) (Coolidge F.L., 2000, p.153). The formula for effect size is:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

(Coolidge F.L., 2000, p.151)

The questionnaire was calculated into the percentile. The formula is formulated as follow (Hatch and Farhady, 1982, p.46):

$$P = 100 \times \frac{F}{N}$$

P = Percentile
F = Frequency of students' answers
N = respondent

**FINDINGS AND DISCUSSION**

**Findings**

Based on the pre-test results, it can be seen that the mean of the pre-test results is 49.60, which is considered a low achievement for students. The normality distribution of the test was analyzed by the Kolmogorov-Smirnov test, which shows that the Asymp.sig of the normality distribution test in the experimental group is 0.2, which is greater than the level of significance (0.05). Therefore, the null hypothesis is accepted. It means that the scores of the experimental group are normally distributed.

Table 1. Mean of the Pre-test Results

Descriptive Statistics

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Listening | 20 | 26 | 73 | 49.60 | 14.062 |
| Valid N (listwise) | 20 | | | | |

Table 2. Normality Distribution Test of the Pre-test Results

One-Sample Kolmogorov-Smirnov Test

|  |  | Listening |
|---|---|---|
| N |  | 20 |
| Normal Parameters a,b | Mean | 49.60 |
|  | Std. Deviation | 14.062 |
| Most Extreme Differences | Absolute | .151 |
|  | Positive | .151 |
|  | Negative | -.128 |
| Test Statistic |  | .151 |
| Asymp. Sig. (2-tailed) |  | .200c,d |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 3. Mean of the Post-test Results

Descriptive Statistics

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Post-test | 20 | 46 | 86 | 69.95 | 11.213 |
| Valid N (listwise) | 20 | | | | |

Table 4. Normality Distribution Test of Posttest Result
One-Sample Kolmogorov-Smirnov Test

|  |  | Post-test |
|---|---|---|
| N |  | 20 |
| Normal Parametersa,b | Mean | 69.95 |
|  | Std. Deviation | 11.213 |
| Most Extreme Differences | Absolute | .162 |
|  | Positive | .093 |
|  | Negative | -.162 |
| Test Statistic |  | .162 |
| Asymp. Sig. (2-tailed) |  | .176c |

a. Test distribution is normal

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 5. Paired Sample Test Results

**Paired Samples Test**

|  |  | Paired Differences | | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | | |
|  |  |  |  |  | Lower | Upper | | | | |
| Pair 1 | pretest - posttest | -20.350 | 10.922 | 2.442 | -25.462 | -15.238 | -8.332 | 19 | .000 |

which is higher than tcrit (2.086) and Asymp. Sig is 0.000, which is lower than the level of significance (0.05). Therefore, the null hypothesis is rejected. It means that there is a significant difference between the pre-test and the post-test scores after giving the treatments. Therefore, the use of videos significantly improved students' ability in listening to narrative texts. From the previous computation, the t value is 8.332 and df is 19. The result of the effect size is 0.89. This means that there was a large effect of using videos in improving students' ability in listening to narrative texts.

The results of the questionnaire were calculated into a percentile and visualized with a chart. The results of questions number 1 to 5 are about students' opinions on the use of videos in teaching listening and the results of number 6 to 7 are about the characteristics of videos that students like.
.
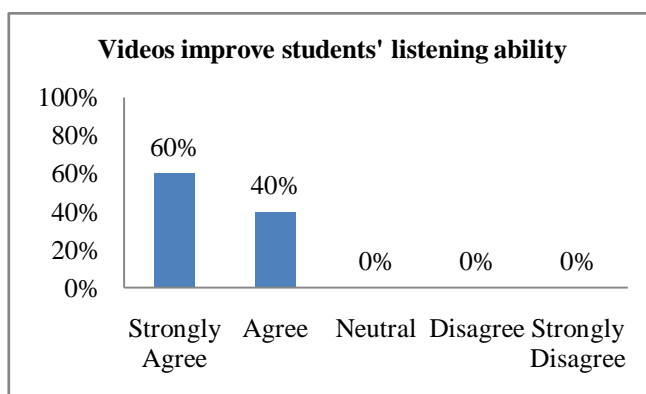
Picture 1. Videos improve students' listening ability

The first question is aimed to find out whether or not the use of videos improves students' ability in listening to narrative texts. From the findings, it can be seen that 60% of students strongly agreed and 40% agreed that the use of videos improves their listening ability.
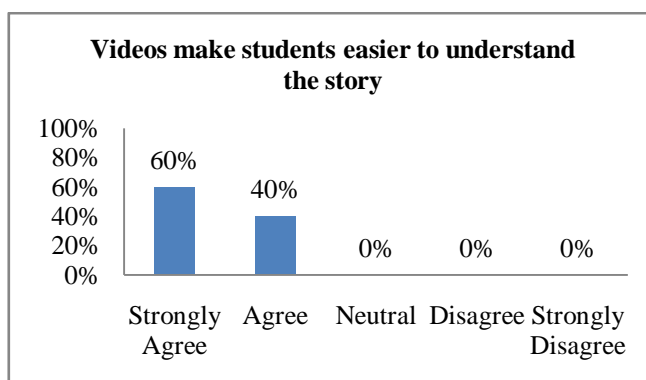


Picture 2. Videos make students easier to understand the story

The second question's purpose is to find out whether or not videos help the students to understand the story. The finding shows that 60% of the students strongly agreed and 40% of students disagreed.
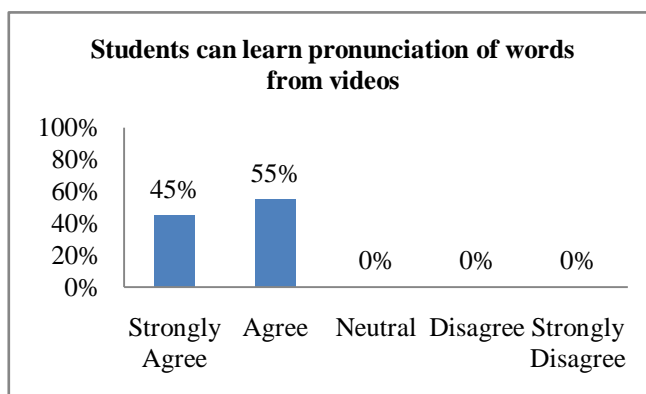


Picture 3. Students can learn pronunciation of words from videos

The third question is aimed to discover whether or not the students learn the pronunciation of some words through videos. The result showed that 55% agreed and 45% strongly agreed.
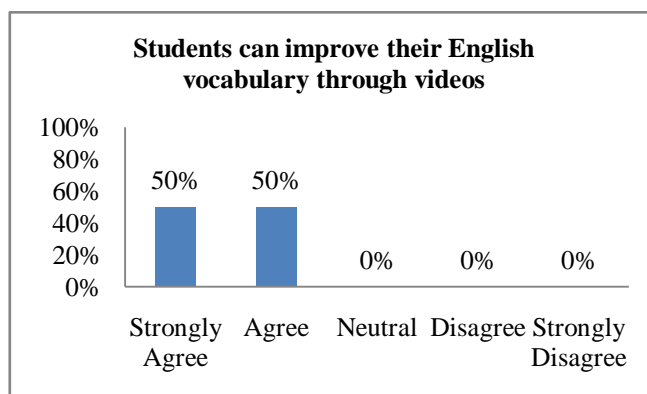


Picture 4. Students can improve their English vocabulary through videos

The fourth question asked whether or not watching videos can improve students' vocabulary. The result revealed that 50% strongly agreed and 50% agreed.
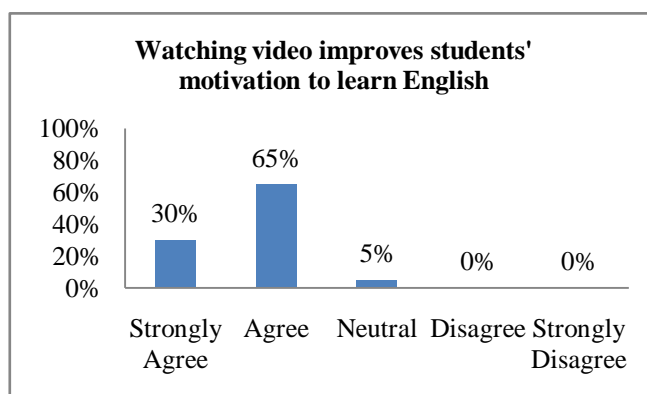


Picture 5. Watching videos improves students' motivation to learn English

The fifth question is about whether or not the use of videos can improve the students' motivation to learn English. From the results, it can be seen that 30% strongly agreed, 65% strongly agreed, and 5% was neutral.

The result of number six to seven is about the students' opinions of videos that they like to watch.
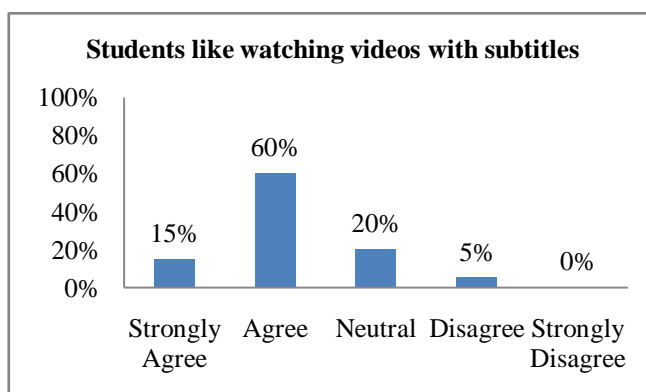
Picture 6. Students like watching videos with subtitles

The sixth question is aimed to know whether the students like to watch video with subtitles or not. In this case, the students can use English or Indonesian subtitles. The results revealed that 15% strongly agreed, 60% agreed, 20% was neutral, 5% disagreed. It can be concluded that the students like to watch videos with subtitles. It may be because the students receive a better understanding of the story if they can see what the speakers are saying visually.
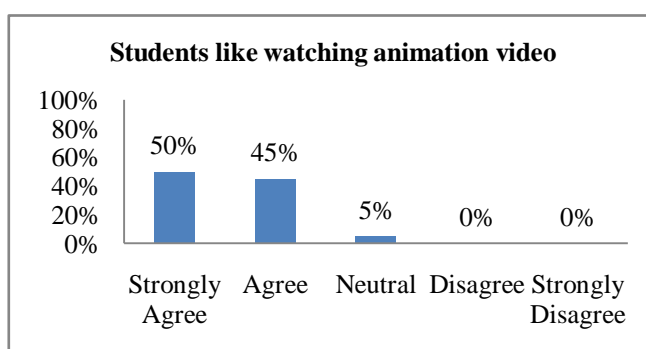


Picture 7. Students like watching animation video

The seventh question is about whether or not students prefer animation videos to picture only videos. In this case, picture only videos are videos which only contain still pictures. The results revealed that 50% strongly agreed, 45% agreed, and 5% was neutral.

**Discussion**

From the results above, it can be found that videos improved students' ability in listening to narrative texts. It is in line with Reima's research results (2011) wthat videos can improve students' ability in listening to text. Not only improving students' listening skill, the videos also make students more understand the story because the videos do not only show texts but also pictures. This is supported by Amante (2011) who stated that a picture is worth a thousand words; a video is worth a thousand pictures. It means videos replace a million words.

From the results, the students who watched videos in the listening class were easier to answer questions related to narrative stories, which they watched from videos. Reima's (2011) emphasizes that videos help students' listening skill in understanding the main ideas and supporting details, organization clues, and guessing meaning of difficult terms.

Videos can improve students' pronunciation, vocabulary and motivation. After

watching videos, the students know how to pronounce the words, which they did not know before. In addition, they know when they do falling intonation and rise intonation in a text. Furthermore, students enhance their vocabulary through videos. For enhancing pronunciation through videos, a teacher should choose educational videos, which do not only entertain students, but they also improve their pronunciation skill (Ika, 2011).

Pronunciation skill can also be improved by providing subtitles. If there are subtitles in the videos, students can see what words that are spoken and how to pronounce them. When students do not know the meaning of difficult words, they will interpret the meaning of those words by watching the gestures and what the characters do in the videos. Not only improving vocabulary, videos also enhance students' motivation in learning. It is reinforced by Peterson's research results (2010) which revealed that videos make the classroom to be more active, increasing students' motivation, and student-learning centered. In addition Woottipang (2014) stated that students are more interested in learning English if their teacher used English videos as teaching materials. Marx and Frost (1998) stated that "video can be a powerful motivation and context setter for students learning."

## CONCLUSION AND SUGGESTION
### Conclusion

This research aimed to find out whether or not the use of videos can improve students' ability in listening to narrative texts at eleventh grade of a senior high school level. The experimental result shows that the use of video is effective in teaching listening to students. It is proven by the results of statistic computation which revealed that there is an improvement from the pretest scores to posttest scores. It is shown by the mean of posttest score (69.95) which is higher than the mean of pre-test score (49.60). Furthermore, the computation of dependent t-test showed that tobt(8.332) is higher than tcrit(2.086) and Asymp. Sig was 0.000 which was lower than the level of significance (0.05). From the previous findings, it can be concluded that the use of video significantly improved students' ability in listening to narrative text which answered the research question. From the questionnaire, the results revealed that the use of video can improve students' listening skill, help students understand the story, improve students' vocabularies, motivation and teach them know how to pronounce words. Moreover, the result shows that students are more interested in watching video with subtitles and animations.

### Suggestion

For teachers who are interested in improving students' listening ability trough video, firstly, it is suggested that teacher should provide interesting and relevant video to students' level. Some of the research limitations lead into suggestions for further research. The use of video could be implemented in other language skills such as reading, speaking and writing. Furthermore, it was hoped that the use of video in improving students' ability in listening narrative text could be conducted in other levels and contexts in order to examine the effectiveness of the video in teaching listening narrative text. Lastly, it was realized that the research had a limitation of time. Thus, the suggestion is the use of video is expected to be conducted in long-term period to find out the difference between short-term period and long-term period of the use of video.

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# The Use of Online Media to Enrich Student's Vocabulary

**Siti Mafulah, Fitri Anggraini Hariyanto**
ulfasengkaling@gmail.com

*University of Kanjuruhan Malang*

**Abstract :** Vocabulary is one of the important aspect to be considered in improving English skill. Since vocabulary given to the second semester, teaching learning process should be given as attractive as possible. Attractive media is considered as a way to raise students motivation in mastering vocabulary. Without motivation, student never get their understanding in grasping the lesson given. Motivation can be affected from outside the students what is called extrinsic motivation. This paper depicts the use of online media in enriching students' vocabulary. Online used as the media while teaching and learning vocabulary. Describing the use of online media in teaching vocabulary and the raising of students' motivation during the teaching learning process. Through attractive media, teacher or lecturer can handle the class routines easily and gives different way of teaching and gets the best achievement.

**Keywords:** *Online Media, Vocabulary, Motivation*

## INTRODUCTION

Vocabulary plays important role as one of the crucial aspect to improve four skills in learning English. The four skills namely listening, speaking, reading and writing need vocabulary mastery. Without vocabulary nobody can improve their English. So that lecturer or teacher should remember the important of vocabulary mastery. It does not only involve more than simply knowing words but also it involves the way we pronounce and spell those words and how we use those words into sentences. Without mastering adequate vocabulary students will cannot understand and comprehend all kinds of subject given in the class. A lecturer should be aware of the role of vocabulary such as meaning, pronunciation, spelling and the usage of the words. Students have to memorize vocabularies in recognizing the meaning of the sentences.

In studying foreign language, lecturer should not forget the important of vocabulary mastery. It involves more than simply knowing a word but also the way we pronounce and spell those words. And how the use in a sentence. Without adequate knowing vocabularies, students cannot fully understand the text and they cannot speak frequently. There are many difficulties in learning vocabulary that why lecturer should give the interesting and enjoyable teaching strategies in teaching vocabulary. Teaching model is not only influence influences the teaching learning process but also influence the way to master vocabulary. In addition brown (1994, p.23) said that teacher must not be sure not only the students recognize the words, but they can attach the right meaning to the words as well. The teacher must feel sure that the words are well explained before the students begin reading. The last teacher should emphasize relationship and be sure that the students become familiar with he words both orally and visually.

The world is changing rapidly today, digital media technology with their reorganization of social networks offer opportunities for lectures to challenges previous centralized learning model through connecting, sharing, and discussing ideas outside the classroom. Moreover, using internet we as education practitioner can some advantages such as getting more literature as well as references with refers to academic substances, getting more information with easy. Ito at al., (2008)discover that the use of internet technology for social networking is a pervading feature of youth culture today, with social and recreational online media used as much as and as often as possible. Regarding to the development of information and technology, internet becomes easier to be accessed as an effect of latest innovation of technologies so internet can be reached through android mobile phone as often as possible. Ani (2010) found that the internet has become the most popularly used electronic information resources and services in academic environments the world over by both academic and staff and students alike support their teaching learning and research. As addition she argued that Internet facilitates with a global exchange of ideas, collaboration in research and a quicker method of communication electronically. Its role became prominent in distance education, conferencing and transforming the educationist and scientist as a guide and sound observer. It creates an excellent academic environment for the teaching communities to impart teaching and to pursue research competently fortified with recent and relevant information

Udin (in Syawal, 2016) stated that the internet use by academic is useful for some common needs and that the academic ranks of users are an important factor in determining the priority of need.

The complexity of teaching vocabulary and learning vocabulary needs lecturer creativity in teaching and learning process. So that lecturer can give their best and the students can master the vocabulary well. Through the changing of era we can use online media. Considering almost all the students have their own gadget and it can be used as a tool in teaching vocabulary. Considering this situation, here the researcher wants to describe the use of online media in learning vocabulary. And how the students responses toward online media as a tool of learning new vocabulary.

**METHOD**

The aim of this study is to analyze how the use of online media in vocabulary class. Descriptive method used in this research. Latief (2010) defines qualitative design as an inquiry process to comprehend people's behavior, through complete description about cultural and social setting where the custom occurs.The respondent of this research was students of the third semester of English department who took vocabulary class. There were 30 students in this class.

According to Nunan& Bailey (2009) collecting data is the procedure of gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and recording (rather than asking). in this research data was collected through questionnaire and interview. The questionnaire given to the students to know how the use of online media in vocabulary class while interview given to some students to know whether they really like online media to improve their ability and vocabulary mastery. Questionnaire given to the students with twelve items which the range of the answer are strongly agree, agree, so so, does not agree and disagree at all.

**FINDINGS AND DISCUSSION**

Teaching vocabulary in university is a big challenge for lecturer. It seems easy to teach this first aspect in learning English, but actually it is really difficult. Lecturer should consider the students. They are big enough to be treated as child. We as lecturer cannot ask them to memorize a number of vocabulary and make a list of the use of the given words and other. We have to create our class as comfort as possible.

Through this digital era students mostly like online media and all of them have smart phone. That's why in this research, the writer try to accommodate the students need in learning vocabulary through online media.

**1. How the application of online media in vocabulary class.**

All of the students have their own mobile phone and most of them are categorized as smart phone. The class started with introducing the students online media such as you tube and BBC. Then continued with downloading the material from you tube and gave it to the students. The application of online media given in four meetings.

At the first time students were given a list of vocabulary then they have to guess the meaning of the vocabulary given after several minutes given they have to look at the youtube with matching their answer with the video. The video given was without any subtitle. It was aimed for the students to grasp the meaning with its use in sentence. So that the students not only knowing single word but also knowing the usage of the word. After checking their answer with the video finally they know the real meaning of each word. The result of this meeting was they enjoyed the vocabulary class and they have a good motivation to learn vocabulary for the next meeting. Furthermore, there were more than two students said that they will apply this media to improve their vocabulary out side class.

The followings are the lesson plan in using online media in vocabulary class for the first day.

Pre-activity:

1. Lecturer explains the material will be discussed.
2. Lecturer gives the students the rule how to use online media in vocabulary class
3. Lecturer gives the task and asks the students to guess each word in pairs

Find the meaning of the following words

| | |
|---|---|
| Tea with milk | Menu |
| Orange Juice | Bill |
| Beef / Chicken | Sandwich |
| Apple | Mineral water |
| Lemon | White Coffee |
| Strawberry | Starter / Appetizer |
| Steak | Soup/Salad |
| Chips | Main Course |
| Cake | Dessert |

A cup of . . .
A glass of . . .
A bottle of . . .

Whilst-activity

1. lecturer asks the students to open and access youtubehttps://www.youtube.com/watch?v=SAhX9Dlp0Ds
2. Students watch the online video

3. In minute 5:00 lecturer asks the students to guess what would they like to order? What would they like to eat or to drink?
4. Students crosscheck their answer based on the video
5. Lecturer and students discuss the answer together

Post-activity
1. lecturer asks two or three students randomly to say one word and asks them the use of the word based on the video given.
2. Lecturer give suggestion to the students to learn more outside class.

On the second day, the lecturer asked the students to watch the video of how to make an Korean omelet. And they have to fulfill the task given by lecturer. The question were list of needed material and the measurement, and the step of cooking. After watching at the video three times the students have to fulfill the worksheet and they have to did the worksheet themselves without asking to their friends. After the time was over in doing the task, the lecturer discussed the answer together with the students through checking their answer with the key. To make sure that their answer was true, the lecturer crosschecking the answer with replaying the video. And discussed the right answer. If their answer were mostly wrong they complained 'how come my answer is wrong? I heard carefully, ma'am?' but at the end they know their mistake in grasping the vocabulary. ' I have to learn more ma'am. Using online video makes me really interested in learning vocabulary' .at the end of the class the lecturer gave any motivation to stay learning English well.

The followings are the lesson plan in using online media in vocabulary class for the second day.
Pre-activity:
1. Lecturer explains the material will be discussed.
2. Lecturer gives the students the rule how to use online media in vocabulary class
3. Lecturer gives the task and asks the students to guess each word in pairs
Find the meaning of the following words
Vocabulary (20 words)

| Egg | Rice | Stir | tsp |
|---|---|---|---|
| Spam | Green onion | Mince | tbsp |
| Onion | Leek | Chop | Cutting Board |
| Enoki mushroom | Mixing bowl | Pour | Cut |
| Seaweed | Slice | Egg Batter | Garnish |

Whilst-activity
1. lecturer asks the students to open and access
youtubehttps://www.youtube.com/watch?v=bLvLkjq3VU4
2. Students watch the online video
3. Students crosscheck their answer based on the video
5. Lecturer and students discuss the students answer together

Put the words on your understanding of meaning!

| | KNOW | NOT SURE | DON'T KNOW |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| etc | | | |

Classify the words into its class

| | NOUN | VERB | ADVERB |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| etc | | | |

Post-activity
1. lecturer asks two or three students randomly to say one word and asks them the use of the word based on the video given.
2. Lecturer give suggestion to the students to learn more outside class.

On the third day, the lecturer asked the students to opened their smartphone and open BBC.com. There are many vocabulary exercise in this site. Lecturer gave the address and students opened the address given by the lecturer. Here the lecturer gave time in doing exercise. They did the exercises in a piece of paper and discuss with their partner. So after doing individually they have to discuss with a friend beside him or her. After several time in discussing the answer, the lecturer asked to change student's work with other students then discuss the answer together. The respond of this kind of topic given and the material given was not so good. Most of them said that it is almost the same with conventional strategy and they hate it. They want to use interesting online media for the next meeting.

The followings are the lesson plan in using online media in vocabulary class for the third day.

Pre-activity:
1. Lecturer explains the material will be discussed.
2. Lecturer gives the students the rule how to use online media in vocabulary class
3. Lecturer gives the task and asks the students to guess each word in pairs

Whilst-activity
1. lecturer opens and access BBC.com
2. Lecturer asks the students to do the exercise

3. Lecturer and students discuss the answer together

Post-activity
1. lecturer asks two or three students randomly to say one word and asks them the use of the word based on the video given.
2. Lecturer give suggestion to the students to learn more outside class.

The last meeting the lecturer decided to use youtube again. But the topic is different. The students have to decide their own material and they have to make a list of vocabulary in a piece of paper. The lecturer asked them to list at least 5 new vocabularies. The fifth vocabulary should be introduced to other friends in a group of four. So, they collected 20 new vocabularies. They have to list all of their friends vocab, so that they have to keep 20 new vocabularies in their mind. Not only new vocabularies given to their friends but also they have to explain how the use of the new vocabulary. From the material they had opened, it was varied from one to another. There were about beauty, health, automotive, music, movie, and others. Memorizing 20 vocabularies was not as easy as who has good in memorizing. To make fair for other typical of learning the lecturer asked the students to present their new twenty vocabularies in front of class. They have to introduced and explained the use of each word. Finally they have more than twenty vocabularies because there were seven group in vocabulary class. In this meeting they feel happy because they can choose their own interest topic on online media as their source of learning. At the end of the last meeting the lecturer asked them to answer the questionnaire.

**2. Students responses toward the using online media in vocabulary class.**

Based on the questionnaire given the respond of the students are different. For the first question, ' I rarely find any difficulties in using online media in vocabulary class' 3.3% from the student said strongly agree, 63.3% of the students said agree, 26.7% students said so so, 6.6% students said disagree and no students said strongly disagree of the use online media. For the second question, I think it is easy to apply online media in vocabulary class: most of the students said agree. It is 63.3% students or 19 students said agree that media online is easy to be applied in vocabulary class.

The third statement is 'I think online media is the best media to be applied in vocabulary class' and the response from the students are 43,3% said strongly agree, 46.7% said agree, 6.7% students said so so and 3.3 % students said strongly disagree. It means that online media is not the best media in learning vocabulary. Since many students think that online is not the only media can be used in learning vocabulary. Fourth statement is I believe that using online media can improve my vocabulary mastery. The response from the students are 33.3% students said strongly agree, 56.7% stated agree, 3.3% students said disagree and no students said strongly disagree. It means that there no students believe that online media is useless. It indicate that online media can be used to improve their vocabulary.

'I understand the material deeply about the lesson when my lecturer uses online media' is the fifth statement should be responded. The response toward this statement is 43.3% students said strongly agree, 50% students said agree, 6.7% said so so and no one said disagree or strongly disagree. It means that online media makes the material delivered well to the students. The sixth statement is 'My lecturer give the material well in teaching vocabulary through online media'. It is the view of the students how the lecturer give the material to them and the response toward this statement is 36.7% said strongly agree, 56.5% students said agree, 6.6% said so. It indicates through the online media lecturer can deliver the material well in vocabulary class.

The seventh item of the questionnaire is 'I get many input along the vocabulary class'. the response of the students are they mostly agree with this statement because 70% of the amount of the students said agree and the rest are strongly agree with 13.3 % and so so 6.7% from the total amount of the students. The eighth statement is 'I use online media as media in mastering English vocabulary'. At the end of the class that use online media, it is really amazing that there are many students still use online media as their media in improving their vocabulary mastery. It is proved from the result of the eighth item of the questionnaire that 70% students use online media to improve their vocabulary mastery, 16.7% said strongly agree, 10 % students said so so and the rest 3.3% of the total amount of the students sad disagree.

The ninth item of the questionnaire is 'I ask my friends to use online media as tool to learn vocabulary'. the response of the students mostly they will introduce online media to other friends. It is proved from the result of the questionnaire answer that 66.7% students do it and the rest 10% students said strongly agree and 23.3% said so so.

In comprehending aspect, 66.7% agree that they comprehend the material well and 13.3% strongly agree and 23.3% students said so so. It can be known from the respond fro the tenth item of questionnaire ' I can understand and comprehend the material well through online media'. The next item is 'I think, using online as media can improve English vocabulary' gives 26.7% students strongly agree, 60% students agree and 3.3% students disagree. It means that more that 75% agree with the online media as a tool to improve students' vocabulary mastery.

The last item of the questionnaire is 'Using online media in vocabulary class can be applied and it is easy to be applied' 90% students said agree with 60% said agree and 30% stated strongly agree. It means that online media is the easiest way in learning vocabulary in the classroom. The amount of the so so respond is only 10%. and the detail respond of the students toward online media as a tool of learning vocabulary can be seen on the table below.

Table3.1 the percentage of students respond toward online media in vocabulary class

| no | statements | percentage (%) | | | | | total (%) |
|----|------------|------|------|------|------|------|-----------|
| | | SA | A | SS | DA | SDA | |
| 1 | I rarely find any difficulties in using online media in vocabulary class | 3.3 | 63.3 | 26.7 | 6.7 | 0 | 100 |
| 2 | I think it is easy to apply online media in vocabulary class | 0 | 63.3 | 36.7 | 0 | 0 | 100 |
| 3 | I think online media is the best media to be applied in vocabulary class | 43.3 | 46.7 | 6.7 | 0 | 3.3 | 100 |
| 4 | I believe that using online media can improve my vocabulary mastery | 33.3 | 56.7 | 6.7 | 3.3 | 0 | 100 |
| 5 | I understand the material deeply about the lesson when my lecturer uses online media | 43.3 | 50 | 6.7 | 0 | 0 | 100 |
| 6 | My lecturer give the material well in teaching vocabulary through online media | 36.7 | 56.7 | 6.7 | 0 | 0 | 100 |
| 7 | I get many input along the vocabulary class | 13,3 | 70 | 16.7 | 0 | 0 | 100 |
| 8 | I use online media as media in mastering English vocabulary | 16.7 | 70 | 10 | 3.3 | 0 | 100 |
| 9 | I ask my friends to use online media as tool to learn vocabulary | 10 | 66.7 | 23.3 | 0 | 0 | 100 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10 | I can understand and comprehend the material well through online media | 13.3 | 66.7 | 16.7 | 3.3 | 0 | 100 |
| 11 | I think, using online as media can improve English vocabulary | 26.7 | 70 | 0 | 3.3 | 0 | 100 |
| 12 | Using online media in vocabulary class can be applied and it is easy to be applied | 30 | 60 | 10 | 0 | 0 | 100 |

*SA= strongly agree A=agree SS= so so DA= disagree SDA=strongly disagree

From the result above can be interpreted that mostly students in vocabulary class like to learn English through online media. Online media can help them to raise their motivation in mastering vocabulary.

The internet continues to be used worldwide and has changed the pattern of life in recent decades Zou, et al 2014 in Syawal 2016. many positive aspect that can be taken from the using of internet. If we want to make internet or online media as our tool in gathering information so internet or online media give many advantages fro us. In language learning internet or online media takes really important thing to be considered. Because online media provide all kinds of information that we need. We as lecturer even abuse the internet use in our class, so that we as lecturer has to use online or internet as proper as well. Online media now is easy to be applied in class out outside the class. Through give the students the right material and the right way in using online media students can apply the right thing for their English. Moreover they can use online media outside the class.

## CONCLUSION

Technology is not new to human being. It can be viewed from myriad around us that use technology as any kinds of tools. In education form lecturer have to change their way of teaching and accommodate students need in learning English. Using online media such as youtube and BBC.com or British council.com can be an alternative media. Lecturer literacy and love for innovate techniques of teaching not only enliven the classroom environment but also enthuse the learners to evince keen interest in the proceedings taken place.

More and more students like their own smart phone than lecturer explanation about the lesson. So lecturer have to take advantages from this situation. Lecturer can use their hand phone as a tool to make classroom more life enjoyable. Through using hand phone as the tool there are many advantages. First, students are allowed to bring and open their mobile phone. Second, student are happy because they can learn what from the media they like to. Third, students can grasp the word, knowing how to pronounce the word and the use of the word in the right context. Things that have to consider is lecturer has to remind the student that the use of online media is only for academic side only. Lecturer has to make a strict rule at the first time before the online media used in class and make sure that students only open the site that suitable with the material.

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# THE DEVELOPMENT OF LEARNING PHYSICS DEVICE BASED ON KKNI TO INCREASE STUDENTS' MASTERY CONCEPT AND CRITICAL THINKING

**Sudi Dul Aji, Choirul Huda, Chandra Sundaygara, Muhammad Nur Hudha**
sudi@unikama.ac.id

*University of Kanjuruhan Malang*

**Abstract:**  The study aimed to develop learning material of Basic Physics I in order to increase mastery concept and critical thinking for Physics Study Program students. This study applied Research and Development model with four steps design, namely define, design, develop, and disseminate (Four-D). The instrument applied in this study is questionnaire of quality content, content presentation, and language used aspects in learning material. The quantitative data were obtained through expert validation (lecturer), while the qualitative data were obtained through comments and advises of the experts. The quantitative data analysis applied average score technique which is the total score of assessment is divided by the total validator. The validity result towards quality content and content presentation aspects for learning material of Basic Physics I obtained average score 3.34 with valid and qualified criteria as learning assistant. Thus, learning material of Basic Physics I are considered as valid and qualified criteria in assisting learning Basic Physics I. Regarding the learning material categorized as valid criteria, it should be tested empirically by implementing problem based learning material in classroom..

**Keywords:**  *Learning Material of Basic Physics I, Mastery Concept, Critical Thinking*

## INTRODUCTION

The development of research and science is essentially an attempt to achieve vision and mission of university. The long-term orientation of University of Kanjuruhan Malang in research and science covers leading sectors, those are: 1) Science and Technology of Information; 2) Food and Animal Security; 3) Social and Humanities; 4) Education and Culture; and 5) Management and Accounting.

Through leading sector of research and culture, it hopefully becomes starting point in term of deciding qualified research to all academic disciplines and competences. The college based learning must refer to the Law of Minister of Education and Culture of the Republic of Indonesia (49: 2014) regarding the standard of process and characteristic of learning process are set as the requirements for graduate competency.

According to KKNI (National Qualification Framework of Indonesia) regarding the curriculum of Physics Study Program, the bachelors of Physic Program must be able to apply knowledge and utilize science and technology based on their area of expertise to solve the problems and adapt to the situation encountered with. In fact, Koes et al. (2011) stated that in term of input aspect, basic knowledge of Physics students is still on the low level. The low

result of Basic Physics test showed that the mastery concept of Physics is considered as a poor qualification. Based on initial interview, moreover, the students assumed that Physics learning material is categorized as a difficult subject. Furthermore, its subject contains rigid concept and confuses students when encountered with the concept and formulation of Physics. Thus, the students cannot master both concept and formulation well.

In Physics learning, the level of students' critical thinking to solve particular problem does not reach maximum level yet (Hudha, 2012). According to observation, some students show less enthusiasm and critical thinking in classroom. Based on previous data, students' critical thinking should be enhanced due to mostly affect the success in solving problems (Ennis, 1985; Meador, 1997; Abdullah &Shariff, 2008; Setyowati, 2011; Hudha, 2012).

Basic Physics I is a basic subject or course to pursue other subjects for the higher level of education. Therefore, the students should comprehend and master concepts of Basic Physics I due to the advanced subject cannot be separated from the existing concepts on its subject. This is corresponding with the existing competency in Basic Physics I. In other word, the students can comprehend the basic concept of dimension, unit, and size; the basic concept of classical mechanics and thermodynamics (Serway& Jewett, 2004:1; Young & Freedman, 2002:1). To meet its competence, it should need the quality of learning device in order to enhance students' concepts of Basic Physics I.

Based on interview, there are 65% students who encounter learning problem using translation textbook; and 10% students who stated that textbook has a higher cost, thus the students with low economic condition cannot afford it. Regarding the implementation of learning Physics, learning material is an important component in teaching-learning activities for both student and teacher. Through the learning material, the teacher will be easy to conduct teaching-learning activities in classroom. Furthermore, it can be designed and based on students' need and characteristic of learning material (Department of National Education, 2008:2)

Besides, the teacher will find problems when conducting the assessment towards the students. Arifin (2009:194) confirmed that most of teachers when conducting assessment are more emphasize on learning output rather than learning process. In fact, learning process determines its output. Sometimes, the teacher relies on written test and all tests found on the book. Of course, this assessment has many weaknesses which tend to focus on learning output rather than learning process. According to the interview and previous data, the teacher only assessed from cognitive aspect while both psychomotor and affective aspects are considered as minimum qualification.

Muslich (2007:91) revealed that the assessment is conducted in form of paper and pencil test, performance, project, product, and portfolio. Furthermore, the assessment should involves methods and techniques in accordance with learning objective, process, and experience in order to measure cognitive, psychomotor, and affective aspect of students' competence (Department of National Education, 2004:9).

Concerning the Curriculum 2013, the teacher is demanded to apply constructivist theory based model in learning Physics. For instance, the implementation of Problem Based Learning model (Arends, 2012; Yuliati, 2008; Sanjaya, 2010; Trianto, 2011). Problem Based Learning is a learning model focuses on students' centre and involves authentic problems as a basis for investigation to enhance students' critical thinking, knowledge, and essential concept (EggendanKauchak, 2012; Arends, 2012; Akinoglu&Tandagon, 2007; Cheong, 2008).

Therefore, Physics Study Program students should apply PBL model in order to develop its concept as a teacher in the future. Based on microteaching data and interview with

the teacher (advisor), the students are more likely to face difficulties when implementing the brainstorming and finding out the issues related to the topic.

To compromise those problems, there must be an alternative solution. This solution hopefully covers all needs on the field, such as the implementation of learning device to enhance learning qualities. Learning device is a tool, media, and guideline used in the teaching-learning process (Suhadi, 2007:24).

## METHOD

This study applied procedural model for learning material of Basic Physics I. This descriptive model focuses on several stages that must be followed to create qualified product of study. The stages used in this study are based on research and development and adapted from four-D stages (define, design, develop, and disseminate) (Thiagarajan, et al., 1974).

This study conducted by involving the teacher of Basic Physics I, the teacher of learning media subject, and the participants of Basic Physics I.The data were collected as follows: 1) qualitative data of students' and teacher opinion towards Basic Physics I obtained through interview and questionnaire; 2) product quality obtained from the Physics teacher by using development product quality instrument; and 3) the data of product usage were obtained from both teacher and student by conducting interview as an instrument.

The instruments used in collecting the data of product trial were in form of quality questionnaire and language use of learning material. The selection of average score technique analysis is based on Arikunto (2006:216) statement which revealed that to investigate the rating of final score to each point of questionnaire by divided the total scores with the number of participants' answer. There are several criteria of quality average score analysis as presented through Table 1 bellow.

**Table 1. The Validity Criteria of Average Score Analysis**

| Average Score (Interval) | Validity Criteria | Note |
|---|---|---|
| **3.26 – 4.00** | Valid/qualified | Good (without revision) |
| **2.51 – 3.25** | Enough | Enough (revise partially) |
| **1.76 – 2.50** | Poor | Poor (revise partially and review learning material) |
| **1.00 – 1.75** | Not valid/qualified | Very poor (revise totally/change) |

(Sudjana, 2005:45)

## FINDING AND DISCUSSION

The validity result of quality content and content presentation of Basic Physics I learning material by Physics and learning teachers obtained average score 3.34 with valid and qualified criteria which used as Basic Physics I learning assistant. The average scores to each aspect can be viewed through picture 4.1.

The final product of this study is Basic Physics I learning material aims to improve students' mastery concept and critical thinking. Mainly, this learning material is designed to assist learning Basic Physics I by involving contextual problems based on students' daily life and Physics concepts. Furthermore, it can be used as a learning Basic Physics I assistant in order to improve students' critical thinking concerning solving the problem, enriching the knowledge and understanding to pursue for the higher level of education (Department of National Education, 2006).
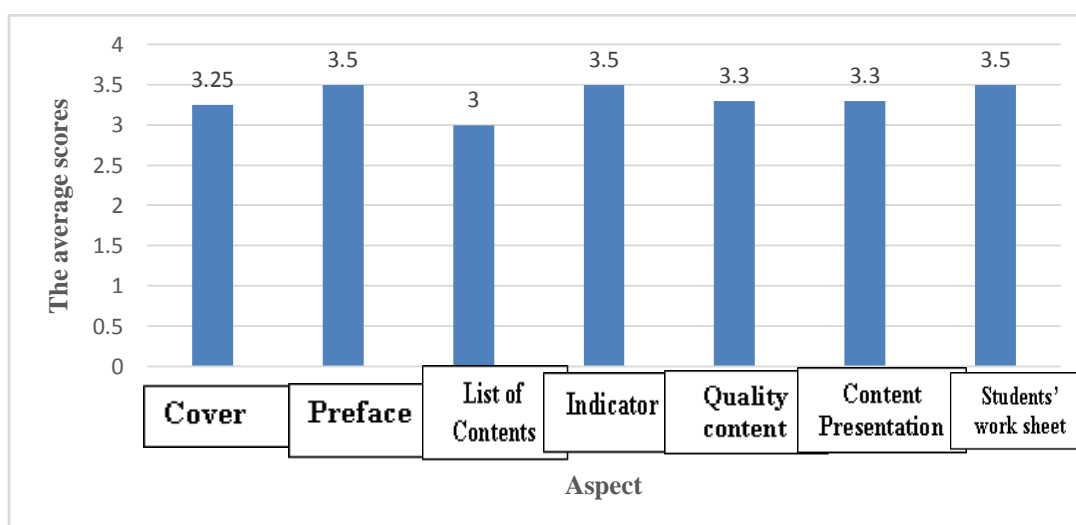
**Picture 4.1 Graphic of Quality Trial Data/ the Validity of Basic Physics I Learning Material**

The compilation of this learning material consists of both learning and problem related to the Physic concepts. The problems found in this learning are associated with contextual phenomena which aimed to encourage students' curiosity, problem solving, decision making, and critical thinking (Amir, 2008:10). The expanded learning material is based on mapping of learning objectives which refers to KKNI model interpreted into indicator and learning material.

Particularly, the learning material is designed to command the students in teaching-learning activities. It comprises LKM (Students' Work Sheet) and exercises as an additional knowledge.Based on validity trial conducted by the teacher (advisor) regarding the quality content, content presentation, and language used aspects obtained the average score 3.34 (valid and qualified).

Although the validity result of learning material is categorized as valid qualification, it should conducted empirical quality test to create a good learning material of Basic Physics I both theoretically and practically. This test can be conducted by employing practical test of Basic Physics I learning material in classroom.

**CONCLUSION**
Based on data analysis and discussion, it can be inferred that the learning material of Basic Physics I categorized as valid qualification for teaching-learning activities.

**RECOMENDATION**
Based on the validity result of Basic Physic I learning material, it can be categorized as valid qualification reviewed from the quality content, content presentation, and language used aspects. Therefore, the Physics teachers are recommended to apply Basic Physics I as a learning assistant. Although the validity result of learning material is categorized as a valid qualification, the next researchers are recommended to conduct advanced study related to learning material of Basic Physics I focused on empirical quality test to create a good learning material of Basic Physics I both theoretically and practically. This test can be conducted by employing practical test of learning material in classroom.

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# A Survey Study on the Independence
# and the Openness of the Will be Teacher

**Sudiyono; Maris Kurniawati**
sudiyono.unikama@gmail.com; maris@unikama.ac.id

*Universitas Kanjuruhan Malang*

**Abstract:** Having the ability to be independent and open-minded is essential for the will be teachers, with this ability they indicated as long life learner. This is survey study which involved 300 students of Education and Teacher Training Faculty of University Kanjuruhan of Malang as research subject. The instrument used in this research is questionnaire that consisted of 40 questions. The validity of the instrument is tested by using Cornbach Alpha test. Based on the data analysis it is found that the level of students' independence is considered high, yet the level of openness is mediocre. It is suggested that the students should be given learning activity that require them to discover, design, evaluate, create a product and then present it in discussion forum. Besides, it is necessary to give students more room to practice and develop themselves to be open-minded through activities in both classroom and extracurricular.

**Keywords:** *Independence, Openness, Will be teacher*

## INTRODUCTION

Teacher is one of the essential components in education system to support the objective of learning. Teacher plays important role to support students' manner and development. Mulyasa (2007) stated that an independence teacher is the one who isable to apply, adopt, and adapt the curriculum that will be used in teaching. It can be inferred that teacher as a learner has complex role that should never stop to develop him/herself to always learn.

The independence and the openness of teachers is crucial since they have responsibility to develop learner to be religious, having good manner, smart, creative, independence, and becoming democratic and responsible civilization (UU SISDIKNAS, 2003).In this case, government required teacher to be multitasking teacher. For the students who will be teacher, having the ability to be multitasking teacher is crucial. Therefor, when studying in University students who will be multitasking teacher should learn carefully to develop students to meet govdernment requirements.

## THEORETICAL FRAMEWORK

Teacher plays significant role as the person who is responsible to run effective learning in the school. Teacher is also considered as input component that is important for school as an open organization (Hoy &Miskell, 2005). Many people think that teacher plays significant role more than other components. Therefore, preparing will be teacher to be profesional is important and needs to be done continuously by the government and the school itself.

According to Borich (2007) effective teachers are the ones that are able to play their role as model and ideal civilization, good parents, and good worker. In doing their job, teachers

are expected to be a good example for the students and to be parents who are taking care of them in a school, yet, the role of teacher do not only stop at school, they have to be a good civilization for the society. An ideal teacher is the one who is honest, hard worker, loyal, friendly, kind, professional, discipline, and commit with his/her profession.

Preparing students to be professional teacher should begin early, even in the process of the enrolment to enterEducation and Teacher Training Faculty. The institution select carefully students who are eligible to attend classes in the Education and Teacher Training Faculty. The test to select students of Education and Teacher Training Faculty should test students demeanour, including the ability to be independent and open-minded.

The ability to be independent and open is important to be detected in the beginning because it influnces students' achievement in the university. In learning in the university, students have to be independent so that they help themselves to be independent learner. Students need to be given many practice, training, knowledge to master IPTEKs so that they will be independent. Students who are not independent will find difficulties to do anything themselves, they will always count on other people.

Learning in the university is different from learning in the High School. In university, students have to manage time well since they have many things to do. Students will get enormuos asignment from many courses they take, thus, in many cases students feel like they take heavy burden. If students are independent they can complete all assignment well without any complain.

Learning in the university is full of informational content concerning IPTEKs. Students are involved in the discussion with many people from different background in both University or outside university, even in certain cases students have to deal with something that is different with their perception. Therefore, students need to be open-minded so that they are able to sort and criticize information for their own understanding. Having the ability to be open-minded is essential for the students otherwise they will be left behind and dull. Especially, when they become teacher they have to deal with students with various background and characteristics, they have to be open and receive individual differences so that students are motivated to learn.

**Independence**
Based on the Act of the Republic of Indonesia on Teacher and Lecturer Year 2005, it is stated that as the professional educator teachershould have several competences including pedagogy competence, personality competence, social competence, and professional competence, that are developed through Education in the University. **Pedagogy competence**: is the competence to manage course, design and run course, evaluate and develop students' potential to learn. **Personality competence**: is the competence that shows the teacher having a good manner, mature, and wise so that teacher become inspiration and good example for the learner. **Professional competence**: is the competence of having good knowledge and understanding about the subject the teachers teach so that they are able to guide learner to learn well. Social Competence: is the ability to communicate well with students, college, students' parents, and society.

The independence and the openness are the behaviour that show the maturity of a person. According to Hurlock (1989) independence and social acceptance are the indicators that a person is healthy mentally. Independent people usually use their time to do task without any order and help from other people and they usually responsible for what they did. Independent people usually tend to express and develop themselves.

Idenpendent teacher means having the personality to perform task without help from others. In performing their daily task teachers are considered as the leader and at the same time

is a good model for the learners. Being independent is important for the teachers because they have many tasks that should be completed without waiting help from others.

Independent person are usually dilligent, workaholic, hardworker, persistent, discipline, and always taking any chance. Besides, independent people are open to any advice and critics and are able to take any action to improve themselves. In order to adapt to the globalization era, it is necessary to avoid being selfish and close-minded, teacher today should be independent and open-minded to the students and society around.

**Openness**

Openness is the personality dimension that involves imagination, intelligence, originality, and creativity. People who are high in openness dimension are generally imaginative, fun, creative, and artistic, conversely, people who are low on this dimension tend to be shallow, flat, simple, and boring. Openness in theexperience is the reflection of the breadth, depth, and complexity of an individual's mental and life. Openness is a trait that appreciated experience for the benefit of himself, as well able to accept something unusual (Friedman & Schustack, 2008).

The quality of being openness refers to at least three aspects of interpersonal communication. First, effective interpersonal communicators should be open to the person to whom they interact, as well as a willingness to open itself reveal information that would normally be hidden. Second, it deals with willingessto communicate honestly to the stimulus. People who are silent, not critical, and no response is generally a tedious conversation participants. The openness shown by the way it reacts spontaneously to others. Third, it deals with "ownership" feelings and thoughts. Being open is the ability that someone is ready to admit his/her feelings and thoughts and responsible for it.

Person who is open is usually mentally healthy, Maslow in Yusuf & Nurihsan (2008:) noted that they have several characteristics: (1) perceiving life or his world as it is, and feel comfortable in living ; (2) Receiving himself, others, and the environment; (3) Be spontaneous, simple, natural, being honest, not contrived, and open; (4) Have a commitment or dedication to solve problems outside of themselves (which happened to someone else); (5) Be independent or independent; (6) Have a good appreciation on the surrounding environment; (7) Achieving peak experience that is a state of a person who experienced ecstasy; (8) Having social interests: sympathy, empathy, and altruistic; (9) having happy interpersonal relationship (friendship or brotherhood) with others; (10) Be democratic (tolerant and open); (11) Creative (flexible, spontaneous, open, and fearless).

**METHODOLOGY**

This is a survey study involving two research variables, namely, independence and openness. The data is taken by using purposive sampling technique and the subject are300 students of Physical Education Department, English Education Department, and Early Childhood Teacher Education Department. The research subjects consisted of 53 menand 247 women, 252 vocationaland 48 High School educational background, 183 are from public school and  117 are from private school. The research instrument used is questionnaire, each consisting of 20 items of questions. The validity of the instrument is tested by using exploratory factor analysis and thinking about each item weights corrected item total correlation> 0.300, while the reliability test with Alpha Cornbach is $\alpha = 0.836$.

**FINDINGS**
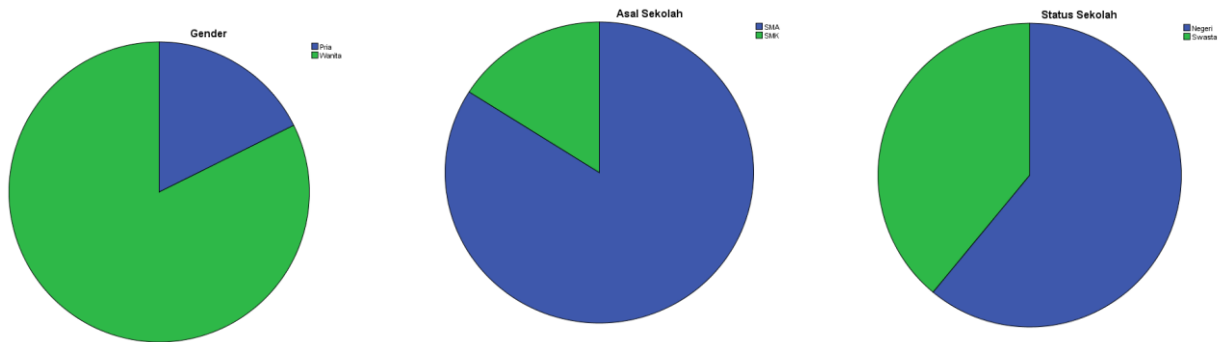


**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|---|
|  | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Kemandirian | 300 | 46,00 | 72,00 | 58,713 | 5,66257 | -,084 | ,141 | -,535 | ,281 |
| Valid N (listwise) | 300 | | | | | | | | |
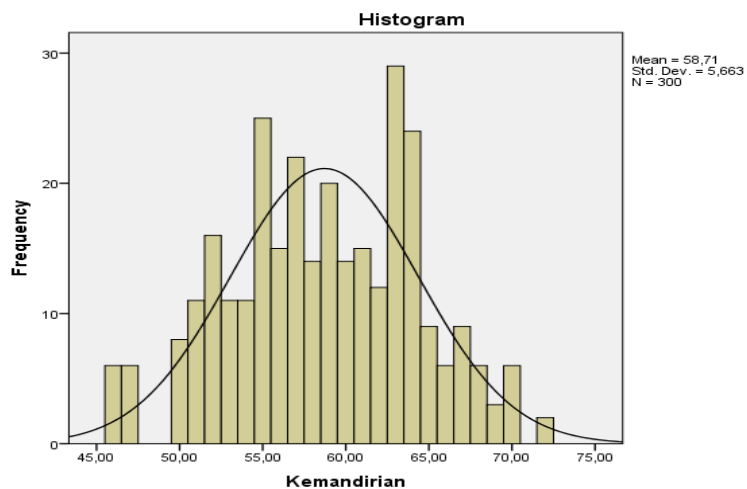


Based on the table and diagram above, it is found that the descriptive analysis of the data obtained independence dimension ratio of skewness is -0804 / 0.141 = -1.902 . This number is in the region between -2 up to +2, it means the data distribution is normal. A mean value of 58.7 with a SD of 5.66 is considered low since the distribution of the data is divided into three groups, the score <56.4 (Mean - 0.5 SD) including a lower category, a score of 56.5 to 61 (- 0.5 SD up to +0.5 Mean SD) medium category, and> 61 (mean + 0.5 SD) is high. The data also show that the mode is 63 in the area> 61 means that in general the subjects had high independence.

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Keterbukaan | 300 | 46,00 | 72,00 | 56,1233 | 5,03780 | ,586 | ,141 | ,699 | ,281 |
| Valid N (listwise) | 300 | | | | | | | | |
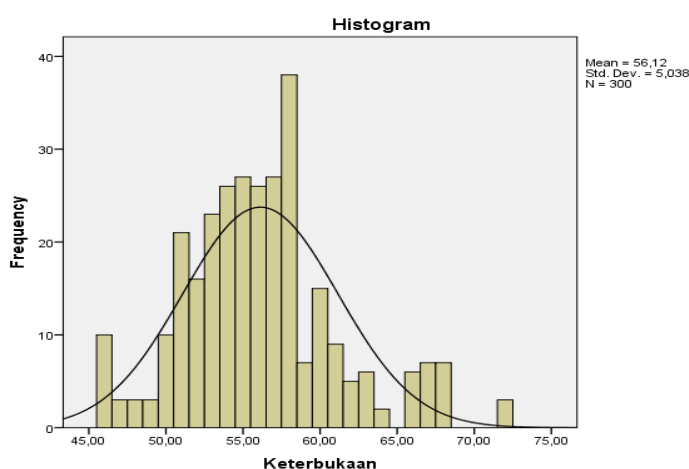


Table and diagram above indicated that the level of openness is in the mediocre category with the mean score 56.123 and SD 5.037, skewness ratio is 0.586 / 0.141 = 4.156 are outside the area -2 to +2 means of data distribution is not normal. Mode of data are 58 that are in the range of Mean - 0.5 SD up to Mean + SD of 0.5.

**DISCUSSION**

The independence level of the respondents were categorized as high as indicated by the mean value of 58.7 SD 5.66 with Mode 63 illustrates that in general the respondents have the independence that is qualified to be a teacher. This is a good start-up for further learning, because with that condition the will be teachercan be involved in a learning process that make the more independent. Independence people tend to be diligent and able to work hard (Hurlock, 1989).The independence should be function optimally in the education process at the institution for teacher education, so that the potential of will be teachers will grow. Learning model that provides students more roomto practice, explore, discover, gathering, examine, create and then present their own product or creativity is more appropriate to apply for independent learners. Through such learning model, learners will be able to express their qualities and they will feel more satisfied with the results achieved, and then they will be more active to explore the sources of their own learning. In the learning process, independent individuals is a representation of its ability to regulate itself (Woolfolk, 2009). Individuals who are capable of self-regulation means that they are able to motivate themselves (Pervin, 2010).

The mean score of openness is 56.123 with SD 5.03 and mode is 58, make the level of openness is in mediocre category, meaning that in general the students is less imaginative and

creative. Individuals who are open always have the ability to realize themselves (Tirtaraharja & Sula, 2000). Creative according Syamsu & Nurihsan (2008) includes the ability to be flexible, spontaneous, open, and not afraid in making mistakes. Based on that data, the level of openness of will be teacher is still low, which also means they are less flexible, less spontaneous, and tend to be afraid of. They tend to do something whenit is assigned to it, and less responsive, and possibly their imagination is still low. People who are less open also hard to accept themselves and others (Friedman & Schustack, 2008). In this study, individuals with less open tend to be passive, do not like to get involved in the adventure of finding and explore science itself. They feel more comfortable and satisfied with something that have been achieved, and in more extreme cases, they always felt good and be better than most other people. Based on these facts, it needs more intensive effort to improve the quality of openness students through exercises to accept themselves and others more objectively, either through intra-curricular and extracurricular activities.

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# Arts-based Responses to Cultural and Religion Identity to Inform Initial Teacher Education

*Sue Erica Smith; Ratna Suryaratri; Deasyanti Adil*
*sue.smith@cdu.edu.au;*
*suryaratri@yahoo.com;*
*deasy.edupsy@yahoo.com*

*Charles Darwin University*
*Darwin, Australia*

*Universitas Negeri Jakarta*
*Jakarta, Indonesia*

**Abstract:**  With increased globalization and the internationalization of education cultural identity and religion are increasingly becoming sites of exclusion, discrimination and violence in the Australasian region, and increasingly the perpetrators are youth. This paper explores how universities might move to address these serious concerns. It is argued that universities, and education faculties in particular, hold a strategic place and indeed a responsibility to equip students to respond sensitively, intelligently and proactively to these contemporary contexts. Arts-based research, images and drawings (Thomson, 2009) and drama (Cahill, 2006; Harris & Jones, 2014) was conducted with cohorts of pre-service teachers in three Indonesian universities. Artefacts from these workshops are presented as exemplars of students' person-centred wisdom (Leavy, 2015) produced as they explored identity, enacted scenarios of exclusion and conceived some possible solutions. These artefacts provide pause for academics to consider, if and when, we move to address these local and regional imperatives how courses might move from *learning about* ethnic and religious diversity to *learning from* our students' diversities and experiences.

**Keywords:**  *Arts-based Research, Religion, Teacher Education*

## INTRODUCTION

This study, *3RITE: Race, Religion and Respect in Initial Teacher Education*, involved teacher educators and pre-service teachers in Australia and three partner institutions in Indonesia. We sought to better understand the sensitive issues of race and religion diversity and to explore how Education faculties might better prepare students to address these issues in Initial Teacher Education (ITE) courses. The researchers and the faculty at the partner universities saw the project as a timely initiative towards addressing crucial issues that are facing our region; namely racial and religious vilification, marginalisation and youth radicalisation.

In recent years these has been an increase in ethnic and religious conflict in both Australia and Indonesia, and while religion leadership has a significant role to play in educating

communities in the SE Asian region (Magnis-Suseno, 2006), we collectively share Baidhawy's (2007) view that this impacts on education. Speaking from an Indonesian perspective that is equally as relevant to Australia, he has called for school curricula reform to address national harmony despite differences in religion and ethnicity. Here ITE holds a strategic position and a responsibility to promote pedagogies sensitive to diversity and differences. In a study of Chinese Christian schools in Jakarta Hoon (2011) pointed out schools are not innocent sites of cultural transmission but are active and significant agents in transmission of values, and in inculcating culture for the maintenance of boundaries and for the construction of identities. While the above authors each speak to national identities, this study provided opportunity to gain insights from distinct cohorts of students whereby comparisons, similarities and differences might be determined. Duncan & Arntson (2004) advise that for programs seeking to address sensitive issues and experiences to be effective it is important to recognise that cultures differ – that social development occurs within the beliefs, practices, and values embedded in their culture, and that in some secularised contexts, spiritual development may be seen as peripheral, while in many other cultures, spiritual development is understood to be central to individual and family life.

Amid these shared concerns, including commitment to democratised education, Australia's multicultural agenda and Indonesia's axiom 'Unity in diversity' we recognised that the Indonesian context provided more readily identifiable populations of religion and cultural identity than in Australia. Apart from public recognition of religion identity marked on citizen cards in Indonesia, Indonesia also hosts numerous higher education institutions that are owned and run by religion authorities. Three sites were selected; a state university in a major city in Java, and a Christian university and a Buddhist teacher's college in regional Java. These cohorts provided populations that were predominately Muslim, Christian and Buddhist respectively, and a range of cultural identities.

**METHOD**

University ethics was secured at the Australian university and colleagues from each partner institution invited students to participate in the study. A description of the study and a consent form was in Bahasa Indonesia and given to each participant. A total of 76 undergraduates participated in this study; 14 from the metropolitan university, 42 at the Christian university and 20 from the Buddhist institution. Each group was given the same instruction both in English and Bahasa Indonesia.

In our brief to design culturally appropriate interventions we employed Arts-Based Research (ABR) methodologies as means to understand and respect beliefs and practices in the local setting. The art-based workshops in the design of this research is significant because, as Etaba et al. (2005) point out, it allows for the pre-service teachers to be involved in the project's development, and provides scope for the participants to pose solutions to these issues. As pedagogy, these methods too could be used to address similar concerns in classroom practices with children. Nikku et al. (2006) have advised that students from various backgrounds such as class, religion, ethnicity, be given equal possibility to have their voices heard, and the workshops that we delivered provided such a basis from which cross-cultural/religion dialogues ensued. These collaborations also encouraged the academics in each community to unpack some of their assumptions (Manyena et al., 2008; McIvor & Myllenen, 2005), because, as we shall see later in this paper, some of the students' responses that had previously been unseen, were surprising.

**Arts Based Research**

This research project followed a cross-cultural community-based participatory research design with embedded wellbeing (Teufel-Shone et al., 2006) and values agendas (Liem et al., 2009; 2011). At each site semi-structured interviews and research conversations were held with teacher educators who were to be involved in the arts-based research (ABR) workshops with students.

ABR provides a viable approach because it draws upon participants' person-centred wisdom (Leavy, 2015), has potential to change minds (Barone, 2008), and provides means through which the world can be better understood and new pedagogical pathways can be explored (Barone & Eisner, 2011; Rolling, 2010).

The student workshops were convened to hear student voices via the employment of two ABR strategies within the participatory research paradigm: researching narratives through images and drawings (Thomson, 2009) and drama (Cahill, 2006; Harris & Jones, 2014). At each site the participants were issued with the same instructions in both English and Bahasa Indonesia: "Draw your identity, what makes you *you*. This may include your culture, your religion or the things that you value in your life." With workshop materials provided by the project students reflected on their sense of identity, and drew images relating to their experiences of cultural and religion identities.

They then fed back to the larger group for discussion before dramatic enactments of representative scenarios of exclusion and solution-based scenarios are developed with groups of participants. As Harris & Barney (2015) affirm, the drama workshop is a site for conducting this type of research where students (and possibly their teachers) workshop together to envisage and enact the social practices that they believe would improve, or transform, the quality of their lives. These dramatizations were filmed to inform further analysis. In this paper the focus of analysis is the students' drawings.

**FINDINGS AND DISCUSSION**



Figure 1.                    Figure 2.                    Figure 3.

**Young people's aspirations**

In the figures above drawn by students at the big city university we find glimpses of the young people's values and aspirations. In Figure 1 This student drew himself as a mirror, "Í do not know what my future holds", his parents are represented in the faces on either side, and the work is crowned by a mosque and the Indonesian flag. There is the masks of comedy and tragedy, good friends and bad, "the friends that burn", he explained.

Images of a mosque and the national flag are also represented in Figure 2. In Figure 3 a young woman marks her transition into adulthood with the hijab, and she aspires to learning a language, in this case English, but other students were learning Korean via music and e-zines. And, as with students at all of the sites there were aspirations for romance and travel. While eleven of the fourteen student participants were Islamic, the others Christian Chinese (who did not reveal these identities in their drawings), none of the students here drew upon religion or culture as sites of exclusion in their dramatized.  Being of the majority, or amongst the majority culture rendered such issues invisible, unheard or irrelevant.
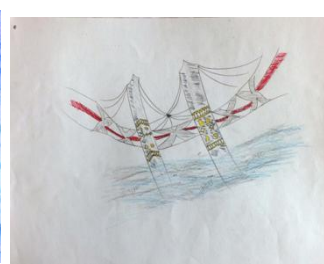


Figure 4.             Figure 5.             Figure 6.

**Cultural identity**

At the Christian university images of religion identity were less represented by the cohort than they were from the former university. Whereas 9 students (64%) included images of their Islamic identity, only 20 (not quite half) of the 42 (not quite 50%) students drew images that included their faith. In Figure 4 we see equal quadrants that represent gender, faith, and batik and script from her cultural heritage. The artwork is boldly executed, making a statement that this is who I am, in equal measure. Assertion of cultural identity was the predominant theme that emerged from their drawings, with 28 students (67%) drawing their homelands and cultural artefacts – musical instruments, foods, dress, geographical features and the like. Many of these students had travelled from across the Indonesian archipelago to attend university and their pictures revealed varying degrees of cultural pride, homesickness or simmering indignation. Figure 5 encapsulates these currents of student identity.

The bird of paradise in Figure 5 is the symbol chosen by the student to depict his home West Papua, The bird flies valiantly above a vast, deep and somewhat turbulent sea, carrying a *kundu* drum beating music, and supported by a spear and flag. The flag is the Indonesian flag, but it has been subverted, the star of West Papua is included. Other students from West Papua also drew and spoke with passion about their homeland. One student drew a weeping woman, with fathomless eyes and crowned by a bird of paradise. He explained humbly and poignantly, "This is paradise woman, the earth is our mother." Another student drew the emblem bird nose-diving, a young man with slightly crazed eyes looking outwards in both directions, and in semi-shattered graffiti-style writing 'DANCE'. He explained, "My home is Papua. It is very beautiful like the bird of paradise. But we are in a cage. We are not free. But I still dance." This was a powerful moment for staff and students alike. These undergraduates had space to reveal their identities and space to express their lived marginalization. Others in this group drew upon their Chinese and Indonesian identities by including both or hybrid flags in their artworks. These identities, and the prejudices encountered, were enacted in their scenarios: varying costs and requirements for ethnic groups seeking to obtain a driver's license, or seeking accommodation in town. Students were acutely aware of ethnic and religious prejudices more

keenly than their lecturers. Nevertheless, students displayed hope, optimism, as seen in figure 5 and altruism, as seen in Figure 6. Here the bridge is marked with Dyak patterns. The student explained, "I am Dyak. I want to be a bridge between my family and friends and the people I will meet. I will be a bridge above War, Hatred and Despair (written in the sea below the bridge).



Figure7.                              Figure 8.                              Figure 9.

### Religion Identity

At the Buddhist college such messages of hope, optimism and altruism that we have seen in the other cohorts took different forms. None of the 20 participant pre-service teachers overtly expressed their religion or cultural identities, nor did they draw employ realism in their artworks, such as drawing family, school, or cultural artefacts. While the students were drawing we were baffled by the images that were emerging. When the students presented their works they seemed reticent. For Figure 7 the young woman explained, "I am like a foot, a foot that is very strong. Without a foot we cannot run, walk or shop, and we cannot move. A foot can help you rise up tomorrow. The hand with the ring on the middle finger means that the hand will help you to achieve your hopes and dreams. But if you mess with me I will kick you out of my life."

The lion wearing sunglasses, Figure 8 above, was also intriguing. The student explained, "The sunglasses help protect people in the desert sun. They can also cover your eyes from the dust. I must become like a lion that can protect and save other people. I also need other people to protect me, and make my life colorful." Other students drew a frog, a cartoon character, a cactus, a mirror, an island, and the stones seen in Figure 9 above. "Stones mean strong and powerful. I want to be strong and powerful when I face a problem," she explained. We were moved to probe further. Did their Buddhist identity have any bearing on the images that they drew? The students responded volubly. As for the stones, "In Buddha-Dhamma we need to stay strong like a stone to achieve our dream to be like Buddha." Regarding Figure 8, "The sunglasses have three points: protecting, happy and love. This is like Buddha that encourages everybody to find happiness in life. We are here to love in this world. Buddha also says stay strong like a lion and Buddha found enlightenment and stayed strong to not only help Buddhist people but also to all people around the world." And, "The foot is like *adita,* a strong foundation. The tree represents the way because it grows up to the sky with the hands reaching for enlightenment. Strong people can achieve enlightenment. Kick out bad habits, like when Buddha reached the enlightenment. He kicked out *dosa* (anger) *loba* (greed) and *moha*

(delusion)." As for the cartoon, "Buddha taught us to get happiness and how to pray from the heart and just like a Jerry cartoon, how to make people happy and help other people and do not disturb other people. In Buddhism there is *opana-bhuta* (to be, for the satisfaction of all other's needs.) We must say and do good things. Also, we must keep smiling." All of these students held these sentiments at the heart of their identity.

The research team was unsure as to whether the students might have been coached earlier by their English teacher to present their identities as symbols only, or whether these responses were characteristic of a religion that cultivates a rich symbolic world and measures its worth on intentions and altruistic aspirations. Or were these responses from a cohort of students whose minority religion status is not widely understood within their country, and hence their propensity to keep their identities hidden. Their dramatizations revealed the tensions of negotiating minority spaces and pressures to conform and assimilate.

**CONCLUSIONS AND SUGGESTIONS**

The arts-based methodologies employed with pre-service teachers at three tertiary institutions in Indonesia have provided insights into commonalities shared by the participating young people, including their fervor to do good in the world. The study has also made visible some of the cultural and political alienation and prejudice suffered by minority cultures in Indonesia, and how faculty at their institutions might be blind to their plights. At the metropolitan university, a Chinese young woman drew only her school, with no reference to family, culture or religion. These were better kept private. The opportunity to express identity and enact discriminations and their possible solutions was embraced with gusto at the Christian university, and the academic staff were simultaneously surprised, impressed by their students, and were getting to know them better – closer to who they really are. Students at each site found it refreshing to be able to reveal to themselves and then to elect to share their respective identities with others. This was more than a research project, because we introduced pedagogical practices that could be replicated by teachers in classroom settings to initiate conversations surrounding identity, exclusion and inclusion. It would be fruitful for the students from each cohort to have been able to share their art making with each other. Students in diverse classrooms across the region would benefit from these types of activities to better appreciate those who appear as different, and to collaborate to seek solutions. Teacher educators can address difference and exclusion by making space to get to know their students, such as the activities that are described here, and teacher education courses have the opportunity to o a strategic role to play in providing space in their undergraduate courses to equip pre-service teachers with strategies that can empower learning communities to respect diversity.

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# Economic Empowerment Community
# To Economic Institutions Pesantren

**Supriyanto**
E-mail: maspriyanto79@gmail.com

*University of Kanjuruhan Malang*
*S. Supriyadi Rd. No. 48 Malang Eat Java Indonesia*

Abstract: The objective of this research is to explore the pesantren cooperative success in empowering pesantren society so that the empowerment result can be revealed and also those who are involved in pesantren economy empowerment. This resarch applied multi sites case study model in two pondok pesantren namely Pondok Pesantren Sidogiri Pasuruan dan Pondok Pesantren Minhajut Thullab Banyuwangi East Java. Analysis unit of this research were *kyai, ustadz,* pesantren cooperative staffs, *santri*, lokal residents, and pesantren cooperative member where the data collection using deep interview, observation and documentation. The data analysis used multi sites model with source trianggulation, method trianggulation and time trianggulation. The reseacrh finding shows that *kyai*, *ustadz*, pesantren officials and *santri* play their important roles in empowering pesantren economy. Secondly, *madrasah dinniyah* economy education model give sufficient provision to santri to manage pesantren economy. And the third, pesantren mampu memberi bekal kapada santri dalam mengelola ekonomi pondok pesantren. Ketiga the pondok pesantren community sinergy be able to empower pesantren community and local residents economy.

Keywords: **Economy Empowerment, Pesantren Community, Multi Sites, Triangulation**

## INTRODUCTION

The poor around pesantren limited capital become one of many factors of poverty. Poverty encourages financial institutions to take too high interest rates from those who need capital to run their business. As a result, the people around pesantren Sidogiri trapped to lend money from money lenders. This situation stimulates pesantren to empower its santri and local residents economy.

Pondok pesantren does a maximum efford to develop santri skill through education and establised pesantren cooperative as a media to learn and practice business economy. This efford succed to multiply their pesantren cooperative turnover up to more than 1 trillion rupiahs in 2011 and increase to 1.8 rupiahs in 2013 (Supriyanto, 2010).

Maisaroh dan Sukhemi (2015) in their research says that some potential basic problems in economy empowerment are business capital, work ethos, local potentials, technical fators, human resources, productivity and enterpreneurship culture. Supriyanto (2015) also says that economy empowerment success is a result of applying modern management in running economy institution so it attracts local residents (those who live around pesantren) to improve their economy activities. Economic education is very important for common people in improving people's awareness to improve their prosperity.

This research is aimed to reveal the people around pondok pesantren effort viewed from empowermen aspect. Those who live around pondok pesantren Sidogiri commonly work as farmer or fisherman. The researcher's observation shows that they are victims of moneylenders from financial institution called *koperasi simpan pinjam* (saving and load cooperative). These financial institutions lend money (capital) to the poors and takevery high interest rate from them. Many people applied to be customers and then trapped in endless loan. They apply for credit to fund their small business like green groceries, small shop, or other emergency needs.

This research is aimed to explore pondok pesantren cooperative succes in empowering economy in pesantren community to know the achievement result of economy empowerment and to know all parties who have already taken part in economy empowerment.

**METHOD**
**Reaseach Design**

This research is qualitative multi sites case study approach (Yin, 2008). Theoretical basis of qualitative research are phenomenology, simbolic interaction, culture, ethnometodology, field research, and grounded theory (Silverman, 2005). This research applied case research or case study approach (Yin, 2008), namely case study in Pesantren Sidogiri Pasuruanand Pesantren Minhajut Thullab Banyuwangi.

**The Researcher Presence**

The researcher's presence in collecting data using mixed background between open and close background (Moleong, 2005). This research was conducted using open background interview and observation. The research data is qualitative data. The data source of this research is natural environment and natural situation of both pesantren. The researcher conducted this research in natural context without any change. The researcher conducted this research for nine months. The researcer needs instrument to collect data, the data collected need deep comprehension to assure the validity. Recorded materials then need to be re-examined by the researcher and the researcher use his own insight as an key instrument to analyze the data.

**Data Collection and Data Analysis**

Interview, observation and document content analysis (Patton, 2002 and Milles, 2009). Data was analyzed using comparative descriptive analysis ( Cresswell, 1994 and Ellet 2004). To insure the accountability and validity (Bungin, 2008), then the researcher used the following steps: (1) test the credibility, (2) test the transferability, and (3) test the dependability.

**FINDINGS AND DISCUSSIONS**
**Research Findings**

This research shows that pondok pesantren community highly contributes to economy empowerment. Those who are called pondok pesantren community in this research are *pesantren officials, ustadzes, santri, and alumni*. The pesantren officials consist of a group of ustadzes and senior santri who have legal mandate from kyai to run pesantren management. The officials duty is structural duty mandated by kyai to run the pesantren managerial function. While ustadzes are religious teachers who help kyai to educate, teach, and conduct *pengajian* (recitation) in pondok pesantren. In some cases, kyai is also called ustadz by some santris and local people, however, in this research those who are caleed ustadz is religious teachres who help pesantren caregiver to run education in pondok pesantren. And santri is pesantren students

who stay in pesantren hostel. Then, alumni is santri who have finished their education in pondok pesantren and went home to their community.

Pesantren officials have an importan role in empowering people economy. The finding of this research shows that pesantren officials succeed to encourage santri and Sidogiri people to build economy driven by pesantren. This official role can be seen since begining to respond the people restlessness, formulate the problem solving with kyai, learning alternative economy education, establishing cooperative, santri mobilization, motivate the local people, and manage the economy institution. Those all long processs haven been conducted in Pesantren Sidogiri Pasuruan.

Besides pesantren officials, this empowerment was also helped by utadzes. The contribution of these ustadzes were categorized into three categories; (1) ustadzes who are fused in pondok pesantren economy institution, (2) ustadzes who are fused in pondok pesantren economy institution but also teach in pesantren Sidogiri, (3) ustadzes who teach in filial islamic school (*madrasah*) outside Pondok Pesantren Sidogiri. The ustadzes in first group have a very big contribution from planning—with kyai, formulate pesantren economic system, establishing sharia economy institution called BMT-MMU and forming officials structure.The second group is the first creditors and donate their shares to BMT-MMU. While the third group is ustadzes from islami school brances who are then follow the ustadzes in central islamic school, they save their money in BMT-MMU.

While the reseach finding in Pondok Pesantren Minhajut Thullab Banyuwangi, the party who play role in empowering pesantren economy is trustee. The Pondok Pesantren is owned by Minhajut Thullab Foundation that supervise some business units like cooperative unit and *Baitul Mal* (treasury) named Bank Minhajut Thullab (BMT). The trustee role is to motorize teachers in formal school and ustadzes in Islamic School Madrasah Matholi'ul Anwar around Pondok Pesantren Pesantren Minhajut Thullab both those who teach in formal school and *dinniyah* (Isamic informal school) to build economic institution named Koppontren Minhajut Thullab. Then, the Koppontren administrator established financial institution named BMT as a part of PPMT community empowerment. In this research PPMT shows that the role of teachers and ustadzes only as members, they are not institution's administrator. The business run by pesantren officials succees to give contribution to pesantren economy and local people' economy.

This research finding shows that santris have not fully had contribution yet on the pesantren Minhajut Thullab economic empowerment Sumberberas. The santris contibution is as consumer and have not become cooperative members yet. While in PPS Pasuruan santris are not only consumer but also as valuntary members. The big numbers of students in both pesantren is a potential market to sell the products like daily main needs, snack, drinking water, clothes, notebook, islamic textbooks and personal needs. They also service products like financial and telecomunication.

The alumni of both Pesantren Minhajut Thullab Sumberberas and Pesantren Sidogiri Pasuruan contribution is categorized into four groups namely (1) alumni who work in pesantren businesses, (2) alumni who estabiled pesantren in some other areas, (3) alumni who do not establised new pesantren but teaching in other pesantrens and (4) alumni who become pesantren business partners.

Group one who work in pesantren business live in pesantren and for those who have got married live around pesantren with their family. The second group is alumni who build their own pesantren in some areas. These new pesantrens networks still small and under KH Toha Muntaha command. While in Pondok Pesantren Pasuruan there already alumni network named

*Sidogiri Nework* and is coordinated by KH. Mahmud Ali Zain. In PPMT Parasgempal Kyai Muntaha is now still establishing Minhajut Thullab network.

The third alumni group is those who teach in other pesantrens in any area. This group contributes to the development of pesantrens generally. The alumni who have gone home to their own hometown usually send their children to PPS or PPMT Parasgempal. To always keep in touch with their alumni pesantren conduct annual *haflah akhirusanah* (graduation celebration). In this annual celebration pesantren usually invites their alumni to come.

The next group is alumni who become pondok pesantren business partner. There are many alumni in this group in PPS Pasuruan, but there are few in PPMT Parasgempal. The alumni of PPS Pasuruan become pesantren business partner to take part in developing pesantren business in their own hometown. In PPMT Sumbeberas still does big effort to build the network.

This research finding is in line with Mahfudh (2006) who states that if pondok pesantren wan to be successful in empowering people on of the dimensions is developing resources, the pondok pesantren should have skilled human resources to manage all resources in its surroundings. Furthermore, endless training and developing resources in pondok pesantren shoul be done so that the pesantren can play its role as motivator to improve the local people welfare. They need knowledge more than just religious knowledge to achieve that goal,.The also need skills where almost aal pesantren in Indonesia is now struggle hard to improve their santri skills. Pondok pesantren begins to adapt and ready to accept fast modernization and new technology in line with a massive globalization. At once, Pondok pesantren, however, have to keep their own identity as an Islamic education institution (*tafaqquh fiddien*).

**Discusion**
**Local People Contribution in Empowering Economy**

Based on this research it shows that many parties have given their contribution in economic empowering in PPS Pasuruan and in PPMT Parasgempal. The local people contribution in PPS Pasuruan can be revealed from the big numbers of customer in every branch of pondok pesantren business, the number of debitor in each branch, the investation in every business unit. The same things also happens in PPMT Parasgempal. The local people contribution in Sumberberas is as consumer, creditor and debitor. But PPS Pasuruan has far bigger coverage. PPS Pasuruan covers pasuruan and East Java while PPMT only covers distict of Muncar and Banyuwangi regency.

The people contribution in to economic empowerment in Pondok Pesantren Sidogiri can be seen on Koppontren management and BMT report. If refer to the people savings growth in BMT MMU dan BMT UGT, the number of pasuruan people who save their money counted 41.506 people. While the people of East Java who save their money in BMT UGT counted 67.725 people. The total number is 109.321 people. While in Pondok Pesantren Minhajut Thullab based on the management report, the number of depositors are 512 people and the number of debitors is 614 people. And it funded 112 people or parties. This local people contribution is significant for pesantren development. Other important contribution of local people is the increasing n umbber of demand both products and financial services.

The research finding in PPS and PPMT is in line with Suredjo (2009) that every person has social measurement to receive or deny to form social group. Positive things can be accepted or denied depend on when they get that positive temptation. In the case of PPS Pasuruan, the positive temptation comes from kyai and ustadzes where common people consider that they have high credibility. Kyai and ustadz is considered as men who close to God, have good character, and trusted. That's why coomon people easy to accept all pondok pesantren temptations to develop pesantren economy. While in PPMT besides kyai the trustee which

consist of ustadzes, gus (kyai's son) and those who get mandate from kyai. The local people believe because they trust pondok pesantren also to pesantren business.

The question may arise is, why do the people want to be the pesantren business partner? Is it just because of kyai temptation or is there any otjer motive? Suredjo in his study says taht there are five attributes which motivate people to group themselve namely: *relative advantage, compatibility, complexity, triability dan observability. Relatif advantage,* is the group gives them advantages, if they get any advantages it is easy to persuade people to do so. *Compatibility,* is the harmony and relevance between group and the people customs, needed, local values, if the group is relevence it is eaier too to persuade them. *Complexity,* is easy to do, if the group make them get difficulties in the future of course they do not want to form such groups, because that situation give them more burden. So the group forming should ease the people activities. *Triability* can be tested, while *observability* means can be seen, if there is already successful group the the public can see the result, then will be easier to make them to form groups because commonly people do not want to do a risky activity.

The case in PPMT and PPS shows that business group forming in those two pesantrens fulfilled five attributes of local people motivation to have business with pondok pesantren. So, this study found that the role, contribution and participation of local people in pesantren business causeb by the trus that pondok pesantren is able to fulfill what they want. This want fuels the people to give their contribution both actively and passively in economy empowerment.

**Research Findings Proposition**

Based on analysis and discussion above, the propositions of this research are as following:

1. If the pesantren community members that consist of ustadzes, santri and alumni synergy each other, it gives important contribution for pesantren business and pople empowerment.
2. If the local people trust kyai and pesantren community, there will be a beneficial cooperation for pesantren and local people.

**Theory Implementation**

Based on community development theories (Shafer: 2006) and this reseach findings, it can be formulated a major proposition: *"If economic education applied through Kopontren dan BMT, it will empower pesantren and local community economy".*

Like what has been discussed in review literature , previous theory, theory debate, and above framework, this research has been integrated the theory above as a reference in pesantren economy empowerment in economic education perfective and analysis and discussion of this research in PPS Pasuruan and PPMT Banyuwangi.

Look at some findings in the field, poposition and implementation model recommended to empower the pesantren community economy using education of economy perspective, then principally the research findings inPondokPesantrenSidogiriPasuruanandPondok Pesantren Parasgempal Sumberberas Banyuwangias the pesantren community that conducted economy empowerment in pondok pesantren, directly can be generalized and can be applied in wider scope society. Generally, community economy empowerment in perspective economic education applied in Pondok Pesantren Sidogiri Pasuruanand Pondok Pesantren Parasgempal Sumberberas Banyuwangican also be applied in other pesantrens.

It means that a real contribution from this research for economic education can be reflected from the finding that community economic empowerment can be done through

economic education in school or madrasah (Islamic school). The better economic education in pondok pesantren more applicable in real economy activity, then will accelerate the process of people empowerment.

In further, to accelerate the process of economy empowerment through education of economy in pondokpesantren, we need refined curriculum model, business institution that fulfill the people needs, open kyai leadership, the will of pesantren administrator to increase professionalism, and pesantren community awareness and the local people participation is an important part of economy empowerment and it need to be optimized through economic education form.

## CONCLUSIONS AND SUGGESTIONS
### Conclusion

Base on the data, data analysis and discussion explained in this research, the researcher then conclude systematically suitable with the research focus as follows: This research shows that local people play a role and contribute significantly in pesantren economic empowerment. The local people importan role and contribution can be seen from their active participation as customer, member, debitor and creditor in pesantren economic institutions. The case in PPS Sidogirishows that the local people become member, customer, and business partner. While in PPMT Parasgempal the local people only as customer. However, in this two pesantrens show that the economy empowerment success cannot be separated from local people participation. Besides the conclusion based on aboved focus, this research also reveals that the people economy empowerment in PPS Pasuruan and in PPMT Parasgempal based on cooperatives, populist character, run the sharia based economy to increase the pesantren community and people welfare. What the pesantren has done to empower the community is by establishing economy system based on theories on islamic textbook and classical textbook, by forming economy institution administrators, and establising sharia based business, and invites the pople around pesantren to participate in pesantren business.

### Recommendation

Pesantren efforts to developpesantren economy and to empower the local people have been successful to strengthen the pesantren position as religious education institution which continuously improve and learn Islam (*tafaquhfiddin*), but also functioned as an *agent of development*.  Besidespesantren concern to empower the people economy, pesantren also keep their tradition and reserve the values and norms of salafiah tradition. This is illustrated in the principle *al-muhafadhotu 'alal qodimisholih, wal akhzdubil jadidil ashlah*, keeping old tradition and accept new better values and norms. The context of accepting new better values and norms is pesantren community is charged to be more creative to find new strategy to develop their institutions, especially the improvement in the field of education and economy. The pesantren economy development is something urgent because the autonomous pesantren economy is a main pillar in conducting pesantren education. Autonomous pesantren economy of course will be able to fulfill their needs and do not depend on santris' parents and government aids. That's why the success of Pesantren Sidogiri andsome other pesantrens discussed in this research can be a reference for pesantrens to build their economy. This research also recommended to pesantrens who are now developing their economy with the locals to learn from other pesantrens especially Pondok Pesantren Sidogiri Pasuruan.

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## APPENDIX

1. BMT         : Baitul Mal wa Tamwil
2. MMU       : Madrasah Miftahul Ulum
3. PPMT      : Pondok Pesantren Minhajut Thullab
4. PPS          : Pondok Pesantren Sidogiri
5. UGT        : Unit Guru Tugas

# Critical Thinking of the Elementary School Students in Coffee Plantation Area Based on Math Science Exemplars Task through Performance Assessment

## Suratno[a], Dian Kurniati[b]

suratnopbiounej@gmail.com
dian.kurniati@unej.ac.id

[a)]*Biology Education, Faculty of Teacher Training and Education, University of Jember*
[b)]*Mathematics Education, Faculty of Teacher Training and Education, University of Jember*

**Abstract:** Based on the previous research and the observation, the students' critical thinking skills in the Elementary School were relatively low. Even though, through the critical thinking skills, the students can be active and effective to improve their knowledge and their skills. Furthermore, the students can apply their critical thinking skills in solving the life problem. Coffee is the best product that produced in Jember regency. Therefore, to improve the students' critical thinking skills, the elementary school teachers in Jember regency must be design the innovative learning that empowering the critical thinking skill through performance assessment especially for mathematics and science. The subjects in this research were the students of elementary school in coffee plantation area in Jember regency. The research focus was implementing the math-science learning with exemplars task through performance assessment. The implementation stage refers to the stage of action research. The results showed that an increase of the students' critical thinking skills in coffee plantation area in Jember regency when solve the math-science exemplars task from the first act to the continuous act. The types of the students' critical thinking skill in coffee plantation area in Jember regency were generalization type, problem solving type, and verification type.

**Keywords:** *Critical Thinking, Math-Science Exemplars Task, Performance Assessment, Coffee Plantation Area*

## INTRODUCTION

Critical thinking skills can be sharpened by accustoming students to be actively involved in solving the problems that requires a high level of knowledge of students. One of them is involving their performance ability maximally. However, the reality shows different things. Based on interviews conducted by researchers to the teacher of fifth grade of elementary school in Garahan village, Jember, students tend to be passive and less critical in solving complex problems. Students are less interested in trying, analyzing and delivering a logical reason in the process of solving the problem. It can be concluded that the ability of generalizing, proving, and solving the problem of students is very low.

Based on the explanation above, it is necessary to do an action that focuses on improving critical thinking skills of elementary school students in GarahanJember, especially in mathematics and science materials. Such activity must be based on the curriculum used in Indonesia; Curriculum 2013. In the competency standards of curriculum 2013, each student is

expected to have higher order thinking skills which are critical thinking, creative, innovative, and metacognitive. High order thinking skills is an ability to think that requires not only the ability to remember but also the other higher ability. In this study, high order thinking skills that will be the focus of observation is critical thinking ability.

Critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do (Bassham, 2011). Furthermore, there are three indicators of critical thinking that are proof, generalization, and problem solving (Glazer, 2001). First, the ability of proof is the ability to prove a statement deductively (using the theories that have been studied before). The indicators of the ability of proof are: (1) able to re-discover the principles or mathematical formula through trial, (2) able to prove the truth of vegetative propagation theory on coffee plant through direct observation, and (3) able to prove the use of a mathematical formula in solving the problems related to coffee plantations. Second, the ability of generalization is the ability to produce a pattern on the problems faced to broader categories. The indicators of the ability of generalization are (1) able to determine the pattern of numbers based on the evidence inductively and (2) able to find a general pattern of vegetative propagation of the coffee plant. Third, the indicators of problem-solving ability are (1) able to identify the elements that are known and asked, and examine the adequacy of the necessary elements in the problems, (2) able to develop a mathematical model and solve them, and (3) able to check the validity of the results or the answers. All three indicators will be used as a basis to observe the students' critical thinking skills at elementary school Garahan 1 Jember.

Coffee is the flagship product of Jember regency, especially in the Garahan village. Therefore, to empower the critical thinking skills, it is needed an innovative learning by focusing on the theme of coffee as the learning environment for elementary school students in GarahanJember. The study was conducted on elementary school students in the area of coffee plantations in GarahanJember by implementing performance assessment system to analyze the students' critical thinking skills in the elementary school in Garahan. A performance assessment requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something (Darling, 2010). The system of performance assessment was conducted in the mathematics and science subjects by using math-science exemplars task. Math-science exemplars task is a worksheet that must be done by the students of elementary school GarahanJember which is completed by assessment rubric (exemplars, 2015).

The problems that exist in the math-science exemplars task refers to problems that are frequently encountered by elementary school students in their daily life, for example, students are asked to determine the mean of growth of the coffee plant in each year and determine the cause of reduction in coffee production in the Garahan village. The process of solving such questions is adapted to the stages of critical thinking that are proof, generalization, and problem solving. Hence, through the performance assessment with math-science exemplars task, it is expected to know in detail about the students critical thinking skills of elementary school in the Garahan village, Jember. Therefore, the researchers considered that is important to conduct a research related to students' critical thinking of elementary school in Garahan village, Jember based on math-science exemplars task through performance assessment.

The purpose of this study is to describe in detail the critical thinking skills of elementary school students in the Garahan village Jember in solving problems related to the coffee plantations that are based on math-science exemplars task through performance

assessment. In practical terms, the benefits derived from this study is expected to be an alternative learning models that can help teachers of mathematics and science in elementary school, especially in the around of coffee plantations Jember in implementing valid performance assessment, practical and effective by improving the critical thinking skills. Especially for students, the results of this study are expected to push students' motivation in learning mathematics and science and their critical thinking skills will develop maximally.

## METHOD

This research was conducted on the fifth grade students of Elementary School in the Garahan village, Jember. The fifth grade was chosen because the ability of children at this age begins to perform the learning activities of mathematics and science related to their daily life that is coffee. In addition, students at this age are able to do basic analysis stage when they solve the problems, so it is expected that students in grade 5 are able to have the critical thinking skills. This research was a qualitative descriptive study, which describes the critical thinking skills of fifth grade students of elementary school in the Garahan village in solving mathematics and science problems based on math-science exemplars through qualitative performance assessment.

There are 6 stages in this research: (1) preliminary study, (2) determining the research subject, (3) making the research instruments, (4) validity test, (5) the data collection, and (6) The data analysis. At the preliminary stage, the researchers made observations on the initial conditions of fifth grade elementary school students around the coffee plantation Garahan village Jember in solving mathematics and science problem which were non-routine, and the students' understanding of propagation process of coffee plant. The second stage was to determine the research subjects who were classified based on the beginning ability of students to science and mathematics materials. Furthermore, the third stage was making or preparing research instruments, where the research instruments refer to three indicators of critical thinking and performance assessment system. The fourth stage was the validity test, where the validity test carried out by the advice scores given by the validators that were elementary school teachers, experts of mathematics education, and of science teaching. The fifth stage was the data collection process. This data collection was based on the results of tests and interviews after conducting trial into solving the problems through math-science exemplars task. Interviews were conducted with throwing snowball method that initially only took one student in every school and carried out continuously until obtained the same data at each interview. The interview process was adapted to the stages of the student in finishing math-science exemplars task. The last stage was analyzing the results of data collection. The analysis was done based on the result of data collection related to the tendency of students' critical thinking skills around the Garahan coffee plantations, especially fifth grade students of elementary school through the performance assessment system.

## FINDINGS AND DISCUSSION

The knowledge initial condition of students in grade 5 elementary school around the coffee plantation GarahanJember shows that students have not been accustomed to work on the problems of non-routine in science and mathematics subjects, for example in the open-ended problem, which is the category of the higher order thinking skill and solving problems can strengthen their critical thinking. Students are accustomed to work on a simple problem as has been given by the teacher. In addition, students are also rarely faced with problems related to their environment, which is coffee plantation. Hence, the application of science that has been learned cannot be applied directly to their daily life. Students are confused when asked to solve

problems related to everyday life, especially the theme of coffee. Furthermore, communication skill of fifth grade students around the coffee plantation GarahanJember is very good although the language used every day is Madura language, but in the learning activities in schools, students are accustomed to use Indonesian language as a communication tool.

Beside the initial conditions of students' knowledge, the researchers collected data related to the skill level of mathematics and science. Based on the report score of grade four from 210 students, the researcher determined the low, medium, and high groups in math and science abilities. There are 90 students in low ability students, 70 students in medium ability and 50 students in high mathematics ability. Each ability group of mathematics and science will be chosen one student as initial research subjects with consideration of smooth communication and the diversity of ability, specifically (1) the logic and reasoning ability, (2) problem solving abilities, and (3) the creative thinking and creativity ability. Determining the research subject was conducted continuously to get the data that suitable with the indicators of critical thinking and research purposes.

The arranged instruments are (1) math-science exemplar tasks related to the theme of coffee plantation, (2) an assessment rubric which refers to exemplars task, (3) interview guideline, (4) the validation paper from the interview guideline and math-science exemplars task. The submitted problems the math-science exemplars task refers to critical thinking indicators, which are proof, generalization, and problem solving. The assessment rubric is adapted to the answer key of any problems with each critical thinking indicator that must be stated. The indicators of the ability of proof are: (1) able to re-discover the principles or mathematical formula through trial, (2) able to prove the truth of vegetative propagation theory on coffee plant through direct observation, and (3) able to prove the use of a mathematical formula in solving the problems related to coffee plantations. Second, the ability of generalization is the ability to produce a pattern on the problems faced to broader categories. The indicators of the ability of generalization are (1) able to determine the pattern of numbers based on the evidence inductively and (2) able to find a general pattern of vegetative propagation of the coffee plant. Third, the indicators of problem-solving ability are (1) able to identify the elements that are known and asked, and examine the adequacy of the necessary elements in the problems, (2) able to develop a mathematical model and solve them, and (3) able to check the validity of the results or the answers

The interview guideline was arranged with free guided criteria which is free when conducted to find out deeper about the way of students' critical thinking in finishing math-science exemplars task and guided with the aim of matching the critical thinking skills when doing on the problems. Guided interview guideline was adapted to the assessment stages of test questions rubric.

The validity test of the math-science exemplars task and assessment rubrics is based on the validity of content and construction. Content validity and construction is a process of testing of the problem in terms of suitability, efficiency, and preponderance. To test the content validity of the test, test items are made based on the syllabus and the curriculum used in the school. To test the construction validity, test items are made and related to indicators of critical thinking which is the ability of proof, generalizability, and problem solving skills. This study use four validators, and the results of data validation are analyzed based on the analysis method of data validation results.

Based on calculations, the score validation is Va = 4.64, so it does not need re-validation. When it is viewed from the level of instrument validity, the computation result of instrument validation data is in the valid category, so it is needed for grammar revision which is based on the advice given by the validators. The instrument validity test of interview guidelines

aims to determine the level of appropriateness of each question on the guidelines for the interview with the indicators are (1) able to re-discover the principles or mathematical formula through trial, (2) able to prove the truth of vegetative propagation theory on coffee plant through direct observation, and (3) able to prove the use of a mathematical formula in solving the problems related to coffee plantations, (4) able to determine the pattern of numbers based on the evidence inductively, (5) able to find a general pattern of vegetative propagation of the coffee plant, (6) able to identify the elements that are known and asked, and examine the adequacy of the necessary elements in the problems, (7) able to develop a mathematical model and solve them, and (8) able to check the validity of the results or the answers.

The next stage is the testing instrument of research in elementary school students around the coffee plantation GarahanJember. The data collected is problem-solving test data and interview data. Interviews conducted after researchers conducted an assessment of problem solving test results. Problem-solving tests carried out for 60 minutes and continued with the interview on the next day.

On the cycle or the first trial of all research subjects, the students tend to be able to carry out the process of generalization in general compared with the ability of proof and problem solving. It happens because students always follow the planting of coffee tree and use the environment around them. When Students find a mathematical pattern based on the pattern of their daily life which is done inductively, they are able to find a deductive pattern too. In addition, students also have direct experience in the coffee vegetative propagation, for example cutting and connecting. Hence, students can easily afford to find general pattern from each phase of vegetative propagation on the coffee plant.

This is different from ability of proof of the fifth grade students of elementary school in the village GarahanJember. Students have not been able to find a formula or mathematical principles used in math-science exemplars task, but has been able to prove the truth of the theory on the vegetative propagation of coffee plant. Hence, the ability of proof is still needed to be improved in every lesson activities. The students' weakness in proving or re-discovering principles or mathematical formulas is that students do not have basic skills of counting and geometry. Therefore, students experience difficulties and implement mathematics on the existing problems in the math-science exemplars task.

The lowest ability owned by the fifth grade students in GarahanJember is a problem-solving ability. There are four reasons that cause the problem-solving ability is low, namely (1) the students always do routine problem given by the teachers without adapted to their environment, (2) students are accustomed to think in private in math and science that is not yet discovered the connectedness of science and mathematics materials in their life, (3) understanding of the language in the math-science exemplars task is low, so they are not able to determine what is known, asked, and the things that are needed in solving the problem, and (4) the weakness of students in counting, numbers concept, the two dimensional concept, geometry concept, and vegetative propagation concept in plants, so that students have not been able to construct a mathematical model that is integrated with science.

On the second cycle or test, there is an increase of students' critical thinking skills on each indicator. However, the overall result remains that students tend to have generalization ability compared with proof and problem solving abilities. In addition, the ability of proof has been increased slightly, that is students are able to prove the theory of vegetative propagation of the coffee plant inductively. The proof is based on students interview to parents or others coffee plantation owners and the review of the literature in their science textbooks. As for the problem-solving skills, it has not increased because the students still do not understand what is meant and what steps they need to do to solve the problems in the math-science exemplars task.

Students also find difficulties in arranging a mathematical model from the problem given either science or mathematics. The results of the second cycle can also be stated that the students have a tendency to think critically of generalizability then continued with the problem-solving and proof abilities. This is in line with the results on the first cycle.

## CONCLUSIONS AND SUGGESTIONS

The study was conducted on the fifth grade students in the area of Garahan coffee plantations in Jember regency which was based on math-science exemplars task through performance assessment learning. Moreover, the development result of performance assessment was continuously tested through action research. The results showed that there was an increase in critical thinking skill of students on the fifth grade students in the area of Garahan coffee plantation in Jember regency from the first cycle to the next cycle. The trend of students' critical thinking skills was the ability of generalization followed by the problem solving and the ability of proof. Hence, it can be said that the fifth grade students' critical thinking skill around Garahan coffee plantation in Jember regency can develop well.

## ACKNOWLEDGMENTS

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# The Implementation of the Scientific Approach of Curriculum 2013 in English Classes at Sekolah Menengah Atas Negeri 6 Malang

**Surya Fajar Cahyo Nuraeni**
suryafajarcn@gmail.com

*AZET Language Centre*
*Jl. Galunggung 39 Malang*

**Abstract:** This research aims to examine how the Scientific Approach is implemented in English classes at SMA Negeri 6 Malang. Specifically, it analyses the English teachers' readiness in implementing the approach in their classes, the approach implemented in the teaching of English, the problems faced and the efforts to solve the problems faced. This descriptive qualitative research was conducted at SMA Negeri 6 Malang which is a cluster coordinator for the implementation of Curriculum 2013 in Malang. Although the implementation of the Scientific Approach in the teaching of English at SMA Negeri 6 Malang is feasible, the teachers still faced some problems caused by the lack of the school facilities, the teachers' creativity, and the students' low participation during the teaching and learning process. To solve the problems, the teachers and the school principals work together through some supervision programs.

**Keywords:** *Scientific Approach, Curriculum 2013, English Classes, English Language Teaching*

## INTRODUCTION

As the development of the previous curriculum, Curriculum 2013 (*Kurikulum 2013*) undergoes some significant improvements to the teaching and learning process, one of them is the implementation of the Scientific Approach. Appendix IV of the Decree of Ministry of Education and Culture No. 81A/2013 on General Teaching and Learning Guideline elaborates the implementation of the five steps of the Scientific Approach in the teaching and learning process; observing, questioning, experimenting, associating, and communicating. In the process of implementing this approach, teachers provide, facilitate, and guide the students to achieve the learning objectives. The regulation stipulates that the approach has to be implemented in the teaching and learning process for all subjects taught.

The implementation of this approach cannot be separated from some psychological theories on cognitive psychology. In cognitive psychology, it is believed that the students actively construct their knowledge during the learning process (Williams & Burden, 1997: 13). Thus, they are not passive individuals who are only able to receive the knowledge from their teachers or surroundings. They actively discover new knowledge and build their knowledge using various mental strategies. This is also related to the information processing theory that emphasizes how human processes information they receive to be placed in their memory. Later, these theories become the bases of the development of the steps of the Scientific Approach and

give significant implications toward the teaching and learning process. Moreover, according to Suharyadi (2013: 1350), by following those steps, the teaching and learning process will focus on attitude (affective), skills (psychomotor), and knowledge (cognitive) to give the students balance amount of the soft skills and hard skills. At the end of the teaching and learning process, the students are expected to be able to develop knowledge they have.

Based on the explanation above, the Scientific Approach has a meaningful concept of the teaching and learning process in which the students are expected to actively build their thinking as well as to think scientifically. Because of that, the government believes that the Scientific Approach is essential to be implemented in all subjects taught. However, this approach is familiar to be implemented in science classes and is seen as a new approach implemented in English classes. Because of that, the concept of the implementation of the approach in English language and teaching is still unclear (Suharyadi, 2013: 1355). This will lead the English teachers to find difficulties to define the learning activities in each step of the approach that the students have to follow during the teaching and learning process. This unclear concept will also give impact to the achievement of the learning objectives that should be achieved by the students following each step of the approach. Due to this phenomenon, conducting a research on how the English teachers implement each step of the Scientific Approach in the teaching of English is mandatory to be conducted.

Previously, some studies related to the implementation of the Scientific Approach in English classes have been done by Suharyadi (2013) and Arfianti (2014). Based on his study, Suharyadi (2013) believes that the implementation of the Scientific Approach in English classes is able to develop the students' attitude, skills, and knowledge. Because of that, learning should be scientific-based following each step of the approach. However, the approach is seen as a new approach in language classes. The different concept of the implementation of the approach in science and language classes creates unclear understanding for the language teachers. Another study shows that there were various activities in each step of the implementation of the Scientific Approach in the teaching of English at SMP Negeri 5 Malang depending on the instructional objectives (Arfianti: 2014). The advantage of the implementation of this approach was the chance for the teachers to teach different skills integratedly. Also, the students were encouraged to be active during the teaching and learning process. Nevertheless, the English teachers at SMP Negeri 5 Malang still faced problems in adapting this new approach in English classes.

Regarding those previous studies, the researcher was interested in conducting a descriptive qualitative research on the implementation of the Scientific Approach of Curriculum 2013 in English classes at SMA Negeri 6 Malang to examine how the Scientific Approach is implemented in the teaching of English at this school. It described the English teachers' readiness to implement the approach in their classes, how the steps of the approach were implemented in the teaching of English, the problems faced during the implementation of the approach, and how they solved the problems faced.

**METHOD**

In line with the objectives of the research, descriptive qualitative research was chosen as the research design. This design works by analyzing the setting of the research and the individuals in it to find out the facts (Berg, 2009: 8). This research was conducted in four selected classes at SMA Negeri 6 Malang, the cluster coordinator for senior high schools in Malang for the implementation of Curriculum 2013, which is located at Jl. Mayjend Sungkono 58 Kedungkandang, Malang. The subjects of this research were two English teachers, a curriculum coordinator, and a school librarian of SMA Negeri 6 Malang.

The sources of the data used in this research were the result of the evaluation on the teaching scenario and the result of the observation on the teaching and learning process. The interview scripts resulted from interview with the subjects of the research were also belonged to the data sources. In addition, data sources were in the form of all of the documents related to the implementation of the Scientific Approach of Curriculum 2013 in English classes at SMA Negeri 6 Malang. Those documents were the lesson plans made by the teachers, the coursebook, and the teaching media used during the teaching and learning process.

The research instruments used were the evaluation sheet, the observation sheet, and the interview guide whose designs were adapted based on Appendix IV of the Decree of Ministry of Education and Culture No. 81A/2013 on General Teaching and Learning Guideline. Miles and Huberman's model of qualitative data analysis was used to analyze the data collected. It consists of three stages of data analysis; data reduction, data display, and conclusion drawing (Miles & Huberman, 1994: 10-11). Data reduction was the first step done in which the result of the evaluation sheet, interview scripts of four sessions, and the observation sheet was reduced to collect exact data needed for this research. The next step was data display. Those relevant data were displayed in this order: (1) readiness for the implementation of the Scientific Approach, (2) implementation of the Scientific Approach in the teaching of English, (3) the problems faced in implementing the Scientific Approach, and (4) the efforts done to solve the problems faced. The last step was conclusion drawing in which the researcher drew conclusion based on the data that had been reduced and analyzed.

## FINDINGS AND DISCUSSION
### The Readiness for the Implementation of the Scientific Approach

Based on the interview, teacher A defined the Scientific Approach as the teaching and learning activities which are designed by considering scientific method consisting of observing, questioning, exploring, associating, and communicating yet its implementation is flexible and not always in a sequence. The implementation of the approach requires both the students and the teachers' active participation during the teaching and learning process. Therefore, he believed that the approach cannot only be implemented in science classes but also in language classes.

Similarly, teacher B defined the Scientific Approach as scientific steps that had been studied and adapted before it is finally implemented in language classes in terms of its effectiveness and efficiency. According to teacher B, to implement the approach means that to teach based on five scientific steps. The steps systematically guide the teaching and learning process. Although its implementation caused problems in the language classes, the implementation of the approach is getting easier since it has been developed into some teaching models, i.e. discovery learning, project based-learning, and problem based-learning so the steps of the approach does not require to be implemented in a sequence.

The English teachers' understanding of the concept of the implementation of the Scientific Approach in SMA Negeri 6 Malang are also similar to the findings revealed by Arfianti (2014) in which the teachers in SMP Negeri 5 Malang believed that the implementation of the Scientific Approach assigned them to teach integrated skills, to give the students chance to be active learners, and to challenge the teacher to actively provide various learning sources. Some psychological theories also support both teacher A and teacher B's understanding of the concept of the implementation of the Scientific Approach. Based on Piaget's theory, William and Burden (1997: 23) emphasized that the students are active learners who construct knowledge and the relationship between development of thinking, the use of language, and experience. This also cannot be separated from Bruner's theory on discovery

approach. It is an effective way to build the students' understanding by discovering the solution of the problems faced (Williams & Burden, 1997: 25). The next theory comes from social interactionism theory by Vygotsky which focuses on the importance of interaction and meaningful feedback (Williams & Burden, 1997: 40). This will broaden the students' understanding. Information processing theory also supports this belief as it focuses on the attention, perception, and memory within the cognitive skill (William & Burden, 1997: 15).

Reflecting their understanding of the concept of the implementation of the Scientific Approach, both teacher A and teacher B were able to implement the concept of each step of the approach in the teaching scenario that promotes the students' active participation during the teaching and learning process. Based on the completed evaluation sheet, teacher A designed the teaching scenario in which the five steps of the approach were planned to be implemented in each meeting. He planned to finish the learning materials taught in three meetings. Meanwhile, teacher B designed the teaching scenario in two meetings in which the five steps of the approach were planned to be implemented in each meeting. Both teacher A and teacher B planned to teach integrated skills which cover reading skill and writing skill. Both the implementation of the approach and the teaching scenario designed are in line with Teachers Training Materials on the Implementation of Curriculum 2013 in the Teaching of English in Senior High School/Vocational High School 2014/2015 issued by Teacher Development Center of Ministry Education and Culture in which the approach has to be implemented during the main activities. Therefore, the teachers' understanding of the concept of the implementation of the approach in their classes and the teaching scenario within the lesson plans they made that implemented each step of the approach show the teachers' readiness for the implementation of this new approach in the teaching of English.

**The Implementation of the Scientific Approach in the Teaching of English**

The findings are presented referring to the eight completed observation sheets filled in during the observation in the four classes. It shows that both teacher A and teacher B did similar activities implementing the five steps of the Scientific Approach in the four classes they taught. While teacher A implemented the five steps of the approach within two meetings, teacher B implemented all the steps of the approach in every meeting. First, in the observing step, teacher A whose topic discussed was "Meeting my Idol" emphasized the learning activities on the brainstorming about the concept of the recount text and presenting some puzzles of some famous people to be guessed by the students. Later, the students were asked to read the text entitled "Dahlan Iskan". Yet, the learning materials and learning activities only gave the students the concept of the idol instead of the concept of the recount text that had to be learnt by the students. Meanwhile, in the first meeting, teacher B distributed different diaries and asked the students to discuss it with their groups to introduce the concept of the learning materials under the topic "Keeping a Diary". It gave the students the concept of the diary in terms of its social function, generic structure, and language features. Then, in the second meeting, teacher B distributed a comic strip entitled "George's Diary" and asked the students to identify and analyze the pictures in the comic strip.

In the four classes observed, both teachers facilitated the students during the observing step by asking some questions related to the objects they observed to figure out what learning materials they were going to learn. Lazim (2013: 4) and Suharyadi (2013: 1350) stated that meaningful learning is the top of the concern of conducting observing. The result of the observing step is believed can drive the students to build knowledge or figure out what they are going to learn. Arfianti (2014), through her study, found that various learning media used by the English teachers she observed in conducting observing step. The findings are supported by

what stated by Nasution and Suharyadi through their studies. Nasution (2013: 4) believed that the observing step challenges the students in learning as well as presenting real objects as the teaching media, helping the students to find it enjoyable in learning, and the implementation that is not difficult. The role of the teachers as the facilitator and guides for the students will live the students' curiosity to construct knowledge by themselves. Suharyadi (2013: 1350) elaborated that the knowledge built by the students is driven by their curiosity.

Second, as the students found the difficulties to raise any questions, both teachers guided the students to have learning activities that build their curiosity in the questioning step. In this second step, teacher A asked the students to question each others related to their idols, i.e. "Who is your idol?", "Why do you admire him/her?", and an optional question. The learning materials and learning activities in this step also only gave the students the concept of the idol rather than the concept of the recount text stated as the learning objectives. Different from teacher A, teacher B built the students' curiosity in the first meeting by asking "Based on the diary I gave to you, what can you say about it? Anything comes to your mind. Try to say something about it! Anything you want to say, please write down there!" In the second meeting, teacher B asked the students to fill in a table of things or people, activities, and characteristics found in the pictures within a comic strip distributed. The findings of this research show us how both teacher A and teacher B gave the students questions to help them construct their knowledge. Questioning step in the form of in peer-discussion done by teacher A and class discussion done by teacher B is quite similar to the previous study. Arfianti (2014) found out that the teachers did most activities in the questioning step as the students did not ask any questions.

The role of the teachers in the questioning step is also supported by Suharyadi (2013: 1351) in which the questioning step can be done by the teachers and the students. Then, Lazim (2013: 4) argued that the students need help done by the teachers to finally be able to raise question by themselves. Here, the questions given by the students can stimulate the students to raise their own questions. This learning activity will create enjoyable learning atmosphere. Nasution (2013: 7) believed that asking and answering questions between the teachers and the students in the classroom build intimate and enjoyable learning atmosphere. Hence, both teacher A and teacher B had realized the importance of questioning in the teaching and learning process, yet teacher A still found it difficult to define the learning activities, learning materials, and teaching technique to be related to the instructional objective.

Third, to finish the experimenting step, teacher A asked the students to find out information about some famous people, i.e. Rossa, Bill Gates, and Evan Dimas and the reason why they admire them or why they are famous. However, when the teacher guided the students to discuss information about Rossa based on the text on Rossa's short biography presented through PowerPoint slides, the text was only about who Rossa's identity which the generic structure of the text was not categorized as recount text. It was mismatched with descriptive text. Similar to what teacher A did, teacher B concerned the main activities in this step by having class discussion. In the first meeting, teacher B guided the students to discuss the concept of the diary based on the words they listed. Then, in the second meeting, the teacher guided the students to discuss the table they filled in in the previous step, make sentences based on the words filled in the table, and discuss the sentences made by the students.

Previously, Arfianti (2014) examined that the English teachers in the school she observed conducted experimenting step by assigning the students to do assignments in their coursebook or to have class discussion. It is also in line with the beliefs of Nasution (2013: 8) and Lazim (2013: 7) that the teachers need to evaluate the students' work or if it is needed, they can discuss the result with the students in the classroom. During class discussion, the teachers

are expected to direct and facilitate the students (Jacobsen et al., 1989: 190). In addition, this step is related to the achievement of the learning objectives stated. Suharyadi (2013: 1351) argued that the experimenting step planned to develop various learning objectives, attitudes, skills, and knowledge. Hence, the experimenting step guided by both teacher A and teacher B are expected to be able to help the students to achieve the learning objectives stated.

Fourth, teacher B did the associating step in the second meeting by asking the students to read a text entitled "Meeting my Idol" on the coursebook and do the following assignments. The teacher also guided the students to discuss the answers on questions within the assignments they did. Different from teacher A, teacher B did this step in the first and second meeting. In the first meeting, teacher B asked the students to read Didi's diary on their coursebook and discuss it in terms of the content, tense, and vocabulary used. The teacher also asked the students do the following assignment. In the following meeting, to strengthen the students' understanding of the concept of the recount text, teacher B asked the students to recall their memories on what they did yesterday and fill in another table related to what activities they did yesterday. Then, the teacher asked the students to make at least three sentences based on the table they filled in.

Based on the findings of this research, both teacher A and teacher B gave another assignment to the students that was more complex than what they had in the previous step yet it had the same concept. However, the findings of the previous study done by Arfianti (2014) show different activities done by teachers to finish the associating step, i.e. group discussion, drawing conclusion together, and highlighting the importance of feedback and interactions. Suharyadi (2013: 1351) believed that associating deals with stimulus and response theory and the belief that the students learn gradually through the process. In other words, learning cannot occur suddenly and the role of the teacher in arranging the teaching and learning activities and learning materials is important to be considered. Another belief is suggested by Lazim (2013: 6). According to him, associating deals with systematic thinking process based on the empirical facts observed to draw conclusion in the form of knowledge. Drawing conclusion is the further process of processing information gained through the previous steps of learning. Moreover, Nasution (2013: 8) stated that the associating step can be done through arranging learning materials based on its complexity, started from the simplest one to the most complex one. Repetition is also suggested in this step as it can build the students' learning habit in processing the information in their memory.

At last, teacher A asked the students to share their answers on the assignments and discuss it together to finish the communicating step. Teacher A also asked the students to write a paragraph about their unforgettable experience and submit it in the next meeting. Similar to the activities done by teacher A, teacher B asked the students to share their answers and discuss it together in the first meeting. Meanwhile, in the second meeting, teacher B pointed out the students by turns to share their table and the sentences they made. Then, the teacher guided the students to discuss the table and sentences they made. Finally, the teacher asked the students to post their stories on their blogs to be checked by the teacher. During the implementation of the approach, both teacher A and teacher B monitored, facilitated, and guided the students to do every learning activity instructed.

The findings of this research show that both teacher A and teacher B gave chance to the students to communicate their ideas through sharing the students' answers in class discussion or creating language product in the form of a piece of recount text and a piece of journal written by the students. This was quite similar to the findings of the previous research in which the teachers required the students to present their answers or language products in front of the class to get feedback from their friends or teachers (Arfianti: 2014). This step focuses on the concept

of collaborative learning and the students' interaction which demands the students' activeness during the process (Suharyadi, 2013: 1352). Communicating is also expected to develop the students' confidence as well as their learning motivation (Nasution, 2013: 9). Lazim (2013: 8) stated that the result of the observing and associating step can be brought into the communicating step to give the students chance to speak up their ideas.

Despite the fact that the learning materials used by teacher A in the observing, questioning, and experimenting step was mismatched with the concept of descriptive text, the learning activities done by both teacher A and teacher B are in line with what Appendix IV of the Decree of Ministry of Education and Culture No. 81A/2013 on General Teaching and Learning Guideline guides. In the observing step, the use of some puzzles of public figures' pictures, different diaries, and a comic strip gave the students the idea of the learning materials. This shows that the implementation of the approach in the teaching of English in this school is feasible.

**The Problems Faced in the Implementation of the Scientific Approach**

Based on the result of the interview, both teacher A and teacher B did not face any difficulty related to his understanding of the concept of the implementation of the Scientific Approach. However, teacher A faced a problem when he conducted the experimenting step. In this step, the students have to explore the learning materials using various learning sources. In fact, the school was lacking of facilities in which the learning sources provided in the library was limited and the Internet connection was not able to cover all the school area. The result of interview with the school librarian also showed that the English teachers had to be creative in providing or accessing learning materials by themselves as the library of this school only provided the coursebook issued by the government and some other additional books. Another problem happened when teacher A conducted the communicating step. This step cannot be conducted when the LCD projector cannot be operated or there was a failure of the electricity supply that often happened in this school. The last problem was the students characteristics in which they were tend to be passive during the teaching and learning process. The students also found it difficult to raise any questions in English.

Similar to teacher A's statement, the problem faced by teacher B was the teacher's creativity to design teaching and learning activities to avoid the students' boredom of the teaching and learning activities. As the implementation of the Scientific Approach implements the five fix step during the teaching and learning process, the student can guess what activities they will have after finishing a certain step. The problems caused by the school facilities were also faced by teacher B in which his laptop was not compatible with LCD projector provided in every class and the Internet connection that did not have wide range to cover all classes in this school. Another problem was related to the students' participation during the teaching and learning process in which the students found difficulties to raise any questions during the questioning step.

This is different from the problems faced in the implementation of the Scientific Approach revealed by Arfianti (2014). She found that the problems faced by the English teachers in the school she observed were related to how to choose the topic, combine the coursebook, the students' low participation in the questioning step, and the need of adaption for the teachers to implement this new approach. The same problem faced was related to the students' low participation during the questioning step. This cannot be separated from the assumption of the Asian EFL learners, including Indonesian learners' characteristics that they are tend to be passive during the class activities. Mattarima and Haddam (2011), cited in Nichols (2014: 34) stated that Indonesian EFL learners do not only tend to be passive learners

but also have low eagerness and willingness to learn English. A study done by Beryl (2005: 11) also shows similar findings in which Indonesian students tend to be passive, shy, and quiet learners that are caused by cultural aspects and institutional as well as English language proficiencies. To conclude, the problems faced related to the school facilities and the students participation in the class activities are general problems faced by the English teachers.

**The Efforts Done to Solve the Problems Faced in the Implementation of the Scientific Approach**

Based on the result of the interview, in order to evaluate the implementation of Curriculum 2013, mainly on the implementation of the Scientific Approach in the teaching and learning process, academic supervision was done by the headmaster and staff. Both teacher A and teacher B stated that academic supervision was the annual agenda as this school is the pilot project for the implementation of this new curriculum in which the result was discussed in the meeting to give meaningful feedback to the teachers. In addition, seminar, workshop, assistance, and scheduled supervision were parts of the development program held by the school. *MGMP* (Teachers Organization) also took a part in solving the problems faced as the teacher can discuss and share problems they faced in their classes. As teacher B often joined workshop or seminar related to the implementation of Curriculum 2013 as a participant and an instructor, he had to share the information obtained from the programs he joined to other teachers. In fact, teacher B explained that due to the rapid changing of the policy in the implementation of Curriculum 2013, those programs had not solved the problems the teachers faced.

The teachers were given chance to join those programs by turns. Teacher B as the curriculum coordinator added that SMA Negeri 6 Malang also had program related to the implementation of Curriculum 2013 that was held in the beginning of the year held by *Wakil Manajemen Mutu* (Management of Quality Control). Moreover, as the coordinator cluster for the implementation of Curriculum 2013, this school was the source of information for every question raised by the teachers. Based on Headmasters Training Materials on the Implementation of Curriculum 2013, it stated that academic supervision is seen as the primary strategy to guarantee the success in implementing this new curriculum.

Furthermore, the school principals also followed up the problems faced by providing better school facilities, i.e. providing LCD for almost all classes, Internet connection, and the coursebook as the learning sources. Teacher B, on the other hand, required the students to identify their learning problems. After that, the teacher will help them to solve their problems. In addition, he modified the steps within the approach to avoid the students' boredom. Those will help the teachers and the students to solve the problems they faced in the implementation of the approach in this latest curriculum.

As the implementation of the Scientific Approach is covered within the implementation of Curriculum 2013, academic supervision will also evaluate the implementation of this approach through meaningful feedback given to the teachers. Additionally, the school principals gave chances to the teachers to join development programs by turns and provided better school facilities. This aims to train the teachers to be more competent in implementing this new curriculum. This is in line with Headmasters Training Materials on the Implementation of Curriculum 2013 which mentioned that the school principals should have ability in train the teacher as a part of achieving the success in the implementation of Curriculum 2013. Hartini (2013: 25) added that the headmaster as the school principals indirectly gets involved in the teaching and learning process by training the teachers to be more competent in their field as well as providing better school facilities. As the cluster captain of

senior high schools in Malang for the implementation of Curriculum 2013, the support given by school principals help the teachers implement this curriculum better, including the implementation of the approach. This will be a good and real example of how the other schools should implement this curriculum, mainly in the implementation of the Scientific Approach in the teaching and learning process.

## CONCLUSIONS AND SUGGESTIONS
### Conclusions

Based on the findings and discussion, it can be concluded that the implementation of the Scientific Approach in the teaching of English at SMA Negeri 6 Malang is feasible. This is due to the fact that both teacher A and teacher B were able to understand the concept of the Scientific Approach in which they found it flexible to implement the approach during the teaching and learning process. They were also able to design the teaching scenario within their lesson plans implementing each step of the approach in the whilst-activities. It shows their readiness for the implementation of the approach in the teaching of English. Both teacher A and teacher B were also able to implement the five steps of the approach depending on the instructional objectives. The implementation of each step of the approach indicates both the teachers and the students played their roles in the teaching and learning process to achieve the instructional objectives stated.

During the implementation of the Scientific Approach in the teaching of English, the teachers may not face any problems caused by the lack of their understanding of the concept of the implementation of the approach. However, both teacher A and teacher B still faced some problems in implementing the Scientific Approach in the teaching and learning process. The problems faced were caused by the lack of the school facilities, teachers' creativity, and students' low participation during the teaching and learning process. Finally, to solve the problems faced, the teachers and the school principals worked together. Both teacher A and teacher B tried to solve the problems faced by providing learning aids by themselves, encouraging the students to solve their learning problems, and designing creative teaching and learning activities to avoid the students' boredom. This was supported by the school principals who designed regular evaluation or supervision program on the implementation of Curriculum 2013 in the teaching and learning process done by the teachers. The school principals also gave chances to the teachers to join development programs. In addition, the school principals were trying to provide adequate school facilities to support the teaching and learning process. Hence, SMA Negeri 6 Malang as the cluster coordinator for senior high schools in Malang had been able to implement the Scientific Approach in the teaching of English.

### Suggestions

To create better implementation of the Scientific Approach in the teaching of English, some suggestions are given to the English teachers to define the learning activities, learning materials, and the teaching technique that are in line with the instructional objective and the step of the approach implemented. In addition, the teachers need to encourage the students not to be afraid of making any mistakes while they are trying to use the language learnt so they will participate more during the teaching and learning process. To provide various learning sources, the teachers should promote the use of online sources.

In addition, the school principals should give more chances to the English teachers to join any kind of development programs on the implementation of Curriculum 2013. The school principals also need to provide adequate school facilities in terms of Internet connection and various learning sources in the library. Finally, the law makers need to conduct academic

supervision program to evaluate the implementation of this latest curriculum mainly the implementation of the Scientific Approach as the essence of Curriculum 2013 and to consider its result in making any educational policies.

For the future researchers, it is suggested to choose the setting of the research where the implementation of the Scientific Approach or any aspects related to the approach can be a good example for other English teachers. It is also suggested to involve more English teachers in conducting the research to reveal the facts of the implementation of the approach.

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# Urgency of Education Based Socioecopreneurship in Indonesia (Analysis on Elementary Education)

**Susan N H Jacobus**
susan_18jacobus@yahoo.com

*Doctoral Student, Yogyakarta State University*

**Abstract:** Sheer entrepreneurship educationmay not be able to achieve sustainable development. This proved by environmental destructions and the emergence of various social problems performed by entrepreneurs in the pursuit of company profits, ignoring the environmental and social. Based on the definition of the World Commission on Environment and Development or the Bruntland Commission, a sustainabledevelopmentis a development that can meet present human needs without compromising the ability of future generation to meet their needs. To achieve sustainable development analternative ofsocioecopreneurship-based education is needed. Socioecopreneurshipis anindividual or communal activitywith their resources, as well as innovations, to synergize and harmonize the relationship between Economic, Social, and Environment.Based on the problems and the concept, socioecopreneurship-based educationcan be implemented on all educational institutions. This paper aims to reveal the urgency sociecopreneurship-based education in Indonesia, in particular onelemantaryschool.It has the advantage of preparing generation to improve national economy, while activelyparticipating in preserving the natural environment and providing solutions to the social problems in Indonesia. This model ofeducationmay be the ideal type to review issues of education, social, and environment, poverty, economic, and overcoming unemployment. Therefore, the future national education should be directed to promote socioecopreneurship based education.

**Keywords**: *Sustainable Development, Socioecopreneurship Based Education, Elemantary Education.*

## INTRODUCTION

Entreprenuership-based education has been implemented in educational institutions (early-childhood, elementary, junior high, senior high, university, etc.) in Indonesia. Nevertheless the desired goals have not been achieved. Efforts in infusing entrepreneuship-spirit into students are still low.

One of the indications is that there are many entrepreneur who fail to meet social and environmental issue for personal gain or company's profit. The existence of Newmont Corp. in West Nusa Tenggara for decades has polluted Sekongkang and Tongo Sejorong river, has caused damaged to 198,65 conserved-forrest, resulting in unemployment, bad nutrition, and raising poverty in the province—it was the poorest province with poverty rate 21,55 percent.

A survey conducted by CIFOR in 2015 reported that smokes that came from forrest-incineration had caused much loss to the economy, health, air traffic, etc. It caused some Rp

200 trillion in 2015, much more than what happened in 1997, and effected trade-activities in six provinces.

This proves that socioecopreneurship-based education is crucial and needs to be promoted and developed. Solutions are to be discovered; innovations are required to produce enterpreneurs who cares, not only for enviromental issues, but social issues as well. This is what we call: socioecopreneurship-based education.

It is a deliberate and structured educational efforts to give to the students knowledge and understanding on entrepreneurship which implement social and enviromental care. It uses various approaches, eg. infusing socioecopreneurship characters, creating enviromental-friendly goods and products, contributing to to community, or establishing cooperation with business-partners to do workshops that uphold environmental and social principles. Socioecopreneurship character education model is our great chance if it is aptly implemented on elementary education, as a response to educational, economy, environmental, and social issues.

**DEFINITION**

*Leaders in Enviroment And Development (LEAD) Cohort* 17 gives us the exact definition of *socioecopreneurship*. It is an individual or communal entrepreneurship activity with all its resources and innovations to sinergize and harmonize relationship between economy, social, and environment. The business-doer wot executes entrepreneurship activities with concern on environmental an social issues are *socioecopreneurs* (Nugroho, 2013).

Basically socioecopreneurship is founded on the*Triple Bottom Line* (3Ps: *people*, *profit*, *planet*). It is implied that*socioecopreneurship* is the activity of an individual or group who dares taking risks while looking for business-opportunities, capable of effectively allocating resources, not only for profit, but also giving positive impact on the environment and people (Nugroho, 2013). Two of the main characteristics of an entrepreneur is: environmental-care (typical ecopreneur) and social-care (typical sociopreneur).

A socioecopreneur is willing to commit himself to appreciate and apply local-wisdom and the power of community in every actions delivered for a sustainable development (Nugroho et al, 2013). The actions consist of promoting business ideas, eco-fiendly technologies and products to support the welfare of society (Isaak, 2002).

**Socioecopreneurship-based eduction in Elementary School**

Ki Hadjar Dewantara (2013) defined education as the power and effort to nourish a child's manners, intelectual, and physical. This definition correlates to socioecproneurship-based education as the power and effor to nourish a child's character, mind, and motoric-system to participate in improving the society's economy by entrepreneurship, while giving solutions to social issues, without doing harm to the environment.

Just like entrepreneurship-based and *green entrepreneurship* education, socioecopreneurship-based education can be implemented in all educational institutions in Indonesia. Its implementations from early-childhood to the senior high-school can take form by integrating it into every subjects, or extracurricular activities, or school-cooperatives. In a university, it is implemented by creating its own subject, along with activities designed to promote it. This article focuses on the implementation in elementary school.

Socioecopreneurship-based education is paramount in elementary education, based on data, theory, and research. The rate of children participationin elementary school in 2013 is 98.36 percent; this means that some 98.36 percent of all Indonesia children has a chance to be an entrepreneur. If only 2 percent from the figure really becomes an entrepreneur, Indonesia

will add another 1.97 percent from elementary schools potentially boost up its economy. Other educational indicators in 1994-2013 reveal Gross Education Participation survey in 2013: in Elementary School 107.61, Junior-High School 85.54 percent, Senior-High School 65.78 percent, University 22.79 percent. In the same year, Pure Education Participation survey: in Elementary School 92.43 percent, Junior-High School 70.73 percent, Senior-High School 51.35 percent, University 13.28 percent (BPS-RI:Sussesnas 1994-2013).

Other data shows that our labor forces are dominated by elementary graduates, which can slows down the economy growth and welfare distribution. Indonesia's labor forces made of 9.20 percent university graduates, 22.40 percent high school graduates, 70.40 percent elementary school graduates. This composition is lower than Malaysia which consists of university graduates 20.30 percent, high-school graduates 56.30 percent, and elementary-school graduates 24.30 percent. The domination of elementary-school graduates in our labor-force composition becomes a big challenge to the national sustainable development.

Theoretically, it is feasible to implement and develop socioecoproneur-based education in elementary school. Its development may come in various forms, eg. socioecopreneur characters development, socioecopreneurship subjects development, socioecopreneurship-based management education in elementary school, etc.

Its development can be executed by integrating character building. This integration achieved by infusing socioecopreneurship characters, such as leadership, creativity, hardworking, profit oriented, social-care, environmental-care, and initiative, into the elementary-school students. The infusion can be done during learning activitity (indoor and outdoor) in a subject related to entrepreneurship (eg. social science, nature science, Indonesia language), atau during study tour and scout-program.

The core value of socioecopreneurshop is environmental-care and social-care, which requires children having much intensitiy on interacting with nature and social environment. Children interaction with nature expressed through outdoor activities. Based on a research conducted by Outdoor Foundation (2012) in America, 63 percent of 12 year-old-children participate in ourdoor recreational activities. Several positive effects of outdoor activity are revealed by many studies. A research by Cheng and Monroe (2012) shows that intense activity with nature and social environment creates a positive children attitude to nature, in a way that children enjoy nature and have a strong will to protect it. This kind of will, due to children's intense outdoor activity and physical participation in nature, can drive problem-solving on various environmental and social issue effectively, according to Kaplan's research. Thereffore, outdoor activity may be a good choice of teaching socioecopreneurship to elementary school students.

Other forms of socioecopreneurship-based education elaborated in several studies: Pastakia (1998), Elizabeth R Thornton, Isaak (2002), Stefan Schaltegger (2002), Michael Schaper (2002), Afandi (2013), Eyal (2008), Clifford dan Dixon (2006).

**Socioecopreneurship-based education as a National Solution**

Beside preparing and creating a generation with spirit of entrepreneur, having a social-concern, without harming the environment, socioecopreneurship-based education have much futuristic goals while contributing in taking care of national problems. Those goals are: 1) to improve national economy, by meeting the national needs on entrepreneur by 4 percent, 2) to overcome unemployment and poverty issue for elementary school graduates, 3) to reduce environmental problems in Indonesia, 4) to fulfil sustainable national development.

**CONCLUSION**

Socioecopreneurship-based education is the power and effort to create students with spirit of entrepreneurship, who does not harm the environment, while giving real solutions to various social issues. This model of education can be implemented on all educational institutions; particularly on elementary school. Hopefuly this model contributes to to the national economy, while reducing unemployment and poverty rate, and anticipating environmental damage and social problems, maintaining and supporting sustainable national development related to human resources.

Futher studies are required in developing the concept, pattern, and socioecopreneurship-based education characteristics. These studies and development will be delivered in the form of research under the title socioecopreneurship.

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# KNOWLEDGE MANAGEMENT MODEL IN THE ACHIEVEMENT OF EFFECTIVENESS OF THE ORGANIZATION OF PRIVATE HIGHER EDUCATION IN MALANG

**Tanto Gatot Sumarsono; Abdurrabi**
tantogs@yahoo.co.id;arrabik@gmail.com

*Universitas Merdeka Malang*

**Abstract:** Development of a model of knowledge management in private universities in Malang made to support the organization's effectiveness in its implementation in the organization of private colleges. Mainly it concerned with organizational support that determines the role of knowledge sharing and Leadership achieving organizational learning. In the next stages of research focuses on the behavior that was instrumental in creating knowledge sharing that will show concrete steps in creating an academic atmosphere in this private college environment. The questionnaire as a means of collecting data on the number of components aimed at private universities in Malang, where as many as 100 people as respondents. Using the Focus Group Discussion (FGD) will be shown how the role of faculty, staff and students in the environment to demonstrate organizational learning in its working groups and the organization as a whole and how positive behaviors in learning and cooperation. Contributions to transform organizational support and Leadership role in knowledge sharing which then produces organizational learning and ultimately the effectiveness of the organization.

**Keywords:** *Organizational Support, Leadership role, Knowledge sharing, Organizational Learning, Organizational Effectiveness*

## INTRODUCTION

The effectiveness of an organization is an indicator of success in achieving organizational goals College. On the financial aspects of a business organization be the main objective, while in the non-profit organizations, such as universities, aspects of organizational effectiveness which it is intended. Indicators of organizational effectiveness Private Higher Education (PTS) consists of four elements, namely: production, satisfaction, adapt, and survival. To achieve the required organizational effectiveness PTS good organizational culture, the implementation of quality assurance of accurate and effective external promotion. (Arifin, 2012)

The competitive ability of the organization, including PTS, is determined by the quantity and quality of available resources and how these resources are used. One of the resources that determine the success of an institution of higher learning is a lecturer. Lecturer is

the agent doing the transfer of knowledge to students. The success of the campus is determined by the accumulation of the performance of each individual faculty. In addition to academic ability, faculty performance is largely determined by its commitment to carry out their duties and responsibilities as well as possible.

Effective governance that is in conformity with the goals, objectives and organizational culture will contribute to the success of the university. Leaders should "commit" to the implementation of the vision to realize their missions. Thus the success of the organization is not determined solely by the leader, is not determined only by governance (good governance) were good, but are determined by various factors such as leadership, maturity sub-ordinate, teamwork, enterprise and skills (Hempel Report 1998 in Shattock, 2003).

In managing the College, Rector / Chairmanis responsible to the Foundation. Challenges to the management review of aspects of this hierarchy is the harmonious relationship between the Foundation with the Rector / Chairman. There is a tendency to discrepancy in this connection in accordance with the Agency theory (Coase, 1937 in Shattock, 2003), because there is the difference in interest between the Foundation with the Rector, mainly because of the separation between management and finance. Alignment relations with leaders of Higher Education Foundation can be done by applying good governance is good, because failure to establish a good relationship will result in the cost (agency cost) is high.

Different interests will lead to high agency cost to be borne by all stake holders. Human resources is also an internal challenge. Structural College business in general is a lecturer who also teach, an expert in the field of study, but in general do not have managerial skills. Sustainable management activities require a permanent workforce, but for remuneration as a lecturer less competitive compared to other professions because of limited funds, it is generally not much hiring College lecturers remained the only work in the Higher Education. In addition, from the lecturers themselves, many professors who do not want to be tied full and became a lecturer at various universities. These conditions pose a problem to obtain employment of high quality lecturers.

Challenges of institutional structures is also great, because it must be able to anticipate any changes. Strategic planning is poured into a plan of action to be implemented, is a series of uninterrupted work, ranging from curriculum evaluation, planning academic activities, preparation of infrastructure and administrative support activities. Officials in the structure must be able to work in teams using the latest information technology equipment, managerial ability and have a willingness to cooperate and provide good service. The organizational structure should be established in accordance with the needs of the achievement of organizational effectiveness.

Things that need attention are the free trade agreement (including education steeper), both regionally and globally. The year 2010 is the deadline for the implementation of AFTA, means in the Foreign University (PTA) will be able to operate independently in Indonesia. Generally challenge universities to achieve good performance is very heavy due to various factors above. Specialized in competition with the PTA, the challenge is even greater for the general public personality more appreciated overseas products. To overcome all the challenges mentioned above, needs to continue to be improved by applying GUG (which includes also contains quality assurance), which corresponds to the objectives, goals and culture College.

Special Purpose: 1. Develop models of knowledge management to achieve organizational effectiveness at private colleges.2. To test the effectiveness of knowledge management models in order to realize the effectiveness of organizations in the private universities

Application of knowledge will add value to the organization in decision-making for a competitive step. Knowledge accumulated in an organization will be able to be used in the search for solutions to the problems facing the organization. Besides knowledge accumulated within an organization can also be used to create new ideas or modify existing ideas within an organization.

In the knowledge-oriented approach focuses on the absorption and transfer of knowledge within the organization. When organizations do not have a culture of knowledge sharing that information-oriented approach can be used to initiate the implementation of knowledge management in the organization. For organizations that already have a culture of knowledge sharing knowledge oriented approach appropriate for use because it has awakened the activity of organizations that support knowledge management.

Implementation of knowledge management is done to improve the competence and capability of the organization. Knowledge management facilitates the accumulation of knowledge at the individual level into knowledge at the organizational level.

## Understanding Knowledge Management

Malhotra (2003) president and founding chairman of Brinnt Institute states that "knowledge is the potential for action based upon the data, information, insights, intuition and experience". Which means that knowledge is the potential for action based on the data, information, insight, intuition and experience.
Nonaka (1988) states: proposes the human behavior is the key to succes of failure of knowledge management (KM) strategies, as KM involves an emphasis on climate in the workplace, the promotion of learning and the sharing of skills and knowledge.

According to Laudon and Laudon (2002), knowledge management works to increase the organization's ability to learn from their environment and incorporate knowledge into business processes. Knowledge Management is a set of processes that are developed in an organization to create, collect, preserve and disseminate knowledge of the organization.

According to Honeycutt, (2000) Knowledge management is a discipline that treats intellectual capital as assets under management. Knowledge management systems provide the right information to the right people at the right time. Knowledge management change experience and information into results. Personal Knowledge

According to Berkeley (1957: 23) of human knowledge begins when people get an idea of where the impression comes from feeling and mind working system, or in other words the idea was formed with the help of memory and imagination to add, share, express true feelings.

According to Bahm (1995: 199) research on the nature of knowledge immediately reconcile the difference between the knower and the known, or often interpreted in terms of subject and object, or ingredients of subjective and objective experience. The experience obtained by each employee would vary based on the circumstances that cannot be predicted. Definition experience drawn from the English dictionary is the process of gaining knowledge or skills over a period of time through seeing and doing things rather than throughstudying.

Davenport and Prusak in Martin (2010: 2) defines personal knowledge is a fluid mix of framed experience, values, contextual information and expert insight that Provides a framework for evaluating and incorporating new experiences and information. "Broadly speaking, means a combination of experience , values - values, contextual information, and insight that provides a framework for evaluating and incorporating knowledge of experience - experience and new information.

**Knowledge Management and Organizational Learning**

Dalkir (2005: 3) defines Knowledge Management (KM) as the deliberate and systematic coordination within the organization, technology, process and organizational structure in order to add value through reuse and innovation. This coordination is achieved through the creation, sharing, applying knowledge and lessons learned and best practices in organizational memory in order to encourage the Organization Learning (OL).

According to Sun & Scot (2003), the Organization Learning (OL) is a learning process that is used in the organization. This process produces something useful for the future with the changing conditions cognitively.

**Table. 1**
**Research Knowledge Management and Organizational Effectiveness**

| Trim | Teresa | Theriou | Pradana | Yang | The Proposition |
|---|---|---|---|---|---|
| Knowledge management capabilities have a significant impact on organizational effectiveness | Learning Organization is a system of knowledge management infrastructure, and if dikombonasikan can create added value | Organizational learning knowledge management can influence either directly or indirectly through knowledge integrasion | Knowledge management can affect organizational learning, but can not directly affect the effectiveness oranisasi | Individuals within the organization behave for learning and sharing, along their leaderships role in KS, OL and organizational effectiveness | Organizational Support and Leadership Role through Knowledge Sharing and Organisational learning can achieve organizational effectiveness |

Broadly speaking there are two stages of research, as described on this line of thinking, namely: Implementation and Refinement of models of knowledge management, by developing Organizational Support and Leadership role through Knowledge sharing and Organizational Learning to achieve organizational effectiveness of private colleges.

**METHOD**

There are three methods were used, namely: (1) Question structured (questionnaire) (2) Focus Group Discussion (FGD) and (3) Secondary data collection.

The data used to answer the first objective is the primary data comprising, organizational support, leadership roles, knowledge sharing, learning organization and organizational effectiveness.Respondents in this study comprised of faculty, staff, students, who are the object of research by stratified random sampling system.

The study took place at a private university in the city of Malang,they are Muhammadiyah University, Merdeka University and the Islamic University of Malang. Respondents were 100 students.

**Data analysis**

Data were analyzed using the Focus Group Discussion (FGD) of Lecturer, Academic staff and students in academic activities involving faculty and students in the application of knowledge management models. FGD preparatory activities will start by making a list of questions and logistics activities. On the appointed day FGDs were conducted at the target

location with the number of participants 5-10 people for 2 hours. The results in the form of the minutes of the meeting and voice recordings will be analyzed and made a report.

The next development is the application of knowledge management models in private universities in Malang to determine the effectiveness of the organization in the implementation in private colleges. Mainly related to the results of research stating that organizational support and Leadership role determines the occurrence of knowledge sharing and organizational learning. In the next stages of research focuses on the behavior that was instrumental in creating a knowledge sharing and organizational learning that would indicate concrete steps in creating an environment Organizational Effectiveness in this private university. The use of FGD developed to obtain more precise models of Organization Effectiveness of using models created from the model search results in Phase I as follows:
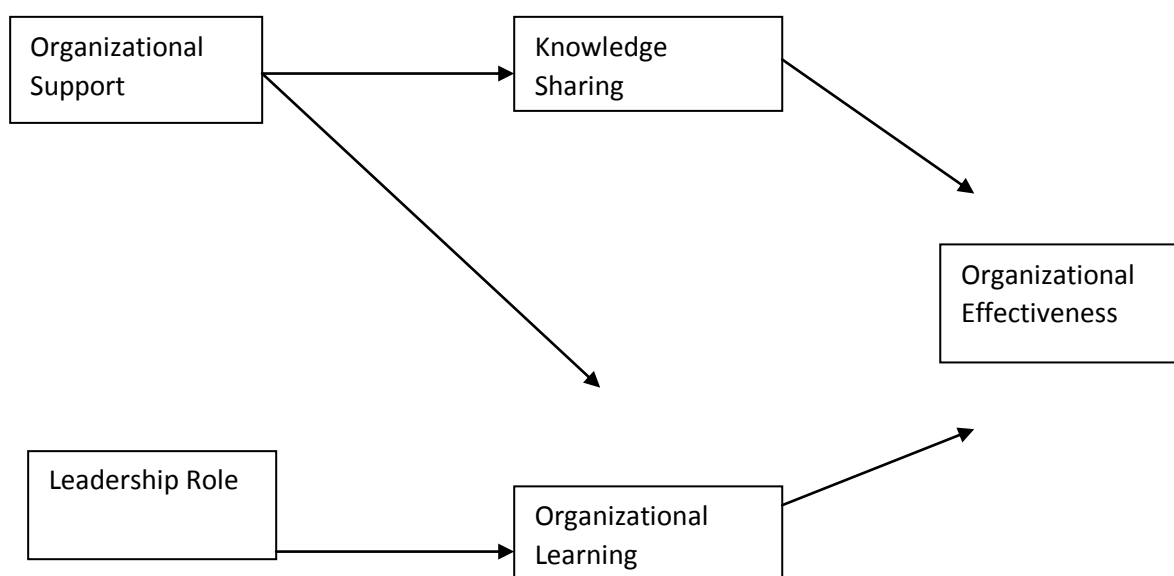


**Figure 1. Knowledge Management Model Colleges**

Furthermore, to determine the perception of organizational support, knowledge sharing, leadership roles, and organization learning to organizational effectiveness. By describing the variables, indicators and statements are measured using the Likert Scale as follows: Strongly Disagree (STS), Disagree (TS), Agree (S) and Strongly Agree (SS). The final step is the analysis of quantitative data that is used to describe the perception of research subjects.

**Table 2.**
**Variables and Indicators**

| No. | Variable | Indicator |
|---|---|---|
| 1. | Organizational Support | Support in addressing the issues and ideas |
| | | Support Concern for welfare |
| | | Organizational Choice and understand the work environment |
| 2. | Knowledge Sharing | Gather knowledge |
| | | Set the knowledge |
| | | Communicating knowledge |
| 3. | Leadership Role | The role as a liaison |
| | | Role as observers |
| | | The role as a disseminator of information and negotiation |
| 4. | Organizational Learning | Acquisition of knowledge |
| | | Distribute knowledge |
| | | Creation and utilization of knowledge |
| 5. | Organizational effectiveness | Flexibility |
| | | Productivity |
| | | Satisfaction |

**FINDINGS AND DISCUSSION**

The result obtained from the implementation of the FGD is students' perceptions of faculty, staff and students of various forms of service according to the PTS in Malang on:

**1. Application of Knowledge Management**

*Respondents argue that Knowledge Management can be applied, although in a limited scope . (1)*

*Knowledge sharing between lecturers through discussions have been carried out in the framework of cooperation in the scientific worktogether. (2)*

*Knowledge sharing between faculty and students usually done in scientific activities through discussion forums and research activities and community service that involves students, and the involvement of students in scientific activities of the faculty can create academic atmosphere more closely. (3)*

Table 3
Respondents Answers about Organizational Support

| No. | Variable | Indicator | Average | Category |
|---|---|---|---|---|
| 1 | Organizational Support | 1. Support Concern for the welfare | 3.4 | Moderate |
| | | 2. Support in addressing the issues and ideas | 3.7 | Good |
| | | 3.Organization Award and understand the work environment | 4.5 | Good |

Organizational Support shown on the indicator of concern for welfare support has an average value of 3.4 this represents a level management considers a variety of courses that students need the facility, although there are complaints completeness of facilities available. Besides, support to students when facing problems and appreciate the ideas of the average value of 3.7, it indicates relatively better than the first indicator. Where the service provided academic staff and administrative staff work well. The third indicator is the appreciation of the organization in an environment of 4.5 indicates a good learning environment, a good academic atmosphere and the communication-oriented approach nurtured well.

Support from organizations that are focused to make personal which in this case is a lecturer in interacting with students and organizations should be supported good knowledge. Condition increasingly fierce competition led to the need for a paradigm shift from a resource-based competitiveness into knowledge base competitiveness. Support the implementation of knowledge management in the concern for the well-being in the PTS on the implementation of knowledge management by firstly increasing the well-being is the foundation of organizational effectiveness.

## 2. Organizational Support Knowledge sharing environment supports PTS

PTS as many organizations where knowledge is created and used continuously and sustainably, so it needs the support of the organization in communicating and documenting knowledge, also need the ability to manage academic information system owned

*PTS organizations encouraging faculty to explore their awareness knowledge needed by sharing through a book review, prototyping and facilitate the intensive discussions in the form of Focus Group Discussion (FGD). (4)*

*Gather, organize and communicate knowledge to improve the quality of work and decision-making ability. solving problems efficiently and competencies that will benefit the organization. (5)*

**Table 4**
**Respondents Answers About Knowledge Sharing**

| No. | Variable | Indicator | Average | Category |
|-----|----------|-----------|---------|----------|
| 2. | Knowledge Sharing | 1. Ability to gather knowledge | 4.4 | Good |
| | | 2. Set of Knowledge | 3.7 | Good |
| | | 3. Communicating knowledge | 3.7 | Good |

Of the indicators of the for 4.4 shows that the lecturer as the party that is the source of knowledge always prepare materials with course work, mastery of the material based on the current issues, the use of media and learning technologies, diversity measurements of learning outcomes, providing feedback on the learning process and their suitability test materials and tasks with the aim of subjects.
Knowledge Set of Indicators, where the average was 3.7 demonstrate their ability to explain the topic properly, give relevant examples of concepts taught, their utilization of research results to improve the quality of the lectures. Where the utilization of research results, not all lecturers to apply, it is because not all professors moved conduct research activities.

Of the indicators communicate knowledge with a mean value of 3.7 is supported on clarity in communicating the material in class, familiar with the students who attend classes, the ability to accept criticism and advice, is just in the students and their ability to use communications technology, while the ability to turn on an air of class and ease of associating environment associates, employees and students is relatively lower. It is related to the duties of lecturers so much so that the process for sharing beyond the academic environment is limited.

**Table 5.**
**descriptive Statistic**

|  | N | Minimum | Maximum | Mean | N Std. deviation |
|---|---|---|---|---|---|
| X1 (Organization Support) | 90 | 2.3 | 4.7 | 3,640 | .5423 |
| X2 (Leadership Role) | 90 | 1.3 | 4.8 | 3,601 | .6698 |
| X3 (Knowledge Sharing) | 90 | 2.8 | 4.7 | 3,841 | .5930 |
| X4 (Organizational Learning) | 90 | 2.0 | 4.7 | 3,750 | .5397 |
| Y (Organizatiol Effectiveness) | 90 | 2.7 | 4.6 | 3,691 | .4859 |
| Valid N (listwise) 90 | | | | | |

Of the total of 100 respondents were distributed questionnaires were returned a total of 90 people, the results of descriptive analysis shows that the average value of the largest is the Knowledge Sharing in the amount of 3,841 and this value indicates either category. Furthermore it is said that the Knowledge Sharing becomes critical sections where lecturers PTS has been sharing knowledge with other faculty and students.

There is a tendency of the frequency distribution obtained higher grades than 4.0 it also demonstrates the strength of Knowledge Sharing run by lecturers as a force to support the effectiveness of the organization

### 3. **Organizational Support Organizational Learning environment supports PTS**

*PTS organizations encourage their learning organizations to develop to become more effective in the ministry. (6)*

*PTS organizations encourage their faculty development opportunities to the level of higher education and their academic staff the opportunity to attend training related to the development of IT technology. (7)*

Indicators Support concern for the welfare of 3.4 which includes the provision of a wide range of facilities for learning activities, it is already showing the process to understand the needs learn. So means indirectly a part of the Learning Organization.

Indicators support in the face with a mean of 3.7 means that the organization provides support to students who are facing problems of academic administration, can be facilitated by academic staff good service, which in this case has not yet reached the optimal conditions.

Indicators of lack of respect in the academic organization of 4.5 also shows that elements of the communication-oriented approach and ability to create new ideas with a high value. This shows the Learning Organization to run well.

Organizational Learning can also be sustainable. It is shown by their program to send lecturers and academic staff to develop themselves through further study and training for staff especially on the IT field.

4. **Organizational Learning Leadership Role in Environmental support PTS**
*Roles support organizational learning, where the chief PTS has a role as an agent to utilize its human resources for evolving appropriate and responsive to the changing demands of the competition in the same field. (8)*

*Demands Changes in organizational leadership force PTS to exploit existing knowledge on each of its human resources and merge into organizational knowledge, with the aim to achieve excellence and competitiveness optimal. (9)*

**Table 6**
**Respondents Answers about Leadership Role**

| No. | Variable | Indicator | Average | Category |
|-----|----------|-----------|---------|----------|
| 3. | Leadership Role | 1. The role as a liaison | 4.3 | Good |
| | | 2. Role as observers | 3.7 | Good |
| | | 3. The role as a disseminator of information and negotiation | 3.3 | Moderate |

Leading indicators as a liaison with a mean of 4.3 is the highest value which is based on the presence of supporting facilities to communicate with the leadership provided, communications with both leaders and their means of communication using online media.

Leading indicators as observers with the average of 3.7 shows the leadership role in monitoring the activities, evaluation and support staff in monitoring the activities that have not been optimal.

Indicator leadership as a disseminator of information to the average 3.3 also shows the category of being, so that the necessary concrete steps to ease the burden of leadership to spread the information.

**Table 7**
**Respondents Answers about Organizational Learning**

| No. | Variable | Indicator | Average | Category |
|-----|----------|-----------|---------|----------|
| 4. | Organizational Learning | 1. Acquisition of knowledge | 3.7 | Good |
| | | 2. Distribute knowledge | 3.8 | Good |
| | | 3.Creation and utilization of knowledge | 4.5. | Good |

Indicators of knowledge acquisition with the average of 3.7 indicates the development of science activities in the college, the college co-operation in the development of science and the management of knowledge stored in the data center college. It's just for the management of knowledge stored in the data center has not been optimal college.

Indicators distributing knowledge to the average 3.8 shows the process of transfer of knowledge widely through seminars, article creation, through internet sites and exchange programs have been implemented, while the frequency is still relatively small. But the

involvement of students in research activities and community service leads to the distribution of knowledge from lecturer to the students to become more effective.

Indicators creation and utilization of knowledge with the average of 4.5 indicating the role of lecturers in applying knowledge and got a great welcome from the students as activities that generate creativity in their respective fields.

**5. Knowledge sharing environment PTS supports organizational effectiveness.**

*Lecturer most have the perception that the sharing of knowledge (knowledge sharing) are important in the PTS and knowledge storage organizations must be supported so that retrieval of knowledge becomes easier and structured. (10)*

**6. Organizational Support Organizational effectiveness in supporting the environment PTS**

*Storage model that is easy and structured knowledge supported by the media and the means developed organization. (11)*

**Table 8**
**Respondents Answers about Organizational Effectiveness**

| No. | Variable | Indicator | Average | Category |
|-----|----------|-----------|---------|----------|
| 5. | Organizational Effectiveness | 1. Flexibility | 4.0 | Good |
| | | 2. Productivity | 3.9 | Good |
| | | 3. Satisfaction | 3.5. | Good |

Indicators flexibility with a mean value of 4.0 indicates a wide range of flexible adjustment in order to achieve the goal of a college, understand the views of other organizations, adapt to changing circumstances. This explains the existence of flexibility in organizations which have been established, making it easier in the face of a situation that continues to grow.

Indicators of productivity with a mean of 3.9 this shows that productivity in college is good, it can be shown by the results of PTS graduates experiencing great development of the quantity and the better in terms of quality. Satisfaction indicators show the numbers are relatively small compared to other indicators, it shows that satisfaction with regard to facilities and infrastructure and experience to get service in the academic field still needs to be improved.

**FINDINGS AND DISCUSSION**

Based on the data above can be obtained FGD following conclusions:

**1. Organizational Support**

Support from organizations that are focused to make personal which in this case is a lecturer in interacting with students and organizations should be supported good knowledge. PTS organizations encouraging faculty to explore their awareness knowledge needed by sharing through a book review, prototyping and facilitate the intensive discussions in the form of Focus Group Discussion (FGD).

PTS organizations encourage their faculty development opportunities to the level of higher education and their academic staff the opportunity to attend training related to the development of IT technology

**2.Leadership Role**

Leadership as a liaison with a mean of 4.3 is the highest value which is based on the presence of supporting facilities to communicate with the leadership provided, communications with both leaders and their means of communication using online media.

Roles support organizational learning, where the chief PTS has a role as an agent to utilize its human resources for evolving appropriate and responsive to the changing demands of the competition in the same field.

Demands Changes in organizational leadership force PTS to exploit existing knowledge on each of its human resources and merge into organizational knowledge, with the aim to achieve excellence and competitiveness optimal.

**3.Knowledge Sharing**

The ability to gather knowledge for 4.4 shows that the lecturer as the party that is the source of knowledge always prepare materials with course work, mastery of the material based on the current issues, the use of media and learning technologies, diversity measurements of learning outcomes, providing feedback on the learning process and their suitability test materials and tasks with the aim of subjects.

Knowledge sharing with the average of 3841 showed good category. Furthermore it is said that the Knowledge Sharing becomes critical sections where lecturers PTS has been sharing knowledge with other faculty and students.

**4. Learning Organization**

The creation and utilization of knowledge with the average of 4.5 indicating the role of lecturers in applying knowledge and got a great welcome from the students as activities that generate creativity in their respective fields.

Demands Changes in organizational leadership force PTS to exploit existing knowledge on each of its human resources and merge into organizational knowledge, with the aim to achieve excellence and competitiveness optimal.

**5. Organizational Effectiveness**

Storage model that is easy and structured knowledge supported by the media and the means developed organization.

PTS organizations encourage their faculty development opportunities to the level of higher education and their academic staff the opportunity to attend training related to the development of IT technology

Flexibility to an average value of 4.0 indicates a wide range of flexible adjustment in order to achieve the goal of a college, understand the views of other organizations, adapt to changing circumstances. This explains the existence of flexibility in organizations which have been established, making it easier in the face of a situation that continues to grow.

**CONCLUSION AND SUGGESTIONS**

The conclusions that can be drawn from this study are:

1. As an educational organization PTS in Malang has encouraged the formation of Knowledge Sharing good with the implementation of various activities that involve scientific development sesame faculty and students.

2. Roles support organizational learning, where the chief PTS has a role as an agent to utilize its human resources for evolving appropriate and responsive to the changing demands of the competition in the same field.

3. Knowledge sharing conducted by PTS lecturers at Malang city has a very big role for the growth of Organizational Learning in exploiting the knowledge that exist in every human resources and incorporate it into organizational knowledge, with the aim to achieve excellence and competitiveness optimal.

4. The implementation of Knowledge Sharing in PTS Malang has a higher contribution creation of Organizational Effectiveness.

5. Knowledge Management Model is composed of linkages between Organizational Support, Leadership Role, Knowledge Sharing and Organizational Learning Organizational Effectiveness create increasingly provide the trust of the students and the community in general.

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# Self-Assessment of Speaking Proficiency: Students' Criteria and Attitude

**Umi Tursini**
tursini_umi@yahoo.com

*University of Kanjuruhan Malang*

**Abstract:** An assessment that involves reflecting on and monitoring performance is essential to provide students with more opportunities for learning. Through self-assessment and focus group discussion, the participants in this study are able to take control of their learning and generate feedback used for improvement. This study specifically explored students' criteria in self-assessing their speaking proficiency and the students' attitude regarding the effectiveness of self-assessment. Qualitative study, which drew on multiple data sources including audio-recorded interviews, focus group discussion notes, recording of students' speaking performance, was employed. Self-assessment and focus group discussion with other participants and the teacher functioned as tools for providing feedback to students' speaking performance. Ten English students of University of Kanjuruhan Malang volunteered to engage in self-assessment activities. The findings of this study suggested that students focused on various aspects of speaking skill in self-assessing their performance and that self-assessment had significant potential to help students to improve their speaking skill in terms of identifying their strengths and weaknesses and proposing some plans or strategies to address the weaknesses.

**Keywords**: *Self-Assessment, Speaking Proficiency, Criteria, Attitude, Qualitative*

## INTRODUCTION

Students will have more opportunities to promote their learning and achieve better if they obtain sufficient feedback on their learning performance. Unfortunately, in most Indonesian education system, students are assessed summatively to *get students' final grade* at the end of an instructional unit. The students get little formative feedback on their learning (Black & Wiliam, 1998). This due, in large part, to the facts that there are too many students in one class, most of Indonesian teachers have tight and busy schedule, and the duration of teaching learning process in the class is limited. Therefore, rather than relying on teacher as the sole source of learning evaluation, it is necessary for Indonesian students to have their own initiative to evaluate their learning via self-assessment. Fortunately, relevant studies also show that students themselves can be meaningful sources of feedback in self-assessment (Andrade & Boulay, 2003; Andrade, Du, & Wang, 2008).

Self-assessment, as a formative assessment tool, may be considered as a process of reflection on the quality of learning with the purpose of identifying the strengths and weaknesses and target areas that need work. The students, therefore, play the main role in assessment process. When students are involved in the assessment process, they can make

improvement in both their ability to make judgments about their understanding and their ability to make decisions on how to improve their learning (Black & Wiliam, 1998; Heritage, 2009; Tan, 2008). Moreover, self-assessment assists students to set desired goals and thus to learn for themselves.

Relevant studies have recommended the use of self-assessment and associated it with learning and achievement (Brown & Harris, 2013; Andrade, 2010; Leahy, Lyon, Thompson, & Wiliam, 2005). The main focus of the present study was engaging ten English students to set their own criteria in self-assessing their speaking proficiency and respond the effectiveness of self-assessment. The students were required to assess their speaking without providing scoring criteria. However, "the assessment of speaking, as an extremely difficult skill to test, involves a number of procedures to capture all the defining characteristics for objective testing" (Babaii, Taghaddomi, & Pashmforoosh, 2015, p. 3). Therefore, students still need feedback from others to make sure the accuracy of their assessment and to get more ideas how to improve their learning, such as teachers or fellow learners. This is because "feedback becomes a central component to the learning process in that a dialogue exists between teacher and student that facilitates and fosters knowledge acquisition" (Meer, 2012). Therefore, besides self-assessing their own speaking proficiency, the participants in this study were facilitated to have peer-assessment and engage in focus group discussion with their friends and teacher.

**LITERATURE REVIEW**

The term 'self-assessment' subsumes terms of 'self-evaluation'. It has been defined as the act of evaluating oneself and making decisions about the next step by asking a series of questions – 'How am I doing? Is this enough? Is this right? How can I tell? Should I go further?' (Boud, 1995). By answering these questions, students are learning to self-regulate and gradually taking over the ownership of their learning through self-assessment. Andrade, Du, and Mycek (2010) identified self-assessment as "a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly" (p. 199). In addition, according to McMillan (2008, p.39), self-assessment occurs when "students judge their own work to improve performance as they identify discrepancies between current and desired performance. Self-assessment also identifies further learning targets and instructional strategies (correctives) students can apply to improve achievement". Thus, the focus of self-assessment activity is to close the gap between current and desired performance by improving students' learning. It is a process-oriented rather than outcome-oriented.

There are some tools that can be utilized for students to self-assess such as checklists, rubrics, audio/video recording, portfolios, journals, or surveys. Each tool has its own advantages and disadvantages. For example, checklists are easy to construct and use but provide limited information about how to improve performance, rubrics help the grading process become more efficient, but the development of rubrics can be complex and time-consuming. Therefore, teachers may help the students to adapt the tools to suit their needs. In this study, the students were encouraged to use audio recording as the self-assessment tool.

**The Purposes of Self-Assessment**

The purposes of doing self-assessment for the students are to are to boost learning and achievement, and to promote academic self-regulation, or the tendency to monitor and manage their own learning (Pintrich, 2000; Zimmerman & Schunk, 2004). Woodward and Munns (2007) found that there is significant relationship between increased levels of student engagement and student self-assessment. The study conducted by Orsmond and Merry (2013)

found that higher achievers gained more from tutor feedback than did their peers because of their better self-assessment ability. Rivers (2001) studied mature and successful foreign language learners, and discovered that these learners regularly engaged in self-assessment. In addition, Oscarson (1997) mentioned that self-assessment helps students to be more confidence while performing a task. In other words, self-assessment gives positive contribution to the improvement of students learning which leads to self-regulation and achievement improvement.

According to Goodrich (1996), in order for effective self-assessment to occur, students need:
- awareness of the value of self-assessment,
- access to clear criteria on which to base the assessment
- a specific task or performance to assess,
- models of self-assessment,
- direct instruction in and assistance with self-assessment,
- practice,
- cues regarding when it is appropriate to self-assess, and
- opportunities to revise and improve the task or performance.

Thus, the above components, which constitute to students' motivation, opportunity, and support to do self-assessment, are needed aiming for students' improvement in learning. This study reports the result of a study undertaken with ten students self-assessing speaking performance. The following questions constituted the focus of the study: (1) What criteria do students use to rate their own speaking proficiency? (2) How does self-assessment assist students to improve their speaking proficiency?

**METHODOLOGY**

As stated above, the purpose of the present study is to explore students' criteria in self-assessing their speaking proficiency and the students' attitude regarding the effectiveness of self-assessment. In order to achieve this purpose, the qualitative study was employed. A self-assessment procedure was presented to ten English students of University of Kanjuruhan Malang in their speaking lesson. The ten students were chosen purposively as the research participants based on the considerations of their difference in gender (male and female) and English mastery (intermediate and advanced level).

The instruments used in this study included voice recorder, focus group discussion, and interviews. The voice recorder was used to record participants' speaking performance with their permission for three times. The voice recorder was placed on every participant's desk. Focus group discussion were conducted every time the participants finished self-assessing their speaking. In other words, the focus group discussions were conducted three times. In the study, a semi-structured interview was employed and carried out in Indonesian. The interviewer was the author herself. To avoid the influence on one another, the interview was conducted individually in a classroom and audiotaped. With the help of interview guidance, the author invited students to express their feelings of doing self-assessment and what they have learned in the process. Some elaboration in the questions and answers was also allowed.

Research procedure in this study is presented in Chart 1 below.

| Recording research participants' speaking performance for three times | → | Inviting research participants to do self-assessment | → | Inviting other research participants and the teacher to assess every participant's speaking | → | Inviting research participants to take part in focus group discussion | → | conducting interview |
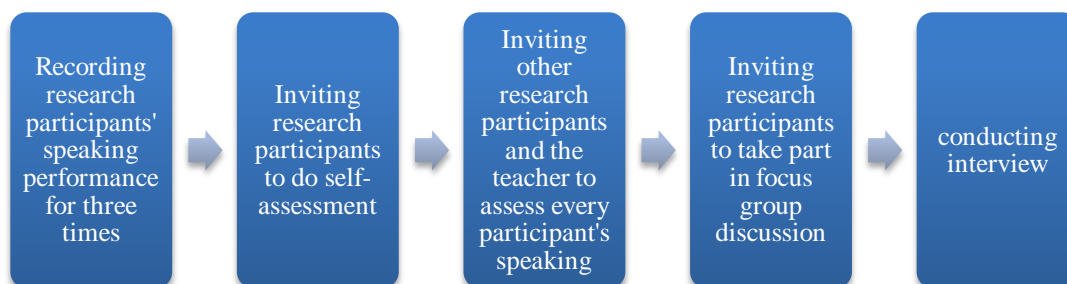
Chart 1: The procedures of data collection

Based on the above diagram, firstly, the students' speaking was recorded three times when they did individual presentation in front of the class. The students were then invited to listen the recordings and self-assess their speaking performance. The students were encouraged to set their own criteria in the process in self-assessment and were not provided with scoring rubric. Other research participants and the teacher were also invited to assess every participant's speaking performance. The purpose was to get more feedback and cross check the accuracy of every participant's judgment. When the students had completed their self-assessment process, they were invited to take part in focus group discussion with other research participants and their teacher. The purpose of conducting focus group discussion was to encourage students to share their rate in self-assessing their speaking performance and to know others' opinion about that including the possible ways to improve their learning. Finally, the participants were invited to take part in interview.

**FINDINGS**
*Students' self-mentioned criteria for rating speaking*
The first research question was aimed at exploring the students' criteria to rate their own speaking proficiency. To answer this question, the data from interview, voice recording, and focus group discussion were analyzed inductively. The students' comments were compiled and categorized to arrive at the students' assessment criteria for English speaking. The six criteria used by the students in assessing their speaking performance are presented below with follow-up, relevant excerpts taken from the students' comments on their strengths and weaknesses of their speaking. The criteria include pronunciation, grammar, diction, fluency, vocabulary, and time management.

1. Pronunciation
All participants focused on their pronunciation in assessing their speaking performance. Two research participants, for example, stated:

*What I first noticed when I listened to my speech was my pronunciation. When I listened, I was very much surprised by myself. I found some mistakes in pronouncing words such as define, honest, genre, love, and children.*

*My pronunciation was not accurate. I really need to improve my pronunciation. I mispronounced the words heart, hurt, , based, strange, now, define, criteria, school, etc.*

2. Grammar

All research participants also paid attention on their use of grammar in self-assessing their speaking proficiency. The examples of the students' excerpts are presented below.

> *I just realized I made some grammar mistakes and my friends said so. I need to give more attention on the use of appropriate grammar in my speech.*
> *I could listen clearly that I made many grammar mistakes when I talked. I did not realize that when I was talking.*

3. Diction

Diction refers to choice of words. Although some research participants did not mention directly that they had difficulties in their diction when they talked, they mentioned that they did not use the correct vocabulary as presented in the excerpts below.

> *I should say **passed away** instead of **died** when I talked. I still got problem with my vocabulary.*
> *I got difficulties in using the correct vocabulary in some expressions such as **bring** when I should use **carry**, **desire** when I want to say **willingness.***

4. Fluency

Some participants considered fluency (able to talk accurately and quickly) as one of criteria in self-assessing their speaking. One participant mentioned that he was good in his fluency, but another participant found difficulty in her fluency as stated in the below excerpts.

> *One of the strengths in my speaking is my fluency, I think. The speed of my speaking is already good.*
> *I was not happy with my fluency in my speech. I used a sound like e..e..e so many times.*

5. Vocabulary

Research participants also considered vocabulary as one of the criteria when they self-assessed their speaking proficiency as stated in the excerpts below.

> *I think the words I used in my speech were various. I did not use the same words many times.*
> *I still need to enlarge my vocabulary. I stopped suddenly when I talked since I forgot how the say the words in English. At that time, my lecturer helped me.*

6. Time management

The last criterion considered by two research participants was time management. The participants, for example, commented that

> *I think I did not have problem in time management. When my lecturer gave me two minutes to talk, I could use the time efficiently.*
> *I think my biggest problem is in time management. I could not focus on the topic I talk. I talk about many topics in one occasion so I ran out of time.*

***The benefits of self-assessment***

All research participants mentioned that they never did self-assessment before. By participating in this research, they got first experience in conducting self-assessment. The second question in this study focused on how self-assessment assisted students to improve their speaking proficiency. To address this question, inductive analysis was employed. The students' comments were compiled and categorized to arrive at the benefits of self-assessment activity

for students learning.
1.  Facilitating the development of reflection in learning
The research participants mentioned that self-assessment encouraged them to change the way they learn. They wanted to minimize their weaknesses in their speaking they found in self-assessment activity. One participant stated that:

> *I want to improve my speaking especially my pronunciation. I'll check my audio dictionary if I'm not sure how to pronounce certain word correctly. I will also try to pay more attention on some mispronounced words I found in self-assessment activity.*
> *Next time, I should be more careful when I talk in English. I need to reduce my speed and talk slowly so that my English will be more understandable. I'll try to keep that in mind.*

The above statement show that self-assessment helps the students to do reflection on their learning. They learn from mistakes and difficulties and want to use them to improve their learning.

2.  Helping clarify what good performance is
By assessing other participants' speaking performance, as a part of self-assessment in this study, the research participants gained more understanding on what good speaking was as stated by the participants in the excerpt below.

> *When I listened to my friends' speech, I was amazed on how good it was. He could talk fluently with good pronunciation and grammar. I want to be like him.*
> *I need to talk like my friend, I think. He did not have any problems with his pronunciation and grammar when he talked. His good speaking ability motivates me to do better.*

In other words, the students compared their ability with their friends. They then clarified what good speaking was. In addition, they get meaningful feedback from each other in focus group discussion activity.

3. Delivering good understanding to students about their learning
The research participants also mentioned that self-assessment helped them to be more aware of their strengths and weaknesses in their speaking as stated in the following excerpts.

> *This is my first experience to do self-assessment. After listening to my own voice recording, I could analyze what good aspects and what needs to improve from my speaking. I was already good at my fluency but still need a lot of improvement in my pronunciation and vocabulary.*
> *I did not have problem in time management when I talked. However, my grammar was bad. I did not realize before that I got difficulty in the use of grammar in my speech.*

The above statements imply that self-assessment facilitates the students to get more information and understanding about their learning.

4. Encouraging positive motivational beliefs and self-esteem
Self-assessment also encouraged the students to have positive motivational beliefs and self-esteem. This was because of the good points they found in their speaking when they did self-assessment activity.

> *My fluency and pronunciation are not bad. I'm sure I will do better in the next speaking activity.*

*Although I found some weaknesses in my speaking especially in grammar and vocabulary, I believe that I can improve my speaking if I keep practicing.*

## DISCUSSION

This study explored students' criteria in self-assessing their speaking proficiency and the students' attitude regarding the effectiveness of self-assessment. To investigate the research questions in this study, qualitative design was used. The findings indicated that the students' self-mentioned criteria included pronunciation, grammar, diction, fluency, vocabulary, and time management. The results of the present study confirm the findings of Babaii, et al (2016) that investigated the extent to which learners' assessment of their own speaking performance, before and after their being provided with a list of agreed-upon scoring criteria followed by a practice session, matches that of their teachers. One of the research findings showed that the learners' criteria to rate their own speaking before being provided with the teachers' agreed-upon criteria and the follow-up practice session include seven criteria. Those are topic management, confidence, fluency, time management, grammar, vocabulary, and pronunciation.

Most of studies about self-assessment deal with the accuracy of students' self assessment (Dunning, Heath, & Suls, 2004; brown & Haris, 2013). However, Cowan (1988) has argued that the self-assessment are so beneficial that we should trust students to act appropriately even when there is a risk that there could be differences between the student mark and the teacher mark. In other words, students should be encouraged and supported to do self-assessment to improve the effectiveness of their learning. Although, it might be difficult for students to do self-assessment, the students will naturally be able to rate their ability. By having active involvement in self-assessing their learning, the students' ability to self-assess will improve. The students also can validate their rating to their peers or teachers.

The findings also indicated that the introduction of self-assessment practice was well accepted by students. Students' attitudes toward self-assessment were positive. The students' attitudes and responses regarding the effectiveness of self-assessment include facilitating the development of reflection in learning, helping clarify what good performance is, delivering good understanding to students about their learning, and encouraging positive motivational beliefs and self-esteem. This confirms the findings of de Saint Leger (2009) who stated that self-perception evolved positively over time in relation to fluency, vocabulary, and self-confidence in speaking in second language as a result of self-assessment. In addition, Boud (2000) suggested that sustainable self-assessment as a self-learning activity, results in improved short- and long-term learning.

In this study, self-assessment was done formatively to "help students recognize their strengths and weaknesses and hence improve specific aspects of their performance" (Baleghizadeh, S. & Masoun, A., 2013, p. 53). This means that students learning and achievement can be improved by implementing self-assessment. The results of the study, therefore, lead to more optimistic view about the potential for the adoption of self-assessment practices in schools. The full supports from the school management and teachers are necessary. The school needs to give more opportunities to students to do self-assessment of their learning. Teachers, then, could teach the students to define and apply certain criteria, by which they assess their learning. Teachers should also give students feedback on students' self-assessment and provide sufficient time for revision and improvement after self-assessment.

## CONCLUSION

This study provides both theoretical and practical implications. Theoretically, this study adds more literature in self-assessment especially in the Indonesian context. At the

practical level, the students are provided with the opportunity to take part in self-assessment activity they have never done before. This evidently has significant potential to help students to improve their speaking skill in terms of identifying their strengths and weaknesses and proposing some plans or strategies to address the weaknesses. A further implication is for policy makers and teachers. They should provide opportunities and support for students to conduct self-assessment. Providing students with guidance and support and opening a dialogue to allow further interpretation of feedback becomes a mandate in ensuring students fully engage with and make use of feedback designed to promote self-assessment practices (Wiliam, et al, 2010).

However, data of this study were mainly gathered from ten English students. The future research may, then, be conducted with larger and more representative groups of participants in diverse contexts. Further research on other areas of language proficiency and different self-assessment tool are also needed to validate the claim that requiring learners to do self-assessment is an effective way to contribute to the learning improvement and student achievement.

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# MANAGING INSTRUCTION: LEADERSHIP PRACTICES FOR INSTRUCTIONAL IMPROVEMENT IN INDONESIAN SCHOOL REFORM

**Umiati Jawas**
umiati_jawas@unikama.ac.id

*Universitas Kanjuruhan Malang*

**Abstract:** This study sought to explore local perceptions and practices of school principals in managing instruction to improve schools' capacity for providing better education. A qualitative descriptive design focused on concept discovery and development was the method used in this study. The data were collected from in-depth interviews with six principals and fourteen teachers from senior secondary schools in Malang Regency, Indonesia. The participants' accounts revealed five main practices of managing instruction: monitoring learning hours, communicating instructional matters, providing learning resources and facilities, building partnerships with stakeholders, and improving the welfare of the teachers. The practices of monitoring learning hours and improving the welfare of the teachers were local practices influenced by Indonesian cultural and socio-economic factors. Three other practices of communicating instructional matters, providing learning resources and facilities, and building partnerships with stakeholders reemphasised practices of managing instruction suggested by empirical studies conducted in western contexts.

## INTRODUCTION

Empirical studies have shown that school leaders have an important role in making school reform happen by creating structural and socio-cultural processes that develop the capacity of schools for improvement (Chen, 2008; Fullan, 2007; Hallinger & Heck, 2010). Their role is of importance, despite current trends toward emergent models of relational leadership such as facilitative and transformative (Fullan, 2007). Strong, committed and skilled school leaders are required to face the dynamic complexity of school reform and the importance of leadership cannot be reduced by mechanisms such as committees, standardised operating procedures, or participative decision-making (Chen, 2008). As change agents, school leaders develop school capacity to manage change (Fullan, 2007; Hallinger & Kantamara, 2000) and empower followers to realise their potentials; thus, they increase organisational productivity and capacity to restructure schools (Chen, 2008).

For reform to take place, change is introduced and implemented to all school aspects and incorporates other factors that may determine desired pedagogical improvement (Dalin, 2005). Reform depends not only on the educational context of a certain effort, but also on wider contexts of political, social, economic, cultural and demographic factors (OECD Report, 1989 cited in Dalin, 2005). Therefore, to initiate school reform, a holistic approach should develop and connect all levels of the internal system to the external system that they interact with (Elmore, 2000). Reform policies need to cover all systems to achieve the consistency of the

reform policy structure and involve them, to synchronise the efforts within the systems, and to create clarity and consistency at both the top and bottom of the system (Elmore, 2000)..

Yet, restructuring the education sector as a systemic approach to improvement may not necessarily lead to improvements in student achievement, particularly if these focus on wrong variables. Variables that are distant from day-to-day teaching and learning in schools have been argued to have less impact on student outcomes compared to variables related to psychological, instructional, and home environment (Datnow, 2005; Hattie, 2003). Current research on school leadership has been showing growing emphasis on the contribution of instructional leadership in school improvement (Alig-Mielcarek & Hoy, 2005; Gurr, et al., 2007). As instructional leadership accentuates students' learning and teacher empowerment, a focus on this type of leadership can be a strategy for school improvement.

Practices of developing the pedagogical capacities within the school were found to be a key to meet challenges such as low achievement in particular curriculum areas or of a specific group of students (Penlington, et al., 2008). Effective school leaders were distinguished by their focus on critical instructional areas and personal responsibility for instructional matters (Nettles & Herrington, 2007). Developing teachers' capacity and creating opportunities for them to plan and work together on instructional issues contributed to a school's high performance (Nettles & Herrington, 2007; Penlington, et al., 2008).

In addition, a significant amount of research has shown increasing evidence that principals do actually have an effect on student learning outcomes (Day, et al., 2008; Leithwood & Day, 2008; Nettles & Herrington, 2007; Penlington, et al., 2008; Louis, et al., 2010; Robinson, 2010; Robinson, et al., 2008). Some research emphasises principals' knowledge of curriculum content and instructional materials (Louis, et al., 2010; Stein & Nelson, 2003) and other research highlights the presence of principals' support for improved instruction (Leithwood, 2001; Louis, et al., 2010; O'Donnell & White, 2005). Other research has signified that instructional leadership is a core responsibility for principals (Mangin, 2007; Reitzug, et al., 2008; Robinson, 2010). Research has also shown that principals of effective schools have a strong focus on critical instructional areas (Halverson, et al., 2005).

Therefore, this study was conducted to explore perceptions and practices of school principals in Senior High Schools in Malang Regency, Indonesia in managing instruction to improve their schools' capacity for providing better teaching and learning quality. Such study is imperative considering unsatisfactory Indonesia educational performances as measured by some international indexes like PISA, TIMSS, and PIRLS scores (Sofo, Fitzgerald, & Jawas, 2012). The findings are expected to reveal what have been executed by the principals in accomplishing their school reform goals particularly in ensuring improved students' learning achievement. The focused question that this study was aiming for was what practices executed by the principals in managing instruction in the process of their school reform.

**RESEARCH DESIGN**

For this study, interviews were used to collect the data and designed as structured interviews to assure the comparability of data. Because of the depth and extent of the information sought in qualitative studies, this study used purposive samples that are typically small, with the primary criterion of the redundancy of information. This study used stratified purposeful sampling to ensure that all types of senior secondary schools were represented. Table 1 summarises the sample size who participated in the interviews .

*Table 1 Profile of Research Participants*

| ID | Type of Senior Secondary School | Position | Gender |
|----|--------------------------------|----------|--------|
| **P1** | Public | Principal | Male |
| **P2** | Public | Teacher | Male |
| **P3** | Public | Teacher | Female |
| **P4** | Public | Teacher | Female |
| **P5** | Public | Teacher | Female |
| **P6** | Public Islamic/madrasah | Principal | Male |
| **P7** | Public Islamic/madrasah | Teacher | Male |
| **P8** | Public Islamic/madrasah | Teacher | Male |
| **P9** | Public Vocational | Principal | Male |
| **P10** | Public Vocational | Teacher | Female |
| **P11** | Public Vocational | Teacher | Female |
| **P12** | Public Vocational | Teacher | Male |
| **P13** | Private | Principal | Male |
| **P14** | Private | Teacher | Male |
| **P15** | Private | Teacher | Female |
| **P16** | Private Islamic/madrasah | Principal | Male |
| **P17** | Private Islamic/madrasah | Teacher | Male |
| **P18** | Private Vocational | Principal | Female |
| **P19** | Private Vocational | Teacher | Female |
| **P20** | Private Vocational | Teacher | Male |

Basic interpretative studies guided the analysis of interview data in this study. Basic interpretative studies describe and attempt to interpret experience where the data analysis typically involves categorisation and development of themes interpreted by the researcher through a certain disciplinary lens (Ary, et al., 2010). The analysis uses coding and looks for recurring themes. Codes develop from being descriptive and or literal data to interpretative and then explanatory and abstract data, moving towards conceptual analysis (Scott & Morrison, 2007). To ease the process of interview analysis, this study used QSR's NVivo 9 software. The process consisted of importing interview materials, creating nodes to store data about ideas or themes emerging from the analysis, coding to tag content about a specific theme or idea, and making classifications to group interview materials based on common characteristics found.

**FINDINGS**

Five practices of managing instruction were identified: monitoring learning hours, communicating instructional matters, providing learning resources and facilities, building partnerships with stakeholders, and improving the welfare of the teachers. Some local practices of improving instruction were found. The practices of monitoring learning hours and improving the welfare of the teachers were local practices influenced by Indonesian cultural and socio-economic factors. Three other practices of communicating instructional matters, providing learning resources and facilities, and building partnerships with stakeholders reemphasised the practices of managing instruction suggested by Weber's instructional leadership model and related empirical studies reviewed by Nettles and Herrington.

*Monitoring Learning Hours*

There were two different perceptions of this first practice of managing instruction. The majority of the participants regarded this practice more as time management. Only a few of the participants saw it as a practice of "classroom supervision" aiming at "evaluating teaching performance and providing feedback to the supervised teachers". This practice of classroom supervision matched with the original definitions of monitoring classroom hours offered by Weber and other scholars. P1, P2, and P3 reported "regular practices of classroom supervision" in their school. Classroom supervisions were done "at least once every semester". They said that the "feedback from these classroom supervisions" would "encourage teachers to review their teaching performance" and "inform what required actions are needed to improve teaching and learning activities".

The majority of the participants emphasised monitoring learning hours as the practice of "managing instructional time in their schools". This practice was seen as the way to "manage a big number of students, teachers and classes". There were more than 500 students in the participants' schools. Making sure instructional processes took place on time in large schools like theirs was quite challenging. As acknowledged by P6 and P16, making sure a large number of "parallel classes and students" were "on time" for instructional activities was not "easy". The challenging experience of managing a large number of teachers and students was also expressed by P9, P13, and P18. They imagined "a big disorder" in their schools if classes did not "begin or end at the scheduled time". Other participants associated the practice of monitoring learning hours with a "lack of discipline" and a "high occurrence of tardiness" in their schools. P1, P4, P5, P10, P12, P14, and P20 believed that this practice would "discourage students and teachers" to "come late" to class.

From the quotations, the majority of the participants regarded practice of managing instruction more as time management to ensure that learning activities began and finished on time. Only a few of the participants saw it as a practice of classroom supervision aiming at evaluating teaching performance and providing feedback to the supervised teachers. This practice of classroom supervision was actually the original definition of monitoring classroom hours offered by Weber and other scholars.

*Communicating Instructional Matters*

Principals communicated instructional matters with all teachers in formal meetings conducted regularly in schools. Principal-to-teacher communication was also done person-to-person. This practice of individual communication was usually a follow-up from the formal meetings. The issues communicated were generally those related to instructional programs for an on-going semester. The participants believed that principal-teacher communication would create a culture of collegiality between them. P1 described the communication between principal and teachers in his school as aiming to "shorten the distance" between them. P16 emphasised this practice as reinforcing "equity and respect" between principal and teachers. P18 saw that the exchange of reciprocal ideas in principal-teacher communication could lead to "collaboration" and "acceptability" of any "decision taken". For P9, good communication between principal and teachers would "synchronise their thoughts and actions".

P9's school was chosen as the exemplar of principal-to-teacher communication on instructional matters. Currently his school was revising its curriculum to incorporate components of character building in its content. Regular meetings were held between principal and teachers to discuss the desired format of this revised curriculum. In this meeting, intense communication between principal and teachers was built. P9 believed that the "more intense" the communication was, the more "common ground" they could have between them. In his

opinion, it would lead to "better decision making and results". To increase efficiency, task groups were formed where teachers were divided into groups to work on a certain task. Communication then happened among teachers in and between groups. P9 termed this as a "dynamic interaction". He thought "teacher-to-teacher communication" was "as important as principal-to-teacher communication".

Teacher-to-teacher communication on instructional matters was also reported by other participants. In P1, P4 and P8's school, teachers who taught similar subjects were grouped together to "work" on some "instructional programs". P1 said that this collaboration boosted their "confidence" in the "decisions" made and increased their "motivation" for improvements. P4 considered the exchange of ideas and resources in the groups offered opportunities to "learn from fellow teachers about best practices" to teach certain lessons. As a fresh graduate teacher, P8 found the collaboration with more experienced teachers to be advantageous for a junior teacher like him. The best practices he learnt from other teachers made him more prepared and confident in teaching. In P14's school, although the communication among teachers happened more casually, she said that it still gave her things to learn from other teachers to improve her teaching.

Participants indicated an implicit preference for teacher-to-teacher communication. Teacher-to-teacher communication was felt to be less intimidating than principal-to-teacher communication. The positional power of the principal contributed to P8's reluctance to have conversations with the principal. The feeling of shyness and lack of confidence made it difficult for him to speak with his principal. P19 said the position of the principal as the "superior" created "a barrier" that discouraged her to have communication with the principal. P15 also reported similar feelings. She felt an invisible distance between her and the principal that blocked the communication between them. P19 felt "freer and more relaxed" to have conversations with other teachers. Both P8 and P15 found it to be "easier and more comfortable" to communicate certain instructional issues with their "fellow teachers".

P20 noticed the presence of "commonality among teachers" made them "more open to communicate". P19 added that the "lack of gap" between teachers meant the communication "naturally happened". P3 felt "team spirit" existed between her and her fellow teachers. She said this spirit unified them and made the "relationship" even "closer". In her opinion, the "closer the relationship is, the more possible for the communication to take place" and the "more intense the conversations turn out to be". High frequency of meeting and close proximity between teachers was another reason for the occurrence of communication between them. All participants shared an office with their fellow teachers. P12 said that he communicated more with his fellow teachers simply because "they share an office and meet more frequently". P17 and P20 gave a similar reason.

From the quotations, instructional matters were communicated regularly in formal meetings between principals and teachers in addition to person-to-person communication as a follow-up. The issues communicated were generally about on-going instructional programs. The participants believed that a culture of collegiality would emerge from the communications between principal and teachers.

### *Providing Learning Resources and Facilities*

The availability of learning resources and facilities was expected to bring improvements in the quality of instruction. It could also stimulate creativity and innovation in teaching and learning activities. The use of technology and multi-media received a very strong emphasis in the provision of learning resources and facilities. As it involved high cost to provide such school resources and facilities, in addition to government grants, external

financial support from parents and communities was sought. The financial support obtained was also seen as a trust given to schools and made this practice have an attached accountability, especially to the benefactors. The process involved in providing the resources and facilities was made to be transparent and accountable. Responsible use of the resources and facilities was also enforced.

P19 said that "sufficient" learning resources and facilities made her teaching "more resourceful and creative". She could "choose" what "main and supporting teaching materials" to use in the class activities. She could also "differentiate her techniques in presenting the materials". She added that the "variability" made the lessons "more attractive and understandable to her students". Similar comments were given by P3, P4, P5, and P11. P3 noticed that "the use of various learning materials and delivery improves the clarity of the lessons" she taught. P11 was aware of the impact on the "comprehension" of her students. She found that her students found it "easier to grasp and understand the lessons they learn". P4 and P5 expressed similar learning experiences of their students. They noticed their students' "increased mastery" of the lessons they taught.

Participants thought that the "compatibility" to "information technology" was "important and necessary" in providing learning resources and facilities. The resources and facilities were refurbished to be "equipped with internet access and multi-media". P18 focused on the "easy, fast and convenient features" of such resources and facilities. She said that to use these resources and facilities only needed some "clicks" away. P9 contrasted the ease with the "abundance of information and ideas to be gained". He even described the capacity as "limitless". Similar advantages of featuring Internet access and multi-media in learning resources and facilities were acknowledged by P3, P4, P5, P10, P11, P17, and P19. They were impressed with the "accessibility, speed, and variety of potential learning materials through the use of the Internet". They also found that "the use of multi-media makes the presentation and delivery of their learning materials to be more sophisticated and 'smart'". It increased their "confidence and enthusiasm" in teaching.

Participants were well aware of the "high cost" involved in providing technology-friendly learning resources and facilities. Their schools needed to seek for "additional financial supports". The "funding" that their schools received from "government" was added with "contributions from parents and communities". The participants were also aware of the embedded "accountability" from the external "financial assistance" their schools received. P16's school was chosen to be the first exemplar of accountable practices in providing learning resources and facilities. Currently, the school was building more classes equipped with better facilities. Being a private school, his school "relies much on financial contributions from parents and communities". P16 associated "trust with the money his school receives from the external stakeholders". To ensure that his school was "trustworthy", "accountability and honesty" became "the main principles". The process taken was made to be "transparent" and the progress was "regularly communicated" to parents and communities. "The use of the facilities is also regularly reported to the external stakeholders". P16 said that "continued support from external stakeholders" depended on how "trustworthy and accountable" his school was in the eyes of these stakeholders.

P9's school was chosen to be the second exemplar of responsible practices in providing learning resources and facilities. As a public vocational school, his school was a recipient of government funding for resource and facility improvements. The funding was usually a large amount. For P9 the "more money" his school got meant the "more accountability" it needed to prove. Similar to the approach taken by P16's school, the "transparency" of the whole process starting from bidding and financial transactions, and the procurement of resources and facilities

became the key "principle". In his school, everyone had "access to evaluate" the process. To avoid the concentration of authority in certain individuals, "task forces" consisting of "teachers" and "representatives from the school committee" were formed. The "responsibility" was delegated to these task forces and they were required "to provide regular reports and updates of the project". P9 noticed the "improvement" in his school's "project management" from these practices of "transparency and delegation".

From the quotations, the participants thought that availability of learning resources and facilities could bring improvements in the quality of instruction and stimulate creativity and innovation in teaching and learning activities. Since the use of technology and multi-media was the key approach, external financial support from parents and communities was requested to help with the high cost. The financial support received was seen as a trust from the stakeholders and required accountable practices in the process of procurement as well as the use of such resources and facilities.

### *Building Partnerships with Stakeholders*

Parents and communities were considered to be important school stakeholders. Partnership with them was expected to encourage their meaningful involvement, to make schooling a successful experience for the students. Communities provided expertise and resources that were needed for school instructional improvements. Some approaches were taken by the schools to build partnerships with their stakeholders. Co-designing curriculum with partner industries and local institutions was the highlight of school-community partnerships. The need to involve parents was mainly driven by the need to share the responsibility between school and parents in educating the children. The increasing pressure to pass the national exit examination also required parental involvement in preparing students for the examination. The findings of this section reinforced some findings explained in Section 4.1 under the sub-heading of "Improvements in curriculum and learning outcomes".

The availability of human, expertise and financial resources in the communities was both seen as an opportunity and a challenge for schools to build partnerships with their communities to get the benefits of these ready resources. For P18 to be able to have a "successful partnership with communities" depended on how her school could "sell its vision and mission to its communities". She highlighted both the "quantity and quality of communication" as the means to make the communities "believe in" her school's vision and mission and "share similar enthusiasm". She added that "trustworthiness and respect" were the essence of the communication. In her experiences, "frequent, clear, polite and honest communication" could easily win support from communities. For private schools like hers, winning support from communities determined the "continued existence" of the schools. Using communication to build partnerships with stakeholders was also expressed by P1. In his opinion, "open and genuine" communication could make the "relationship" between a school and its stakeholders "closer and stronger". Once a school had a "close and strong relationship" with its stakeholders, it would be "easy" to get their "support in school programs".

Building partnerships with communities was also reported by P13. In his opinion, a "strong school-community partnership" depended on the "mutual benefits" that both sides could get from the established relationship. According to him, when "mutual contributions" became the foundation, it strengthened the "significance of the relationship". In his experience, the contributions could vary from "simple, such as sincere gratitude, to substantial, like involvement in decision-making". He underlined the importance of making the contributions "recognised and appreciated". In P16's school, "appreciation" of the community's contributions was strongly "acknowledged". P16 praised "the substantial contributions of local

*pesantren"* (Islamic boarding schools) in the Islamic learning of the students". To "balance", his school tried to "accommodate" the "interests and needs" of the local *pesantren*. His school "facilities are open to use" and the "teachers and students are ready to help, if needed by the local *pesantren"*. The "use of school facilities by the public" was also the approach to build a school-community partnership in P6's school. As a madrasah school, the "*musholla"* (prayer room) in his school was "open to the public". It was done as "an initial step to encourage the community's involvement in his school". P6 thought that the "interaction that happened in the *musholla* can break down the barriers" between his school and its community.

In P9's school, building partnerships with stakeholders was mainly done by "involving" some "partner industries in revising curriculum for heavy machinery and automotive departments". The partner industries were involved in "co-designing the content of the curriculum, recruiting students, evaluating learning progress, and providing job experiences". His school contributed to the industries by providing a "qualified workforce of high performing students". Collaboration with stakeholders in improving the curriculum also happened in P18's and P16's school. In P18's school, partner industries were involved in identifying "required competencies from the perspectives of real practitioners" to enhance the "relevance" of the curriculum. The partner industries also became the "employers for student apprenticeships". P18 regarded it as "an added benefit from the collaboration." In P16's school, the collaboration was done with local *pesantren* (Islamic boarding schools). The collaboration was intended to reduce the learning load of the students since the "students study Islam and its practices in these local *pesantren* during off-school hours".

Building partnerships with parents also gained the attention of the participants. P13 and P1 believed that "educating children has to be a joint effort between schools and parents". A similar emphasis on "shared responsibility between school and parents" in students' learning was given by P4, P12, P18, and P19. They thought that "together with the school's efforts, parents' active involvement in their children's learning can help the children to succeed in their study". P1, P2, P5, and P20 wanted the parents to have "a genuine interest in their children learning" and be "aware of the progress achieved". They believed when "parents actively engage in their children's education", it could "motivate their children to put their best effort into their study". The role of parents in their children's learning was added by P4, P6, P9, P18, and P19. In their opinion, "parental control and supportive home environment can determine the successful learning experiences of the students". As "students spend longer hours at home than at school", they believed that "parents and home environment have more substantial impacts on students' learning".

The need to involve parents also resulted from the increasing pressure of the national exit examination. This examination taken by students in the final year of their study determined whether the students could graduate and continue to a higher level. The participants were fully aware of the "pressures to pass the examination on schools and parents" as well. As mentioned by P1, P3, P6, P7, P9, P13, P16, P18, and P19, the pressure to pass the examination not only added "challenges to schools to achieve high graduation rates" but also put the "strain on parents to make sure their children perform well in the examination". Therefore, involving parents became the option to "share the responsibility for preparing students for the examination". P1, P3, P6, P9, P10, P13, P15, P17, P18, and P20 thought that "family environment and parental control" were the "external factors" determining "successful performance in the examination". As parents had "more power" in exercising these external factors, schools needed to "include and involve" them in preparing the students for the examination. P1, P6, P9, P13, and P18 said that "communications and interactions with parents are intensified during this preparation time".

From the quotations, a partnership with parents and communities was expected to encourage their meaningful involvement in school programs to make schooling a successful experience for the students. Communities provided expertise and resources that were needed for school instructional improvements. Co-designing curriculum with partner industries and local institutions was the highlight of school-community partnerships. The need to involve parents was mainly intended to share the responsibility between school and parents in educating the children and to get parents involved particularly in preparing their children for the national exit examination.

### *Improving the Welfare of Teachers*

The attention given to the welfare of the teachers was because of the low salary they receive from this profession. The participants were aware of the economic burden experienced by teachers, especially by non-tenured teachers whose employment was contract-based. They believed that this economic burden could become an impediment for teachers to concentrate on their job and to give their best efforts. They were aware of its possible impact on the improvement process in their school. Although not all schools were financially capable, they tried to allocate some financial incentives and allowances to their teachers to lessen this financial burden. The participants were enthusiastic about the teacher certification program and found this government initiative could help their school in improving the welfare of their teachers.

Strong awareness of financial difficulties experienced by teachers could be seen from the statement of P9. Reflecting on his former experiences as a teacher, he realised that it was "quite challenging for teachers to meet their daily needs from the salary they get". He found the "slow process of wage increases for teachers adds to their financial difficulties". He then contrasted it with the "high cost of living and its increasing speed". He pointed at the popularity of "moonlighting practices" after school-hours among teachers as efforts to solve their financial problems. In his opinion, "working for long hours" would "drain teachers of their energy and concentration" to do their main job. He added that it would be difficult to expect "quality teaching from exhausted teachers". He warned of the "detrimental effects on the efforts to improve a school's instructional quality". Similar awareness of the impacts of teachers' financial problems on their teaching performance was expressed by P1 and P16. They added that the "financial strain" would lead to "psychological pressure". When teachers were in that situation, it would "degrade the quality of their teaching". For schools that were in their "journey of instructional improvements", it would be something "to be avoided".

To help teachers have a decent income, P9's school offered "additional teaching incentives" particularly for "non-tenured teachers". The money allocated for this financial assistance was generated from the "surplus in project management of government funding" received by the school. The amount of money generated made his school "quite financially capable" to run these teaching incentives. However, not all schools had strong financial capacity to offer substantial teaching incentives. As mentioned by P1, P13, P16, and P18, it required them to be "skilful and thorough in managing the school budget to allocate extra money to fund the incentives". Although the amount of money given was "not much", they believed that teachers would "still appreciate" the efforts taken.

The teacher certification program run by the government was seen as an "alternative" to increase teachers' incomes. Although this program was applied to teachers who were civil servants, the participants still considered it as "important external source for the welfare of their teachers". In P1 and P16's school, to help their teachers get the financial grant attached to this certification program, "administrative assistance" was provided. Teachers who already

succeeded in getting the certification were encouraged to be the "mentors" for teachers who failed or who were preparing to submit their application. The objective was to make every teacher in their school have a "similar opportunity to experience a financial reward from teaching". P1 and P16 expected that when "welfare is enjoyed by all teachers, it will have a collective impact on instructional improvements" in their school.

From the quotations, the attention given to the welfare of the teachers was because of the awareness of the economic burden experienced by teachers. The participants believed that this economic burden could become an impediment for teachers to concentrate on their job and affect the improvement process in their school. Some financial incentives and allowances were allocated to lessen this financial burden. The government initiative of teacher certification program was also regarded as an effort to help improve the welfare of teachers.

**DISCUSSION**

The first practice of managing instruction was monitoring learning hours. The majority of participants described this practice more as time management to ensure that classes were started and finished on time. The goal was to eliminate tardiness and to cultivate punctuality and discipline not only among students but also among teachers as well. This practice was perceived to be imperative, considering the large number in the student population in the schools. In 2012, it was estimated that eight million out of fifty eight million students attended senior secondary schools (Antara News, 2012). On average, each school where the interviews took place had more than 400 students. In vocational senior secondary schools, the number could be as many as 1,000 students. Participants believed that time discipline would maintain an orderly climate in the schools. Providing a safe and orderly academic environment that supported effective teaching and learning has been identified among the instructional responsibilities of principals (Nettles & Herrington, 2007).

In addition to its definition as time management, monitoring learning hours was described as a practice of classroom supervision. This practice aimed at evaluating teaching performance and providing feedback to the supervised teachers. This classroom supervision was the definition of monitoring classroom hours in Weber's instructional leadership model (1996). High performing principals were characterised by their ability to create opportunities for teachers to plan and work together on instructional issues and frequently monitor the instructional processes (Nettles & Herrington, 2007). However, this practice of classroom supervision was reported by very few participants. This indicated that evaluating teaching performance and providing feedback to the teachers did not get much attention from the participants.

The second practice of managing instruction was communicating instructional matters. Communication between principal and teachers reflected the ability of a school leader to cultivate action in common and build collective relationships. The participants perceived communication as the way to create a collegial relationship between principal and teachers. It promoted a culture of mutual trust between teachers and their principal. To build strong, positive, and productive relationships, a school leader needed to promote mutual trust. A collective relationship that was based on trust generated respect for each person's qualities and abilities. It activated people and accelerated their collective efforts . Providing such working relationships was recognised as a practice of leadership

Teacher-to-teacher communication was also encouraged either in internal or external forums. The interviewed principals believed that communication would lead to collaborations among teachers. Teacher-to-teacher communication was among the foci of instructional leadership. It promoted collaborative inquiry among teachers and provided opportunities for

reflection, discourse, and professional growth to develop professional learning communities (Huffman & Hipp, 2003; Marks & Printy, 2003; Mitchell & Sackney, 2006; Reitzug, et al., 2008). Collaboration engaged teachers to work together to improve their working effectiveness, both personally and collectively. This practice was also identified as a practice of leadership (Donaldson, 2006; Meier, 2002; Saphier, 2005).

The third practice of managing instruction was providing school resources and facilities. The interviewed principals expected that this practice could stimulate improvements in classroom instruction. Instructional leadership signified the practice of providing supportive working conditions as one of the responsibilities of school principals in relation to classroom instruction (Nettles & Herrington, 2007). The promotion of a climate for learning and the establishment of a supportive working environment in terms of providing learning resources and facilities demonstrated a focus on instruction and a practice of instructional leadership (Marks & Printy, 2003;Nettles & Herrington, 2007; Reitzug, et al., 2008).

From the interviews, the use of technology and multi-media received a very strong emphasis in the provision of learning resources and facilities. To provide these costly assets, the schools had to work together with parents and communities to get financial support. In Murphy's (1990) model of instructional leadership, securing outside resources was included in the practice of developing a supportive network and environment. Leithwood et al (2008) characterised successful leaders as those who built productive relations with parents and the community. The financial support from parents and communities described by the participants unavoidably brought an attached accountability to the practice. From the interviews, there was an awareness among the participants of the need to be accountable for both the provision and proper utilisation of the resources and facilities. Such awareness of accountability indicated that ethics were adopted in exercising the practice. According to Ramsey (2006), ethics was important in the practice of leadership and one of the basic requirements to build a better school.

Building partnerships with stakeholders was the fourth practice of managing instruction. Perceiving education as a shared responsibility, the participants believed that partnership with parents and communities would make schooling a successful experience for the students. Partnerships with school stakeholders have been recognised as a practice of instructional leadership (Alig-Mielcarek & Hoy, 2005; Nettles & Herrington, 2007; Weber, 1996). Some scholars believed that a collaborative process between schools and the stakeholders determined the success of educational reforms (Sergiovanni, 2001). Building partnerships with school stakeholders was also an emphasis in Indonesian educational reform (Fadjar, 2003). The reform process sought for a more intense stakeholders' involvement in school programs and activities that could lead to a more transparent, accountable, democratic, and responsive school management (Ministry of National Education, 2004).

The need to involve parents and communities in Indonesian schools also resulted from the increasing pressure of the national exit examination. This examination is taken by students in the final year of their study. It determines whether the students can graduate and continue to a higher level. The pressure to pass the examination not only put a strain on parents but it also added challenges to schools to achieve high graduation rates. Participants thought that the family environment and parental control were external factors that helped determine successful performance in this examination. Therefore, preparing students for the examination was believed to be a shared responsibility between schools and parents. The participants believed that involvement of parents could eliminate possible conflicts that emerged from the pressure to pass the examination. Scholars have identified high involvement of the stakeholders as the characteristic of high-performing schools (Mohrman & Wohlstetter, 1994).

Improving the welfare of teachers was the last practice of managing instruction. From the interviews, the economic burden was considered a real obstacle that could prevent teachers from doing and giving their best. Attention to the welfare of teachers could be related to the Indonesian Gross National Income (GNI) profile issued by the World Bank. For 2011, Indonesia's GNI was US$ 2,940 and it was categorised into a lower middle income country (The World Bank, 2013)., Teaching was among jobs in Indonesia that did not offer a high salary (Chan & Sam, 2007; Tilaar, 2009). As described by one of the participants, the title of unsung heroes for Indonesian teachers contributed to the lack of financial reward to teaching and showed a lack of appreciation to teachers' roles in national development. Such treatment was criticised to undermine the important role of teachers in national development (Chan & Sam, 2007; Tilaar, 2009).

In the earlier models, the welfare of teachers was included into a practice of instructional leadership. In Hallinger and Murphy's model (1985) and the subsequent Murphy's model (1990), providing incentives for teachers was one of the practices of promoting an academic learning climate. Although this practice did not appear in recent practices of instructional leadership, it could be linked to a review by Leithwood et al (2008). Part of their review was on the effects of teachers' motivation, such as levels of commitment, sense of efficacy, morale, job satisfaction, and stress on student learning. The evidence showed that teachers' capacities, motivation and commitment and their working conditions had subsequent effects on student learning and achievement (Leithwood, et al., 2008).

In summary, the practices of managing instruction in Indonesian schools brought out two highlights. First, some of the identified practices confirmed the existing empirical findings on practices of instructional leadership in managing instruction. It could be said that the established practices of managing instruction contained a universal dimension and could be applied in a different school system and cultural context. Second, some other identified practices provided a new insight into how culture and school population could influence how to manage instruction. These Indonesian socio-cultural contexts illustrated a different way of managing instruction, while at the same time they enriched existing empirical findings on practices of managing instruction.

**CONCLUSION**

Instructional role of principal should focus on students and their learning as the core purpose and provides enhanced educational opportunities for students through influencing the behaviour of the teachers. To achieve this, teachers play an important role as the mediating variable between principal and students. Therefore, basically the practices of this instructional leadership can be seen as the empowerment of teachers for improving student learning. Thus, instructional leadership requires coordinated efforts between principals and teachers, for each other to play their roles to achieve the objectives. For this to happen there should be similar perceptions between principal and teachers, including their perceptions on the practices of instructional leadership. These shared beliefs can thrive and bond their commitment and enthusiasm to reach the objectives.

The findings suggest that the perceptions and practices performed by principals have an influence on teachers. They imply that principals have the capacity to create changes in their schools. This power, when used to introduce new directions and targets of reform as alternatives to current conditions and outcomes, could be a very effective medium for the change process to take place. Moreover, this proposition could be achieved, provided that principals were able to take initiatives to make necessary changes. Schools' readiness to change was facilitated when principals could identify major sources of existing problems and re-

examine the priorities and actions required for improvements to occur in their schools. More importantly, broad stakeholder participation and clear directions and specific targets for achievements are required for accomplishing the desired improvements.

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# THE USE OF CREATIVE WRITING HANDBOOK IN DEVELOPING IDEAS AND CREATIVITY OF ENGLISH EDUCATION DEPARTMENT STUDENTS IN WRITING CLASS

**Uun Muhaji; Irene Trisisca**
uun.muhaji@gmail.com; irenetrisisca@ymail.com

*University of Kanjuruhan Malang*
*Jl. S. Supriyadi No.48 Malang*

**Abstract:** This study aimed to determine how the use of Creative Writing Handbook can develop ideas and creativity of students of English Education Department of the University of Kanjuruhan Malang in writing class. This study used a Classroom Action Research (CAR) with a focus on English Education Department students who took writing class. The implementation of the study took two cycles since the implementation of the first cycle was considerably unsuccessful. The result of the study showed that, after conducted in two cycles, the use of creative writing handbook was proven positively improve students' ability in developing ideas and creativity in writing. Students showed that they were more confident and easier in writing down their ideas into a writing product. However, there were some problems that arose during the implementation of this strategy such as crowded class, limited time allotment, and students' autonomy in writing. However, the problems did not appear when the students started to realize they had to be active and be involved more in discussions.

**Keywords:** *Writing, Idea and Creativity, Creative Writing Handbook, Classroom Action Research*

## INTRODUCTION

The development of today's education is increasingly challenging with so many demands that accompany the increasingly sophisticated media and technology available in the community. This situation should be considered as a motivation by English Education Students to improve their qualification as future English Teachers. They must prepare themselves so that later they will be ready and able to face the challenges in applying the knowledge that they have learned. This ability of dealing with this situation is a form of positive competence in the world of work and it will push them to study harder, be more creative, and catch up with the development of science and technology.

To be able to answer the challenges of the future, prospective educators should equip themselves with good skills in teaching, and critical and creative thinking. In this line of nature, critical and creative thinking can be seen from the way we communicate. Communication is the process of delivering one's thoughts or feelings to others by using meaningful symbols. Communication can be in writing or oral. Therefore, to support a good way of communicating in writing, prospective educators learn how to write well in writing subjects.

Furthermore, to develop skills in the learning process, educators were demanded to be creative in developing their ideas in terms of the development of teaching strategies, the use of media in teaching, and also the source selection of teaching materials. Ideas and creativity in teaching can be sharpened with a lot of learning from being creative in reading, writing, listening, and or speaking. By being creative in the process of learning, they are hopefully able to implement it in their own teaching later.

However, developing creativity and ideas in the process of learning four English skills is not an easy work, particularly in writing. Students are found to be difficult in producing well written writing products with creative and interesting ideas.

Therefore, it is essential to implement a certain strategy which is interesting and challenging that also provides students with freedom to develop their ideas actively and creatively. One of them is to use Creative Writing Handbook. Creative Writing Handbook incorporates the idea of writing in accordance with the theme presented by lecturers and students' creativity in ideas and art in writing.

Thus, the researchers conducted this research to help the students on English Education Department in developing their ideas and creativity in writing, especially in University of Kanjuruhan Malang.

**RESEARCH METHOD**

This study used Classroom Action Research (CAR). This study was conducted to describe how Creative Writing Handbook could develop students' ideas and creativity in producing writing passages. A Classroom Action Research is done in classroom to improve the quality of the teaching-learning process so that it becomes more effective.

This research applied several phases namely planning, implementing, observing, and evaluating the whole process in applying the method. The results of the evaluation were used to determine whether the study should proceed to hold the next cycle or not. If the results were not in accordance with the applicable criteria for success, the researchers will continue to another cycle of the research.

To obtain the necessary data, the researchers used some data collection instruments as follows:

1. Observation sheets

Observation sheets were used to obtain data on the students' and teachers activities during the learning process. Aspects of teaching observed were how to handle class and how to answer questions from the students. For students, it covered activities such as in performing tasks and answering questions.

2. Questionnaire

The questionnaire was given to the students after the teaching process by using Creating Writing Handbook. Giving questionnaires to the students was conducted to determine students' opinion on the effectiveness of the application of learning writing by using the Creative Writing Handbook.

3. Test

Writing test is used to identify whether students were making progress in learning or not. The test was made by the teachers and given in accordance with the topics that had been learned by the students. Writing test was given to measure the students' ability in writing after the implementation of the strategy. The test was conducted after the cycle ended.

Classroom Action Research used in this study referred to the model that belongs to Kemmis & Taggart (1988), which has four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting the whole action. Had the first cycle fails or

does not comply with the criteria set, plans can be repaired and researcher can perform another cycle.

To analyze the data that had been collected, the researchers carried out the procedure of classifying the data and concluded the data.

1. Data Classification

The data were taken from different sources, such as test results (given after the cycle ended) and the data from the questionnaire (which were classified as quantitative data), data taken from observations and additional notes (which were classified as qualitative data).

2. Data Conclusion

Data conclusion was performed after evaluating and interpreting data. In this case there were conclusion on each cycle of the study and a final conclusion. Conclusion on every cycle determined whether or not next cycle was to be held while the final conclusion explicitly described the model of teaching writing that had been done by using the Creative Writing Handbook.

The data were then calculated to find out the result of the test and the questioners given.

## FINDINGS
### Cycle 1

The results of the application of this classroom action research was based on the application of creative writing handbook and supported by students' responses in the questionnaire. The results of this study answered the questions formulated at the beginning of the study. During the application of the research in cycle 1 and cycle 2 the researchers used the topic: "describing something or someone" which involved the application of the method of creative writing handbook as well as extracts from a book tailored to fourth semester students. This topic was chosen for adjusting the material to be taught to them in the form of the descriptive essay.

Prior to the first cycle, the researchers had collected students' writing scores to determine their writing ability. The mean score obtained by the students was 65.28. Arguably the essay writing that students had to produce was not easy. On that basis, the researchers utilized creative writing handbook strategy as a method to improve students' ability in writing. The students were ordered to provide a note book in any interesting forms and shapes to be used as their main device to write down their ideas in writing. The students were free to decorate and color the book as they wish. The students could also create a certain theme for their creative writing handbook.

In cycle 1, the researchers focused on the observation in the classroom in general. It was mainly about the interaction during the application of creative writing handbook. It was not recorded in details. In connection with the problem formulated in this study, the researchers were able to conclude that during the application of creative writing handbook on the subject of writing. At the first meeting the students were enthusiastic about the implementation of the game, but there were some students who did not understand what to do and there were just some students who could work on tasks assigned by the researcher well.

At the second meeting, the researcher asked the students to express their opinions, difficulties, and the ease with which they could write in groups for the general idea, but work individually on its development. During the application of creative writing handbook students and the researcher interacted by asking and answering questions, and providing comments. This interaction occurred when the researcher assigned tasks to students and students made the interaction among them when they discussed tasks assigned by the researcher in groups.

At the third meeting, the researcher found that students were still helping each other to finish the tasks given to them. It was particularly dealing with the writing itself. When it came to developing ideas, students' creativity in decorating their creative writing handbooks seemed to help them a lot in it.

At the fourth meeting, a test was administered to the students. Students worked on a task assigned by the researcher. From this it could be seen that the students still provide assistance to a friend who seemed to have problems. However, students seemed excited and pleased in the writing activity despite the fact that it still required a long time to develop their writing and creation.

From the observations that had been made, the researcher found several problems that occurred from the application of creative writing handbook. The problems included the fact that students did not follow the application of creative writing handbook well. They should initially work as a group, but then each student had to develop their own ideas and creations. In writing a sentence, it should be the student's own work. However, there were students who were not comfortable working and interacting in groups. They tended to be impatient with friends who needed time to think a bit longer and asked continuously.

The success criteria set by the researchers was 80% of students could reach the final score of 75. Students who reached the final score of 75 were 68.75%, while 31.25% of the students reached a final score below 75. Based on the results obtained in the first cycle, the researcher determined that the application of creative writing handbook had still not reached the success criteria determined before, so the researcher decided to continue to the second cycle.

**Cycle 2**

Based on the results of the application of creative writing handbook obtained in cycle 1, in which students who achieved a grade of 75 was still less than 80%, this research was continued to the second cycle.

The second cycle executed from 12 April 2016 to 26 April 2016. Still the same as the implementation of the first cycle, the second cycle was also applied in the classroom action research stages, namely: re-planning, implementing (which consisted of three meetings), observing, and evaluating.

At the first meeting, students were given the freedom to choose their own groups so that they could work together better. Students knew better what to do and did not take too much time to think.

At the second meeting the students were better prepared in writing in accordance with the expectations of researchers. Students appeared to be more confident in expressing their ideas in writing and did not need to ask for assistance to another friend.

At the third meeting, students worked on the second test. Students wrote with a great enthusiasm as well as with careful and meticulous. In doing this test students did not need a lot of guidance and instruction from researcher. Students could write with a given theme smoothly and without hesitation again. Students looked more responsible for the test given to them. This showed that students had more confidence in doing the test. The results of this second test showed an increase in students' ability to write.

From the observation it was concluded that the application of creative writing handbook provided an opportunity for students to think about ideas in a more relaxed circumstance, thus it helped to to develop their ideas in writing about the topic given. This situation was necessary to make students more confident and better in writing. Even though they did not directly write fluently but they were much better in terms of writing.

Besides, the application of this method could make the students more active and no longer passive in the learning process. In addition, the application of creative writing handbook could improve students' ability to write more fluidly. This was the evident from the test results of students. In the second cycle, the number of students who achieved success criteria were 30 (93.75%), which mean that the research had reached the specified target.

## DISCUSSION
### The Result of Questionnaire

The responses given by students in the questionnaires indicated their opinion regarding the use of creative writing handbook in learning to write. The questionnaire contained some of the measured variables: 1) motivation to learn, 2) learning outcomes, 3) completion of the task, and 4) social relations. **Motivation to learn**; The first variable received satisfactory responses from students. It can be seen from the four statements relating thereto. The statement "I am delighted to learn to write by using creative writing handbook" and the statement "With a creative writing handbook learn to write is more interesting and not boring" were chosen by 32 (100%) students. **Learning outcomes**; the second variable also received satisfactory responses from students. One hundred percent (100%) of students supported the three existing indicators on these variables. The three indicators were: 1) learning new things is easier; 2) the lessons become easier; 3) confidence is increasing. **Task completion**; the indicators in task completion variable "by using creative writing handbook, students are more eager to complete the task" also received good responses from students. 26 students agreed with the statement, four students were not sure, and two students chose to disagree. **Social relations**; social relationship variable with the indicator "the use of creative writing handbook can improve social relations" also got a good response from students. 24 students agreed with the statement, no student who chose not sure, and 4 students choose to disagree.

### Problems during the implementation of the strategy

The problems faced by students during the application of the strategy can be described as follows: noisy class, autonomy issue, and lack of communication skills. At the time of application of the strategy, at the first meeting in the first cycle, there were some students who did not understand what to do with the book so that they asked too many questions that made the class became a bit too noisy. For some students who were less good at writing, it took so long for them to think about the idea to write. This situation triggered some students to "help" their struggled friends to write. Thus, some of the writings were not entirely the result of individual posts. 45% of students were not able to communicate in a group discussion as well. In addition, students also experienced some problems as follows: members of the group could not work well together; they were not able to develop ideas individually. Some of the students stated that they could not write with good grammar, they found difficulty in choosing the right words, so that students felt that they did not contribute positively in the group works.

### Students' opinions on the implementation of the strategy

According to student opinion, the application of creative writing handbook was very helpful and pleasant, but there were also students who responded negatively on the implementation of this strategy.

36% of students expressed an interest in the application of creative writing handbook; in addition 70% of the students stated that this method was appropriate. Furthermore, 33.3% of the students agreed that the implementation of this strategy was very pleasant, and most of students (83.3%) agreed to recommend this strategy to be used again in the future.

Students found some advantages over the application of creative writing handbook include:

(1) Students were able to express their ideas in a more relaxing and fun way.
(2) Students could understand the writings of their peers without feeling pressured.
(3) Students discovered new experiences.
(4) Students were more active in the learning process.

20% of students gave negative response to the application of this method. They argued that the application of this method was less attractive because students need to be especially creative in looking for ideas, either in writing or decorating books. Some students argue that the application of this method had several drawbacks, among others:

(1) Less effective
(2) Strong students were a bit too dominant in a group.
(3) Passive students relied too much on more active students.

In connection with the negative and the positive response given by students, lecturers are expected to be more improvising on the application of creative writing handbook on the lecturing material. Lecturers are also expected to be able to select the materials in accordance with the level of students' ability. Besides, lecturers should also be able to control and pay attention to the application of creative writing handbook as a teaching strategy in the classroom.

**CONCLUSION**

In general it can be concluded that the application of creative writing handbook can solve problems faced in writing class which is lack of ideas and creativity. More specifically it can also be concluded that the application of the method can increase interaction among students, lecturer-students interaction, and can also solve problems that occur in the classroom, especially for writing subject.

Related to the interaction among students, the researchers can infer an increase in positive interactions among them. It also increases the active participation of students in writing class. This can be demonstrated by the active participation of students in the group and in the classroom. Furthermore, this strategy also provides an opportunity for students to be more creative.

There are some problems faced by students that arised during the implementation of this strategy: noisy class situation, lack of time, difficulty in being independent in writing. However, the problems did not appear again when the students start to realize they have a responsibility to always be active in class discussions. After writing, they discussed mutual problems and provided input.

The conclusions that can be drawn is that the application of creative writing handbook in writing class can improve students' ability to relieve their distress. This can be proven by the evidence from the results of the test conducted on the second cycle, where more than 80% of the students scored an average of 7.5. Students also commented that this strategy gave much convenience to students.

Based on the findings, researchers gave some suggestions with the aim to improve the quality of teaching and learning process. This advice is intended for the lecturers in University of Kanjuruhan Malang who teach writing courses as well as teachers of English who are having problems in the teaching of writing. The researchers suggest that English teachers can continue to use creative writing handbook because this strategy can be applied easily and provide many benefits for students. In addition, teachers should be more assertive and discipline in the learning process so that the classroom atmosphere can be controlled properly. Besides, lecturers

should be more active and creative in the implementation of this method, so that good communication occurs between lecturer and students.

Researchers also suggest that lecturers can improve this strategy because the strategy is fun and easy to implement in the classroom. For other researchers, this method can be applied to teaching other subjects or other skills. This is in line with the main objective of the study which is to try to solve the problems that occur during the learning process.

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# THE ANALYSIS OF BANKING SYSTEMIC RISK IN INDONESIA

Vinus Maulina, Riril Mardiana Firdaus
vinusmaulina@unikama.ac.id; riril_smart@yahoo.com

*University of Kanjuruhan Malang*

**Abstract:** This study aims to establish a model probability of default based on financial statements of the bank concerned, measures the level of risk of each bank using a model estimate probability of default, and measure the risk contribution and the percentage contribution of banks to the risk of the banking system. The analytical method used Generalized Autoregressive Heteroscdasticity (GARCH). Sources of data obtained from published financial reports from nine commercial banks that go public and some bank which have not go public. The results of this study showed that the risk levels of individual banks PoD average of 51.81 percent and PoD banking system reached 32.56 percent. The average additional contribution of risk in the banking system was 11.82 percent and the percentage ΔCoPoD% ΔCoPoD around 36.30 percent. The results also showed that the banks seem to operate prudently and low individual risk, it is not likely to threaten the survival of the banking system stability, especially in certain conditions.

**Keywords:** *Systemic Risk, Model of Probability of Default*

## INTRODUCTION

### Background of the Study

Economic and monetary crisis in Indonesia in 1997 and the US financial crisis in 2008 has paid particular attention to the systemic risk for banks and other financial institutions. The crisis experienced by many countries in the recent decades also prompted economists and researchers to develop theories and models in analyzing the symptoms and impact of the risk occurring.

When the financial system is affected or threatened by the failure of such banks in Latin America, Scandinavia, Southeast Asia, or Japan in the 1990s, the cost of crisis resolution and recapitalization of banks can be very large. Besides, the impact of the crisis has long-term adverse effects on the economy as slower economic growth, suffered losses with high interest rates, unemployment and declining living standards are lower. What was experienced by several countries in Asia, including Indonesia, are the twin crises or double crisis, marked by the collapse of the exchange rate regime (currency crises) and the collapse of the banking system (banking crises).

First, the exchange rate crisis (currency crises) has led the Central Bank should relinquish its exchange rate band, and let the rupiah fluctuate freely. The main reason is due to the foreign exchange reserves of the Central Bank are no longer able to counteract the high pressure of speculative investors. Second, despite the banking crisis occurred because it was triggered by the weakening of the exchange rate that is too sharp, but the banking crisis in the country due to the complex issues concerning historical value, mismanagement and moral hazard. On one side of the bank restructuring is urgently needed to restore the economy to a

steady state, but the other bank restructuring has been scratched new problems for the economy because of the high fiscal costs to be incurred for restructuring efforts. In the long run, the high fiscal costs of this will certainly lead to macroeconomic instability. This uncertainty has also led business enterprise sector decreased, thus resulting in high non-performing loans for banks.

At the macro level, the failure of the banking system would threaten the economic viability and slow down the economic recovery. The banking crisis will be a domino effect on the real economy, because of the banking crisis will hamper the process of financial intermediation. In addition, the banking crisis will lead to the formulation of monetary policy becoming less effective due to the set of quantitative targets and parameters of interest as a monetary instrument difficult responded appropriately by financial institutions that are not healthy.

Problems of banking crisis worsened in the country since the closure of 16 banks that caused the problem more complex. The closure of 16 banks has resulted in bank runs, because the depositors are worried about the closure of banks supplementary prompting them to withdraw money massively. The indicator of the transfer of the money can be seen from the development of currency which increased dramatically during the crisis.

The crises tend to follow the periods of monetary policy and expansionary fiscal and usually include some form of financial liberalization, especially when financial liberalization is part of a broader set of policies aimed at boosting economic growth. As part of a growth initiative, the government remove the ceiling deposit interest rate, the pass laws that restrict the entry of new banks into the market, or let the bank engage in activities that were previously restricted such foreign loans.

Some weaknesses that exist in the banking industry and then exacerbated by the financial crisis, liquidity crisis and bankruptcy of the corporate world, influence the Indonesian banking industry which is rapidly in crisis. Similarly, the problems cause bank failures which have occurred cannot be known in its entirety and earlier by certain parties both investors and creditors. This is due to the data and information about a bank is only known by *Bank Indonesia* and the banks only for security reasons. Problematic that threaten their financial operations of new bank note after the bank had failed to pay.

Bank failures and banking crises are a common and expensive phenomenon. Caprio and Klingebiel (2000) found that from the late 1970s until 1999 there were at least 113 systemic crises in 93 countries (16 from Latin America and the Caribbean (Latin America and the Caribbean -LAC) and 50 non-systemic in 44 countries (4 of LAC). Bank failures often result in substantial costs and impose a variety of risks that affect other banks, the stability and healthy of the financial system in general through contagion. The costs involved are varied, including sizeable fiscal spending reached 40-60 per cent of GDP in some cases, the loss of deposits, and the cost of other less obvious such as access to constrained financial and reduced confidence in the financial system. This will reduce the capacity of the financial system to boost growth and reduce poverty. This will increase in the developing countries where the infection can be more dangerous and spread easier to the weak institutions.

Systemic risk being debated in Indonesia as the government decided to save the Bank Century with bailout way with the very expensive cost, because the bank declared a bank failure and systemic impact. This polemic happened because there have been no scientific studies that discuss the systemic risk of banks in Indonesia.

**The Purpose of the Study**
        Based on the background of the study and the problem above, this study aims to:
1. Establish a model of probability of default based on financial statements of the particular bank.
2. Measure the level of risk from each bank using anestimate model probability of default.
3. Measure the contribution of risk and percentage of banks to the risk of the banking system.

**Hypotheses**
1   Measuring the probability of default of banks which is estimated by using the financial statements of banks in Indonesia at a certain time of observation.
2   Measuring the risk contribution of each individual bank against the risk of the banking system.
3   Measuring the percentage contribution of each individual bank risk against the risk of the banking system as a whole.

**RESEARCH METHOD**

**Variable of the Study**
        The dependent variable associated with the identification of the probability of bank when bankrupt within a certain time that is massive: Distance to default (DD) and Probability of default (PD). The dependent variable associated with individual risk and systemic risk to the banking system includes:
- PoD: Probability of default of each bank.
- CoPoD: Conditional probability of default of the banking system as banks in distress conditions on the level of his PD.
- ΔCoPoD: Contributions of individual risk of banks against the risk of the banking system.
- % ΔCoPoD: the percentage change in the risk of each individual bank risk in the overall banking system.
        The independent variables in this study comprise several monthly financial data of each bank (the book value of equity, liabilities and total assets) and macroeconomic parameters M (SBI and JCI) as a predictor variable.

**Data Sources**
        The data used in this research is quantitative data using data from the monthly data bank financial statements listed in Bank Indonesia. The range of observational studies 2002M1-2012M12. The data sources in this study were obtained from the publication of nine commercial banks that go public and have not go public. The financial statements were taken from the reports of CFS bank to *Bank Indonesia;* macroeconomic variables M (SBI *Bank Indonesia* website IHSG Indonesia Stock Exchange website) as well as the use of other sources in addition.

**Data Analysis**

**The Estimation of Bank Individual Risk**
        The market values of the assets typically use the price of shares to be able to estimate its value. However, not all banks already go public; this study used the value of assets based on the results of the iteration book value of equity and debt derived from monthly bank statements.

Magnitude bank PoD can be obtained directly by applying negative cumulative normal distribution of distance-to-default. But to get the model equations probability of default need to estimate with some exogenous macroeconomic SBI and IHSG allegedly could affect distribution patterns PoD.

$$PoD_t^i = \alpha^i + \beta^i M_t + \gamma^i K_{t-1}^i + \varepsilon_t^i \tag{2.1}$$

$$PoD_t^{sys} = \alpha^{sys} + \beta^{sys} M_t + \gamma^{sys} K_{t-1}^{sys} + \varepsilon_t^{sys} \tag{2.2}$$

Where:

$PoD_t^i$ = Probability of default bank i at observation t.

$PoD_t^{sys}$ = Probability of default of the banking system at the observation t.

$\alpha, \beta$, and $\gamma$ = regression coefficient .
M = macroeconomic variables.
K = Liabilities (debt) bank i at observation t.

From equation ( 2.1 ) and ( 2.2 ) obtained by each coefficient $\hat{\alpha}^i$, $\hat{\beta}^i$, $\hat{\gamma}^i$, $\hat{\alpha}^{sys}$ and $\hat{\beta}^{sys}$ then used to estimate the model equations of individual banks and the banking system equation becomes :

$$PoD_t^i = \hat{\alpha}^i + \hat{\beta}^i M_t + \hat{\gamma}^i K_{t-1}^i \tag{2.3}$$

$$PoD_t^i = \hat{\alpha}^i + \hat{\beta}^i M_t + \hat{\gamma}^i K_{t-1}^i \tag{2.4}$$

**Banking System Risks**
The next stepis to estimate the model equations CoPoD banking systemic risk. Understanding CoPoD is the conditional probability of default of a banking system that is conditioned based on the probability of default of banks when financial distress at its PoD level.

$$CoPoD_t^{sys} = \alpha^{(sys\,i)} + \beta^{(sys\,i)} M_t + \gamma^{(sys\,i)} PoD_t^i + \varepsilon_t^{(sys\,i)} \tag{2.5}$$

Where:

$CoPoD_t^{sys}$ =Conditional probability of default of banks in the banking system at the observation t.

$\alpha$ , $\beta$ , and $\gamma$ = regression coefficient

Estimation of the equation $CoPoD_t^{sys}$ is calculated by substituting coefficients $\hat{\alpha}^{(sys\,i)}$, $\hat{\beta}^{(sys\,i)}$, $\hat{\gamma}^{(sys\,i)}$ and $\hat{\lambda}^{(sys\,i)}$ the estimator variables so that :

$$CoPoD_t^{sys} = \hat{\alpha}^{(sys\,i)} + \hat{\beta}^{(sys\,i)} M_t + \gamma^{(sys\,i)} PoD_t^i \tag{2.6}$$

Furthermore, calculating the contribution of individual bank systemic risk to the banking system at a particular observation time t is:

$$\Delta CoPoD_t^i = CoPoD_t^i - PoD_t^{sys} \tag{2.7}$$

Equation (2.7) is used as a relative measurement tools to determine which banks are able to cause shocks greater when compared to other banks in the banking system.

The percentage contribution of individual bank systemic risk to the banking system risk at a particular observation time t is expressed as:

$$\% \Delta CoPoD_t^i = \frac{CoPoD_t^i - PoD_t^{sys}}{PoD_t^{sys}} \qquad (2.8)$$

**Data Analysis Method**

In the financial analysis of time series data have diversity (volatility) is not constant at any time. The time-line as it is called conditional heteroscedasticity (conditional heteroscedastic), under these conditions the assumptions for the least squares method. GARCH models can explain the movement and level of risk.

GARCH (Generalized Autoregressive Conditional Heteroscedaticity) intended to improve ARCH models developed by Bollerslev (1986). GARCH equation model can overcome the problems of autocorrelation and heterosedastisitas by adding a linear regression model with the second equation called conditional variance equation. In general, expressed as GARCH (p, q). But the model that are widely applied are GARCH so that the equation becomes:

$$\sigma_t^2 = w + \alpha \varepsilon_{t-1}^2 + \beta \sigma_{t-1}^2 \qquad (2.9)$$

The equation above shows that the conditional variance of the market return in period t is a function of three terms, namely the level of the average market return, volatility information from the previous period ( t - 1 ), which is measured as the mean square of the residual lag equation .

**RESULTS AND DISCUSSION**
**Compiling Data Bank**

The data in this study is the book value of the bank's monthly report. Furthermore, the compilation of data to calculate the value of PoD each bank and the banking system by using the Black-Scholes through the book equity value and the book value of bank liabilities. The result of the calculation and compilation of research data banks shown in Table 3.1. following:

**Table 3.1. The Compilation of the Bank Data**

| Variable | Period of Study 2002M1 – 2012M12 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | BBM | BBN | BBR | BBP | BBG | BBD | BBW | BBB | BBC | SISTEM |
| **Asset Value (millionrupiah)** | | | | | | | | | | |
| - Mean | 312.760 | 180.833 | 211.678 | 55.931 | 9.871,6 | 5.706,0 | 2.052,4 | 5.248,8 | 1.583,0 | 779.964 |
| - Maximum | 561.165 | 324.782 | 547.592 | 141.789 | 22.950,1 | 17.218,1 | 6.815,8 | 8.638,5 | 5.656,6 | 1.615.551 |
| - Minimum | 225.805 | 118.703 | 76.106 | 15.706 | 251,3 | 1.494,8 | 285,1 | 1.807,6 | 12,9 | 469.050 |
| - Volatility | 2,37% | 2,70% | 4,28% | 3,70% | 31,84% | 3,48% | 9,69% | 4,64% | 17,21% | 27,55% |
| **Equity (million rupiah)** | | | | | | | | | | |
| - Mean | 32.841 | 18.239 | 22.680 | 8.084 | 700,1 | 781,7 | 263,0 | 447,7 | 226,4 | 83.482 |
| - Maximum | 75.750 | 43.634 | 66.957 | 19.374 | 2.647,4 | 1.927,5 | 768,1 | 738,0 | 652,9 | 210.517 |
| - Minimum | 11.481 | 7.669 | 3.368 | 3.402 | 75,3 | 135,5 | 33,6 | 162,6 | 12,8 | 29.101 |
| - Volatility | 4,74% | 7,75% | 6,68% | 3,78% | 13,16% | 8,92% | 9,12% | 7,36% | 14,53% | 38,28% |
| **Liabilities (million rupiah)** | | | | | | | | | | |
| - Mean | 279.920 | 162.594 | 188.998 | 47.847 | 9.171,5 | 4.924,3 | 1.789,4 | 4.801,0 | 1.356,6 | 696.582 |
| - Maximum | 75.750 | 43.634 | 66.957 | 19.374 | 2.647,4 | 1.927,5 | 768,1 | 738,0 | 652,9 | 210.517 |
| - Minimum | 203.091 | 109.669 | 70.690 | 12.197 | 97,9 | 1.356,8 | 184,7 | 1.642,9 | 0,1 | 428.914 |
| - Volatility | 2,62% | 2,99% | 4,66% | 4,43% | 40,57% | 3,70% | 12,33% | 5,03% | 54,31% | 30,51% |
| SBI rate | 8,78% | 8,78% | 8,78% | 8,78% | 8,78% | 8,78% | 8,78% | 8,78% | 8,78% | 8,78% |
| IHSG rate | 1.962 | 1.962 | 1.962 | 1.962 | 1.962 | 1.962 | 1.962 | 1.9612 | 1.962 | 1.962 |
| Excess return IHSG | 1,91% | 1,91% | 1,91% | 1,91% | 1,91% | 1,91% | 1,91% | 1,91% | 1,91% | 1,91% |
| CAPM Calc. | 4% | 4% | 4% | 4% | 4% | 4% | 4% | 4% | 4% | 4% |
| Slope Beta | -0,024 | -0,014 | -0,031 | -0,126 | 1,924 | -0,064 | 0,098 | -0,068 | 0,266 | -0.022 |
| Drift rate μ | 5,50% | 5,54% | 5,47% | 5,11% | 12,62% | 5,35% | 5,96% | 5,33% | 6,59% | 5,66% |
| Expected asset return | 5,66% | 5,69% | 5,62% | 5,24% | 13,45% | 5,50% | 6,144% | 5,48% | 6,81% | 5,51% |
| Excess return asset | 0,54% | 0,67% | 1,51% | 1,59% | 26,34% | 1,88% | 2,22% | 0,99% | 5,20% | 0,87% |

Source: Processed Data.

The average value of the bank's assets during the period of observation years 2002M1 - 201M12 Rp 86.5 trillion, and the volatility of 27.5 percent of assets. From the results of iterations indicate that the bank's biggest asset is the BBM Rp 312.8 trillion, with assets of 2.73 percent volatility fluctuations. BBR Bank with total assets reached Rp 221.7 trillion and assets 4.28 percent volatility. While bank BBD, despite the asset value of Rp 5.71 trillion but smaller than the volatility of its assets BBR is only 3.48 percent. The opposite BBG, which are

grouped in the medium-sized banks with average assets of Rp 11.6 trillion, but the level of volatility, is very reached 31.8 percent. It can be seen from the results of iteration and search BBG financial statements reflecting increased assets in July 2005 rose sharply from the previous month.

**Probability of Default**

Before the default, there is no way to distinguish clearly between the bank will experience a default and not default. We can only makethe possibility of default probability. Consequently, each bank will pay a spread above the standard level-free interest rate comparable to the probability of default to compensate the lender on this uncertainty.

On average PoD to banks that are classified as major banks reached 32.6 to 46.6 percent with a standard deviation of 26.1 to 43.68 percent. As for the small and medium banks highest PoD is BBG amounted to 95.9 percent and 55.9 percent BBC. While PoD as the overall average of the banking system during the period of the study to 32.6 percent per month with PoD range between 27.1 to 38.9 percent. The average default probability figures PoD each bank is shown in Table 3.2.

**Table 3.2.***Probability of Default*.

| PoD | Period of Study 2002M1 – 2012M12 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **BBM** | **BBN** | **BBR** | **BBP** | **BBG** | **BBD** | **BBW** | **BBB** | **BBC** | **SISTEM** |
| Mean | 32,46% | 36,48% | 46,61% | 37,51% | 95,99% | 38,46% | 62,97% | 49,91% | 65,94% | 32,56% |
| Maximum | 40,94% | 41,31% | 51,83% | 42,30% | 96,25% | 43,83% | 66,83% | 52,25% | 81,68% | 38,90% |
| Minimum | 26,10% | 29,50% | 43,59% | 30,58% | 93,70% | 27,98% | 54,53% | 46,89% | 3,22% | 27,12% |
| Std. Dev. | 3,13% | 3,16% | 1,66% | 3,42% | 0,53% | 3,91% | 3,11% | 1,17% | 23,84% | 2,59% |

**Contributions Risk of Banking System**

Measurement of the amount of risk a bank in the banking system requires the identification of the structure and linkage of risk across banks in the banking system, where institutions interconnected and channel the negative spillover to other institutions. To distinguish the term 'systemic' is generally understood, then the systemic risk these individuals we interpret as the risk generated by the bank against the risk of aggregate banking system as a whole.

The percentage contribution of individual bank risk to the system, linearly related to the amount of the contribution of the bank to the risk of the banking system in the aggregate. The higher of the risk contribution, it is increasingly approaching potential systemic impact on banks in the aggregate. According to the authors, the contribution of the risks to the bank can be considered a systemic impact if the risk contribution has been more than 10 percent.

The relations risk of individual banks against the risk contribution of the banking system can be seen in Table 3.4. On the average percentage contribution to the risk of systemic bank risk reached 36.30 percent. Fuel Bank and BBR is a bank that accounted for the highest percentage of over 80 percent. Instead of smaller banks such as Bank of BBG, BBC and BBD only give the percentage contribution of risk below 5 percent.

Statistical tests of the banking system concluded that there are two big banks contributed significantly affect the banking system's risk PoD fuel and BBR. As for the other banks the effect is not significant. These findings also confirm that banks that have large assets tend to contribute a greater risk as well.

It is in line with Zebua (2010) concluded that when the small-sized banks that are experiencing distress and was declared bankrupt does not mean that the bank does not have a systemic impact is great. This is because the possibilities of a bank run or a bank panic that can arise when these conditions occur, especially when the macroeconomic condition is in decline (recession). Furthermore, Simorangkir, (2006) states that the pressures of Indonesian macroeconomic conditions occur in the financial crisis of 1997/1998 significantly affect the runs of the bank in the period of banking crisis.

However, in general it can be said that individual banks have externalities to the existing system so that the allegations against the potential for systemic risk to the individual bank worthy of particular concern for regulators. According Roengpitya and Rungcharoenkitkul (2009) bank which seems to operate prudently and low individual risk is not likely to threaten the survival of the banking system stability, especially in certain economic conditions.

**Table 3.4. Individual Risk and Systemic Contribution Risk.**

| Bank | Individual risk | | The Bank risk to the Banking System | | | | *threshold* 10 percent |
|------|------|------|------|------|------|------|------|
| | PoD | Rank | CoPoD | ΔCoPoD | %ΔCoPoD | Rank | |
| BBG | 95,99 | 1 | 33,43 | 0,86 | 2,65 | 7 | - |
| BBC | 65,94 | 2 | 33,27 | 0,70 | 2,16 | 8 | - |
| BBW | 62,97 | 3 | 42,34 | 9,78 | 30,03 | 5 | Significant |
| BBB | 49,91 | 4 | 51,16 | 18,60 | 57,10 | 4 | Significant |
| BBR | 46,61 | 5 | 58,83 | 26,27 | 80,66 | 2 | Significant |
| BBD | 38,46 | 6 | 33,04 | 0,47 | 1,45 | 9 | - |
| BBP | 37,51 | 7 | 35,71 | 3,14 | 9,65 | 6 | - |
| BBN | 36,48 | 8 | 51,95 | 19,38 | 59,52 | 3 | Significant |
| BBM | 32,46 | 9 | 59,76 | 27,19 | 83,50 | 1 | Significant |
| Mean | 51,81 | - | 44,39 | 11,82 | 36,30 | - | - |

Source: Processed Data.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion
1. The average PoD bank during the period of observational studies amounted to 51.81 percent. Merton model is good enough to use as an early signal of potential risks and PoD. Merton Model has an advantage because it does not require assumptions about the functional form.
2. The level of bank individual risk PoD average of 51.81 percent and PoD banking system reached 32.56 percent. PoD unconditional value of individual banks can be used to illustrate how the risks to the banking system.
3. The average additional contribution of the risks to the banking system was 11.82 percent and the percentage ΔCoPoD% ΔCoPoD of 36.30 percent. This parameter was associated linearly with the contribution of systemic risk. The higher contribution of risk, the higher the percentage contribution of systemic risk.
4. In general it can be said that every bank has the externalities of the existing system so that the allegations against the potential for systemic risk to the individual bank worthy of particular concern for regulators. Banks that seems to operate prudently and low individual

risk, it is not likely to threaten the survival of the banking system stability, especially in certain conditions.

**Suggestions**

This research should be developed further, first in terms of number of observational data needs to be copied. Second, the need to consider the role of external factors in the equation modeling the financial linkages between banks (financial linkage). Third, the results of this study need to be considered by the Government and Regulator (BI, OJK, KSSK and LPPS) as one of the inputs to make accurate regulation and policy.

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# The Analysis of Banking Systemic Risk and Financial Linkages in Indonesia

**Vinus Maulina; Sri Wilujeng**
vinusmaulina@unikama.ac.id; media_myajeng@yahoo.co.id

*Faculty of Economic and Business*
*University of Kanjuruhan Malang*

**Abstract:** This study aims to measure the risk of interbank financial linkages, the contribution of the risks and the contribution of risk when banks are integrated at the default level. The analytical method used Generalized Autoregressive Heteroscedasticity (GARCH). Sources of data obtained from the financial statements of 12 banks that go public and have yet to go public. The analysis showed that the linkage between banks generate financial contributions varied risks. Banks experiencing distress does not necessarily put pressure on the individual risk of the other banks. Measurement of individual risk contribution of 12 banks in the banking system showed mixed results as well. Contribution of banking risks in the banking system has a linear relationship with the contribution of systemic risk. The greater the contribution of systemic risk, the greater the percentage contribution of the risks to the banking system. Probability of default model, can be used as an early warning signal for the regulator to detect the possible emergence of systemic risk in the banking industry in Indonesia.

**Keywords :** *Systemic Risk, Financial Linkages, Banking*

## INTRODUCTION

The financial crisis can be attributed to some of the important things, the first is a failure in the financial markets, a second, a situation in which an institution or financial institution lose most of its assets, third, panic banking, credit default and recession and fourth collapse of the stock market and currency values continue fall (Mishkin, 1992; Eichengreen and Portes, 1987).

It is very concern is the simultaneous failure of several banks will result in a severe economic crisis due to the impact of the banking crisis on the economy is huge. Since the economic and monetary crisis inndonesia in 1997 and the US financial crisis in 2008, has paid particular attention to the systemic risk for banks and other financial institutions. Experience the crisis experienced by many countries in recent decades also prompted economists and researchers to develop theories and models in analyzing the symptoms and impact of the risk occurring.

When the financial system affected or threatened by the failure of banks charge a crisis resolution and recapitalization of banks can be very large. Besides, the impact of the crisis has long-term adverse effects on the economy as slower economic growth, suffered losses with high interest rates, unemployment and declining living standards are lower. What was experienced by several countries in Asia, including Indonesia, are the twin crises or double

crisis, marked by the collapse of the exchange rate regime (currency crises) and the collapse of the banking system (banking crises).

First, the exchange rate crisis (currency crises) has led the Central Bank should relinquish its exchange rate bank, and let the rupiah fluctuate freely. The main reason is due to the foreign exchange reserves of the Central Bank are no longer able to counteract the high pressure of speculative investors. Second, despite the banking crisis occurred because it was triggered by the weakening of the exchange rate that is too sharp, but the banking crisis in the country due to the complex issues concerning historical value, mismanagement and moral hazard. On one side of the bank restructuring is urgently needed to restore the economy to a steady state, but the other bank restructuring has been scratched new problems for the economy because of the high fiscal costs to be incurred for restructuring efforts. In the long run, the high fiscal costs will certainly lead to macroeconomic instability. This uncertainty has also led business enterprise sector decreased, thus resulting in high non-performing loans for banks.

At the macro level, the failure of the banking system would threaten the economic viability and slow down the economic recovery. The banking crisis will be a domino effect on the real economy, because of the banking crisis will hamper the process of financial intermediation. In addition, the banking crisis will lead to the formulation of monetary policy becoming less effective due to the set of quantitative targets and parameters of interest as a monetary instrument difficult responded appropriately by financial institutions that are not healthy.

Various weaknesses that exist in the banking industry and then exacerbated by the financial crisis, liquidity crisis and bankruptcy of the corporate world, the Indonesian banking industry rapidly in crisis. Similarly, the problems cause bank failures which have occurred can not be known in its entirety and earlier by certain parties both investors and kreditor. This is due to the data and information about a bank is only known by Bank Indonesia and the banks only for security reasons. Problematic that threaten their financial operations of new bank note after the bank had failed to pay.

## The Purpose of the Study

1. Measure the inter-bank financial linkages with other banks in the banking system in Indonesia.
2. Measure the interbank risk contribution is conditioned by other banks when banks were integrated at the default level.
3. Measure the percentage contribution of risk among banks is conditioned by other banks when banks were integrated at the default level.

## Research hypothesis

1. Identify how the linkage of financial transactions between banks are interconnected, where the impact of the bankruptcy of a bank can be spread (contagion) to other banks and the whole banking institutions systemically.
2. Measure the risk contribution of each individual bank to another bank that is integrated in the default rate.
3. Measure the percentage contribution of each individual bank risk to another bank that is integrated in the default rate.

## RESEARCH METHOD

ARCH models have the ability to capture all the characteristics of a financial market variables. Then, ARCH models developed by Bollerslev 1986 to Generalized Autoregressive

Heteroscdasticity (GARCH). ARCH-GARCH models can explain the movement and level of risk. There are two equations in modeling ARCH, namely equality mean level (conditional mean) and the variance rate equation (conditional variance). In the conditional mean equation, the return value variable period t is influenced by the values return in the past (lag).

$$\sigma_t^2 = \alpha_o + \sum_{i=1}^q \alpha_i \varepsilon_{t-i}^2$$

Where :

$\sigma_t^2$      = conditional variance at time t

$\varepsilon_t$      = residual

$\alpha_o$      = ARCH parameter o$\alpha$ o$\alpha$ => 0 and 1$\alpha$, ..., q$\alpha \geq 0$

GARCH expressed as GARCH (p, q). But the model that are widely applied are GARCH (1,1) so that the equation becomes:

$$\sigma_t^2 = w + \alpha \varepsilon_{t-1}^2 + \beta \sigma_{t-1}^2$$

## FINDING AND DISCUSSION

### Equation Model PoD

From the analysis it can be shown that the probability of default equation model is significantly influenced by the amount of probability of default of the previous month (lag-1). This influence is also shown by the variable JCI; the lower the market JCI ceteris paribus, lead to an increased risk of probability of default. On average JCI has a strong influence on the risk of the individual sinifikan PoD. While variable inflation and SBI significantly less influence on the risk of each individual bank.

The average probability of default of 12 banks on the observation period 2002M1 - 2012M12 reached 53.80 percent. This figure is higher than the probability of default PoD (BSistem) is only 28.93 percent. Probability of default is the lowest respectively PoD (BC) amounted to 15.86 percent, PoD (BM) 32.46 percent and PoD (BN) 36.48 percent. While the highest probability of default of banks amounted to 90.01 percent BU (classified as a bank that is very shaky at all, the possibility of bankruptcy or in arrears but still continuing payment) and PoD (BA) 95.99 per cent (bank defaulted on its obligations and will happen default on most or all of its obligations).

### Equation Model CoPoD

Data show that the impact of individual bank risk PoD to PoD banking system looks vary from one bank to another bank which indicates that the individual bank CoPoD significantly differ between each bank. On average CoPoD observation period amounted to 33.53 per cent with the highest average in a row CoPoD (BM) 60.19 percent, CoPoD (BR) 46.26 percent and CoPoD (BN) 41.35 percent. While the bank with the lowest number is CoPoD (BU) 26.54 percent and CoPoD (BO) 27.12 percent.

In the table below indicates that the fact that the conditional probability of default suppose CoPoD (BMU) to 26.54 percent and CoPoD (BA) 29.11 per cent smaller than 10 other

banks, but unconditional PoD both banks are so great that the magnitude of individual risk PoD not able to describe how the contribution of the risks to the banking system.

**Tabel 1. Estimasi Koefisien Persamaan CoPoD.**

| Bank | Koefisien Estimasi | | | | | | Adj $R^2$ | Rata-rata CoPoD |
|------|------|------|------|------|------|------|------|------|
| | α | γ | $\beta_1$ SBI | $\beta_2$ Inflasi | $\beta_3$ IHSG | λ | | |
| BM | 0,044 [5,690]* | 0,333 [6,220]* | -0,011 [-0,658] | 0,045 [1,355] | -1,80E-06 [-3,87E+00]* | 0,470 [11,721]* | 98,2% | 60,19% |
| BR | -0,025 [-1,937]** | 0,569 [10,231]* | 0,039 [1,885]** | 0,034 [0,831] | -4,35E-06 [-6,26E+00]* | 0,332 [6,863]* | 97,6% | 46,26% |
| BN | 0,002 [0,214] | 0,718 [19,233]* | 0,056 [2,771]* | 0,003 [0,087] | 4,91E-07 [7,97E-01] | 0,199 [7,764]* | 97,4% | 41,35% |
| BC | 0,028 [1,950]* | 0,872 [22,448]* | 0,034 [1,194] | -0,003 [-0,063] | -1,37E-06 [-1,86E+00]** | 0,053 [0,882] | 96,2% | 33,29% |
| BU | 0,271 [0,860] | 0,876 [23,043]* | 0,024 [0,993] | 0,008 [0,173] | -1,81E-06 [-2,57E+00]* | -0,261 [-0,748] | 96,2% | 26,54% |
| BA | -0,034 [-0,360] | 0,867 [21,047]* | 0,015 [0,584] | 0,008 [0,159] | -2,06E-06 [-2,37E+00]** | 0,077 [0,745] | 96,2% | 29,11% |
| BG | -0,011 [-0,330] | 0,853 [20,292]* | 0,001 [0,050] | 0,016 [0,327] | -2,07E-06 [-2,84E+00]* | 0,102 [1,431] | 96,3% | 33,29% |
| BW | 0,028 [2,358]* | 0,841 [18,759]* | 0,008 [0,337] | 0,012 [0,254] | -3,00E-06 [-2,78E+00]* | 0,035 [1,594] | 96,3% | 30,15% |
| BY | 0,043 [3,395]* | 0,872 [22,925]* | 0,029 [1,160] | 0,001 [0,031] | -1,81E-06 [-2,67E+00]* | -0,015 [-1,274] | 96,2% | 27,99% |
| BQ | 0,034 [3,153]* | 0,831 [21,594]* | 0,044 [1,867]** | -0,008 [-0,184] | -9,61E-07 [-1,44E+00] | 0,029 [1,263] | 96,6% | 30,55% |
| BV | -0,011 [-0,216] | 0,866 [21,350]* | 0,019 [0,794] | 0,004 [0,085] | -1,68E-06 [-2,51E+00]* | 0,074 [0,937] | 96,3% | 31,13% |
| BO | 0,068 [3,414]* | 0,860 [22,347]* | 0,016 [0,666] | 0,012 [0,251] | -2,39E-06 [-3,14E+00]* | -0,044 [-1,274] | 96,3% | 27,12% |

Description: [....] T-statistic: *, ** and *** is the rejection of the null hypothesis at significance level of 1, 5 and 10 percent.

**Contributions Risk Of Banking System**

On average banks provide additional risks to the banking system risks ΔCoPoD of 4.60 percent. The risk contribution contributed BM, BN and BR respectively ΔCoPoD (BM) 31.27 percent, ΔCoPoD (BN) 12.42 percent and ΔCoPoD (BR) 17.34 percent. While the lowest systemic risk contribution includes ΔCoPoD (BMU) -2.39 percent and ΔCoPoD (BO) -1.81 percent. Statistical tests of the banking system concludes that there are three large banks that significantly affect the probability of default risk contribution of the banking system, namely BN, BM and BR. The nine other banks did not significantly impact on the banking system. These findings also confirm that the bank has a major asset tends to contribute to greater systemic risk anyway.

**Table 2. Contributions Risk to Banking**

| Bank | Risiko Individu | | Kontribusi Risiko Sistemik Terhadap Sistem Perbankan | | | Uji Signifikan α (%) |
|------|------|------|------|------|------|------|
| | PoD | Peringkat | CoPoD | ΔCoPoD | %ΔCoPoD | |
| BA | 95,99% | 1 | 29,11% | 0,18% | 0,64% | - |
| BU | 90,01% | 2 | 26,54% | -2,39% | -8,26% | - |
| BV | 68,58% | 3 | 31,13% | 2,20% | 7,62% | - |
| BW | 62,97% | 4 | 30,15% | 1,22% | 4,22% | - |

| Bank | Risiko Individu | | Kontribusi Risiko Sistemik Terhadap Sistem Perbankan | | | Uji Signifikan α (%) |
|------|------|------|------|------|------|------|
| | PoD | Peringkat | CoPoD | ΔCoPoD | %ΔCoPoD | |
| BO | 58,42% | 5 | 27,12% | -1,81% | -6,27% | - |
| BG | 55,90% | 6 | 33,29% | 4,36% | 15,07% | - |
| BR | 46,61% | 7 | 46,26% | 17,34% | 59,92% | Signifikan 1% |
| BQ | 42,03% | 8 | 30,55% | 1,62% | 5,60% | - |
| BY | 38,46% | 9 | 27,99% | -0,94% | -3,25% | - |
| BNI | 36,48% | 10 | 41,35% | 12,42% | 42,93% | Signifikan 1% |
| BM | 32,46% | 11 | 60,19% | 31,27% | 108,08% | Signifikan 1% |
| BC | 15,86% | 12 | 33,29% | 4,37% | 15,09% | - |
| Rata-rata | 53,64% | - | 34,74% | 5,82% | 20,11% | - |

The percentage contribution of the bank's risk in the banking system was also linearly related to the amount of the contribution of systemic risk. The greater the systemic risk contribution higher the percentage contribution of systemic risk in the banking system. On the average percentage contribution of risk% ΔCoPoD bank against the risk of systemic 20.11 percent. Bank BM, BN and BR is a bank that accounts for the highest percentage of over 40 percent. Instead of smaller banks such as BW, BQ below 10 percent.

In this regard, the bank ΔCoPoD parameter can be used as consideration to calibrate the costs incurred by the banking institution as a spillover effect when it defaulted. Banks must have a number of capital is not only to reduce the probability of default but also contributes ΔCoPoD risk. It can be implemented through the addition of a minimum quantity. Additional capital for deposit insurance premiums, special tax imposed on banks that have externalities (large) through its business practices, or any other combination are things that can be done to force the banks to internalize the spillover of its cost.

**Financial Linkages**

The result of the calculation of the average impact of the bank's risk is conditioned by probability of default of other banks are as varied as shown in average CoPoD (A | B) banks in the study period (2002M1 - 2012M12) amounted to 54.32 per cent, this figure slightly larger than the average number of individual risk of banks namely 53.80 percent, a range of values ranging between 48.4 percent ≤ CoPoD (A | B) ≤ 59.8 percent.

When viewed on average, able to condition other banks BM CoPoD (X | BN) was 58.5 percent. When BM bankruptcy, then other banks, especially small bank with assets will experience a shock. From this figure it can be shown that the individual risk BM conditions the other bank is able to raise PoD average rose 3.16 percent.

**Table 3. Individual Risk and Financial Linkages**

| Bank | Risiko Individu | | *Financial Linkages* Antar Bank | | |
|------|------|------|------|------|------|
| | PoD | Peringkat | CoPoD(A|B) | ΔCoPoD(A|B) | %ΔCoPoD(A|B) |
| BA | 95,99% | 1 | 50,86% | 0,08% | 0,24% |
| BU | 90,01% | 2 | 49,66% | -1,55% | -5,58% |
| BV | 68,58% | 3 | 51,78% | -0,96% | -0,60% |
| BW | 62,97% | 4 | 53,64% | 0,50% | 1,56% |
| BO | 58,42% | 5 | 52,39% | -1,07% | -2,83% |
| BG | 55,90% | \6 | 56,32% | 2,68% | 7,24% |

| Bank | Risiko Individu | | *Financial Linkages* Antar Bank | | |
|------|------|------|------|------|------|
| | PoD | Peringkat | CoPoD(A\|B) | ΔCoPoD(A\|B) | %ΔCoPoD(A\|B) |
| BR | 46,61% | 7 | 56,95% | 2,64% | 6,54% |
| BQ | 42,03% | 8 | 55,10% | 0,46% | 1,41% |
| BY` | 38,46% | 9 | 54,28% | -0,61% | -2,31% |
| BN | 36,48% | 10 | 59,80% | 4,77% | 11,81% |
| BM | 32,46% | 11 | 58,48% | 3,16% | 6,91% |
| BC | 15,86% | 12 | 58,16% | 1,66% | 3,17% |
| Rerata | 15,86% | 12 | 54,79% | 0,98% | 2,30% |

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

From the results of the review and analysis has been done by a few conclusions as follows:

1. An analysis of the financial linkages found that the individual risk of a bank that is conditioned on the risk of other banks generate varying risk contribution. Banks experiencing distress does not necessarily put pressure on the individual risk of the other banks.

2. The results of the measurement of individual risk contribution of 12 banks in the banking system showed mixed results. Banks that have large assets tend to contribute a larger systemic risk anyway.

3. The percentage contribution of risk in the banking system was also linearly related to the magnitude of systemic risk contribution. The greater the contribution of systemic risk, the greater the percentage contribution of the risks to the banking system.

### Suggestions
### For Regulators

Bank Indonesia (OJK) has a very vital role in creating a healthy performance of financial institutions, particularly banks. Creation performance of banking institutions is done through the mechanism of supervision and regulation. Therefore, the failure in the banking sector could lead to financial instability and disrupt the national economy. To maintain stability in the financial system required a monitoring strategy and solution stability of the financial system in the event of a crisis. The strategy includes coordination and cooperation, monitoring, crisis prevention and crisis management.

### For Bank Management

The management of the bank should have a policy and practice of risk management aims to identify, measure, monitor and control risks in order to minimize its impact on the tolerable level (risk tolerance), among others: internal control system, policies, procedures and limit, process risk management and management information systems, active supervision board of commissioners and board of directors.

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# Analysis of the Influence of the World's Oil Prices, Inflation, Interest Rate, and Rupiah / US Dollar Exchange Rate on the Return of Mining Sector's Shares Registered in Indonesia Stock Exchange in 2010 – 2015

**Waseso Segoro\*, Andri Kartika\*\***
waseso@staff.gunadarma.ac.id; *andri.kartika20@gmail.com*

*\* Faculty of Economy, Gunadarma University, Depok, Indonesia*
*\*\* Faculty of Economy, Gunadarma University, Depok, Indonesia*

**Abstract:** The large amount of mineral in Indonesia has made the mining sector one of the most active sectors in stock market. This encourages investors to invest on Indonesia's mining sector. However, there a significant degradation in the return of mining sector's shares from the value of 48.59% in 2010 to 40.75% in 2015. This research aims to discover whether the world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange pose an influence, either partially or simultaneously, on the return of mining sector's shares. The sample of this research is secondary data on closing price of the return of mining sector's shares, world's oil prices (West Texas Intermediate), inflation, interest rate, and exchange rate in 2010-2015. Multiple linear regressions is methodology of this research, utilising SPSS 2.1 programme and including the classic assumption test, hypothesis test (t-test and f-test), regression model analysis, and the coefficient of determination test (R2). The result shows that the world's oil prices has a significant positive influence on the return of the mining sector's shares while interest and exchange rates pose a significant negative one. On the other hand, inflation has no significant effect on the return of the mining sector's shares.

**Keywords**: W*orld's Oil Prices, Inflation, Interest Rate, Shares Return*

## INTRODUCTION

Mineral yield dominated by the kinds which can be turned into an energy source is the substitute for the world's oil. This is the reason why the dynamics of the world's oil prices will be followed by the prices of the mining sector's shares. This is supported further by the results of a research by Wook and Ratti (2007) which shows a positive correlation between the world's oil prices and the index of share prices.

Mining companies perform relatively intense international trading activities through the export of mineral yield. Because of this, a mining company is normally very sensitive towards exchange rates' fluctuation as this potentially influences its internal condition which, in turn, could bring risk of loss on the company. The dropping rate of Indonesian Rupiah could also cause the accumulation of a company's debt and the escalation of production costs.

According to Sunariah (2006), a high level of inflation could cause the degrading profitability of a company which will also reduce the payment of dividend and people's

purchasing capabilities. Conclusively, a high level of inflation correlates negatively with the economy of the stock market.

Interest rate is the price connecting the present and the future (Mankiw, 2006). An increasing interest rate will cause a reduction of share investment hinted by investors withdrawing and transferring their shares to savings or deposits (Tandelilin, 2001).

Figure 1. Degradation in the return of the mining sector's shares
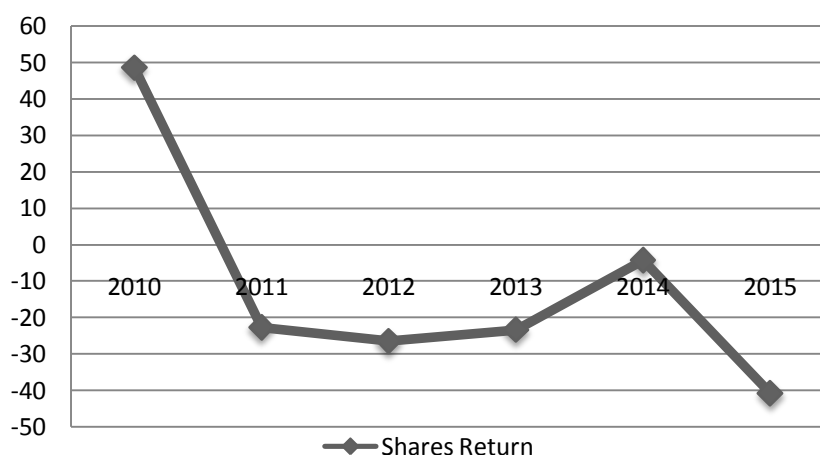


Based on the above description, the researchers intend to study the influence of the world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate on the return of the mining sector's shares. Thus, the title "Analysis of the Influence of the World's Oil Prices, Inflation, Interest Rate, and Rupiah / US Dollar Exchange Rate on the Return of Mining Sector's Shares Registered in Indonesia Stock Exchange in 2010 - 2015" was chosen.

**Stock / Share**

Stock or share is a valuable document published by a company (issuer) which states that an investor in possession of said valuable document reserves the right of ownership of the company's assets (Tandelilin, 2001).

**Shares Return**

Return is the profit expected by an investor for the investment he/she has made. The objective of an investing investor is to maximise the return. Return is one of the factors motivating investors to invest and is also the reward for an investor's courage in dealing with the risks of his/her investment (Tandelilin, 2001).

**World's Oil Prices**

Witjaksono (2010) states that the general rise in oil prices will promote the rise in the prices of the mining sector's shares and their return. This is because the increase of oil prices generally promotes the price increase of all mineral yields.

**Inflation**

Inflation is the percentage of the upsurge of prices in a certain year compared to the year before (Sukirno, 2010). According to Nopirin (2000), the kinds of inflation based on its nature are creeping inflation, galloping inflation, and hyper inflation.

**Interest Rate**

According to Boediono (1996), interest rate is the price to be paid whenever an exchange between one Rupiah in the present and one Rupiah in the future takes place. An abnormal rise in interest rate will bring problems in the business world in the form of the obligation to pay interest charge. This will surely reduce a company's profits.

**Exchange Rate**

Exchange rate is the rate showing the total value of a local currency to obtain a unit of foreign currency (Sukirno, 2002).

## RESEARCH METHODOLOGY

From the data obtained, this research is a quantitative one since it refers to the calculations of data in the form of numbers. The variables of this research include dependent and independent ones, explained as follows:

1.  Dependent variable (Y) is the variable explained or influenced by the independent one. The dependent variable of this research is the return of the mining sector's shares.
2.  Independent variable (X) is the variable not affected by other variables. The independent variables of this resesarch are the world's oil prices (X1), inflation (X2), interest rate (X3), and Rupiah / US Dollar exchange rate (X4).

**Population**

Data population of this research consists of 40 mining companies registered in Indonesia Stock Exchange in 2010-2015.

**Data Collection Technique**

The data of this research is the secondary kind. It was downloaded from the official website of Indonesia Stock Exchange which is www.idx.co.id, www.bi.go.id, and www.opec.org.

**Data Analysis Technique**

Research data is analysed by performing the the classic assumption test (consisting of normality, heteroscedasticity, multicollinearity, and autocorrelation tests), hypothesis test (t-test and f-test), regression model analysis, and the coefficient of determination test ($R^2$).

## RESULT AND DISCUSSION

Based on the results of the classic assumption test, the data has satisfied the elements required, normally distributed, and is free from the issues of heteroscedasticity, multicollinearity, and autocorrelation. Thus, the analysis can be taken to the next level which is the multiple linear regressions analysis and hypothesis test.

Table 1. Results of T-test Calculations

| Model | Unstandardised Coefficients | | Standardised Coefficients | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 1.737 | 1.980 | | .878 | .384 |
| World's Oil Prices | .357 | .161 | .445 | 2.062 | .044 |
| Inflation | 1.436 | .720 | .304 | 1.995 | .177 |
| 1 Interest Rate | -.415 | .186 | -.035 | -2.235 | .016 |
| Rupiah / US Dollar Exchange Rate | -.632 | .001 | -.297 | -2.329 | .046 |

Dependent Variable: Shares Return

The world's oil prices variable has the significance value of 0.044 (< 0.05) and calculated-t value larger than table-t value (2.062 > 1.996). Thus, H0 is rejected. It can be concluded that there is a significant partial influence between the world's oil prices and shares return.

The inflation variable has the significance value of 0.177 (> 0.05) and calculated-t value below table-t value (1.995 < 1.996). Thus, H0 is accepted. It can be concluded that there is not a significant partial influence between inflation and shares return.

The interest rate variable has the significance value of 0.016 (< 0.05) and calculated-t value below table-t value (-2.235 < 1.996). Thus, H0 is rejected. It can be concluded that there is a significant partial influence between interest rate and shares return.

The exchange rate variable has the significance value of 0.046 (< 0.05) and calculated-t value below table-t value (-2.329 < 1.996). Thus, H0 is rejected. It can be concluded that there is a significant partial influence between Rupiah / US Dollar exchange rate and shares return.

Table 2. Results of F-test Calculations

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 34.382 | 4 | 8.586 | 23.362 | .004[b] |
| | Residual | 19.522 | 67 | .368 | | |
| | Total | 53.904 | 71 | | | |

Dependent Variable: Shares Return

Based on the results of the regression analysis, it can be ascertained that simultaneously, all independent variables have a significant influence on the dependent variable. This is proven by the value of calculated-f which is larger than the table-f (23.362 > 2.510) and the significance value of 0.004 (< 0.05). Thus, H0 is rejected. It can be concluded that simultaneously, the world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate have significant influence on the return of the mining sector's shares.

Table 3. Results of Coefficient of Determination Calculations ($R^2$)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .799[a] | .638 | .611 | .60690 |

Predictors (Constant): world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate

Based on the above table, an $R^2$ value of 0.638 (63.8%) was obtained. This shows that the world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate contribute 63.8% influence on the return of the mining sector's shares. In other words, the variance of the independent variables in the model explains the 63.8% variance of the dependent variable. The remaining 36.2% variance is influenced by other factors not included in this research.

Table 4. Results of Multiple Linear Regressions

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.737 | 1.980 | | .878 | .384 |
| | World's Oil Prices | .357 | .161 | .445 | 2.062 | .044 |
| | Inflation | 1.436 | .720 | .304 | 1.995 | .177 |
| | Interest Rate | -.415 | .186 | -.035 | -2.235 | .016 |
| | Rupiah / US Dollar Exchange Rate | -.632 | .001 | -.297 | -2.329 | .046 |

Dependent Variable: Shares Return
Source: SPSS 2.1 Data Analysis

From the above data, the obtained regression equation is:
Y = α + b1X1 + b2X2 + b3X3 + b4X4 + c
Y = 1.737 + 0, 357X1 + 1,436X2 - 0,415X3 - 0,632X4

Table 5. Summary of Research Results

| Hypothesis | Statistics | Result | Description |
|---|---|---|---|
| World's Oil Prices (H1) | Significance value 0.044 ($< 0.05$)<br><br>Calculated-T > Table-T (2.062 > 1.996) | Influential | Most of the mineral yields are substitute for oil as an energy source. When the price of oil declines, the same thing happens to the price of the substitute. This brings profits, reduces the request for shares, and thus reduces the price of the shares. As the price of the shares goes down, the shares return goes down as well. |
| Inflation (H2) | Significance value 0.177 ($> 0.05$)<br><br>Calculated-T < Table-T (1.995 < 1.996) | Uninfluential | The current level of inflation is still categorised as normal. The rising price of mineral yields does not reduce the people's buying capabilities. The request for mineral yields is not influenced by price increases caused by inflation. This means the price and return of the shares is also not affected. |
| Interest Rate (H3) | Significance value 0.016 ($< 0.05$)<br><br>Calculated-T < Table-T (-2.235 < 1,996) | Influential | The high level of interest rate pushes investor to invest in savings or deposits with lower risks compared to shares. This causes the accumulation of mining sector's shares with low prices and return. |
| Rupiah / US Dollar Exchange Rate (H4) | Significance value 0.046 ($< 0.05$)<br><br>Calculated-T < Table-T (-2.329 < 1.996) | Influential | The waning exchange rate causes the increase in production costs and selling prices. This reduces request, resulting in the fall of the prices and return of the shares. |
| World's Oil Prices, Inflation, Interest Rate, and Rupiah / US Dollar Exchange Rate (H5) | Significance value 0.004 ($< 0.05$)<br><br>Calculated-F > Table-F (23.362 > 2.510) | Influential | The fluctuation of the return of the shares is influenced by the prices. The forming of the prices is influenced by the requests and offers of the investors motivated by both internal and external factors. The world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate are external factors. |

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

From this research, some conclusions were ascertained, as follows:

1. Partially, the world's oil prices pose a significant influence on the return of the mining sector's shares registered in Indonesia Stock Exchange in 2010-2015.
2. Partially, inflation does not pose a significant influence on the return of the mining sector's shares registered in Indonesia Stock Exchange in 2010-2015.
3. Partially, interest rate poses a significant influence on the return of the mining sector's shares registered in Indonesia Stock Exchange in 2010-2015.
4. Partially, Rupiah / US Dollar exchange rate poses a significant influence on the return of the mining sector's shares registered in Indonesia Stock Exchange in 2010-2015.
5. Simultaneously, the world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate pose a significant influence on the return of the mining sector's shares registered in Indonesia Stock Exchange in 2010-2015.

### Theoretical Implications

The results of this research prove that the world's oil prices, inflation, interest rate, and Rupiah / US Dollar exchange rate pose a significant influence on the return of the mining sector's shares. This is in accordance with a prior research conducted by Suyanto (2007). Meanwhile, the fact that inflation does not pose a significant influence on the return of the mining sector's shares also fits the results of a prior research conducted by Koostanto (2013).

### Managerial Implications

Based on the results of this research, in order to anticipate the return of the mining sector's shares dropping because of the degrading prices of the world's oil, companies are suggested to suppress production costs to maximise profits and increase the price and return of their shares.

Also, since a high interest rate means the fall of shares return, companies should improve their performance so that investors are convinced to invest and get a good return from their investment.

Finally, to anticipate the fall of shares return caused by the waning Rupiah / US Dollar exchange rate, companies could try to improve the quality of their mineral yields so that they can be sold with better prices, gaining maximum profits for the companies, and attracting investors with high shares return value.

### Suggestions

For further studies, it is expected that researchers could add more internal factors to be studied, such as company performance and other fundamental factors.

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# IMPROVEMENT OF MOTIVATION AND LEARNING OUTCOMES THROUGH ASSESSMENT OF SOCIAL SCIENCES STUDENT PORTOFOLIO IN STATE JUNIOR HIGH SCHOOL 5 MALANG

**Yuli Ifana Sari[1], Siti Halimatus Sakdiyah[2], Hermina Mulyati Sudir[3]**
ifana@unikama.ac.id; halimatus@unikama.ac.id

*Kanjuruhan University of Malang*
*Jl. S. Supriadi No. 48 Malang*

**Abstract:** This study aims to improve motivation and learning social science outcomes using portofolio assessment in class VIII-2 State Junior High School 5 Malang. The study design using classroom action research. This study was conducted in two. Each cycle are planning, implementation, observation and reflection. Subjects in this study were students of class VIII-2 which numbered 33 people, consisting of 19 female students and 14 male students. The research instrument used in the form of questionnaire motivation, test, and field notes. Data analysis technique used is descriptive analysis of qualitative and quantitative. Data relating to the observation analyzed qualitatively and quantitatively while the data of the test results and the results of questionnaires were analyzed quantitatively percentage. The results showed that the use of portofolio assessment in social studies learning can improve motivation and learning outcomes. The motivation average percentage is still low on the first cycle is 31.52 % (the highest percentage of students answering rare), the average value of 90.6 % with IPS students KKM achievement of 93.94 % or as many as 31 students. In the second cycle, the average percentage of student motivation has increased to 82 % (the highest percentage of students always answering), the average value of 93.22 % of students into the achievement of the percentage of students who achieve 75 KKM also increased 100 %, or a total of 33 students.

**Keywords:** *Motivation, Learning Outcomes, Portofolio Research*

## INTRODUCTION

Grade of VIII-2 SMPN 5 Malang is the class that has low score on learning outcomes of IPS lesson. The evidence of that is based on the data which get from the teacher of IPS lesson. The score on assignments and quizzes on 2014/2015 that reach on Minimum Completeness Criteria (KKM) amount to 23 students or 69,7% from all students that are 33 students. While who doesn't complete it is 10 students or 30,30%. It is decided of KKM on SMPN 5 Malang that are 75 depends on criteria scoring on curriculum 13 and 75 is include on predicate B.

The lower score on the learning outcomes of grade VIII-2 is caused by the amount of students that is less if it is compared with grade VIII-1 and VIII-3. They have low learning motivation and they are not done their assignments. That statements is suitable with Sewala, etc

(2014) said that "for increasing learning outcomes beside consider on approach factors learning by teacher, it is also need to consider one of the students internal factors that is learning motivation". His statement explains that the teacher needs to consider learning motivation on the students on their study. Because of that, the teacher in the class needs to create the learning that full of motivation.

IPS studies that has talkative style that does not have variation since learning in the class is not interesting for students and make the high of student saturation in study. The student considers that IPS studies (Geography) is the lesson that is not interesting and bored, moreover inclined to be underestimated because just memorizing. Seeing those facts, so it is needed to do a technique for evaluation appropriately, that include of all learning aspect to measure student success. On the truth, scoring must be done regularly and continue. Then, scoring can measure all that consist of increasing result, knowledge development, attitude, and skill that is reached in studying.

There are many research about portofolio that success in increasing motivation and student result. According to Sewala, etc (2014) research conclude that "portofolio scoring able to increase motivation and learning outcomes on IPA grade V a group of 9 Gianyar sub district". His research is used as one of the instruction that portofolio scoring is able to increase motivation and learning outcomes. By portofolio research student skill can be seen all include all aspect that are cognitive, affective, and psychometric in learning process. It is caused by scoring system is not only see student skill on cognitive aspect, that can give student motivation that is missed on cognitive aspect in order to not fell the lower, because they still able to show the excessive on affective and psychometric aspect skill.

The superiority of portofolio scoring in increasing motivation and student result on IPS lesson (Geography) in learning process according to Sukanti (2010) such as:

> (1) Teacher can evaluate the development and progression students, (2) teacher and student's parents can communicated about students doing, (3) Student can be partner in scoring process, (4), student can find their talent and skill, (5) Objective scoring, (6) scoring can increase student and teacher interaction to reach the purpose, (7) scoring can increase the student for study, have pride, possess, and grow up their confident, (8) the purpose of scoring is to reach study completeness not only material completeness, (9) teacher and supervisor can evaluate teaching learning, and (10) scoring is able to increase teacher professionalism.

Hadiyaturrido (2013) on his research also conclude that "there is a significant difference between motivation and learning outcomes that used portofolio scoring with conventional method. Student more motivated and increase learning outcomes with portofolio scoring usage". The result of Hadiyaturrido's research can consolidate that portofolio scoring use many advantages that increase motivation and study reslt such as that has been stated by Sukanti.

> The result of limited try out on portofolio scoring instrument on the student of grade VII-3 SMPN 3 Sidoarjo is known that scoring instrument that is developed has effect on student activity 42,86% show the activity is very good suitable with likert scale, teacher activity 44,44% show good activity, student score is very good with average reach 87,20 fix with modification explanation of likert scale. Student response 49,1% also said that agree on inquiry content of implementation portofolio instrument fix with modification explanation of likert scale and teacher response 66,66% said agree on inquiry content of

implementation portofolio instrument fix with modification explanation of likert scale (Ichwan, 2012).

The result of Ichwan's research give recommendation to the teacher for use portofolio scoring such as: 1) evaluation in the school to give appreciate on student development, 2) collecting learning process take place, 3) give attention on the student, increase self reflection, and 4) increase learning process affectivity. Because of that, portofolio can increase student response positivity like that is concluded by Suardana (2007) state that "portofolio scoring in physic learning based on inquiry basic is guided in SMPN 2 Singaraja can increase learning outcomes and student response positivity."

The bestworks could beeither high stakes essays or low stakes writtenproducts. The following written products were included in the portofolio envelopes:

1. Checklist of the written outputs included in the portofolio envelope, 2. One major essay (either argumentative or informative), 3. One minor essay (low stakes writing activities-descriptive, narrative, comparative and contrast and journal writing activities), 4. Diagnostic essay-written evaluation of the students communicative competencies (Usually written at the beginning of the course) 5. Reflective essay- written evaluation of the students improvement in the class (Usually written at the end of the course), 6. Assessment essays-written evaluation of the students evaluation of the best-written outputs they produced for the whole school term (Usually written at the end of t he course) (Lucas, 2007).

Lucas also concluded that with portofolio applied, student able to indentify cognitive, affective, and psychometric aspect on their self. Besides that, portofolio scoring also can help student for reflection their self, evaluate their self, and consider the purpose of their study. So, portofolio scoring can evaluate student all in cognitive, affective, and psychometric aspect.

The purpose of this research are: 1) can know the increasing student motivation on studying IPS grade VIII-2 SMPN 5 Malang with portofolio scoring, and 2) can know can know the increasing student motivation on studying IPS grade VIII SMPN 5 Malang with portfolio scoring.

**METHOD**

This research use Classroom Action Research Kemmis and McTaggart model (Arikunto, 2008:93). The research subject is grade VIII-2 SMPN 5 Malang that amount 33 students. They are consist of 19 female and 14 male students on material "Demography Dynamics and National Development". In doing research the researcher as important organizer, actor, data collector, data analyzer, and reporting research result. While teacher as observer that observe in learning take place.

The research instrument that used are: questioners, test, and field notes. The data collections in this research are: 1) motivation score from the answer from the questioners, 2) the student score from individual test, group assignment, and test in the end of cycle, 3) field notes that include in student interaction in learning. The data analysis technique that is used is descriptive qualitative and quantitative analysis. The data that include in observation is analyzed in qualitative and quantitative analysis, while the data from test and quessionare is analyzed in quantitative percentage.

**FINDINGS**
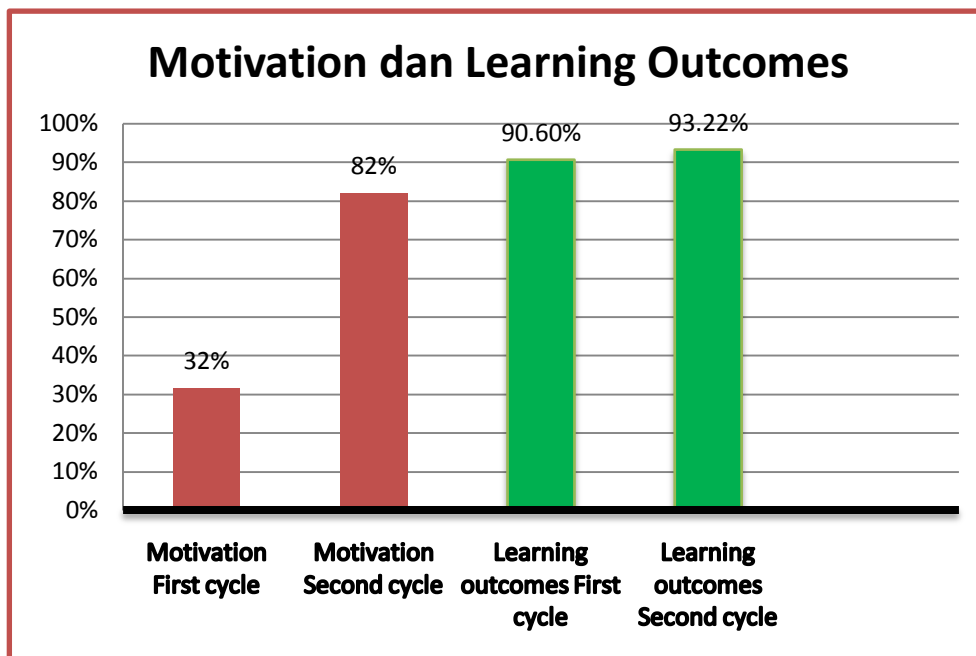


**Graphic 1.** Comparison between motivation and learning outcomes of first and second cycle

Result on the first cycle explain that student motivation on study is still include in good enough category with percentage reach 32% with questioner from the researcher. Because of that, to solve this problem the researcher must repair with evaluate the result of reflection in the first cycle. While, the result of study on the first cycle from 33 student there are 31 student that complete the criteria of Minimum Completeness Criteria (KKM) with percentage completeness 93,4% and average score is 90,6. The student who does not complete of Minimum Completeness Criteria (KKM) from act first cycle also can be explain that understanding level of student is classified based on the score that is got with test. From 33 student there are 15 student got A predicate, 13 student got A- predicate, 3student got B- predicate, and 2 student got B predicate.

On the second cycle the result of learning motivation reach good category with percentage 82%. While, the result of study all student from 33 student have complete it or have fill of Minimum Completeness Criteria (KKM) with percentage completeness 100% with average 93,22. From the second cycle also can be explained that student understanding level is classified based on score from test. From 33 student there are 24 student got A predicate, 7 student got A- predicate, and 2 student got B- predicate.

**DISCUSSION**
**Learning Motivation**
Student motivation learning in the first cycle still includes in good enough category with the percentage reach 32%. It does not reach fix with hope yet that got in the first cycle it is caused by these obstacle such as: 1) enthusiastic and diligently student in following learning still flat, not care, and inclined to be lazy. That condition is caused by student still consider that

the last final (test score more dominant is intentioned by teacher as evaluation material on increasing graduate level than that process itself), 2) still less on cooperate between the member of group. Student that has high skill is more enthusiastic in doing assignments that has been done, not only individual but also for group works. While the lower skill they are not care and do not want to ask to their friend, and 3) A half of them still consider that their activeness in each learning is does not get score. This thinking is also caused they do not want to ask the question when they find problems.

After do perfection and kindness on the obstacle that is found in the first cycle. The result is very different in the second cycle where the result of student motivation on their study has good score category. That can be seen from data observation on enthusiastic and diligently student aspect has well with percentage 88%. Cooperate aspect has the more kind with percentage level 91%. Finally activeness aspect has well with percentage level 82%.

**Learning outcomes**

Based on the result in the first cycle and the second cycle the implementation of action applied portofolio scoring is able to increase learning outcomes. This is caused with portofolio scoring in geography learning (Demography Dynamics and National Development) give opportunity widely to the student for creative in learning in the classroom. Student has chance to develop their attitude and skill in learning, so with mastering process optimally can help student to build concept demography that they studied. The balance between process and product is two sides that is mutual support each other in learning.

Portofolio scoring also gives chance widely for student to build knowledge and student thinking their self. That statement is consolidated by Lucas (2007) that "with portofolio applied student is given authorship to evaluate their occupation and evaluate the best essay. Portofolio scoring also gives student awareness to know the strength and the weakness on their self". Besides that, the important thing and it very support the success on learning process is the happy feeling in studying. Feeling student in using scoring in learning that is applied is reflected from student response with questioner motivation in the second cycle increase that the first cycle.

**CONCLUSIONS AND SUGGESTIONS**
**Conclusion**

a. Student motivation able to increase with portofolio scoring application in IPS learning main investigation on Demography Dynamics and National Development in grade VIII-2 SMPN 5 Malang.

b. The student result is able to increase with applied portofolio scoring in IPS learning main investigation on Demography Dynamics and National Development in grade VIII-2 SMPN 5 Malang.

**Suggestions**

a. For the teacher, scoring can be done by objective, authentic, and accurately that cover all effort and activities students learning, in plan and do scoring to the students, the teacher should not only use test instrument, but also use variation kinds and aspect scoring, especially portofolio scoring that engage many scoring instruments.

b. For the researcher, should applied portofolio scoring in one semester in order to get the maximum result.

c. The weakness of using portofolio scoring are: 1) the time is too long, 2) do diligently, 3) patience, and 4) need cost.

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# Couched Peer Feedback: Teacher's Intervention in Collaborative Peer Feedback Writing Activities

**Annisa Astrid**
syahidah0682@yahoo.com

*UIN Raden Fatah Palembang*

**Abstract:**    Peer feedback, which is referred to under different names such as peer response,peer review, peer editing, and peer evaluation, can be defined as "use of learners as sources of information for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. However, during the implementation of that technique, some researchers found out that the technique had some weaknesses and the worst thing, some found that the implementation was failed. In this paper, the writer would like to propose the form of teacher's intervention in collaborative peer feedback activities named "Couched Peer Feedback". In this paper, the writer, proposed kind of pretraining session prior the implementation and intervention training during the implementation of peer feedback in writing class which is expected to alleviate the problems faced in the implementation of collaborative peer feedback activities.

**Keywords:***Collaborative Peer Feedback, Couched Peer Feedback, Teacher's Intervention*

## INTRODUCTION

Writing is a system for interpersonal communication using various styles of language. It plays a fundamental role in our personal and professional lives. Writing, originally, plays the function of information preservation, but nowadays serves more functions, such as communication and meaning making (Harmer, 2001). Meanwhile, in academia, writing has become central as a measure for academic success where students attempt to gain more control over improvement of English writing skill (Bijami, et al, 2013;Jahin, J.H, 2012).

The facts that require students to master aspects of writing make writing as a difficult skill.(Barkaoui, 2007; Zacharias,2007). Students of English class usually face difficulties in writing even to produce a single paragraph. Writing in a second language (L2) is even problematic as it demands a certain amount of the language background knowledge, how the language works in a composition, what are the necessary connectors to link the ideas,  and what are the appropriate words to direct the author's indications.

Difficulty in writing is also faced by Indonesian students. Wardoyo, et al (2013) stated that based on the data, taken from secondary teachers from Grade XI, academic writing was neglected and applied only in the last term of the study. Besides, the result of a survey conducted by Alwasilah (2006) at UPI found out that 48 % of 179 EFL students see writing as neglected subject to take due to the fact that writing class is time-consuming. Another finding that college students in South Sumatera still faced difficulties in writing has been conducted by

Abdullah (2005). Involving 40 students of English Study Program of Faculty of Teacher Training and Education of PGRI University Palembang, He found that errors done by students were not only linguistic aspects, but also on the rhetorical aspects. To state clearly, the problems student faced in writing were that of organizing ideas and of using grammatical language construction.

Besides a difficult skill to learn, writing is also difficult for teachers to teach. According to Dixon (2005), writing skills is frequently ignored and regarded as the least priority in English classes. There are two main reasons due to Dixon's statement. First, the teachers often make writing exercises into homework with no clear purposes. As the result, the teachers often left all the students' writing without checking them at all. Secondly, the textbooks that usually used at schools tend to provide fewer exercises in writing and if the exercises are likely forced to meet the students' need.

Influenced by structural linguistics and behaviorists in the 1960s, most writing teachers usually treated writing as a product and often put strong focus on grammatical features of texts. According to Hyland (2003), writing teachers naturally emphasized linguistic knowledge,vocabulary choices,and syntacticpatternsthatareessentialforthe formation of writtentexts as aproduct. Meanwhile, when the process approach to writing was introduced in 1980s, a model most widely accepted by L2 writing teachers is the planning-writing-reviewing framework established by Flower and Hayes. The writing process approach has shifted the way of teaching writing from focusing on students' final product to the process of writing. Process writing or the process approach as a classroom activity consists of four basic writing stages: planning, drafting (writing), revising(redrafting),and editing.

In addition, the process approach reflects the fact that writing involves a relationship between the writer and his or her audience that produces an awareness of authentic social situations and an affinity to collaborate with others(Boas, 2011). Therefore, the process approach fits in with the socioconstructivistview of education that suggests successful earning is enhanced when it is based on the needs, worldview, and sociocultural background of the learners. In other words, student-centred teaching that makes learning relevant to students and their socialrealities results in greater interest, involvement,and confidence in languagelearning.

Advocators of the process approach believe that by following the process of editing and redrafting is even more important when practicing writing in L2contexts.Ferris(2003) argues that second language acquisition is a complex process in which learners need far more assistance to develop their writing skills. Thus, in the process approach, students have a chance to develop their ideas in some depth, benefit from the suggestions or feedback of interested readers, and revise and rewrite.

Feedback is a key element in languagelearning. It can promote minimal or deep learning. Feedback can be from teachers or peers. Feedback from teachers can be in the form of written and oral feedback. Traditionally, teacher is the only one who provides feedback to students' writing in both content and corrective feedback. (Ferris (2003). Due to the high valued contribution to writing improvement, many researchers (e.g. Ferris, 2003 and Ellis, 2009) acknowledged the importance of teacher feedback technique. However for others, the usefulness of such comments has been and continues to be debatable, to the extent hat some researchers suggested abandoning them altogether. There were some critics on teacher's written feedback. Most of the critics were that teacher's written feedback has no room for interaction and negotiation. For instance, according to Goldstein (2005), teachers' written feedback does not give space to negotiate meaning; whenever the comments from the teacher are not comprehensible, the students do not have the chance to give clarification. Besides, Ferris (2003) argued that teacher's commentary brings some effects: (1) students often do not

comprehend teacher responses to their writing; (2) even when they do, they do not always use those responses and may not know how to use them; (3) when they use them, they do not necessarily write more effectively as a result.

In spite of feedback from teachers, the source of feedback can be from students' peers. The technique of giving feedback from students is called peer response technique. It is a technique where students give comments on their friends' writing and the one whose writing is given comments must revise the writing based on the comments. It is such a collaborative writing activity that can improve students' achievement in writing compared to competing and individual writing and It is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquingeachother'sdraftsinbothwrittenand oralformats intheprocessofwriting (Hyland, 2003and Liu & Hansen, 2002).

Peer feedback has been advocated in several studies for a number of benefits. For example, Hyland (2000:35) mentioned that peer feedback encourages student to participate in the classroom activity and make them less passively teacher-dependent. Meanwhile, Yarrowand Topping(2001) claimed that peer feedback plays a pivotal role in increased engagement and time spent on-task, immediacy and individualization of help, goal specification,explaining,and preventionof information processing overload, promoting, modeling and reinforcement. Yanget al.,(2006) added that peerfeedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer feedback allows students to receive more individual comments as well as to give reviewers the opportunity to practice and develop different language skills.

By using peer feedback, the students will realize that there will be other audience besides their teacher. Still, there are some critics from experts related to the implementation of peer response/ peer feedback writing technique. They argued that students usually had tendency to their teachers' response because they tended to not believe on their friends' comments. Some experts also emphasized students' disability to evaluate and identify their friends' mistakes in their friends' written work. The failure of peer feedback technique was illustrated in some researches. According to Ashwell (2000), it was found that students only gave comments more on grammar than the content of their friends' writing. This was because students did not have enough knowledge on coherence and cohesion. Besides, Holec (1981) asserted that some teachers of English do not regard the activities of reading and exchanging comments as the important activities in learning processes. It is because of the lack of students' writing skills and the time.

However, Morerecent studies with Chinese learners (Hu & Lam,2010; Liu &Chai,2009;Tsui&Ng, 2000; Yang, et al.,2006)have found that L2 learners doe evalueinpeer response even though they prefer teacher feedback and pay more attention to it in revising subsequent drafts of their writing. Their preference for teacher's feedback and its greater impact can be easily explained by the cultural factor, as these learners come from a teacher-centred culture. Meanwhile, it is interesting to note that, contrary to those about students' receptiveness to peer feedback in L2 contexts voiced in the literature, some skeptical opinions acknowledged the usefulness of peerfeedback as well.

Hence, it is not surprising that some researchers have highlighted the complementary roles that teacher and peer feedback can play in the teaching of L2 writing. In order to alleviate the problems related to the implementation of peer feedback, Ferris (2003) suggested teacher's intervention during the activities. As for methods to implement peer feedback, guidelines and worksheets provided by teachers can be the most important procedures in order to save time and contribute to effective and efficient feedback (Grabe and Kaplan, 1996, p. 381 and Ferris

and Hedgecock, 1998). In the guidelines, students are guided under a peer response task, which supplies priority and intention of teachers.

Besides, the intervention feedback from the teacher could occur at regular points in the multiple draft writing cycle, for instance after students have completed the first draft of an essay, with teacher feedback being provided following second drafts. Rollinson (2005) asserted that most of the potential regarding both practical and pedagogical issues of peer feedback, can be alleviated by a) properly setting up the group and establishing effective procedures, b) adequate training, that is, coaching students in the principles and practices of effective peer group interaction and response. Without such training, it is more likely that student's responses will be inappropriate: it may be destructive and tactless (or, conversely, overgenerous and uncritical); it may also tend towards dealing with surface matters rather than issues of meaning and content, or it may be prescriptive and authoritarian rather than collaborative and supportive.Therefore, the writer is interested to proposed "Couched Peer Feedback" as the technique that incorporates teacher's role in the implementation of peer feedback writing technique in writing class.

**Process Writing Approach**

Harmer (2001) mentioned that the writing process usually involves several steps. Those steps generally are implemented in sequence, but in process writing, the writing processs is not necessarily a linear learning process, rather more of a recursive or spiraling process as the learners move around these steps, sometimes going forward and retracing their steps. A typical sequence is comprised of three steps: prewriting, drafting, and, revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps,prewriting,drafting,revising,editing,and evaluating.In other words,each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the levelofthelearners, and the purpose of writing.

Nowadays, Process-oriented writing classrooms are generally characterized by the use of collaborative brainstorming, freewriting, choice of personally meaningful topics, peer-group editing, and strategy instruction in the stages of intervention, drafting, revising, and editing. What are modeled are not texts but writers' processes. Grammar, spelling and other issues of form come into play in the editing phases, but are not emphasized up front, so as to encourage students to express themselves freely. The expectation is that students will address issues of forms naturally as they rework their ideas through cycles of drafting and editing. (Kern, 2000)

Compared to product approach, the effectiveness of the process approach can vary in many ways. First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as affluent and competent user ofthe language.The processapproach, in contrast, stressesthe process that writers go through in composing texts. Besides, in the product oriented approach a great deal of attention was placed on model compositions that students would emulate and how well a students' final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. The process approach, on the other hand, lets students manage their own writing by giving students a chance to think as they write. That is, students convey their messages to the readers in written form through the complex writing process;prewriting, drafting, revising, and editing. The second point is related to what learners have internally. The process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message,and their own intrinsic motives are valued. Language skills are best learned when learners have their own intrinsic motives (Brown, 2001).

**PeerFeedback**

Peer feedback is seen as a way of giving more control to students since it allows them to make active decisions about whether or not to use their peers' comments as opposed to passive reliance on teacher's feedback (Mendonca& Johnson, 1994; Mittan, 1989). Peerfeedback,which is referred to under different names such as peer response, peer review, peerediting,andpeerevaluation,can be defined as "use of learners as sources of information and interactants for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing"(Liu and Hansen, 2002).

Classically, peer response calls for students to work in groups of four or five. Each student gives one copy of her paper to every member of the group. Then, usually out of class for homework, each group member reads the other students' papers and prepares a response to each of them. In the next class, students give oral comments on each paper they read, as well as ask and answer clarifying questions. Each student then uses this feedback from the other group members to rewrite her paper (Mittan, 1989; Nelson & Murphy, 1993; Paulus, 1999).

Strong justification for the use of peer response is found in four theoretical stances: process writing, collaborative learning, Vygotskian learning theory and interactionist theories ofL2acquisition.Collaborative learning theory encourages students to 'pool 'their resources and both complete tasks they could not do on their own, learning through dialog and interaction with their peers. Vygotskian approaches also underline the importance of social interaction with peers in theoretical construct of the Zone of Proximal Development suggested that writing skills could emerge with the mediation and help of others. (Liu & Hansen, 2002 and Vygotsky, 1978 as cited in Hyland & Hyland, 2006)

As a result of ineffectiveness and student non-appropriation of teacher feedback, the use of peer feedback is widespread in the teaching writing, especially in an L1 setting (Ferris, 2003; Jacobs, 1989). Thus, the key advantage of support of peer feedback is to change the role of students in the classroom. In addition, peer feedback increases students' involvement and insight; that is students are given another role of readers and advisors in the writing process. Gradually, learners can become autonomous and responsible in the learning process.

The rationale of peer feedback is explained by Vygotsky's sociocultural theory. Vygotsky (1978) as cited in Liu et al. (2001) claimed that mind is developed through one's interaction with the world around him/her. He emphasized that learning is not an individual activity; but rather a cognitiveactivitythatthenatureoflearningshiftsthefocusonlearningfromindividualto the interaction within a social context. Thereby, peer interaction is cardinal to the improvement of students' learning, because it allows students to construct knowledge through social sharing and interaction.

Furthermore, Grabe and Kaplan (1996) also supported the view of peer feedback in respect of socio-cognitive approaches to learning, and the contribution of cooperative learning to providing feedback and developing extended writing. More importantly, the promotion of collaborative relationship and a better sense of audience, and the development of self confidence could result from peer feedback.

Jacobs (1989) asserted that by being accustomed to give feedback among students, gradually, they can become autonomous and responsible in the learning process. Holec (1981) defined autonomy as the ability to "take charge of one's own learning", that is, to take responsibility for various learning decisions. This implies deciding what, when, how, and for

how long to learn: formulating learning goals, selecting materials and techniques to learn, choosing appropriate learning strategies and evaluating outcomes.

**Couched Peer Feedback Writing Technique**

Despite the great potential of peer feedback, it had been reported in the literature that L2 students still preferred teacher feedback to peer feedback (Hu & Lam, 2010; Liu and Chai, 2009; Tsui and Ng, 2000; Yang et al., 2006). This may have stemmed from some reservations which are possessed by teachers and students about the use of peer feedback. The reservations may be summarized in what Hu and Lam have termed 'the L2 factor' and 'the cultural factor'. The first factor refers to "L2 learners' limited knowledge of the target language and its rhetorical conventions as they are in the process of mastering the target language and do not have the implicit knowledge of the language like native speakers do while the second one refers to a complex of cultural and social differences between L1and L2 learners, which may impede the productive use of peer response in L2contexts. Such differences include those in sociolinguistic rules of communication and cultural beliefs about the different statuses of the teacher and students which will cause students to put more value on the teacher's feedback and distrust their peers 'recommendations.

There were some researchers showed the inability of the students to provide concrete and useful feedback (Mendon& Johnson, 1994; Lockhart & Ng, 1993; Tsui& Ng, 2000). Students, both native speakers of English and learners who study English as a foreign language tend to give rubber stamp advice when reviewing peers' essays. Some attributed this phenomenon to students' lack of knowledge of English and skills for peer review and called for teacher intervention .In order to alleviate the problems related to the implementation of peer feedback, Ferris (2003) suggested teacher's intervention during the activities. As for methods to implement peer feedback, guidelines and worksheets provided by teachers can be the most important procedures in order to save time and contribute to effective and efficient feedback (Grabe and Kaplan, 1996and Ferris and Hedgecock, 1998). In the guidelines, students should be guided under a peer response task, which supplies priority and intention of teachers. The third means is about the promotion of student competence in reading and responding to other students' papers, which can decrease the difficulty of peer communication and discussion.

Besides, intervention feedback from the teacher could occur at regular points in the multiple draft writing cycle, for instance after students have completed the first draft of an essay, with teacher feedback being provided following second drafts. Rollinson (2005) asserted that most of the potential regarding both practical and pedagogical issues of peer feedback, can be alleviated by a) properly setting up the group and establishing effective procedures, b) adequate training, that is, coaching students in the principles and practices of effective peer group interaction and response. Without such training, it is more likely that student response will be inappropriate: it may be destructive and tactless (or, conversely, overgenerous and uncritical); it may also tend towards dealing with surface matters rather than issues of meaning and content, or it may be prescriptive and authoritarian rather than collaborative and supportive.

Further, Hyland (2002) emphasized that because L2 students generally lack the language competence of native speakers who can often react intuitively to their classmates' papers, peer response practices are most effective if they are modeled, taught, and controlled. Peer response training can lead to significantly more meaning changes and higher marks on L2 writers' second draft regardless of proficiency levels, and the peer response literature advocate teacher input prior to the first feedback session. While appropriate schemata for responding partly comes from students' understanding of appropriate genre, system and context which they

develop in the early stages of a writing cycle, they also need strategies for reading and responding; knowing what to look for and how to comment on it.

Rolinson (2005) proposed that the training can be given prior the activities of peer response as preparation phase. The objectives of pre-training are numerous and overlapping, but broadly speaking concern three areas: *awareness raising* (the principles and objectives of peer response); *productive group interaction* (collaboration, supportiveness, tact, etiquette); and *productive response and revision* (basic procedures, effective commenting, reader–writer dialogue, effective revision).

In addition to Pre-Training activity, Rollinson (2005) suggested that there should be kind of "intervention training" The broad objective of intervention training is to maximize the benefits of the peer response activity for each group and each student. The teacher deals with specific problems in the feedback or revising strategies of particular groups or individuals as they arise, and suggests techniques for improving response or revision behaviors or techniques. Although in some cases students will approach the teacher with doubts about appropriate responses or revisions, or to help them resolve uncertainties with procedures, it is the teacher's responsibility to maintain a very close contact with each group.

Regarded to intervention training, Ferris (2003) mentioned that as students participate in peer review sessions, it is important to strike the delicate balance of being obviously present in the room but not intrusive. If the teacher is too involved, there is a definite risk that students will simply wait for the teacher to come put his or her two cents in, rather than engaging seriously in the peer feedback task themselves. Therefore, it is helpful for the teacher to occasionally listen on peer review sessions so that students stay on task and especially so that the instructor can respond to any questions that might arise or deal with any interaction problems.

Ferris (2003) suggested the typical pattern that he would leave the groups alone for an extended period of time (20 to 30 minutes), sitting quietly at the front of the room doing some work of his own. Then, for the last 10 to 20 minutes of the peer review time, he might wander around to various groups, asking peers what they thought of each other's papers. Having spent some time reading papers and thinking about them, they usually have things to say. This is good opportunity not only for the teacher to connect with individual students but also to do on-the-spot assessment of how well students are handling the peer feedback task.

**DISCUSSION**

In this section, the writer proposed an example of lesson plan that use couched peer feedback as the technique used in teaching Essay Writing Class.

**Pretraining Session**

**Modeling Stage**
The lecturer describes the objectives of the training
   The objectives are as follows:
   a.  To equip the students with sufficient revising skills to complete peer review tasks.
   b.  To raise students' awareness in giving effective peer feedback to their peers writing.

The lecturer describes a four-step procedure adapted to prepare students for the peer review session

**Table 1. Four-Step Procedure**

| No | Procedure | Purpose | Examples |
|---|---|---|---|
| 1 | Clarifying | To elucidate writer's intention | "Do you want to say...?" |
| | | | "Could you explain why you think ..." |
| | | | "Do you mean that...?" |
| | | | "What is the purpose of this paragraph?" |
| | | | "Why did you put ... in this paragraph?" |
| 2 | Identifying | To search for problematic areas | "Do you realize that ... and ... are incompatible?" |
| | | | "It sounds to me that this issue you presented here is too subjective" |
| 3 | Explaining | To describe the nature of problems | "You may be wrong here because ..." |
| | | | "This example may not be suitable to illustrate of the topic sentence" |
| 4 | Giving suggestions | To provide workable suggestions for modifications | "Why don't you change the idea from ... to ...? |
| | | | "I think you should give more information about ... in the last paragraph. |
| | | | "You might use the word ... rather than ... " |

The lecturer distributes and explains guidelines to evaluate composition
The format is taken from Oshima (2010:215)

Peer editor: _____        Date: _____
 1) Format
    A. Does the essay have the centred title?
    B. Is the first line of each paragraph indented?
    C. Does each paragraph have double space?
 2) Content and Organization
Introductory Paragraph
    A. Does the essay fit the assignment?
    B. Is the thesis statement correct?
    C. How many paragraphs are there in the body?
    D. What are the topics of the body paragraphs?
    E. What kind of supporting details does the writer in each body paragraph? (examples, statistics, facts, etc)?

Unity
   A. Does each paragraph discuss only one idea?
   B. Are there sentences that are off topic?
Coherence
   A. Does each paragraph flow smoothly from beginning
   B. What key nouns are repeated?
   C. What transition signals can you find?
Body
   A. What expression does the writer use to link paragraphs?
   B. To introduce the first body paragraph _____
   C. Between Paragraph 2 and 3 : _____
   D. Between Paragraph 3 and 4: _____
   E. To introduce the conclusion: _____
Conclusion
   A. Does the writer conclude the paragraph by making summary of the main poits or a restatement of the thesis statement?
Grammar and Mechanics
* Check grammar points to ensure accuracy.
* Check spelling of words.
* Check punctuations.

**Exploring Stage**
The lecturer divides the students in a group of four. The lecturer distributes an example of incorrect essay and asks the students in group to give comments of that essay
The lecturer discusses the results of the discussion together with all students

**Editing/ Peer Feedback I**
The lecturer asks the students to share comments by having oral discussion in groups.
The lecturer monitors the process of learning and pays attention
**Revision I**
Students are asked to revised the paragraph based on the comments given by their peers in group

**Teacher's Feedback**
   1. The lecturer reviews the way students give feedback to their peers
   2. The lecturer describes some mistakes done when giving feedback to peers' writing

**Revision II**
The students are asked to revise the paragraph and submit to the lecturer

**CONCLUSION AND SUGGESTION**
Pretraining session and intervention training session is such kinds of alternatives that can alleviate the problems faced by students and the teacher and/or the lecturers. It is suggested to have further study to find out the effect of this kind of teacher's intervention in collaborative writing activities.

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# THE IMPLEMENTATION OF FANPAGE IN CREATING POSITIONING PRODUCT FOR UMKM IN JAKARTA AND YOGYAKARTA

**Tjipto Djuhartono, Annisaa Utami, Wening Estiningsih**
aiannisaa87@gmail.com

*University of Indraprasata PGRI Jakarta*

**Abstract:** *Positioning product* which is applied through internet particularly of social media becomes an alternative of absolute choice that cannot be ignored by businessmen today, primarily by UMKM. The effectiveness and efficiency in the product marketing process in creating positioning product can be achieved optimally. Facebook is one of the social media that has appropriate features to be used as online marketing media, and one of them is *fanpage*. *Fanpage* has the most appropriate feature to online marketing than the other features, such as *group, profile page, events* and *photo tagging*. The use of *fanpage* itself is as much as easy and does not need specific skill in information technology, as UMKM will use it easily. This research discusses about the utilization of *fanpage* as the online marketing media for UMKM in creating the *positioning product*. The research method uses descriptive method which examines the *follow up study* with the object of UMKM in the area of Yogyakarta and Jakarta, sampling technique is a *purposive sampling*.

**Keyword:** *UMKM, E-commerce, Online marketing, Fanpage*

## INTRODUCTION

The contribution of UMKM in creating the level of economic stability in a macro scale is as a vivid thing. From the decrease of poverty level, the uptake of human resources nationally, to contribution to PDB. The followings are the complete data related to the above information.

Table 1 The Contribution of UMKM for National Economy
(Data of Year 2013)

| Criteria | Big Business | Intermediate | Diminutive | Micro |
|---|---|---|---|---|
| The total amount of created business | < 0,01% | < 0,08% | >1% | >98,00% |
| The uptake of national human resources | 2,76% | 2,72% | 3,75% | 90,77% |
| Contribution to PDB | 42,06% | 13,49% | 9,72% | 34,73% |

Source : Kemenkop and UMKM

The data above is a reality of how UMKM has a central role in managing the economy balance in a macro scale. Behind the excellent accomplishment of UMKM, there are thousands problems that fetter UMKM to go forth and developing optimally. Of those problems is the productivity of UMKM that is considered still low. There are factors that trigger the least of productivity, namely:

1. The minimum quality of human resources of UMKM particularly in management, organisation, technology capacity, and marketing.
2. The least of entrepreneurship's competence of UMKM.
3. UMKM often meets obstacles to access fund sources from financial institutions, primarily banking.
4. UMKM is faced on the limitation access to productive sources mainly of technology and information.
5. The weakness of business networking and market penetration skill.

UMKM as one of business doers is asked to have marketing strategy skill which follows the advancement of technology and information.

If the product marketing strategy which is embodied by UMKM is still operated manually without following the technology and information advancement then it is clearly stated that the competitiveness of UMKM will be left behind further with other businessmen. The speed of encompassing the consumer in creating *positioning product* needs support of information technology, as if in the form of a simple information technology, such as through social media networking such as *facebook*, *twiter*, *LinkedIn, Youtube, Twitter, Friendster*, *MySpace*, dan *Google Hangouts*. Those various social networks offer numerous features to give an ease in doing the communication with consumer as the speed to encompass the consumer will be effectively applied. For instance, some features in facebook which can be used as socialized media and product promotion are *wall*, *fanpage*, *upload foto*, *facebook ads* and so forth.

**Definition and Criteria of UMKM**
For the criteria of UMKM that are suited to the Regulation Sections 20 in the Year of 2008 about Micro Business, Diminutive and Intermediate (UMKM) can be seen from the following table:

Tabel 2 Criteria of UMKM

| No | Remarks | Criteria | |
|----|---------|----------|-----|
| | | **Asset** | **Turnover** |
| 1 | Micro Business | Max 50 Millions | Max 300 Millions |
| 2 | Diminutive Business | ➢ 50 Millions -500 Millions | ➢ 300 Millions- 2,5 Billions |
| 3 | Intermediate Business | ➢ 500 Millions- 10 Billions. | ➢ 2,5 Billions – 50 Billions |

Source: Kementrian Koperasi and UMKM

The criteria of Diminutive and Intermediate Business based on the development of the Regulation above, from the point of view of its development Rahmana (2008) identifies UMKM into such criteria, namely:

1. *Livelihood Activities*, is the diminutive-intermediate business which is used as the working opportunitity to earn some money for living, which is more known as informal sector. For instance is the street vendor.
2. *Micro Enterprise*, is the diminutive-intermediate businesses which are craftsmen but yet as entrepreneurs.
3. *Small Dynamic Enterprise*, is the diminutive-intermediate businesses which is already as entrepreneur and can afford to take the subcontract and export affair.
4. *Fast Moving Enterprise*, is the diminutive-intermediate businesses which is as entrepreneur and will do the transformation to become a big business.

**The Concept of *Positioning* Product**

The background of thinking about *positioning* is to creating the intended image, which means that it is related directly to the different consumer in particular segmented market. The aim of positioning is at differentiating the company's perception together with the product and services from the competitor, *positioning* of product communicates the attribute by itself. *Positioning* refers to the effort of placing and acting a product to the intended level and appropriate with the consumer's attention, without an effective strategy of *positioning* then the companywill be on the reactive position toward the competitor's marketing program. (Lupiyoadi, 2000).

**RESEARCH METHOD**

This study used a qualitative approach. Qualitative approach is a research process to investigate a social phenomenon and human's affair. In doing this research, the method used was a *follow up study*. With a descriptive method, the study might link such variables, test the hypothesis, develop generalization, and develop the theory which has universal validity. Descriptive method is a method in observing a group of society, object, condition, framework system or a class of events happened today. The aim of this descriptive research is to make a description, capture, or image systematically, factual, and accurate about fact, character as well as the relation between investigated phenomena (Sugiyono, 2007). The phenomena investigated were the use of *fanpage* as part of the marketing strategy in creating the *positioning product*. The data were collected through:
1. Interviews in the form of *in–depth interview*
2. Observation in the form of *participant observation*
3. *Focus Group Discussion* (FGD)

**RESULTS AND DISCUSSION**
**Respondent's Feedback**
   a) The information from responden related to the sold product

Based on the observation results and interviews in the field show that the product which is sold by UMKM in the area of Jakarta mainly known as local scope. The amount of percentage is 40% for national and international sales on the UMKM respondent in the area of Jakarta after break down based on the analysis of leveled questionnaire shows that around 27% among selling products for national scale and 13% shows the sales level for international target marketing. Based on the field observation, the products of UMKM that succeed in the international market are leather crafts, and metal crafts.

Below is the general description of target marketing of UMKM in the area of Jakarta based on its marketing scope.

**Figure 1 Target Market of UMKM in Jakarta Area**



For the UMKM for the area of Yogyakarta, the target marketing between national and international reaches 42,5 % from the total of respondents. After the review of break down, the percentage of national target marketing for UMKM in Yogyakarta is 22,5% and 20 % of UMKM in Yogyakarta has succeed in achieving international market. Several superior products which achieve international market are handmade batik, silverware, and pottery. Some products with a cultural view of Yogyakarta succeed to achieve international target marketing.

The following is the general description of target marketing of UMKM in the area of Yogyakarta based on its marketing scope.

**Figure 2 Target Market of UMKM in Yogyakarta Area**
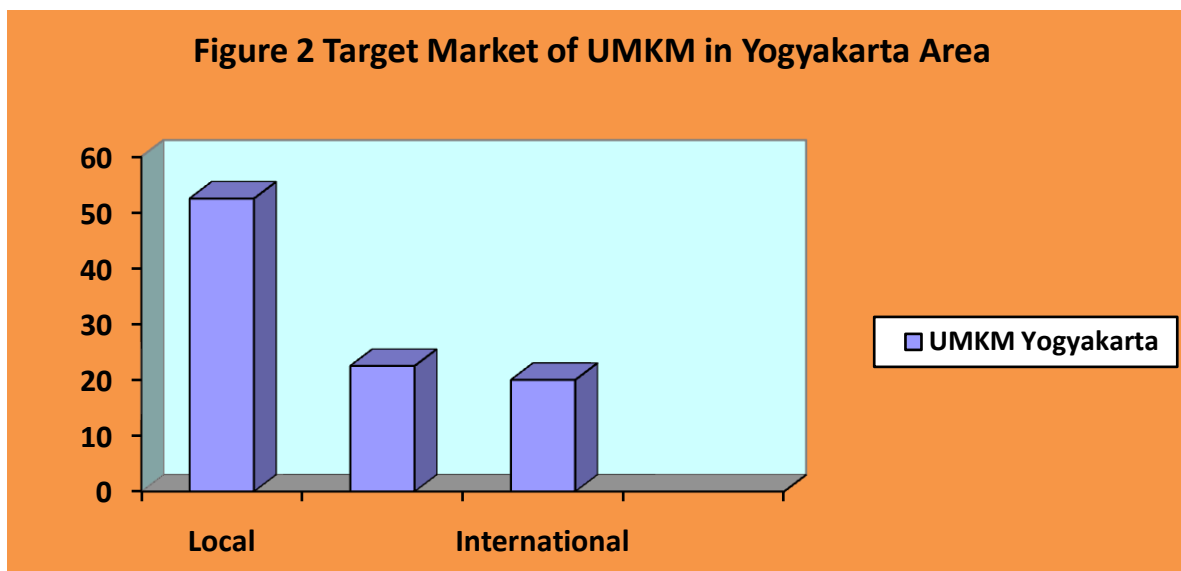


Based on the information of target marketing above, the potential use of fanpage as the alternative online marketing method becomes a need for UMKM either for those in Yogyakarta or those in Jakarta. By using fanpage, it is hoped that the consumer range will be more expanding to international market.

**The Evaluation of Fanpage User**
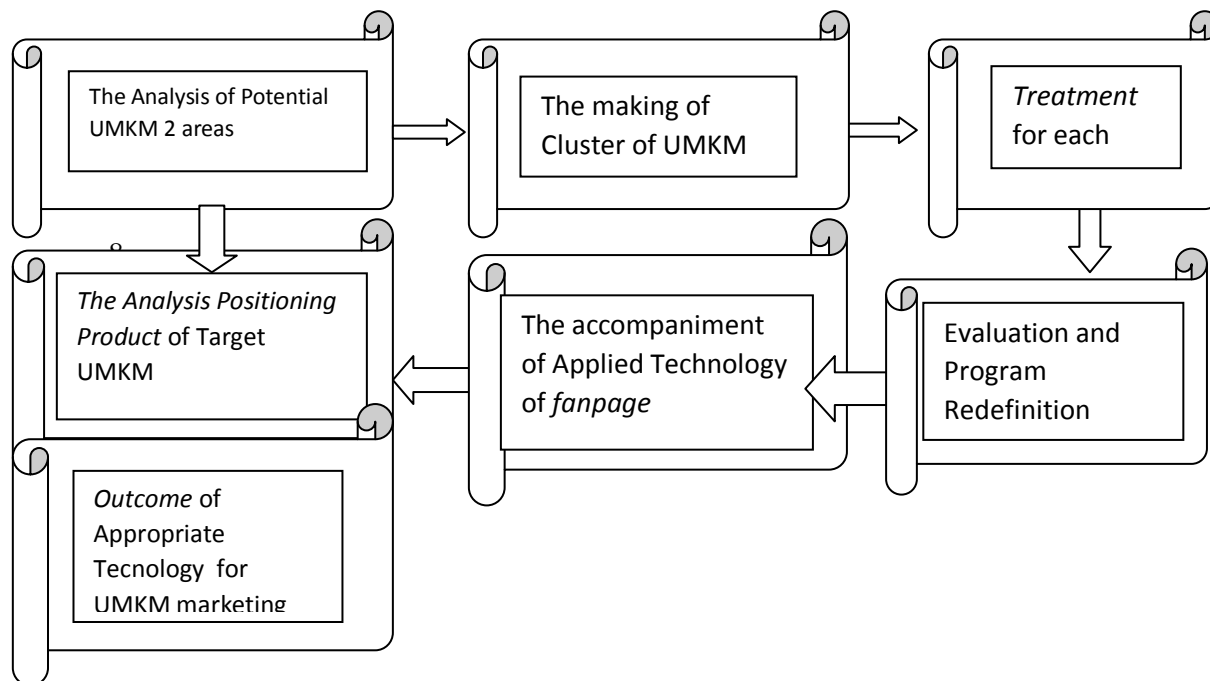


The evaluation of a fanpage user program either for UMKM in the area of Jakarta or of Yogyakarta uses *Tyler Evaluation Model*. This model is an evaluation process to determine how far the success of a program accomplishing the goals or targets that have been pointed out. The evaluation process is done continuously, regularly, and to examine how far the goal is achieved in the process of program application.

*Tyler Evaluation Model,* the basic principle is the appropriateness between goals or targets that have been pointed out, with the factual outcomes from that program. The criteria that are used as the success measurement are appropriate to the goals or targets which are stated in the design program. The different findings or discrepancy between objective data with the determined criteria, will be used to repair the weakness/program failure.

The following is the evaluation result of the use of UMKM fanpage in the area of Jakarta and Yogyakarta with the framework of *Tyler Evaluation Model*

Table 3 *Tyler Evaluation Model*
Fanpage Application Program

| The objective of Application Program of Fanpage Feature | Dimension | Indicator of Success of Application Program | Program Results of Fanpage Features of UMKM in Jakarta | Program Results of Fanpage Features of UMKM in Yogyakarta | Recommenda-tion |
|---|---|---|---|---|---|
| *Positioning Product* | **Product *Image* Design** | The creation of image or identity in the consumer's mind to product or brand, by | Not yet having the creation of UKM brand product which can get consumer's *heart* | Only one or two products that have had an image in the consumer's mind, the product has a cultural | Making a fanpage with the specific local characters, such as Jakarta with Betawi |

| | | establishing the relative perception of a product to other product | *share* | basis, such as handmade batik. The rests are not yet having a creation of identity in the consumer's mind. | culture. Yogyakarta with "Javanese Culture" |
|---|---|---|---|---|---|
| | **Perceptual map** | The creation of consumer's perceptual map towards the competitor's position which is based on the product's attribute, user's situation, or user's group. | The consumer's perceptual map that is not yet having a clear boundary between one product to other product | The competitive pattern between products that is not shaped clearly, each of UMKM is much more of cooperating to get the consumers | Making the Fanpage which can direct the consumer to be as fanatic users of the product, brand, and their company |
| | **The level of Sales** | The creation of the increase of sales income with a positive trend every month in the one last year | The increase of sales amount that has not been significant, the total of purchasing by consumers have not shown the addition of new consumers. | In particular months shows the significant increase, such as when school holiday, as many consumers are having the holiday to Yogyakarta | Making a fanpage by the marketing viral additional which is always changed every time, as it promotes the arrival of consumer to buy the product |
| **The objective of Application Program of Fanpage Feature** | **Dimension** | **Indicator of Success of Application Program** | **Program Results of Fanpage Features of UMKM in Jakarta** | **Program Results of Fanpage Features of UMKM in Yogyakarta** | **Recommenda-tion** |
| *Positioning Product* | **Market Target** | The scope of market target is much increase, from the local, national, and international | Only 7 % from the total of respondent who are "go international", the main trigger is not about the success of fanpage but because of governmental support in promoting the product primarily by joining the UMKM annual exhibitions | Total of foreign tourists who are more visiting the place really support the marketing process runs faster. Marketing action by mouth becomes as its own strategy to increase the total of sales | Involve *key person* to actively increase the market target of UMKM mainly of related governmental parties and related officials of UMKM |
| | *Positioning* on specialized product's feature | The company takes its position based on the attribute, measure, the length of existence, brand, | Not yet having the specialized product which refers to the positioning based on the attribute | Most of specialized products are formed by the basis of crafting, as the total of supply and the level of demand is | Forming the product's supply system which is developed by its specialized |

| | | and packaging | | not synchronous | products. |
|---|---|---|---|---|---|
| | **Positioning** by using the cultural symbol | The company takes its position by using the cultural symbol which has a basis of local wisdom | The cultural development of Betawi that has not been as part of the strategy of positioning for most UMKM in Jakarta | The strong creation of the products that have had a basis of crafting, such as silverware, batik, and culinary. | The culture of local wishdom of each region becomes as part of positioning |

## CONCLUSION AND SUGGESTION
### Conclusion

The conclusions of this study are as follows:

1. Productive marketing will be created if all components of UMKM businessmen either in Jakarta or in Yogyakarta applies information technology as they could cover the range of society with time that is relatively fast with the price that is relatively cheap.
2. *Positioning Product* will be accomplished when the strategy of information technology application is continuously used, it means that the maintenance of that marketing process runs efficiently and continuously.
3. The use of fanpage will become a rigt-target technology to the marketing process for UMKM businessmen in Jakarta and Yogyakarta if it is collaborated by the persuasive viral marketing system.

### Suggestion/Recommendation

1. In the stage of program planning, fanpage which is made for UMKM has a basis of specialized product through attribute uniqueness, follower services, brand, packaging, etc.
2. The elaborative design of fanpage which is cultural basis with diversity uniqueness of local culture reveals the characters of each besides the main product that focuses on the local wisdom.
3. Involving *key person* to actively increase the marketing target of UMKM mainly the government relation and related official of UMKM.
4. Making a fanpage with the additional of viral marketing which is always changed every time to promote the consumer to buy.

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# The Implementation of Bureaucracy Reform:
# Role of Transformational Leadership, Organizational Culture and Employees Quality Competence as the Mediator

**Christea Frisdiantara; Harinoto**
christeaf@gmail.com; harinoto@unikama.ac.id

*Universitas Kanjuruhan Malang*

**Abstract:** The final result of transformational leadership and organizational culture held in Malang City Government has direct and significant impact on the quality of the employee's competency. Through intellectual stimulation indicator, individualized consideration, idealized influence, inspirational motivation. While cultural indicators related to the value of creativity, community focus, the value of empowerment, teamwork orientation, coordination and value of care. Partially or simultaneously direct and significant impact on the implementation of the reform of the bureaucracy in Government Malang toward reinventing government, government as a catalyst, competitive, driven by the vision-mission-oriented customers, results and entrepreneurial, anticipatory, decentralized and market-oriented, according to Law 32/2004 and PP 81/2010 apparatus that is professional, accountable. Transformational leadership and organizational culture indirect effect of the implementation of bureaucratic reform through quality employee competency. The problem is political intervention is still quite strong, corruption behavior, less efficient and effective, moral integrity and honesty, as a waiter, empowerment and welfare of the community.

**Keywords**: *Bureaucracy Reform, Transformational Leadership, Organizational Culture, Competence of Employees*

## INTRODUCTION

The problem of bureaucracy in Indonesia, both central and local, often under the spotlight and sharp criticism for the conduct that is incompatible with the task in hand as public servants, improving welfare and empowerment. Therefore, when talking about the bureaucracy often connotes slow in service, convoluted, hinder progress, tend to pay attention to the procedure than substance, and inefficient (Ramli, 2008). Thus, it has not been able to achieve their best result in the implementation of basic services and the implementation of government policies. Caiden (1991b) assess the bureaucracy in Indonesia tend to have a disease known as bureaupathologies bureaucracy or the term of Richard and King mentioned that bureaucracy in Indonesia as bureaucratic capitalism. While Evers, Dieter saw models of Parkinson-style bureaucracy, namely the growth in the number of personnel and structural division in an uncontrolled bureaucracy. Average ala Orwel is the expansion of government power with the

intention of controlling the activities of the economic, political and social with the laws, regulations if necessary by force.

Research by Kavanagh and Ashkanasy (2006) revealed that a leadership role in the implementation of bureaucracy for 10 years to conclude that: (1) the implementation of the bureaucracy will be successful if it is supported by leadership and good management, (2) leadership has contributed to the bureaucracy, both related to the transparency and communication, and (3) the bureaucracy also contributed to the success of leadership in the implementation process. Vigoda-Gadot (2007) found that transformational leadership influence on professionalism, personal integrity, creativity, trust, commitment, engagement, satisfaction and excellence in bureaucratic organizations.

Cultural organizations have a considerable influence on the performance of the reform, because reform is related to beliefs, values and attitudes are adopted and developed in the bureaucracy. Research Kotter and Heskett, (1992) the alignment of individual values with organizational values significantly with organizational commitment. This context means the need of an alignment between organizational cultures with the performance of the reform. Terms and Osborne and Gaebler (1992) about reinventing government, Barzelay, Michael (2009) about the post-bureaucratic paradigm. The monumental ideas now start coloring insight and attitude of intellectuals including bureaucrats who want change to the new Indonesia. Good governance promoted by the World Bank, UNDP, the United Nations and several other international agencies (Keban, 2000) became a pillar of bureaucratic reform, al.visi instiusi clear, work efficiently and effectively, transparency in decision-making, accountable for the actions and decisions , respect for human rights, etc., are the main values that need immediate attention. For that reason needs to be supported by the quality of the competence of employees who run the bureaucratic reform, which corresponds to the grand design of bureaucratic reform in 2025 the government bureaucracy and the professional integrity.

The issue appeared is: has employee's quality competency comparable to the spirit of the reform. Beginning with the 1998 reform spirit of regional autonomy for local government service closer to the community has been going for approximately 17 years, but the results and the performance of local government services have not shown optimal results. Deviations in the region is significant, because Mangindaan (Former KemenPANRB) said that the fact can not be denied is the obstacle to reform the bureaucracy often comes from within the bureaucracy itself (internal), either due to the lack of ability or lack of willingness, (Layanan Publik Magazine, XXXVII Edition, 2011). Therefore, this condition is interesting to do this research.

**Bureaucrasy Reforms**

In terms of reform means changes, improvements, improvements to the bureaucracy. Zauhar (2007) reform of the bureaucracy means the conscious and deliberate effort to change: (a) the structure and bureaucratic procedures; (b) the attitudes and behavior of bureaucrats, in order to improve the effectiveness of the organization or creation of sound administration and ensure the achievement of national development goals. Prasojo (2006) states that a political process designed to adjust the relationship between the bureaucracy and other elements in society, or in the bureaucracy itself, with political reality. While Caiden, G.E (1991b) states that any changes to the principles, institutions, systems, methods or procedures to improve administrative processes on an ongoing basis, through an evolutionary process and not an evaluation.

Interest narrowly bureaucratic reform to improve the efficiency and effectiveness of the organization, but if we understand broadly aimed at carrying out innovative policies and program implementation, improve the effectiveness of the administration, improving the

quality of employees, anticipating the possibility of criticism and complaints outside parties. PP.41 of 2007 explicitly establishes provisions with regard to regional organizations, among others: the position, duties and functions of the area; perumpunan scale organizations and regional governments; the composition of regional organizations; echelon of regional governments; guidance and control of regional organizations, with regard to the principles of the organization, among other things: a clear vision and mission, the institutionalization of the function of staff and line functions and supporting functions explicitly, efficiency and effectiveness, span of control, and work procedures are clear.

## Transformational Leadership

Leadership theory is the identification of leaders' behavior that affects attitude, behavior and performance of the follower. The expansion of this theory as a response to the issues that arise as a result of the changes that occur as a complex al. Charismatic identity or transformational theory. Performance's prediction beyond expection, with subtantion and voluntary effort on the basic call of duty made followers. Emmotional & motivational arrousal follower as a consequence of the attitude of the leader.

Transformational leadership is a process characterized by individual consideration, intellectual stimulation, inspiration and motivation, and idealized influence can affect colleagues and subordinates in order to have the vision and mission of commitment long-term organizational goals. Bass and Avolio (1994) suggested that a transformational leaders influence subordinates through The Four I's, namely: idealized influence, give examples, exemplary behavior, attitude, and commitment, provide the vision and sense of mission, and instill a sense of pride to his people, Inspirational motivation , namely to inspire subordinates to communicate in a clear, high expectations, actions and objectives in ways that are simple, Intellectual stimulation, ie to create a climate conducive to the development of innovation and creativity. Leader encourages bring new ideas and creative solutions to problems encountered. involved in the process of formulating the problem and search for solutions, and Individualized consideration, which gives special attention to every individual needs to excel and thrive, acting as a coach (coach) or advisor (mentor), so that employee performance can be increased.

## Organizational Culture

Corporate culture is values, norms and attitudes which are reflected on trust, open communication, leadership advisory and supported by subordinates (supportive), problem solving by groups, independence of work, and exchange of information (Anderson and Kryprianou, 1994). So a set of assumptions or belief systems, philosophies, ideologies, values and norms agreed, mutually acceptable, developed within the organization and differentiate with other organizations, be used as guidelines of conduct for members to commit for the purpose of organization, troubleshooting external adaptation and internal integration.

Purposes of applying the organizational culture, so that all individuals in the organization comply with and be guided by the belief system of values and norms prevailing in the organization (Mangkunagara, 2005). According to Robbins (2003), a bona fide corporate culture function, namely discrimination, the identity of the members of the organization, the growth of the organization's commitment and increase the stability of the social system. For that, it takes an environmental and cultural skills that enable process takes place within the organization as well. According to Kotter and Heskett (1992), supported by a strong cultural factors: leadership, sense of direction, climate, positive teamwork, add value systems, enabling structure, appropriate competence, and developed individually. Among the supporting factors, the factors of leadership are very prominent, namely commitment, sincerity, determination of

the top leadership, is a major factor and strongly supports the implementation of an organization's culture.

**Employees' Quality Competence**

It is intended to provide formulations in maximizing the efficiency of the organization, through employee's quality competency. According to Spencer & Spencer (2003), the quality of the employee's competency is determined by the ability to innovate, which is outlined in the vision and strategy, gluing the basis of competence, strengthening information and intelligence organizations, market orientation and customer, creativity and management ideas, systems and organizational structure, and management technology, or in other words a government apparatus must have managerial competency. Managerial competence gained from educational background plus work experience and work motivation. Aside from the necessary education and training in order to maintain sustainable managerial competence (Christea, 2011). This is according to SK BKN No. 46 A of 2003, there are five characteristics of the quality of employee competency, namely integrity, the capacity of knowledge, skills / expertise, commendable attitude and easy to adjust.

**Relationships between Transformational Leadership and Organizational Culture**

Bass and Avolio (1994) in Xenikou and Simosi, (2006) explain that transformational leadership move their organization towards the qualities of transformational form of achievement, intellectual stimulation, and individual consideration, therefore transformational leadership directly affects the culture of the organization.

Meanwhile, Xenikou and Simosi (2006) in his research on transformational leadership role for cultural achievement orientation. Transformational leadership can create group's expectation highest performance (achievement cultural orientation). There are two orientations that directly affect culture (adaptive orientation negative effect, while positive influence achievement orientation) on the performance of the organization, that the transformational leadership indirect positive effect on performance through achievement orientation. Organizational culture as a mediating role between transformational leadership influences on performance. Research conducted by the Marlison (2007) also found that transformational leadership significantly influence the culture of the organization.

**Transformational Leadership Influence on the Quality of the Employee's Competency**

Xenikou and Simosi (2006) observed that transformational leadership has a high correlation with the quality of employee competence. Leadership transformasionai significant effect on the quality of employee competency. Leaders create a vision and an environment that motivates employees to excel. Employees trust, admiration, loyalty and respect to his superiors so that they are motivated to do more than what is expected of them. Even sometimes beyond what they think they can do. Leadership model developed rapidly in the last two decades is based on the efforts to build integrity leader, commendable attitude, the capacity of the knowledge, skills and easy to adjust. While research Marlison (2007) described the transformational leadership does not significantly influence the quality of employee performance.

**The Influence of Organizational Culture on the Quality of the Employee's Competency**

Research by Marlison (2007) explained that organizational culture berpenganah significantly to the quality of employee competency. Overall values of the organization will make an organizational characteristics. Values and beliefs into everyday behavior is manifested

in their work, as individual performance. Kotter and Heskett (1992) explained the logic of the cultural forces affecting the quality of competencies based on three things, namely the alignment of goals (goal alignment) with competent leadership at the top of the organization. In a strong corporate culture, tend to move actively in the same direction, in good coordination. Alignment, motivation, organization and supervision is indeed able to support the quality of employee competency.

The right culture and strategic context, it can not push the quality competence of employees in the long term, if not followed the norms and values that can help adapt to a rapidly changing environment. The new culture requires employees to uphold the core values that are adaptive, but remain flexible to practices and other values, such as working hard to win, but not arrogance, must remain humble. This requires strong leadership, but does not preclude the leadership initiative from below. (Kotter and Heskett, 1992).

**Influence the Quality of Employee Competence to the Implementation of Bureaucratic Reforms**

Grand design bureaucratic reforms (2010), country that has most improved bureaucracy, improve the quality of service to the community, improving the quality of policy formulation and implementation / program agencies, increase the efficiency (cost and time) in the implementation of all aspects of organizational task, making the Indonesian bureaucracy anticipatory, proactive and effective in the face of globalization and the dynamics of the changing strategic environment (Presidential Decree 81/2010), the hope 2025 professional government bureaucracy and high integrity towards developed countries. Because it must be supported by the quality of human resource competencies, supervision, accountability, public services and mindset and work culture apparatus. Which needs serious attention the issue of quality of HR competencies starts from: (1) the system of recruitment, (2) placement (the right man in the right place), and (3) a system of incentives and salary. Recruitment system still undeniably corruption, it will not produce human resources according to their competence.

**RESEARCH METHOD**

This study used explanatory or explain the causality of the variable implementation of bureaucratic reforms and the quality of employee competencies and test research hypotheses that have been previously filed with research sites in Malang government. Its population was government officials in Malang structural positions as a driver of bureaucratic reform. Through communication with the Head of BKD Malang, 2015, as a preliminary survey, the number of employees who have a structural position in Malang government is:

Table 1.1. Structural Position

| No | Structural Position | Unit | Number (Position) |
|---|---|---|---|
| 1 | Asistent 1,2,3 & Expert Staff (5 person) | 8 | 8 |
| 2 | Council Secretariat, Sub and Head | 17 | 17 |
| 3 | Office and Inspectorate | 18 x 16 | 288 |
| 4 | Board and Office | 10 x 16 | 160 |
| **Number** | | | **473** |

*Source: BKD of Malang City, 2015*

The total study population of 473 people, taken the sample (n), using the approach of Yamane (1973) in Ferdinand (2006) amounted to: 217 respondents. Analysis of data, starting with the validity and reliability test to determine the feasibility of the research instruments.

Here proceed with the descriptive analysis, to provide an overview of respondents' perception of the implementation of bureaucratic reforms, there was a path analysis model, to test the hypothesis of direct influence and indirect influence (Ferdinad, 2006).

**RESEARCH FINDINGS**

Malang city government as a test site is generally described as follows: the results seen from the results of development of key performance indicators a). GDP growth well above current market prices and at constant prices 0.12 (2015) with the largest contributor to the trade, hotels and restaurants amounted to 41.31%, the processing industry amounted to 29.99%, and the service sector amounted to 12.99%, with a significant increase, b). economic growth, by 7.4% c) (2015), with the inflation rate of 5.50%, d). Human Development Index (HDI) 00:20 79.18% increase year (2015) and higher than the HDI of East Java 73.54 years, e). poverty by 4, 45% over the previous year fell 0.20% and f). Open unemployment rate than the labor force and those already working, amounted to 7.55% (2015). Means stretching the development of time-to-time has been very dynamic, although the inflation rate is also quite high. The ideal development rate of inflation must be controlled well, RPJMD year 2013-2018.

Analysis of reliability and validity of the research instrument. It turned out that after the test with SPSS 19 for windows, using the techniques of analysis product moment by way of correlating all the items with the total score, through the provision of r count> r table ($\alpha = 0.05$ and df, 217 = 0,138) can be concluded that the item -Item used valid (Sanusi, 2013). Reliability test is intended to determine their consistency in its use of measuring instruments. Reliability indicates the consistency of a measuring instrument in measuring gtejala same. Performed by using Cronbach alpha internal consistency that reflects a measuring instrument, by comparing the value of lpha with r-value table, if the count r (alpha value)> of r table ($\alpha = 0.05$ and df, 217 = 0,138) then the item -Item used unreliable (Sanusi, 2013).

Descriptive Analysis of transformational leadership (X1) as measured by four indicators and 11 instruments, the result of transformational leadership during a match with what is expected of the employee, ie a result the majority of respondents agree 97.7% with a mean of 4.4. Nonetheless, it found few respondents who disagree with regard to the emotional bond (3.1%), an admired figure (5.3%), individual attention to troubled employees (4.5%) of the total employees who responded, although the numbers this does not affect the conclusion of the study, but should still be considered, followed up and the material instruspeksi for the leadership. Variable organizational culture (X2) was measured by six indicators and 11 instruments, a result the majority of respondents agree 98.7% with the average of 4.5 means that the respondents agree an organizational culture that developed in Malang city government, although some respondents are less agreed, among other things question of hard work, dedication and loyalty (3.3%), the appreciation of a career (4.3%), and the discipline of work (3.7%) should be cacatan for the leadership to continuously improve.

Bureaucracy reform (Y2) with 5 indicators and 11 instruments, but the result gradually have done well 91.7% agreed with the indicator. However, some of the responses that should receive the attention of the leadership, with regard to the issue of good governance and corruption-free (5.1%), the integrity of employees (3.1%), political intervention bureaucracy (5.3%), culture ethic manners (3.1 %). The following variables relating to the quality of employee competence with 5 indicators and 10 instruments result 91.1% agree with the conditions that exist now, but respondents that need attention are oriented outcomes (3.1%), knowledge and best practices (4.3 %), indeterminate commitment menyalahgunaan authority (3.3%), anticipatory and proactive (4.5%). This is a concern to continuously improve the quality of employee competencies relating to such matters.

**Hypothesis Testing**

Here is the published results summary of the following research hypothesis testing:

Table 1.2. Path Analysis of Transformational Leadership (X1) Results and Cultural Organization (X2) on the quality of employee competencies (Y1) Directly

| Variable | Regression Weights | | | | | |
|---|---|---|---|---|---|---|
| | Estimate | Standardized RW | SE | CR | P | Label |
| Transformational Leadership (X1) | 0.453 | 0.685 | 0.030 | 15.163 | 0.000 | Par-1 |
| Organizational Culture (X2) | 0.591 | 0.484 | 0.066 | 8.924 | 0.000 | Par-2 |

*Y1: Employees' Competence Quality*

Based on analysis of these data, it can be explained that transformational leadership (X1) estimate the value of the coefficient of 0.453 with a probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the quality of the employee's competency. While the organizational culture (X2) the value of the coefficient estimate 0.591 with probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the quality of employee competencies and between both these variables influence organizational culture of the dominant members.

Table 1.3. Results Variable Path Analysis of Transformational Leadership (X1), and Cultural Organization (X2) on the implementation of bureaucratic reforms (Y2) Directly

| Variable | Regression Weights | | | | | |
|---|---|---|---|---|---|---|
| | Estimate | Standardized RW | SE | CR | P | Label |
| Transformational Leadership | 0.251 | 0.460 | 0.032 | 7.843 | 0.000 | Par-3 |
| Organizational Culture | 0.279 | 0.229 | 0.072 | 3.896 | 0.000 | Par-4 |

*Y2: Bureucrasy Reform Implementation*

Based on analysis of these data, it can be explained that transformational leadership (X1) estimate the value of the coefficient of 0.251 with a probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the implementation of bureaucratic reform. While the organizational culture (X2) estimate the value of the coefficient of 0.279 with probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the implementation of bureaucratic reform and between both these variables influence organizational culture dominant.

Table 1.4.  Path Analysis Results from Employees' Competencies Quality Variable (Y1) on the Implementation of Bureaucratic Reform (Y2)

| Variable | Regression Weights | | | | | |
| | Estimate | Standardized RW | SE | CR | P | Label |
|---|---|---|---|---|---|---|
| Employees' Competence Quality | 0.659 | 0.798 | 0.031 | 21.315 | 0.000 | Par-5 |

Y2: The implementation of bureaucratic reforms

Based on analysis of these data, it was explained that the quality of employee competencies (X1) estimate the value of the coefficient of 0.659 with probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the implementation of bureaucratic reform.

Table 1.5.  Path Analysis Results of Transformational Leadership Variable (X1), Organizational Culture (X2) on the Implementation of Bureaucratic Reforms (Y2) through Employees' Competencies Quality (Y1) as Mediation

| Variable | Regression weights | | | | | |
| | Estimate | Standardized RW | SE | CR | P | Label |
|---|---|---|---|---|---|---|
| Transformational Leadership | 0.312 | 0.472 | 0.032 | 9.662 | 0.000 | Par-6 |
| Organizational Culture | 0.567 | 0.384 | 0.072 | 7.856 | 0.000 | Par-7 |
| Employees' Competence Quality | 0.659 | 0.798 | 0.031 | 21.315 | 0.000 | Par-8 |

Y2: *The implementation of bureaucratic reforms*

Based on analysis of these data, it can be explained that transformational leadership (X1) estimate the value of the coefficient of 0.312 with a probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the quality of the employee's competency. Meanwhile, the organizational culture (X2) the value of the coefficient estimate 0.567 with probability (P) of 0.000 under the 0:05 standard alpha means there is positive significant effect on the quality of the employee's competency. Model hypothesis test as follows:
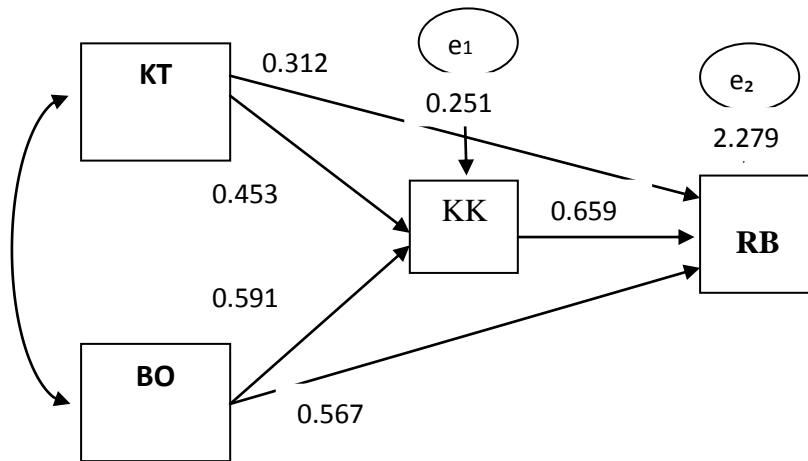
Figure 1.1. *Research Hipothesis Model Testing*

Reference :
1. Y2 : Bureucrasy Reform, Torres,et al, (2006), UU 32/2004, PP 81/ 2010,
2. Y1 : Competence Quality, Spencer dan Spencer (2003), SK BKN No. 46 A/2003
3. X1: Transformational Leadership, Bass,et al (1985)
4. X2: Organizational Culture, Denison,et al (2004)

The quality of employee competency (Y1) value estimate coefficient of 0.659 with probability (P) of 0.000 under a standard alpha 0:05 means that there is a positive significant impact on the implementation of bureaucratic reform in the local government of Malang, meaning that the quality of employee competencies able to mediate the effect of transformational leadership (X1) and organizational culture (X2) on the implementation of bureaucratic reforms (Y2).

**DISCUSSION**

Transformational leadership and organizational culture on the quality of employee competency. Transformational leadership in Malang government, it seems their conformity with what had been expected of employees who need figure respected, with the inspiring vision, charisma, intellectual stimulation, the influence of idealism and motivation inspiration, however there are some that need attention more to do with bonding emotional peril still be improved, an admired figure, attention to individual troubled employees. While the organizational culture that developed in Malang government has also been good, things that need attention is a matter of hard work, dedication and loyalty, appreciation career, and working discipline should be cacatan for the leadership to continuously improve.

The results of this study prove that transformational leadership, organizational culture supports the improvement of the quality of employee competencies in Malang Government through the efforts of fostering integrity probity and moral, commendable attitude and easy to customize, the capacity of knowledge, and skills / skills of individual employees based on the values and ethics of organizing to achieve a shared vision to meet the challenges and demands of the organization in the Government of Malang. In accordance Skep BKN No. 46 A 2003 guidelines for the civil structural job competency standards and Spencer & Spencer (2003).

Transformational leadership and organizational culture on the implementation of bureaucratic reform in Malang government. The result is significantly positive, meaning that government as a catalyst of development, strong competitiveness with regional governments more advanced, driven by the vision-mission kapable appropriate human resources, as a service that constantly based on sincerity, result oriented and entrepreneurial, always adaptable to change and challenges, decentralization and market-oriented. In line with Law 32/2004 and PP 81/2010 apparatus that is professional, accountable. Likewise analyzed through quality employee competency as pemediasi indirect effect, but the result was also significantly positive, meaning that the quality of the competence of employees is also significant assist in the implementation of bureaucratic reform in Pemkota Malang, but did not deny the problems facing the Malang government today that the descriptive analysis was mensisakan issues related to political intervention is still quite strong, corruption behavior also can not be in eliminate, cases of moral integrity and honesty are still emerging, the essence of a servant, empowerment and well-being is still partial, seasonal and other identity.

In accordance with Caiden, G. E. (1991b) assess the bureaucracy in Indonesia tend to have a disease known as bureaupathologies bureaucracy or Richard and King mentions the term bureaucracy in Indonesia as bureaucratic capitalism. While Evers, Dieter saw models of Parkinson-style bureaucracy, the growth in the number of personnel and structural division in an uncontrolled bureaucracy. Average ala Orwel is the expansion of government power with the intention of controlling the activities of the economic, political and social with the laws, regulations if necessary by force.

## CONCLUSIONS AND RECOMMENDATIONS

a. Transformational leadership and organizational culture have positive significant effect on the quality of competence of employees in Malang government. This lack of compatibility with what is expected of the employees who need a well-respected figure, with the inspiring vision, charisma, intellectual stimulation, the influence of idealism and motivation inspiration.

b. Transformational leadership organizational culture have positive significant effect on the implementation of bureaucratic reform in Malang government. Meaning that government as a catalyst of development, strong competitiveness with regional governments more advanced, driven by the vision-mission capable appropriate human resources, as the waiters were always dilandasai sincerity and sincerity, result oriented and entrepreneurial, always adaptable to the changes and challenges, decentralization as well as market-oriented

c. The quality of employee competency has positive significant effect on the implementation of bureaucratic reform in Malang government. Because the quality of competence to form a solid foundation to create honesty moral integrity of employees, providing knowledge competency capacity, competency skills / expertise, creating a commendable attitude and easily adapts to the social and natural environment.

d. Transformational leadership and organizational culture have positive significant effect on the implementation of bureaucratic reform in Malang City Government through quality employee competency as mediator. It means that the quality of the competence of employees is also significant assist in the implementation of bureaucratic reform in Malang government, reducing the problems facing Malang government related to this reform. Political interference in the bureaucracy is still strong, corruption behavior, less efficient and effective, moral integrity and honesty, as a waiter, empowerment and welfare.

**Suggestions and Recommendations**

a. For Malang government, transformational leadership and organizational culture have stratergic role in improving the implementation of bureaucratic reforms mediated by the quality of HR competencies. Therefore, the implementation of bureaucratic reform in Malang City government can increase, when the Mayor, Secretary, Head of Department, Head of Office, etc continuously communicate and drive strategy transformational leadership that is more targeted, organizational culture is more conducive and quality development of employee competencies which more open and accountable.

b. For other researchers who will study the same topic are still open, especially research related to the development of political interference in the bureaucracy, corruption behavior, efficient and effective bureaucracy, moral integrity and honesty, as a government servant, empowerment and welfare of the community to strengthen the reform of the bureaucracy.

c. For the development of science, the study supports the concept of the implementation of bureaucratic reform through the role of transformational leadership, organizational culture and quality of HR competencies as mediation and be generalized in the field of HR management science and public.

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# Knowledge Management and Transformational Leadership
# On Employees' Performance Mediated by Organizational Culture

**Harinoto**
harinoto@unikama.ac.id

*Universitas Kanjuruhan Malang*

**Abstract**:    The era of knowledge has created knowledge management and encourage sustainable innovation in information and communications technology. Information technology innovations multiply our ability to create, organize, and protect the human capital that is not easily replicated by other organizations. This research is still rare, so it is urgent for the development of literacy in today's modern management. In this study, it has been juxtaposed with transformational leadership for employee performance that is mediated by the culture of the organization. This study took place in BKD Malang by using quantitative methods by means of path analysis, to explain the effect of variable significantly, to test the hypothesis of both direct and indirect influence. The research results show that knowledge management and transformational leadership have direct and significant influence of organizational culture. The better the knowledge management is implemented, the ease of access to knowledge through various media by every member of the organization, the culture of the organization, the better, especially in the establishment of a culture of learning and knowledge sharing culture. Knowledge management is also the most dominant influence on employee performance. That is, the better the access to knowledge, especially knowledge management is applied; it will improve the performance of employees. Transformational leadership can contribute to the culture of the organization, coupled with efforts to improve knowledge management leadership. The indirect effect of transformational leadership and knowledge management can improve employees' performance coupled with efforts to integrate the leadership of the organization's culture.

**Keywords**:    *Knowledge Management, Transformational Leadership, Employees' Performance, and Organizational Culture*

## PRELIMINARY

Knowledge management encourages ongoing innovation in terms of information and communication technologies. These innovations multiply our ability to create, organize, reproduce, and protect the human capital that is not easily replicated by other organizations. In accordance to Nangoi (2004), knowledge management would be effective if the organization has: a) conditions that support the strategy, structure, vision; b) expanding the highly educated labor and specialization (knowledge workers) because the knowledge is basically through the walls hierarchical organization; c) long - term business approach; d) strong learning culture, a culture of openness; e) knowledge-based organization (knowledge base / learning organization) which familiarize the employees and management to share knowledge; f) consider the interests

of stakeholders and seek good corporate governance, as the application of modern management, empowerment and good corporate governance; g) democratization in many areas of life, including business and encourage companies to do business ethics; h) need to strengthen the ability to collect and analyze information business environment. Thus, knowledge management is the base creation of intellectual capital built through management approach with a focus on human resource development, as Roman,et al (2004)

This research was developed from research replication of previous studies. Research gap this study with previous studies can be seen from the raised variable. Similar research has been done by Politis; Haryadi (2003), Lopez et al (2004); Park, et al., (2004), Crawford (2005), Xenikou and Simosi (2006); Prayudi (2006), Marlison (2007), whereas in this study include some variables associated with transformational leadership on employee performance mediated culture of the organization.

This is in line with the free market allows the influx of labor and skilled experts from different countries and cultural backgrounds will enliven cultural diversity or diversity role in an organization. On the one hand, this raises the chances of positive synergies to promote the organization. Cross culture among workers also raises its own challenges and problems, al. problem language and traditions, the issue of compensation, fringe benefits and others. The implications of the leadership process is determined by the ability of the leadership as the central figure that determines the dynamics of an organization, influencing others to achieve the goal of achieving the organization's goals in an effort to influence others to leadership run effectively, individualized consideration, intellectual stimulation, inspiration motivation and idealized influence (Bass and Avolio, 1994) which may affect colleagues and subordinates in order to have the vision and mission of commitment long-term organizational goals.

Personnel Agency of Malang regency. Researchers make this organization as an object of study because it is considered a representative to describe the transformational leadership, knowledge management, plays an important role in improving the performance of employees who mediated the organizational culture

**THEORITICAL REVIEW**
**Knowledge Management**

Knowledge management is used the first time in 1986, introduced in the European management conference " American Productivity and Quality Center, 1996" due to the encouragement of external and internal factors within the organization to make the knowledge as a force maintaining the viability of an organization. The world economy too, entered the era of knowledge-based economy. According to Drucker, (1973) stated we are entering the 'knowledge society' in the which the basic economic resource is no longer capital, or natural resources, or labor, but is and will be knowledge and where knowledge workers will play a central role. Knowledge management as the embodiment of an integration and culmination of the various methods of existing organizations, such methods of total quality, reengineering, benchmarking, competitive Intellegence, Innovation, Organizational Agility, Asset Management, Supply Chain, Management Change (Tjakraatmadja and Lantu, 2006). That knowledge management is the process of managing information, knowledge and experience as intangible assets with the support of information technology for dissemination to all employees and then applied in the performance for the purposes of the organization. There are three generally accepted theory, which describes the concept of knowledge management is interpreted and implemented within the organization (Roman,et al, 2004), the theory focuses on knowledge retrieval, knowledge exchange theory, the theory of knowledge creation.

### Transformational Leadership

Transformational leadership is the leadership process with consideration of individual character, intellectual stimulation, inspiration motivation and idealized influence that may affect colleagues and subordinates in order to have the vision and mission of commitment long-term organizational goals. Bass and Avolio (1994), suggested a leader should be able to transform subordinates in four ways called The Four I's: idealized influence, by example, exemplary in behavior, attitude, and commitment to his subordinates. He was very attentive to the needs of his subordinates, bear the risk together; Inspirational motivation, to inspire subordinates to the road clearly communicate high expectations; intellectual stimulation, to create a climate conducive to the development of innovation and creativity; individualized consideration, with particular attention to every individual needs to excel and grow.

### Organizational Culture

It is meant that all individuals in the organization comply with and be guided by the belief system of values and norms prevailing in the organization. Pattern formation based framework as follows:
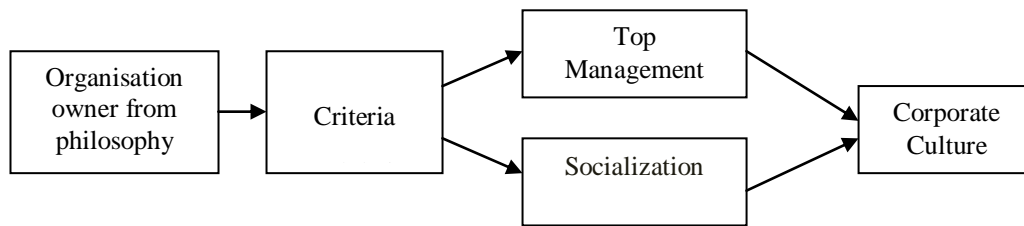


Figure 1. Framework for the establishment of the organization's culture, Robbins (1996)

### Employee's Performance

Bernardin and Russel (1993) viewed from the employee's performance quality, quantity, timeliness, effective cost, need for supervision and interpersonal impact. Similarly, Mathis and Jackson (2009). Accumulated performance of individuals working in and contributing to the organization, good quality, kuantitats, punctuality, attendance and cooperation.

With inspired leadership, the appreciation of the management of the assets of knowledge, combined with a system of performance appraisal, organizational culture which gives a climate of openness and trust, organizational structure adaptive, and willingness to share knowledge between functional parts within the company and among the ranks of management, application effective knowledge management, so that insights can be utilized as a basis for effective strategic decision making in order to build competitive advantage of the company over time.

### The Effect of Knowledge Management on Transformational Leadership

Knowledge management in the leadership of a person, who performed continuously and consistently inspire the employee's activity and tangible benefits to the organization. Leaders can create a climate for employees to collaborate in solving problems on the job. As explained by Tjakraatmadja and Lantu (2006) that a good leader is a leader who can build a culture of learning, as the structure of the building knowledge transformation path. It means the knowledge of members of character in leadership activities. Crawford (2005) explained that the transformational leadership is needed in developing technological society. Crawford (2005)

looks at the relationship between self-management, transformational leadership, and some attributes of knowledge management, found that self-management, transformational leadership style relates to the dimensions of the reception of knowledge.

**Influence of Knowledge Management and Organizational Culture**

Lopez et.al, (2004) identified four (4) ways to knowledge creation affects the behavior of central, share, and use. Knowledge management initiatives really effective and should be included in the social context of learning. Culture needs to be redefined from its role in managing the entire infrastructure of a learning organization (organizational learning). Collaborative culture has a positive and significant impact on organizational learning, organizational development tearning encouraging, significant effect on business performance. OrganizaSonal learning significant effect on performance. The company's ability to create and put into practice the knowledge into a primary capacity aimed at generating a sustainable competitive advantage (tearning a source competitilie organizational advantages). Collaborative culture must be modified through learning, guides the organization and attitudes aimed at improving the competitive performance.

Meanwhile Park et al., (2004) describes a positive correlation between the success of the implementation of the Knowledge Management technology and cultural attributes. Conditions of supply of its knowledge, the cultural approach proved to be more effective and fundamental in the implementation of Knowledge Management, because it is not merely codified knowledge but rather the establishment of a culture of sharing, a culture of learning and innovation.

**Effect of Transformational Leadership and Cultural Organization**

Bass and Avolio (1994) stated that the leaders of transformational move the organization in the direction of the transformational qualities in their culture, that achievement, intellectual stimulation, and individual consideration, and therefore directly affect the transformational leadership culture. Likewise Xenikou and Simosi (2006) explains that transformational leadership role for cultural achievement orientation. Transformational leadership can create hopes for the group's highest performance (achievement cultural orientation), which affects the level of performance.

There are two orientations that directly affect culture (adaptive orientation negative effect, while positive influence achievement orientation) on the performance of the organization, that the transformational leadership indirect positive effect on performance through its influence on achievement orientation. Organizational culture as the mediating role of transformational leadership influence on performance.

**The Effect of Knowledge Management and Employees' Performance**

Politis (2003) explained that most dimensions of interpersonal trust in a positive effect on variables acquisition of knowledge (knowledge acquisition). That the influence of interpersonal trust on team performance, mediated by intervening variables knowledge acquisition. Ali and Yusof (2004), that the implementation of knowledge management in the top ten banks in Malaysia may increase efisiency, productivity, capability, knowledge, skills and competence of employees and to support innovation. With the implementation of knowledge management, combined with a database of employees, the company will have a map of the potential of knowledge, it can be the basis of policy considerations rotation, promotion, and transfer through various training karyaavan, which in turn further strengthens each job post in accordance with the competence of employees. At a later stage, the assessment

system and reward knowledge sharing can be rolled into the employee performance appraisal system (performance appraisal), and other things which is a form of appreciation to the management of knowledge assets objectively. Measurement of intellectual capital is an important indicator of the performance of the organization.

**The Effect of Transformational Leadership and Employees' Performance**

Crawford, (2005) observed that transformational leadership has a high correlation with the effectiveness of the work, performance, and job satisfaction. Leadership transformasionai significant effect on employee performance (Haryadi, 2003). In transformational leadership, leaders create a vision and an environment that motivates employees to perform beyond expectations. In this case, the employees feel trust, admiration, loyalty and respect to his superiors so that they are motivated to do more than what is expected of them. Even sometimes beyond what they think they can do. Leadership model developed rapidly in the last two decades was based more on an attempt to change the leaders of various values, beliefs and needs of subordinates. Yet, the research done by Marlison (2007) explained that transformational leadership has no significant effect on employee performance.

**Influence of Organizational Culture and Employee Performance**

Prayudi (2006) and Marlison (2007) explain that there is a significant influence of organizational culture on employees' performance. Employees who already understand the overall values of the organization will make these values as an organization's personality. Values and beliefs that will translate into their everyday behavior in the work, so it will be the individual's performance. Kotter and Heskett (2006) explains the logic of how the cultural forces affecting the performance based on three ideas, namely the alignment of goals, a strong culture can support the performance and support of performance as it provides structure and control without the need to rely on formal bureaucracy. Employee performance will improve with intemalisasi corporate culture.

**RESEARCH METHOD**

This research falls under the type explanatory research which explains the causal relationship between the variables of the other variables with the hypothesis (Singarimbun and Effendi, 1995) and quantitative approach, with research sites is the Regional Employment Board Malang. The study population was all employees in the Regional Employment Board as many as 45 people, so that the entire population into research respondents. The data collection technique using a questionnaire with Likert scale, to the primary data, and secondary data were collected from documents / organization's record.

Analysis of data, starting with the validity and reliability test to determine the feasibility of the research instruments. Testing the validity of using the technique of Pearson Product Moment Correlation (r) using a 5% significance level, to determine the influence of the closeness between the independent variables with the dependent variable, if the probability is less than 0.05, then the item is valid. Reliability testing (reliability) with Cronbach Alpha in the range of 0.70 is acceptable, and more than 0.80 is good. (Sekaran, 2006). Here proceed with the descriptive analysis, to provide an overview of respondents' perception of the performance of employees, who conceived of the influence of knowledge management, transformational leadership and organizational culture as a mediating variable. Next, the analysis model is done by path model, to test the hypothesis of direct influence and indirect influence (Ferdinad, 2006).

**RESEARCH FINDINGS**

Regional Employment Board of Malang Regency, as one of the regions duty of fostering and developing the careers of the officers, recruitment and selection, training and office functional and administrative services personnel, including salaries and benefits, employee information management system. Condition 24 respondents (53.33%) males and 21 (46.67%) of women with education level 22 (48.89%) S1 plus S2 7 people (15:56%), rest D3 and SMA respectively 3 people (6.67%) and 13 patients (28.89%). Test the validity of research instrument with respondents 45 people, then the r-table amounted to 0.321 which in turn the r-result was entirely on top of the r-table provisions, so that all the instruments declared invalid. To test reliability coefficient of reliability (Cronbach's Alpha) is greater than 0.6 so that the otherwise qualified research instrument reliability.

Descriptive analysis of knowledge management with 8 instrument the results mean 20 respondents answered agree, and who answered strongly agree 12 respondents. Mean of 45 respondents turns 32 (71.11%) stated that the management of knowledge related to the development of individual competencies, ease, speed and confidence access to knowledge and learning culture agreed to do in BKD Malang, but a few remarks to note regarding this issue is the access speed knowledge of approximately 5 people (11.1%), willingness and ability to learn to note 3 (6.75). For Transformational leadership with 16 instruments, the result is an average 23 people answered agree, and as many as 10 states could not agree. Mean of 45 respondents turns 33 votes (73.33%) stated that transformational leadership at BKD Malang has been executed well, some things that need attention though small prosentasinya, associated with support to make corrections weak 8 (17.8%), lack of the confidence of other employees 3 (6.7%), work less viewed suitability 3 (6.7%), leadership has not been the inspiration for its employees three people (6.7%), lack of motivation 3 (6.7%) and exemplary 4 people (8.9%).

Developed organizational culture associated with risk-taking innovation, attention to details, results orientation, team orientation, a result 22 people agree and strongly agree 8 people. Mean of 45 respondents have 30 people (66.67%) stated that organizational culture at BKD Malang has been carried out. Issues that need to be associated with the culture of this organization is the freedom to innovate less 2 (4.4%). As for the performance of employees associated with the quantity, quality of work and timeliness of the results of 25 people agree and strongly agree 7 people. Means 32 people (71.11%) stated that the good performance of employees. Some things to note related to work not yet meet the standards of 4 (8.9), less scrupulous 3 (6.7%), work successfully not according to the standard 3 (6.7%) and employment issues beyond co-workers as well as non-compliance with the time given each 2 (4.4%).

Hypothesis Testing influence knowledge management and transformational leadership on employee performance through organizational culture indirectly.

Table 1. The Direct and Indirect Effect of Path Analysis

| Variable | Provided Correlation | Direct Effect | Direct Effect through $Y_2$ | Total Effect |
|---|---|---|---|---|
| X1 | $P_{31} = 0.199$ | $P_{41} = 0.164$ | $PTL_2 = 0.045$ | 0.209 |
| $X_2$ | $P_{32} = 0.578$ | $P_{42} = 0.335$ | $PTL_3 = 0.132$ | 0.467 |
| $Y_1$ | | $P_{43} = 0.228$ | | 0.228 |

*Source: Primary Data, Processed (2016)*

After the test was held, indirect path analysis on knowledge management variables (X1) transformational leadership (X2), and on employee performance (Y2) through organizational culture variable (Y1) then obtained as follows:

$PTL_1 = P_{31} \cdot P_{43} = (0.199) \cdot (0.228) = 0.045$
$PTL_2 = P_{32} \cdot P_{43} = (0578) \cdot (0228) = 0132$

Information:
PTL1 = indirect effect on knowledge management variables (X1) on employee performance (Y2) through the culture of the organization (Y1)
PTL2 = the indirect effect of transformational leadership variable (X2) on employee performance (Y2) through the culture of the organization (Y1)
PTL31 = direct effect of transformational leadership variable (X) of organizational culture (Y1)
PTL32 = direct effect of knowledge management variables (X1) to variable organizational culture (Y1)
PTL43 = direct effect of organizational culture variables (Y1) on employee performance (Y2)

Based on the results of path analysis in a t-test for variables influence the knowledge management (X1), transformational leadership (X2), and organizational culture (Y1) of the variable Employee Performance (Y2) influence Immediate and significant value p value as well as the coefficient of determination can be in the picture below this:
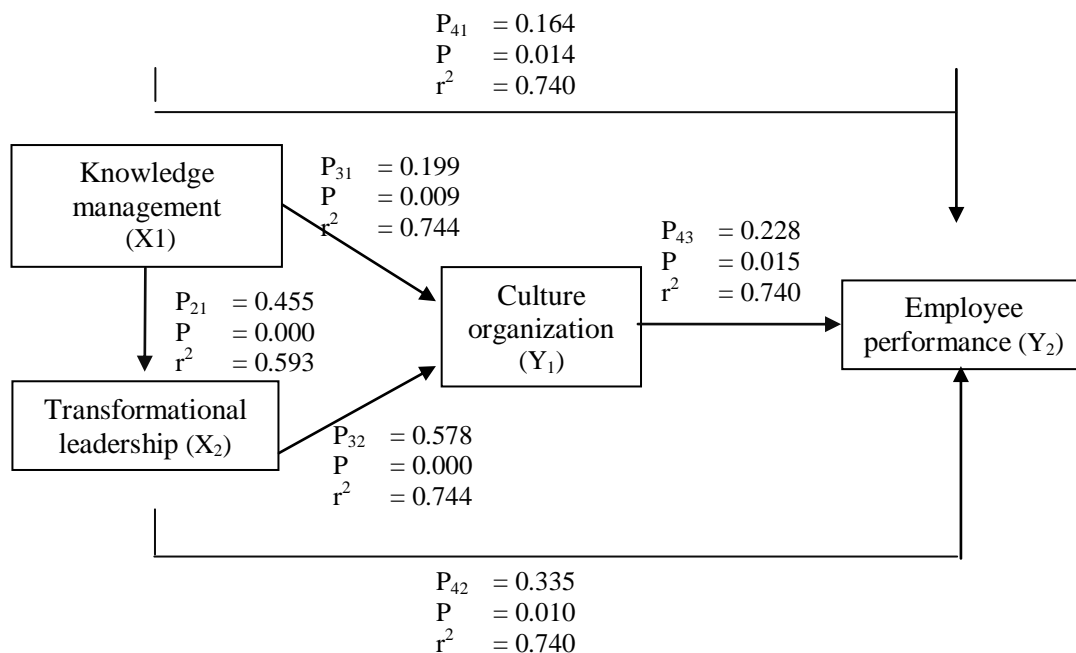


*Figure 2: Research Model and Path Analysis Coefficient*

In knowledge management variables (X1) influence the value of 0132, transformational leadership (X2) value of 0.045 influence on employee performance (Y2) through the culture of the organization (Y1), both of which have the effect of indirectly. While knowledge management positive direct and significant impact on organizational culture at 0.578. Transformational leadership is a direct and significant positive effect on the organizational culture of 0,199. Path coefficient value of knowledge management of organizational culture is

greater than the coefficient of transformational leadership on organizational culture variables. This shows that the influence of knowledge management on organizational culture is dominant.

Next knowledge management direct and significant positive effect on employee performance with coefficient 0.335. For transformational leadership a direct and significant positive effect on employee performance with a coefficient of 0.164. Variable organizational culture is also a direct and significant positive effect on employee performance variable with a value of coefficient of 0.228. It is also seen that the dominant knowledge management influence on employee performance.

**DISCUSSION**

These findings support the results of research that has been done by Xenikou and Simosi (2006) that transformational leadership has role for the organization's culture (achievement orientation) as well as research by Marlison (2007) that transformational leadership significantly influence the organizational culture. Coefficient of knowledge management influence of organizational culture is more dominant than the coefficient of transformational leadership, knowledge management means so significant role in the implementation of the organizational culture at BKD Malang.

These findings support the results of research conducted by Lopez et. al., (2004) that effective knowledge management initiatives within the context of learning. Culture needs to be redefined from its role in managing the entire infrastructure of a learning organization. Park et. al., (2004) explains that there is a positive correlation between successful implementation of knowledge management and cultural attributes. Knowledge management is not merely codified knowledge but rather the establishment of a culture of sharing, a culture of learning and innovation. Results of research Ali and Yusof (2004) also pointed out that the implementation of knowledge management can improve the efficiency, productivity, capability, knowledge, skills and competence of employees and to support innovation. Research that has been conducted by Ensor et al, (2001) found that the determination of the heavy workload actually spur individual creativity in the advertising company, so that the implementation of effective knowledge management.

**Implications of Research Findings**

Knowledge management is already well underway in BKD Malang, it can be proven of value for their ease of access to knowledge through various media by every member of the organization. While that need to be improved climate of mutual trust is fostered among the members of the organization for a variety of experiences, with an open mind and a sense of belonging to the organization.

Leader of BKD Malang committed to unify the vision and mission of the organization, the better the leadership, it needs to be maintained. Meanwhile, the finding that the leadership does not criticize the ideas of employees is expected to be open and appreciate the ideas of employees, so employees should be more proactively provide constructive ideas for the organization.

Organizational culture in BKD Malang has been good, the employee has the responsibility morally and materially for his work, so it should be maintained. in other parts, the organization need to be found to improve the consistency in implementing a plan, so that future should strive consistently to all plans that have been set. Organizational culture can be applied to seven (7) characteristics, according to Robbins (2003) that innovation and risk taking, attention to detail, results orientation, human orientation, team orientation, aggressiveness, and stability. In general, the performance of employees at BKD Malang is

good, especially the quality of work and timeliness in the category of good, which is demonstrated by the employees' perception about understanding the implementation of the work to be good. Meanwhile, the quantity of labor on the job perception items carried exceeds other colleagues, still needs to be improved further, for example by training and developing both technical and nontechnical.

## CONCLUSION

1. Knowledge management has been implemented, thereby affecting the organizational culture and transformational leadership that marked their appreciation for the individual's competence and knowledge sharing, technology information that is always up to date and familiar, so that implies a dominant influence on the culture of the organization. Cultural learning and community practices that continue to be disseminated and the increased ease of access to knowledge through a variety of media for each member of the organization.

2. Knowledge management, transformational leadership, organizational culture and employee performance in Malang district BKD are in a good level, both the direct effect and indirect effect. The results showed that transformational leadership has done well, the highest average value when leaders unite vision and mission of the organization, its weakness when leaders have not given input on employee innovation ideas.

3. Knowledge management, transformational leadership, and organizational culture partially or simultaneously have direct and significant impact on employee performance. Knowledge Management has dominant influence on employee performance. That is, the better the access to knowledge, especially knowledge management is applied, it will improve the performance of employees. To optimize employees' performance, speed and accuracy of decision making depends heavily on the availability of data, facts and information that is supported by the easy access to information. But the climate of mutual trust that has been fostered between member organizations to share the experience needs to be improved. Knowledge management indirect effect of organizational culture through transformational leadership. Transformational leadership and knowledge management indirect effect on employees' performance through organizational culture.

## SUGGESTION

1. Leaders should always evaluate each executed policy, how the leadership, knowledge management and culture organizations optimize employee's performance. Always a unifying vision mission of the organization that need to be maintained, because it is very big influence on the implementation of knowledge management, organizational culture and employees' performance.

2. For subsequent researchers, in order to further strengthen the research, they can develop indicators as well as add other variables that are not observed yet in this study.

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# Establishing Reading Comprehensionon Report Text Through the Presence and Absenceof the Text Itself

**Veranika**
veranika689@gmail.com

*University of Negeri Jakarta*

**Abstract:** This paper investigates the students' reading comprehension skill on a report textwith the presence and absence of the text itself. There are four language skills that should be mastered by the students who study the language namely;listening, speaking, reading, and writing. As it has been stated in the 2006 Institutional Based Curriculum or *Kurikulum Tingkat SatuanPendidikan* (KTSP, 2006:2), the main objective of teaching English at Junior High School is to help students master the four language skills and reading is one of the language skills that should be mastered by the students. In teaching reading, the English teacher should apply the appropriate model in the reading class that helps the students get message or the information from the text. Reading is one of the important aspects in learning language process but unfortunately most students don't have sufficient competence in reading comprehension skill. Reading is associated as a boring activity since they have to deal with words, grammar and dictionary. They usually are being exposed with text only. The research is conducted on two classes of 9th graders students in 89 Junior High School. It is a classroom action research in comparing the significant effect in establishing students' reading comprehension with the presence and absence of the text. The experiment class is given a text through listening exposure without the presence of the text while the control class is treated in a different way where they can have the text in the process of learning a report text. The control class is exposed with reading exposure where the students read the text on the text.

**Keywords:** *Reading Comprehension, Semiotic, TEFL, Junior High School Students,Report Text.*

## INTRODUCTION

In the curriculum applied in Indonesian school, language competences model that is used is based on the considerations of pedagogical model of language that has been expending for almost thirty years ago. One of recent language curriculum models in the literature of language education which was introduced by Celce-Murcia, Dornyei, and Thurrell (1995) that language is communication, not only a set of rule. It means that model of language competences that is formulated is a model that can prepare learners to establish communication in the community of the language users. This model is usually called communicative competence.

According to Celce-Murcia et al. (1995) that the main competence in language education is discourse competence. It means that when someone is doing communication both written and spoken language, the one automatically involves discourse. The term of discourse itself, according to curriculum 2006, is a communication activity that is influenced by the topic

communicated in a context culture. This discourse competence itself can be acquired by involving four supporting competences. They are linguistic, action, socio-cultural, and strategic competence. Therefore, the important point should be noted in the English teaching activity at junior high school in Indonesia; that is, the English teachers should involve all supporting competences in order to achieve the main competence, discourse competence.

According to the curriculum 2006 that there are three important aspects considered when people think of language. They are context, text, and language.Genre-based approaches, where teaching and learning focuses on the understanding and production of selected genres of texts, have been identified by Rodgers (2001) as a major trend in English language teaching (ELT) in the new millennium. It begins with the whole text as the unit in focus rather than the sentence. The preoccupation is thus the creation of meaning at the level of discourse and not the acquisition of syntactical forms: "rather than dealing with discrete instances of language, there is recognition that meaning accumulates and evolves over a stretch of text" (Derewianka 2003). In other words, texts are stretches of language that may be considered complete in themselves as acts of social exchange. Length and mode of communication are immaterial: each text may be long or short, written or spoken.

There are four language skills that should be mastered by the students who study the language namely;listening, speaking, reading, and writing. As it has been stated in the 2006 Institutional Based Curriculum or Kurikulum Tingkat SatuanPendidikan (KTSP, 2006:2), the main objective of teaching English at Junior High School is to help students master the four language skills and reading is one of the language skills that should be mastered by the students. In teaching reading, the English teacher should apply the appropriate model in the reading class that helps the students get message or the information from the text.Comprehension is the only reason for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling. A major goal of teaching reading comprehensionis to help students develop the knowledge, skills, and experiences they must have. For many years, teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills. Comprehension instruction followed what the study called mentioning, practicing, and assessing procedure where teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Instruction did little to help students learn how or when to use the skills, nor was is ever established that this particular set of skills enabled comprehension.

Comprehension is associated with interpretation of meaning. Making meaning of a text through Semiotics theory which concerns of the production and interpretation of meaning. Its basic principle is that meaning is made by the deployment of acts and objects which function as "signs" in relation to other signs. Systems of signs are constituted by the complex meaning-relations that can exist between one sign and another, primarily relations of contrast and superordination/subordination (e.g. class/member, whole/part). Signs are deployed in space and time to produce "texts", whose meanings are construed by the mutually contextualizing relations among their signs. In this case, students are asked to comprehend and interpret the meaning of the report text which is taught with the presence and absence of the text it-self to find out which alternative is more significant in increasing the students' comprehension skill about report text.

**METHOD**

This study applied a method commonly associated with qualitative research method. First of all, this research has characteristics of qualitative research methods as stated by Alwasilah (2010); Burns (2009); Creswell (2008), and Croker (2009). They propose that qualitative research often uses multiple data collection methods, including observation, interviews, open-response questionnaires, and diaries. In addition, this research is also characterized by the nature of qualitative research which tries to describe social phenomena as they occur naturally and concern subjective interpretation of the data into the findings.

Furthermore, this research employed The experimental method as a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

**DATA COLLECTION TECHNIQUE**

The writer employed the data fromobservation,reading test from the experiment class and control class and also the questionnaire in measuring students' perception in learning the report text. The data gained from this study were categorized and analyze and interpreted to find out the effectiveness of the presence and the absence of the text in comprehending report text.

**FINDINGS AND DISCUSSION**

Students are hard to have a better understanding and comprehension a text, especially report text. Reading is mostly taught through grammar translation methods. Reading is about making meaning and decoding. Meaning is the heart of reading, therefore, reading is an active process in which students think, reason, and apply strategies to construct meaning. When reading activities are only making translation of certain text. It seemed only 60 % students who can construct meaning from the text.

| Students | Reading Score Control Class | Students | Reading Score Experiment Class |
|---|---|---|---|
| Student 1 | 43 | Student 1 | 74 |
| Student 2 | 56 | Student 2 | 76 |
| Student 3 | 53 | Student 3 | 74 |
| Student 4 | 67 | Student 4 | 88 |
| Student 5 | 62 | Student 5 | 83 |
| Student 6 | 51 | Student 6 | 73 |
| Student 7 | 43 | Student 7 | 64 |
| Student 8 | 51 | Student 8 | 72 |
| Student 9 | 78 | Student 9 | 89 |
| Student 10 | 67 | Student 10 | 85 |
| Student 11 | 57 | Student 11 | 73 |
| Student 12 | 63 | Student 12 | 74 |
| Student 13 | 45 | Student 13 | 72 |
| Student 14 | 72 | Student 14 | 90 |
| Student 15 | 82 | Student 15 | 92 |
| Student 16 | 75 | Student 16 | 86 |
| Student 17 | 62 | Student 17 | 68 |

| | | | |
|---|---|---|---|
| Student 18 | 45 | Student 18 | 68 |
| Student 19 | 48 | Student 19 | 73 |
| Student 20 | 66 | Student 20 | 86 |
| Student 21 | 62 | Student 21 | 82 |
| Student 22 | 68 | Student 22 | 79 |
| Student 23 | 72 | Student 23 | 80 |
| Student 24 | 62 | Student 24 | 78 |
| Student 25 | 47 | Student 25 | 69 |
| Student 26 | 57 | Student 26 | 79 |
| Student 27 | 52 | Student 27 | 82 |
| Student 28 | 82 | Student 28 | 94 |
| Student 29 | 75 | Student 29 | 83 |
| Student 30 | 58 | Student 30 | 78 |
| Student 31 | 67 | Student 31 | 73 |
| Student 32 | 62 | Student 32 | 74 |
| Student 33 | 59 | Student 33 | 70 |
| Student 34 | 47 | Student 34 | 73 |
| Student 35 | 50 | Student 35 | 81 |
| Student 36 | 64 | **Average** | **78.14286** |
| Student 37 | 66 | | |
| **Average** | **60.43243** | | |

The writer tried to enhance the numbers of students to be able to comprehend the text well. The students are asked to listen to a text being read and combined with pictures and gesture. They don't have the text. These activities were conducted in experiment class. Other class which was the control class, learned reading in grammar translation methods with the presence of the text. The writer would like to make comparison between the two classes through experiment research in classroom.

The data between two classes were analized through SPSS 23. Normality and Homogenity data should be analyzed first before comparing them into T-independent.

**Tests of Normality**[a,c,d,f,g,h,i,j,k,l,m,n]

| | B | Kolmogorov-Smirnov[b] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| A | 68 | .260 | 2 | . | | | |
| | 72 | .260 | 2 | . | | | |
| | 73 | .242 | 5 | .200[*] | .879 | 5 | .306 |
| | 74 | .265 | 4 | . | .891 | 4 | .388 |
| | 78 | .260 | 2 | . | | | |
| | 79 | .260 | 2 | . | | | |
| | 82 | .260 | 2 | . | | | |
| | 83 | .260 | 2 | . | | | |
| | 86 | .260 | 2 | . | | | |

*. This is a lower bound of the true significance.
a. A is constant when B = 64. It has been omitted.
b. **Lilliefors Significance Correction**
c. A is constant when B = 69. It has been omitted.
d. A is constant when B = 70. It has been omitted.
f. A is constant when B = 76. It has been omitted.
g. A is constant when B = 80. It has been omitted.
h. A is constant when B = 81. It has been omitted.
i. A is constant when B = 85. It has been omitted.
j. A is constant when B = 88. It has been omitted.
k. A is constant when B = 89. It has been omitted.
l. A is constant when B = 90. It has been omitted.
m. A is constant when B = 92. It has been omitted.
n. A is constant when B = 94. It has been omitted.

**Test of Homogeneity of Variances**

A

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 1.114 | 8 | 14 | .410 |

**ANOVA**

A

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3290.221 | 20 | 164.511 | 2.453 | .045 |
| Within Groups | 938.750 | 14 | 67.054 | | |
| Total | 4228.971 | 34 | | | |

**Group Statistics**

| | A | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| B | 1 | 35 | 60.17 | 11.153 | 1.885 |
| | 2 | 35 | 78.14 | 7.468 | 1.262 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Mean Differenc e | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | | | Lower | Upper |
| B | Equal variances assumed | 5.833 | .018 | -7.921 | 68 | .000 | -17.971 | 2.269 | -22.499 | -13.444 |
| | Equal variances not assumed | | | -7.921 | 59.387 | .000 | -17.971 | 2.269 | -22.511 | -13.432 |

Students' peception are also measured in order to find out which methods they like better. Here is the graphic from their resposes :
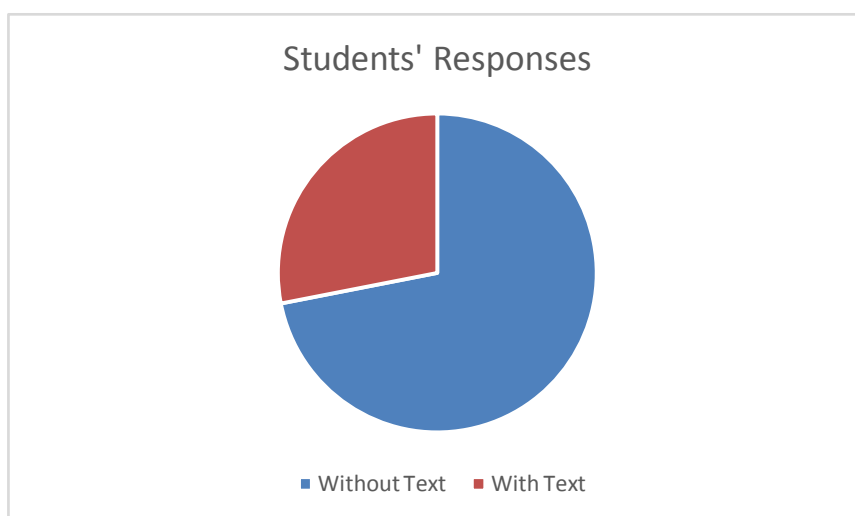


82 % students like learning Report text without text and 32% with text.

**CONCLUSIONS AND SUGGESTIONS**

The process of establishing reading comprehension onreport text can be more effective without the presence of the text itself. It can be concluded from the data analysis using SPSS 23.

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# COUNSELING FAMILIES THROUGH
# PARENTING POSITIVE TECHNIQUES IN DEALING WITH
# AUTHORITARIAN PARENTING

**Wiwit Wahyutiningsih**
wiwitwahyutiningsih@gmail.com

*University of Muhammadiyah Malang*

**Abstract:** Family is the first place for the children's education and children live with their parents by having plenty of time to interact intensely. Older children still need to realize that older people in everyday life. The bottleneck that occurs when differences of opinion occur between parents and children when children do not like the way/form parents convey message. There is a lack of understanding between parents and children. The solution is to talk about the deliberations, namely back problems that occur between parent and child or children mutually understand each other, and children position themselves when conflicts with parents. The purpose of this writing is to know how the family as supporting the formation of attitudes of maturity on the child in his harmonious achievement of goals, independent and virtuous. This research is a descriptive research using qualitative methods. The source of the data used in this research in the form of the informant, places/events, and document/archive, data capture techniques using observation, and interviews. Data analysis technique used is interactive analysis model.

**Keywords:** *Family Counseling, Positive Parenting Techniques, Authoritarian Parenting*

## INTRODUCTION

In parts of the world with diverse cultures and social systems, the family is the social unit is important in building the community. The family is the patrimony of humanity that is constantly maintained its existence and not fission by the times. A variety of factors with the times certainly has the family owned a variety of shades including family characters, but the substance of a family not eliminated. With the increasing number of family divorce number indicate that the very drop in harmony in the family. It is not hard to find in our own country, Indonesia. Then some of those who are already married and considers that the family is not a family Institute for child development. This thing we can see from the growing number of cases of child violence perpetrated by people nearby, including the family. When the family is an institution that is good for the child's development is just the opposite, ironically not least we saw and heard the news a mother who claimed the life of his own son or even a dad who always torture his children and others. Case such as this is not done the reasonableness of an institution that is the family. Although various studies have demonstrated the benefits of a marriage, i.e. married people have necessarily healthier lifestyle. For example, a married person

fewer who have problems, and depression. Married people have better sexual satisfaction. More prosperous economically because people who marry can combine his opinion so as to enhance the capabilities in the field of economics. Married people have better sexual satisfaction. In addition children are usually better if in foster care with a family. Children who live with parents who are likely to be better equipped emotionally and academic.

**METHOD**

In this research, the methods used are qualitative research methods. The term qualitative research advanced by Bodgan and Taylor (1975:5) defines the methodology of qualitative research procedures that produce as data in the form of descriptive words written or spoken of people and behavior that can be observed.

Qualitative research methods are often called naturalistic research method because of the research done on the condition that a natural (*natural setting*): also known as the ethnography method. Subject of research: the informant. This type of data is the result of the recording of research both in the form of facts or figures, in other word all the facts and figures, which provided the materials for crafting information. The source of the research taken from the observation field in order to complete the data obtained from the description of the location of the research, the State of the environment, and everyday behaviour in the realm of location research. In this study, researchers using data collection techniques using participatory observation, interview and documentation as well as deep as the amplifier data in writing.

**DISCUSSION**

In his book *Social Structure*, Murdock family that outlines is a social group that has the characteristics of living together, there are economic cooperation, and the reproductive process (Murdock, 1965). Korner and Fitzparick (2004) defines the family through three viewpoints, namely: 1) *structural Definition*, defined on the basis of the presence or absence of a family member, such as the elderly, children, and relatives. 2) *functional Definition*, defined with an emphasis on correct fulfillment of duties and psychosocial functions. 3) *transactional Definitions*, is defined as a group of intimacy development through behavior- behavior that gave rise to a sense of identity as a family.

Next ask a feature specific Reiss inherent in the family, i.e. the process of socialization which he called emotional support coupled with socialization as the maintenance (*nurturant socialization*). Thus according to the Reiss family is a group of small, structured in relation of the family and have the main function in the form of socialization of guardianship of the new generation.

Next, Weigel (2008) conducted a study to find out the concept of general family. His findings indicate the congruency between the concept of the family by lay people and family sense of perspective intact three from Ascan f. Koerner and Mary Anne Fitzpatrick, according to Koerner and Fitzpatrick (2004), the definition of family can at least be reviewed from various viewpoints, namely structural, functional definition, and the definition of intersectional

With many value added model family made the adjustment process as husband and wife becomes difficult. The level of difficulty is greater when one member of the family grew up with very different lifestyles with other family members. As for the pattern or model of the family commonly known as follows: 1) *the nuclear family*, consisting of parents and children. 2) *large family,* consisting of the nuclear family and some close brothers who live under one roof. 3) *communal Family*, where some nuclear family living together by taking shared responsibility in nurturing children and their often interchangeable pairs. In addition, there is also a form of dual earner families in which both parents (spouses) who are both working. Men

and women who work seems equally influenced by physical and psychological pressure, both with regard to the work interfere with family life or others (Frone, Russell, Barnes, 1996). In almost all societies, women — even if they work full time--has primary responsibility over the household and parenting (Gardiner et al.,1998). As for the notion of the family in Islam is the smallest community unity circumscribed by forbidden (descent) that live in an area that forms a structure of society according to Islamic sharia or with another is a sense of order and structure of the family who live in a systembased on the religion of islam. The family is a concept that is multidimensional.

Figure 1



According to Mubarak, et al (2009) families can carry out maintenance or health maintenance can be seen from the task of family health, namely as follows: a). on the issue of family health, b) make the right health care decisions Act, c) giving care on family members, d) maintain a healthy atmosphere of home health, e) using the existing health facilities in the community

The role of the family as well as describing a set of interpersonal behavior, the nature, activities that relate to persons in certain positions and situations. Personal role within the family are based on expectations and behavior patterns of families, groups and communities. *First*, give the opportunity to hang out with anybody in the community, keeping in mind the norms of family Association or school. *Second*, educating children in order to have a healthy sense of self-worth, e.g. by way of letting children think for yourself, do it yourself, holds his own with fair treatment, by giving awards that pay each shows his ability, with guide each child that are being encountered difficulty, not too often prohibit, condemn, despise, sneer and so on. The personality of a child is a descendant from the main parenting parents in guiding their children. Although the world is diverse economic levels existing in every person, there is from among the middle and upper economy, there is from among medium-sized economy down, but monomer should snap to attention and affection toward children, for the future as he grows up, is determined from the way parenting parents.

Figure 2 The venture Family's achievements
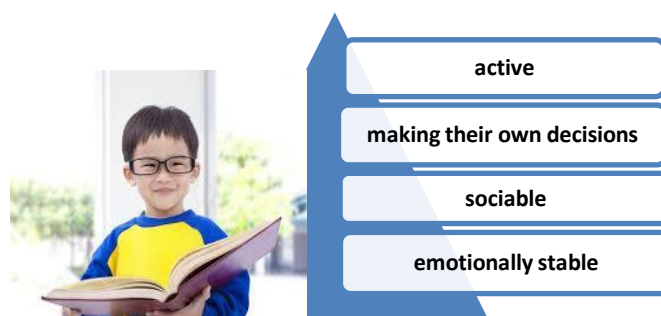
As an institution that is never absent from the presence of man, the family participated — even responsible — in the process. Osman Bakar (2011) suggests the institution of the family as viewed by the Quran and practiced by Muslims in the history of Islamic civilization are religious, pedagogical and socio-economically. This is what makes the family institution has a multidimensional role in the process of socialization.

In turn it is substantial to grasp the concepts, values and the role of the family as an institution educating in multidimensional (older) people from an Islamic perspective.

It's good this discussion at the start by explaining the concept and meaning of the family, according to the great dictionary of Indonesian Language *families* means *mother and father with his children; household* and *person household who became dependents; batih.* Understanding the above lays out the family is households consisting of everyone living under one roof.

The most common type of this understanding is the *nuclear family/* core family consisting of biological parents as well as children that they blew up their ' split up ' due to get married and build a new family. In some households could include family members closest relatives usually grandfather and/or grandmother good maternal or paternal line of type is called ' *extended family*. While another type which also match the notions above are *single-parent family* households — which consists of the father or mother as a single parent and a child whom she raised.

While the family-run functions like giving birth and caring for children, resolve issues, and mutual care between members does not change its substance from time to time (Day, 2010). However, how the family is doing it and anyone who is involved in the process may change from time to time and vary among different cultures.

The above exposure is not essential if the only form of family that considered, the essential thing is how the relationships between the family members took place. The core of the range of shades of this relationship is a matter of whether parents legally married according to the applicable law, since the issue of this status implies social relationships of family, such as custody, inheritance and liability to neighbors as well as the community.

The language of the review, the idea of family household plays a main character as the creator of the meaning of family and family relationships, and then the consideration is sufficient as a basis for the justification of the statement: social and institutional households are the most fundamental social institutions to ensure stability within the community.

**CONCLUSION**

Families in Indonesia are generally formed by a marriage between men and women. Family members are persons who are bound by ties of blood. To keep family harmony, in order to avoid the crisis even conflicts, then each family member should be able to do a good communication between family members. The family has a very important role to its members as a means of education, a place to grow flowers, and means of interacting is done on each Member. In the family this is the place to put the basics of personality, beliefs, religion, cultural values, moral values, and skills, so a very large influence on the development of the behavior of each Member.

In this regard, social function of family can also be influenced by the role of each Member of the family. Role in the family, include a role as a father, as a mother, and as a child. If the roles were carried out properly, then the function of family will also go well.

The process of forming attitudes is formed, because individuals will have the attitude and the nature of what that family. Then each family has an important role in every member of

its family, and family members also have an important role against the integrity of the family. Being a family is not an easy or difficult because the family always gives reciprocal toward each Member of the family. Then we recommend before forming families learn well what actually a family is and how families can form an attitude and behavior towards an individual.

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# I$_b$W KECAMATAN KEDOPOK KOTA PROBOLINGGO

**Irma Tyasari [1], Enike Dwi Kusumawati [2], Suryaningsih[3], HB Sujiantoro[4]**
[1]irmatyasari26@gmail.com
[2]enikedwikusumawati@ymail.com

[1,2]*Universitas Kanjuruhan Malang*
[3,4]*Universitas WisnuWardhana Malang*

**Abstract:**The IbW program has been implemented to support, strengthen and empower the participation of housewives group's capacity to improve their socio economic condition, as well as to optimize the un-used materials such as corn husks and the clothes' patchwork in KecamatanKedopok-Probolinggo. Additionally the program may facilitate societies to be more creative to produce marketable products from the un-used materials around them by creating various handicrafts. As the consequence of this program is potentially increase the family income. The goal of this program is in line with the strategic issues of Probolinggo Development Plan which is determined by the local government for the period of 2006-2025. The main development plan aimed at changing the society behavior and lifestyle; alleviating poverty; improving the participation of societies to the natural environment; and the last is increasing the local competitiveness. The main results are shown that all activities could be carried out successfully. This IbW program is conducted as the plan and supported by local government as well as the high enthusiasm of society. The IbW socialization; entrepreneurship training; handicrafts' workshop; and the establishment of small business groups and partnerships are the activities involved. The training of making handicraft made from corn husks and clothes' patchwork was held in KelurahanKedopok followed by 15 participants, whether Mendong handicraft and corn husk parcel training was held in KecamatanKedopok with 45 participants. Other activities are marketing management training; finance management training, Focus Group Discussion, supervising and guiding activity in every village; monitoring and evaluation every week; and the last is preparing the local region profile.

**Keywords:** *IbW, Handicraft, Socio Economic*

## INTRODUCTION

In accordance with the medium-term development plan of the Kota Probolinggo that some important things needed to get attention in order to improve the quality and capacity of community life can be consider from several aspects such as: technology issue, social issue, economic issue and education issue. One of the programs is the collaborative program between the local government, and universities to realize the development plan target. IbW is the program. The purpose of IbW programin KecamatanKedopok-Probolinggois to support, strengthen and empower the participation of housewives group's capacity to improve their socio economic condition, as well as to optimize the un-used materials such as corn husks and

the clothes' patchwork around them. So, by having this program the welfare will be improved gradually.

In order to improve the welfare of society through equitable economic growth based on the potential environmental and local conditions, it is necessary to think about the development of the capacity and potential of the regions as well as its marketing strategy. The ability of people to create something is needed to be supported in the form of having various means in applying appropriate technology, having training and development program. Instead of that, the market aspect should be considered as well, especially the way to sell or market the product after the production process effectively. This is important aspect because if there is no the market or the market strategy is not effective, then the productivity become obstructed. In addition, the products were not only enough just depending on implementing of efficient technologies, but also the selection of moderate and modern marketing approach.

There are several problems faced by local governments is: 1) how to optimize the agricultural waste material such as corn husks and banana trunk and also the patchwork clothes into a marketable commodity; 2) secondly, lack of information about the variety design products; 3) The third problem is determining the appropriate market for its production. They still use traditional sales approach and still focus on the local area; 4) lack of information about the implementation and the importance of simple book keeping activity for small business. Since this activity, besides giving the information of cash flow, it can also be the data for deciding the cost of goods sold (COGS).

By considering those problems,and identifying the information around Kota Probolinggo, the team of IbW planed appropriate program in this area, and decide the target area are Kedopok, JrebengWetan and JrebengKulon.

**METHOD**

There are several method used by the IbW team: 1) entrepreneurship capacity building is the activity whichprovide insight, attitude and business skills, provide opportunities, facilitate initial capital (fund), as well as evaluating the development of its business; 2) technology transfer is the method to share the principles of technologies implementation; 3) information technology method is the activity to broadcast the information of products that have been produced through online shop and local newspaper.

Regarding to the implementation of the method, the team involves society (housewives group- rural communities in every village) and the department of corporation and trade of Kota Probolinggo. They were involved from the planning process, the implementation process until the process of monitoring and evaluation activities. In the planning phase, the team invited representatives of rural communities which are from three locations (villages) in planning activities which will be undertaken in each village. At this stage, the team was digging thepotential information of each village. Information is about the things that are required and the potential owned by the local people. This is as the basis used by the team to plan activities.

In the implementation phase, thosethree villages were jointly invited to carry out the activities which are facilitated by the team of IbW. The activity are education and training. The community is positioned as a participant, while tutors were played by IbWteam. The activity is also coaching and mentoring. The team provides initial raw material for producing products, small equipments and tools, and designing brand logo

The last phase is evaluation. The evaluation is important to identify what the next steps for next program since this program is multi year's program. The program is interrelated to

each other in every year. In addition, this phase also provide solution for the issue raise during the program was carried out.

## FINDINGS AND DISCUSSION

The output of this IbW program is considered into four aspects. 1) The aspects are business and industry aspect;2) administration aspect;3) technology aspect; and 4) marketing and online marketing aspect.

### Business and Industry Aspect

The first is business and industry aspect. This aspect focused on the operating activities which a business and industry began. The team conducted home industry training which was followed and held in every village. There were 15 participants in every village, so the total was 45 participants collectively (three villages). The training was handicraft trainings (offer various product and items which were made from cornhusks, clothes' patchwork and beads).The corn husk handicraft training was held in JrebengWetan; the clothes' patchwork handicraft training was held in JrebengKulon and the beads handicraft training was held in Kedopok. The team provided training material, raw material for making handicraft and also tools and small equipments. The example of handicraft which made from corn husk are artificial flowers, brose, tissue box, accessories, and food cover box. While handicraft which made from clothes' patchwork are such as wallet, handbag, laptop bag, "mukena" bag, hand phone bag, pillow covers, brose and etcetera. Then the products made from beads are bracelet, necklace, brose, key chain, pins etcetera.

### Administration Aspect

The administration aspect focused on the simple bookkeeping activity. Bookkeeping refers mainly to the record-keeping aspects of accounting. Bookkeeping is essentially the accounting process (some would say the drudgery) of recording all the information regarding the transactions and financial activities of a business. What follows is a basic overview of what bookkeeping for a small business entails: 1) prepare all documents for all transactions, operations, and other event of business; 2) determine and enter source documents the financial effects of the transactions and other event of business; 3) make original entries of financial effects into journals and accounts with appropriate references to source documents; 4) compile and prepare simple financial report.

The activity was finance management training program for small business entities. The tutor was one of the teams. Instead of learning about preparing financial statements, they also studied about the way to decide unit price per product, and also the formula to calculate break event point. So they learn how to be successful in doing administration job. The tutor also gave the material about the procedures how to obtain alternative working capital for business.

### Technology Aspect

The technology aspect focused on internet and computer training program since the following media for marketing and promoting the product will use online shop. The team considered to provide computer and internet training. The purpose of this training is to give computer literate skill in order to make them aware and familiar with technology. Although several of them have android mobile phone, this was considered differently, because most of

them were not familiar with the PC or laptop. The material was about introduction of computer and introduction of internet. The training conducted at the hall of Department Corporation and Trade Kota Probolinggo.

In this event, the team also taught them the way to take photo or picture of products. These pictures will be uploaded later in online shop when they do practicing in online marketing.

### Marketing and Online Marketing Aspect

The marketing and online marketing aspect focused on the update, moderate and modern marketing approach method. There were three representatives from each group of village to be sent to Malang to have on the job training program (OJT). The location of OJT was in one of developed home industry shop which has been implemented online shop system successfully which was in TegalGondoKabupaten Malang. Besides learning about marketing in general and the operation of online business shop, they also learn how to create a "shop" using free online shop such as Lazada, Blibli, and etcetera. Other material of OJT was learning about conducting stock opname and management stock of products. The real result of this training was when the representatives have created online shop and uploads the product, the next day they got 20 orders directly. The products sold were clothes' patchwork products.

The next duty of them was sharing the material to the rest of group, so all the group understand and know how to operate online shop whether using laptop or PC and using android mobile phone.

### Other Activities

Other activity besides providing training is products exhibition and Forum Group Discussion (FGD). The purpose is to display the various products which produced by society and the integrative evaluation of the whole program. This is important to design the following program for the third year program.

In every activity, the representative of The Department of Corporation and Trade Kota Probolinggo always accompany the program. They support and do evaluation in every ending of program. They are very cooperative and commitment to have this program successfully. The team provides modules for all trainings, as well as the catalogue of products and profile of Kota Probolinggo.

Several activities of program such as opening ceremony of the program, finance management training and Forum Group Discussion were published in local newspaper.

### CONCLUSIONS AND SUGGESTIONS

The IbW program has been implemented to support, strengthen and empower the participation of housewives group's capacity to improve their socio economic condition, as well as to optimize the un-used materials such as corn husks and the clothes' patchwork in KecamatanKedopok-Probolinggo. Additionally the program may facilitate societies to be more creative to produce marketable products from the un-used materials around them by creating various handicrafts. There are four aspects considered as the output of this program: business and industry aspect; administration aspect; technology aspect; and marketing and online marketing aspect. All the participants from three villages are enthusiastic in supporting program, as well as the local government.

The team suggests that the local government should consider improving and maintaining the program sustainably, in order to reach the goal of the medium development

program. The group of participants in all villages should be consistent in producing and selling the products. They should be creative to look for innovation and variety of products.

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## APPENDIX

The pictures of activities

# Revitalising Anti Corruption Values in Economy Development as The Learning for Pre-service Teachers

**Ninik Indawati**
n.indawati@yahoo.com

*University of Kanjuruhan Malang*

**Abstract**:    This study aims to develop anti-corruption values in learning as the form of the economic development for pre-service teachers. This study uses Development Research Method according to procedural development model which is descriptive. It shows the steps which should be followed to produce the effective product to be used. The system approach model and steps designed and developed according to Dick & Carey. The method used is t test (Paired Samples Test) to know the affectivity of teaching material. Descriptive quantitative analysis technique is used to compare students' ability before it is taught using teaching material after using teaching material. The research sample is 30 students who are selected using random technique. The result of study shows that pretest and posttest are very different significantly (P < 0.000, df = 29, t = -51.470), by the difference from both of them is -8.667. The negative values of their difference show that the pretest is lower than posttest. It means that the teaching material has increased the students' learning result that is 8.67 compared to the previous condition. Based on the analysis result, it can be concluded that the teaching material is proven significantly to increase the students' learning result.

**Keywords**:    *Revitalisation of Anti Corruption Values, Economic Development, Pre-service Teachers*

## INTRODUCTION

Education is the success key for a nation. Education can make a nation become stronger, more independent, to have better character and competitive. The reason is that the quality of education can decide the quality of human resource of the nation. It sues the strategic steps to stop the the morality and nation character degradation rate (Aziz, 2011). He says that character building should be implemented and become the spirit of good character learning.

According to Tirtarahardja & Sulo (2005), a good education should show a certain poin or bridge between theory and practice. Abduhzen (2010) says that our education strategy or several aspects has less concern toward the thinking development as the attitude and behavior basic. The learning at our school tends to fill and give the doctrine of student' mind. Therefore, what has been got at school does not have any correlation with the real life. Education should be able to create the balance in students' life (Artadi, 2004).

At this moment, the urgent of character building as the attention is as the response of several nation problems, especially moral decadence problem, such as corruption, violence,

students' fight, clashes between ethnicity and free sex behavior which tends to increase. Those phenomena based on (Tilaar, 2000) is the excesses from people' condition in the social transformation era facing globalization era, in which the globalization caused by the development of technology, the economy improvement and information technology sophistication bringing positive and negative impact for Indonesia at the same time.

Life of the nation is very pathetic in the aspect of social, politic, economy and culture. According to capitalistic economy aspect, it creates separation between the rich and the poor, ordinary people and official, ruler and people. The politic system is very liberal. Based on the the aspect of social culture, people are helpless towards liberal politic and capitalistic economy. It impacts towards the power of social culture from the historical root (Effendy, 2003).

Anti corruption education is in step to character education. Besides, it becomes the part of students' character building. Anti corruption education id expected to be the main basic in the characteristic building of honesty and the paradigm of Pancasila and UUD 1945 based on the constitution No. 20 Year 2003 about National Education System. Education is not meant to be the activity or learning activity in every class but it is based on many processes and activities which are productive, creative, skillful, peronality, morality and godly. Education should be managed using clear objectives. It can develop positive values for students. It should be able to produce the figures who have strong and tested character and personality in the term of knowledge and humanity.

Observing many existing problem in the application anti corruption character education, so it needs improvements in the institution previously. The efforts to reach good result do not have any impacts. Teacher as the leader of anti corruption character education should do self reflection. Character building can be reached if teachers can be honest, good, responsible and fair figures for their students. It is not only about giving the theory of honesty, good attitude, responsibility and justice to memorize. (Lewis, Barbara, A, 2004) says that there are two methods to spread the lcandle light or become the reflecting looking glass. (Lewis, 2004) mentions to give the examples of good attitude as the leadership through example. In this leadership, a teacher will be the benchmark where the students may measure them selves. The teacher will be the inspiration for the students. To be a leader who is able to enlighten the students' path, a teacher should hold the trilogy of leadership initiated by Ki Hajar Dewantara, namely *ing ngarso sung tulodo, ing madyomangun karso*, and *tut wuri handayani*. It means that the teacher should be the good figure of leader, give spirit among the students, build the spirit and create the chance for having strong willing, push and direct the students from behind. These trilogy may be forgotten in educational system of values building in this country.

The word corruption is derrived from Latin *corruptio* or *corruptus*. The word *corruption* is an older Latin word. That latin term appears into many European languages, such a English namely *corruption*, *corrupt*; France namely *corruption*; and Netherland namely *corruptie*, *korruptie*. Then, Indonesia adapts the term from Netherland namely *korupsi* (Andi, 1991).

In UU No.31/1999 jo UU No.20/2001, the definitions of corruption are that (1) an out of law action to enrich themselves and make the nation loss, (2) abuse the authority to enrich themselves and make the nation finance loss, for instance to bribe the officials (giver and receiver of bribe), the impact of interest in procurement goods and service, extortion, gratification, (3) the action of fraud and mark-up.

Anti corruption education is the conciousand deliberate effort to consummate the critical process of teaching and learning towards anti corruption values. In the process, anti corruption education is not only the transfer media of knowledge but also as the efforts of character, anti corruption values and moral awarenes building to fight corruption behavior. Anti

corruption education is also an instrument to develop learning ability in absorbing the configuration of problems and difficulties. Education system which also eradicates corruption is the education system which is started from the simple things, such as no cheating, being on time, and many others (Wibowo & Puspito, 2011).

Based on the explanation above, anti corruption education can build and spread anti corruption values for students, so they can understand that corruption has conflict with law and religious norms in the early age. Therefore, it is important to make children to be used to be honest, not deceptive and not to take other's right.

Character building of anti corruption offered by National Education Ministry and Commission of Corruption Eradication doe offer a miracle that can guarantee all Indonesian people be free from corruption. The exemplary becomes the important point in the successof the implementation of character building of anti corruption in Indonesia. All of learning modules which are integrated to character building of anti corruption do not give any results as long as the exemplary becomes the rare thing in social life. Then, where can students find an exemplary easier? *Everything begins from home*! (Nurfita, 2011).

**METHOD**

This study uses Development Research Method according to procedural development model which is descriptive. It shows the steps which should be followed to produce the effective product to be used. The system approach model and steps designed and developed according to Dick & Carey. The method used is t test (Paired Samples Test) to know the effectivity of teaching material. Descriptive quantitative analysis technique is used to compare students' ability before it is taught using teaching material after using teaching material. The research sample is 30 students who are selected using random technique.

This development model uses the procedural model based on Tim (Puslitjaknov., 2008). The reason is that this model is descriptive. It may produce certain product. Then, the product will be used in learning activity using system approach model towards basic components from learning system design which includes analysis, design, development, implementation and evaluation which are designed and developed (Dick, W. & Carey, L. 2005). Each step of research procedures is through expert test, individual test, group test and field test. The try out includes expert learning test, course content expert test, learning media expert test, individual test, group test and field test. It also uses descriptive quantitative analysis technique for comparing students' ability before and after using teaching material through pre test and post test to show the significance. The significance is to observe the difference of the pre test and post test score whether or not the teaching material using anti corruption education is effective to be implemented for students of Malang Kanjuruhan University.

The step of data analysis and the main steps which are done in this study are based on the design model of learning system presented by (Dick, W. & Carey, L. 2005). It consists of ten steps, namely (1) to identify the learning objectives, (2) to do the learner analysis, (3) to identify eraly behavior and learner's characteristic, (4) to formulate the learning objectives, (5) to develop evaluation instruments, (6) to develop the learning strategy, (7) to develop and choose teaching material, (8) to design and develop formative evaluation, (9) to revise the learning program, (10) to design and develop summative evaluation. Yet, summative evaluation is not done in this study.

Data collection uses questionnaire and test as the instrument. The quetionnare is used to collect the data result from interview from the learning result, course content expert, learning media expert, students for individual, group and field test, and lecturer. The test is used to

investigate the students' learning result before using the teaching material (pre test) and after using the teaching material (post test).

## FINDINGS AND DISCUSSION

A topic is taken in a course or even to be the name for a course. It is not always from the knowledge it self, but it may appear as the response of the developing phenomena in the environment. It can be said that anti corruption course has born from the severe phenomena of nation disintegrity which are indicated by the unstopable corruption practice. Therefore, it is important to have the sistematic efforts to fight corruption. The impact of corruption has been proven to weaken the resource, disturb soacial life, ruin the potential of nation and become international problem. It should be socialized to all people through education, so it is expected to grow the good intention for stopping corruption in the future.

Debriefing of anti corruption education should be started fron the lecturers/teachers themselves. Preventing corruption can be done if the teachers realize that corruption is a kind of disease which may attack anyone. If the teachers can give the good example for students, they are able to invite their tudents to be honest. When the honesty has been built in the early age, eradicating corruption becomes the real act to do up the roots.

Eradicating corruption needs the role of lecturers/teachers to start seriouly. The effors to eradicate corruption should be done in the early age beginning from elementary school till univerity level by applying anti corruption as a subject matter or course.

Recently, it is needed to have the idea of course learning plan development of anti corruption for students in university. It is expected to give the understanding, building and educating anti corruption values for the students. The reason is that the anti corruption values building should be started from the elementary school. It is the the beginning point of behavior improvement. Therefore, it does not becomes worse. Through education, it will be the correct way to give the awareness for people.

## CONCLUSIONS AND SUGGESTIONS
### A. Conclusions

Based on the result of development, it can be concluded that:

1. Course learning plan of anti corruption education has the characteristics which have anti corruption values educated by students of Malang Kanjuruhan University as the teachers to be. It is a need to be applied. The result of the study proves that students and lecturers think that this course should be developed and applied as their provision for them in the future.
2. From the result of the study proves that students and experts think that this course should be developed and applied as their provision for them in the future. It uses the nine values of anti corruption, namely: honesty, care, independence, discipline, responsibility, hard work, simplicity, bravery and fair.

### B. Suggestions and Implication/Recomendation

Suggestions are related to the development product, namely: (1) suggestion for utilization, (2) suggestions for dissemination, and suggestions for the following product of development.

**1. Suggestion for Utilization**

Based on the record on the field test which has been done to optimalize the utilization of teaching material, the developer gives suggestion as follows:

The lecturers are optimal as the facilitator, motivator, preceptor of PAIKEM learning (interactive learning) and to use the suitable strategy.

**2. Suggestion for Dissemination**

Based on the record on the field test which has been done to optimalize the utilization of teaching material, the developer gives suggestion as follows:

Based on the users character and summative evaluation. It is not just only formative evaluation, namely limited eligibility applied only. Therefore, it is needed for further development.

**3. Suggestion for Further Development**

To increase the quality of teaching material, it needs more applicative exercise and les theoritical aspects.

**4. Suggestion for Research and Technology Ministry of *Dikti***

It is good to make anti corruption education course as the compulsory course for students, especially for teachers to be, through Personality Development Course (*mata kuliah pengembangan kepribadian* - MPK) or integrated to other course.

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# INNOVATION AND BUSINESS STRATEGIES TO ENHANCE FIRM PERFORMANCE: STUDY OF SMEs CLUSTER IN MALANG

**Rita Indah Mustikowati, Iva Nurdiana Farida**
rita_fairuz@yahoo.com

*University of Kanjuruhan Malang*

**Abstract:** This research aims to know the direct influence of innovation against the performance of the company and to find out the direct influence of business strategy on performance of the company. The population of this research was the whole SME Centre In Malang. The number of samples used was 100 SMEs. Sampling procedure was done by using the method of probability sampling, with Proportional Random Sampling techniques namely sampling proportionately to each region. Data analysis used in this research was Multiple Regression method. Based on the results of hypothesis testing, it shows that innovation directly and positively effects performance of the company. Furthermore, the results of this study also found that business strategy will affect the achievement of the company's performance. This means that if the companies do innovation and business strategy, it will improve the company's performance

**Keywords:** *Innovation, Business Strategy, Firm Performance, SMEs Cluster*

## INTRODUCTION

SMEs have an important role in the economic and industrial growth of a country (Husband &Purnendu, 1999; Mahemba, 2003;Tambunan, 2005). SMEsalso have a contribution to the absorption of Labor (Tambunan, 2005). The contribution of SMEs against the absorption of labour, both in developed countries or developing countries, including Indonesia, have a significant role in tackling the problem of unemployment.

During this time, the potential of the SMEs are not offset by the ability to compete.The SMEs competitiveness has been low thus causing the difficulties in raising output (Tambunan, 2008). Inability of SMEs to improve the competitiveness of SMEs is due to various limitations, such as lack of ability to adapt to the environment, less sure-footed in opportunities – business opportunities, and lack of creativity and innovation in anticipation of the wide range of environmental challenges. In addition, internally the SMEs are lack of managerial ability and skills as well as capital and markets.

On one hand, the literature review explains that there are three key aspects that will determine the competitiveness and having an impact on the firm performance, namely the company's internal environmental factors, the external environment and entrepreneurship.Results of a study conducted by Hadiyati(2008) which states that the factors - environmental factors that distinguished the internal and external factors either directly or

indirectly affect the competitiveness strategy.The right strategy is necessary for SMEs, given the effort required in developing the ability to identify opportunities and threats that exist in the business environment.The determination of a good business strategy will have an impact on achieving superior performance. Some of the results of empirical studies show that the strategy of the business will be able to produce the performance for the company (Ritter &Gemünden, 2004; Hankinson, 2000). This research aims to know the innovations and business strategies on performance.

**Innovation**

In the study of literature, Schumpeter (1934) mentions that there are five possible types of innovation that can be done by the company, namely (1) the introduction of a new product or a qualitative change of an existing product;(2) the process of innovation for the industry; (3) the opening of new markets; (4) the development of sources – sources of supply of raw materials or other inputs; as well as (5) changes in the organization. Based on the source, Tidd, et al., (2001) describes several classifications of innovation, Emergent, (Imported) and imposed.

Definitively, Amabile (1996) describes innovation as a concept that addresses the application of the idea, a product or process that is new.Therefore the company is expected to form a thought – new thinking in the face of good competitors, customers and markets.Robbins (2002) defines innovation as a new idea being applied to initiating or improving a product or process or service.Based on that explanation, innovation focused on three major things, namely: (1) new ideas, that is a sport thought in observing a phenomenon that is happening; (2) product or service, namely the advanced steps of the new idea that follow up with a variety of activities, studies, and experiments so that gave birth to the concept more concrete in the form of products and services that will be developed and implemented; (3) improvement efforts , i.e. systematic efforts to perform refinement and make improvements continuously.

Furthermore, Gatignon and Xuerob (1997) explained that in doing product innovation, there are 3 important things to be aware of, namely the excellence of the product, the product uniqueness, as well as the cost of the product. Product innovation can fail for many reasons. Error in applying the strategy into a cause that often happens, other causes include product design that is not innovative, wrong estimate competition, the problem lies in the design or production costs are much higher than expected.

**Business Strategy**

In the literature, small business strategy has presented a continuum ranging from conservative to be proactive-reactive (Covin and Slevin, 1991). From the study of literature on strategic planning and performance shows that companies proactively invest time in developing the strategy and showed a higher level of performance than a proactive company but do not develop strategies (Covin and Slevin, 1991)..

In the long term, planning strategies derived from the company's efforts to create a competitive advantage through a generic strategy (Pearce and Robinson, 2007): (1) Overall Cost Leadership, (2) Finding, and (3) Focus. Miles and Snow (1978) formulate a typology of business level strategy involving four types of strategic; (1) the Defenders, Prospectors (2), (3) Analyzer, and (4) Reactor.

Hisrich, et al. (2008) used the term strategy entrepreneurship which is defined as a number of decisions, actions, and reactions that are first created, and then exploit a business with how to

maximize the benefits of novelty as well as minimize costs. Entrepreneurial strategies include new business strategies or growthstrategy.

1. New business strategy

  Is the creation of a new business opportunity, include
  
  a. resources as a source of competitive advantage
  
  b. entrepreneurship resources

2. Growth strategy

  Strategies that focus on where it should look for opportunities to develop which the company may have had a basis for a sustainable competitive advantage. This growth strategy includes
  
  a.  penetration strategy
  
  b.  market development strategy
  
  c.  product developmentstrategy
  
  d.  diversification strategy

**Firm Performance**

From the theoretical view, some authors provide articulation of the company's performance in different ways. Comprehensively, Mwita (2000)describes the performance as a link between behavioral variables (processes), outputs and outcomes (value added or impact).Chakravarthy (1986) stated that the company's performance is an invalid constructs which are generally used to measure the impact of a company's strategic orientation.Pelham and Wilson (1996) defined the company's performance as a successful new product in the development of the market, where the company's performance can be measured through the growth of sales and share of the market.

Based on these measures, Neely (1999) describes the measurement of business performance can be done by combining two factors, namely; (1) firm performance measurement can adopt the existing size, (2) performance measurement should be relevant so that companies must always make changes any time.Sang et al., (1999) explains that performance can be measured through financial performance, customer satisfaction, internal processes, and learning and growth. Studies conducted by Bititci, et al. (2000) explains that the performance of a business can be measured; the level of sales, cost of sales, assets owned, brand image and fixed assets owned by the company.

**Conceptual Framework**

Several empirical studies indicate that innovation is directly and positively effect on the firm performance. The research conducted by Bharadwaj et al. (1993) found that the company's ability to continue to product innovation will keep the product is fixed in accordance with the wishes and needs of customers. Study conducted by Prajogo (2006) explores the relationship between innovation and business performance. The results showed that (1) there are no significant differences between manufacturing companies and service companies from both the product innovation as well as innovation process; (2) innovation process demonstrates a relatively stronger relationship with business performance rather than product innovation in the manufacturing sector.

Different results about the influence of innovations and performance found by Darroch (2005). In their study, the researchers used a variable knowledge management, innovation and

performance. The results showed that innovation has no relationship with the performance significantly. Research conducted by David, et al., (2007) aiming to explore the nature of the interaction between two strategies, innovation and market orientation on performance.The results showed that innovation is positively correlated with the market orientation and the invalid constructs both correlated positively with the company's performance in a competitive environment. Damanpour (2001) research carried out for the purpose of testing the dynamics that determine the adoption of innovations in products and processes in the company. The results showed that the adoption of innovation products faster than the adoption process at the bank, and the adoption of product innovation have a positive relationship with the adoption of the innovation process.

Kotley, et al. (1997) aimed to examine the relationship between the variables values personal owner/manager, a strategy that was adopted in connection with the performance of the business. The result of his research showed that personal values/owner, business strategy, empirically has influence to the performance.Boohene et al. (2008) researching on gender, personal values, strategies and small business performance with the aim to test the influence of gender on performance of small businesses in Gana by exploring the influence of personal value against business strategy. Specific questions that would like to be answered are whether the employers of women and men differ in the implementation strategy of the business, and how personal values affect the strategy and its impact on performance. The research results show that the difference in personal characteristics will determine the difference strategy is taken, which in turn affects the performance of the business. Sacred (2009) researched on performance improvements through the entrepreneurial orientation, management capabilities, and business strategy. The results of the analysis showed that the business strategy is influenced by the SME management skills and will affect performance. While the research results of Hashim (2000) found that the performance of Smash in Malaysia varies with the difference the choice business strategies adopted.
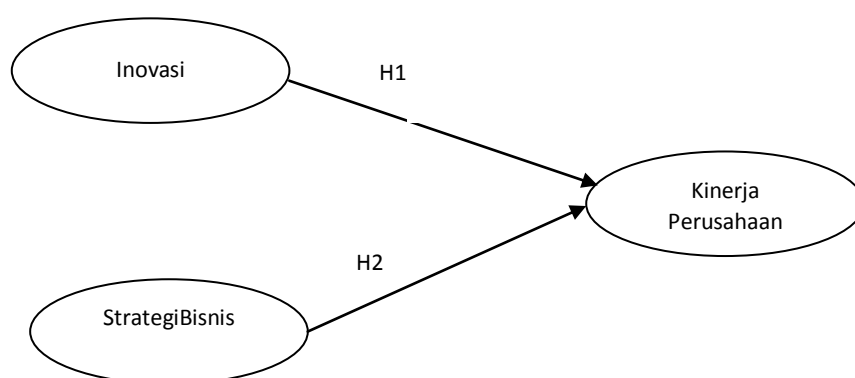


Figure1.1 The research framework

**METHOD**

This research was conducted on small and medium businesses that registered in Malang local government in the year of 2011. The criteria of small and medium businesses that are used are:

1. The listed SMEs have a business license and can be identified by the Department of industry and trade of Malang.
2. The SMEs produced flagship products and have the potential to be developed

Based on these criteria, then the population of the research was centeredon SMEswhich engaged in the field of food processing. Population the population used in this study of 283 business unit. The sample on this research was determined based on a formula of Slovin (Husein Umar, 1997) assuming normal distributed population and sampling error rate of 10%. Based on the calculation, then the number of samples used in the study was 82.394 SMEs (SME 100 rounding). Sampling was done by the method of probability sampling, with proportional random sampling techniques.

This research used primary data and secondary data. Primary data was collected through the dissemination of the questionnaire to the respondents who were the owners or managers of SMEs, with based on the research instrument. While secondary data obtained through Government of Malang Regency and Office of small and medium businesses, BPS, and related institutions. Variables used in the study of innovation, business strategy, the company's performance. Method of data analysis that is used to answer the problem formulation in this research is the Multiple Regression. Multiple linear regression aims to show the relationship between the variables is dependent (Y) variable against a free (X 1, x 2), to know how the innovation, business strategy and performance of the company.

**FINDINGS AND DISCUSSION**

Statistical testing with multiple linear regression analysis tools intended to find out the influence of innovation (X 1) and business strategy (X 2), against the performance of SMEs (Y). As for the overview of research output can be seen in the table below.

Tabel .Multiple Linier Regression*Output*

| Independent Variable | Unstandardized Coefficients | | Beta | t-value | Sign. T |
|---|---|---|---|---|---|
| | B | Error | | | |
| *(Constant)* | 0.138 | 0.419 | | 0.329 | 0.742 |
| Innovation ($X_1$) | 0.311 | 0.085 | 0.295 | 3.639 | 0.000 |
| Business strategy ($X_2$) | 0.643 | 0.105 | 0.498 | 6.131 | 0.000 |
| R | = 0.661 | | | | |
| *R Square ($R^2$)* | = 0.437 | | | | |
| *Adusted. R Square* | = 0.425 | | | | |
| F-value | = 37.597 | | | | |
| *Sign-F* | = 0.000 | | | | |
| SE | = 0.397 | | | | |
| *Variable Dependent*= firm performance | | | | | |

Hypothesis test results show that the influential innovation positively and significantly to the company's performance. These results give meaning that the more good innovations that are owned by the SMEs cluster to the achievement of the company's performance then will also be getting better. With strong innovation it will assist companies in the development of ideas about new products, focusing on efforts to produce products and always sought to market the product markedly in the market. This is due to the SMEs that are in Malang region administered by age of productive happy to challenges to create new products and develop existing products. So in his attempt to create and develop product innovation, what he has been done can be used as the basic for the company to achieve a competitive advantage in the long term. These findings provide an overview that SMEs cluster in Malang region has made efforts in applying the innovation as the basic in carrying out business activities. Through the process, the SMEs Center proved to be able to develop new products and make modifications on the market so that it is able to survive.

The findings in this study are in line with the results of a study of Baer and Frese (2003) that innovation is considered as a component that can provide benefits for the company in achieving competitive advantage. Furthermore, innovation is measured from the production process, the resulting product; new thinking in the Organization had a close relationship with the company's innovation capability so as to encourage performance improvement (Hurley and Hult, 1998; Hurley et al, 2003). The results of this research are also expanding the results of research conducted by Prajogo (2006) who discovered the existence of a positive relationship between innovation and performance. In this study, innovation is measured from product innovation and process innovation.

Test results showed that the hypothesis of influential business strategy positively and significantly to the company's performance. These results give the meaning that the better the business strategy that is owned by the SMEs cluster of the achievement of the company's performance then will also be getting better. With the increasingly powerful business strategy it will help companies in creating new ideas, opening the opportunity for market penetration and experimenting though risky, so that in the end can be a market leader by implementing strategies and long-term goals. These findings provide an overview that SMEs cluster in Malang Region has made efforts in applying the business strategy as the Foundation in carrying out business activities. Through the process, the SMEs cluster proved to be able to respond to changes in the environment through the implementation of good business strategy so that it is able to survive.

The findings in this study are consistent with the conception of Porter (1980); Barney (1991; 1997) that a business strategy capable of improving the performance of the business. This is also in line with the results of the study conducted by Covin and Slevin (1991) where the performance of small companies depends on the strategies they use. This study gives a meaning that the ability of small businesses to formulate and implement effective strategies have a great influence towards survival or failure of a small business.

Technically, the initial actions that can be undertaken by SMEs in business strategy is to increase the capability of human resources owned, either through training, seminars or workshops, which will improve competencies. The emphasis on improving the ability of human resources owned by SMEs in business strategy reinforced by the opinions of Tan and Wang (2010) that in the perspective of Resource – Based View (RBV), a superior resource ownership will lead to companies capable of creating economic value better than competitors. By

implication, the RBV will generate a competitive advantage in the long term for the company on the dynamic market situation. Thus, the ability and a strong commitment to generate and utilize the resources controlled by the SMEs will deliver business performance to improve continuously.

Innovation is a very important component in business development efforts. In the absence of innovation, a business will be hard to be able to compete with other companies. Business strategy is a very important component in an attempt to compete with other companies with business strategy, including determination of strategy of market penetration, development strategies, product development strategy and the strategy of diversification so that in the end the performance achieved by SMES in running business activities have been met.

## CONCLUSIONS AND SUGGESTIONS

Overall, the results showed that innovations and influential business strategy significantly to the company's performance.Improvement of the performance of SMEs Centers in Malang is inseparable from the ability of entrepreneurs to do innovation and business strategy. Nonetheless, the understanding of SMEs Centers in applying entrepreneurial orientation, innovative activities and devise business strategies still need to be improved. The findings resulting from the hypothesis testing shows that innovation is directly and positively effect on performance of the company. Furthermore, the results of this study also found that business strategy will affect the achievement of the company's performance. This means that the stronger entrepreneurial orientation, innovation and business strategies that are owned by the company, it will improve the company's performance.

SMEs should always strive to add value to products produced and always strive to provide the best service to customers. In addition, the presence of competitors, both existing competitors and potential competitors, should also be more aware of. Innovative actions and the determination of the business strategy is a very important component to determine the sustainability of the effort. Therefore, the SMEs cluster should always strive to find ways to market your product or service better, running a business by producing products or services with different attributes of competitors as well as utilizing technology to produce goods more effectively and efficiently. In addition, it should be also considered for creating new business units that can be used to minimize the level of risk that may be received. To develop entrepreneurship concept further, researchers need to examine the size of the SMEs related with business activity and performance.

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# The Development of Policy Evaluation Model of Bank Indonesia(BI) and OtoritasJasaKeuangan (OJK) for Mandatory Audit of BPRS

**Koenta Adji Koerniawan [1], Irma Tyasari [2]**
[1]koentaadji_k@unikama.ac.id
[2]irma.fe@unikama.ac.id

[1,2]*Universitas Kanjuruhan Malang*

**Abstract:** The purpose of this study is to understand the management's perception about mandatory audit in *Bank Pembiayaan Rakyat Syariah* (BPRS) which is conducted by external auditors. Most of them comply and willing practically to accept that policy, however few of them feel hardly in economic aspect (compliance cost) especially the BPRS' which the assets amount under Rp 10 Billion. This study conducted triangulation method. The result shows that the compliance for mandatory audit of BPRS in East Java is high. Another result indicates that among the six policy evaluation's components, only the third component which could not be implemented since the identification of policy variation is not relevant. Gap analysis is used to understand the gap between the normative policy and the implementation of it. The result is consistent with the compliance of BPRS' management.

**Keywords:** *Policy Evaluation, Mandatory Audit, BPRS*

## INTRODUCTION

Since the enactment of Law No. 1 Year 2011 about the Financial Services Authority (OJK) has produced a new historical record of reformationat the financial sector, which is considered to be more independent in which the function of the OJK replaced the Capital Market Supervisory Agency and Financial Institution (Bapepam LK). Following that action,the supervisory function of banking in Indonesia was also taken over by OJK at the end of 2013. Right now, Bank Indonesia which is considered as the Central Bank play its function more macro on issues concerned with monetary stability, while other functions such as maintaining the stability of the financial system (banking and payment system) was taken over by the OJK that focus on the performance of each banking entity or other financial institution. Entity refers to banking and non-banking organizations both in the form of commercial banks, Islamic banks, rural banks (BPR) and Sharia Rural Bank (BPRS) and other financial institutions than banks. BI and the OJK have authority in regulating, supervising, examining and investigating of the financial services sector in Indonesia. Due to those functions, they issued number of policies or rules, and one of the policiesis Law No. 1 2011. This law regulates the mandatory audit which shall be conducted for BPR and BPRS. They will be audited by Public Accounting Firm (KAP). Based on Bank Indonesia Regulation No. 15/3 / PBI / 2013 on Transparency of Financial Condition BPR (included BPRS) 9- Article 11 states that every BPRS or BPR which has assets of ≥ 10 billion required to perform the publication of financial statements.Article 12

states that BPR (BPRS) which the financial statements have been already audited by Public Accounting Firm (KAP) should state the name of auditor (Certified Public Accountants-CPA). OJK has determined list of CPA who is allowed to audit banks or financial institution. However, all policies issued by the BI or OJK shall be evaluated the effectiveness of its implementation. On one hand to ensure that all policies have been implemented effectively by the entities.

In addition, the policy about mandatory audit for BPRScreates practical problems. Based on the results of the initial interview with the management of BPRS in Malang, they face high compliance cost for having mandatory audit. According to management, the minimum cost for the audit at least Rp 10 million before taxes and operational cost of auditors during audit. Instead of having mandatory audit which is conducted by audit firm, they also have to face compliance audit every four months from OJK itself.

Another practical problem is that the Audit Firm has a standard fee as well (IAPI, 2015). This standard is due the appropriateness of doing audit and providing high quality of audit.Moreover, since 2013 Indonesia has officially adopted the International Standards on Auditing (ISA) as risk-based audit standards (Tuannakota, 2013). It means that the audit firm should update the competency of their team in doing audit with the new standards. So there is an obligation for audit firm to keep its fee or even increase it to meet with the new standard.

Conducting audit in BPRS has similar procedure with commercial bank. However the audit fee of BPRS is less thancommercial bank. So based on the background above and the practical issued raised due to the implementation of policy, "The development of policy evaluation model for BI and OJK for mandatory audit of BPRS.

**Policy's Evaluation**

The definition of policy is always related to the decision which is made by a person or an institution. The policy will be used as a reference or guidance of therecipient. Discussing about public policy will bemuch more complex. Many considerations, parameters, aspects, and the indicators are used in determining policy. This statement is consistent which was stated by Nugrohowho said that public policy is a set of actions which is proposed by a person, group or government in a particular environment, threats and opportunities, in which the policies aimed to utilizing the potential and overcome the existing barriers in order to achieve certain goals. Winarno, Budi had the view that public policies are divided into two categories: 1) The opinion equate public policy as the government's actions, which all government action is considered as a public policy; 2) The opinion gives particular attention to the implementation of the policy, and is also divided into two groups, first defined as a public policy decision making by the government and can also be classified as State interaction with the people in addressing public issues. The second definition can be interpreted as the intervention of the state against its people when countries implement policies on a community.

**Mandatory Audit for Sharia Entities**

The mandatory audit is needed and required by all entities, including sharia entities. Some of the specific things that need to be considered in order to conduct the audit in sharia entity is as follows (Antonio, 2002): 1) The disclosure of elements of Sharia, including the compliance in disclosing the fairness of the financial statements; 2) differences in accounting treatment concerning aspects of the product, both the source of funds or financing products; 3)

examination of the profit distribution; 4) recognition of income and real cash basis, as well as the recognition of expenses accrual basis; 5) banks' correspondent, especially the correspondent of depository, the recognition of revenue should refer to the principle of sharing, otherwise the interest income should not be recorded as revenue; 6) the examination of other revenue and the use of zakat; 7) revaluation of foreign currency recognized and 8) to make sure there are no transactions that contain elements that are not in accordance with shariaprinciples. Everything concerning the sharia entities in general, the auditor is a reference Law No. 21 of 2008: Sharia Banking. The mandatory audit is an attempt for regulator (BI and OJK) on the evidence of the real application of sharia transparency of entities.

### *Bank Pembiayaan Rakyat Syariah*(BPRS)

Law No. 21/2008 defines that Islamic Banking. Islamic banking is the bank running their business based on Sharia Principles.

According Siamat (2005: 407), Islamic banking is basically banking system in its efforts based on the principles of Islamic sharia law with reference to the Qur'an and Al Hadith. The purpose of the system in accordance with the Islamic sharia is operating entity within the provisions of the Islamic Shari'ah, especially regarding the procedures for example by abstaining from practices that contain elements of usury and conduct of investment activities on the basis of the resultsof financing. Sharia Rural Bank (BPRS) according to the Banking Law No. 7 of 1992 and Act No. 21 of 2008 is the financial institution that accepts deposits only in term of savings. The time deposits or other equivalent forms of it and the distribution of funds is in operations using the principles of sharia. Historically, BPR is the manifestation of many financial institutions, such as Bank Village, Village Office, Market Bank, Bank Employees Lumbung Select Nagari (LPN), Village Credit Institutions (LPD), Bank KreditDesa (BKD), Credit Bank Kecamatan (BKK) Business Loans Small People (KURK), District of Credit institutions (LPK), Production work Bank village (BKPD) and or other rural society institution. More specifically the existence of financial institutions is reinforced by the emergence of the idea of establishing Islamic banks at the national level. Islamic bank in question is *Bank Muamalat Indonesia* (BMI) which was established in 1992 but their range is limited to the regions of BMI-specific area, for example in the county, district and village. Therefore the role of Syariah BPR is required to deal with the financial problems of society in these areas.

### METHOD

This study used a descriptive qualitative method. In accordance with the objectives to be achieved in research evaluation of this policy, the steps to be carried out in line with the source of research data is needed, so as to answer the problem formulation has been determined. As mentioned in the previous point that this policy evaluation research is using qualitative methods are supported by data sources from multiple sources (Creswell, Hanson, & Plano, 2007). To obtain a guarantee of a reliable and valid information so triangulation between methods performed to meet the quality that can be accounted for, where data- data is collected, which is a combination of data collection from the review document (BI and OJK rules, audit reports of BPRS), observations and interviews, directly to the informant related object matter to be studied (Creswell et al 2007).

**FINDINGS AND DISCUSSION**

The emergence of the Bank Syariah or known as BPRS as an alternative location for saving and obtaining capital to increase the sharia-capital of society. Besides having Islamic principles, which is consistent with the principles of the social conditions of Indonesian people in general are predominantly Muslim. This phenomenon has become the starting point of understanding the people of Indonesia on the existence of Islamic banks. The presence of Islamic banks is expected to carry the basic values such as the elimination of riba sharia economy, avoiding speculative and nourish charity, infaq, and shodaqoh, moderate consumption patterns, the award will be the values of fairness, honesty, trust and professionalism (Republika, 2013)

The East Java is one of the indicators of economic development in Indonesia. The one evidence is contributing BPRS total spread across East Java, 19% of the total BPRS in Indonesia (OJK, 2016). According to the publication in 2016 the number of BPRS in Indonesia per January 2015 was an estimated 163 BPRS, and in East Java there were 31 BPRS. Besides contributing in terms of quantity, the practical problem in east java is also considered to be the site research. This condition is very important because it is associated with access to data and information to be obtained from this study. Awareness, an understanding of mandatory audit for BPRS East Java has become a point and an important component of the policy implementers and recipients. So the question of the interviews either in person (face to face) or through the media WhatsApp supports research purposes.

From first step to three can be concluded that the perception of management as the recipient and implementing policies on audit in the BPRS and the results showed comply to the regulation and do not mind in a practical way, however there are some objections economically. It can be said the level of compliance of BPRS in East Java for these policies is high. BPRS efforts made in order to answer the question of the cost of compliance found very diverse. In connection with the compliance cost, only the BPRS has assets of less than Rp 10 billion has objected. Furthermore, from the identification of policy evaluation component of 6 components is only one third component that cannot be implemented, given the identification of variations in implementing the policy are not relevant for application (appendix 2).

**CONCLUSIONS AND SUGGESTIONS**

This research has several conclusions can be drawn as follows; 1) The level of compliance of BPRS in East Java is very high, is evidenced by the implementation of obligations on the BPRS audit carried out annually in accordance with applicable regulations; 2) Based on 6 BPRS to become informants and research object, most states that compliance is more important. However, the problem becomes issue for compliance cost especially for BPRS whose assets under $ 10 billion; 3) The efforts made by the BPRS in order to carry out a policy in accordance with the obligations in the BPRS audit every year keep running. Operational issues to do with efficiency or attempt to improve performance, so due to operating costs are not a major issue BPRS as long as they consider advanced strategies to be survived. Then when difficulties in the development of the BPRS, merger already an advanced alternative solutions

**Suggestions**

Some inputs that can be provided from the research are: 1) the BPRS should improve internal control; 2) BPRSshould maintain financial and operating performance consistently and

sustainably; 3) All reportare already using a web-based system, however, the OJKsystem needs to accommodate or facilitate and develop the existing system in order to better apply with particular application for the BPRS, the example ofsystem weaknesses is the calculation is not yet available for shariah entity.

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# Community as the Actor in Empowerment:
# The Role of Community Information Group of Surabaya
# in Building Well-informed Community

**Nurul Ratna Sari**
sari.unair@gmail.com

*Department of Communication, Faculty of Social and Political Science,*
*Universitas Airlangga*

**Abstract:**  This research focuses on the role of Community Information Group (*Kelompok Informasi Masyarakat—KIM*) in building a well-informed society in Surabaya. KIM is a voluntary organisation which was formed by Surabaya government, consisting individuals from district representatives. KIM members participate voluntarily as government agents in distributing public information, mainly in public services, Micro-Small-Medium Enterprise, education, health, environment, employment, and poverty alleviation issues. All of these issues are focal in building knowledgeable and empowered community. The issues fulfilment may enhance community capability in formulating proper decision aiming at better community quality of life. The study applied case study approach. Data was gathered by in depth interviews and observation. Remarkably, the study indicates community as the actor in empowering community through encouraging a well-informed community. However, well-informed community establishment is challenging. It aims to build not only awareness, but also comprehension that requires reliable counterpart strategy. Nevertheless, KIM practices enhance community role as subject in an empowerment attempt.

**Keywords:**  *Community Empowerment, Community Participation, KIM of Surabaya, Well-informed Community*

## INTRODUCTION

The role of community as the subject—not object—in empowerment, has been a pertinent agenda in empowerment efforts. Pertinently, empowerment has been a dominan idea in a democracy governance that demands community as an active subject (Cole, 2006; Davidson, 1998; Heritage & Dooris, 2009; Wandersman & Florin, 1999). Among the vary of empowerment references, the terms of community involvement, participation, and engagement, are keys in achieving active community. Thus, encouragement to make communities visible and take role in decision making process are critical (Macleavy, 2009; Bailey, 2010; Laverack & Labonte, 2000). Another highlight in empowerment is sustainability which distinct empowerment with other practical procedures. Mog (2004) underlines that sustainability is an

approach to creating change through continuous learning and adaptation. Thus sustainability is not an end, but perpetual.

This research focus on the empowerment which demand informing activity. Information is significant in empowering community as it is the baseline in making proper decisions (Bailey, 2010; Kagan, 2000). Kagan (2000) underlines that gap of information may result in disparity of literacy and lacking of social and or economic development opportunities. In developing countrys, empowerment attempts have been mostly referred to the disadvantaged community problems. Empowerment has raised as solutions in poverty alleviation (Bothcway, 2001; Park & Wang, 2010), health promotions (Bailie, 2007; Laveract & Labonte, 2000; Kilpatrict, 2009), and also community development issues. In detail, most are rooted in the main challenge of community empowerment, which is community capability in decision making process that requires sufficient and proper information literacy. Realising that information is critical in community capacity building, Surabaya city government through Communication and Information Department has been persistent in encourage a well-informed community. Despite of providing public communication infrastructures and tools since 2005, the government also been consistent in activate community involvement attempt (personal interview, 2016). This analysis is in the context of KIM Surabaya case study as a community involvement effort to encourage the role of Surabaya community. KIM Surabaya is a voluntary organisation which was formed by Surabaya government, consisting individuals from district representatives (Dinkominfo Surabaya, 2015). KIM members participate voluntarily as government agents in distributing public information, mainly in public services, Micro-Small-Medium Enterprise, education, health, environment, employment, and poverty alleviation issues (Dinkominfo Surabaya, 2015). The issues fulfilment may enhance community capability in formulating proper decision aiming at better community quality of life. During the period, KIM Surabaya indicates a positif trend in attaining community empowerment (Badan Perencanaan Kota Surabaya 2014; 2015). The annual evaluation research performs KIM Surabaya is significant in supporting communities visible and taking role in decision making process.

This research highlights some notable points in community empowerment actions. The paper would first identify the requirement of well-informed community to participate in empowerment program. Secondly, real participation which activate the role of community as a subject in are discussed. Sustainability as a process and aim of empowerment would be discussed together with the enacment of community role as part of the task force in enlightening Surabaya community.

**METHODS**

The research applies case study approach that covers contextual condition to facilitate a deep and holistic analysis (Yin, 1994). Data was collected by semi-structured interviews, observation, and secondary literature to develop a holistic understanding of KIM roles in Surabaya empowerment attempts. Respondents were determined by purposive sampling (Bryman, 2008), refers to the 3 main representatives who are: Communication and Informatics Department of Surabaya City, KIM members, and community representatives. Observation held in some KIM activities such as KIM competition, KIM trainings, KIM blogs, and KIM communication chats. The secondary literatures were collected from the relevant references,

such as KIM guideline book, official evaluation research reports, community empowerment and participation literature and academic database.

The research was conducted in Surabaya as the location of KIM Surabaya activities. Particularly, KIM Surabaya has been active to participate in local and province levels of KIM competitions. They performs achievements as 1st winner of KIM competition in Bakorwil IV (Pamekasan) in 2012 (Surabaya.go.id, 2014); 2nd winner of KIM Competition in KIM Week VII of East Java in 2013 (KIM Jambangan, 2013). Pertinently, KIM create and maintain their blogs as public information source (KIM Mojo, KIM Klasik, KIM Suramadu, KIM Jambangan, KIM Mesem). In Surabaya city, KIM performance is progressive and accepted by Surabaya citizen (Badan Perencanaan Kota Surabaya, 2014; 2015). As the second largest city in Indonesia, Surabaya covers 2.836.330 population in 2015 (Dispendukcapil Surabaya, 2015). Thus, KIM activation in Surabaya contributes in building well-informed community by providing information continuously to improve surabaya citizen participation.

**Well-informed community in empowerment: enable community participation**

A well-informed community has been considered esential in democracy nation as it is a basic requirement to enable community to partipate in civic and community matters (Cole, 2006; Davidson, 1998; Heritage & Dooris, 2009, Wandersman & Florin, 1999). In relevant to empowerment, the involvement of a well-informed community into the matters may enlarge opportunities which bring about community better quality of life (Kagan, 2000; Bringle & Steinberg, 2010).

Informing action to enable participation is a basic requirement in empowerment (Adamson, 2010; Davidson, 1998; Bailey, 2010). Focusing on empowerment as a sustainable community development, Bailey (2010) identifies five objectives in empowerment attempt, which are (1) to provide information and to enable people to express opinions about policies which will affect them; 2) to improve the quality of local decision-making by drawing on tacit knowledge; 3) to improve the quality and responsiveness of local services by engaging users in management decisions; 4) to re-engage local people with local democratic processes and renew civic society; and 5) to transfer to residents and recipients direct or indirect powers to manage assets or deliver services for themselves. Clearly that informing community is a prior empowerment as it improves community capability. It is critical as the baseline of participation and empowerment. Thus, neglecting the informing stage may impede genuine empowerment.

Bailey (2010) also presents that empowerment is a comprehensive attempt relevant with decision making, responsiveness, democratic process, and self management. All are critical output in empowerment aiming at better community quality of life. Building community participation for empowerment is in stage, yet continuously. Davidson (1998) desribes the wheel of participation that shows 4 main stages; inform, consult, participate, and empower. This is relevant with the first empowerment objective, which is to provide information (Bailey, 2010). Second step, consultation, is the mediation between organisation and community. A well informed community is able to involve in a mapping process. Bailey (2010) notes this as improving local decision making quality, which concern on the community level. In this steps, community is expected to establish their role in empowerment process by participates equally (Meeto & Gopaul, 2005). Thus, a well-informed community is vital to recognise their potencies and weaknesses that may conclude in a problem and solution statements. Community is required to be literated as they will make decision in the next step. The participation wheel shows that participation as the following step consists of advisory, partnerships, and decision

making process. All of these are referring to objective of responsiveness and community engagement proces to managerial aspects of organisation (Bailey, 2010). Relevantly, this also refers to self management ability (Meeto & Gopaul, 2005) that community is capable to explore, examine, evaluate alternative decisions and its consequences (Rogers, 1995). These competences in participation step are critical to ensure empowerment, as it implies real actions of community.

**Encouraging community real participation through power sharing**

Activating community as a subject in empowerment attempt demands prequisite condition of both community and organisation. Adamson (2010) identifies several factors which meet the requirements, including issues of community capacity, institutional capacity, organisational cultures and regulatory frameworks. Clearly that community capacity, which refers to a well-informed community is pertinent to activate real participation of community in empowerment attempts. Furthermore, organisational capacity and cultures also contributes to its achievement. This include the willingness and implementation of power sharing from organisation to community. This is also to highlight that participation refers to partnerships and collaboration (Brown et al., 2003) that takes two for tango. Thus, relevant factors from the relationship between organisation and community are crucial to aims real community participation.

In the context of government and public relations, government is necessarily assign to community participation. As the powerful side, government has been challenged by public relationship maintanance and power sharing. Particularly in government and community relations, the critical analysis refers to the genuine process of involving community. Bedeer (2008) argues that in maintaining relations with community, organisations tend to be trapped in the word of relations. As relations maintanance aims to gain support and acceptance towards organisation's policy and operational (Lattimore et al., 2010; Cutlip et al 2009), public participation has been performed instrumentally. Rather than applying normative strategy aims to genuine community participation, instrumental lies inside the efforts. Persuasive approach which intent to achieve organisation goals has been applied dominantly, rather than educative attempt to build community capacity of self-management.

Detailing in the relations between organisation and community, Laveract (2006) notices this relationship challenge as a socio-political factor which influences the level of participation. Further, Laveract (2006) explains that social influence and power relations affect community participation. Power sharing is crucial (Metoo & Gopaul, 2005; Jupp, 2007; Bailey, 2010) as community appears as the powerless side. Power sharing may perform a genuine community participation attempt by means of organisations as the powerful side share it to gain mutual benefit. In fact, many organisations perform community participation effort as a formality which neglect the proper steps in its establishment (Bedeer, 2008; Bank & Orton, 2005). This abandonment may fail the process of community engagement to activate participation.

**FINDINGS AND DISCUSSION**
**Enacting community as the 'actor' in empowerment**

The data indicates that KIM Surabaya contributes in building well-informed society in Surabaya. KIM Surabaya's roles are selecting, producing and distributing information for

public, mainly in public services. KIM are focusing in Micro-Small-Medium Enterprise, education, health, environment, employment, and poverty alleviation issues. However, well-informed community establishment is challenging. It aims to build not only awareness, but also comprehension that requires reliable counterpart strategy.

**KIM Surabaya as information volunteer: sustainability initiatives**

KIM Surabaya was established by Communication and Infomatoics Department of Surabaya which commit to build a dynamic information society aiming at civil society establishment to achieve healthy, smart, innovative, productive, and empowered Surabaya society. Thus, KIM Surabaya mission is to develop, empower, and facilitate information service through information disemination to all member of Surabaya community (Dinkominfo Surabaya, 2015; KIM Surabaya, nd). The vision and mission are supporting Surabaya government's goal aims to well-informed society in Surabaya. Thus, in implementing the vision and mision, KIM Surabaya collaborates with Communication and Informatics Department of Surabaya.

As the embrio of information volunteer, KIM Surabaya concerns in KIM capability improvement in facilitating information to Surabaya community. Thus, in order to empower the society, KIM Surabaya conducts KIM members capability building including journalism training, information technology training, KIM bench marking, and also media visit and partnerships. All the competences are referring to citizen journalism as KIM members are required to write as a journalist. As stated by informants:

> "All KIM members should be able to write as a journalist. We employ citizen journalism in distributing information to Surabaya society. Thus we learn how the news are processed in media professionally."

In relevant to empowerment, citizen journalism may result in civic engagement that citizen pay attention to civic matters (Khamis & Vaughn, 2011). Further, civic engagement is one of supporting factors to community participation. Khamis & Vaughn (2011) find that citizen journalism boosted revolution in Egypt through involving community within the process. In a research conducted by Figueiredo et al (2009) in Brazil, found that citizen journalism published various aspects of community life, such as religious celebrations, oral history arts and crafts traditions, folklore, and environmental concerns. In relation to empowerment, this facilitates community to identify their problems and solutions. Furthermore, their citizen journalism ability also exercising them to access government stuff and acquire knowledge to solve their community problems (Figueiredo et al., 2009).

Other capacity building held by Kim Surabaya is KIM coaching towards KIM in Surabaya districts, which are KIM Swaraguna, KIM Semanggi, KIM Ampel Madani, KIM Jambangan, and KIM Mojo. These five KIMs are coached by KIM Surabaya in producing and distributing information through online and offline media to Surabaya society. Continuously, KIM Surabaya has been active in encouraging new district KIM establishment, and also mentoring them (KIM Surabaya, 2016; personal interview, 2016). To support the government program in empowering community, KIM regularly conducts socialisation of KIM function and roles, followed by the training in information management.

Recently, these five district KIMs contributes in mentoring other new district KIM by transfering their knowledge. For example, KIM Mojo is the mentor of KIM Mesem, the present KIM of Medokan Semampir district. KIM Mojo is one of remarkable district KIM which regularly represent Surabaya city in Province KIM Competition (KIM Mojo Surabaya, 2016). KIM Mojo has also been considered as the innovative KIM supporting city branding through their website (Sari, 2015). Remarkably, development of KIM in Surabaya has encouraged another KIMs from other province to visit and learn from. KIM from Malang visited KIM Swaraguna to gain experience in maintaining KIM activities effectively, also to gain knowledge in successing KIM Award (KIM Surabaya, 2015).

Furthermore, supported by Communication and Informatic Department, KIM Surabaya members are actively involved in international training, such as Micro and Small industry training held in Holland and bench marking to Malaysian government. This are part of KIM consistency in improving their competence to be actors in empowering Surabaya community. As stated by government representatives that:

> "We are now focusing in establishing KIM in district level. Our Kim (Surabaya) has improved their skills and competence. KIM members gained scholarships to be one of candidat in Smallpreneurship training in Holland. Other is also been one peserta in bench marking program to Malaysian government."

> "KIM (Surabaya) competences enable them to support the goal to build more KIM in Surabaya districts."

Picture 1. Blog of KIM Mesem (http://kimmesem.blogspot.co.id/#)



Picture 2. The sharing and discussion between KIM Suaraguna and KIM Malang

The data above indicates that KIM activities perform sustainability through continuous education to Surabaya society. Supported by the government, KIM also expanding their action in empowering others. Saha & Paterson (2008) state that government require to implement sustainability to the city operations. KIM case study may reflect the collaboration of community and governmrnt sustainability initiatives project. Pertinently, the initiatives has activated the role of community in empowering society by transfering skills and knowledge in information management.

**KIM as the actor in empowerment: challenging citizenship efforts**

Involving community to civic matters requires community engagement and education efforts. Andrews et al (2008) explain that involving community promotes citizenship at a local level. In a relationship between government and community, citizenship is vital. It consists of enganging, educating, and empowering process of citizen to activate their role in leaderships and decision making process (Bailey, 2010; Laverack & Labonte, 2000). The implementation of KIM Surabaya indicates citizenship initiatives. According to data, KIM Surabaya has been a medium to improve community quality of life by activating them as actor in the activities. KIM engages and educates community by voluntaring public information both through offline and online media.

Offline information voluntary is performed in face-to-face socialisation and workshop programs, particularly in vital issues for community quality of life. Specificly, KIM applies print and online media to educate community. Health and economic quality development have been major issues, however other relevant public matters are also noticed. There are public information category should be distributed, which are public services, Micro-Small-Medium Enterprise, education, health, environment, employment, and poverty alleviation issues (Dinkominfo Surabaya, 2015).

Picture 3. Public information issues which can be access in the blogspot of KIM Mesem
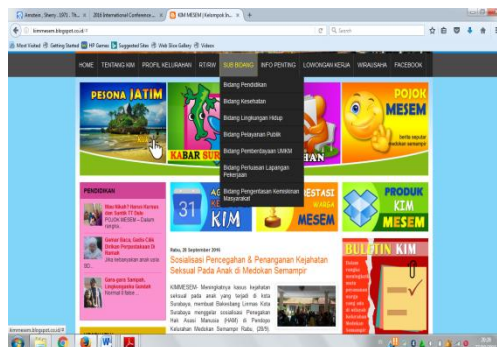


Additionally, data evidences that public information voluntary is conducted through issue scanning and issue responding to be published in KIM media. One of KIM in Surabaya presents the step in issue selection to be news published in KIM Media as follow:

Picture 4. Guideline of information voluntary in KIM Mesem Surabaya
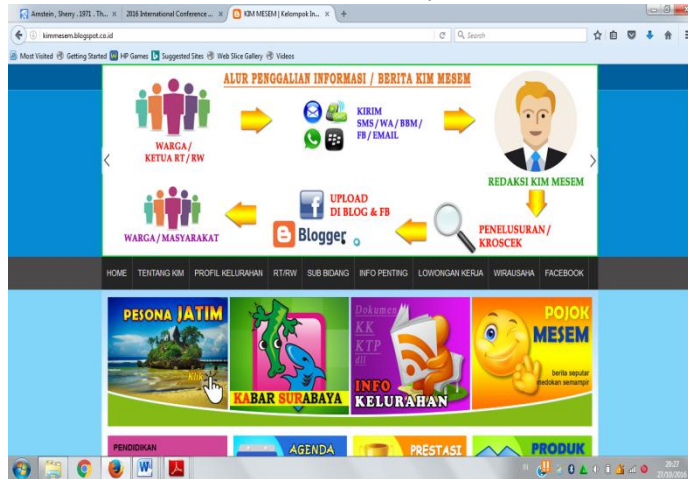


The scheme indicates that KIMs employ offline and online strategies, as stated:

"Our team (KIM) is managed to offline activities in gaining news and meeting community in field, and online activities in publishing."

Additionally, the scheme also shows that KIM bridge the government and community to build engagement and well-informed community. Pertinently, KIM has an opportunity to be a honest media which arise from community, to community (Personal interview, Emka, 2016). This scheme also meets the requirement of community empowerment which applies bottom up approach to gain problems and solutions, not a top-down approach (Laverack & Labonte, 2000; Fraser et al., 2006). The approach allows community to be the actor in defining problems and solutions.

Additionally, KIMs fulfil the proximity factors in reaching audiences. McGuire (2001) states that in a public campaign aims to community engagement, proximity is necessary to meet the community needs. Thus, in this information era, KIMs are expected to lead information which useful in building empowered and well-informed community. KIM is required to employ educative approach to meet the vital information gap benefiting community quality of life. The following is an evidence of KIM initiative towards child sexual abuse which been a serious issues in community, recently.

Picture 5. KIM bulletin which consists of education in anticipating one of social issues

Based on KIM bulletin, the information includes preventive and curative steps in anticipating child sexual abuse. KIM selects this issue as a social problem which recently occured in people's life. Concerns that this may affect to community better quality of life, KIM takes role in educating by presenting KIM statement towards the issue. This action performs KIM's role as an actor by selecting relevant and impactful issue to community. KIM is able to analyse community problems and contribute to community education. This reflects the empowerment process aiming at sustainability which conducted by community (Macleavy, 2009, Bailey, 2010; Laverack & Labonte, 2000).

However, building citizenship remains challenging in KIM. As one of empowerment goal, citizenship demands community willingness and commitment to be involved in a government and community relationship. Both government and community should realize that each has vital roles in achieving empowerment goals (Adamson, 2010; Lattimore et al., 2010). KIMs present wider knowledge, skills, and opportunities. However, it will benefit ones committed to the vision and mission. This has raised another demand in building citizenship that community involvement should not only aims in building awareness but also deep understanding of civic matters (Khamis & Vaughn, 2011). Thus, engagement has been one of challenge in establishing KIM, as stated by one of informant:

> "KIM as voluntary project is challenging. We are previously 12 persons in KIM. Along the time, only 4 persons left. This is the dream team to reach the goal."

This should be noticed in engaging community that information distribution is required to enhance community sense of belonging in government program. Mutual understanding is necessary to engage community (Grunig, 1984; Lattimore et al., 2010). As indicated from the data that most community aware with government program, however active citizenships remain challenging.

Government responsibility in facilitating the empowerment program is another contest (Sari, 2015; Braunack-Mayer & Louise, 2008). As stated by informants:

> "Government consistency in community empowerment has been an obstacle. The trend is creating, but not maintaining and elaborating."

> "Some KIMs are activating close to KIM competition as government program."

> "Some KIM appear as micro and small enterprise, rather than information volunteer. KIM vision and mission need to be penetrate more to gain proper understanding."

Adamson (2010) identifies this obstacles as impactful factor in empowerment success. As a systemic organisation, organisational cultures and regulatory frameworks influence on empowerment implementation. In detail, Braunack-Mayer & Louise (2008) find that the empowerment efforts are generally more on promoting the targeted vital issue, such as health issue, rather than aiming at developing community. This has been a concern in government and its community empowerment program. As the power-holder, government has higher bargaining position in every decision. Thus, power sharing is crucial (Metoo & Gopaul, 2005; Jupp, 2007;

Bailey, 2010), which may perform in the consistency in associating community to apply active, not passive citizenship. The vision of building a well-informed society and the role of information volunteer bridging government and community should be in the heart of every KIM members that facilitated by the government.

## CONCLUSIONS

The study employs community empowerment and community participation in public sector theories to examine the role of KIM Surabaya in building a well-informed community in Surabaya. The study argues that the emergence of community as the subject in empowerment is a key in achieving active community and active citizenship. Thus, enactment to make communities visible and take role in decision making process are critical. The study reveals that KIM indicates the role of community as actor in empowerment through encouraging a well-informed community in Surabaya. Moreover, KIM may boost community civic engagement. However, well-informed community and active citizenship establishment are challenging. It aims to build not only awareness, but also comprehension that requires reliable counterpart strategy. Nevertheless, KIM practices enhance community role as subject in an empowerment attempt.

The findings provide insights for governments seeking to genuine empowerment attempt by activating community as the empowerment subject in a developing and democracy country context. Additionally, this research contributes to the growing literature dealing with community participation and empowerment in civic matter.

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# The Air Flow as Function of Temperature
# In Rectangular Heated Chamber
# In Solar Thermal Cyclone Wind Turbine Generator

**Sugiono[1], A. Raharjo[2], Sujatmiko[2]**
giono.unisma@gmail.com

[1]     *Electrical Engineering Department, UNISMA*
[2]     *Mechanical Engineering Department, UNISMA*

**Abstract:**    In solar thermal generator, air flow is the main thing. Generated air flow was used to turn the generator. The air flow itself was generated in heated column by focused sunlight. And in this study we analyze the relation between air flow's speeds with temperature in the heated column. The main purpose of this study are to produce Electrical Generator Powered by Renewable Energy, like solar thermal, which must be economically, easy to maintain and operate, so it can be used in remote area in this country. Experiment was conducted on Solar Thermal Generator which consists of rectangular heated column, 12 sets of 10 mm lens, a cyclone wind turbine, and DC electrical generator. Measured parameters are temperatures outside the heated column, temperatures inside the heated column and angular speed of cyclone wind turbine's shaft. Result shows there is vast increase in speed when the temperatures inside heated column reached above $45^{\circ}$C.

**Keywords:** *Air Flow, Speed, Temperature, Cyclone Turbine Generator*

## INTRODUCTION

Solar Thermal Cyclone Wind Turbine is low capacity electrical generator which designed to be used in remote areas that should be simple to operate and maintain. It works in air flow principle, that is warmer air will have less density and will be moving upward.

Basically it consists of a column, some lens, cyclone wind turbine and DC generator. The lens will focusing sunlight directly to aluminum wall of the heated column, the heat will be transferred to air inside heated column, the air will moving up and turn the cyclone turbine, and the turbine will turn the generator to produce electricity.

This study was part of our effort to build and perfected the Solar Thermal Cyclone Wind Turbine Electrical Generator, so we can achieve our goal to produce electricity for people who live in remote area in the most simple and economic ways.

In this study we tried to learn the airflow characteristic in the heated chamber, especially its speed which we measured indirectly through the angular speed of the cyclone wind turbine's shaft.

**RESEARCH METHOD**

First we construct our model of Solar Thermal Cyclone Wind Turbine, and then we set the parameters we want to measures, which are temperature outside and temperature inside of the heated column, and angular speed of cyclone turbine's shaft. These two parameters are essential in our studies, because from the temperatures measurement we can determine whether our lens system works is good enough, and from the air flow speed we can determined the heat loss that our solar thermal suffer. And we will use the result of these studies for our future development.

The data in this study was taken in two places, first in Adie's Workshop and Mechanical Engineering Laboratory of UNISMA where we assembled our device, and in rooftop of B building in UNISMA where we conducted our field test.

The field test was done in a week period, from 08.00 AM to 15.00 PM. In these tests we measure temperature outside, temperature inside heated column, angular speed of cyclone turbine's shaft.

**FINDING**

Table 1. Measurement data of temperature outside, temperature inside and angular speed of cyclone turbine's shaft.

| No | Jam | T Outside ( C ) | T Inside ( C ) | Rpm |
|----|-----|-----------------|----------------|-----|
| 1 | 10:00:00 AM | 30 | 35 | 80 |
| 2 | 10:15:00 AM | 30 | 37 | 88 |
| 3 | 10:30:00 AM | 30 | 39 | 101 |
| 4 | 10:45:00 AM | 30 | 42.67 | 115.67 |
| 5 | 11:00:00 AM | 30 | 43.67 | 122.67 |
| 6 | 11:15:00 AM | 30 | 47.67 | 131 |
| 7 | 11:30:00 AM | 30 | 50.33 | 141 |
| 8 | 12:30:00 PM | 31 | 47 | 122.33 |
| 9 | 12:45:00 PM | 31 | 48 | 134 |
| 10 | 13:00:00 PM | 31 | 52 | 143.67 |
| 11 | 13:15:00 PM | 31 | 53.67 | 143.33 |
| 12 | 13:30:00 PM | 31 | 54 | 151.33 |

Figure 1. The Relation of Temperature inside Heated Column VS Angular Speed of Cyclone Turbine's Shaft.



Heated Column Temperature - Angular Speed of Shaft
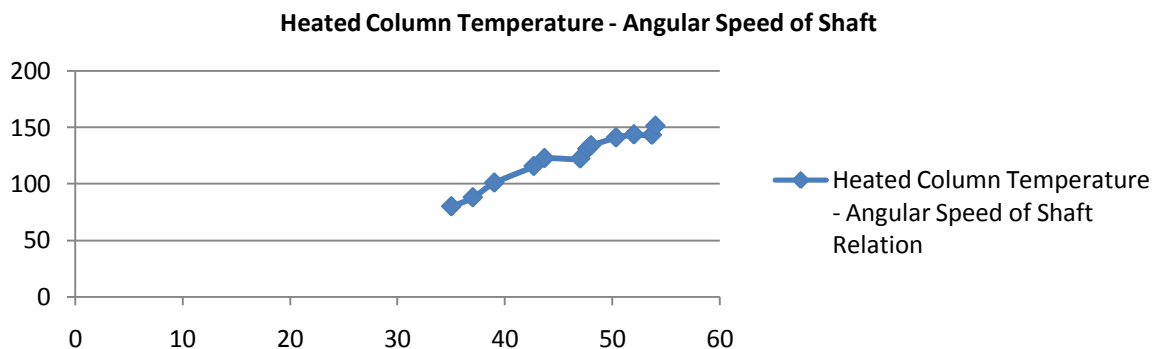
**DISCUSSION**

As the physic law stated air movement is depend on pressure and temperature. Pressure and temperature itself are like two side of coin, increasing one will lead to increase the other. For the air, the part which has higher temperature will have lighter mass density, so it will be move upward. In long open column which have different temperature in the upper part with its lower part, where the upper part has higher temperature, the lighter air will move upward leaving an area with low pressure. Because of the pressure different the air in the lower part will fill the gap, so with continue process this will create an air flow from the bottom part of the column moving up to the top part.

In the Solar Thermal the air flow rate in the column was determined by:

$m = \rho \, A_x \, u$

| where: | | | |
|--------|---|---|---|
| | m | = | air mass flow rate |
| | $\rho$ | = | air density |
| | $A_x$ | = | cross sectional area |
| | U | = | air bulk velocity |

Burek and Habeb [14] show that the dependence of flow rate on the heat input and channel depth can be characterized by the relationship:

$$Re(s) = a(Ra*)^b \left(\frac{s}{H}\right)^c$$

where the mass flow rate is represented by the Reynolds number:

$$Re(s) = \frac{us}{v}$$

and the heat input is represented by the modified Rayleigh number:

$$Ra* = \frac{g\beta q_{in} H^4}{v^2 k} Pr$$

Where:

| | | |
|---|---|---|
| Re(s) | = | Reynolds number |
| Ra(s) | = | Rayleigh number |
| a, b, c | = | Regression constant |
| s | = | Channel depth |
| H | = | Channel height |
| g | = | Acceleration due to gravity |
| $\beta$ | = | Thermal expansion coefficient |
| $q_{in}$ | = | Heat input per unit area |
| v | = | Kinematic viscosity |
| k | = | Thermal conductivity of air |
| Pr | = | Prandtl number |

From the above equations we can see that air flow rate in column at solar thermal is function of its geometry of the column and Reynolds number, while the Reynolds number is influenced by the Rayleigh number. In turn Rayleigh number is function of its heat input per

unit area. It explains the relation of our result about the relation of temperature in heated column with the angular speed of the cyclone turbine shaft.

**CONCLUSION**

From this experiment we can see:

1. The temperatures above $50^{\circ}$C are achieved at 11.30 AM, and above 13.00 PM.
2. There is vast increase in angular speed of shaft due to increase in temperature inside heated column. (More than 70 Rpm in $20^{\circ}$C increase in temperature).
3. This indicates that more significant result can be achieve if we can develop better lens system and preventing more heat loss to happen.

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# DEVELOPMENT OF ANDROID-BASED BLENDED LEARNING ACCOMPANIED WITH VIDEO TUTORIALS TO IMPROVE STUDENTS' UNDERSTANDING AND SKILL OF COMPUTER PROGRAMMING COURSE

**Choirul Huda[a], Nurul Ain[b]**
choirul@unikama.ac.id, nurul_ain0628@yahoo.co.id

*University of Kanjuruhan Malang*

**Abstract:** One of the characteristics of Computer Programming IIcourse is that it needsadequate practice or training.Highly useof computer laboratory causes students getless practice and training. As a result, the students' understanding of concepts and computer programming/animation skills are low. Efforts should be done to overcome this problem; one of them is through the development of Android-basedblended learning accompanied with video tutorials as supporting and explanatory media.Android-based blended learning combines classroom learning and the use of Android-based module, in which the purpose is to enable the students to learn freely and independently anytime and anywhere. With video tutorials, the students will be easier to understand concept, content, and clear and lucid steps in creating computer animation. The purpose of this research is to develop a model of Android-based blended learning accompanied with video tutorials to increase students' understanding of concepts and to improve their computer programming/animation skills. Android-based modules and video tutorials were validated by media learning experts and physics education experts. It was found that the developed Android-based modules and video tutorials were appropriate to be used to support Android-based blended learning of Computer Programming II course.

**Keywords:** *Blended Learning, Android, Video Tutorial, Computer Programming II Course*

## INTRODUCTION

Computer Programming II course is an obligatory course where the learning outcomes is the students are able to develop the computer program to learn Physics at school. The characteristic of this course is, the course do needs skill in arranging program plot, more practice, and exercise (Tiwan, 2012).This subject needs high logical thinking ability, tricks planning in developing computer or animation programs. This course also requires students to master concept, theory, and practice (Barokati,2013).

The heavy usage of University Kanjuruhan Malang Computer Laboratory limits the students' chance to do practicum. It makes the students' insufficient skill, less creative, and takes long time to finish their assignment.

That is why it needs effort to solve the problem in applying Android-based blended learningaccompanied with video tutorial.With this Android-based modulthe students are able to

learn wherever and anytime so their learning frequency is increased. Video Tutorial helps the students to make it clear and give them a chance to learn more independently.

Android is a fast growing operating system platform. Android is an open sourceoperating system so that it is supported by various technologies (Ichwan, 2011). The Android superiority are; it is compatible for various mobile gadget so that the user can explore and enrich more experience compare to other mobile platform(Priharyanto, 2012).It is user friendly; just touch and drag the screen.

The fast growth and affordable smartphoneis an important factor to apply mobile-based blended learning as a new trend. This forms a new learning paradigm anytime anywhere. Recently, many students use their cellphone as a learning media (*Listyorini,* 2013*).*

Blended learningis a combination between classroom learning and computer assisted learning (Graham, 2005:5) or the combination between conventional learning in classroom and modern e-learning based learning (Widyaningsih, et.al., 2013). The learning system is the combination between classroom learning and offline or online learning sources (Dwiyogo, 2013).Blended learning was developed because there are various weaknesses found in online learning. Not all learning can be conducted using websites (Bersin, 2003). Blendedlearningis the best choice to make effective, efficient, and interesting learning (Dwiyogo,2013).

To make efficient, effective learning in computer laboratory and to teach the students to study independently, then video tutorial is made. The audio video content is simple instruction about how to make animation and computer programs step by step. VideoTutorial presents flexible information in the form of pictures, graphics and diagrams so that the students can play and replay until the students fully understand (Munadi, 2008)this make the students are able to learn independently and theiy improve their comprehension about the subject.

Video is absolutely suitable with the learning process (Azhar, 2007:12). According to Talamuda (2013),Ratuwalanngon (2013),andJocom (2013), average achievement of the students are better than the students aho are given using conventional learning model. Meanwhile, the achievement of KKPI students of grade Xof Multimedia class (Sumendap, 2013) and also in painting class using autocad (Dinata, 2013) and on video/tv production subject (Kristanto, 2011). Those research results show that there is an improvement on students learning achievement(Thomas, 2013) and the students who have used tutorial video SAP2000 version 15 (Sugito, *2013*), the students' achievement improvement in grade XI TKJ 2 SMK Negeri 1 Tomohon (Lantang, 2013), and the students' achievement improvement of Biology class and stimulate the students to learn actively (Aini, 2013).

This Android-based blended learning model accompanied with video tutorial was developed based those findings and the objective is to improve the students' concept comprehension and improve the students' skill in planning computer programs/animation. The main goal is to appropriateness of the Android-based textbook and the video tutorial developed for PK II (Computer Programming) course.

**METHOD**

This research is development research adapting the Thiagarajan's4D model. Android-based modulwas developed using Adobe Flash 6 program, while the video tutorial was developed using Camtasia 8. The Android-based textbook developed in this research is seen in picture 1.

Android-based modulwas tested using five different smartphones (trademark and specification). Meanwhile, the video tutorial was tested using various PC, Laptop, netbook, and smartphone.

To know the completeness and appropriateness of Android-based moduland the video tutorial, then the result was validated by four experts namely (1) an expert of Learning and material technology, (2) a material expert, (3) a learning technology expert, and (4) an innovative learning expert. The instruments used in this research were Likert scale checklist and quesionairre. The data is qualitative data.
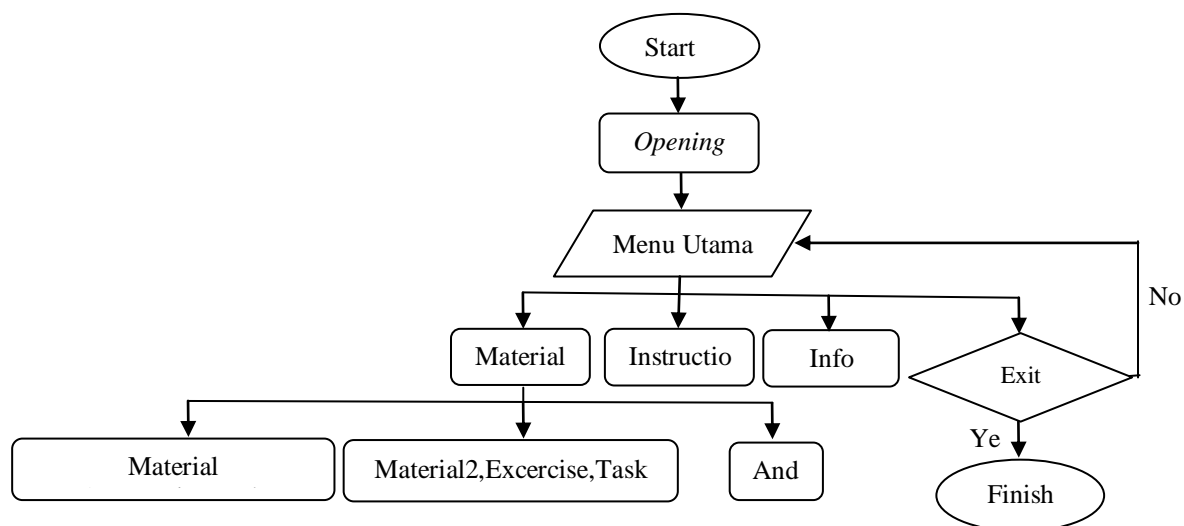
**Pic 1. Design of Android-based modul diagram**

## FINDINGS AND DISCUSSION

The screen appearance of Android-based modulseen in pic. 2. The users just need to touch and drag the screen to operate the system. The materials consist of general learning topic but the steps to make the program/animation are presented in detail to make the students learn independently.
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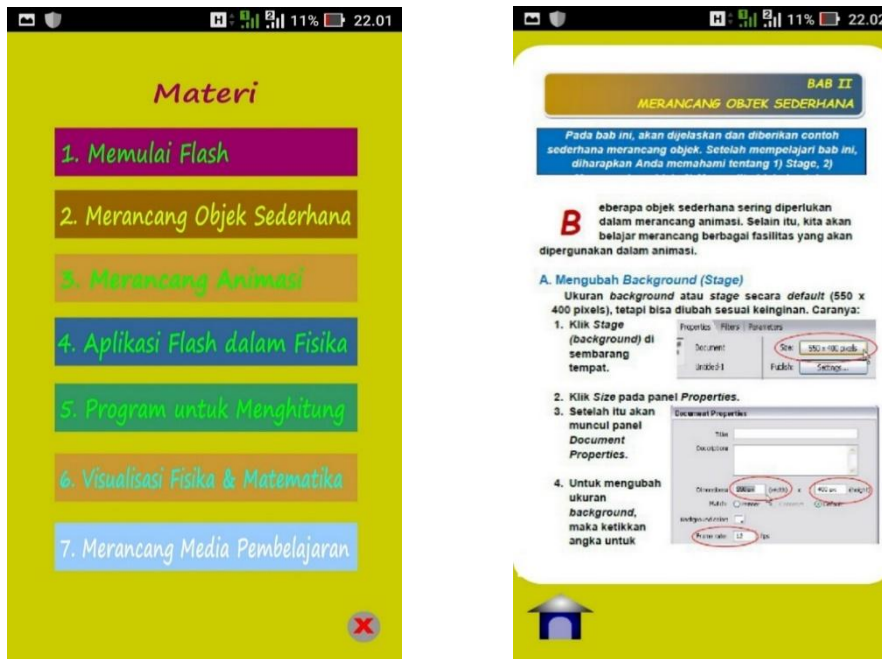
**Pic. 2. The e-textbook main menu appearance (left), and Chapter II (right)**

The Android-based textbook test result using five different *smartphones* are:
1. The e-textbook runs smoothly on all types of Android based smartphone.
2. The e-textbook is incompatible with Windows smartphone.This is tolerable because the program is made only for Android based smartphone.

**The Android-based Textbook Appropriateness**

Based on the experts' validation it is proven that this Android-based textbook is 88.6% complete. While the appropriateness average score is 92,5%.The pic.3 shows the experts' five aspects detail validations
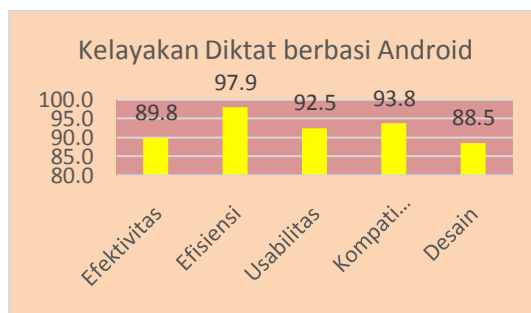


**Pic. 3Android-based modulappropriateness graphic**

The effectivity of Android-based textbook is declared 89,8%appropriate. All validators agreed the effectivity of the e-textbook as a teaching and learning media. This is in line with some research findings,Widyaningsih (2013), Zhang (201.1), Mcconatha(2008), Fahad (2009), and Huda(2010, 2012)thatmobile learningis proven effective to be used in learning, and improve the achievement and the activity of students.

A validator little bit disagree with the indicator arrangement, coherently materials presentation, and learning evaluation. The learning indicator is not as complete as conventional textbook. This is designed to make the e-txtbook simple, practical, and need small digital memory. The materials coherence actually has been well arranged from easiest to the most difficult one.

The degree of usability and compatibility efficiency of the Android-based modul is above 90% or very appropriate. By applying this e-textbook then the teaching and learning process is paperless, practical, and can be done anywhere and anytime. This will improve the students' learning activity (Kurniawati, 2014), learning frequency, and learning process con be conducted more intencive, effective, and efficient (Huda, 2010). In other words, by using blendedlearningwill improve the students' learning quality, and more conducive students' learning atmosphere (Basori, 2010).

The usability of this Android-based textbook according to validator is 92,5%and it can be categorized absolutely can be applied.The usability is measured from its flexibility (easy, practical, and simple) in learning process. With touch screen technology, this Android-based modulis very easy to be operated.

The degree of compatibility according to validators is 93,8%.This aspects was monitored using the compatibility of this Android based e-texbook from various Android based smartphone. From the tes it can be concluded that the Android-based textbook is categorized compatible.
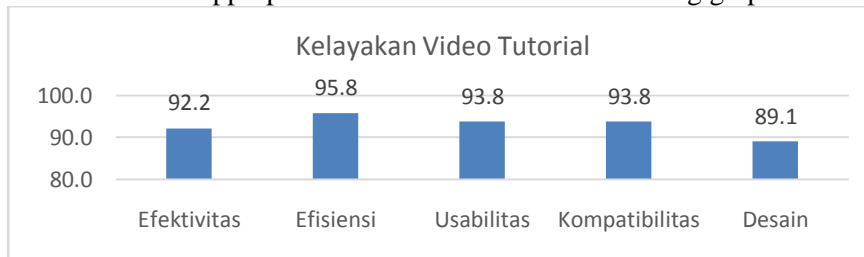
The aspects of design are viewed from screen appearance, color, picture, graphic, and font and color combination. But in average the score of screen appearance design is 88,5% and is categorized appropriate.

**Video Tutorial Appropriateness**

VideoTutorial is made using Camtasia 8especially for some crucial topics like the topic that is difficult to understand by students. The Video Tutorial developed in the form of Avi format so it can be played in various computer, VCD player, and smartphone. The goal is to make the video can be played anywhere. The audio and video quality is different depend on the computer specification. The video quality is lower when the video is played on VCD player.

VideoTutorial also shows the computer monitor, mouse (cursor) move and various screen change in detail when the animation making is in progress. The video also equipped with detail audio narration to explain the process of program/animation making as if the students are directly instructed and guided by a lecturer.

The VideoTutorial appropriateness is showed in the following graphic.



**Kelayakan Video Tutorial**

| | Efektivitas | Efisiensi | Usabilitas | Kompatibilitas | Desain |
|---|---|---|---|---|---|
| | 92.2 | 95.8 | 93.8 | 93.8 | 89.1 |

**Pic. 4Degree of Tutorial video appropriateness graphic**

The video tutorial appropriateness according to experts are showed in Pic.4. the average score is 92,9%. Those four aspects, namely Effectiveness, Efficiency, Usability, and compatibility of the video is said absolutely appropriate according to validator and scored

above 90%. The VideoTutorial is used as aid media and the media to explain the subject. Only the design is scored below 90%.

Based on the explored items, all validators agreed the effectiveness of Video Tutorial for teaching and learning process. This is in line with research findings conducted byWilantara (2013) that the students' final matery on the subject significantly increased and is proven more effective to increase the students' competence and knowledge(Sari, 2013). The e-*learning*and videotutorialapproach have potential effect to guarantee the process of learning in *Program Studi Megister Teknologi Pendidikan* (Amrullah, 2011).

There are two items where a validator was little bit disagree, namely the content dismatch with the class curriculum/teaching and learning. The content of this video is not as complete as printed textbook. The video is only the helping instrument where the content consists of detail steps about how to make computer program/animation that is difficult to be explained on textbook. And this simple program is aimed to make the video runs smoothly  and need small digital memory.

The degree of efficiency of Video Tutorial is up to 95,8%. So it can be concluded that this Video Tutorial increased the classroom teaching and learning process efficiency. The video is easy to be copied from one computer to another because the file size is relativelly small.

The video usability is 93,8%. This aspect is measured by the usage flexibility – is it easy to play the video? Created in Avi format make the video is easy to play. The users can play the video on various types of computer, VCD Players, and smartphone. This is in line with the Tutorial video functions, namely 1) can be used at home, 2) can easily played in slow motion and rewind, and3) the material is easily understood by students (Munadi, 2008).

The Video Tutorial compatibility is 93,8%.This aspect is by – is the video can be operated easily on various computers and other electronic devices? Because the video is in Avi format, the video can be played easily on various types of computers, VCD players and even smartphone.

The design aspect is categorized Appropriate and scored 89,1%. This aspect is evaluated from the video clearness, video appearance, user friendly video (practical), and instructional audio in the video. Only 1 item where a validator little bit disagree namely the audio clearness in the video. The audio was not recorded in a special room so sometime the audio was interrupted by some unexpected noises. But as a whole the narration on the video remain dominant and is easy to listen clearly by the users.

Finally, based on this research, the application of blended learning is proven effective to increase the rate of critical thinking ability aspect of essay test (Cahyadi, 2012).Blended learningis also effectively proven to increase the students' motivation and achievement the student of vocational high school (Sjukur, 2012:368) and the result is significant (Syarif, 2012:234). In short words, blendedlearningis potential to improve the studens' achievement and is better than face-to-face learning (Dziuban, 2004). That is why, Universitas Negeri Semarang and ITB applied this method since 2011(Barokati, 2013).

## CONCLUSION AND SUGGESTION

Android-based moduldeveloped in this research is proven operatable on various Android-based smartphone. This application is considered Complete by validators and is scored 88,6%. The Android-based modulis categorized Absolutely Appropriate because of its efficieny, usability, and compatibility and is scored above 90%. As a whole, the average score is 92,5% so, the Android-based moduldeveloped in this research is absolutely appropriate to be applied in teaching and learning process.

The VideoTutorial developed in this research is created in Avi format so it can be played using various types of computers, VCD players, and smartphone. The Video Tutorial Appropriateness is categorized Absolutely Appropriate to be applied as a helping media, and to explain the Android-based text book. The Appropriateness average score is 92,9%.

The things needed to be developed in the future are:

1. It needs to add music background on Android-based texbook and Video Tutorial to stimulate the users' right brain.
2. The computer-related subjects are suggested to apply Android-based modulaccompanied withVideo Tutorial learning model.

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# Evaluation of Placement Policy: Correlation between Placement Test Score and Students' Achievement in Integrated Course

**Ayu Liskinasih[a], Rizky Lutviana[b]**
ayuliskinasih@unikama.ac.id, lutviana.rizky@unikama.ac.id

*Universitas Kanjuruhan Malang*

Abstract:    This study aimed at evaluating the policy on classifying first year students into four classrooms from the highest to the lowest language competence levels. The analysis was done by measuring correlation level between students' placement test scores and their learning achievement in Integrated Course (IC). The placement test scores were derived from students' scores on Paper Based TOEFL test; while, the score of students achievement was derived from their final test scores on IC. To measure the correlation level, the two sets of scores were compared by using Pearson product moment correlation, the TOEFL scores and students' achievement scores. The medium positive and significant correlation level (0.41) indicated that the placement test scores were an accurate predictor of students' learning achievement; however, this result also suggests that the mediocre and low level students had very minimum learning progress if they were placed in such homogeneous classrooms.

**Keywords:** *placement test, language competence level, learning achievement, language assessment, policy evaluation.*

## INTRODUCTION

Since 2015, English Department of Universitas Kanjuruhan Malang has conducted placement test for freshmen to classify their language competence level. The classification is used to group the students into four different classes of Integrated Course (IC)—a course specially designed to instruct freshmen with basic skills of English. The four classes are: excellent, good, mediocre, and low. By grouping the students in these homogeneous classrooms, it was expected that teachers would be able to adjust appropriate learning strategy based on students' needs. Moreover, by doing this placement, it was assumed that students would find apt challenges to their learning pace.

Apart from its good purposes, students grouping or placement are also criticized by some researchers. Some research (Belfield & Crosta, 2012; Scott-Clayton, 2012) suggested that placement test results had negative correlation in predicting students' learning achievement. Additionally, according to Saxon & Morante (2014) there are at least three aspects to be criticized from the administration of placement test: (1) students lack of prior information and preparation of the test; (2) inappropriate uses of test scores; and (3) predictive validity of placement test.

Related to Saxon & Morante's critics, the accuracy of students' placement policy based on placement test results is also being questioned. Generally, students' placement decisions are only based on the scores of placement test; however, it is quite rare to find research analyzing

the accuracy of the placement and the interpretation of the scores by institution (Belfield & Crosta, 2012). Additionally, some researcher also found that placement test scores are not a good predictor of students' competence (Belfield & Crosta, 2012; Scott-Clayton, 2012). Further, Saxon & Morante (2014:25) even claim that "no (placement) test gives absolutely exact measure of skills or any other variable". From this research gap, the researchers sum that it is important to conduct a systematic research to evaluate the placement policy based on placement test scores in the researchers' institution. Specifically, the placement policy on Integrated Course subject at English Department of Universitas Kanjuruhan Malang during the academic year of 2015/2016 based on the result of prior placement test. The result of this research is beneficial to be a reference for future policies related to students' placement, construction of the placement test, and the interpretation of the test scores.

This research has two research questions: (1) how is the correlation between placement test scores with students learning achievement in the subject of Integrated Course? And (2) how does the correlation depict the accuracy of students placement policy in Integrated Course classes?

**METHOD**

This research used correlation design. There were seven research steps: (1) documenting placement test scores; (2) conducting data analysis using descriptive analysis and normality test Kolmogorov-Smirnov; (3) documenting post-test result; (4) analyzing post test data using descriptive analysis and normality test (Kolmogorov-Smirnov); (5) determining appropriate correlation statistic technique; (6) conducting hypothesis test; and (7) taking conclusion. There were four classes in the population with distinct characteristics; thus, this research applied stratified random sampling. The researchers took 40 samples from the total 102 subjects in the population. 10 samples were randomly taken from each class.

**FINDINGS & DISCUSSION**

The placement test used in this study was Paper Based TOEFL (PBT) test which consisted of three sections: listening, structure, and reading. There were 140 items of questions that students needed to answer, and they were given 140 minutes to finish. Students came with various proficiency levels and it reflected on their score in Table 1.

**Table 1. Students' Score on *Placement Test***

| No. | Range of Scores | Frequency | Percentage | Class | Category |
|-----|-----------------|-----------|------------|-------|----------|
| 1.  | 297-343 | 24 | 25% | D | Low |
| 2.  | 344-363 | 25 | 26% | C | Mediocre |
| 3.  | 364-380 | 23 | 24% | B | Good |
| 4.  | 381-463 | 24 | 25% | A | Excellent |
|     | Total | 96 | 100% | | |

Table 1 showed the lowest score was 297 and the highest score was 463. Based on this data, students were then classified into 4 different levels of classes; low, mediocre, good, and excellent, which was labeled into D, C, B, and A. This classification was used to put 96 freshmen in a class based on the similar proficiency level to ease the job of the instructor to

manage Integrated Course class. In Integrated Course students learned to develop their English into intermediate to pre-advanced level of English before taking another courses in the next semester, which required good skill in English, for instance writing research proposal and reading academic journal. Table 2 showed students learning achievement after following Integrated Course class for 1 semester.

**Table 2. Students Achievement Score in Integrated Course**

| Range of Score | Frequency | Percentage |
|---|---|---|
| 53-58 | 1 | 1% |
| 59-64 | 1 | 1% |
| 65-70 | 13 | 14% |
| 71-76 | 25 | 25% |
| 77-82 | 27 | 26% |
| 83-88 | 21 | 22% |
| 89-95 | 10 | 11% |
| Total | 96 | 100% |

Most students (26%) were in the range of score 77-82, thus, the mean score was 78. This score was considered as good since the minimal score to pass this course was 55 (C). 40 students (45%) got score below the mean score, yet only 13 students (14%) got score below 70. However, 56 students (55%) got score above mean score and 10 students (11%) got score above 88. This data indicated that there was relationship between placement test and students' achievement on Integrated Course. By using Pearson Product Moment correlation, the researcher compared two scores, the TOEFL score and students' achievement score on Integrated Course, to measure correlation level. Table 3 showed the correlation level between the two variables.

**Table 3. Correlation Level Using *Pearson Product Moment***

| | | Placement Test Score | Achievement Score |
|---|---|---|---|
| Placement Test (TOEFL Test) score | Pearson Correlation | 1 | .417[**] |
| | Sig. (2-tailed) | | .000 |
| | Sum of Squares and Cross-products | 84692.500 | 9342.375 |
| | Covariance | 891.500 | 98.341 |
| | N | 96 | 96 |
| Students' Achievement Score | Pearson Correlation | .417[**] | 1 |
| | Sig. (2-tailed) | .000 | |
| | Sum of Squares and Cross-products | 9342.375 | 5915.156 |
| | Covariance | 98.341 | 62.265 |
| | N | 96 | 96 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Table 3 showed a positive and significant correlation point, that was 0.417. It was significant since the significance level was less than 0.05 that was 0.0. This point indicated moderately strong relationship between placement test score and students' achievement score (Lodico et al, 2010:284). From this point, we may infer that students who were in the excellent class tended to get high achievement score; while students who were in the low class tended to get achievement score below than mean score. This interpretation was in line with the result of the mean score of achievement score from each class that was shown in Table 4 and Figure 1.

**Table 4. Mean Score of Placement Test and Achievement Test**

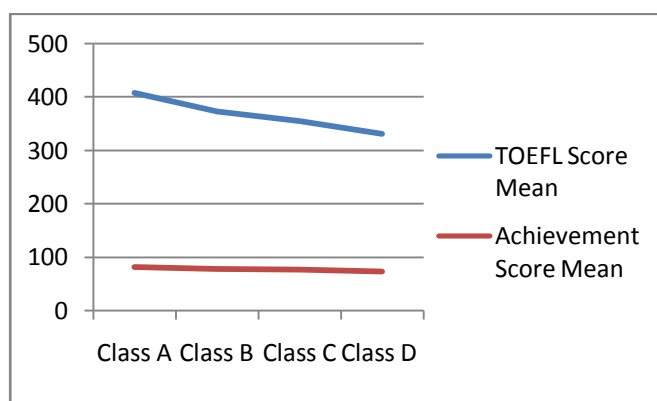| Class | Mean Score of Placement Test (TOEFL) | Mean Score of Students' Achievement on Integrated Course |
|-------|------|------|
| D | 331 | 74 |
| C | 355 | 77 |
| B | 372 | 79 |
| A | 407 | 82 |



**Figure 1.Mean Score of Placement Test and Achievement Test**

Regarding the mean score of each class, the finding showed that the increasing point on placement test score was in line with the increasing point on achievement test score. However, there were some interesting findings that explained why the correlation point was moderate but not high. The answer laid on some inconsistency on students score in each class. In class A, there were 4 students who got achievement score below mean score of the whole classes, their score were 66, 70, 74, and 76. Based on observation done by researcher, the decreasing score might happen due to students' attitude toward learning. These students were not motivated and easily gave up in learning when they found difficulties.

Additionally, the similar finding also found in class B, 6 students got score below 78, their score were 66, 70, 71, 72, 73, and 75. These students got low score because they tended to be passive in learning and they did not adapt with new learning situation, in this case—the university learning environment. They did not realize that they have good language proficiency and unconfident in learning. Therefore, when the lecturer motivated them to be active in classroom discussion, they tended to keep silent and hide their potential.

However, in the low class, class D, there were 7 students who got score above the mean score of the whole class (above 78), their score were 80, 81, 83, and 89. Students' attitude also contributed to the improvement in the score of achievement. Students whose score were increased are those who were confident and not afraid in making mistakes in learning. They committed to learn better with harder effort. In addition, the learning atmosphere was also influenced students achievement in learning.

## INTERPRETATION AND CONCLUSION

The results of the study answer the research questions that the placement test scores showed a significant and positive correlation with students learning achievement in the subject of Integrated Course and it is proven that the correlation depicts accurate placement policy in Integrated Course classes. However, further discussion related to this finding should be elaborated.

Although the fact shown in the research finding that learning in a class with classmates with similar capacities may make students felt comfortable and reduce pressure from peer. This finding also shows that learning in such homogeneous class might reduce students' opportunity to develop their potential. It is proven by the result in both placement test and post test that showed positive correlation. Which means the students who performed well in the placement test will achieve good score in the post test, and vice versa.

This result proved that the homogeneous placement policy only worked well for high achiever students. When all high achiever students were study in a homogeneous classroom, they experienced a lot of competition with other gifted students and had a strong feeling to keep up with the fast pace of instruction. In contrary, low achiever students struggle with the slow paced as well as the repetitive instruction and might have negative attitude with their ability and self-esteem. In the end, no significant improvement was seen from this group of students.

The result of this study is in line with previous research (Davis, 2012) which proven that grouping students in homogeneous classroom will only widen the gap between high achiever and low achiever. It is also agree with Plunkett & Kronborg (2011) research result which shows that the group of middle to low achieving students did not demonstrate significant academic gains. However, this study contradicts with Adodo & Abagyewa (2011) research which claimed that the average and low student groups benefit academically from this homogeneous grouping.

Based on the result of this study, it is suggested that the future policy on students' grouping should consider not only their potential learning achievement but also how the division might influence students' social relationship and their self esteem. Thus, to accommodate both positive and negative effect of students grouping, a recommendation has been made. To reach maximum potential of gifted students, the researchers suggest that high achiever students should be placed in a homogenous classroom. In this environment, high achiever students' need of fast paced instruction will be fulfilled. On the other hand, it is better to mix the medium and low achiever students in some heterogeneous classes. This environment will help medium achiever to gain better self esteem and the low achiever will get more motivation in learning.

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# Application of Multiculturalism Based Approach
# to Improve Students' Understanding in Literary Critism
# (Case Studies in English Literature Department of Kanjuruhan University, Malang)

**Sujito**
sujitodoktor@gmail.com

*Senior Lecturer at Kanjuruhan University, IAIN Surakarta*

**Abstract:**    There are many ways to use multiculturalism as an approach to acknowledge students about literary criticism. This paper will take one way in which multiculturalism not to be used slightly as a conjucture for social history and relation in understanding literary works. The students of English Department will be exposed with mostly literary works from many different writers with different backgrounds of social history and culture. This approach will give more sensibilities to students to use different angles in reading literary works and writing literary criticism. On the other hand, Kanjuruhan University is well known for its multi-ethnic students who come from accross Indonesia. Using multiculturalism based approach to teach them literary criticism is "101" system which means teaching them based on the reality of the subject matter in the field. Understanding multiculturalism will be beneficial not only for them to use literary theory in critisizing literary works in the classroom but also increasing tolerance between one student and another who came from different race, gender, religion, and ethnic backgrounds.

**Keywords:**    *Multiculturalism, Approach, Literary Criticism*

## INTRODUCTION

Multiculturalism has been established in Western society decades ago. Based on Gordon and Newfield's brief explanation (1996: 3) … [it] sponsored renewed protests against white racism, and yet it appeared to replace the emphasis on race and racism with an emphasis on cultural diversity. However, its main intention to acknowledge racial and cultural diversities seems to be questionable nowdays. Is it only one field of study in academic corpuses? So many cases of racisms are still trending topics in some countries, on the other hands, civil disputes keep on taking account in the most of the world since the beginning of 21st century.

Multiculturalism may be only one field of study in academics corpuses with poor implementation in daily lives of most peoples. If it is the truth then academicians at least have to be the pioneer of multiculturalism movement. However, how do most of the students perceive multiculturalism? Is it only a break-through account in the paper or most people have practiced to understand and implement it on their daily life?

Many English Departments focus on studying the canonical works of literature by neglecting many popular or other literary works written in English by many writers from different parts of the world like Australia, India, Caribbean, Africa or writers who settled in

English speaking countries but have connection with once colonized nations. Critizing the academic apparatus which mostly focuses on English canon, John McLeod (2000: 250) states briefly that "instead, post colonialism neatly ring-fences a wide body of diverse literatures which conveniently can be added to a department's course provision, without disturbing too much the more conventional approaches to canonical English literature".

Such kind of curriculum would be a kind of sloppy since it understudies the very interesting topics that can be raised by literary works from many different cultural and historical backgrounds related to writers which can enrich our insights about multiculturalism.

Looking at the point stated above, it can be said that this paper's stand point is derived from post-structural and postcolonial reading which try to see beyond the texts using multicultural spectacles in order to make students of English Literature being acknowledged with that kind of attitude academically and socially; especially for those in multicultural class.

What it means by multiculturalism based approach is that using multicultural literature in multicultural classroom. This study will refer to theory proposed by Rana Lewis and Donald Doorlag (1995) about the significant reasons to applying multicultural education:

1. Commonalities among people cannot be recognized unless differences are acknowledged,
2. A society that interweaves the best of all of its cultures reflects a truly mosaic image,
3. Multicultural education can restore cultural rights by emphasizing cultural equality and respects,
4. Students can learn basic skills while also learning to respect cultures; multicultural education need not detract from basic education,
5. Multicultural education enhances the self-concepts of all students because it provides a more balance view of the U.S. society,
6. Students must learn to respect others.

Moreover, Christina P. DeNicolo and Maria E. Franquiz (2006) recommend developing literature discussion that allow students to discuss literature by using their life experiences as linguistic and cultural tools to help them to understand the selections

This study will try to examine students' perception towards multiculturalism they face in their academic life which will be justified through two kinds of observations. First, their social behavior which will show us about how they interact with their multicultural surroundings. Second, their academic behavior towards multicultural texts. Moreover, the study will be a kind of case and experimental study conducted to proof that the use of multiculturalism based approach in teaching literary criticism can improve students' understanding of literary works and can improve students' elevation in analyzing different literary works by seeing many intersections to focus even for a detail aspects that has a very relation with multiculturalism issues.

Previous study similar to this research has been conducted in New Zealand by secondary school teachers focusing on how to develop students' metalinguistic understanding in multicultural class in order to be able to discuss the specific ways in which language constructs meaning. The study adopted an emancipatory action research and collaborative model developed by several theorists like Carr, Kemmis, also involved Foucault and May in reading language in discourse of multiculturalism. The project concerns more on critical literacy by reading many kind of texts including poetry, song lyric, and magazine. The study concludes that a common finding among secondary teachers was that the cultural background of student influenced the way they read texts closely (Locke and Cleary, 2011: 136).

What makes this study different from that previous study is that in here, the researcher tries to proof his hypotheses that lacks of understanding about multiculturalism in daily life will result in lacks of understanding literary texts from different multicultural angles. In addition, the application of multiculturalism based approach by exposing students with multicultural texts can improve their skills of analyzing literary works from many different contexts. Finally, if they are aware of such multicultural ways of seeing, it will also improve their attitudes towards their multicultural surroundings. This study only focuses on novels as literary works since novels particularly a kind of sociocultural reflection of human being.

**METHODS**

The first case will be examined through several research methodologies of collecting data. There will be two different kinds of data gathering which were conducted by interview and direct observation. Interview will be conducted to have certain degrees of direct statement from the students towards several questions regarding their attitudes towards several cases of multiculturalism for example how they perceive their friends who come from different gender, etnichity, and religious background. Is there any kinds of stereotypes towards certain etnic group that they bear in minds and how they react to that? Do they prefer to hang out with people from the same ethnic group or from specific ethnic groups? Why?

Direct observation will be conducted by observing their daily behavior in the class about how they manage their relationship with their friends regradless of gender, ethnicities, religions, etc. All of the data gathering were used as the preliminary standpoint to access students' perception of multiculturalism in order later on to be used to examine their perceptions in academic activities.

After preliminary data gathering, the students were given one sample of literary work written by one of the famous author Charles Dickens entitled *Our Mutual Friends* to be read, analyzed, and discussed in class.

To gain results on the second observation about students' preception of multiculturalism in academic acivities (reading literary texts and analysing them), the subjects of the research were divided into two groups. First is the experimental class which was taught using multicultural texts accross the globe (*My Place* by Sally Morgan (Australian writer who has Aborigin ancestor), *The God of Small Things* by Arundhati Roy (Indian writer), *Jane Eyre* by Charlotte Bronte, *Lady Chatterley's Lover* by D.H. Lawrence and *Beloved* by Toni Morisson (African American writer). The other class was a comparison class which was taught using several works of canonic novels from British writers only. This research used descriptive qualitative as a research design.

**FINDINGS AND DISCUSSION**

Both the experimental and comparison classes are multicutural, 5th semester classes which contain students from different etnich groups and religions. Approximately, most of the students are Javanese (60%), 25% are coming from Eastern Indonesia like Flores, Sumbawa, Ambon and Papua, and around 15% are from Sumatra, Borneo, and Celebes.

To find out the difference between the two classes, the preliminary tests which are interview and observations to find out about students' perception of multiculturalism in their social lives are conducted exactly the same way.

Based on the interview and observation, the students' perceptions of multiculturalism in their daily lives were varied but mostly they tend to be engaged in their own ethnic group. It means that Javanese students tend to hang out with other Javanese, even when they sit and form a group in the class. The same thing happens with other ethnic groups like those who come

from Sumatra or Flores, they purposely sit and mingle with those who come from the same regions.

They might be acknowledged about the sense of multicultural since from the interview results majority of students manage to anwer the following questions as below:

*Question (a):*
*How do you choose your friends? Is it based on their gender, ethnicity, or religions?*
*Answer:*
*No (majority). I choose who are kind (majority) and easy to communicate (several).*
*Question (b):*
*Do you prefer to sit and to be in the same group discussion with people from the same ethnic group or from specific ethnic groups? Why?*
*Answer:*
*Majority of the students answered that they prefer to be in the same group with people they already know well or fair to say their good friends because it will be easier for them to talk. However, based on the interview, there were also students who did not answer the questions. The researcher assumed that they had no idea to answer or culturally unable to express their feelings.*

From the majority answers, it can be concluded that most of them did not intend to be picky in choosing their friends based on gender, ethnicities, or religions. But one answer which shows that the students tend to make friends with those who are easy to communicate with indicates that different language or accent (indirect links to ethnicity) becomes one of the reason they choose whom to hang out, sit, and discuss something about. Language barrier which stands as a wall to circle each ethnic group seriously becomes one point which differenciates every ethnic group. In other words, it is fair to say that most of the people still consider more comfortable to be in their own group because they are easy to communicate with or maybe share the sense of similarity or cultural background. From this point of view, they students were literate about multiculturalism from their answer, however, through observations, their acknowledgement of multiculturalism are still on the surface because it is not reflected in their daily lives.

After having the first preliminary data of the students' understanding and perception toward multiculturalism, one canonic novel was given to check the students' multicultural mindset and behavior towards literary text. As Locke and Cleary (2011: 123) call as *critical literacy in the culturally diverse classroom* which has several objectives to check students in several ways:

1. Responding to texts/attitudes to reading;
2. The form/content relationship;
3. Understanding text/context relationships;
4. The constructedness of text; and
5. Composing literary texts.

In this research, we will only focus on the four aspects to check students' critical literacy in the culturally diverse classroom by providing multicultural texts for students in experimental class to study and only canonical English Literature in the other class which is used for comparison.

The students from both classes were given a canonical novel *Our Mutual Friend* by Charles Dickens with the following tasks to identify:

1. Topic
2. Characters
3. Message
4. Historical Background

The students were provided by the synopsis of the novel since it is merely very thick and tough text to study. On the first attempt of class discussion, most of the students were able to maintain stating the surface topic of the novel and the message. They also were very interested in finding Dickens' cultural and historical background. About the characters of the novel, as it is presumed by the researcher, the students were only focusing on the main characters. The existent of multiculturalism and probably the issue of racism were neglected and remained undetected. The character of Riah who was actually Jewish was left behind untouched. The spectacles of multiculturalism were not yet activated in the students' minds.

Most of the students were not familiar with the word 'Jewish'. However, as the lecturer explained what it means literally, the students still did not analyze why it was there nor paid attention towards it.

In the experimental class, the lecturer than tried to hook the students' perception by giving a slight historical background of Jewish as minority in European society but did not provide any information about the Holocaust. Then the lecturer tried to make the students also pay attention to minority as it might conceive bigger message in describing the writer's intention or the sociocultural condition in which the novel was written. The lecturer also tried to relate it with the reality in the class where students also need to pay attention to small number of friends who come from different ethnic background as an example.

The other class which was intended from the first hand to be a comparison continued teaching learning process without addressing the multicultural phenomena in the existent of character Riah who belongs to a certain group of British minority. The lecturer did not try to reflect the class condition either which actually contains a kind of multicultural phenomena.

The experimental class started to be more interesting when it came to discuss the second work by Sally Morgan, *My Place.* The students were quite surprised about the actual facts of Australian Indigenous people and how their historical lives were deployed in the novel. They are then guided to analyze one of the plots about how the aboriginal identity was constructed by the superior Western people settled in Australia. The students were able to reflect how Morgan as Aboriginal descent felt.

> *Question:*
> *How do you think her feeling is?*
> *Answer:*
> *(**Student J**) I can see that she was very sad and she tried to stop what happened to Aboriginal people. I mean their suffering.*
> *(**Student E**) I pity her and the Aboriginal people. The White people can live in Australia but they are not supposed to do such things to native people.*
> *(**Student F**) Is it the same like what happened in Indonesia when the Dutch and Japan defeated us?*

The students' responses were very varied but as what we can see from those recorded above, it can be said that they were able to infer and even involve their emotion towards literary works. Most importantly, one of them has started to compare the multicultural phenomenon happens in literary works with the context of his actual surrounding.

The other class was taught by using one of the canonical works which we can say has similar theme of White people settling in colonized nation, *The Jungle Book (Mowgli)* by Rudyard Kipling. Since the lecturer did not intend to drive the students to concern on metaphor used and the context beyond, the students did not refer the text with the theme of colonization as the experimental class did.

The third text about *The God of Small Things* written by Indian writer Arundhati Roy would teach the students in experimental class deeper to relate historical context with gender and masculinity in colonized nation, India. This work would teach students about the intersections we need to cover in reading literary works by comparing the position between man and woman. Moreover, the students were asked to reflect one more in the previous discussion of Sally Morgan's work regarding gender and the position of women who have different status and ethnicities for example.

This was a kind of tough work so the students were asked to work in group to prepare their group projects. This time the lecture tried to divide the class into multicultural group in order to make them mingle with one another and not only engaging with the same ethnicity like at the beginning of the research. Each group was assigned to answer several questions as follows.

1. From whose point of view is the novel *The God of Small Things* written?
2. Which character is privileged in the novel? Please answer the question by relating to Indian sociocultural history from which the novel was written!
3. What can you conclude from comparing the writers of *The God of Small Things* and *My Place?*
4. How can you explain the women's positions in both novels? Please answer this question by relating it to patriarchal system, colonization, and multiculturalism (status and races)!

These questions had driven students to be excited in learning since they were exposed to several new terms like gender, patriarchy and colonization. The students were also actively engaged in rummaging information from many different sources about different historical backgrounds of the novels they were learning. From one of the students comment which says as follows:

> (**Student E**) *I think the women in colonized nations were the most suffered because they were oppressed not only by men but also by women from colonizing country like what happens in Sally Morgan's novel.*

It is obvious that the students start to understand and think critically the extents implied in literary works. When the lecturer asked them to comment or question on their friends' work, two interesting questions rose.

> (**Student B**) *It is quite confusing to read The God of Small Things because the plots were going forward and backward. Why is it written like that? What is the writer's intention?*
> (**Student F**) *Why did Sally Morgan write that she did not want a black doll? I mean it represents the Aborigin people and she was Aborigin also?*

From these two questions, it is fair to say that the students' literary criticism had increased drastically (although only several students show this kind of *symptom).* Borrowing Locke and Cleary's words (2011: 134) this phase has been "indicating the emerging ability to interrogate texts from a critical literary perspective".

As for the next two novels *Jane Eyre* and *Lady Chatterley's Lover,* the students show great interests as both novels explored different region and theme. Since the issue of colonization has been raised before, the students started to identify the probability of the issue to rise since *Jane Eyre* also talked about faraway land and they felt sorry to the character Bertha

although most of them were still focusing on Jane's account in the novel. For the novel by D.H. Lawrence, the existent of eroticism needed to be acknowledged by guiding them appropriately to be focused on male writer in describing female character. The students' ability to see the issue of gender in authority seemed to increase in this state.

The final novel was from Toni Morison entitled *Beloved*. For the experimental class, the students showed enthusiasms since it was a new thing to learn. However, for the other class which had been taught by mostly canonical work, they seemed to be less enthusiast when the lecturer tried to introduce them to different things. Some of the responses were actually just being quiet and follow the class as the lecturer instructed.

The entire data which had been collected and interpreted from the beginning of the research until the end of the research had shown that the experimental class showed a very positive improvement in developing critical thinking in reading literary texts as the objectives of the research wanted to accomplish different from what happened in the other class which we took as comparison. The class activities proceeded very well because most of the students regardless of gender and ethnicities could work together and mingle as the multicultural group as the lecturer maintained to form by doing mingle group discussion. Albeit the improvements in class activity, we could not conclude that the same thing happens in their actual social lives outside the class.

## CONCLUSION AND SUGGESTION

The paper had shown the close up study case and experimental research in applying multicultural based approach to improve students' perception in reading literary criticism. From the findings, it can be concluded that the first hypothesis which stated that "lacks on reflecting multicultural behavior in everyday lives could result in lacks on seeing literary works using multicultural spectacles could be true". It can be concluded also that the application of multicultural based approach or *critical literacy in multicultural diverse classroom* borrowing Locke and Cleary's term showed a very positive result in developing students' understanding and insight to broaden their way of seeing using multicultural spectacles or point of view. They also showed a very positive way in receiving new things rather than those who were not acknowledged about these phenomena. However, still it needs more attempt to conclude that multicultural understanding academically could result in increasing students' perception of multicultural phenomena in their daily lives through the real actions. Finally, it is hoped that since this study proofed the positive effects in broadening students' perception in reading literary criticism, many other English Departments could use this technique and mend the gaps which contains many shortcomings in this study so that we all could reach closer to perfection.

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# FINANCIAL PERFORMANCE EVALUATION DEPARTMENT OF INDUSTRY, TRADE AND DISTRICT IN INDONESIA MARKET DEVELOPMENTS IN OPTIMIZE SMEs

**Ida Nuryana. SE., MM**
ida_unikama@yahoo.co.id

*Faculty of Economics and Business, University of Kanjuruhan Malang*

**ABSTRACT:** In this study presenter wants to know the financial performance of the Department of Industry, Trade and Market District in Indonesia, in order to determine the development of Micro Enterprises (SMEs) in the District (Law of Micro, no.20, 2008). The performance assessment is focused on the application of methods of value for money in terms of economic indicators, efficiency and effectiveness. This study used qualitative research methods to test the consistency of the measurement of financial performance of local governments. Technical data collecting is documentation Budget Realization Reports Revenue and Expenditure in 2014 from the Department of Industry, Trade and Markets Regency in Indonesia as well as data on the number of SMEs during the beginning and the end of 2014 from the Department of Cooperatives and SMEs District, literature collecting literature, scientific papers and other writings related to financial performance and interviews with management agencies to support information about financial performance. The expected benefits of this research that is to know the extent to which the Department of Industry, Trade and Market District in optimizing the utilization of the budget for the development of SMEs in the county. The conclusion of this study, the financial performance of the Department of Industry, Trade and Market District shows that the official financial results during the period in 2014 was successful with economic indicators, very efficient and very effective. Budgets are used optimally impact on increasing the number of SMEs amounted to 1,505 businesses in the county. SME growth shows business climate conducive to the growth of new businesses, according to the mission Disperindagsar District. It is supported by several factors: technical assistance so as to create a productive human resources, ease of licensing and the many potential (availability of raw materials).

**Keywords: financial performance, value for money, economy, efficiency, effectiveness.**

## PRELIMINARY

In the implementation of the activities under the authority of local government funded from the Regional Budget (APBD), which serve as the basis of financial management within one year of the budget. Therefore, the government must act effectively and efficiently manage your finances. Allocating resources to be given economically, efficiently and effectively. Financial management involves three aspects: the analysis of receipts, expenditures and budgets. The rapid growth of SMEs in Indonesia especially in the District will have a positive impact for the economy of communities in the District. In this case the government is hoping, with the development of SMEs were able to able to increase and improve the competitiveness and dynamism transform the face of the Asean Economic Community (AEC) planned by the government in 2015.

## LITERATURE REVIEW

According to Sofyan (2007: 201) argues that: "The financial statements are the output and the result of the accounting process is the subject of the information for the users as one ingredient in the decision-making process".

The financial performance of local government is the level of achievement of the results of performance in finance area that includes revenue and public spending using the financial indicators stipulated through a policy or provisions of the legislation during the budget period.

According to Indra Bastian (2006: 267), the performance indicators are quantitative measures and qualitative describe the level of achievement of a goal or goals that have been set, taking into account the input indicators (inputs), outputs (outputs), results (outcomes), benefits (benefits) and impact (impacts).

According Mardiasmo (2009: 4) Value for Money is a concept of the management of public sector organizations based on three main elements, namely economy, efficiency and effectiveness. Economy: input acquisition with certain quality and quantity at the lowest price. Economics is the ratio of input to input values expressed in monetary units. Efficiency: achieving the maximum output with given inputs for the use of the lowest input to achieve a certain output. Efficiency is the ratio of output / input associated with performance standards or targets that have been set. Effectiveness: the level of achievement of program outcomes with the targets set.

According Mahmudi (2007: 7) by analyzing the Financial Statements will be known financial position and development of the capital that occurs, it can also cause a sense of trust to institutions / companies from various parties. Various parties who become stakeholders (stakeholders) of the Local Government Finance Report, among others: Community taxpayer; An aid (donors); investor; Public service users of public services provided by local governments; Employees / Local Government; Providers of goods and services (business people in the area); parliament; Voters; Supervisory Board and advocacy; Perating institutions (rating agencies), economic and financial analyzes; Central government; Other local governments; Institutions - international institutions; Management.

Each of these stakeholders have different needs and different interests of the financial information provided by the regional government. For the internal environment, the Financial Statements have special significance because this is where will be known amount of profit received or conversely that some amount to be borne by the agency or company if it incurs losses in a given period.

The information needs of government users of financial statements can be summarized as follows: Community users of public services requires information on the cost, price and quality of services provided; Society and the donor taxpayers want to know the existence and use of the funds that have been given. People want to know whether the government has the fiscal obedience and adherence to laws and regulations on expenses that do; Creditors and investors need information to calculate ratios, liquidity and solvency; Parliament and political groups require financial information to perform a supervisory function, prevent biased reports on the financial condition of the state government and diversion; Public managers need accounting information as a component of a management information system to assist with planning and organizational control, performance measurement and compare organizational performance between the period and with other similar organizations;Employees need information on salary and compensation management.

## METHOD

In this study, the type of study used qualitative research is to test the consistency of a method for measuring the financial performance of local governments. Technical data collecting is documentation Budget Realization Reports Revenue and Expenditure in 2014 from the

Department of Industry, Trade and Markets Malang Regency as well as data on the number of SMEs during the beginning and the end of 2014 from the Department of Cooperatives and SMEs District, literature collecting literature, works scientific and other writings related to financial performance and interviews with management agencies to support information about financial performance. The expected benefits of this research that is to know the extent to which the Department of Industry, Trade and Market District in optimizing the utilization of the budget for the development of SMEs in the county.

**Data collection technique**

The collection of data is a process of procurement of data for research purposes. This study uses multiple data collection techniques to obtain data or information materials, namely documentation and interviews.

Documentation, in the form of documentation Organizational Structure and Job discription, Budget Realization Report Revenue and Expenditure in 2013 from the Department of Industry, Trade and Markets Malang Regency as well as data on the number of SMEs during the beginning and the end of 2013 from the Department of Cooperatives and SMEs Malang. Interview a question and answer process with the management of Government or company to find out information on primary data. This method is used because of incomplete data obtained when using the method of documentation.

**Data analysis technique**

The final part in the research is to analyze the data. Analysis of the data used in this research is qualitative descriptive analysis. According to Miles and Huberman in Sugiyono (2010: 337) argues that the analysis can be viewed from three grooves activities going on simultaneously: data reduction, data presentation, and conclusion / verification.

Data reduction (data reduction), is summarizing data, focusing on the major issues and important, simplify, summarize and transform the existing data in the record. look for themes and patterns and discard unnecessary.

Researchers get the data directly from the subject through documentation and interviews as a supporter. In this part of the results of research to reduce the documentation on the financial statements of the Department of Industry, Trade and Markets Malang and data development of SMEs in the Department of Cooperatives and SMEs Malang and interviews with employees authorized to provide information on the financial sector. Once the data is collected, the data will be sorted and sorted to facilitate researchers selected data used from the many data collected, as well as remove the data deemed unnecessary.

Data display (presentation of data) is presenting data in the form of tables, graphs and the like. Presentation of data directed to the data reduction results organized, systematically arranged which gives the possibility of drawing conclusions and taking action. Researchers compiled data in tabular form of numbers arranged regularly in the form of columns and rows. Data is presented in Table Budget Realization Statement of Revenue and Expenditure (Budget) Department of Industry, Trade and Markets Malang to know the Department of Financial Performance and Table Data Number of SMEs in the Department of Cooperatives and SMEs Malang to determine the development of SMEs in Malang.

Conclusion / drawing / verification is the overall conclusion on the data that has been selected. Step this conclusion, researchers are trying to find the meaning of the data obtained to draw the conclusion that according to the research focus. The data used by researchers is the financial statements focused on a report of realization Budget (APBD) Department of Industry, Trade and Markets Malang in 2013 and the data on the development of SMEs only data on the number of SMEs obtained from the Department of Cooperatives and SMEs Malang district during the period of 2013. the data will provide a more specific and facilitate researchers collecting data selanjutkan or additional data if needed. The longer the object of research

investigators in the amount of data will be more numerous and complicated, hence the importance of reducing the data so that the data do not overlap and facilitate the subsequent analysis.

The data required has been obtained, then the data are analyzed in the following way:

The analysis related to budget performance of Industry, Trade and Markets Malang, activity indicators of inputs, outputs and outcomes. This step is necessary to analyze how much the performance of activities for SME Development at the Department of Industry, Trade and Markets Malang regency year 2013 budget, would have to meet targets through indicators of the activities undertaken by the Department of Industry, Trade and Markets Malang district during 2013. The performance analysis it uses the concept of Value for Money in its analysis that prioritizes measures are economy, efficiency and effectiveness.

**a.economy**

"The economy is linked to the extent to which public sector organizations can minimize expenditure used is by avoiding wasteful spending and unproductive". (Indra Bastian, 2006). Measurement requires data rate of economical budget and actual expenditure. Economic level can be formulated as follows:

$$\frac{Expenditures}{Budget\ expenditure} \times 100$$

Table 3.1 Criteria Economic Work Values

| Commentary | Information |
|---|---|
| Attainment levels>100% | Not Economikel |
| The level of achievement = 100% | economicalimpartial |
| Attainment levels <100% | Economical |

Source:Mahsun2009

**b.Efficiency**

Efficiency is the relationship between the goods and services (output) produced an activity with the activities of the resources (inputs) used (Mardismo, 2009). The comparison between the costs incurred by the revenue received. The efficiency rate is formulated as follows:

$$\frac{Costs\ incurred\ to\ revenue}{Actual\ receipt\ of\ revenue} \times 100$$

Table 3.2.
Criteria Value of Efficient

| Commentary | Information |
|---|---|
| Attainment levels> 100% | Notefficient |
| The level of achievement of 90% s / d 100% | Less Efficient |
| The level of achievement of 80 s / d 90% | Efficient enough |
| The level of achievement of 60 s / d 80% | Efficient |
| Attainment levels <60% | extremely Efficient |

Source: Kepmendagri in I Desak Made Purnamasari et al

**c. Effectiveness**

A measure that states how far the target has been achieved, where the target has been determined in advance (Mardiasmo, 2009). Illustrates the ability of local governments in realizing the planned revenue compared to the target set. Or can be formulated as follows:

$$\frac{\text{Actual receipt of revenue}}{\text{Target receipt of revenue}} \times 100$$

Table 3.3.
Criteria Value of Effective

| Commentary | Information |
|---|---|
| Attainment levels> 100% | Very effective |
| The level of achievement of 90 s / d 100% | Effective |
| The level of achievement of 80 s / d 90% | Effective enough |
| The level of achievement of 60 s / d 80% | Less effective |
| Attainment levels <60% | Ineffective |

Source:Kepmendagri in I Desak Made Purnamasari et al

## DISCUSSION

Analysis of the financial statements may use the method of measuring value for money analyzes (TaufikKurohman, 2013) measurement of economy, efficiency and effectiveness. According Mahmudi (2005) is that: "Value for Money is an important concept in public sector organizations where Value for Money has a sense of appreciation for the value of money". The financial performance of the Department of Industry, Trade and Market District can be measured using a value for money approach with three indicators, namely economic, efficiency and effectiveness.

### A. Economical

Economically used to compare actual expenditure with the budget. Shopping areas include direct and indirect expenditures. These indicators are used to measure the level of budget savings by the government.

$$\frac{Expenditure}{Budget} X100 = \frac{19.741.642.642}{20.118.846.096,50} X100 = 98,13\%$$

### B. Efficiency

The efficiency describes the ratio between the costs incurred to acquire regional revenue received.

$$Efisiensi = \frac{The\ cost\ of\ revenue\ collection}{Receipt\ of\ revenue} \times 100$$

$$\frac{256.624.582,50}{5.132.491.650} X 100 = 5\%$$

**C. Effectiveness**

Effectiveness describes the ability of local governments in realizing regional revenue that had been planned compared to the target.

$$\frac{Revenue}{Revenue\ Target} \times 100 = \frac{5.132.491.650}{5.015.000.000}\ X100 = 102{,}34\%$$

*Table 4.4Calculation Results Value for Money Realization Reports Fiscal Year 2014 budget*

| IndikatorIndicator | Results Achievement Work Values | Information |
|---|---|---|
| Economical | 98,13% | Economical |
| Efficiency | 5% | Extremely Efficient |
| Effectiveness | 102,34% | Very effective |

Data Source: Calculated

Based on the analysis of the Budget Department of Industry, Trade and Markets indicate financial performance that has been used with an economical budget indicated by the level of achievement of 98.13% due to the level of achievement of <100% is said to be economical, so that said austerity in the budget use reverse if more then indicated to have occurred budget waste. Revenue in the collection of the Regional Department of Industry, Trade and Market District is very efficient. The use of cost efficiency, as shown by the percentage of efficiency by 5% because of the level of achievement <60% is said to be highly efficient. The financial performance of the Department of Industry, Trade and Market District is categorized as very effective as indicated by the level of achievement of 102.34% for the level of achievement of> 100% is said to be very effective.

The success of the performance of the budget means that the budget can be used optimally. Optimization budget for the development of SMEs will be seen from the increasing number of SMEs in the county. The number of SMEs in the District, based on the data that researchers can from the Department of Cooperatives and SMEs District. Based on that data the number of SMEs in the District 2014 273 101 number of businesses increased by 1,505 businesses, so that in 2014 recorded some 274 606 businesses. Increasing SMEs in the District have an impact on the labor absorption resulting in local people's income. With regard to the government's plans in 2015, the convening of the Asean Economic Community (AEC) which will serve as the region has equitable economic development by prioritizing the Small and Medium Enterprises (SMEs). The development of SMEs in the district is expected to have the competitiveness and dynamism of SMEs with improved facilities their access to the latest information, market conditions, the development of human resources in terms of capacity building, finance, and technology

**CONCLUSION**
The financial performance of the Department of Industry, Trade and Market District showed excellent performance during the period in 2014 is said to be pretty good success with the

economic indicators shown by the level of achievement of 98.13%, a very efficient indicated by the percentage of efficiency by 5% and very effective and can be seen with their level of achievement by 102.34%. Budgets are used optimally impact on increasing the number of SMEs amounted to 1,505 businesses in the district, which shows the creation of conducive business climate.

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