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5TH INTERNATIONAL
SEMINAR ON
QUALITY & AFFORDABLE
EDUCATION

**"Enriching Quality and Providing Affordable Education
through New Academia"**

7th- 8th December 2016
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ISQAE 2016

5TH INTERNATIONAL SEMINAR ON QUALITY & AFFORDABLE EDUCATION

**Enriching Quality and Providing Affordable Education
through New Academia**

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7th - 8th December 2016

**Faculty of Education
Universitas Teknologi Yogyakarta, Indonesia**

***Proceeding of the
5th International Seminar on
Quality and Affordable Education***

***Enriching Quality and Providing Affordable Education
through New Academia***

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Acknowledgement

Rector of Universitas Teknologi Yogyakarta

Assalamu Alaikum Waramatullahi Wabarakatuh

Ladies and Gentlemen,

I am grateful indeed that God blesses us for participating in the 5th International Seminar on Quality and Affordable Education (ISQAE) 2016. I welcome the General Secretary of the Ministry of Research and Technology for Higher Education of the Republic of Indonesia. I am sure that the Ministry of Education supports Universitas Teknologi Yogyakarta to conduct scientific activities. I am also thankful that many professors, lecturers, teachers, and students attend this seminar to share knowledge and ideas.

Universitas Teknologi Yogyakarta always supports the faculties to hold international seminar and other academic activities for the lecturers and students. We like to maintain our cooperation with national and international universities to carry out national and international programs. We believe that our lecturers and students must have national and global experience to enhance their capabilities.

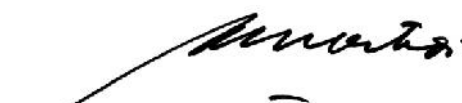
In addition to conducting international programs to improve the capabilities of lecturers and students, UTY is happy to work together with other universities and the government to increase the quantity and quality of research and publication. We are proud to have some MoUs with international universities in research and publication development aspects. Also, we are planning to build 16-floor tower for UTY's Research Park.

Today, The Faculty of Education of UTY is holding an international seminar and it is our commitment to conduct national and international scientific events every year. We dedicate our efforts to the development of science and technology.

Again, thank you for participating. My special thankful appreciation goes to ISQAE consortium members; Universitas Negeri Jakarta, Universiti Malaya, Universiti Teknologi Malaysia, Universitas Negeri Manado, Universitas Muhammadiyah Makassar that have supported us. I really wish all presenters and participants a very valuable conference. Hopefully it will bear precious knowledge and ideas.

Wassalamu Alaikum Waramatullahi Wabarakatuh

Yogyakarta, 7th December 2016
Yours Sincerely,



Prof. Bambang Hartadi, Ph. D., M.M., C.A., C.P.A.
Rector of Universitas Teknologi Yogyakarta

Acknowledgement

Dean of Faculty of Education Universitas Teknologi Yogyakarta

Respected the General Secretary of the Ministry of Research and Technology for Higher Education
Respected the Rectors and Deans of ISQAE Consortium members
Respected all speakers, presenters, and participants

Assalamu Alaikum Waramatullahi Wabarakatuh

I welcome you to the 5th ISQAE 2016 held by Faculty of Education, Universitas Teknologi Yogyakarta. I hope you participate actively to develop knowledge and ideas related to the improvement of education that we may serve to our students. The discussion on education is a continuous activity. It will support the effort to improve the quality of education system, and educators. The target of improving quality is influenced with the social and economic conditions of society in the system.

International Seminar on Quality and Affordable Education (ISQAE) 2016 is a seminar that will discuss and find recommendations to the governments and institutions that play role in it. The seminar is conducted by a consortium consisting of Universitas Negeri Jakarta, Universiti Malaya, Universiti Teknologi Malaysia, Universitas Negeri Manado, Universitas Muhammadiyah Makassar. The consortium will be inviting other institutions from South East Asia countries to work together to improve the quality of education in all countries of South East Asia.

ISQAE 2016 certainly considers some matters in education such as economic condition, advancement of technology, political situation, and etc. However, it is not only in the point of view of considering them as threats but also in the point of view of considering them as opportunities. Educators should have a lot of ways to generate improvement in their countries. They have big responsibility for improving the quality of new generation in their countries.

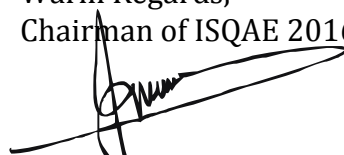
Education must become a major factor of problem solving system in a country. However everyone in a country has a right of having education. Education must be affordable. The government and all educators should talk and then can determine factors to make education affordable. The factors that guarantee the quality and affordability of education can become new academia.

We expect to have solutions. Therefore, we invite educators from South East Asia countries. We are certain to get ideas from educators coming from similar areas with similar cultures of life.

Again, thank you for participating. I wish you have good and valuable conference.

Wassalamu Alaikum Waramatullahi Wabarakatuh

Warm Regards,
Chairman of ISQAE 2016



Dr. Mustaqim Pabbajah, M.A.
Dean of Faculty of Education - UTY

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THE IMPORTANCE OF SEX EDUCATION IN HIGH SCHOOL STUDENTS: AN ISLAMIC PERSPECTIVE

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Abstract

This study focuses on the background of moral declined by mostly students which caused by: the first, the majority of people still consider 'taboo' to discuss the problem of 'sex' and teach it to the children and their disciples. The second, students are experiencing rapid social change from a traditional society to the modern one. It is consequential on the change of norms, values and lifestyles. The third, the deviations of sex among students are growing year by year. This research is to describe the objectives of sex education for high school students in Islamic perspective. This research used qualitative research approach to the study of literature that is descriptive-explanative to be analyzed by the methods of content analysis of the holy Qur'an as the primary text through documentation method. In this study successfully elaborated thought of sex education associated with various problems ranging from courtesy of wearing clothes, courtesy of relationships and courtesy of marriage. All of these problems turned out to have a very clear relevance in anticipating the occurrence of sexual perversion. In this study has been formulated two strategic-conceptual ways that can be applied in sex educational programs, there are courtesy viewing and keeping children away from sexual arousal. This study recommends the teachers and parents to apply Islamic thought as the appropriate method for teaching sexual education to students and children and of course I hope there are other persons who research related to the research theme.

Keywords: Importance, Sex Education, High School Students,
Islamic Perspective

Introduction

In Indonesia, there has been a rise in illegal sexual incidences among high school students. Results of a survey conducted by the National Population and Family Planning is very surprising that 51 percent of teens in the area around Jakarta, Bogor, Depok, Tangerang and Bekasi have had sex before marriage. That means that each of the 100 adolescents, 51 people not a virgin anymore (BKKBN, 2008). Bad report issued by the Indonesian Child Protection Commission (KPAI) has recently made a number of parents worried about their children's association. Based on a survey conducted by KPAI in 33 provinces in Indonesia during January to September 2010 amounted to 62.7 percent stated that the teens admitted to not being a virgin (<https://ipcorner.wordpress.com/tag/hasil-survey-kpai>, 2016).

Meanwhile, Chairman of Integrated Services Center empowerment of Women and Children (P2TP2A), Hj. Lilik Wahidah Syaikhu, she said that it was a lot of sexual harassment that occurred in Bekasi Indonesia and elsewhere in the region caused by the presence of illicit goods are always "consumed" in the form of pornography. This was revealed by Lilik on Workshop "Combating Pornography Impact On Youth" at the Patriot Center on Thursday on February 18, 2016. Lilik explained the results of a survey conducted by the Commission for Child Protection (KPAI) that 4,500 adolescents, it turns out 97% of them had ever seen pornography. These rates make parents feel sad to see teenagers in today's digital age that is completely easy access to pornography sites on the Internet. "This is what makes us sad hearts as parents who see teenagers today," said Lili.

Similar statement has been delivered by Psychologist from Yayasan Kita dan Buah Hati, Elly Risman, she said today's easy access to pornography as pornographic videos in TV, games, cinema and the Internet, to make parents should be extra tight supervise their children. The influence of porn video is very alarming because it can damage the brain's performance. The effect of watching a pornographic video, said Elly, is that children often want to try what is seen so doing to same-sex sexual perversion. Based on data collected by Elly, many media serving impressions that education is 10% of TV soap operas, movie theaters is 20%, 15% of web sites, and HP 5%. "Children have sexual intercourse to the same sex because of the influence of the media which presents scenes of the same sex, such as movies, websites and social media," Elly hope parents can keep an eye on children and adolescents with strict and attentive to their growth and development in the onslaught of sophisticated technology this today (<http://www.beritasumatera.com/2080-survey-kpai->).

The newest case is violation and murder of Yuyun, student of Yuniar High School (SMPN 5) Padang Ulak Tanding (PUT) Rejang Lebong regency, province of Bengkulu, happened on April 2, 2016 by fourteen teenagers had paid attention of International society and President. Therefore president wanted the murderers punished heaviness. The tragic incidence had paid special attention of a ministry of social Khofifah Indar Parawansa. she visited to Rejang Lebong on Mei 6, 2016. After talking with the murderers, Khofifah said that the main cause of this case is often looking at porn video and drinking alcohol. They got pornography by their hand phones (Republika Daily, 2016: 1).

Those cases are like ice mountain phenomenon that rise at the surface just little cases. If the cases are collected and invented of course there are many cases happened. This problem should be considered seriously in the national life because of the case connected with young generation, the hope of nation. This issue is very decent and properly to solve. The following reasons are written as background of this article.

First, mostly Indonesian parents and teachers still consider that talking and teaching about sexuality for their children and students are 'taboo'. That is same with the result of research conducted by Erni among traditional Muslims parents at Cibeuteung Muara village, Ciseeng Bogor regency which indicated that parents until now never talking about sex to their children because they argue that sex is 'taboo' and not allowed talking openly (Erni, tt.,:1).

Second, Indonesian teenagers are experiencing rapid social change from a traditional society to the modern society. It is consequential on the change of norms, values and lifestyles. Teenagers who formerly strictly protected by the family system, indigenous culture and traditional values that exist, have now experienced a split personality (broken personality) caused by urbanization and industrialization so quickly. This was followed by a media revolution that is open to a diversity of lifestyles. These developments resulted in an increase adolescents' vulnerability to various kinds of aberrations and diseases, particularly those relating to sexual and reproductive health, including the threat of HIV / AIDS.

According to Jalaluddin Rahmat, the globalization and advances in technology and information will no doubt have participated changing the social behavior among young people and the views (perceptions) of the individual against the value from the outside. Cultural values of western civilization very quickly spread to developing countries. One form of crisis that occurred as a result of penetration of the media is the destruction of traditional values and leakage values of modernity destructive. Information media today is laden with messages that encourage sexual behavior (sexually permissive), aggressive behavior (aggressiveness), consumerism, hedonism and secularism (Idi Subandi Ibrahim, 1997: 39).

Third, sex behavioral aberrations among teenagers is very worrying all parties, even each year continues to increase very significantly. Ignorance mostly teenagers would limit socially correct and incorrect, the lack of their understanding about sex organs function properly, coupled with the weak of foundation of 'faith' and attack rapidly of information that smelled of sex from the watch soap operas on television, newspapers and adult magazines, CDs, comics, movies to porn sites in cyberspace add spate cause aberrations sex among adolescents.

Based on the background as mentioned above, motivate the researcher to conduct this article research with the title of the study: "The Importance of Sex Education in High School Students: An Islamic Perspective".

The Importance of Sex Education

Because of many Indonesian people still argue that talking about 'sex' is 'taboo'. So they ignore discussing it. Some consider talking about sex is disgusting, some think that discussing about sex is wasting time and the other believes 'sex' can be applied without learning. This assumption is not good for teenagers because education whatever the manner and form that is taught, has little influence on the mindset of children and of course the children is golden age to be given guidance and enlightenments.

If the teenagers are not given about sex education, they can seek about sex information from any sources those they can. They can get it from magazines, newspapers, film, comic, CDs, peer group. And the most sources got from peer group. As a research conducted by Ria Rosela Nur'aini and Retno Lukitaningsih to students of class ten of SMK Dr. Soetomo in Surabaya. The populations are 605 students and the samples are 241 students. The result of this research is the role of counselor in giving understanding about sex education is approximately 15%, from internet is 25 % and from peer group is 60 % (Ria Rosela Nur'aini and Retno Lukitaningsih, 2014).

There are two terms should be understood firstly before continuing this issue, the first is the word 'education' and the second is the word 'sex' itself. According to dictionary, 'education' is the process of behavior changing and manner someone or group in effort to be adult or mature through teaching and training (Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, 1995: 232) while the word 'sex' has two meanings. The first is differences between males and females; consciousness of these differences and the second is the activities surrounding, centering on and leading to coitus (As Hornby, 1987: 789).

According to Naek L. Tobing, sexuality must be discussed if that is been a problem in family. He conveyed that there are five basics those handle the building of healthy sexuality life. *First*, live together (togetherness), *second*, open in communication (communicative), *third*, personal mature, *fourth*, commitment, *fifth*, love and respect each other (Naek L. Tobing, 1998: ix-x). Abdul Aziz el-Qussy defined that sex education is giving good experiences to children, to help them in associating on their life in the future until the children have good mentality in sex and descent (Abdul Aziz el-Qussy, 1975: 281) while according to Sarlito Wirawan Sarwono, sex education is an effort to minimize or prevent the negative thump from unplanned things, included of sexual diseases, depression and sins filling (Sarlito Wirawan Sarwono, 1986: 183). Meanwhile Salim Sahli defined that sex education as enlightenment which aim in guidance and bring up male and female from children till adults about intercourse and sexual life to have good manner in happiness and welfare for human beings (Salim Sahli, 1995: 227).

Nina Surtiretna stated that Sex education is giving knowledge about the changing of biologys, psychologis and psychosocial effect of human development and building. On the other hand, sex education basically the effort to give knowledge about reproduction organs function with morality, ethics, and commitment to the religion to avoid improperly reproduction organs use, therefore sex education can be called family life education (Nina Surtiretna, 2001: 2).

According to Abdullah Nashih Ulwan that sex education means in teaching, making conscious, and enlightening about sexual instinct and marriage. The purpose is if a child grows to be a youth can understand life problems he knew the legal and forbidden things. Even he is able to apply Islamic attitude as manner and life habit then he didn't become a slave of sensual pleasure and didn't practice hedonism (Abdullah Nashih Ulwan, 1995: 595).

What Abdullah Nashih Ulwan stated about sex education is comprehensive enough. He said that sex education is teaching, making conscious, and enlightening about sexual instinct properly and legally to understand the legal and forbidden intercourse and have good attitude and filter or refine hedonism way of live.

From those definitions above writer tried to make a conclusion that sex education is the effort to give understanding about reproduction organs and its function properly and legally, changing biologically, psychologically and psychosocially to apply life behavior normally and avoid the improperly sexual wickedness.

Sex education is very important especially for teenagers, because they are in adolescence ages. The adolescence is the situation of susceptible. M. Nur el Brahim said that adolescence is changing period. In this epoch there is rapid alter of physic and psychology. *First*, the emotional increase in the beginning known by storm and stress time. *Second*, change rapidly in physic with ripeness of sexuality. *Third*, change in interesting of him/her-self and relationship with others. *Fourth*, change in values, where they consider the thing is so important when they are child and now is not. *Fifth*, most of adolescences behave ambivalence facing the changing. The other, they want freedom, but at the other hand they are afraid of responsibility and doubt of their ability (M. Nur el Brahim, tt.: 2-3).

Sex education according to Islamic Thought

Philosophy Basics

Sex education needs basic of philosophy. The philosophy basic is very interest to put some problems properly and exactly. In this article, writer will convey some verses of al-Qur'an and hadith as strong basic theory. It must be, because without philosophy basic, whatever theory is impossible to be built and established as knowledge and science. That is why basic of philosophy is so very important.

Sexual motivation has important function for human being and animal life. This motivation is signed by attracted between male and female that indicated both of them needed each other's. Because of interesting they perform family and then reveal descent to continue the species. This sexual motivation and interest considered as stimulus that escort human being and animal survive (Zaenuddin Abu Bakar dan Syafruddin Azhar, 2004: 10). Al-Qur'an said: "And Allah has made for you from yourselves mates and has made for you from your mates sons and grandchildren and has provided for you from the good things. Then in falsehood do they believe and in the favor of Allah they disbelieve?" (16: 72).

Allah also said: "O mankind, fear your Lord, who created you from one soul and created from it its mate and dispersed from both of them many men and women. And fear Allah, through whom you ask one another, and the wombs. Indeed Allah is ever, over you, an Observer. (3: 1). From this ayah we know that male and female asked to marry and reveal descent to continue the species. His messenger held out his follower to marry, because of marry the total amount of Muslims will increase until the end. He said, "Marry is my principle, who disobeys my principle he is not my follower". (Ibn Majah from Aisyah, Vol.1, hadith no. 1846)

On the perspective of Islam, legal sexual intercourse done by married couple is not just to achieve satisfaction and comfortable. More than it, sexual intercourse indicated love manifestation that preserves the blessing. Because of behind of that intercourse, someone can enjoy the pleasant and peace. Allah said: "And of His signs is that He created for you from yourselves mates that you may find tranquillity in them; and He placed between you affection and mercy. Indeed in that are signs for a people who give thought." (30: 21)

According to the Islamic perspective, sexual intercourse categorized as an activity that imply the meaning of charity and good deeds. Therefore everyone who does the sexual intercourse lovely will get reward. Prophet Muhammad said, "...in the sexual intercourse that someone done there is a charity. The friends of prophet asked, "(does it) if someone satisfy his desire will get reward?". The prophet answered, "If someone do the illegal sexual intercourse, he will get sin. On the contrary, if someone does the legal sexual intercourse, of course he will get reward, (Muslim from Abu Dzar), On the higher level, sexual intercourse done by legal married couple is just not as a charity, but sexual intercourse is worship that gives a guarantee of heaven. The prophet of Muhammad said, "who want to meet God in sacred, please marry with independent woman." (Ibn majah from Anas bin Malik).

Nevertheless, the need to stress here, that Islam views sexual intercourse between legal married couple is the humanism relationship should be done with love. On the perspective of Islam, sexual intercourse should be started by flattery, jest, light game, and romantic expression. These are intended to incite love and happy of married couple. Prophet Muhammad ever advised his friends to have whims with their wives before doing sexual intercourse. From Jabir, stated that Prophet Muhammad prohibit the sexual intercourse without starting first by caprices and making love (Ibn al-Qayyim al-Jauziah, 1981: 10). The prophet advice is a discourse that appear formerly than all theories those stated by modern psychologist about the way of sexual intercourse between married couple. The majority of sexologist stated that it is important of making love and flattery with wives before doing sexual intercourse.

Purpose of Sex Education

As national education there is basic purpose, as well as sex education has fundamental purpose. Talking about sex is still considered 'taboo' by most of the people, so that to reduce it needed the reason and strong argumentation that support the necessary of sex education.

Istianti Survianti stated that purpose of sex education is to reduce or anticipate sexual deviation; especially to prevent unexpected bad effect, such as un hope pregnancy, sexual disease depression and sins feeling. On the other hand, sex education is intended to explain anatomies and biologics aspects include of psychologies aspects and etc. The truly sex education ought discuss of human right, culture and faith till character and morals education (Istianti Surviani, 2004: 36).

Meanwhile, Amirudin conveyed that the purpose of sexual education is to set up healthy attitude, guide child and adolescence to be adult so that they have responsible on sexual activities. It meant they didn't think that sexual activity is disgusting and dirty, but it is human instinct, even that is favor of God should be congratulated. Its function to eternalize mankind, intended in order to children appraise sexual ability and then to channel in right thing and truly time (Amirudin, 2015: 64).

Erni said that sexual education intend to provide adolescence in facing biologics flaring up so that they didn't doing sexual intercourse before marriage because they have known the risk will happen, suppose that they have done they can anticipate the bad risk, if the bad risk had happened they will face responsibility. Therefore, the parents' role in guiding adolescence is a key how adolescence will grow well where parents are as educators. Parents have to give guidance and direction to their children religious values have been educated in early as provision in facing adolescence changes (Erni: 82).

Moh. Roqib conveyed that sex education given in early child intended as follows: (1). Helping children in understanding biologics topic such as growth, adolescence era, and pregnancy process; (2). Preventing the children from sexual violence; (3). Minimizing unreasonable wrong feeling; (4). Avoiding underage girl from unplanned pregnancy; (5). Motivating the truly sexual intercourse; (6). Preventing underage girl in sexual intercourse; (7). Decreasing infection cases caused by free sex and (8). Help the youth who wants to know the role of male and female in society (Moh. Roqib: tt',: 5).

From the presentation above, writer can conclude that the purposes of sex education are as follows: *first*, to give the correct and polite understanding about characteristics and functions of sexual organs. *Second*, to give understanding on the importance of channel of sexual desire and libido through marriage in order to get peace and true love according to mankind's instinct. *Third*, to reduce sexual violence with any risk such as free sex, unplanned pregnancy, abortion, sexual harassment and other deviations. *Fourth*, to guide human being in channeling lust correctly and healthy with technic and from where he likes (al-Baqarah: 223).

Findings and Discussions

The main responsibilities of parents in educating their children according to Abdullah Nashih Ulwan are as follows: faith education, moral education, physic education, intellectual education, psychic education, social education, and sexual education. Faith education is a basic of all basics aspects. The children should be taught knowing their god and their messenger. Moral education as Muslim's performance and it should be applied in all daily lifes. To get strong and healthy body the children have to be educated physic education. Of course to be smart, humble and honor children they should be given intellectual education, they have to get relationship well so they learn social education. And then the children have to study about sexual education to avoid from illegal sexual intercourse.

In the perspective of Abdullah Nashih 'Ulwan, sexual education should be given by educator based on factors as follows: *first section*, age 7-10 years old, called tamyiz era (pre-puberties), at this time, children are given about the ethic of permission and ethic of view. *Second section*, age 10-14 years old, called murahaqah era (puberties), at this time, the children are far away from sexual irritation. *Third section*, age 14-16 years old, called baligh era (adolescence), at this time, if the teens are ready to marriage they are taught about the ethics of sexual intercourse. *Fourth section*, this age is called youth. If he is not ready to marriage, he is taught about the ethic of purify.

To apply sex education for high school students or teenagers can be done by conveying and implementing three factors. They are courtesy of wearing clothes, courtesy of relationship and courtesy of marriage.

First, the courtesy of wearing clothe. It can be found in the Basic Competence Class X of High School: 1.4 Dress up in accordance with the Islamic rule in everyday life. Islam is a very complete teaching. I was so full of Islam also spoke about the importance of dressing. In the view of Islam, the function of clothing as well as a cover of aurat (genitalia) also an act of prevention of indecent assault. Even Islam requires its followers to pay attention the dress courtesy. Among the courtesy is clothing worn should close the genitals, not tight nor transparent.

Second, the courtesy of relationship. This was stated in the Basic Competence Class X of High School with the following description. 2.4. Demonstrate the behavior refrain from promiscuity and adultery as the implementation of the understanding Q.S. Al-Isra '(17): 32, and Q.S. An-Nur (24): 2, as well as the hadith related. 3.3. Analyzing Q.S. Al-Isra '(17): 32, and Q.S. An-Nur (24): 2, as well as the hadith about the ban on promiscuity and fornication. 3.4. Understand the benefits and wisdom ban on promiscuity and fornication. In the view of Islam, choice of friends should be based of piety. If the friendship is not based on piety factor will only become mutual enemies among them in the hereafter. See Q.S. Az-Zukhruf: 67. Friendship has a very big influence in the formation of a person's character, we often hear that someone do deviations because he chose the wrong friends, wrong in sorting out a friend, sometimes their faith, lack of desire and opportunity to engage in immoral can be changed in real time so someone mired in immoral acts because of the invitation of friends, encouragement of friends and comrades persuasion. Therefore, we are witnessing corruption 'congregation', mafia of budget, the mark-up, brawl, binge drinking, abuse of drugs until the case is endemic terrible and deadly of 'spice' motor and the like caused by friendship is wrong. Some of the benefits of friendship based on factors of piety. *First*, get shade in the hereafter when there is no shade except the shade of Allah. (Transmitted by Bukhari and Muslim from Abu Hurairah). *Second*, people who love each other and love each other for Allah, gathered and separated for God to get the love of God. (Transmitted by Muslim from Abu Hurairah). Prophet tells us that in ancient times there was a man who visited a friend in a village far away. Then God sent the angel transformed into a human being to ask what the arrival of the man to place his friend. Later, when asked, the man replied, "I purposely visited a friend, not reciprocated visits or for indebted, but simply because they want to connect *silaturrahim* (friendship) and this was done because my love for God". Then when the reasons given to the angel of God, God responds to his word, "Say O's angel told him that I loved this man because he had loved her best friend Because I (Allah). *Third*, the evidence of the

perfection of faith. Fourth, Getting pulpit of light (transmitted by Tirmidhi from companion Muadh ibn Jabal).

Third, the courtesy of marriage. Getting married is a perfect solution for couples of men and women who want to distribute their lust. The introduction of courtesy of married for high school student, in accordance with the Basic Competency Class XII of High School. There are 1.3. Applying the provisions of Islamic law in carrying out the marriage. 3.6. Understanding the terms of marriage in Islam. 4.6. Demonstrate procedures for marriage in Islam. 3.7. Understanding the rights and status of women within the family based on Islamic law. 4.7. Presenting the rights and status of women within the family based on Islamic law.

Islam has legislated marriage and sexual intercourse only to comply with the innate inclination towards the other sex. Thus, man would fulfill his natural desire in complete harmony without being dominated by unlawful temptations. To instill positive habits to their high school students were directed to two (2) custom as follows:

First, the manners of looking at woman (ethics of view). The most important thing that should be paid attention by educator and parents is 'view'. It is intended that the children have to know the something allowed and forbidden. By this guidance, if the children had been adolescence and come in to taklif, they have been given the truly attitude and moral. The eyes view psychology can motivate sexual irritation. This irritation always pushes to be fulfilled. For who are less of iman can take wrong way like masturbation, free sex and other bad activities. Nowadays, these cases are not strange anymore even most people considered that is not problem. The negative factor of view can influence the psychology, mind and attitude.

Second, keeping children away from sexual arousal. Among the major responsibilities that Allah made incumbent on educators to fortify young people against sexual stimulants at the age of puberty and before. Scholars have unanimously agreed that the teenage years are the most momentous period of man's life. So, if the educator knew how to guide him in this phase, in a manner which is well-oriented and righteous, he would, no doubt, grow up as an embodiment of modesty and chastity. Al-Bukhari narrated that al-Fadhl ibn al-Abbas was behind the prophet (Muhammad S.A.W) on a camel on the day of slaughtering and al-Fadhl was about the age of puberty. Al-Fadhl kept looking at a beautiful woman from Khatham, who was asking the prophet about some religious matters, so the prophet took al-Fadhl by the chin and turned his face away from the woman. Thus, the prophet kept him from sexually stimulating himself through gazing at the woman's face. The responsibility of the educator for keeping his child away from sexual stimulants is realized in two ways: the first, the responsibility of inside monitoring and the second, the responsibility of outside monitoring.

Inside Monitoring

The educator should make clear to his child the Islamic rules of chastity both in theory and practice, which are: (1). Practicing the aforementioned manners of asking permission. (2). Forbidding teenagers from entering woman's place. (3). Separating male children and female children in beds. Al-Hakim and Abu Daud related that the prophet said, "Command your children to pay at the age at seven, and beat them for it (neglecting) praying at the age of ten, and separate males and females in bed." This is to avoid that they should see, from one another, what may arouse their sexual desires, and corrupt them. (4). Teaching children the manners of looking (i.e. at non related woman), and continually stimulating their fear of Allah. (5). Not having a T.V. set at home for the grave harm it has on virtue and morality. (6). Checking what the children may possess of newspapers, magazines and novels, and guiding them as to what they are permitted to buy and what they are not. (7). Forbidding mixing of boys with girls from their very early years, and letting them have friends only of the same sex and of righteous people.

Outside Monitoring

The boy should be monitored outside, since the society suffers some evils such as: (1). Cinema and theaters, which show adult films and sexual stimulants. (2). Indecent dresses of women, since they stimulate the sexual desire, irritate one's mind by following women, waste one's money, demean honor. Moreover, they reflect just blind imitation and insane attraction to the West. (3). Public and secret brothels, which are places of adultery and prostitution. In these places, honor is abolished, time and money are wasted, diseases are spread, and sins nest all day and night. In such sordid places, families collapse, houses devastate, women are perverted, and honor is violated. (4). Moral deprivation: the streets of cities are swept by sparkling, deceptive pictures, obscene words, and indecent propaganda for a film or despicable drama. (5). Corrupt companionship. In this regard, the prophet said, "A man adheres to his friend's customs. So, you have to be selective regarding whoever is going to be your friend." This is narrated by Ibn Majah. (6). Corruption from intermingling: this mode of social behavior has a negative impact on morals and ethics, even in the case of children.

Conclusion

After discussing deeply we can state that sex education for high school students is very important. From the presentation above, writer can conclude that the purposes of sex education are as follows: *First*, to give the correct and polite understanding about characteristics and functions of sexual organs. *Second*, to give understanding on the importance of channel of sexual desire and libido through marriage in order to get peace and true love according to mankind's instinct. *Third*, to reduce sexual violence with any risk such as free sex, unplanned pregnancy, abortion, sexual harassment and other deviations. *Fourth*, to guide human being in channeling lust correctly and healthy with technic and from where he likes.

On the perspective of Islam, legal sexual intercourse done by married couple is not just to achieve satisfaction and comfortable. More than it, sexual intercourse indicated love manifestation that preserves the blessing. Because of behind of that intercourse, someone can enjoy the pleasant and peace. According to the Islamic perspective, sexual intercourse categorized as an activity that imply the meaning of charity and good deeds. Therefore, everyone who does the sexual intercourse lovely will get reward. On the higher level, sexual intercourse done by legal married couple is just not as a charity, but sexual intercourse is worship that gives a guarantee of heaven. The prophet of Muhammad said, "who want to meet God in sacred, please marry independent woman." (Ibn Majah from Anas bin Malik). To apply sex education for high school students or teenagers can be done by conveying and implementing three factors. *They are courtesy of wearing clothes, courtesy of relationship and courtesy of marriage.*

To instill positive habits to their high school students were directed to two (2) custom as follows: **First**, the manners of looking at woman (ethics of view). **Second**, keeping children away from sexual arousal.

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THE EMPLOYEES' PERFORMANCE RELATED TO THE ENFORCEMENT OF MERIT PAY SYSTEM: A CASE STUDY IN RS SOEKANTO JAKARTA

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Abstract

This study is focused toward the incentive program and its implementation prevailed in RS. Soekanto Jakarta. This is qualitative research with descriptive design. This research uses literature and field study such as interview and questionnaire. The method of sampling is nonprobability sampling and accidental sampling. The respondents of this research are 100 employees of RS. Soekanto Jakarta who are spreading over all divisions throughout the hospital. The research shows that the incentive program used in RS. Soekanto Jakarta is adopted from Merit Pay System based on the presence and performance. Based on the research, 82 % of respondents show their dissatisfaction in related to the system. Most of the respondents argue that the implementation of the merit system is far from objectiveness. The dissatisfaction is caused by educational level determine job class, the official duty influence their incentive, incentive program is not given on time, presence is so dominant to indicate incentive, lack of objectiveness and fairness in order to evaluate working performance, and incentive program is still weak on its implementation. Therefore, management of RS. Soekanto Jakarta should evaluate the incentive program system and its implementation.

Keywords: Incentive Program, Merit Pay, Job Performance

Introduction

The incentive system connects with a compensation and performance. Workers who have given their best performance expect reward besides their salary or wages which are received regularly, namely it can be incentives for a achievement that had been given. Thus , when the organization can provide an incentive with the system and true proportions, this would increase motivation, participation, and build a mutual understanding and mutual trust between workers with the organization.

The provision of incentives to the employees also carried out by RS. Soekanto Jakarta as a general hospital of National Center, a referral state-owned that is based on the medical secondary and tertiary with a specific competence. Activities services provided required to apply the concept of good clinical governance to the principle of prime service.

The provision of incentives done by RS. Soekanto Jakarta referring to system remuneration civil servants), i.e. the system merit pay based on performance assessment. In addition, the provision of incentives is also based on on judgment of attendance (the presence of) employees. So, although employees have good performance, but the presence less , so incentives is acquired also small. This might make employees think that incentives is not a motivation in work .

Theory

Incentives

Understanding Incentives

System is other forms of compensation directly outside salary and wages that is compensation fixed commonly called system compensation based on the performance of pay for performance plan. Its main purpose of incentives is to provide responsibility and

encouragement for employees in order to improve the quality and quantity of his work . For the company, incentives is a strategy to increase productivity and efficiency of companies in the face of thight competition, where productivity into one factor that is very important.

Incentive Program

The Incentive system is in almost every kinds of work , from the manual labor up to professionals, executive managers and workers. Incentives in general up as follows:

1. Piecework
2. Production Bonus
3. Commission
4. Maturity Curve
5. Merit Pay
6. Pay-for-Knowledge/Pay-for-Skill Compensation
7. Nonmonetary Incentive
8. Incentive Executive
9. International Executive

The Categorization of Incentives

Individual Incentives

The incentive program for individual aims to give additional income in addition to the basic salary for individuals that can reach the real achievement certain. Incentives given by individuals over achievement it works and could include incentive system the following:

1. A bonus for is incentives individual performance in the form of a special payment on the salary of workers
2. Merit salary system, Is a program incentives relating to compensation on performance in the field of employment that is not for sale. The Pay for performance or of variable pay, is an individually incentives presented the award to manager , especially for the result of a productive group.

incentives an incentive will be given to the working group if their performance also surpassing the standard established.

Performance

Understanding performance

According to Mangkunegara (2005, P.64) the performance of (work performance) is the result of a work as the quality and quantity of reached by employees in carried out in accordance with the responsibility of who was given Hasibuan (2006, p. 47) will the performance of is the results of reached someone in implementing tasks charged based on skill, experience and earnestness and time. According to whitmore (2006 , P.54), performance is the implementation of the functions exacted from someone , performance is a deed , a feat , an exhibit common skills. Factors that influence the performance according to Mathis and Jackson (2004, p.46) factors that influence the performance individual labor , namely: their ability, motivation, support received, the existence of the work they do, and their relationship with the organization.

Assess Performance

According to Bernardin and Russel (2008, p. 78) a way of measuring the contribution of individuals to their organization .Performance assessment is way to measure contribution individual (employees to the organization that they work. According to Wahyudi (2009, P..84), performance assessment is an evaluation by periodically and systematic about work performance / the office of a labor, including potential of its development.

The Purpose of Performance Evaluation

According to Alwi (2007, P.87) theoretically the purpose assessment are classified as an evaluation and development that is evaluation had to finish:

1. The assessment results used as a basis compensation
2. The assessment results of the used as staffing decision
3. The assessment results of the used as a basis evaluate system selection.

A method of assessment entire performance this method as a broad outline grouped in two categories, namely:

1. Rating scale
2. Checklist
3. Critical Incident Technique
4. The scale of assessment depends on the behavior
5. Observation and performance test
6. The method of Group Comparison

Merit pay

Understanding Merit Pay

Merit pay is a system the provision of of those who associated with the performance , due to the high performance reached employees the more higher the return he received .In fact system merit pay not been able to walk in conformity with expectation , even many employees did not receive fully the existence of system return with merit pay , because it is still much negativity of the implementation of the the payment .

The Concept of Merit Pay

Performance said merit derived from english having meaning services , benefits and achievement .Thus merit pay is payment reward (rewards) who was associated with merit or work performance (a performance) someone and the benefits that have been given to employees of the organization. Simply, the concept of merit pay is the payment system that link reward (rewards with work performance (performance) employees.

So one of the keys it works system merit pay to be depended on how well the assessment system of the performance of (performance appraisal in of these organisations (Brookes, 2005; it .78). Most of performance evaluation of during this is unacceptable because have weaknesses, for his 1 .Workers staff , manager fastened many systems, and the process. 2. Assess performance consider that the system in the organizations that is consistent, and predictable. 3. Demanding requirements performance evaluation of the evaluation process that objective, consistent, trustworthy, and fair, but on the other hand performance evaluation of employees would be seen as a thing rests favoritism.

Results and Discussion

The Provision of Incentives in RS. Soekanto Jakarta

In order to improve the quality of service in RS Soekanto Jakarta and productivity, needed human resources as the service provider quality and has dedication and discipline in working based on the role of assignment. The remuneration policy will be given associated with payroll system of civil servants, merit system, to be applied to the provision of allowances and incentives employees based on the capability and income of the hospital. To be providing various programs improve the quality of service hospital based on status hospital. Soekantosebagai public service agency, there should have been increasing efficiency and the effectiveness of resources management, especially human resources.

The Provisions of Remuneration

1. Income employees hospital .Soekanto jakarta will consist of: basic salary + allowance civil servants in accordance pgps + allowance and incentives hospital .
2. Allowance is fixed every month covering: a. allowance compensation; given to structural the hospital (the board of directors and decision supporting system group. allowance managerial; given to class office 1 to 8. Allowance adjustment; determined according to their hospital.

3. Fluctuating incentives is consistent with the performance of financial performance of the hospital and individual and performance working units, involving: a. incentives presensi / the presence of consisting of b. incentives functional c. incentives special
4. A groove submission and payment: a. proposal allowance / incentives submitted by the head of a unit of work every the end of the month in the proposal of payment work to finance director , with a copy to human resources , to cost center proposal of work units submitted to finance director through human resources.

Assessment the Provision of Incentives

Assessment Presensi Employees

Assessment presensi performance employees are the judgments cumulative attendance , craft, and discipline. There are three rating factor presensi: 1 .Attendance that is represented with the arrival of employees at a number of working day hospitals which have already been stipulated (absentee) .2 .The craft employees that is represented with duration long the arrival of employees at hours that has been set. Based on the data above, there are several the pertaining to with the presensi employees: 1.Every time one reducing performance presensi employees, so calculation his presentation will experienced a decrease.2.A clerk who the reduction allowed will be processed as not to have a a good performance. So that are not recommended to obtain incentives performance presensi or incentives performance based on presensi.3.Start index presentation absentee is 0.4 or 40 % while start index presentation late and go home have 0.3 or 30 % so if accumulated will become a or 100 % which means meet perfection presensi performance 4.Index the decline in subsequent to presentation absentee is 0.04 or 4 % for every time one in the day absence 5.Index the decline in subsequent to presentation late or leaving is only or 3 % for every time one disobedience.

Tabel 1 Attendance Assessment

Amount	attendance		
	Presence	Going home	Coming late
0	40	30	30
1	36	27	27
2	32	24	24
3	28	21	21
4	24	18	18
5	20	15	15
6	16	12	12
7	12	9	9
8	8	6	6
9	4	3	3
10	0	0	0

Source: Data RS. Soekanto Jakarta.

Table 1 above indicates the assessment of the presence of the employee, i.e. If an officer never had 1 x hiatus (not present), go home early, 2 x and 3 x are late coming into the Office, then the total value presensi/presence employees is $36 + 24 + 9 = 81\%$.

Remuneration remuneration

Index aims to determine the value of the quantities (weights) used in the assessment of presensi based on the position. The index consists of remuneration Adjustment Index and index Presensi. Table 2 below is a table that is used as the basis for the determination of the index adjustment.

Tabel 2 Adjustment Benefit Index

No	Rank	Adjustment Benefit Index
1	Pimpinan Utama	170
2	Pimpinan	160
3	Staf Ahli III	150
4	Staf Ahli II	140
5	Staf Ahli I	130
6	Manajer III	120
7	Manajer II	110
8	Manajer I	100
9	Supervisor III	90
10	Supervisor II	80
11	Supervisor I	70
12	Pelaksana VI	60
13	Pelaksana V	50
14	Pelaksana IV	40
15	Pelaksana III	30
16	Pelaksana II	20
17	Pelaksana I	10

In the determination of the index presensi, consists of an index of transport and presentation presentation of the meal. This can be seen under the table used as a basis for the determination of the index Presensi. Based on the provisions of the company regarding the assessment of presensi employees, can be seen examples of calculating assessment incentives an employee in RS. Soekanto Jakarta as follows: example i: A Clerk with the P-5 post of assessment during November 2013. A. Presensi% uFOD8 always present/absent never = 40% uFOD8 never too late = 30% uFOD8 Always returned on time = 30% of the Total value of the performance presentation November 2013 = 40 30 30 = 100% of the Total value: 100% Presensi: index of 140 50 = 190 Index adjustment: 50 Index Weight: 190 X 100% = 240 50 Incentive Presensi: 240 X Rp 2,200,-* = Rp 528.000. (Presensi 1) (* Rp 2,200,-is the company's policy regarding the incentives in effect at this time)

Performance employees performance individual employees is the results of employees consisting of quality of work done , quantity work , the reliability of , personal attitude , their initiatives , cooperation , the existence of , and compliance .Information from above , can be seen example assessment calculation incentives employees in hospital .Soekanto jakarta as follows. Performance rating factor a score quality of work done = 5 quality of work = 5 the reliability of = 5 attitude personal = 5 initiative = 5 cooperation = 5 the presence of = 5 compliance = 5 total = 40 criteria = special (0.8) incentives performance: index now = rp 2,300 value / weight = 0.8 x 140 = 112 incentives performance = 112 x rp .2,300 = rp257.600 , - (performance 1) (* rp2.300 , - was company policy on incentives which prevail at the time being) so , total an incentive given by is: incentives presensi = rp .528.000.

Of examples above, can be seen that the amount of nominal received an incentive of employees , more or less 60 % coming from scoring presensi and the rest derived from performance assessment .Should , in the system merit pay , the nominal performance evaluation of must be greater than on judgment presensi or other assessment

Analysis

Analysis the provision of incentives with use the merit pay of the performance of employees stuffing the questionnaire processed using spss version 15.0 with analysis descriptive to investigate the frequency of the responses given by respondents. From the study, researchers managed 100 respondents consisting of 58 women and 42 men from 22 to 55 years old.

There were 85 that are married and 15 people who has not been married , 23 people status pkwt and 77 people are civil servants to the class term of office of p1 to an undergraduate degree with the number of respondents dominant be in the class office p2 and p3 namely :

Table 3 Table of Summary of Questionnaire

The assessment scores	1	2	3	4	5	6	Total
1	5	43	5	10	30	7	100
2	0	0	3	9	58	30	100
3	42	35	0	0	11	12	100
4	2	19	2	16	44	17	100
5	22	29	14	11	13	11	100
6	15	28	11	13	24	9	100
Total	86	154	35	59	180	86	

Based on the respondents answer, it obtained several factors assess performance in the provision of incentives respondents consistently in accordance at RS. Soekanto Jakarta: 1) Performance the better performance evaluation of employees, the large the incentives performance obtained. This triggers employees to increase job performance, but superior must be able to provide an assessment objectively, 2) The higher the level presensi the presence of , craft, and discipline so of employees will be get the a greater incentive, 3) Experience and length of employment experience and length of employment to be reckoned because, senior employees do not like their rights with new employees, 4) Workload and risk work workload and risk work reckoned to add weight performance in the calculation of the incentives. 5) Higher education educational level the more high the weighting for performance.

Conclusion

System the provision of incentives applied in hospital. Soekanto use the merit pay, i.e. the system the provision of incentives based on presensi and performance assessment. Assessment of attendance having weight larger compared with the performance, namely 60 % to attendance presensi and 40 % to assess performance. Assessment of attendance employees should be in cumulative attendance, craft, and discipline. While assessment performance consisting of assessment cumulative quality of work done , quantity work, the reliability of, personal attitude, their initiatives , cooperation , the presence of , and compliance. The application of the provision of incentives current yet to par with a policy incentive system hospital soekanto jakarta , especially in performance assessment .This occured because of several factors , as: a. lack of time to make an assessment , may be due to the activities.

The absence rewards and punishment that assessors give is not objective and rush because impacted employees, such as employees late receive incentives, employees actually performing bad instead was assessed as good by human resources, because who feel not immediate superior. rising envy of employees performing good, employees do not consider the provision of incentives as a passion in work because of lack of justness in give an assessment. The questionnaire shows that there are 82 % that declare unsatisfied with intensive prevailing , whereas 18 % said had been satisfied. It was because equality in education of the employees do not easy to do in RS Soekanto Jakarta, employees do not go to because agency affecting the amount of incentives obtained, the provision of incentives not in accordance with the schedule set, assessment of the attendance list.

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THE ANALYSIS PRONUNCIATION OF WORDS IN THE FIELD OF PHONOLOGY TOWARD A CHILD AT TWO YEARS AND EIGHT MONTHS (2,8): A CASE STUDY

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Abstract

This research is aimed to analyze of words pronunciation toward a child (2,8) years old by considering to phonology's field. The data source of research is pronunciation of words on a child by describes in data transcriptions. The result of subject is oral speech and the methodology is case study where the researcher collects data technique by using observation and recording, for the use of technique analysis that was using descriptive qualitative which written in the data transcriptions. The main results of this research can be drawn, as follows: 1) In the field phonology of phoneme namely there are some phonemes were not pronounced by fathan, it can be described on data transcriptions and can be seen between the researcher and fathan's conversation, fathan's singing a song, his counting the numbers, and his uttering of words, 2) Fathan's words pronunciation is still guided by his mother which is he receive the words from his mother by often said to himself and he could only pronounce the words in the initial consonant rather than middle consonant, 3) One of the words acquisition of fathan itself that he could pronounce the words through several movements such as pointing, crying, jumping, and shaky or pull his shirt and he obtain the meaning on the items of good things by pointed on his finger. The conclusions of this research are when children say the words must be given in several ways and the parents should teach or guide the children of words pronunciation carefully.

Keywords: Analysis, Pronunciation of Words, Phonology's Field

Introduction

Language is a symbol of something idea or a thought that it should to communicate the message sender and received by the recipient in a specific code, both verbally and nonverbally. The processes of human are begin with the development of human prenatal, the development of infant, the early children's phase of the development, children's final phase of the development, or the developmental of adolescent's phase, the process of the development of adult, and the process of elderly in process development itself.

Language of children is sometimes difficult to understand, because children are generally using the language structure that chaotic and transitional experience stage in their speech which difficult to be understood by the partner. To become the partner in the children speech and to be able to understand that the partners should be mastery of the conditions and concern in the surroundings or in children's environment, when the children are talk about their use of media that their purposed to be disclosed in the speech. In addition, to use the language structure is chaotic; the children are also more likely to retain in control of limitations vocabulary and pronounce the words.

Language children use to communicate and adapt to its environment committed to exchange ideas, thoughts and emotions. Language can be expressed through speech referring to the verbal symbol. Language development or communication in children is one of the

aspects of the stages of child development that should not be immune from the attention of educators in general and parents in particular. Language acquisition by children is greatest human achievements and amaze. Therefore that issue has gained in great attention.

Thus, in these ages the children must be given in a good language acquisition by their mother. The children are should always be stimulated through something such as a device of education (pedagogic) to teach children itself. The language education of children that always increased by the parents to obtain the good speaking. Language acquisition has been studied intensively for a long time. At that time parents should learn a lot about how the children speak, understand, and use language, but very little of what parents know about the actual process of language development.

Language acquisition is defined as the process that carried out by the children which to success on achieve and fluent in mastery toward their mother tongue or language that often known by the children in surroundings or children's' environment. The age range of children is under five year that they are generally having the ability to absorbs things and loads memories which are faster than toddler. Parents are obliged to maintain their children by educating, instilling good manners, morals-taught through the example of their parents, and also complete the needs of children both physically and spiritually, in proportion to the level of development and the condition of the children itself. Educating and providing guidance is the best of the most beautiful gifts given by parents to their children. Parents must be an educator that to contribute actively and positively in shaping quality bright child intellectually, emotionally, and spiritual.

This study is conducted to the observation method toward a child in words pronunciation which aimed to determine in mastery of preschooler. Therefore, The researchers are would like to analyze of these objects by considering to phonology's field and using the case study method to focus on the achievement of words' pronunciation toward a child at two years and eight months (2,8).

Methodology of Research

This research is a data qualitative by using technique analysis namely the researchers are analyzes toward a child at two years and eight months (2,8) of pronunciation of words which written in data transcriptions. The method of research is using study case, to collect the data that it conducts in several stages such as interview, observation, and documentation that to describe the data transcription of research (Butera: 2005). Case study method can be used to gain in accurate information which the results are can be written by using data transcription or data description that to aimed to the results of research. The researchers were analyzing of a child's words pronunciation by considering to phonology's field. The time of research was conducted in the evening at 16.25 pm and it was located in Puri anggrek Blok D 12 A No. 11 Walantaka, Serang – Banten.

Theoretical Review

The Nature of Language Acquisition

Language acquisition as “the products of subconscious process very similar to the process children undergo when they acquire their first language” (Krashen, 2006:12) this can be defined that language acquisition is the process of how a person or child can speak or the child process in obtaining the first language. Language acquisition is a human process gain the ability to capture, produce, and use words to understanding and communication. This capacity involves a wide range of capabilities such as syntax, phonetics, vocabulary and wide. Language may be from the vowel as in spoken language or manual as in sign language.

Language acquisition usually refers to first language acquisition which examines the acquisition of children to their mother tongue and second language acquisition are not assess additional language acquisition by children or adults. Learning language directly in formal and artificial that refers to the learning demands (Richardo Schutz, 2006:12), meanwhile, according to (Sigel and Cocking, 2000: 5) language acquisition is a process used by children to

adjusting a series of hypotheses by saying children's parents until the rules of grammar can choose the best and simple of the language in question. It can be concluded that language acquisition in general which occurred in the environment with the target language community and informal nature and refers to the communication demands.

Language acquisition (language acquisition device / LAD) which called a mastering tool it occur since the birth of children are equipped and the only man who has the LAD. Language acquisition device is getting input from the data language of the environment. LAD is regarded as a physiological part of the brain that is specific to process inputs (input) and determine what is ruled first as sound, words, phrases, sentences, and so on. In the language there is also a universal concept that mentally must to know the natures are universal. Without LAD, a child may not be able to mastery the language in a short time and can mastery the complicated language system. LAD also allow in a child that to be able to distinguish the sounds of language.

Stages of language development in children according to some experts, Lundsteen, divide language development in three stages, namely:

1. Stage pre-linguistic
 - The age of 0-3 months, which read in and coming from the throat.
 - The age of 3-12 months, children are wearing lip and palate, like ma, da, ba.
2. Phase proto-linguistic
 - The age of 12 months-2 years, children have understood and demonstrated the organs that children begin to speak a few words (vocabulary can reach 200-300).
3. Phase linguistics
 - The age of 2-6 years or more, at this stage that children begin to study grammar and vocabulary development reached 3000 pieces.

In language Acquisition there are several stages, such as that delivered by Piaget as quoted Ginn, he classifies language development into seven stages, namely. (A) Phase Fingered (pre-linguistic 0.0 to 0.5) (b) Phase Fingered (pre-linguistic 0.5-1.0) said Nomsens, (c) the linguistic stage I Holophrastic; Sentence one word (1.0-2.0), (d) Phase II Linguistics sentence Two Words (2.0-3.0), (e) Phase III Linguistics. Development Grammar (3.0 to 4.0), (f) Phase IV Grammar Linguistics Pre-Adults (4.0-5.0) and (g) Phase V Linguistic Competence Full (5.0 -...)

Phonology Contents

Phonology is one of the aspects that compose the disciplines of linguistics which is defined as the scientific study of language structure (Odden, 2005: 2). Meanwhile, according to (Cipollone et al, 1998: 88) phonology is the study that to investigate the organization of speech sounds in a particular language. The explanation of phonology lies in each language's use of inventory sounds. In orderly, phonology is studies of distribution sounds in a language it can be seen by the content of words in different sounds.

The development of language in children is a processes of language acquisition which experienced by children itself since the born of that children until in the age of school, Phonology acquisitions of children are includes the ability of children to produce the sounds in language which consist on a vocal or consonant although it may not in the perfect sounds (Abdul chaer, 2003: 221). The sounds are occurred through several stages, among others:

1. The age on six weeks, children are produce the sounds which the similar sound of vocal and consonant
2. The age on eight-twenty weeks, children are on the cooing stage.
3. The age on six months, children are mix the sounds of consonant and vocal or it called babbling.
4. The age on two years, children are pronounce the consonant in last word which is not pronounced by children itself.

In language acquisition, the inputs are very important factor and very deciding. Human are would not be able to mastery the language if there is no comprehensive input. Mentalistic's view which was explained that children supplied by natural supply while in born, in other hand, in language there is the universal concept that children are knew as mentally in universal natures (Dardjowidjojo, 2005: 244). Children are should to protected of their language acquisition to gain the good language in acquisition itself that to be able to find out what children's needs and what children purposed on invention something with they acquire the words on language through mother's gives or they may be obtained in the environment naturally.

In the place articulation it begins with the features typically used by vowels, specifically the [+syllabic,-consonant, +sonorant] segments, and the proceed to consonant of features, ending with a discussion of the intersection of these features (Odden, 2005: 140), these are:

1. Vowel place features: define the features in place of articulation for vowels that are following.
2. High: the body of the tongue is raised from the neutral position
3. Low: the body of tongue is lowered from the neutral position
4. Back: the body of the tongue is retraced from the neutral position.
5. Round: the lips are protruded
6. Tense: the sounds requiring deliberate, accurate maximally distinct gestures that involve considerable of muscular effort.
7. Advanced tongue root: produced by drawing the root of the tongue in forward

The errors reveal that children have already learned in a great deal and in roughly another two and a half years their speech will resemble of their parents in all important respects. This is important to note although, children tend to go through the same developmental of steps at the same time, and this only a tendency. There is much variation in the age range during children acquiring words or fundamental cognitive concepts that children are not necessarily more or less intelligent or well developed than average.

Phoneme Contents

Phoneme are what we have been calling on the basic form of a sound and what are we sensed in the mind rather than spoken or heard, allophone is each phoneme which has associated with one sound or more sounds (Fromkin et al, 2011: 232). Meanwhile, phoneme is a set of phones or it can be called as a speech sounds (Marcus, 2007: 28). It can be define that phonemes is a smallest unit of language in abstractly that can indicate the contrast of meaning in the abstraction of phones' amount whether it is vocal or consonant and phonemes are language sounds which can be observed n the word form.

Phonemes are not physical sounds. Phonemes itself is the abstract in mental representations of the phonological units in a language, the units used to represent the words in the mental lexicon and for the phonological rules of the language that apply to phonemes which is aimed to determine in the words pronunciation (Fromkin, et al 2011: 233). In Indonesian phoneme that can be divided into two kinds as follows vocal phonemes (a,i,u,e,o) and consonant phonemes (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y and z), phoneme itself is the sound that can be distinguished of word meaning it may differ with the letter of alphabet.

Phonemes in a language can have several kinds of pronunciations depending on the place in words or syllables. Phoneme / p / in Indonesian, for example, can have two kinds of pronunciation. When you are at the beginning of a syllable, the phoneme is pronounced on a freelance basis. At the word / pattern /, for example, the phoneme / p / was pronounced on a freelance basis for later followed by the phoneme / o /. When human are pronounce at the end of a word, the phoneme / p / is not pronounced on a freelance basis; human lips remain tightly sealed pronounce the sound this time. Thus, the phoneme / p / language Indonesian has two variations.

The chart comparison between phone and phoneme

Phone	Phoneme
One of many possible sounds in the languages of the world.	A contrastive unit in the sound system of a particular language.
Pronounced in a defined way.	Pronounced in one or more ways, depending on the number of allophones.
Represented between brackets by convention.	Represented between slashes by convention.
Example: [b], [j], [o]	Example: /b/, /j/, /o/

(Source: adopted from SIL International, 2004)

When children learn the phonemes of their native language, they should mastery the sounds that differ maximally from one another. Thus, it is no accident that the first meaningful word learned in many language is often [ma] or [pa]. When a bilabial stop or nasal is pronounced, the passage of air in the mouth is completely blocked; but the vocal tract is wide open in the low back vowel [a].

Speech of young children as often distinguished from that of adults because the phonological processes are used in different ways. Adult speech is full assimilation, deletions, metatheses, and so on. A child’s speech is full variation, too. Because much of variation that resemble rules in adult phonologies.

Findings and Discussion

In this research analysis that the researchers are found the results on how does the child pronounce the words of the speech and child’s obtain in new vocabularies acquisition of the phonemes. Acquire primary language and require application of special learning for children is must be provided by proper stimulation of pronunciation in order to grows the children perfect that to be able to produce the words’ acquisition. When children are pronounce the words, they has omitted by children itself, because child’s words pronunciation is not same as adult pronunciation of words. This is the data transcriptions as result’s analysis, as follows:

Data Transcriptions

Tabel 1 The Conversation between Researcher and Object Research (Fathan)

Researcher : Nama adek siapa?
 Fathan : Fathang
 Researcher : Oh Fathan, adek anak siapa ya?
 Fathan : Mi
 Researcher : Trus adek punya adik ga?
 Fathan : Puya

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Fathan	Fathang	-	/ng/
Umi (ibu)	Mi	/u/	-
Punya	Puya	/n/	-

Table 2 Fathan's Words Pronunciation in Singing a Song
Cicak di dinding diam-diam *meayap* datang *seeko* *namuk* haplalu di tangkap

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Merayap	Meayap	/r/	-
Seekor	Seeko	/r/	-
Nyamuk	Namuk	/y/	-

Table 3 Fathan' Words Pronunciation in Counting the Numbers
Delapang, sembiyang, sepuluh

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Delapan	Delapang	-	/ng/
Sembilan	Sembiyang	/lan/	/yang/
Sepuluh	Sepuluh	/l/	/w/

Table 4 Fathan's Words Pronunciation in Uttering the Words

The words	Fathan	The lost phoneme (s)	The change Phoneme (s)
Permen	Pemen	/r/	-
Daun	Aun	/d/	-
Pulang	Puwang	/l/	/w/
Sandal	Sandah	/l/	/h/
Habis	Abis	/h/	-
Burung	Buwung	/r/	/w/
Pisau	Pisa	/u/	-
Bunga	Buwa	/ng/	/w/
Ikan	Itan	/k/	/t/

The Explanation Based on Data Transcriptions

The researchers have been observed on a child, the age is approximately 2.8-years old by analyzing the words pronunciation by considering to phonology's field, the sample of research is Muhammad Fathan Azzam, and he was born on 13th September 2011. His father is Nafish Maradona, his father job is an employee in one of the company that is located in South Jakarta. Fathan's mother is Atikah and he has a young brother namely is Ziyad, the age is one year old.

Fathan is able to walk and he was very agile in doing a variety things. In his words acquisition is still very unstable; he received the words from his mother by his mother often said. In the pronunciation, Fathan could pronounce the words that in the initial consonant rather than middle consonant, example (Fathan is more able to say the word "**lampu**", than say the word "**anak**").

If Fathan acquire in new word, it is likely he will repeat these words, although not exactly the name of the object, for the vocabulary acquisition that he knew just say the word "this (**ini**)" example : **mi, yu ke walung au beyi ini** (he means that "ini" is some food perhaps Biscuit, chocolate and so on) and if he does like to mention the color it should be led so, he can mention colors as well as his playing game, when he obtain the perfect language namely the word often mentioned by his mother, for example: (in his utterance the word of "syusyu", the meaning is mother often give the milk while he need namely he can pronounce well, finally he can say well "susu"). He does not pronounce the alphabet perfectly, but he could only pronounce the consonant phonemes such as: **p, e, a, b, s, i, a, w, u, j, t, m, d, L**.

In pronunciation of words that he knows the words by pointed his finger on an item and the meaning of each items namely he want to obtain in good things on his wants. His words acquisitions are pronounced through the movements such as pointing, crying, jumping, and shaky or pull his shirt. Fathan is obtained in appropriate word what he mentioned before which is one of the object is contained in the kitchen that tends to be much more than he say exist things in the family room, because he does often follow on his mother when his mother cook in the kitchen.

Conclusion

The result of research was talking about the analysis of pronunciation words in child's first language by considering to phonology's field and it is written by using data transcriptions that to describes on a child's words pronunciation, understanding vocabulary, and mastering of words. Hence, it is necessary to do further of the research in other aspects, for the example in the field of morphology, syntax, and lexicon in addition, it also can be examined of child's language acquisition with different ages as well as second language acquisition. This findings of research that can be concluded, Fathan could only pronounce the consonant phonemes in initial consonant phonemes rather than in middle consonant phonemes, but at the end of the phonemes are consonants like [l] that he does not to say of those phonemes, for consonants [g] and [z] he was not well versed. Fathan is perfectly pronounce word if the word that often pronounced by his mother. The word 'will not' he gets in utterances with the word "is", because with this he hopes his mother can be understand of what he says. He could only pronounce the phonemes briefly of phonemes itself.

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PROFIL PEMAHAMAN SISWA SMPLB TUNARUNGU PADA KONSEP BANGUN GEOMETRI DATAR DITINJAU DARI PERBEDAAN GENDER

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Abstrak

Matematika adalah salah satu bidang ilmu yang melatih siswa berpikir kritis, sistematis logis, kreatif, dan kemampuan untuk dapat bekerjasama secara efektif, karena matematika mempunyai struktur yang jelas antar konsepnya. Untuk mencapai kemampuan-kemampuan tersebut sangat diperlukan pemahaman yang baik bagi siswa sehingga memiliki kemampuan mengungkapkan objek yang diterima secara umum. Jika siswa paham terhadap suatu konsep maka siswa mempunyai kemampuan untuk menyelesaikan setiap masalah dengan benar. Materi matematika bukan hanya pada siswa yang pada umumnya saja tetapi matematika untuk semua kalangan sehingga perlu diajarkan kepada siapapun termasuk siswa tunarungu. Tujuan penelitian ini adalah untuk mendeskripsikan profil pemahaman siswa SMPLB Tunarungu terhadap konsep bangun geometri datar ditinjau dari perbedaan gender. Untuk mencapai tujuan tersebut digunakan pendekatan kualitatif untuk mendeskripsikan secara mendalam profil pemahaman siswa tunarungu dalam menyelesaikan tugas pemecahan masalah. Adapun tahap yang akan dilakukan dalam mencapai tujuan tersebut adalah: (a) penentuan subjek dengan memilih siswa tunarungu laki-laki dan perempuan dengan IQ dan tingkat ketunarunguan yang sama, (b) tahap kedua, menyusun tes pemecahan masalah, (c) tahap ketiga, wawancara yang bersifat tidak terstruktur informal untuk memverifikasi data dari tugas pemecahan masalah; (d) tahap keempat, perekaman dengan recorder dan menggunakan catatan. Hal ini dimaksudkan agar tidak ada informasi yang terlewatkan atau hilang selama wawancara; (e) tahap kelima, analisis data penelitian terkait pemahaman subjek pada tugas pemecahan masalah geometri yang dilakukan oleh subjek berdasarkan perbedaan gender.

Kata kunci: Pemahaman, Siswa Tunarungu, Gender

Pendahuluan

Matematika merupakan dasar pengembangan ilmu pengetahuan dan teknologi karena merupakan sarana berpikir ilmiah dan salah satu kunci utama dalam menemukan hubungan dan keteraturan antara beberapa hal yang akan mengungkapkan konsepsi tentang alasan. Hal ini sejalan dengan pendapat Roger Bacon (dalam Gie, 1999:62) mengatakan bahwa *Mathematics gate and key of the science* (matematika merupakan pintu gerbang dan kunci dari ilmu-ilmu). Ungkapan ini mengandung makna bahwa matematika memegang peranan penting dalam berbagai dimensi kehidupan manusia, baik dalam kehidupan sehari-hari, maupun dalam pengembangan ilmu pengetahuan dan teknologi. Hudoyo (dalam Saiman, 2012) mengatakan bahwa setiap teori matematika harus memperhitungkan kekuatan matematika yaitu penerapannya pada bidang-bidang lain.

Anak-anak saat ini tumbuh dalam dunia yang tak lepas oleh matematika. Teknologi yang digunakan di rumah, sekolah, dan tempat kerja semua dibangun di atas pengetahuan matematika. Banyak kesempatan pendidikan dan pekerjaan yang baik membutuhkan tingkat keahlian matematika.

Matematika adalah salah satu bidang ilmu yang melatih siswa berpikir kritis, sistematis logis, kreatif, dan kemampuan untuk dapat bekerjasama secara efektif, karena matematika mempunyai struktur yang jelas antar konsepnya. Soedjadi (2000) mengemukakan bahwa matematika sebagai salah satu ilmu dasar, baik aspek terapan maupun aspek penalarannya mempunyai peranan yang amat penting dalam upaya penguasaan ilmu dan teknologi. Kemampuan-kemampuan tersebut dapat diperoleh jika dalam pembelajaran matematika pemahaman konsep sudah tertanam dalam benak siswa. Oleh karena itu seorang guru harus berupaya menanamkan konsep dari materi yang diajarkan termasuk geometri. Clement dan Battista (1992) menyatakan bahwa tujuan pembelajaran geometri antara lain untuk mengembangkan berpikir logis, mengembangkan intuisi spasial, menanamkan pengetahuan untuk belajar matematika lebih lanjut dan menginterpretasikan argument-argument secara matematik. Pengembangan pemikiran geometris siswa adalah salah satu tujuan utama dari pendidikan matematika karena berpikir geometris sangat penting dalam banyak bidang ilmiah, teknis dan pekerjaan dalam matematika. Sebagai contoh, di Turki sepertiga dari pertanyaan pada ujian masuk universitas berisi konten geometrik (Olkun, Toluk, Durmus, 2002).

Pentingnya belajar dan mengajar geometri dicantumkan dalam literatur yang cukup dan ditekankan dalam kurikulum matematika kontemporer tidak hanya sebagai kebutuhan matematika, tetapi juga sebagai sarana untuk mengembangkan konsep-konsep matematika lainnya (Gagatsis, Sriraman, Elia & Modestou, 2006; Kurina, 2003; Clements, Sarama & Wilson, 2001) melalui studi geometri, siswa diharapkan dapat mempelajari lebih lanjut tentang bentuk-bentuk geometris dan struktur dan bagaimana menganalisis karakteristik dan hubungannya (NCTM, 2000), membangun pemahaman dari informal untuk berpikir lebih formal melalui dari mengenali bentuk geometris yang berbeda untuk penalaran geometri dan pemecahan masalah geometri (Daher & Jaber, 2010) dalam Areti Panaoura. Pentingnya lingkungan untuk mengajar dan belajar geometri ditekankan dalam literatur (Clements & Battista, 1992; Harrell & Fosnaugh, 1997). Buku pelajaran matematika menggunakan beragam representasi untuk memungkinkan siswa memahami konsep matematika tingkat tinggi. (Panaoura et al, 2010). Dalam geometri memerlukan pemahaman matematika tidak hanya antar objek matematika dan representasi masing-masing (Duval, 1999).

Dari beberapa pernyataan di atas menunjukkan bahwa berpikir geometris mempunyai peran penting baik sebagai pengembangan matematika yang lain maupun dalam kehidupan sehari-hari, karena itu untuk mengembangkan cara berpikir geometris perlu pemahaman konsep yang matang. Namun kenyataan dilapangan menunjukkan bahwa hasil belajar geometri siswa masih rendah. Kesulitan belajar geometri tersebut dialami siswa hampir di semua jenjang pendidikan seperti masalah yang berkaitan dengan pengukuran, masalah garis, hubungan antar bangun datar maupun bangun ruang. Jika siswa pada umumnya saja masih mengalami kesulitan dalam belajar materi geometri, tentu saja kesulitan juga dialami oleh siswa tunarungu karena apa yang ditangkap siswa tunarungu lebih sedikit dibandingkan siswa pada umumnya. Menurut Rosich (2005) siswa tunarungu kesulitan pada materi geometri dalam menggeneralisasi sifat-sifat bangun, membutuhkan waktu yang lebih lama dibanding dengan siswa yang lainnya.

Dalam Sistem Pendidikan Nasional telah diatur kesempatan yang sama bagi siapa saja, tanpa membedakan antara siswa pada umumnya dan berkebutuhan khusus untuk memperoleh pendidikan dan pengajaran, bahkan di beberapa daerah tanah air dibuka sekolah-sekolah inklusi agar siswa berkebutuhan khusus dapat bergabung dengan siswa pada umumnya untuk belajar bersama sekalipun dalam prakteknya ada perlakuan yang berbeda antara siswa pada umumnya dan berkebutuhan khusus. Menurut pasal 15 Undang-Undang No 20 tahun 2003, jenis pendidikan bagi anak berkebutuhan khusus adalah pendidikan khusus. Salah satu siswa berkebutuhan khusus yang memiliki keterbatasan kemampuan adalah siswa tunarungu. Berikut definisi tunarungu, tuli mengacu pada kedua pendengaran komplet tidak mendengar (*deafness*) dan hilangnya sebagian (*hard of hearing*) dari kemampuan mendengar. Moores (dalam Busrha dkk, 2001) mendefinisikan tuli dan *hard*

of hearing sebagai berikut : "Ketulian (*deafness*) berarti gangguan pendengaran yang begitu parah bahwa anak terganggu pada proses informasi linguistik melalui pendengaran, dengan atau tanpa alat bantu dengar berpengaruh buruk kinerja pendidikan anak. *Hard of hearing* berarti gangguan pendengaran bahwa anak terganggu dalam memproses informasi linguistik melalui pendengaran, dengan atau tanpa alat bantu dengar tidak berpengaruh buruk terhadap kinerja pendidikan anak." (p.10).

Menurut Morees (dalam Murni Winarsih; 2007), mendefinisikan tunarungu sebagai berikut: *Hearing impairment a generic term indicating a hearing disability that may range in severity from mild to profound it concludes hearing disability preclude succesfull processing of linguistic information through audition, with or without a hearing aid. A hard of hearing is one who generally with use of hearing aid, hs residual hearing sufficient to enable succesfull processing linguistic information through audition.*

Dari definisi tersebut dapat diartikan bahwa tunarungu dalam istilah umum menunjukkan kesulitan dalam mendengar dari cacat ringan sampai yang berat. Hal ini dapat disimpulkan bahwa kesulitan dalam pendengaran dapat menghalangi proses informasi linguistik melalui pendengaran baik dengan atau tanpa alat bantu dengar. Tuli pada umumnya menggunakan alat bantu dengar yang memiliki sisa pendengaran yang cukup untuk memungkinkan proses informasi linguistik melalui pendegaran.

Rosich (2005) mengemukakan bahwa siswa tunarungu juga dapat berpikir secara matematis, oleh karena itu berikanlah kesempatan untuk berlatih kemampuan matematikanya dan berikan dorongan atas kemampuannya yang berarti bahwa mereka diberi kesempatan khusus dalam belajar. Mesquita, (1998) representasi eksternal dalam geometri sering menyebabkan kesulitan untuk siswa ketika berhadapan dengan masalah geometri karena interaksi antara konsep dan gambar dalam berpikir geometris. Skemp (1982) menyatakan bahwa untuk memahami pengetahuan konseptual dibutuhkan pemahaman relasional bukan hafalan, pemahaman relasional adalah pengetahuan individu yang diperoleh dengan cara menemukan relasi satu konsep dengan konsep lain. Kekuatan pengetahuan konseptual terletak pada kemampuan individu menggabungkan dan menghubungkan beberapa pengalaman yang berbeda satu sama lain, serta mengklarifikasinya (Skemp; 1982). Semakin abstrak suatu konsep, semakin besar pula kekuatan konsep tersebut untuk dikombinasikan dan dihubungkan dengan bermacam-macam pengalaman. (Anderson & Karthwohl; 2001) "*student are said to understand when they are able to construct meaning from instructional messages, including oral, written, and graphic communication*". Pernyataan tersebut dapat diartikan bahwa siswa tergolong paham jika makna dari suatu pengajaran dapat dibangun oleh mereka termasuk lisan, tulisan dan mengkomunikasikan. Dengan kata lain, pengetahuan baru yang sedang dipelajari siswa harus mampu mengintegrasikan dengan skema dan kerangka kerja kognitif yang sudah ada pada siswa. Hiebert and Lefevre (1986) Mousley (2004) wrote, "*Perhaps 'understanding' is the term used most often to describe the state of knowledge when new mathematical information is connected appropriately to existing knowledge*" (p.4) yang artinya, 'pemahaman' adalah istilah yang paling sering digunakan untuk menggambarkan keadaan pengetahuan ketika informasi matematika yang baru dihubungkan dengan pengetahuan yang ada.

Sierpinska (Godino 1994) "*The definition of understanding as the 'mental experience of a subject by which he/she relates an object (sign) to another object (meaning)' emphasizes one of the senses in which the term 'understanding' is used, well adapted for studying the psychological processes involved. Nevertheless, in mathematics teaching the term 'understanding' is also used in the processes for assessing students' learning. School institutions expect subjects to appropriate some culturally fixed objects, and assign the teacher with the task of helping the students to establish the agreed relationships between terms, mathematics expressions, abstractions, and techniques. In this case, understanding is not merely a mental activity, but it is converted into a social process*".

Definisi pemahaman sebagai 'pengalaman mental dari subjek yang mana dia menghubungkan suatu obyek (tanda) ke obyek lain (makna) yang menekankan salah satu makna bagaimana istilah 'pemahaman' digunakan, juga diadaptasi dengan baik untuk studi proses psikologis yang terkait. Namun demikian, dalam pengajaran matematika istilah 'pemahaman' ini juga digunakan dalam proses untuk menilai pembelajaran siswa. Lembaga sekolah mengharapkan subyek untuk memiliki kemampuan mengungkapkan objek yang diterima secara umum, dan menugaskan guru dengan tugas membantu siswa untuk membangun hubungan yang telah disepakati diantara istilah, ekspresi matematika, abstraksi, dan teknik. Dalam hal ini, pemahaman tidak semata-mata hanya aktivitas mental, tetapi diubah menjadi proses sosial.

Menurut Bruner (1973), pemahaman seseorang tentang pengetahuan prosedural maupun konseptual dipengaruhi oleh struktur kognitif dalam mental atau pikiran individu bersangkutan. Ia berpendapat bahwa pendekatan belajar dapat menggunakan dua asumsi. Asumsi pertama adalah pengetahuan diperoleh individu dengan cara interaksi secara aktif antara individu yang sedang belajar dengan lingkungan. Sehingga, perilaku individu berubah ke arah yang diharapkan. Asumsi kedua adalah pengetahuan dikonstruksi individu dengan menghubungkan informasi yang dijumpai dengan pengetahuan yang dimilikinya.

Keberhasilan pembelajaran matematika disekolah selain penanaman konsep juga dipengaruhi oleh banyak faktor. Salah satu diantaranya adalah faktor lingkungan baik lingkungan sosial maupun lingkungan alam melalui kemampuan indera. Dalam lingkungan sosial ialah bagaimana seseorang dapat berkomunikasi dengan orang lain sehingga apa yang disampaikan dapat dipahami sedangkan dalam lingkungan alam, indera manusia pada umumnya terdiri dari indera penglihatan, pendengaran, pengecap, perabaan dan penciuman. Sekalipun tiap-tiap indera mempunyai sifat dan karakteristik yang khas, namun dalam bekerja, memerlukan kerjasama dan keterpaduan diantara indera penglihatan, pendengaran, pengecap, perabaan dan penciuman. Tujuan kerjasama antar indera adalah untuk mendapatkan pengenalan, memperoleh pengertian, atau makna yang lengkap dan utuh tentang objek dilingkungannya termasuk dalam menyelesaikan soal matematika.

Nuria (2005) dalam penelitiannya mengamati tiga kelompok siswa untuk membandingkan pengembangan geometri dengan menggunakan alat hipermedia yaitu 4 siswa *Deaf, hard of hearing*, 4 siswa *Hearing pairs*, 4 siswa UAC students (berkebutuhan khusus). Spesifik pada kesulitan geometri. Siswa tuli atau tunarungu kesulitan dalam menggeneralisasi sifat-sifat bangun, membutuhkan waktu yang lebih lama dibanding dengan siswa yang lainnya, siswa mendengar, ada beberapa mengalami kesulitan, tapi lebih sedikit dari seluruh populasi, untuk siswa UAC, hasilnya sama dengan siswa tunarungu. Noorian dkk., (2013) berdasarkan hasil penelitiannya menunjukkan bahwa untuk subtest yang meliputi perhitungan, geometri dan bilangan rasional siswa tunarungu lebih lemah dibanding siswa pada umumnya, untuk subtes operasi penjumlahan dan perkalian tidak ada perbedaan tetapi untuk operasi pengurangan dan pembagian terdapat perbedaan antara siswa tunarungu dengan siswa pada umumnya, dan subtes aplikasi terdapat juga perbedaan dimana skor rata-rata siswa pada umumnya lebih tinggi dibanding siswa tunarungu.

Perkembangan kognitif siswa tunarungu cenderung terhambat jika dibandingkan dengan siswa pada umumnya. Akibatnya dalam menyelesaikan masalah matematika membutuhkan waktu yang agak lama. Hal ini disebabkan perkembangan kognitif tidak hanya erat kaitannya dengan kecerdasan atau intelegensinya tetapi juga kemampuan pendengaran dan komunikasi seseorang karena siswa tunarungu pada umumnya disamping mengalami gangguan pendengaran juga berpengaruh pada kemampuan berkomunikasi. Melalui indera ini semua rangsangan atau informasi akan diterima untuk selanjutnya diteruskan ke otak. Menurut hasil penelitian dari Beller dan Gafni (2000) dan Hergovich, dkk (2004) bahwa pada umumnya, prestasi matematika laki-laki lebih baik dibandingkan dengan prestasi matematika perempuan. Hyde, Fennema, dan Lamon (dalam Linn, dkk. 2010) mengutarakan bahwa laki-laki unggul perempuan dalam hal memecahkan masalah yang kompleks.

Kajian Teori Pemahaman

Pada bagian ini bertujuan untuk menguraikan tentang pemahaman. Beberapa teori pemahaman yang akan diuraikan adalah

Ajdukiewicz 1974 (Sierpiska 1994) *chose to mean by Understanding is "an act of mentally relating the object of understanding to another object" (p. 28). Ajdukiewicz applied his definition to understanding expression only. To understand an expression was intentionally to make a link in thought between this expression and something else, another object. This object, for Ajdukiewicz, could be a mental representation: an image or a concept.*

Pemahaman adalah tindakan mental berkaitan obyek pemahaman untuk objek lain (p. 28). Ajdukiewicz mengaplikasikan definisinya hanya sebagai pemahaman ekspresi. Pemahaman ekspresi ditujukan membuat hubungan dalam pemikiran antara ekspresi tersebut dan suatu abjek yang lain. Objek ini untuk Ajdukiewicz dapat berupa representasi mental yaitu gambar atau konsep.

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Selanjutnya, Sierpinka (1994) terdapat tiga hal dalam atribut pemahaman seseorang terhadap suatu konsep. Pertama, adanya *act of understanding* yakni pengalaman yang berkenaan dengan basis pemahaman seperti representasi mental, model mental, dan pengalaman masa lalu. Kedua, adanya *understanding'* yakni sesuatu yang diperoleh dari *act of understanding*. Ketiga, adanya *'processes of understanding'* yang melibatkan keterhubungan antara *act of understanding* dengan aktivitas intelektual melalui proses penalaran, termasuk didalamnya membangun pengertian (*explanation*) konsep. Belajar melalui contoh-contoh, menghubungkannya dengan pengetahuan sebelumnya dan juga dengan masalah-masalah praktis. Oleh karena itu Bramby dkk 2007 "*the definitions of understanding that 1). To understand mathematics is to make connections between mental representations of a mathematical concept 2). Understanding is the resulting network of representations associated with that mathematical concept*". 1) memahami matematika adalah membuat hubungan antara representasi mental dari konsep matematika, 2) pemahaman adalah jaringan yang dihasilkan dari representasi yang terkait dengan konsep.

Godino,J, pemahaman terkait erat dengan bagaimana sifat dari pengetahuan matematika dipahami. Istilah dan ungkapan matematika merupakan entitas abstrak yang sifat dan asalnya harus diteliti untuk mengelaborasi teori yang berguna dan efektif untuk apa memahami objek tersebut.

Mousley 2005 membedakan pemahaman ke dalam tiga kategori umum, yaitu: (1) pemahaman sebagai perkembangan struktur (*as structured progress*); (2) pemahaman sebagai bentuk mengetahui (*as forms of knowing*); (3) pemahaman sebagai proses (*as process*). Pemahaman siswa dapat dilihat dari bagaimana siswa mengetahui masalah, bagaimana siswa melakukan prosesnya dan kemajuan strukturnya.

Piaget (dalam Mousley) menggambarkan pemahaman merupakan kemampuan untuk memiliki beberapa hubungan dalam pikiran dan memungkinkan terjadinya abstraksi. Dalam hal ini siswa dikatakan memahami sesuatu jika mampu menghubungkan ide-ide dalam pikiran dan memungkinkan melakukan abstraksi untuk langkah selanjutnya.

Pirie and Kieren's (1989) Mousley theory of understanding (*Pirie-Kieren theory*) "*mathematical understanding is a process, grounded within a person, within a topic, within a particular environment*" (p. 39). Yang artinya bahwa pemahaman matematika adalah sebuah proses, menyatu dalam diri seseorang, dalam topik, dalam lingkungan tertentu

Kastberg (2002) *A Definition of Understanding A student's understanding of a mathematical concept is his or her collection of privately held beliefs about the concept*. Yang artinya bahwa pemahaman seorang siswa tentang konsep matematika adalah keyakinan siswa tentang suatu konsep.

Pemahaman seseorang dibedakan menjadi, yaitu pemahaman instrumental, relasional, pemahaman formal (Skemp, 1987). Pemahaman instrumental adalah kemampuan seseorang menjalankan prosedur melalui hafalan. Pemahaman relasional adalah kemampuan individu yang diperoleh dengan cara menemukan relasi satu konsep dengan konsep lain. Pemahaman formal adalah kemampuan seseorang menghubungkan simbol dan notasi matematika dengan ide matematika yang relevan dan mengkombinasikan ide dalam rangkain penalaran logika. Dari definisi Skemp dengan istilah "*ability*" yang berarti kemampuan.

Skemp (1987) *to understand something means to assimilate it into an appropriate schema*. Untuk memahami sesuatu berarti mengasimilasi kedalam sebuah skema. Dari dua pernyataan di atas jelas terlihat perbedaan antara pemahaman dengan memahami. Pemahaman dikaitkan dengan kemampuan "*ability*", dan memahami sesuatu dikaitkan dengan "asimilasi" dan "suatu skema yang cocok *an appropriate schema*". Skema diartikan sebagai grup konsep-konsep yang saling terhubung, masing-masing konsep dibentuk dari abstraksi sifat-sifat yang invarian dari input sensori motor atau dari konsep lainnya. Hubungan antar konsep-konsep ini dikaitkan oleh suatu relasi atau transformasi. Selanjutnya, dikatakan skema ini digunakan tidak hanya ketika seseorang memiliki pengalaman sebelumnya terkait dengan situasi sekarang, tetapi juga digunakan ketika ia memecahkan masalah tanpa memiliki pengalaman tentang situasi sekarang.

Berdasarkan teori pemahaman menurut Skemp (1987) yang diuraikan sebelumnya dapat dikatakan bahwa pemahaman sebuah konsep dapat dipandang sebagai kemampuan mengaitkan skema-skema tertentu yang sesuai dengan konsep tersebut, dengan atau tanpa mengetahui mengapa skema-skema tersebut saling terkait.

Hiebert-Carpenter (dalam Minggu: 2010) "*Learning and Teaching With Understanding*" yang termuat dalam "*Handbook of research on mathematics teaching*". Dalam tulisan ini Hiebert-Carpenter mengawali pembahasan mengenai pemahaman matematika dengan asumsi bahwa pengetahuan (matematika) dipresentasikan secara internal, dan representasi internal ini terstruktur. Teori pemahaman yang diajukan oleh Hiebert-Carpenter didasari atas tiga asumsi, yaitu *Pertama*, pengetahuan dipresentasikan secara internal dan representasi internal ini terstruktur. *Kedua*, terdapat relasi antara representasi internal dan representasi eksternal, dan *Ketiga*, representasi internal saling terkait Hiebert-Carpenter (1992). Ketiga relasi representasi internal dari gagasan/ide/konsep/ dikonstruksi, relasi itu akan menghasilkan kerangka pengetahuan. Kerangka pengetahuan tersebut tidak serta merta terbentuk, tetapi terbentuk secara alami.

Hiebert-Carpenter (1992) menyatakan bahwa " *A mathematical idea or procedur or fsct is understood if it is part of an internal network. More specially, the mathematics is understood if its mental representation is part of a network of representations*". Yang berarti bahwa ide (konsep), prosedur dan fakta matematika dipahami jika ia terkait dengan jaringan yang telah ada. Selanjutnya dikatakan bahwa " *The degree of understanding is determined by the number and the strength of the connections*", artinya, derajat pemahaman ditentukan oleh banyak dan kuatnya keterkaitan (antara representasi mental tersebut).

Teori pemahaman yang diajukan Hiebert-Carpenter di atas berangkat dari dugaan adanya jaringan (*network*) dari representasi internal. Banyak dan kuatnya antar representasi digunakan untuk mengukur derajat pemahaman. Karena itu siswa yang memiliki representasi internal suatu bangun persegi yang terkait dengan definisi persegi panjang dan gambar persegi memiliki pemahaman yang lebih kuat dibanding siswa yang hanya memiliki representasi persegi saja atau dengan gambar persegi saja.

Anderson & Karthwohl (2001) sebagai berikut " *student are said to understand when they are able to construct meaning from instructional messages including oral, written, and graphic communication*". Pernyataan tersebut dapat diartikan bahwa siswa tergolong paham jika makna dari suatu pesan instruksional dapat dibangun oleh mereka termasuk lisan, tulisan dan mengkomunikasikan. Dengan kata lain, seseorang dikatakan paham jika pengetahuan baru yang sedang dipelajari dapat dikaitkan dengan skema yang telah dimiliki sebelumnya atau kerangka kerja kognitif pada pikirannya. Pemahaman melibatkan beberapa proses kognitif (Anderson & Karthwohl, 2001), antara lain: *interpreting* (menginterpretasikan/menafsirkan), *exemplifying* (memberi contoh), *classifying* (menggolongkan), *summarizing* (meringkas), *inferring* (menyimpulkan), *comparing* (membandingkan), *explaining* (menjelaskan).

Clement dan Battista, 1992 menyatakan bahwa tujuan pembelajaran geometri antara lain untuk mengembangkan berpikir logis, mengembangkan intuisi spasial, menanamkan pengetahuan untuk belajar matematika lebih lanjut dan menginterpretasikan argument-argument secara matematika.

Menurut teori Van Hiele, seseorang akan melalui lima tingkatan hierarkis pemahaman dalam belajar geometri (Clements dan Battista, 1992, Burger & Shaughnessy, 1986). Clements dan Battista (1992) menyatakan, lima tingkatan tersebut adalah visualisasi, analisis, deduksi informal, deduksi, dan rigor. Setiap tingkat menunjukkan proses berpikir yang digunakan seseorang dalam belajar konsep geometri. Seseorang siswa yang berada pada tingkat visualisasi memahami konsep geometri berdasarkan bentuk visual bangun geometri .misalnya mereka menyebutkan bangun geometri berbentuk persegi panjang, karena seperti daun pintu. Siswa pada tahap ini belum mampu mengidentifikasi bagian-bagian dari suatu bangun geometri. Siswa cenderung mengandalkan kemampuan mengingat prototype (karakteristik bentuk) visual dari bangun geometri. Hal ini sesuai dengan tingkatan terendah dari tingkatan berpikir Krulik dan Rudnick (dalam Sukayasa: 2012) yaitu pengingatan (*recall*). Seseorang siswa yang berada pada tahap beripikir analisis, ia telah mampu memahami sifat-sifat bangun geometri berdasarkan analisis informal tentang bagian-bagian dan atribut-atribut komponennya. Dalam hal ini siswa telah mampu mengenal dan memahami konsep-konsep geometri, meskipun masih relative sederhana, karena siswa belum mampu menjelaskan keterkaitan antar sifat-sifat bangun geometri tersebut. Dengan demikian aktivitas berpikir siswa pada tahap analisis sesuai juga dengan deskripsi berpikir dasar dari tingkatan berpikir Krulik dan Rudnick. Bila siswa telah berada pada tahap berpikir deduksi informal, maka siswa mulai mampu melakukan analisis keterkaitan antar sifat-sifat bangun geometri, memperhatikan sifat-sifat tertentu dari suatu bangun geometri dan membuat argumen-argumen yang logis. Karena pada tahap ini siswa telah mampu memahami keterkaitan antar sifat-sifat bangun geometri dan membuat definisi dari bangun geometri tersebut. Ketika siswa telah mencapai tahap deduksi siswa membangun teorema dalam suatu sistem aksioma. Mereka mengakui perbedaan antara istilah, definisi, aksioma, dan teorema. Mereka mampu membangun bukti asli. Artinya, mereka dapat menghasilkan

urutan pernyataan yang logis membenarkan kesimpulan sebagai konsekuensi dari yang diberikan. Pada tahap deduksi maka siswa telah mampu berpikir kritis dengan baik maupun berpikir kreatif. Pada tahap deduksi siswa telah mampu memahami konsep-konsep geometri dalam suatu sistem deduktif. Penalaran siswa pada tahap ini telah berkembang baik. Pada tahap ini siswa telah mampu menganalisis, mengklarifikasi pernyataan-pernyataan, membuat argumen-argumen yang logis dan membuat (mendeskripsikan) kesimpulan-kesimpulan secara logis. Siswa telah mampu mensintesis, membangun dan mengaplikasikan ide-idenya baik dalam memahami suatu konsep atau system geometri maupun dalam memecahkan masalah geometri. Pada tahap rigor siswa dapat belajar geometri dengan tidak adanya model referensi. Mereka berpikir dengan memanipulasi geometris seperti aksioma, definisi, dan teorema. Produk penalaran mereka adalah pembentukan, elaborasi, dan perbandingan sistem aksiomatik geometri.

Moore (2001) dalam Busrha dkk. mendefinisikan tuli dan *hard of hearing* berikut : "Ketulian (*deafness*) berarti gangguan pendengaran yang begitu parah bahwa anak terganggu pada proses informasi linguistik melalui pendengaran, dengan atau tanpa alat bantu dengar berpengaruh buruk terhadap kinerja pendidikan anak. *Hard of hearing* berarti gangguan pendengaran bahwa anak terganggu dalam memproses informasi linguistik melalui pendengaran, dengan atau tanpa alat bantu dengar tidak berpengaruh buruk terhadap kinerja pendidikan anak " (hal. 10).

Gender berasal dari bahasa Inggris. Berdasarkan kamus Oxford Learner's Pocket berarti "*grouping into male and female; sex*". Gender berarti pengelompokan laki-laki dan perempuan, jenis kelamin. Istilah gender pada umumnya digunakan untuk membedakan antara jenis kelamin laki-laki dan perempuan. Akan tetapi konsep gender berbeda dengan konsep jenis kelamin. Menurut Handayani dan Sugiarti (2008) bahwa jenis kelamin secara kodrat merupakan ketentuan dari Tuhan terkait dengan perbedaan antara laki-laki dan perempuan secara biologis. Sedangkan gender merupakan karakteristik yang melekat pada kaum laki-laki dan perempuan dan dibentuk oleh faktor-faktor sosial dan budaya. Dengan demikian, Gender dalam penelitian ini adalah karakteristik yang membedakan antara laki-laki dan perempuan yang dibentuk oleh faktor-faktor sosial budaya dan terbentuk secara biologis.

Hasil penelitian yang terkait dengan perbedaan gender sangat beragam (Zhu, 2007). Menurut hasil penelitian dari Beller dan Gafni (2000) dan Hergovich, dkk. (2004) bahwa pada umumnya, prestasi matematika laki-laki lebih baik dibandingkan dengan prestasi matematika perempuan. Hyde, Fennema, dan Lamon (dalam Linn, dkk. 2010) mengutarakan bahwa laki-laki mengungguli perempuan dalam hal memecahkan masalah yang kompleks. Sara M dkk (2011) menyatakan bahwa Matematika dan ilmu pengetahuan dianggap sebagai domain laki-laki (Fennema & Sherman, 1977; Hyde, Fennema, Ryan, Frost, & Hopp, 1990b; Nosek, et al, 2009). Kemudian hasil penelitian Baiduri (2013) yang menggambarkan bahwa adanya perbedaan cara berpikir antara tiap-tiap subjek, dimana perbedaan subjek berdasarkan gender dan kemampuan matematika. Kemudian hasil penelitian Linn, dkk. (2010) melaporkan bahwa terdapat kesamaan gender terhadap prestasi matematika tetapi anak laki-laki mempunyai sikap dan emosi terhadap matematika lebih positif dibandingkan dengan perempuan. Hasil penelitian Awan, dkk. (2011) menyatakan bahwa siswa perempuan secara signifikan mempunyai konsep diri matematika yang lebih positif jika dibandingkan dengan konsep diri siswa laki-laki. Tetapi bertentangan dengan hasil penelitian dari Hergovich, dkk. (2004) bahwa anak laki-laki menunjukkan konsep diri yang lebih tinggi dalam matematika dan perempuan memiliki konsep diri dalam bahasa yang lebih tinggi.

Metode Penelitian

Penelitian ini bertujuan untuk mengetahui profil pemahaman siswa tunarungu pada konsep segiempat yaitu bangun persegi dan persegipanjang ditinjau dari perbedaan gender, pendekatan dalam penelitian dipilih pendekatan kualitatif dengan jenis penelitian eksploratif deskriptif. Pendekatan kualitatif dipilih karena penggalan data harus bersifat alami dan mendalam berupa kata-kata baik diucapkan maupun menggunakan bahasa isyarat, gerak-gerik, ekspresi wajah, dan jawaban tertulis. Penelitian ini dilakukan secara eksploratif terhadap siswa tunarungu mengenai apa yang ditampilkan oleh siswa melalui bahasa isyarat, gambar atau simbol tertentu pada waktu mengungkapkan pemahamannya terhadap konsep geometri datar, maka penelitian bersifat deskriptif. Selanjutnya, data tersebut dideskripsikan apa adanya untuk memperoleh gambaran alami pemahaman siswa tunarungu terhadap konsep bangun datar segiempat melalui wawancara dalam waktu tertentu dan terus menerus. Data hasil wawancara peneliti dengan subjek penelitian menggunakan bahasa isyarat yang dideskripsikan dalam bentuk kata atau kalimat. Adapun tahap yang akan dilakukan dalam mencapai tujuan tersebut adalah: (a) penentuan subjek dengan memilih siswa tunarungu laki-laki dan perempuan dengan IQ dan tingkat ketunarunguan yang sama, (b) tahap kedua, menyusun tes pemecahan masalah, (c) tahap ketiga, wawancara yang bersifat tidak terstruktur informal untuk memverifikasi data dari tugas pemecahan masalah; (d) **tahap keempat**, perekaman dengan recorder dan menggunakan catatan. Hal ini dimaksudkan agar tidak ada informasi yang terlewatkan atau hilang selama wawancara; (e) **tahap kelima**, analisis data penelitian terkait pemahaman subjek pada tugas pemecahan masalah geometri yang dilakukan oleh subjek berdasarkan perbedaan gender.

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AUTHENTIC ASSESSMENT APPLICATION IN ESSAY WRITING SKILL LEARNING PROCESS OF STUDENTS GRADE X SMAN 1 SOUTH GALESONG

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Abstract

A research has been held to obtain the information of how is the application of authentic assessment in essay writing skill learning process of students grade X SMAN 1 South Galesong. The method of this research is descriptive method. The aim of this research is to obtain data of students' writing skill in senior high school, especially in the school that had been choosed by researcher as the location of this research. The result of this research shows that the application of authentic assessment in essay writing skill learning process in SMAN 1 South Galesong was not good enough. Students' score accievement was 50% or 16 students got 6.5 or more and another 50% or 16 students got less than 6.5. there was no students who obtained the highest score or 10 and the lowest score was 3.75.

Keywords: *Authentic Assessment, Essay Writing Skill, Learning Process*

Introduction

Education problem of Indonesia is the low quality in each education steps and institute. Those problems were influenced by some factors, those are (1) low quality of learning process; (2) education result does not equipped by institutional and independent examination and research system so that education quality could not be monitored objectively and regularly; (3) Comparative test of education quality among region, time, and countries; and (4) it could not be done regularly so that education result could not function as feedbacks to complete education process.

One of the solution to fix the education condition in Indonesia is curriculum renewal from 2004 curriculum into competence based curriculum (KBK). This KBK has been tested for about two years in education institution. Assessment is a data collecting process that could give a description of students development. Students' development description have to known by the teacher to make sure that those students have experienced the learning process appropriately. If the data shows that the students get a problem in learning, teacher should take a right action to solve the problem by reading the description, that is why assessment is not only an end semester activity, for instance students' accievement evaluation, but it has to be held concurrently and integrated with learning process.

Writing skill learning tend to focus on students' theory mastery, not on students' writing skill itself. So that, teacher domination in learning process is still quite high while students tend to be the receiver. By aware of all the weakness in test result, it has been developed an integrated and sustainable assessment system and comprehensive in observing all aspects of students' development. In this case, applying authentic assessment which assesses students' knowledge as well as students' skills. Assessment is not only from the teacher but also from their peers or others.

Authentic assessment is a prime assessment, it fullfills the validity tested of aresearch, acomodating students' variety, fulfilling competence accievement standards, and learning process and learning accievement oriented for all aspects (cognitive, pshycomotoric, and

affective) (Nurhadi : 2003), sampai pada aspek afektif (Nurhadi : 2003). In the other hand, authentic assessment is covering all assessment method which lets the students to demonstrate their skill to fix their task and solvethair problem. So that, it is expected to build students motivation and to help them enjoying the learning process.

The researcher choose SMAN 1 South Galesong as the location of the research after doing an observation in this school and aware that the students are focus on theory mastering not to their writing skills. Moreover, students' accievement is only measured in the end of semester test, not in the learning process to measure their skills.

Research Method

Type of the research

The method of this research is descriptive method. This instruments is on students grade X SMAN 1 South Galesong. The aim of this research is to obtain data of students' writing skill in senior high school, especially in the school that had been choosed by researcher as the location of this research

Population and Sample

Population of this research is all students grade X SMAN 1 South Galesong. Sample of this research is 32 number of students.

Table 1. Research sample

Grade X	Sex		Total
	Male	Female	
Total	12	20	32

Reference: Students grade X SMAN 1 South Galesong

Data Analyze Technique

1. Making a raw score list
2. Making a frequency distribution table of raw score
The data was obtained from two observers and then adjointed to calculate its frequency and scores.
3. Calculating Ideal Mean
According to Nurgiantoro (1995:369) this following formula is used to calculate the ideal mean.
 $X_i = 60\%$ of ideal score
Where:
 X_i = Ideal mean
4. Distribution measuring
In this step, researcher calculating the deviation as a measyrment in data distribution. Nurgiantoro (1987:369) stated that $S_1 = \frac{1}{4} X_i$. So that, it could be known that to find the standard deviation as the measurement of data distribution we could use this following formula:
 $S_i = \frac{1}{4} X_i$
Where:
 S_i = deviation standard
5. Score transformation into 1-10 number convention
This following table shows the formula to transform the raw score:

Tabel 2. Raw Scores Transformation

Sigma Scale	Score	Number Scale	Raw Score Evaluation
+2,25	10	Mean+(2,25xDS)	.....
+1,75	9	Mean+(2,25xDS)	.....
+1,25	8	Mean+(1,75xDS)	.....
+0,75	7	Mean+(1,25xDS)	.....
+0,25	6	Mean+(0,75xDS)	.....
-0,25	5	Mean-(0,25xDS)	.....
-0,75	4	Mean-(0,75xDS)	.....
-1,25	3	Mean-(1,25xDS)	.....
-1,75	2	Mean-(1,75xDS)	.....
-2,25	1	Mean-(2,25xDS)	.....

Interpreting

To measure students grade X SMAN 1 Soth Galesong essay writing skill, researcher uses these following interval:

- Score 9,0 - 10 (Very high)
 - Score 8,0 - 8,9 (High)
 - Score 6,5 - 7,9 (Average)
 - Score 5,5 - 6,4 (Low)
 - Score 0 - 5,4 (Very low)
- (Nurgiyantoro, 1995: 369)

T-test

Arikunto’s experiment research approach is used in this step by using this following formula of t-test by Arikunto:

$$r = \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N - 1)}}}$$

The Result of the Research and Discussion

Result of the Research

Based on research procedure that had been written before, in this part we would explain the students’ skill in writing an essay by using authentic assessment. Because of that, the researcher would also define the students’ score after doing the essay writing test in this chapter.

Students grade X SMAN 1 South Galesong skill in writing an essay by using authentic assessment could be said as adequate or students are able to do the esay writing test. The assessment was based on students ability in doing the test, which is if the number of students who could get a 6.5 score or more is 85% then students ability in writing essay would be considered as adequate. In turn, if students who obtain 6.5 or more scores are less than 85% then students ability in writing an essay would be considered as less adequate. (Teknik penilaian Depdikbud: 17).

Next, thos data would be percentaged by using percentage statistic analysis technique to show the real score of students. After that, the data is presented in frequency to know how many students who obtains score 6.5 and more and how many students who obtains score less than 6.5. next step, the last result would be in percentage. This result would be presented as this following table:

**Table 3. Essay Writing Skill Scores By Using Authentic Assessment To The Students
Grade X SMAN 1 South Galesong**

No	Sample Code	Assessment Criteria				Score	Value
		Spelling (0-4)	Diction (0-4)	Sentence (0-4)	Content (0-4)		
1.	001	4	3	4	4	15	9,37
2.	002	2	2	3	3	10	6,25
3.	003	3	3	3	3	12	7,5
4.	004	2	3	2	3	10	6,25
5.	005	1	2	3	3	9	5,7
6.	006	3	2	3	4	8	5
7.	007	2	3	2	3	9	5,7
8.	008	3	2	2	2	8	5
9.	009	4	3	4	4	15	9,37
10.	010	3	3	3	3	12	7,5
11.	011	4	2	3	3	12	7,5
12.	012	2	3	3	2	10	6,25
13.	013	2	3	1	4	10	6,25
14.	014	2	3	3	2	12	7,5
15.	015	3	2	3	2	10	6,25
16.	016	3	2	4	3	12	7,5
17.	017	2	1	2	3	8	5
18.	018	3	4	4	4	15	9,37
19.	019	4	1	3	2	10	6,25
20.	020	3	3	3	3	12	7,5
21.	021	3	2	1	3	9	5,7
22.	022	4	4	3	4	15	9,37
23.	023	3	3	3	3	12	7,5
24.	024	3	3	4	2	12	7,5
25.	025	3	4	3	2	12	7,5
26.	026	2	1	1	2	6	3,75
27.	027	4	3	4	4	15	9,37
28.	028	1	1	2	3	6	3,75
29.	029	3	4	3	2	12	7,5
30.	030	2	3	3	2	10	6,25
31.	031	4	4	3	4	15	9,37
32.	032	2	1	2	1	6	3,75
Total						219,81	

According to the score frequency of the students, it could be known the total of the students who obtains 6.5 and more score and less than 6.5.

Discussion

The total students of this research is 32 students. The result of data analysis shows that students are not adequate. It can be seen from the data that the highest score is 9.36 or 9 (6 students), 10 students who get 7.5 or 7, there are 7 students who get 6.25 or 6, 3 students who get 5.7 or 5, and 3 students get the lowest score that is 3.75.

Data analysis shows that there are 16 students who get 6.5 or more score and 16 students who get less than 6.5 students, it is 50:50 percent. This percentage value is obtained by using this following formula:

$$P = \frac{\text{Number of students who get 6.5 or more}}{\text{Number of all students}} \times 100\%$$

For a clearer description, please check this following table:

Table 4. Frequency of Essay Writing Skill Score of Students Grade X SMAN 1 South Galesong

No	Score	Frequency	Percentage
1.	10	-	-
2.	9,37	6	18,75
3.	8	-	-
4.	7,5	10	31,25
5.	6,25	7	21,87
6.	5,7	3	9,37
7.	5	3	9,37
8.	4	-	-
9.	3,75	3	9,37
10.	3	-	-
Total		32	100

The table shows the percentage of essay writing skill score by using authentic assessment:

1. No students (0%) as a special student
2. 6 students (18,75%) as a very good student.
3. 10 students (28,12%) as a very good student
4. 7 students(21,87%) as an enough student
5. 3 students (9,37%) as an average student
6. 3 students (9,37%) as an almost average student
7. 3 students (9,37%) as a deficient student
8. No student (0%) as a very devicient student
9. No student (0%) as a bad student
10. No student (0%) as a very bad student

Table 5. Students' Score Percentage

No	Obtained Score	Percentage (%)
1.	6.5 or more students	16 students or 50 %
2.	Less than 6.5 students	16 students or 50 %

Table 6. Hypothesis

No	Hypothesis	Information
1.	Students grade X SMAN 1 South Galesong skill in essay writing by using authentic assessment is considered as not adequate	Accepted

It could be councluded that there are 16 students or 50% who obtains 6.5 or more scores and there are also 16 students or 50% who obtain less that 6.5 score in students Grade X SMAN 1 South Galesong.

As the last result, it could be concluded that essay writing skill of students Grade X SMAN 1 Soth Galesong is considered as not adequate.

Conclusion

Conclusion is taken from the research result and can be presented as this following list:

1. This research shows that essay writing skill of students grade X SMAN 1 South Galesong by using authentic assessmen could be considered as not adequate.
2. The result of this research shows that the application of authentic assessment in essay writing skill learning process in SMAN 1 South Galesong was not good enough. Students' score accievement was 50% or 16 students got 6.5 or more and another 50% or 16 students got less than 6.5. there was no students who obtained the highest score or 10 and the lowest score was 3.75.

Suggestion

According to the result of the research, these following list are somoe suggestion to improve the learning process:

1. Language and Literature teacher in SMAN 1 South Galesong should give some practices in order to develop the students' skill in essay writing.
2. Language and Literature teacher in SMAN 1 South Galesong should find another referencess not only use the text book.
3. Another researcher is expected to do the same research to find a real comparison between the result of this research with their research in the future.

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ORIENTASI GURUPASCA PEMETAAN KOMPETENSI DALAM SISTEM PEMBELAJARAN ABAD 21

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Pendahuluan

Uji Kompetensi Guru

Guru mempunyai kedudukan sebagai tenaga profesional. Undang- Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen mendefinisikan bahwa profesional adalah pekerjaan atau kegiatan yang dilakukan oleh seseorang dan menjadi sumber penghasilan kehidupan yang memerlukan keahlian, kemahiran, atau kecakapan yang memenuhi standar mutu atau norma tertentu serta memerlukan pendidikan profesi. Sebagai tenaga profesional, guru dituntut untuk selalu mengembangkan diri sejalan dengan kemajuan ilmu pengetahuan, teknologi, dan seni.

Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah. Guru harus memiliki kualifikasi akademik minimum sarjana (S-1) atau diploma empat (D-IV), menguasai kompetensi (pedagogik, profesional, sosial dan kepribadian), memiliki sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional.

Kondisi dan situasi yang ada menjadi sebab masing-masing guru memiliki perbedaan dalam penguasaan kompetensi yang disyaratkan. Untuk mengetahui kondisi penguasaan kompetensi seorang guru harus dilakukan pemetaan kompetensi guru melalui Uji Kompetensi Guru (UKG) sebelum mengikuti sertifikasi guru dalam jabatan.

Uji Kompetensi Guru (UKG) dimaksudkan untuk mengetahui peta penguasaan guru pada kompetensi pedagogik dan kompetensi profesional. Peta penguasaan kompetensi guru tersebut akan digunakan sebagai dasar pertimbangan dalam pemberian program pembinaan dan pengembangan profesi guru. Hasil UKG difokuskan untuk identifikasi kelemahan guru dalam penguasaan kompetensi pedagogik dan profesional.

Landasan UKG

Landasan pelaksanaan Uji Kompetensi Guru dapat ditinjau dari aspek filosofi, yaitu: 1) hak masyarakat dan peserta didik untuk mendapatkan pendidikan yang berkualitas, 2) diperlukan guru yang berkualitas untuk pendidikan yang berkualitas, 3) peserta didik harus terhindar dari proses pembelajaran yang tidak berkualitas, 4) membangun budaya mutu bagi guru, 5) untuk memastikan kelayakan guru dalam melaksanakan tugas sesuai dengan standar yang ditetapkan, dan 6) hakekat sebuah profesi, yaitu: a) profesi guru merupakan profesi khusus, yang memerlukan persyaratan kompetensi yang khusus pula, b) kompetensi guru yang bersifat khusus itu memerlukan perlakuan yang khusus pula. Uji Kompetensi Guru merupakan salah satu cara untuk memberikan layanan pembinaan dan pengembangan profesi guru yang baik kepada guru, c) penyandang profesi guru menerima penghargaan dan kesejahteraan yang bersifat khusus. Karena itu perlu ada keseimbangan antara kompetensi yang mereka miliki dengan penghargaan dan kesejahteraan yang diterimanya.

Landasan pelaksanaan Uji Kompetensi Guru dapat ditinjau dari pada aspek teoritis pedagogik, yaitu: 1) penilaian kinerja guru adalah penilaian dari tiap butir kegiatan tugas utama guru dalam rangka pembinaan karir kepangkatan dan jabatannya, 2) pembinaan dan pengembangan profesi guru hanya dapat dilakukan secara efektif jika berbasis pada pemetaan kompetensi guru, 3) uji Kompetensi Guru berfungsi sebagai pemetaan kompetensi

guru (kompetensi pedagogik dan profesional), 4) untuk membangun eksistensi dan martabat sebuah profesi diperlukan mutu atau kualitas para anggota yang tergabung dalam profesi tersebut. Mutu atau kualitas diperoleh dari upaya pengembangan keprofesian berkelanjutan dan pengendalian yang dilaksanakan secara terus menerus dan tersistem. Upaya pengendalian dilakukan melalui pengujian dan pengukuran. Profesi guru akan bermutu jika secara terus-menerus dilakukan pengujian dan pengukuran terhadap kompetensi guru melalui uji kompetensi, 5) ukuran kinerja dapat dilihat dari kualitas hasil kerja, ketepatan waktu menyelesaikan pekerjaan, prakarsa dalam menyelesaikan pekerjaan, kemampuan menyelesaikan pekerjaan, dan kemampuan membina kerjasama dengan pihak lain (T.R. Mitchell, 2008), dan 6) pengembangan keprofesian berkelanjutan merupakan upaya peningkatan profesionalitas guru yang didasarkan atas hasil penilaian kinerja guru dan Uji Kompetensi Guru.

Sedangkan landasan pelaksanaan Uji Kompetensi Guru ditinjau dari aspek empirik sosial, yaitu: 1) pembinaan dan pengembangan profesi guru tanpa didasari atas bukti-bukti empirik atas kompetensi dasar guru dapat membuat penyelenggaraan pengembangan keprofesian berkelanjutan dalam bentuk pelatihan guru kehilangan fokus, 2) beberapa studi membuktikan bahwa Uji Kompetensi Guru berdampak positif pada perbaikan kinerja guru dan peningkatan mutu pendidikan, dan 3) kepercayaan masyarakat terhadap harkat dan martabat guru semakin tinggi, dihubungkan dengan kinerja gurudan dampaknya terhadap kualitas pendidikan.

Kompetensi UKG

Pada pelaksanaannya UKG bagi guru ditinjau pada kompetensi pedagogik dan kompetensi profesional. Standar kompetensi pedagogik sesuai dengan Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru sebagai berikut:

1. Mengetahui karakteristik dan potensi peserta didik
2. Menguasai teori belajar dan prinsip-prinsip pembelajaran yang efektif
3. Merencanakan dan mengembangkan kurikulum
4. Melaksanakan pembelajaran yang efektif
5. Menilai dan mengevaluasi pembelajaran

Kompetensi yang diinginkan adalah konsistensi penguasaan pedagogik antara content dengan performance, yaitu bukan sekedar penguasaan guru tentang pengenalan peserta didik, model belajar, perencanaan, pelaksanaan, evaluasi, tetapi tes yang mampu memprediksi bagaimana guru mengintegrasikan kelima itu dalam pelaksanaan pembelajaran, dengan besaran persentase 30% kompetensi pedagogik.

Kompetensi Profesional mengacu pada hal-hal berikut ini:

1. Penguasaan materi, struktur, konsep dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu.
2. Mengembangkan keprofesian melalui tindakan reflektif
3. Konsistensi penguasaan materi guru antara content dengan performance:
 - a. teks, konteks, & realitas
 - b. fakta, prinsip, konsep dan prosedur
 - c. ketuntasan tentang penguasaan filosofi, asal-usul, dan aplikasi ilmu

Orientasi Guru dalam pembelajaran Abad 21

Tiga konsep pendidikan abad 21 telah diadaptasi oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia untuk mengembangkan kurikulum baru untuk Sekolah Dasar (SD), Sekolah Menengah Pertama (SMP), Sekolah Menengah Atas (SMA) dan Sekolah Menengah Kejuruan (SMK). Ketiga konsep tersebut adalah *21st Century Skills* (Trilling dan Fadel, 2009), *scientific approach* (Dyer, et al., 2009) dan *authentic assesment* (Wiggins dan McTighe, 2011); Ormiston, 2011; Aitken dan Pungur, 1996; Costa dan Kallick, 1992). Selanjutnya, tiga konsep tersebut diadaptasi untuk mengembangkan pendidikan menuju

Indonesia Kreatif tahun 2045. Adaptasi dilakukan untuk mencapai kesesuaian konsep dengan kapasitas peserta didik dan kompetensi pendidik dan tenaga kependidikannya.

Konsep Pertama: Keterampilan dan Pengetahuan Abad 21 (21st Century Skills)

Skema ini menyajikan pandangan menyeluruh tentang keterampilan dan pengetahuan peserta didik abad ke-21. Ada tiga subjek inti pendidikan abad 21, yaitu: 1) *Life and Career Skills*, 2) *Learning and innovations Skills - 4Cs*, 3) *Information, Median and Technologi Skills*.

Life and Career Skills

Life and Career skills (keterampilan hidup dan berkarir), meliputi:

- 1) Fleksibilitas dan adaptabilitas. Peserta didik memiliki kemampuan mengadaptasi perubahan dan fleksibel dalam belajar dan berkegiatan dalam kelompok
- 2) Memiliki inisiatif dan dapat mengatur diri sendiri. Peserta didik memiliki kemampuan mengelola tujuan dan waktu, bekerja secara independen dan menjadi peserta didik yang dapat mengatur diri sendiri.
- 3) Interaksi sosial dan antar-budaya. Peserta didik memiliki kemampuan berinteraksi dan bekerja secara efektif dengan kelompok yang beragam.
- 4) Produktivitas dan akuntabilitas. Peserta didik mampu mengelola proyek dan menghasilkan produk.
- 5) Kepemimpinan dan tanggungjawab. Peserta didik mampu memimpin teman-temannya dan bertanggungjawab kepada masyarakat luas.

Learning and Innovation Skills

Learning and innovation skills (keterampilan belajar dan berinovasi) meliputi:

- 1) Berpikir kritis dan mengatasi masalah. Peserta didik mampu menggunakan berbagai alasan (*reason*) seperti induktif atau deduktif untuk berbagai situasi; menggunakan cara berpikir sistem; membuat keputusan dan mengatasi masalah
- 2) Komunikasi dan kolaborasi. Peserta didik mampu berkomunikasi dengan jelas dan melakukan kolaborasi dengan anggota kelompok lainnya.
- 3) Kreativitas dan inovasi. Peserta didik mampu berpikir kreatif, bekerja secara kreatif

Information Media and Technology Skills

Keterampilan teknologi dan media informasi (*Information media and technology skills*), meliputi: 1) Literasi informasi. Peserta didik mampu mengakses informasi secara efektif (sumber informasi) dan efisien (waktunya); mengevaluasi informasi yang akan digunakan secara kritis dan kompeten; menggunakan dan mengelola informasi secara akurat dan efektif untuk mengatasi masalah, 2) literasi media. Peserta didik mampu memilih dan mengembangkan media yang digunakan untuk berkomunikasi, dan 3) literasi ICT. Peserta didik mampu menganalisis media informasi; dan menciptakan media yang sesuai untuk melakukan komunikasi.

Unsur-unsur atau sistem yang diperlukan untuk memastikan keberhasilan penguasaan konsep pendidikan dan keterampilan pengetahuan abad 21 di atas, maka upaya yang dilakukan yaitu: 1) standarisasi penilaian. Standar penilaian pendidikan adalah standar nasional pendidikan yang berkaitan dengan mekanisme, prosedur, dan instrumen penilaian hasil belajar peserta didik, 2) kurikulum. Kurikulum pada dasarnya merupakan tujuan setiap program pendidikan yang diberikan kepada anak didik, karena kurikulum merupakan alat untuk mencapai tujuan, maka kurikulum harus dijabarkan dari tujuan umum pendidikan, 3) pembelajaran inovatif. Pembelajaran inovatif juga mengandung arti pembelajaran yang dikemas oleh guru atau instruktur lainnya yang merupakan wujud gagasan atau teknik yang dipandang baru agar mampu memfasilitasi siswa untuk memperoleh kemajuan dalam proses dan hasil belajar, dan 4) pengembangan profesionalisme pendidik. Pengembangan keprofesionalisme berkelanjutan (PKB) adalah untuk meningkatkan kualitas layanan pendidikan di

sekolah/madrasah dalam rangka meningkatkan mutu pendidikan. Sedangkan secara khusus tujuan pengembangan keprofesian berkelanjutan adalah sebagai berikut; a) meningkatkan kompetensi guru untuk mencapai standar kompetensi yang ditetapkan dalam peraturan perundangan yang berlaku, b) memutakhirkan kompetensi guru untuk memenuhi kebutuhan guru dalam perkembangan ilmu pengetahuan, teknologi dan seni untuk memfasilitasi proses pembelajaran peserta didik, c) meningkatkan komitmen guru dalam melaksanakan tugas pokok dan fungsinya sebagai tenaga profesional, d) menumbuhkan rasa cinta dan bangga sebagai penyandang profesi guru, e) meningkatkan citra, harkat, dan martabat profesi guru di masyarakat, dan f) menunjang pengembangan karir guru

Konsep Kedua: Pendekatan Saintifik (*Scientific Approach*)

Pendekatan saintifik diadaptasi dari konsep Inovator's DNA (Dyer, *et al.*, 2009). Pendekatan saintifik yang digunakan dalam pembelajaran dikemas secara berurutan, menjadi 1) mengamati (*observing*), 2) menanya (*questioning*), 3) menalar (*associating*), 4) mencoba (*experimenting*) dan (5) membuat jejaring (*networking*).

Konsep Ketiga: Penilaian Autentik (*AuthenticAssesment*)

Penilaian autentik adalah pengukuran yang bermakna secara signifikan atas hasil belajar peserta didik untuk ranah sikap, keterampilan, dan pengetahuan. Istilah Assessment merupakan sinonim dari penilaian, pengukuran, pengujian, atau evaluasi. Istilah autentik merupakan sinonim dari asli, nyata, valid, atau reliabel. Secara konseptual penilaian autentik lebih bermakna secara signifikan dibandingkan dengan tes pilihan ganda terstandar sekali pun. Ketika menerapkan penilaian autentik untuk mengetahui hasil dan prestasi belajar peserta didik, guru menerapkan kriteria yang berkaitan dengan konstruksi pengetahuan, aktivitas mengamati dan mencoba, dan nilai prestasi luar sekolah.

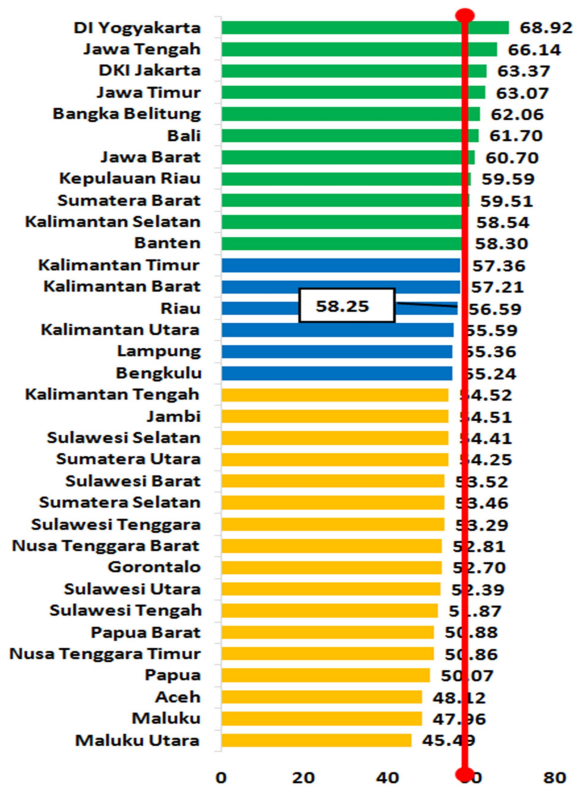
Metode

Penelitian ini adalah penelitian kebijakan dengan metode *existing statistics* dan melalui angket, responden dalam penelitian ini adalah seluruh guru yang belum tersertifikasi dan sementara mengikuti kegiatan PLPG 2016 yang berlangsung di Universitas Negeri Makassar dan Universitas Muhammadiyah Makassar, dengan jumlah sampel 109 orang.

Hasil Analisis

Hasil UKG 2015 jenjang SMP

Hasil uji kompetensi guru tahun 2015 secara nasional maka Sulawesi Selatan berada pada urutan 18 dari 34 provinsi dengan skor rata-rata 54,41 dimana skor rata-rata secara nasional adalah 58,25. Skor rata-rata Sulawesi Selatan masih dibawah Standar Kompetensi Minimum (SKM) sebesar 55,00. Sedangkan untuk jenjang satuan pendidikan tingkat Sekolah Menengah Pertama (SMP) sederajat, Sulawesi Selatan memperoleh skor UKG tahun 2015 sebesar 52,55 di mana secara nasional skor rata-ratanya sebesar 56,69. Skor rata-rata UKG Sulawesi Selatan ini juga jauh dari SKM sebesar 55,00. Seperti yang ditunjukkan pada grafik di bawah ini.

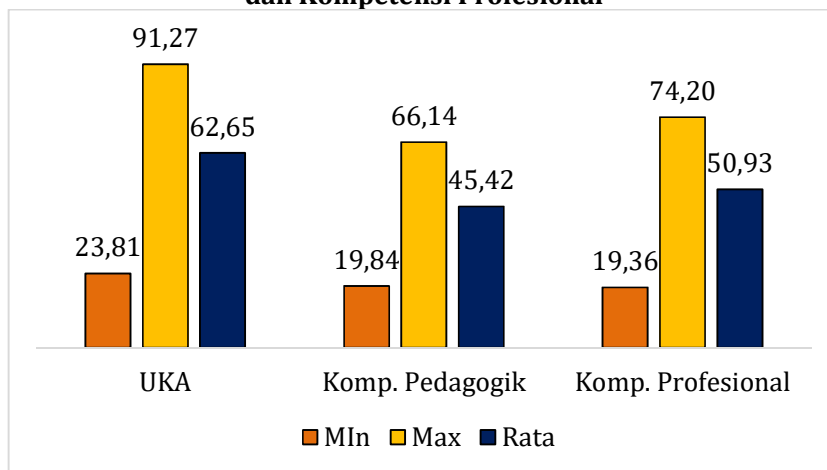


Gambar 1. Skor UKG 2105 jenjang SMP

Analisis nilai rata-rata UKG, kompetensi pedagogik dan profesional

Berikut grafik hasil analisis UKG 2015, kompetensi pedagogik dan kompetensi profesional mata pelajaran Bahasa Indonesia jenjang SMP (sederajat) dengan sampel adalah peserta PLPG 2016.

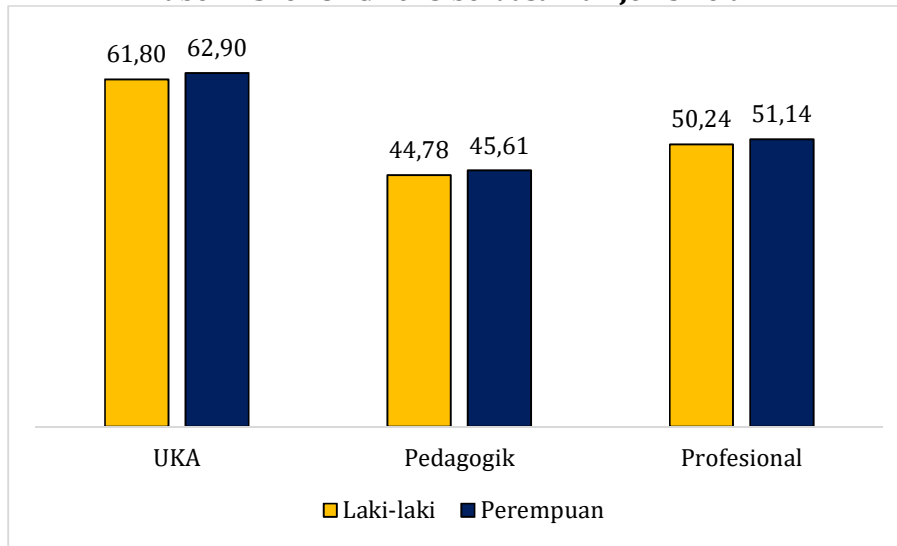
Tabel 1. Skor UKG 2015, Nilai Rata-rata UKA Kompetensi Pedagogik, dan Kompetensi Profesional



UKG berdasarkan Jenis Kelamin

Berikut grafik hasil analisis UKG 2015 berdasarkan jenis kelamin peserta PLPG 2016 mata pelajaran Bahasa Indonesia jenjang SMP (sederajat).

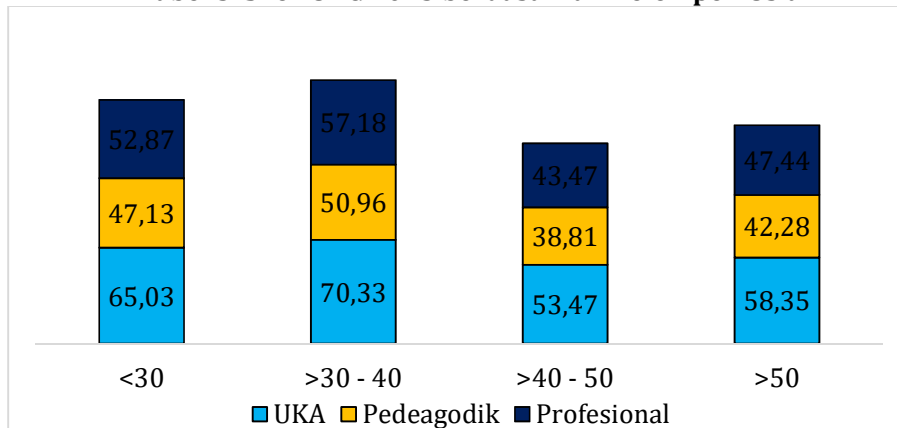
Tabel 2. Skor UKG 2015 berdasarkan Jenis Kelamin



UKG berdasarkan Kelompok Usia

Berikut grafik hasil analisis UKG 2015 berdasarkan jenis kelamin peserta PLPG 2016 mata pelajaran Bahasa Indonesia jenjang SMP (sederajat).

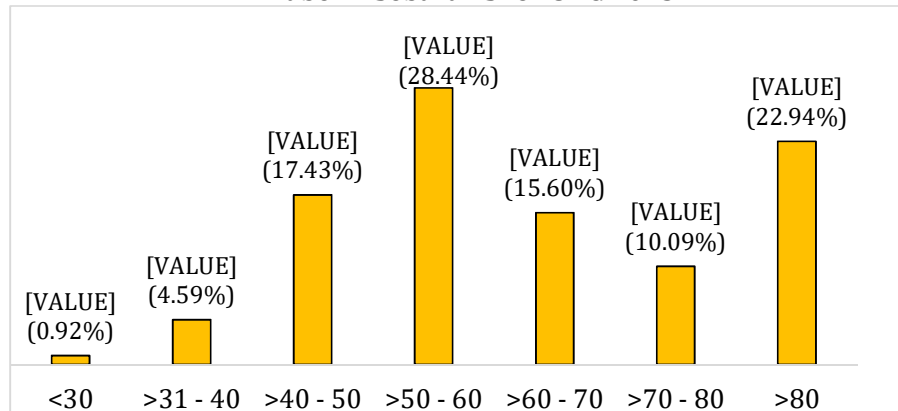
Tabel 3. Skor UKG 2015 berdasarkan Kelompok Usia



Sebaran nilai UKG 2015

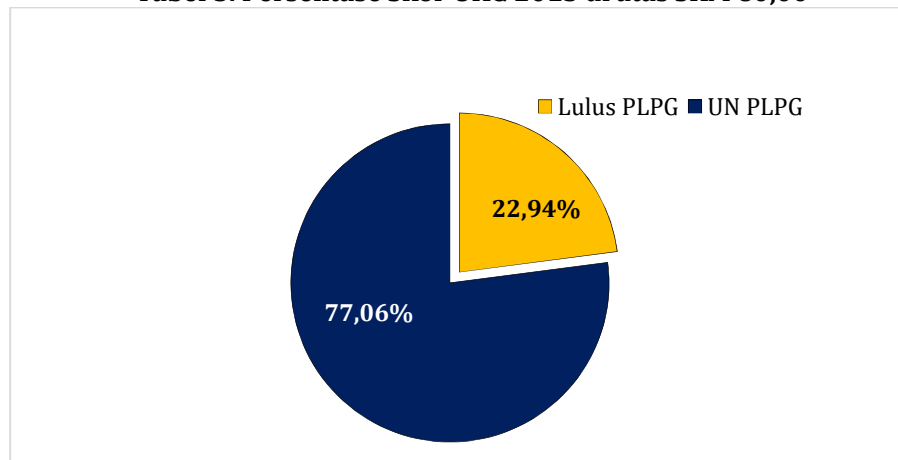
Berikut grafik hasil analisis UKG 2015 ditinjau berdasarkan sebaran nilai-nilai UKG 2015 pada interval nilai 10 PLPG 2016 mata pelajaran Bahasa Indonesia jenjang SMP (sederajat).

Tabel 4. Sebaran Skor UKG 2015



Berikut grafik persentase hasil analisis UKG 2015 ditinjau berdasarkan ketentuan kelulusan dengan SKM sebesar 80,00 PLPG 2016 mata pelajaran Bahasa Indonesia jenjang SMP (sederajat).

Tabel 5. Persentase Skor UKG 2015 di atas SKM 80,00



Pembahasan

Kelompok Kompetensi Pedagogik dan Profesional

Berdasarkan hasil pemetaan kompetensi oleh kemendikbud terdapat 10 kelompok kompetensi guru yang menjadi ukuran bagi guru profesional mata pelajaran Bahasa Indonesia. Kelompok kompetensi profesional, yaitu: 1) hakikat dan pemerolehan bahasa, 2) ragam bahasa dan keterampilan berbahasa, 3) kedudukan dan fungsi Bahasa Indonesia, 4) keterampilan dan kaidah bahasa, 5) keterampilan berbahasa Indonesia, teori dan genre sastra Indonesia, 6) apresiasi puisi dan prosa, 7) menulis puisi dan mengapresiasi teks drama, 8) menulis prosa dan mementaskan naskah drama, 9) aliran-aliran linguistik, dan 10) kritik sastra Indonesia.

Sedangkan kelompok kompetensi pedagogik, terdiri dari 1) karakteristik peserta didik, 2) keterampilan belajar, 3) keterampilan berbahasa Indonesia, 4) strategi pembelajaran, 5) TIK dalam pembelajaran, 6) model pembelajaran, 7) komunikasi efektif, 8) penilaian pembelajaran, 9) pemanfaatan hasil penilaian, dan 10) refleksi pembelajaran dan PTK.

Hasil analisis pemetaan kompetensi guru pada peserta PLPG 2016 mata pelajaran Bahasa Indonesia diperoleh skor rata-rata kompetensi pedagogik sebesar 45,42 dan kompetensi profesional sebesar 50,93. Hal ini menunjukkan masih di bawah SKM sebesar 55,00. Walaupun secara keseluruhan rata-rata skor UKG 2015 sudah di atas SKM. Data ini menunjukkan sejalan dengan skor rata-rata secara nasional untuk kompetensi pedagogik sebesar 48,94 (sumber: Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud). Data yang diperoleh berdasarkan kompetensi pedagogik menunjukkan bahwa kemampuan guru masih dibawah standar kompetensi minimal dalam hal pelaksanaan proses dan pengolahan pembelajaran di kelas. Kompetensi pedagogik bagi guru mata pelajaran Bahasa Indonesia tingkat SMP (sederajat) lebih dapat diupayakan peningkatannya khususnya pedagogik yang terkait mengenai siswa, antara lain: 1) mengenal karakteristik siswa, 2) penerapan strategi pembelajaran, 3) penerapan model-model pembelajaran, 4) pemanfaatan teknologi informasi dan komunikasi dalam pembelajaran. Keterampilan lainnya oleh guru yaitu: 1) keterampilan belajar, 2) keterampilan berbahasa Indonesia, 3) komunikasi efektif, serta peningkatan kompetensi guru dari segi pemanfaatan penilaian, yaitu: 1) melakukan penilaian pembelajaran yang terstruktur, 2) pemanfaatan penilaian, serta 3) refleksi pembelajaran untuk pembelajaran berikutnya.

Orientasi Guru dalam Proses Pembelajaran

Dampak paling besar dari peningkatan kompetensi guru baik kompetensi pedagogik maupun kompetensi profesional guru adalah terdapat pada proses pembelajaran di kelas disertai dengan hasil belajar peserta didik. Namun selama kompetensi pedagogik maupun kompetensi profesional masih dibawah SKM yang ditetapkan secara nasional maka upaya tersebut belum dapat memperoleh hasil maksimal.

Salah satu bentuk upaya peningkatan proses pembelajaran dan hasil belajar siswa adalah peningkatan keterampilan dan pengetahuan (*21st Century Skills*), pada bagian ini peserta didik perlu dibekali kemampuan mengadaptasi perubahan-perubahan pada lingkungan sekitarnya serta fleksibel dalam kegiatan belajar dan berkegiatan dalam kelompok mereka, selain itu peserta didik dibekali untuk mengelola pelaksanaan belajar secara mandiri disertai dengan pencapaian tujuan yang mereka tetapkan sendiri sehingga peserta didik tersebut menjadi peserta didik yang dapat mengatur diri sendiri.

Dalam proses pembelajaran setiap peserta didik diarahkan untuk mengelola proyek yang dibebankan oleh guru sehingga menghasilkan produk untuk pencapaian ini setiap peserta didik memiliki kemampuan untuk memimpin dan bertanggungjawab kepada diri sendiri serta kelompok dan masyarakat luas.

Pada proses pembelajaran seorang guru yang profesional memiliki kemampuan meningkatkan keterampilan belajar dan berinovasi bagi peserta didiknya, berbagai bentuk keterampilan dan berinovasi seperti yang dikemukakan pada konsep pembelajaran abad 21 adalah siswa memiliki kemampuan untuk berpikir kritis dan mengatasi masalah yang dihadapi atau diberikan oleh guru dengan menggunakan berbagai alasan baik induktif maupun deduktif dengan berbagai situasi yang dihadapi. Memiliki kemampuan berkomunikasi, berkolaborasi, berpikir kreatif dan memiliki inovasi-inovasi untuk memecahkan permasalahan-permasalahan yang dihadapi.

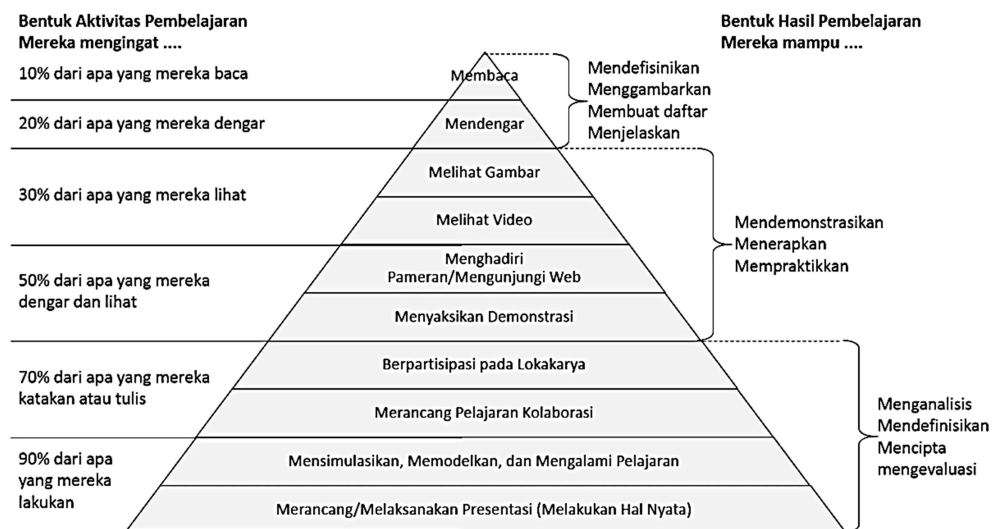
Pembelajaran yang berlangsung pada saat ini pemanfaatan teknologi informasi dan komunikasi secara umum sudah digunakan oleh guru, akan tetapi penciptaan proses pembelajaran yang mendorong penggunaan teknologi informasi dan komunikasi oleh peserta didik masih sangat kurang terutama terkait dengan pembelajaran itu sendiri. Untuk itu guru yang profesional adalah guru yang memanfaatkan teknologi informasi dalam proses pembelajaran sebagai media juga mampu menjadi jembatan penyampaian informasi kepada peserta didik, dalam hal ini peserta didik diharapkan menjadi pengguna yang aktif teknologi informasi tersebut, berbagai bentuk pemanfaatan teknologi informasi dan komunikasi bagi peserta didik adalah kemampuan peserta didik mengakses informasi secara efektif dan

menjadikan sumber referensi belajar, disertai dengan kemampuan peserta didik tersebut mengevaluasi informasi tersebut secara kritis dan kompeten.

Peningkatan kemampuan, keterampilan dan pengetahuan tersebut di atas dapat dipastikan keberhasilannya dengan disertai penggunaan penilaian yang telah terstandarisasi, standar penilaian pendidikan adalah standar nasional pendidikan yang berkaitan dengan mekanisme, prosedur, dan instrumen penilaian hasil belajar peserta didik. Penggunaan kurikulum yang baik, karena kurikulum pada dasarnya merupakan tujuan setiap program pendidikan yang diberikan kepada anak didik, karena kurikulum merupakan alat untuk mencapai tujuan, maka kurikulum harus dijabarkan dari tujuan umum pendidikan.

Pengembangan profesionalisme pendidik dengan berbagai model pelaksanaan yang bertujuan meningkatkan kualitas layanan pendidikan di sekolah dalam rangka meningkatkan mutu pendidikan, dan yang paling penting adalah pembelajaran inovatif, yang dapat diartikan sebagai pembelajaran yang dikemas oleh guru atau instruktur lainnya yang merupakan wujud gagasan atau teknik yang dipandang baru agar mampu memfasilitasi siswa untuk memperoleh kemajuan dalam proses dan hasil belajar.

Bagi guru profesional cara pandang pembelajaran perlu diubah dari pendekatan pembelajaran yang berpusat pada guru menjadi pendekatan pembelajaran yang berpusat pada siswa, pembelajaran yang berpusat pada siswa menjadikan siswa sebagai sentral pengetahuan, kecenderungan seorang guru adalah sebagai fasilitator pembelajaran. pembelajaran yang berpusat pada siswa maka capaian hasil belajarnya akan meningkat. Hal ini sejalan dengan teori pengalaman belajar oleh Edgar Dale (dalam Pastore). Teori pengalaman belajar Edgar Dale menjelaskan jika pembelajaran yang berpusat pada guru maka bentuk kegiatan pembelajaran yang dapat dilakukan adalah membaca, mendengar, serta melihat maka hanya maksimal 30% pengetahuan yang dapat diperoleh dengan berbagai bentuk aktivitas tersebut sedangkan bentuk hasil pembelajaran peserta didik masih ranah C1 dan C2 (mengingat dan memahami) di mana peserta didik hanya mampu mendefinisikan, menggambarkan, membuat daftar, serta menjelaskan. Sedangkan jika pembelajaran yang berpusat pada siswa dengan berbagai model dan bentuk pembelajaran seperti menyaksikan demonstrasi, belajar melalui aplikasi media e-learning (web), berpartisipasi pada lokakarya, pembelajaran kooperatif, mensimulasikan, memodelkan, merancang dan melaksanakan presentasi, serta melakukan hal-hal nyata maka maksimal pengetahuan yang dapat diperoleh sebesar 90% (ketika peserta didik melakukan) dengan bentuk hasil pembelajaran dapat berupa mendemonstrasikan, menerapkan, mempraktikkan, memiliki kemampuan menganalisis, mendefinisikan, mengevaluasi, serta mencipta.



Gambar 2. Gambar Kerucut pengalaman belajar Edgar Dale

Implementasi Konsep Pendidikan Abad 21

Kurikulum 2013 berbeda dengan kurikulum sebelumnya, akan tetapi landasan yuridis formalnya tetap berpedoman pada undang-undang Sistem Pendidikan Nasional (SISDIKNAS) No. 20 tahun 2003. Pada pelaksanaannya didasarkan pada Peraturan Pemerintah No. 32 tahun 2013 tentang Perubahan atas Peraturan Pemerintah No. 19 tahun 2005 tentang Standar Nasional Pendidikan (SNP).

Perbedaan kurikulum 2013 dengan kurikulum sebelumnya (KBK dan KTSP) disebabkan oleh adanya perubahan konsep meliputi perubahan Standar Kompetensi Lulusan (SKL), perubahan struktur kurikulum, pencapaian kompetensi siswa berdasar konsep Keterampilan Abad 21 (Trilling dan Fadel, 2009), perubahan pendekatan pembelajaran berdasar pada pendekatan saintifik (Dyers et al., 2009), dan penilaian pembelajaran yang didasarkan dan penilaian autentik (Wiggins, 2002 dan Ormiston, 2011).

Kurikulum 2013 menciptakan keseimbangan antara pengembangan keterampilan kognitif (*soft skills*) dan keterampilan fisik (*hard skills*). Semakin tinggi pendidikan, semakin kecil nilai sikap yang diajarkan kepada siswa. Semakin rendah pendidikan, semakin besar nilai sikap yang diajarkan kepada siswa.

PT	Knowledge
SMA/K	Skill
SMP	Attitude
SD	

Gambar 3: Keseimbangan Sikap, Keterampilan dan Pengetahuan

Selanjutnya, konsep pendidikan abad 21 dioperasionalkan menjadi struktur kurikulum yang memuat mata pelajaran wajib (kelompok A dan B), dan mata pelajaran peminatan kelompok C berikut ini. Kelompok mata pelajaran wajib (A) ditujukan untuk mencapai kompetensi *learning and innovation skills* dan *technology and information media skills*. Sedangkan kelompok mata pelajaran wajib (B) dan kelompok mata pelajaran peminatan (C) ditujukan untuk mencapai kompetensi *life and career skills*. Seluruh mata pelajaran merupakan turunan (derivation) dari *core subject 3R* yaitu *reading, writing dan arithmetic*.

Pelaksanaan pembelajaran dalam kelas guru dapat menerapkan tiga strategi pembelajaran yaitu: 1) *discovery learning*, 2) *project based learning* dan 3) *problem based learning*. Guru boleh menerapkan berbagai strategi pembelajaran yang sesuai dengan kebutuhan pembelajaran materi ajar yang tertuang dalam silabus.

Pembelajaran di kelas dilaksanakan secara sistematis dengan menggunakan pedoman pelaksanaan pembelajaran yang disebut dengan Rencana Pelaksanaan Pembelajaran (RPP). Format RPP bisa digunakan untuk semua satuan pendidikan tingkat dasar (Sekolah Dasar) dan tingkat menengah (SMP dan SMA/SMK)

Simpulan dan Saran

Simpulan

- 1) Skor rata-rata UKG 2015 khususnya untuk Propinsi Sulawesi Selatan masih dibawah Standar Kompetensi Minimum sebesar 55
- 2) Kompetensi pedagogik guru lebih rendah dibanding dengan kompetensi profesional
- 3) Usia produktif guru pada interval 30 – 40 tahun

Saran

- 1) Perlu peningkatan kompetensi pedagogik bagi guru khusus materi yang terkait model, metode, strategi pembelajaran
- 2) Peningkatan Pemahaman penyusunan RPP, LKPD yang berorientasi pada kognitif proses.
- 3) Peningkatan kemampuan menyusun Instrumen tes melalui analisis indikator dengan KD yang ada di Kurikulum.
- 4) Peningkatan pemahaman dan penggunaan TIK dalam sistem pembelajaran
- 5) Peningkatan pemahaman guru tentang cara menganalisis KD, Materi ajar serta kesesuaiannya dengan metode pembelajaran.
- 6) Peningkatan pengetahuan guru tentang cara melakukan tindakan reflektif pembelajaran

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THE USE OF BATAK ILOCUTION LITERARY “MENOLAK” IN SURAKARTA

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Abstract

This research aimed at describing: (1) the factors affecting the spoken language use in the illocutionary speech act of “denial” found in the Batak ethnic conversation in Surakarta, (2) the choice of language used in the illocutionary speech act “denial” found in the Batak ethnic conversation in Surakarta. The research was designed by using qualitative descriptive. Discussion of data in the research through dialogue analysis in Batak South Tapanuli to denial an invitation. The result of this research showed: (1) In the Batak ethnic conversation in Surakarta there was some distinguishing that will affect the spoken language use in the speech act of “denial” in Surakarta, they were as follows: (a) the age of the participants to distinguish the level of politeness, tone, intonation in pronunciation and psychological factors. Second, the choices of language used in the illocutionary speech act “denial” the Batak ethnic in Surakarta, they were as follow: (a) the code switching and code mixing.

Keywords: Spoken Language, Speech Act of “Menolak”, Batak Ethnic

Introduction

Batak South Tapanuli is one subetnik Batak in Indonesia besides Batak Simalungun, Karo, Pakpak, and Toba. Different from other subetnik in Indonesia, South Tapanuli Batak communities in the area have the Batak language Padangbolak South Tapanuli symbol of identity and manifestations of existence. In this case, a pragmatic science has emphasized that the study of human communication daam language use is determined by the condition of the people (Mey, 2001: 6). Nana (2016) observed that “Language plays an important role in the consolidation of colonial rule and every imperial state in Cameroon memprjuangkan use of language in education and administration. This shows that the language of a region or country is important is used to maintain the existence of the place or even the language itself.

South Tapanuli Batak language continues to grow and serve communication tool, supporters, and the symbol of community identity Batak South Tapanuli. The function which can be observed through the activities of members of the public in communicating antarsesamanya. So did fellow ethnic Batak who was in Surakarta when said event chose to use language Batak South Tapanuli. This is done with a reason to show familiarity with each other. They are in Surakarta has the purpose of each one of them for educational purposes.

Object observed by the authors is a group of students Batak South Tapanuli, who was studying at the University of Muhammadiyah Surakarta. Speech acts form of speech used the speaker to take action against the hearer have been the basic understanding that need to be understood. In the book *How to do Things with Words (1962)*, Austin argued that to utter a certain phrase which can be regarded as an (*act*), in addition indeed utter the phrase. He distinguishes three types of actions related to speech, namely locutions, illocutionary, and perlokusi. However, the author focuses on the expressive illocutionary speech acts “reject” in reviewing. Expressive speech acts statements reflect the psychological and can be a statement of joy, difficulties, joy, hatred, pleasure, or misery (Yule, 2006: 93). Illocutionary speech acts expressive function for someone to “describe”, “claim”, and “predict” (Cutting, 2002).

Then, in a particular culture reject (the offer, solicitation) which can be done directly, while in other cultures do need to mince words spoken before rejection or even without spoken at all. The result is that in some cases the possibility of misinterpretation if someone speakers had recommended denial or not, while the other possibilities for misunderstanding the intent greeting speakers.

In conducting the speech act, other than the stated purpose and desire, speakers also naturally aims to create and maintain certain social relationships among themselves speakers of the opponents said. Speakers considering the difficulties in conveying meaning and appropriately in terms of closeness or distance between the speaker and the person said, the language situation and so on.

Different cultures different way of stating something like rejection to someone. Likewise with the ethnic Batak South Tapanuli in rejecting a case of opponents said. Therefore, it is very interesting to study the use of spoken language illocutionary speech acts "reject" the conversation Batak South Tapanuli in Surakarta then presented the factors that influence the use of language and how to use the language itself.

Methodology

The method used in this research is descriptive qualitative by describing facts that occur naturally. Sources of data in this study is the student conversation Batak South Tapanuli in Surakarta, between Fika, Qiani, and Tika. Data obtained by recording using a digital camera. After that, the data ditranskrip then analyzed by heuristic methods.

Findings and Discussion

Factors Affecting Speech Acts Illocutionary "Menolak"

Subetnis South Tapanuli is one part of the ethnic Batak. There are some people who live in the subetnis Surakarta. The fellow South Tapanuli Batak ethnic group communication or event said to convey the intent and purpose of using language Batak South Tapanuli. That is, in this case related to the pragmatics of three concepts that meaning, context, communication (Schiffrin, 1994: 190). According to the source, usually expressed in Batak is without attention to several factors that influence the occurrence of a conversation. For example in rejecting an offer of Batak will deliver what their minds *clearly* without regard to the hearer so no special distinction in the choice of words used.

A study conducted by Josiah in 2015 found that the speaker utilizing five stages illocutionary acts and five types of structural sentences to convey his message to his audience clearly. Through illocutionary act by the speaker, the speaker can be predict the future society. This finding was in line with the assessment that the figures in this conversation dala real students Batak South Tapanuli said a desire to use a statement that opponents said clearly and effectively. The statement describes the firmness with no strings attached.

South Tapanuli Batak language does not has the level of form of language to communicate. In conversation Batak there was some differentiator that will affect, it happens when the speaker said face opponents who have a background in a different age, usually the speaker will consider the level of decency to express his point by choosing words that are the same for all ages. The tone and intonation are important aspects that distinguish a conversation in Batak.

In the case of this dialogue, the speech act illocutionary "reject" is influenced by psychological factors that offer the speaker so that the hearer who refused but there is a willingness to accept the offer resulting in a process of negotiation to produce a final agreement together. The findings in this study are the factors that affect illocutionary speech acts "reject" the conversation Batak South Tapanuli in Surakarta. The conversation took place between the three students of Muhammadiyah University of Surakarta called Fika, Qiani, and Tika. Function reject means, Qiani trying to reject the invitation of Fika and Tika. Note the following speech between these three students.

Tika : Hei Fik
Fika : Kak Tik
Tika : Assalamu'alaikum
Fika : Wa'alaikumsalam. Aha de na masa baya? Songon na pucat uida kakak.
Tika : Ngen kampus au bimbingan skripsi.
Fika : Onde
Tika : Makana maccit ulukku so marmayam au tuson. Biado? Keta le masuk.
Fika : Ketabo ketabo. Ketabo masuk kak. Wii. Bayaa, ketabo kak. Na lojaan kakak. Indon anggitta.
Tika : O.. olo te. Na di UMS Muse....
Fika : Olo...
Tika : Juguk ma au dison da!
Fika : Olo kakak e, juguk ma hita
Qiani : Assalamu'alaikum kak.
Tika : Wa... biade kabar mu nggi?
Qiani : Sehat kakak
Tika : Imada, biado biado? Taringatna, Ketale manonton le?
Fika : Aha de manonton?
Tika : Manonton film mattong... di bioskop
Fika : Indatong, Aha de judulna?
Tika : Wii imada, nakkinin doppak ro au tu son, maligi2 film au di 21, bettak ra adek on dohot, adong film tagi, judul na "99 Cahaya langit di Eropa" do?
Qiano & Fika: O..olo...olo...
Fika : Unjung hu bege, tai nape do unjung uida iklan nai.
Tika : Memang nanggo di iklan kon dottong nggi.
Fika : O..o songoni do...
Tika : Tagide lala ho I? **dohot do ho?**
Qiani : **Imada, tai dong tugas nai kak, got makkarejo on tugas kai**
Tika : **Ulang borngin ango songoni,**
Qiani : Andigan ma?
Tika : Andigan ma bisa hamu? ha mu do!
Fika : Anggo au accogot insyaallah na dong kegiatan sadari i. Anggo adek?
Qiani : Au pe!
Tika : Accogot do berarti, nian anggo jom jom na, pagi nadong rakku ate jam sappulu?
Qiani : Nadong tong jam sa i! Biasana sore tu borngin kan?
Tika : Ooh, siang... sore... borngin. Mambuat sore ma hita songoni ate?
Qiani : Olo kak...
Tika : So ulang na lelung tu mulak na! biade lala hamu? Olo kan?
Fika : Olo olo,,cocok!!
Qiani : Torus mangan borngin ma hita tong...
Qiani, Fika, Tika : Hahahaha
Tika : Jadi ma... accogot ma!
Fika : Olo ka!
Qiani : Jadi ma... asi di boto kakak adong film na inan di putar sannari?
Tika : Film baru doi.
Fika : Imada, anggo film baru biasana di panggar2kon doi
Tika : Imada, tai donganku maccari toonna. Na tuari, manonton dokkon ia, natagian boto ningia!
Qiani : Idia tempat ni alai kak!! D'care!!
Tika : Di SS, wiii, di care4 muse ma ningia , hahahahaha, nadong bioskop disi da, ho da.
Qiani, Fika, Tika : Ha ha ha
Fika : Ise pemainna langa kak!
Tika : Si Acha. Unjung de ditonton hamu my heart?

Fika : Unjung!
Tika : Nah... ima bana mai adaboru mai!
Qiani : Oo si acha, na jopan rohakku I da.
Tika : O imada.. pandokkon ni dongan ku na tagian boto film nai!
Fika : Jadi ma!
Qiani : Na bia ra ma hita dohot, asal kon naron kakak pesan kian ma tiketna.
Tika : Olo... tai ita pastion ma jolo accogot do jadi na manonton i, o.. jam tolu? Mulaina nian jam 4 opatan doi, anggo bisa tong baya abis asar langsung ma ita berangkat. Kakak ma ro tu son mangalap hamu kan??
Fika : Tai mardua do hamu??
Tika : Olo, olo ualap hamu tu son, amu na dua sakareta. sebelum sampe au tu son hutabusion tong tiket nai.
Fika : Amma dong... I bandari ma hita on...
Tika : Lagi adong rasoki, heheheh.
Fika : Alhamdulillah
Tika : Songoni ma. accogot siap2 hamu. Accogot hu sms anggo get berangkat, jam tolu berangkat ma u usahaon!
Qiani : Songoni ma kak. Get kehe ma langa mulak on kak?
Tika : Olo, kehe ma au mulak. Nagokan do pe tugasku boto.
Fika : Sukses ma da kak. Lancar bimbingan nai, aamiin.
Tika : Aamiin. Olo. pataru ma jolo au tu jolo da.
Fika : Olo olo kak, ketabo.
Tika : Songoni ma, pasuo accogot ma. assalamu'alaikum
Fika dan Qiani: wa'alaikumsalam.

Indonesian Translation:

Tika : Hei Fik
Fika : Kak Tik
Tika : Assalamu'alaikum.
Fika : Wa'alaikumsalam,ada gerangan apakah? Kelihatannya kak Tika pucat sekali.
Tika : Dari kampus, bimbingan skripsi.
Fika : Oalah
Tika : Kepalaaku pusing banget. Makanya aku datang ke sini. Masuk yuk!
Fika : Ayuk. Masuk yuk Kak. Ayok kak, kelihatannya kakak capek banget. Ini lho kak adek kita.
Tika : Oh iya ya? Yang di UMS itu?
Fika : Iya
Tika : Aku duduk di sini yah.
Fika : Iya kak, kita duduk yuk.
Qiani : Assalamualaikum kak.
Tika : Wah, gimana kabarmu dek?
Qiani : Sehat kak.
Tika : Oh gitu. Gimana gimana? Ngomong-ngomong, nonton yuk.
Fika : Nonton apa?
Tika : Nonton film lah di bioskop.
Fika : (Enggaklah), maksudku judulnya apa?
Tika : Nah itu, tadi sewaktu aku dalam perjalanan menuju ke sini, aku lihat-lihat film di 21. Oiya,kali aja ni adek mau ikut, ada film bagus, judulnya 99 Cahaya Langit di Eropa, iya bukan?
Qiani dan Fika : Oiya, iya
Fika : Aku pernah denger, tapi aku belum pernah lihat iklannya juga sih.
Tika : Memang nggak diiklankan kok dek.
Fika : Oh gitu kak.

- Tika : Bagus nggak menurutmu? Kamu ikut nggak dek?
Qiani : Nah itu, tapi kami mau ngerjain tugas kak
Tika : Jangan malam ini kalau gitu
Qiani : Terus kapan?
Tika : Kalian bisanya kapan? Terserah kalianlah.
Fika : Besok bisa kak, insyaAllah, nggak ada kegiatan kok. Kalau adek?
Qiani : Aku juga
Tika : Berarti besok. *nian* kalau jam-jamnya sih, kalau pagi, jam 10 nggak ada kali ya?
Qiani : Jam segitu nggak ada kak. Biasanya sore sampe malem kan?
Tika : Oh....kalau gitu kita ambil yang sore aja ya?
Qiani : Oh iya kak
Tiika : Supaya kita nggak terlalu lama pulangny. Gimana menurut kalian? Iya kan?
Fika : Iya iya cocok. Kalau gitu sekalian makan malem.
Qiani, Tika, Fika: Hahaha
Tika : Iyadeh. Besok aja
Fika : Iya kak
Qiani : Iyadeh. Kok kakak tahu film itu diputar sekarang?
Tika : Itu film baru.
Fika : Nah itu. Biasanya kalau film baru kan digembor-gemborkan.
Tika : Nah itu, temenku juga cerita. Kemaren dia nonton yang itu, katanya sik banget de.
Qiani : Emang dimana sih kak tempatnya? Di Car....?
Tika : Di Solo Square? Wuui, kok malah di carrefour? Hahahaha disitu kan nggak ada bioskop. Dasar kau ini.
Tika, Fika, Qiani : Hahahaha
Fika : Pemainnya siapa sih kak?
Tika : Si Acha. Kalain pernah nonton film myheart nggak?
Fika : Pernah
Tika : Nah itu, pemain yang perempuan yang itu.
Fika : Oh si Acha yang itu. Aku seneng banget lho sama yang itu.
Tika : Ohh gitu? Memang kata temenku filmnya bagus banget deh.
Fika : Oke deh...
Qiani : Iya deh kita mau ikut, asalkan mbak Tika pesenin dulu tiketnya.
Tika : Iya, tapi kita pastikan dulu kalau kita besok itu nonton. Jam 3? Mulainya jam 4. Kalau bisa habis asar kita langsung berangkat. Kakak yang datang ke sini, buat jemput kalian ya.
Fika : Tapi kan kami berdua kak.
Tika : Iya, aku hampirin kalian di sini. Kalian berdua satu motor aja. Sebelum aku sampe ke sini aku beli tiketnya.
Fika : Asiiiiikkk. kita ditraktir nih.
Tika : Ini lagi ada rezeki soalnya. Hehehe
Fika : Alhamdulillah
Tika : Gitu aja deh. Besok kalian siap-siap ya. Besok aku sms sebelum berangkat. Aku usahakan jam 3 deh.
Qiani : Iyadeh kak. Lhoh ini emang uda mau pulang?
Tika : Iya aku udah mau pulang nih, solanya masih banyak ni tugasku.
Fika : Sukses ya kak. Bimbingannya lancar deh. Amin.
Tika : Amin. Iya. Anterin aku ke depan deh.
Fika : Iya ya, iya iya kak. Ayok
Tika : Gitu ya, besok kita ketemu. Assalamu'alaikum.
Fika dan Qiani : Wa'alaikumsalam.

As explained at the outset that rejected the speech act is likely to be submitting by opponents said candidly without any preamble or discomfort with the speakers. Qiani as opposed to speech that refuses to ignore the younger age of Tika. He still says the rejection by what that time was on a job, only he said with a tone softer. Illocutionary actions are considered by Dada (2004) as the core of the theory of Speech Acts refers to the social actions carried out by the speaker while perlokusi action is the effect of the utterance speaker on the listener, this could be intended or unintended.

Language Selection Used of “Menolak” on Batak South Tapanuli in Surakarta

As the opinion Fishman (1968) kind of sphere or social domain there are five, namely family, intimacy, religion, occupation, and education. Social domain is associated with language options. In every speech the first thing that comes to each speaker are two of the choice of language or variety of language used. When thinking about the choice of language itself, speakers envision the use of language as a whole.

The data obtained and discussed a figure of speech acts used in conversation, namely Qiani, Fika, and Tika. Analytically, Austin divides three types of speech acts, ie acts locutions, illocutionary, and perlokusi. In such situations, there are likely two or more languages are spoken by bilingual, both active and passive. As well as the choice of language used in conversations between Tika, Fika, and Qiani is language Batak South Tapanuli. However, they are still talking with a few words of Indonesian. People outside the ethnic Batak when hearing the speech will say they do not use language Batak as a whole because they said Indonesian. Consider the example of the speech below.

- (1) Qiani : Imada, tai dong **tugas** nai kak, got makkarejo on tugas kai
- (2) Fika : Imada, anggo **film baru** biasana di panggar2kon doi
- (3) Mbak tika : Wa... biade **kabar mu** nggi?
- (4) Fika : Unjung hu bege, tai nape do unjung uida **iklan** nai.
- (5) Fika : **Sukses** ma da kak. **Lancar bimbingan** nai, aamiin.

The language in the speech that used all three of the above figures suffered a language equality. There are some words that have the same name with the Indonesian, the word *task, new movies, news, advertisement, successful, smoothly, and guidance*. The speech is not always a direct representations of the elements of the meaning of the element. In fact occurs assortment of intent can be expressed in a speech or otherwise. In connection with many intentions may be communicated by the narrative a speech (in Wijana Leech, 1996: 10-11). Aspects to be considered in the study of pragmatic one of which is the purpose of the speech.

The forms of speech uttered by the speaker is motivated by the intent and purpose. Forms of speech are manifold can be used to express a common purpose or otherwise assorted intent which can be expressed with the same speech. In this regard, the speech made by Qiani, Fika, and Tika in five sentences above, using a language that has the same meaning as Indonesian. Despite the fact that sound the same sentence with the Indonesian language but is essentially controlled by the speech language Batak South Tapanuli. Basically in this illocutionary speech acts are not disputed tuturannya function because of the meaning contained in the sentence uttered.

Basically, Qiani, Fika, and Tika wear Batak language South Tapanuli types. The language selection depends on factors that we already know, such as the participants, the atmosphere, the topic, and so on. Diglossia happened in that conversation has been very good, using language Batak South Tapanuli well. Only, there are some sentences that are expressed in Indonesian. This happens because the words that will be discussed there in Batak language, supported also talks reflex speakers to reveal the sentence. In terms of the context of South Tapanuli Batak language used is very simple because the context happens is casual chat among fellow students and the age difference is not so far away. About the strategy of indirect disclosure of little use because it is essentially an indirect speech act is costly and risky as stated by Thomas (1994).

Conclusion

Conversations Batak South Tapanuli conducted by the speaker and hearer 1 and hearer 2 occur speech act illocutionary expressive reject a bid to get a response back a rejection, usually with in the ethnic Batak according to the speaker in rejecting an offer no *discomfort* to expressing the will of the hearer will then ask the speaker solution or provide solutions to rejection. Batak language use in speech interference still occurs Indonesian code because there are some words that have the same name in Indonesian.

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PIG HUNTING SOCIETY CULTURAL WEST SUMATRA IN THE NOVEL PULANG BY TERE LIYE

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Abstract

This paper aims to (1) describe and explain the cultural forms of western Sumatra pig hunting society, (2) describe and explain the function of pig hunting culture in society western Sumatra. The research method used the qualitative descriptive. Type of researchers in this paper in the form of research literature. Sources of data in this study using secondary data sources in the form of a literary text. Researchers utilize novel "Pulang" by Tere Liye as study materials to prove that pig hunting culture is still used by the people to study anthropology western Sumatra literature. Culture pig hunting west Sumatran society depicted in the novel "Pulang" by Tere Liye through activity of which the main character did. The results of this study stated that pig hunting culture is still often run by people Part of West Sumatra. The shape of the culture of western Sumatra pig hunting society in the form of the public mindset that is part of the activities that take into consideration the need to be achieved. To culture with a more expensive form of mindset the purpose and function of the culture itself. Culture pig hunting society western Sumatra today functioned mainly as a secondary activity. Pig hunting activities western Sumatran society serves only as a pest extermination activity of the pig. West Sumatra utilize community to eradicate hog hunting activities which damage the farm community. In the old days of hunting activities have a very important function like a human being as a primary activity. Hunting activities in antiquity is a form of activity for foraging. Culture pig hunting society more western Sumatra view of functions that can be utilized as a form of activities with a specific purpose.

Keywords: Pig Hunting Culture, Form, Function

Introduction

Cultures are born from habits that exist in society. Culture as a form of rules, values and norms prevailing in a particular society. Culture exactly is a collective noun that is used to define the domain of environmental and humanity that marked the ontology clearly and separately from the environment that is purely natural physical (Jenks, 2013:4). This means that confirms the commitment philosophy is based on the difference that is characteristic for human beings. Thriving culture in the community as a form of behavior that form a habit. Every society has its own culture which makes it a characteristic of a region. In western Sumatra culture that has been retained is pig hunting culture. Hunting pig (pig hunting) is the activity of hunting wild pig (*sus barbatus*) committed by a group of men with using multiple dogs (*canis familiaris*) animals as a hunter (Arifin, 2012:30). Pig hunting in western Sumatra society depicted in the novel Round Tere liye work. In the novel Pulang by Tere Liye pig hunting is a form of culture in the form of local knowledge society western Sumatra. Local wisdom pig hunting culture in society western Sumatra have utility value and urban parts of the countryside community. Sumatra western societies still running pig hunting culture as a form of culture that make up the human mind with the function and purpose.

Culture will not be separated from the elements of form and function in society. Culture is formed from the lives of people who use culture for the common good in society. Culture pig hunting in western Sumatra shaped cultural community similar to the existing culture around the world. In the culture of western Sumatra pig hunting society have functions calm with other cultures. Pig hunting culture of western Sumatra people only use for certain purposes. Culture formed together with other cultures and have specific functions making pig hunting culture part of the culture that is interesting to study. Culture pig hunting part of the tradition of western Sumatra society (minang Kabau) are still carried out in certain areas.

Culture pig hunting as a form of cultural treasure that needs to be preserved. Cultures containing character education to those who participated in the hunt. Character education is an important part in developing cultural values. Development of cultural values in society as part of the preservation of the local culture. Pig hunting culture needs to be preserved in canoes protection of local culture. Implementation of hunting pigs at this time be evidence of western Sumatra communities still maintain and preserve the culture is considered a tradition. Pig hunting culture evolved from various circles of the urban and rural areas. Culture pig hunting became the most exciting activity of western Sumatra.

Cultural western Sumatra pig hunting is a form of culture that are universal. Culture is formed from habits that appear similar to the cultures that exist in other areas. Every culture has a form that is born of a need for specific purposes. pig hunting culture in the west Sumatran society formed a mindset that puts the knowledge of an area that became a hunting area. pig hunting society western Sumatra is a form of culture that adapts to the changing times. The use of technology to be part of the cultural forms that exist in the culture of hunting pigs. Pig hunting culture technology from the traditional to the modern. Pig hunting culture flourished in various communities.

Culture pig hunting in western Sumatra society has the function to the common interest. Pig hunting in Sumatra society for expulsion pests and permanaan children in certain areas. In the novel use of cultural tereliye local knowledge society in the form of a pig hunt more functions to repel pests that damage crops. Tere Liye western Sumatra illustrates that society still uses ancient culture to solve a problem related to agriculture. In the past pig hunting as a form of primary need, but in fact this time the people of Sumatra to the west over the secondary needs. Local culture that turned away pig hunting used by communities in western Sumatra as a form of culture that views on the value of usability.

Method

The method in this research using qualitative methods, this study describes the culture of hunting pigs in western Sumatra society. This type of research is descriptive or describe.. Qualitative methods give attention to the nature of data, the data in the context of its existence (Ratna, 2015:47). This means more emphasis on the qualitative methods of social facts. This study uses anthropological study of literature in analyzing. Anthropological literature is the analysis and understanding of the literature in relation to culture (Ratna, 2011:3). Data and sources of data in this study using a novel Pulang by Tere Liye. The people of Sumatra hunting culture depicted in the novel "Pulang" by Tere Lliye through the activity of the main character did. Culture in the novel performed by the main character is a pig hunting culture.

Discussion

Sumatra culture shaped the local knowledge into public appeal. Cultural part of a custom practiced by certain communities. Pig hunting is done by the main character more to the indigenous culture that is still carried out by a community group West Sumatra. The shape of pig hunting done by society western Sumatra that is hunting wild pig in the forest. This is reflected in the novel Pulang by Tere Liye the main character named flunky. There are seven elements of culture that exists around the world (Koentjaraningrat, 2009:165).

Elements of culture around the world are universal, meaning that cultural elements can be found in other cultures. Pig hunting culture contains three elements of universal culture.

System Technology

Pig hunting culture using technology as a tool for hunting. Every community has a tool or weapon used to pass an activity. Use of technology in general indicates that the culture will recognize the changing times. Technology in pig hunting culture using modern technologies. The use of technology that is traditionally signifies pig hunting culture as a culture that is dynamic. Utilization of weapons in hunting pigs as a tool in the process of hunting to paralyze the prey. In the novel there is a return works of Tere Liye use of technology in the form of traditional weapons and modern weapons.

"I held her father lent sturdy spears. Spear was made of tamarind wood with a sharp metal edge. My legs were not wearing any footwear do not have. Besides village children would rather go into the forest with bare feet" (Tere Liye, 2015:8).

Pig hunting still use traditional weapons as an additional weapon to spear a pig. Spears for hunting tools are also used to protect against attacks by wild pig notorious and dangerous. The wild pig is still wild that can infect humans when threatened. Spear as a tool for self-protection in pig hunting. Traditional weapons biasanta spear made of wood as the handle with a sharp metal edge. Spear traditional tools are still widely used, especially Sumatra western societies such as the novel foraging area home work tere liye, one of the characters used the spear as a tool for hunting pigs.

Pig hunting culture become Sumatran culture as a culture that can adapt will be the development era. Culture pig hunting culture that built the way of thinking of modern society. The technology is currently being part of the community so that the culture that formed in society has changed. The use of technology with as part of the cultural development of a more dynamic adjust the development of community life. The technology in pig hunting culture in the novel return tere liye works as a tool to kill the prey. Pig hunting culture using modern technology to prove that culture can evolve culturally shaped not binding without any changes.

"But, most caught my eye, they carry guns. It was not kecepek, rifles village assemblies I've ever seen, but the firearms have military forces" (Liye, 2015:2).

Based on the above quote swine barbaru culture community has been using modern technologies. The use of technology of firearms owned by the army. Pig hunting culture does not restrict the use of technology. Hunters have freedom in using technology for pig hunting culture is dynamic. In antiquity villagers wear *kecepek* and spear as a tool to hunt pigs. *Kecepek* is the usual kind of homemade firearms. Pig hunting not only make use of a firearm, but rather take advantage of olfactory dogs to search for traces of pork to be hunted. The use of technology in the culture of hunting as part of the development of time to ease the process of pig hunting.

Livelihood Systems

Residents gutters that a rural community in western Sumatra novel Pulang by Tere Liye have livelihoods as farmers. Farming is the main source of income that people growing rice in the fields. Here is a novel excerpt Pulang by Tere Liye.

"Since morning, villagers crowded native country. Two months rainfed rice fields will be harvested. Peak green paddy has been seen in the hillsides" (Liye, 2015:2)

The quotation above indicates that the people of western Sumatra edged the Search for a farmer. Sumatran communities living in rural areas sehar-day meet the needs of growing rice. People use rain water fed land to grow rice. Farming is the most important occupations for the people of West Sumatra in the novel Pulang by Tere Liye. Plants lush rice paddy planted mendakan that farmers will soon be harvested.

"This year pig difficult for us. They are numerous and stormed the field. If not addressed, the rice fields are painstakingly cared for could be ruined"(Liye, 2015:4)

Based on the above quote pig hunting culture arising from the unrest farmers. Sumatera western society who edged her quest as a source of income of farmers feel threatened by the presence of wild pigs that destroy fields. System livelihood formed the culture of hunting to protect rice crops from pests wild pigs. Farming community into a primary means of livelihood western Sumatra as a primary need.

Western Sumatra that majority society as a farmer would protect their principal source of income from a variety of threats. Farmed in Western Sumatra is precisely hinterland. Them that are dependent on agricultural products such as rice animals feel the presence of wild pigs threaten crops. Anxiety and fear of the farmers of pest wild pig scare them were treated for rice will be damaged and can not be harvested. Rice farmers are a valuable source of income.

Knowledge Systems

Culture pig hunting requires technique and knowledge you need to know before doing the activity. Knowledge is more important is the knowledge of the terrain or hunting location. forest in western Sumatra region, especially the area dense mountain chain that needs to be knowledge. Knowledge in pig hunting part of the mindset necessary. Mindset to target prey such as wild pig should be with the strategy. The following systems of knowledge that is in the novel Pulang by Tere Liye.

"Two people move to the right! the rest come with the left "slant-eyed people sending two and three young hunters split gutter." pig surrounded it. Do not let it get away."Tere Liye, 2015:9).

Pig hunting culture of novel Pulang by Tere Liye can be seen the need for a strategy in capturing prey. Strategy as a mindset that became part of their knowledge of the area controlled territory to heawan prey in the form of a wild pig. Knowledge in activity for updates become paramount, especially in determining strategy. Knowledge of the introduction of area locations and number of hunters determine encirclement strategy game.

"We ran to follow the movement of the dog. Drill bush, jumping over small streams, logs crosswise, climbing the edge of the valley, climbing and gliding. Wherever dogs running, we followed him in tow. My father joked when told I'd never own entrance forestry, because actually I'm very familiar with the forest" (Liye, 2015: 8)

Pig hunting activities in novel Pulang by Tere Liye excerpt above states that pig hunting requires knowledge of terrain that will be passed in hunting activities. Hunters must be prepared by a variety of conditions in the area to be traversed during hunting pigs. Hunting pigs are carried out in the forest is still a lot of the valley in western Sumatra, which is still a lot of dense forest. Before conducting the hunt need to be knowledgeable about the field or forest to be traversed in order to avoid things that are harmful. Identifier field where operations pig hunting became the most important thing. The hunters Hattush know the area that will be used in hunting for pig hunting activities carried out in the woods can be dangerous.

Knowledge of hunting locations can reduce the occurrence of accidents in hunting activities. The location is still to be injurious pembersu shaped valley in conducting the hunt. The importance of the introduction of the location as part of the knowledge that needs to be owned pembersu before hunting. Hunting activities carried out until late at night so it can be dangerous for the hunters. Knowledge of the location of hunting is usually done in the forest becomes the most important thing. Sumatran forest is still dense and there are valleys pose a hazard in hunting activities. This is a challenge in addition to catch wild pig, which obliged the terrain traversed into this part of the challenges that need to be faced in pig hunting culture.

Function Pig Hunting Culture Society Western Sumatra

Culture is normally done with a specific purpose in the community. West Sumatra indigenous people regard as the values and norms that govern all their activities. All forms of culture found in western Sumatra makes cultural community as part of the rules to be observed by a part of life activity. Culture pig hunting in western Sumatra society shaped local wisdom. Culture pig hunting in some communities in western Sumatra is a culture that is still widely practiced.

Hunting pigs membangaun characters community courage in western Sumatra, especially men. In hunting there is no set age that children who are still minors can follow the pig hunting activities. Pig hunting activity teaches courage to men as a form of character education. Hunting, which is a culture that masi preserved by the people of Sumatra. Culture is unofficially a culture of official society western Sumatra, but this culture is recognized by the people of West Sumatra. Pig hunting culture to form communities that dare and have broad thinking as a form of identity men.

Pig hunting culture may change the function due to many factors. Traditional culture centered-center hit by the change of power patron by social and economic changes will eventually experience a paradigm shift (Koentowijoyo, 2006: 37). This means that the traditional culture is protected, it will undergo changes that are influenced by social and economic. Cultural changes that are influenced by social and economic change will affect a paradigm so that the purpose of the implementation of the culture itself is changing. The function of the pig hunting culture began to change in line with changing needs of the community will. This need to build a specific purpose in people's lives western Sumatra. This proves that the pig hunting culture is a culture that is dynamic.

Hog hunting activity as a tradition that forms the community of caring. Hog hunting activities are no longer cultural identity but a culture that has a specific purpose. Pig hunting culture no longer belong to the community of certain inland areas, but a culture that is mostly done by the urban community. Hunting activity favored by people of the city utilized by rural communities in part to facilitate disinfection pig. Sumatran wild pig in the area is still a threat that would endanger farmland. Wild pigs still would destroy farmland so that the necessary eradication by conducting hunting became a hobby for the city. Pig hunting culture forming cross favorable society. Pig hunting culture of the past is a culture that functioned as a form politikasasi men. Interest in hunting pigs at this time that a form of the game, pest control, and satisfying the needs (hobby).

The function of the culture of hunting pigs in western Sumatra society in the novel Pulang by Tere Liye that function with a specific purpose. pig hunting culture Sumatran society whose purpose is to eradicate the pest wild pig that destroy the fields in the morning. Below is an excerpt of interest held in a novel pig hunting activities Pulang by Tere Liye.

"This year pig difficult for us. They are numerous and stormed the field. If not addressed, the rice fields are painstakingly cared perish. Although every night dijag paddy fields, installed tin repellent, also a sturdy fence circled the results useless pigs were always has a way of entry, not afraid of the sound of cans, they number tens or maybe hundreds. Village elders have given up, tatapi father did not. He said he would ask for help hunters from town"(Liye, 2015:4)

Cultural western Sumatra hunting community has been going on the past which are still carried out with different functions and purposes. Differences in cultural functions pig hunting in the past to the present indicates a change of purpose in carrying out the culture. Sumatran communities that still revere the culture making the community western Sumatra have characteristics with matrilineal kinship system. Kinship system of community-owned western Sumatra comes from the mother so that the culture of hunting pigs used men as a form of identification the identity of men over women. Pig hunting culture serves as part of the system that make up the position of men. The position of men in society western Sumatra lower than women. West Sumatra hunting culture community as custom activities with the aim political men while current cultural functions pig hunting in the novel Pulang by Tere Liye over the function will use value. Pig hunting culture in the novel Pulang by Liye with the aim of particular interest that pest control pig.

Pig hunting culture in the novel Pulang by Tere Liye serves as the activity in ousting pigs are considered pests. Pig by the people of Sumatra west threat rice plants. A wild pig can damage rice crops may frustrate the public and harvest. Farming is the main livelihood of the Sumatran communities to the importance of the rice plant is the source of their livelihood. The culture of hunting an option to keep the rice plants from pests pig that destroy fields.

"Mr shook his head at a meeting last month, "not a penny, bang. They do like to hunt pigs. It was a hobby of the city. Maybe some pigs will be taken by them, to be eaten. Only that the pay." (Liye, 2015: 4)

From the above quotation it is known that hunting wild pigs in the novel Pulang by Tere liye not only serves as an activity to eradicate the pest. Culture pig hunting is now used in every hobby most people to do city. Pig hunting obtained partly taken home to be eaten or left alone in the forest. Pig hunting in urban communities in West Sumatra is part of the fun is done at a certain time without becoming a liability. Hunting pigs has been a pleasure urban communities no longer be attached to the indigenous people who still holds certain traditions and customs. Pig hunting culture into a culture that adapts to the needs of the surrounding community. Pig hunting culture in society over the western Sumatran culture that is still run as part of the tradition.

Culture pig hunting in western Sumatra society has a specific purpose. Sumatran society to understand the culture of hunting pigs part of a tradition that can be utilized. Pig hunting culture that is in the novel Pulang by Tere Liye a cultural form mutually beneficial or symbiotic mutualism. Urban community activities pig hunting as a hobby or fun things to do spare time while rural communities utilizing pig hunting activities as activities destructive pest control pig farm fields. Pig hunting culture for urban and rural communities have similar functions in the conduct of pig hunting which is a custom and tradition. On the purpose of the culture of hunting pigs do urban communities in western Sumatra have an influence on the interests of rural communities. Pig hunting culture is still carried out by local western Sumatra with a different purpose than the original purpose of the formation of the culture.

Conclusion

Culture pig hunting society western Sumatra in the novel return works of Tere Liye has a form of culture that are universal. Pig hunting culture has a form of the same culture with the culture that exists around the world. There are three forms of the culture of hunting pork western Sumatra which is the technology community, livelihood, and knowledge. Culture pig hunting use of the technology used in hunting is the spear, *kecapek*, the weapons used by the military. Culture pig hunting requires knowledge in identifying the location of the hunt and hunt prey's strategy in the form of a pig. Livelihoods western Sumatra which mostly work as farmers take advantage of pig hunting culture as a form of pest control.

West Sumatra communities have a different view of doing pig hunting culture. Pig hunting culture forming mutually beneficial community between urban and rural society. In a culture pig hunting occurred dual function of mutual benefit between the hunter with rural communities whose land is used for hunting. Hunting culture have changed the function of which is influenced by social and economic. Pig hunting culture in the novel *Pulang* by Tere Liye has a function as pest control pigs and hobbies. Culture hunt for rural society as a form of saving their economies. Culture to rural communities pig hunting pig hunting culture is done to eradicate wild pigs are considered pests for agriculture. For the urban community culture pig hunting is done for pleasure (hobby).

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THE USE OF EPISTEMIC MODALITY IN A NOVEL NEGERI 5 MENARA AND ITS IMPLICATIONS TOWARDS LEARNING IN HIGH SCHOOL

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Abstract

This research aims to understand the use of epistemic modality in the novels of Negeri 5 Menara. This research is written with a method of descriptive qualitative with the contents analysis as the technique. The researcher uses the table data analysis as the instruments. This research result indicates that there are 420 words of modality scattered in four gradations of meaning of belief, there is gradation of 'probability', 'prediction', 'requirement', and 'certainty'. Among the four gradations "prediction" is the most common used, it is as much as 150 data. Modalities "certainty" is the least found .This shows that in such kind of an inspiring novel the language of the certainty beliefs is low. The syntactic constituent which followed with modality is listed as ten categories, namely: verbs, the personal pronouns, nouns, adverbs, adjectives, conjunctions, prepositions, demonstratives, interrogatives, and numbers. Among the tenth the category the most commonly found is verbs, it is as much as 279 data. The constituent which syntactically expresses modalities are predicate and adverb, which is found as much as 303 data. Based on data of the syntactic structure, the sentence used in a novel means of what are still considered in the form of prediction. This research will be implied in learning of class xii senior high school in basic competence 3.2 comparing the text novels and 4.2 producing text in the novel.

Keywords: Epistemic Modalities, Gradations of Confidence, Negeri 5 Menara, the Text Novel

Introduction

Communication is one thing that could never be separated from human life as a social species, because it can express thoughts, opinion, and feeling. But a communicator must have good cooperation with the participants or objects. Communication is one of living activities that truly connected with all sides of the humanity life, sometimes some people ignoring the spread of communication, interests, and their complexity (Littlejohn, 2008: 3). The main goal of communication will be unfulfilled if the language do not be used properly. For having a good and understandable communication the structure and form of language must be used properly. The speakers have the authority to choose their perception and will cause a prefer feedback from audience. For example in the sentence

- (1) You should come earlier, and
- (2) You must come early

In the surface structure these both sentences are the same however, it differs in the way of using the modality of 'should' and 'must'. The first sentence is a form of suggestion, while in the second sentence is a form of command. In communication the use of such form is often overlooked, so it causes mistake perception.

Relating to a form of language, linguistic as the science which considers language as the object, knowing the term of modality to express the meaning of words or sentences is important.

The judgment or opinion of someone against the languages can be objective and subjective. According to Hidayat, while using the language it is often having a tendency emotional and directionless. The following example sentence are based on emotion (firm belief).

(3) He might arrive late.

(4) He arrived late.

In the sentence (3) speaker doubts that the opponent he said late, but in the words (4) speaker feel confident that the opponent he said really late. Equality of the sentence was speaker absolutely did not know about the truth or facts about his opponent, really late whether or not. It relates with confidence and *kekurangyakinan* someone to something. Relating to the confidence and *kekurangyakinan* someone, the science of linguistics study is the epistemic modalities.

A form of a language cannot be separated of a sentence. A sentence it is in a text, one of them novel was. One of literary work big in Indonesia is *Negeri 5 Menara* from A. Fuadi. The words of written in a novel often of the words of incomplete who is bound by the context. For example "Hi", "Oh, my God!", "Maybe", and the others. Sentences being used with regard to a form of a language shows set back a belief and *kekurangyakinan* from the speaker to a thing.

A form of which is based believed or notbelieved would review further in this study through *pengungkap-pengungkap* epistemic modalities. *Pengungkap* epistemic modalities that cannot regardless of syntactic structure to build it, from category *dilekatinya* and syntactic of function syntactically *pengungkap* epistemic modalities. Based on restrictions the issue, problems that may formulated is how the use of epistemic modalities in bahasa Indonesia in a novel *Negeri 5 Menara* from A. Fuadi?

Theory

Syntactic is one of fields within landscape linguistics that traditionally called of grammar or grammatical. Discussion on syntactic put forward by Chaer there are three things, namely (1) the structure syntactic relating to the function, category, and role of; (2) syntactic units of said, phrases, clause, sentence, and discourse; and (3) things other pertaining to syntactic, as problems mode of, aspects, and others (Chaer, 2012: 206). Of all these three things, one who will be discussed in this review are related to. Modality are closely connected to the other aspects of syntactic. As expressed Perkins that topic related to in linguistics tend to have concentration to class syntactic about modality assistant of verbs (capital auxiliary verb) in English. Syntactic cannot be separated from the arrangement or structure sentence. A sentence is language unit smallest, in a bas oral or written, which expresses mind whole. That structure is a function syntactic, syntactic category, and role of syntactic.

Function syntactic was a kind of checkered or places in structure syntactic will content certain categories. Verhaar stated that function syntactic is a constituent who formal and is not attached to element semantis certain (as long as being one participants in verb), not bound also on element categorical certain (as long as noun, sign with a preposition or form cases, or without the sign).

In syntactic structure known there are four function syntactic, namely the subject, the predicate, object, and a statement. In a sentence the presence of the predicate is the presence of first a constituent the most important thing for function syntactic. This is in line with what put forward by Alwi, dkk. To the meaning the subject. According to him, the subject is a function syntactic most important second only to the predicate. In general the subject of noun, phrases nominal, or clause. The predicate a constituent basic accompanied a constituent any subject at and to the left, if there is, a constituent object, appendages, and/ or description must on the right. The predicate of a sentence usually a phrases verbal or phrases an adjective. The function syntactic, occupied by syntactic category.

Verhaar said that category syntactic is the so-called “class of the word”, as noun , verbs , adjective, adposisi (meaning, a preposition or posposisi), and others. Kridalaksana group the word class as many as thirteen type ; verbs, an adjective, noun, pronominal, numbered, adverb, interrogative, demonstrative, artikula, preposition, conjunctions, fatis category , and injection .The following example category syntactic followed by pengungkap epistemic modality of said.

“I thought Diandra will not able to defeat.”

In of the sentence, pengungkap epistemic modality is the word think. The pengungkap modality superimposed to a category syntactic of a noun or noun (lcuk). But the presence of pengungkap modality epistemik was as verbs main that serves as the predicate.

Besides a unit of said, in the category of syntactic higher level of the word is phrases. Phrases according to Putrayasa are the group said occupying something function in syntactic (Putrayasa, 2007: 3). According to parera, the phrase is a construction that can be formed by two or more words, both in the form of a archetypal sentence or not. A phrase at least have two members in the form of. A member of the form of the is part of a phrases nearest or directly form that phrase.

Rescher dalam Perkin (1983) make a modalities with eight types. There is

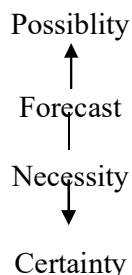
One of the most comprehensive summaries of the conceptual domain of modality is that of Rescher (1968: 24 ff.), who includes the following types: (1) A Lethic modalities, relating to the notion of truth itself (2)Epistemic modalities, relating to knowledge and belief , (3) Temporal modalities, relating to time, (4) Boulomaoc modalities, relating to desire (5) Deontic modalities, relating to duties (6) Evaluating modalities (7) Causal modalities, (8) Likelihood modalities. (Michael R. Perkins, 1983: 9).

Bally alwi said in his view that the modality is a form of a language describing assessment based of reason, assessment based think , or desire speaker with respect to perception or the disclosure of his soul. This sense is based on the view that attitude from speaker is not only pertaining with the based reason and assessment based think , but also to desire. Chaer said that modality was in a sentence that states attitude speaker to the thing spoken of, is about what, the state of, and events; or also an attitude toward his opponent.

Alwi make a group modality Indonesian language into four types. Fourth kind of modality in question are (1) modality intensional which includes desire, hope, solicitation and pembiaran, and demand. (2) epistemic modality which includes the possibility, keteramalan, the requirement, and confidence. (3) modality deontik which includes permission and orders. (4) Modality dynamic that includes the ability of .

Perkins in Alwi concluded that what was at stake in the asset epistemic is the speaker attitude which are based on the belief or kekurangyakinannya against the truth of a proposition .The speaker attitude which are based on the kekurangtahuan or kekurangyakinan against the truth of a proposition can be described “kemungkinan”, ‘keteramalan’, ‘keharusan’, atau ‘kepastian’.

Figure 1 Gradation in Epistemic Modalities



Possibility by Perkins expressed as one of the main modalities, expressed with *can*. According to Perkin, in epistemic modalities speaker using modalities to express about knowledge or confidence or opinions as proposition. Meaning “kemungkinan” is a speaker of the truth proposition have a belief that the lowest (doubt) on epistemic levels at the rate of 1.

Forecast based on a the inferensial modalities. *Keteramalan* is probable inferential, while may be probable noninferensial. “*Keteramalan*” show attitude more convinced (sure) compared with “kemungkinan” on epistemic levels at the rate of 2.

Necessity is regarded as a epistemic “purposes”. Epistemic “purposes”, describing the speaker of the truth proposition, different than their deontic, describing the speaker of the non actual. “*Necessity*” having gradations confidence higher (more convinced) than both modalities previously on epistemic levels at the rate of 3.

Certainty as one form epistemic modalities is one type of modalities describing the speakers who was definitely or believe that a proposition that the right. Meaning “certainty” this is about gradations confidence the highest (very confident) expressed by the speaker of events that he wants, on the level of epistemic at the rate of 4.

Modality is in a structure sentence. A sentence is in the text. One of a breed of text novel was. According to Pamusuk Eneste novel is a of works for tell you the story, idea, the message, or intent with the help of words. Because that was occupy ascendancy in a novel. Tongue used in discourse fiction generally adheres to the principles of *licentia puitica* (freedom poetry and *licentia gramatica* (freedom grammatical).

Methods

The methods used in research is a qualitative methodology descriptive with *purposive sampling*. This method used table analysis as the tools researchers and described the results data analysis. Object this research is a novel Negeri 5 Menara from A. Fuadi, in 405 pages and 46 sub heading. Focus the research is sentences with type of ‘pengungkap’ epistemic modalities. Below is a model of analysis table.

Table 1 The Analysis Table of Epistemic Modality in novel Negeri 5 Menara.

No.	Sentences	‘Pengungkap’ Modalitas	Syntax Category	Syntax Function	Meaning				Analysis
					1	2	3	4	

Information:

- 1: Possibility
- 2: Forecast
- 3: Necessity
- 4: Certainty

Results

From the table analysis work, obtained information that to 46 section in a novel the tower of a 5.Fuadi there are 404 sentence containing 420 pengungkap epistemic modalities. The pengungkap epistemic modalities could be realized in modalities said “Kemungkinan” about 136 data or 32 %, 150 for data “keteramalan” or as much as 36 %. Pengungkap modalities epistemic meaningful “necessity” there are in a novel about 88 or 21 %, while type pengungkap modalities epistemic by the “certainty” some 46 pengungkap or 11 %.

Overall sentence containing modality epistemik is 136 data. Of 136 the data there are eight different types of pengungkap modality epistemik. The pengungkap is possible, may, could not, impossible, could have, possible, and will. Modality epistemik meaningful “keteramalan” 150 data or 36 %. From 150 the data there are five fruit pengungkap modality. Pengungkap modality the most often used is the word will as many as 122 data. Then phrases will not, think, about, and will not. Modality epistemik meaningful “keharusan” as many as 88 data or 21 %. Than 88 the data there are three pengungkap modality. Pengungkap modality the most often used is the word have to the data is 82. Then should, and should not be. Epistemic modalities epistemik meaningful of “certainty” about 46 data or 11 %. Of 46 the data there were nine pengungkap modalities type. Pengungkap modalities most often used is a must be as much as 21 data, then sure, believe, sure, not sure, not convinced, assure, confirmed, and i am sure.

In addition to see category syntactically followed by the pengungkap modalities, the research also see what syntactically pengungkap meaning modalities. Based on research results obtained data that function syntactically most commonly found in the form of pengungkap meaning modalities is the predicate about 303 data or 73 % and the information about 110 data or 27%.

Table 2 The Result of Epistemic Modalities in Negeri 5 Menara

Meaning	Type of ‘Pengungkap’	Syntax Categories	Syntax Function
‘Keteramalan’	<i>akan, tidak akan, kira, kira-kira, tak akan.</i>	verb, pronoun, noun, adverb adjective, conjunction	predicate adverb
‘Kemungkinan’	<i>mungkin, bisa, boleh, tidak bisa, mungkin saja, munginkah, dan bisa saja.</i>	verb, pronoun, noun, adverb adjective, conjunction preposition, demonstrative numeric	adverb predicate
‘Keharusan’	<i>harus, seharusnya, dan tidak harus.</i>	verb, pronoun, noun, adverb, adjective, preposition interrogative	predicate adverb
‘Kepastian’	<i>pasti, yakin, percaya, tentu, tidak yakin, belum yakin, yakinkan, dipastikan, dan aku yakin pasti.</i>	verb, pronoun, noun, adverb, adjective, conjunction demonstrative	predicate adverb

Conclusion

Based on the results of the data that has been presented by the can be concluded that of the four gradations pengungkap epistemic modality, modality pengungkap meaning “certainty” is the meaning of the least found. It is also cannot be separated from the theme appointed in a novel Negeri 5 Menara. A theme inspiring appointed in a novel this indicates that something is still in divination is not a certainty (not necessarily yourselves) witnesses. Of the verb is category syntactic the most followed by pengungkap epistemic modality. Of the four gradations belief, category of the verb is the most followed by pengungkap modality. This concludes that pengungkap modality found in this novel of their a need, the process, and the fortunes of of divination inspire readers. Based on exposure on the functions syntactic the can be concluded that the predicate is a function syntactic most common to find. This is related to a category syntactic the most found. Category syntactic of verbs often fill function syntactically as the predicate.

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IMPROVING PROSOCIAL BEHAVIOR BY HOPSCOTCH GAME BASED ON JAVANESE CULTURE OF KINDERGARTEN STUDENTS

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Abstract

This study aims to increase prosocial behavior of kindergarten students. This study takes the student population in Bimba-Aiueo Kindergarten Madiun Level A, to samples taken 28 students by saturated sampling technique. The method of data collection in this study through direct observation to determine the prosocial behavior of kindergarten students at Bimba-Aiueo Kindergarten Madiun Level A. This study uses a qualitative approach, rather Counseling action research conducted 2 cycles. Statistical data analysis techniques used by calculating the percentage after the treatment was given, comparing the percentage of achievement from students' prosocial behavior changes before and after the treatment was given through information services treated by hopscotch game based on Javanese culture. The conclusions of this study, students' prosocial behavior can be improved through information services by hopscotch game based on Javanese culture. This is evidenced by the increase in prosocial behavior of students prior to the intervention by as much as 25% to 86% after a given intervention through information services by hopscotch game based on Javanese culture, an increase of 61%. The outcome of this study is the solution to improve prosocial behavior, scientific publications, and the enrichment of teaching materials about the role of the counselor.

*Keywords: Prosocial Behavior, Information Services, Hopscotch Game,
Javanese Culture*

Introduction

Characters need to be established and nurtured since an early age in order to produce the good quality of the next generation. Based on Sujiono (2009: 6) early childhood are in the age range of 0-8 years. Another opinion of Berk in Sujiono (2009: 6) at this age the process of growth and development in various aspects is experiencing a period of rapid development in the span of human life. Brewer (2007: 20) asks that the success of the child to resolve conflicts in childhood determine the success of children in the future social life. This opinion is in line with the Government Regulation Number 27 (1990), Chapter I, Article 1, and the Education and Culture Minister's Decision Number 0486 / U / 1992, Chapter II, Article 3, paragraph 1, the purpose of kindergarten is to lay the groundwork towards the development of attitudes, knowledge, skills and creativity which is needed by students in adjusting to their environment, the growth and the next development (Ministry of Education and Culture, 1994).

Therefore, character education has a great opportunity to be formed at an early age-related golden age. One of the important characteristics that must be established at an early age which are prosocial behavior. Safaria (2005: 117) describes the prosocial behavior is a moral act is done culturally like to share, help someone in need, working with others, and express sympathy. Prosocial behavior includes sharing, honesty, responsibility, cooperation, donating), helping, generosity and consider the welfare rights of others (Mussen, 1989).

The growth of prosocial behavior becomes an important aspect in the development of a child's life, requiring special intervention. Related to foster good social behavior, the role

model from teachers, family, and others close to the big kids once (Gazda, 1989). Starting from that opinion, school counselors as one element of education was considered capable of helping foster the good prosocial behavior.

Counselors strategy to provide guidance and counseling services in kindergarten is the assistance provided by the school counselors to students in order to pay attention to possible obstacles / difficulties encountered and develop potential of learners, in order to achieve optimal development. In the study of social behavior, if the terms of a variety of problem areas that received the intervention of school counselors into the field of personal-social. Therefore, it is necessary for services to help and develop the ability in the field of personal-social. Social personal guidance is intended to achieve the objectives and tasks of personal-social development in the realization of personal able to adapt and socialize with the environment as well.

Development age of the individual in the education level of Kindergarten is in the category of children. The children have unique characteristics and is not the same as adults, they are always active, dynamic, enthusiastic, and always curious about what is seen, heard, tasted. They seem never to explore and learn. Sujiono (2011: 6) states egocentric child, curious by nature, is a social creature, unique, rich with fantasy, has a short attention span, and its most potential for learning. Therefore, when counselors provide services need to consider specific strategies for effective results.

This research study to improve prosocial behavior using information services with hopscotch game based on Javanese culture. Sugiyo (2011: 19) delivering information services is one of a kind service that focuses on providing information for students to understand themselves and their surroundings. But remember, when a counselor is not proficient in delivering information services, those services will not be maximized. Therefore, it needs a special strategy in implementing information services, especially for children at the kindergarten level.

The traditional game could be one of the strategies in the delivery of information for children, including hopscotch game which is starting to be forgotten. This is in line with the opinion of Nopilayanti et al, (2016) that the rapid development of information and technology systems (IT), almost displacing traditional games. Now, Children are more preferred to play games based IT, such as play station, games online, facebook, twitter, and others. The traditional games are slowly but surely being left behind. In fact, many children who do not know a variety of traditional games that used to be passed down from generation to generation. Results of a study conducted by Iswinarti (2005) in the National Symposium, said that the traditional children's games are intimately connected with the development of the intellectual, social, emotional, and personality of the child.

Wardani (2010: 15) argues hopscotch games or others name is Somdah. Traditional hopscotch game is very popular. These games can be found in various regions in Indonesia. In each region as known with different name of hopscotch game. As in chanting the traditional hopscotch game in Bengkulu regional languages namely "Lompek Kodok" which means Leap Frog. Sari (2015) said hopscotch game in Javanese is a traditional game of jumps on planes, by creating a picture box and then hopped from one box to the next box. The hopscotch game is very easy to play, this game can be played on the fields, cement, asphalt or barner. Before starting the game, it must first be drawn field that will be used to jumping and prepare equipment such as stone, coin, or others.

The results of research Iswinarti (2010) showed that the therapeutic values which contained in the traditional game of hopscotch include: (1) value as a detection tool to find children who have problems (2) values for good physical development, (3) Value for mental health good, (4) the value of problem solving, and (5) social value.

Hopscotch game application is also supported by the results of the study of Lichman (2005) who wrote that in some countries in the Middle East, the traditional game taught in the schools and even in Canada, hopscotch games included in the national curriculum for primary school. Hurlock (1993) and Hughes (1999) viewed from the development stage of

play, this traditional games is appropriate to be given to school-age children, because the children are already able to think logically.

Application of information services to foster prosocial behavior, besides to using the media hopscotch game also integrates the value of Javanese culture. It is based on some preliminary studies, Surani, et al (2016), which successfully manages to incorporate nations character education which including the Javanese Culture at Pembina Public Kindergarten, Surakarta. Another study conducted Sarwanto, et al (2014) to successfully integrate Javanese Culture in learning science that includes process and product into one unified science knowledge (Pedagogical Content Knowledge / PCK).

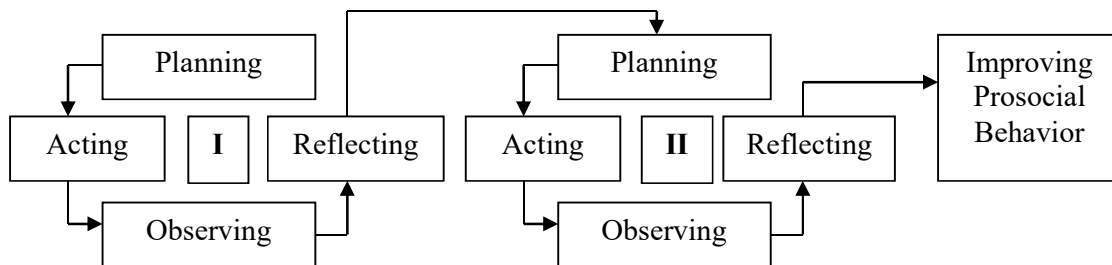
According to Ki Hadjar Dewantara (2011: 27-28), culture is the fruits of a magnanimity that has an assortment of properties, but because everything is the fruit of values, then all cultures are always orderly, beautiful, useful, noble, give peace, happy, and so on. The properties of the philosophy of life that was used as the noble nation of Indonesia as a culture. One popular Indonesian culture is a culture of Java. The Javanese culture has distinctive characteristics such as language, norms, arts and others. Endraswara (2006: 23-47) describes the manners Java community through the establishment of some formation of character alignment, the formation of moral primacy of life, moral formation of manners, and the establishment of self-control character. Therefore, the Javanese cultural values need to be inculcated and learned since childhood stems from the family and the surrounding environment through the planting of character.

Embedding Java cultural value in playing on hopscotch, include: elements of language and social system that is intended to convey Javanese language and Javanese manners. Through information services with hopscotch game based Java Cultural, learners can improve prosocial behavior and increase knowledge and understanding of the culture of Java, especially the Javanese language as well as one form of cultural preservation. Language has an important role in a culture of Javanese culture is no exception. The identity of a culture can be seen from the language used in the communication.

Methodology

This research using methods of guidance and counseling. Action research guidance and counseling (PT-BK) is one of the strategies to solve the problem through an act of real and competence development process of a counselor. The strategy of action in this action research rests on the opinion of Suharsimi Arikunto (2006: 16), namely through four stages, including: planning, acting, observing and reflecting. This research was conducted by 2 cycles, for details can be seen in Figure 1.

Figure 1. Action Research Guidance and Counseling Cycle



Samples from this study is kindergarten Bimba - Aiueo located at Binajaya Street Number 29 Rejomulyo Village, Kartoharjo District of the Madiun City, as many as 28 students were taken using saturated sampling techniques. In collecting the data, there search her used observation guidelines to observe the three indicators of prosocial behavior, namely: giving, helping and cooperating. Data was analyz edusing simple statistics by calculating the percentage score obtained by the students, as follows:

$$P = \frac{F}{N} \times 100\%$$

Ket: P = Percentage
F = Total lowest score
N = Total maximum score

Discussion

Preliminary data obtained through a preliminary study by conducting preliminary observations and interviews with the school, found only 25% of students who have prosocial behavior. For details, results achievement percentage indicator of prosocial behavior of students prior to their action hopscotch game information services with Java-based culture can be seen in Figure 2.

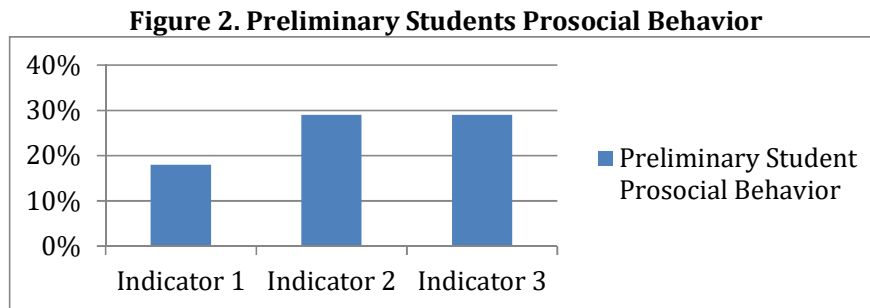


Figure 2 can be described, prosocial behavior of student indicator I (gave) as much as 18%, indicator II (help) as much as 29%, and the indicator III (cooperation) as much as 29%. From these results if taken their mean condition prosocial behavior of students by 25%. Still inadequate number of individuals who have prosocial behaviors students need the intervention of a counselor, on this occasion the researchers apply a hopscotch game information services with Java-based culture.

Action research guidance and counseling were conducted by 2 cycles, obtain significant results with increasing in student prosocial behavior of each cycle. Cycle I showed the increase in the percentage of students as much as 31%, indicated by a total score of the pre-action that is only 25% in the first cycle increased by 56% becoming. This increase is reinforced by the results of the second cycle of 85.7%, for the details can be observed in Figure 3, below.

Figure 3. Information Services Progress with Java Culture-Based Hopscotch Game

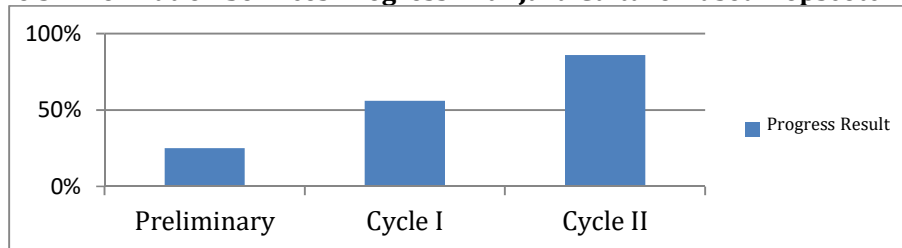


Figure 3 above shows that significant progress from the initial observation or before the actions implemented on social behavior conditions that only 25% and after the information services with hopscotch game Javanese culture based on the second cycle increased to 86%. The results showed an increase of 61%, for more details can be seen in Table 1.

Table 1. Information Services Outcomes by Java Culture-Based Hopscotch Game

Indicator	Preliminary	Cycle I	Cycle II	Total
Giving	18%	39%	79%	45%
Helping	29%	68%	93%	63%
Cooperating	29%	61%	86%	59%
Total	25%	56%	86%	

Table 1 shows significant changes both indicator and overall, prosocial behavior changed after the intervention through information services with Javanese culture-based games or hopscotch. The first change students experiencing behavioral changes from the previous students have not had a generous behavior after the intervention of generosity. The second change, students are more concerned or directly provide assistance if their friends needed. A third change, students are more likely to cooperate with their friends.

These results indicate that the hopscotch game is integrated in the service information has therapeutic value to foster prosocial behavior of students. In line with the results of research Iswinarti (2010) showed that the therapeutic values contained in the hopscotch game, include: (1) Value as a detection tool to find children who have problems (2) Values for good physical development. Physical activity includes activities to exercise, improve coordination and balance, and develop skills in a child's growth, (3) Values for good mental healthy, namely: helping children to communicate their feelings effectively in a natural way, reduce anxiety, self-control, training of concentration, (4) Value of problem solving, children learn to solve problems so that these skills can be transferred in real life, (5) social value, children learn social skills that will be useful for their real life.

In addition to hopscotch game, Javanese culture also has a major influence on the success of this research. In the Java community outreach system upholds the decency and civility. The social mores of Java put the courtesy to respect other people. Behavior that is the characteristic of the Java community. Culture always taught it down politely declined by the Java community through all aspects of the communication that takes into account the listener or with whom they talk. Basically, the behavior and customs of courtesy Javanese are very oriented collateral. Java community upholds the stance of tolerance among others. Java community groups have cultural values vertically, namely gentry and grassroots. Although, the Java community group is divided into two, but for the social value orientation is basically same. It is just that there are differences in the application of custom size as collateral manners and culture vertically on gentry and grassroots groups (Koentaraningrat, 1984: 440).

Service information provided with the right strategies, such as more effective utilization hopscotch game because children easily catch the message. Children do not easily bore, children will practice from the experience they gain during playing hopscotch game. Javanese cultural values and the consumption of students everyday in real life also make a major contribution related to the services provided. Javanese culture is very upholding social values, such as giving, helping, and cooperating. Two things that mutual support is one of the keys to success in the implementation of information services in setting up prosocial behavior.

Conclusion

The results showed service-based information by hopscotch game on Javanese culture can enhance prosocial behavior of students. This can be seen from: 1). Students are more likely to share with their friends, 2). Students prefer helping their friends when needed, and 3). Students prefer to cooperate with their friends. The results of this study can be applied by counselors in services, especially in helping low prosocial behavior problems.

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THE IMPLEMENTATION OF ICT IN IMPROVING YOUNG LEARNERS' WRITING SKILL THROUGH COLLABORATIVE METHOD

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Abstract

ICT is a part of our live. It has been used almost in all situation and condition, includes in education. The governments' role also put ICT as one of the curriculum in Indonesia's education. Technology has been grown up to improve students' ability in every aspect and to empower them in communication skill. It becomes so essential to use technology for teaching learning process. As we know that a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users. One of English skill is writing. It can be improved by using ICT. Collaborative method is appropriate way to come up students' motivation. Students can combine videos they have seen with poetry or they can write the scripts for short film. The other way, student can make a video by themselves. There are so many applications can use to make a video such as viva video or other video maker. Besides, student can combine the video with music and also texts as the most important thing as teachers' assessment. Using ICT will empower teaching learning activity from being highly teacher dominated to student centered. It has positive effect on student achievement. Beside, using technology gives students' opportunity to have critical thinking and they can learn anytime in any places.

Keywords: ICT, Writing, Collaborative Method

Introduction

At present time we live in a modern era which always uses a gadget as an important tool for every activity in a whole day. Technology supports us to spread our knowledge and our needed even in our education now day. ICT is the resource of knowledge especially in education. As we know that government's rule in education puts ICT as one of the supporting curriculum. The industrial revolution has changed human life since the end of the twentieth century and the beginning of the twenty-first century. There is much information that we can get by using ICT, for example ICT resources in mathematics, science, ICT and English than there are in other subjects. So it means that ICT is the greatest one as knowledge resources available for teacher as a media to convey materials in teaching learning process. Teacher can use application for teaching in order to give easier to student to achieve the material. Besides, using ICT can empower student also teacher become more creative and transform into student center. Basically, learning by doing and based on reality is easier to understand for student. They can implement their knowledge based on what they see. But, we also find the weakness from this activity too, not all teachers are able to operate technology and understand how to do it. Sometimes the obstacle is lack of facilities in some school fields. Teacher should more creative to face this situation.

ICT in education has been tempered by a pragmatic recognition of what possible within classroom. The purpose of using ICT is to improve students' ability in English communicating and to produce a product as their assessment. To achieve this goal and to find out the appropriate technique, teacher should take collaborative method as a good solution for student to work together in a team.

Literature Reviewers

Technology has changed the way people live, work, and learns. The use of technology in education is one of the main challenges for education policy makers (Zalzadeh 2006). Traditional methods of education are no longer able to meet the needs of today's learners. New technologies provide opportunities including the ability to tailor learning to the individual (Aminpoor 2007). ICT defined as technology which the function is to support the process of conveying information and communication. According to Kothari (2004) Research defined as a scientific and systematic search for pertinent information on a specific topic. The term 'ICT' is defined as "forms of technology used for creating, displaying, storing, manipulating, and exchanging information" (Meleisea, 2007, cited in Nguyen, Williams & Nguyen, 2012, p.3). This definition seems to be general; thus, within the scope of the current study, ICT specifically refers to computer-based technologies such as desktops, laptops, tablets, smartphones, and software and internet-based technologies including email, websites, and social networking sites for the purpose of English teaching and learning (Davies & Hewer, 2009). The fast-growing advance of information and communication technology (ICT) has made potential contributions to English language education for the past few decades. As a matter of fact, the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use (Kramersch & Thorne, 2002). For instance, they can use Skype Chat for interaction (Dalton, 2011), or social networking sites such as Facebook or Twitter for writing practice (Cheng, 2012). In addition the integration of ICT boosts learners' motivation because of multimedia capabilities including visual aids, audios, and videos (Altimer, 2011).

In context of language learning, ICT has an important role as the "media" bridging and enabling the learning process. Computers were introduced to the language learning field in the 1960s (ibid) as CALL (Computer Assisted Language Learning) and many enthusiasts strongly advocated their use, espousing the many advantages they could bring to both language learners and teachers (Mahrooqi and Troudi, 2014: 1). More recently, information and communication technology (ICT) is in the form of e-learning or online sources. In distance communication and the internet have presented additional benefits to the learning environment as they enable integration or virtually unlimited multimedia learning materials from external source into curriculum and make them available at any location in the world (distance education) where there is the computer, mobile phone or tablet device with internet access (Alsunbul, 2002). Hartoyo (2008) also asserts that English language teaching (ELT) has been shaped by the search for the 'one best method' of teaching the language. Regardless of whether the focus of instruction has been *reading*, the grammatical rules and vocabulary of the target language (e.g. Grammar Translation Method), *speaking* (how to communicate the target language such as Direct Method, Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language, Communicative Approach), or other issues (e.g. The Total Physical Response Method), the attempts of the teaching profession have been shaped by a desire to find 'a' better way of teaching than the existing method. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin inseparable (Hartoyo, 2010).

In order to achieve the full benefits of ICT in any FL teaching institution, however certain conditions have to be met. These include the availability of computers and e-learning professionals and the presence of a solid infrastructure which is paramount to the success of any IT integration (Pirani, 2004). In addition, teachers' attitudes towards technology in the language classroom have also been found a main determiner of the degree of technology integration in the curriculum and of its success (Albirini, 2006; Al-Senaidi, Lin and Poirot, 2009). Because technology use reduces teacher-centeredness, it is capable of reducing student language learning anxiety as it gives them the change to practice language comfortably without being embarrassed of making mistake, which would reduce their "affective filter" (Krashen, 1982; Krashen & Terrell, 1983; McLaughlin, 1990). Those who have

actually used IT or ICT in the language teaching know how difficult it is sometime to function and to benefit from the available programs and resources if one or more of these is absent.

Research Method

The main purpose of this research is to improve students' writing skill using collaborative method that uses ICT as a media in teaching learning process. This research conducted to the third grade of MTs Negeri 1 Kota serang, Banten Province. As the issue which is found that students has no interesting in writing subject, this research shows some techniques to improve students' motivation in writing skill. ICT can help teacher to give material in many ways both audio and visual in order to student achieve it easier. Information and Communication Technologies (ICTs) have altered the way teaching and learning, taking education to another level, where a previous teacher centered approach has today become a student centered one.

In doing this research, the method that is used is qualitative method as the tool to measure how the effectiveness of the implementation of ICT in teaching learning process in improving students' writing skill. There are so many kinds of application that can use to support teaching learning process by using ICT. However, the main point of this research is in improving writing skill that can solve teacher' problem in writing subject at classroom. For example, Google Drive allows students to work together on a project or to give each other feedback that can be useful in the writing process. *Writing for Teens* for teachers and students to use that can make collaborative writing with the web-based service easy and productive.

Using collaborative method is the appropriate solution to improve student's writing skill. The shared learning gives more opportunity to student to discuss and take responsibility for their own learning, and thus become critical thinkers. The concept of collaborative learning is grouping and pairing. Students will make a group for the purpose of achieving an academic goal. It refers to instruction for a small group of students to work together toward a common goal. We can conclude that using collaborative method gives good influence for students as listed below:

1. The students are responsible for one another's learning as well as their own.
2. The advances in technology and changes in the organizational infrastructure put an increased emphasis on teamwork within the workforce. Workers need to be able to think creatively, solve problems, and make decisions as a team.
3. Students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually.

Results

ICT has been publicized as potentially powerful enabling tools for educational change and reform. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process.

ICT in Education

The government asks to all aspect of education to use ICT as the tool in teaching learning process. ICT greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. It gives opportunity to teacher to implement all subjects through technology. Sometimes the obstacle comes up in the teacher itself. Most of them have lack of knowledge in using technology. But it is not a major issue to stop using technology in learning process. Teacher should creative and they can learn more before giving material to students, that is why ICT can also help teacher more creative in their teaching. Learning system provide the teacher to use ICT in every teaching learning process and it should be produces such a

product. ICT in education has at all times been tempered by a pragmatic recognition of what possible within classroom. This situation is to develop some suitable models in teaching learning through ICT with many expectations and perhaps many obstacles too. There are three approaches to IT and ICT in education that are often discussed:

1. IT and ICT in the form of lesson units or workshops for students and teachers.
2. IT and ICT as a means of information storage and retrieval and a method of doing research
3. IT and ICT as the channel for delivering instruction

ICT as Students' Assessment

From teaching learning process there are some results that have been applied by ICT. One of teaching writing process using ICT is making a video by video maker. They do this activity in a small group. In this process of teaching learning students get a material "Procedure Text" as one of material based on syllabus for ninth grade. First of all, student should choose a topic about how to make something, and then students shoot the process using their gadget. The process starts from the preparing all ingredients and steps. Finally they should edit the video became a complete video by using video maker or other application that support for making a video. In this application students can submit a music or animation in order to get a good product.

Conclusion

The role of ICT gives a good influence in teaching learning process. Collaborative Method helps students to promote critical thinking and gives students opportunity to share with other students. ICT can transform learning style from teacher-dominated to student centre. Teaching writing trough ICT is more effective preparation for standardize testing to measure the result of such teaching practices. The impact of ICT is very good for teaching learning process especially there is transformation from teacher dominated to students centre. There are many application that teacher can use as media for teaching and precisely give the opportunity to students to creative and have more critical thinking.

Using ICT is easier for student to get the point of material that is conveyed by teacher. In this activity, students also have opportunity to create a product as their assessment especially in writing skill. One of the applications for students to improve their ability in writing is making a video by video maker. Students should find a material based on teacher's instruction and for final report they should make a product for measuring the effectiveness of teaching learning process using technology.

Most importantly however, the use of ICT in the classroom signals a shift from the conventional position of power held by the teacher to a more collaborative approach to learning. Generally computer based activities allow the teacher to assume the role of facilitator whilst students take on an increasing responsibility for their own learning The use of computer-based technologies can shift the emphasis of activities away from the teacher and towards the students, enhance social interaction.

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MINIMIZING BRAIN DRAIN: OPTIMIZING TRIPLE HELIX SCHEME AND THE INDONESIA BRAIN DRAIN COMMUNITY (IBDC)

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Abstract

Since the MEA was introduced in the beginning of 2016, it became a new threat for Indonesia to survive and maintain its good quality local resources. It can not be denied that Brain Drain phenomena has occurred in some of poor developing countries 1960s, where people with high potential and skills set the developed countries as the main destination. Therefore, the stakeholders such as government, academics, and practitioners should pay more attention on this to minimize the possibility of new chapter of Brain Drain. This paper uses the descriptive method with qualitative approaches to give the image of the current phenomena by converting with some ground theories. And the data used in this paper is secondary data by analyzing from some literatures. The purpose of this paper is to analyze the factors that affect Brain Drain phenomenon in Indonesian and to find the solution how to handle it. The conclusion would be a model of Triple Helix Scheme that consists of three main objects, Academics, Businessman, and Government (ABG) to optimize its rule, and then form a special boundary in the Brain Drain Community called Indonesia Brain Drain Community (IBDC). So, the phenomenon can be managed comprehensively.

Keywords: Brain Drain, Human Resource, Triple Helix

Pendahuluan

Sejak diterapkannya Masyarakat Ekonomi Asean (MEA) pada awal 2016, memicu ancaman tersendiri bagi Indonesia untuk bertahan dan mempertahankan sumber daya lokal yang berkualitas. Baik buruknya liberalisasi sektor perdagangan di Indonesia bergantung pada kualitas Sumber Daya Manusia (SDM) itu sendiri. SDMsangat perlu ditingkatkan guna untuk kemajuan pembangunan yang berkelanjutan di Indonesia.Usia produktif yang lebih dominan seharusnya menjadi peluang bagi Indonesia untuk menciptakan lapangan kerja serta pendidikan yang memadai guna siap dalam menghadapi bonus demografi hingga tahun 2030 dan menghadapi liberalisasi sektor jasa keuangan tahun 2020.

Masalah SDM menjadi salah satu faktor utama dalam penggerak kemajuan dan perkembangan suatu negara. Tidak bisa dipungkiri bahwa keterbatasan SDM tidak hanya terjadi oleh banyak nya pengangguran, masalah ekonomi keluarga, budaya, dan lain sebagainya. Namun fenomena lainnya yaitu maraknya tenaga terdidik di Indonesia yang bekerja di luar negeri atau biasa disebut dengan istilah *Brain Drain* sering dibenturkan dengan permasalahan yang dihadapi Indonesia. Menurut Faiz (2007), terjadinya *brain drain* bagi negara asal tentunya membawa implikasi negatif yang tidak sedikit, seperti kondisi dimana kurangnya tenaga ahli dan tenaga terdidik dari suatu negara, serta terjadinya ketidakseimbangan pertumbuhan ekonomi yang sulit untuk di prediksi.

Selain itu *brain drain* juga memberikan pengaruh terhadap rendahnya kesejahteraan terhadap masyarakat Indonesia yang tinggal di luar negeri apabila mereka menetap di negeri nya sendiri dikarenakan faktor-faktor seperti kurangnya fasilitas yang diberikan oleh pemerintah, mendapatkan gaji yang lebih kecil di negara sendiri, adanya unsur keterpaksaan yang mengharuskan mereka untuk mengabdikan di negeri lain, dan kenyamanan yang sudah

mereka dapatkan di luar negeri sehingga mereka tidak merasa sulit untuk memenuhi kebutuhan hidupnya.

Sebagai negara berkembang, Indonesia akan semakin jauh tertinggal apabila tidak segera menyadari sekaligus mempersiapkan strategi untuk mengatasi problematika *brain drain*. Berdasarkan laporan yang dikeluarkan oleh UNDP (*United Nations Development Programme*) pada *Human Development Index Report 2014*, Indonesia masih menduduki peringkat 110 dari 188 negara di dunia. Sepanjang tahun 2011 hingga 2014 persentase pendidikan di Indonesia masih berada pada angka 61,4%. Oleh karena itu, seluruh pemangku kepentingan wajib bekerjasama dan bersatu untuk mengatasi krisis sumber daya manusia dan meningkatkan keilmuan masyarakat Indonesia serta mengembangkan seluruh potensi yang ada agar sumber daya manusia yang berada diluar negeri dapat kembali untuk merubah permasalahan yang ada di Indonesia. Berdasarkan latar belakang diatas, maka penulis tertarik untuk melakukan penulisan ilmiah dengan berjudul "*Upaya Minimalisasi Brain Drain: Optimalisasi Skema Triple Helix dan Pembentukan Indonesia Brain Drain Community (IBDC)*".

Metode Penulisan

Penulisan ini menggunakan metode deskriptif dengan pendekatan kualitatif, yaitu mengumpulkan dan menggambarkan fenomena-fenomena yang ada, dengan mengkonversikan beberapa teori dasar (*groundtheory*). Data yang sudah dikumpulkan dkemukakan maksud dan kandungan maknanya dengan mencari solusi atau pemecahanmasalah atas persoalan yang muncul dalam penelitian yang sedang dilakukan (Abdullah, Saebani, 2014).

Jenis data yang dikumpulkan dalam penelitian ini adalah data sekunder yang didapat dengan pengumpulan dan analisis faktor-faktor yang memengaruhi timbulnya pola fenomena *brain drain* di Indonesia, serta berusaha mencari solusi yang tepat dalam menangani fenomena tersebut. Adapun metode yang digunakan untuk mengumpulkan data dalam penulisan ini adalah :

- a. Studi Pustaka, yaitu serangkaian kegiatan yang berkenaan dengan metode pengumpulan data pustaka, membaca dan mencatat serta mengolah bahan penilaian.
- b. Dokumentasi, studi dokumentasi dilakukan dengan jalan membaca laporan - laporan penulisan sebelumnya, serta artikel yang diakses dari internet, buku maupun jurnal yang sesuai dengan permasalahan. Pada metode ini penulis hanya memindahkan data yang relevan dari suatu sumber atau dokumen yang diperlukan.
- c. Diskusi, yaitu cara pengumpulan data dengan melakukan pembicaraan dan pertukaran pikiran dengan orang-orang yang berkompeten dengan objek yang sedang diteliti guna memecahkan masalah tertentu.

Hasil Penelitian

Reversed Brain Drain

Brain Drain hampir sama dengan peristiwa aglomerasi, yaitu peristiwa atau keadaan dimana penduduk di suatu negara terpusat di daerah perkotaan, terutama penduduk-penduduk yang berkualitas. Tujuan mereka pindah ke kota karena adanya prospek ekonomi yang menjanjikan. Sama seperti *brain drain* ini, dimana orang-orang yang berkualitas atau yang memiliki pendidikan yang tinggi cenderung pindah ke negara lain untuk memajukan perekonomian negara tersebut. Sehingga banyak orang-orang terpusat di negara maju.

Jika kita mendengar istilah *Brain Drain*, yang terfikirkan oleh kita adalah sebuah peristiwa yang hanya mendatangkan dampak negatif khususnya negara-negara berkembang. Namun, tidak sepenuhnya demikian. Ada beberapa efek positif yang dapat diambil dari peristiwa *brain drain* walaupun tidak sebesar efek negatif dari *brain drain*. Beberapa faktor negatif yang timbul adanya *brain drain* adalah menurunnya kualitas ketenagakerjaan di Indonesia, dimana hal ini akan memperlambat kinerja dalam industri di Indonesia. Jika untuk memajukan kegiatan industri di Indonesia memiliki sedikit tenaga ahli, maka akan berdampak pada kemajuan dan perkembangan sebuah negara. Akhirnya, ketimpangan di

Indonesia akan semakin tinggi dan kesejahteraan dalam masyarakat juga semakin menurun. Selain dampak negatif yang timbul akibat *brain drain*, ada juga dampak positif yang timbul, yaitu dapat pula meningkatkan perekonomian negara dengan cara alternatif sumber investasi, penurunan tingkat *unemployment*, optimalisasi kapasitas produksi negara, peningkatan kualitas SDM, *uptodate* perkembangan ilmu pengetahuan dan teknologi, dan *international networking*. Selain itu, beberapa negara berkembang kini telah mampu memanfaatkan kondisi *brain drain* menjadi *reversed brain drain* untuk kemajuan negaranya, misalnya Cina dan India yang mempunyai konsentrasi *brain drain* sangat tinggi. Untuk itu, diharapkan Indonesia juga dapat mengubah kondisi *brain drain* menjadi *reversed brain* melalui pemaksimalan upaya yang tersedia.



Minimalisasi *Brain Drain* dengan Skema *Triple Helix*

Skema *Triple Helix* adalah salah satu bentuk inovasi dalam pengembangan potensi baik ekonomi, sosial, maupun pendidikan yang merupakan kolaborasi antara akademisi (universitas), bisnis (perusahaan) dan *government* (ABG). Skema *Triple Helix* diperkenalkan oleh Etzkowitz dan Leydersdorff (Fizanty dan Hiskia, 2007). Model ini menekankan peran dan hubungan yang dekat antara tiga subjek utama, yakni akademisi, bisnis dan *government* atau dikenal dengan segitiga ABG. Akademisi berperan sebagai pemimpin inovasi yang mengeluarkan gagasan/ide, sementara pebisnis sebagai perusahaan yang menekankan *National Innovation System* (NIS) dan *government* sebagai pihak yang mendamaikan dan mengintegrasikan kedua pihak tersebut. Aturan kembali hubungan ABG dalam *Triple Helix* merupakan hasil komunikasi dan ekspektasi pada tingkat jejaring (Etzkowitz dan Leydersdorff, 2000).

A

B

G

Gambar 1. Segitiga *Triple Helix*

Dalam penulisan ini, komponen *Triple Helix* adalah Kementerian Riset dan Teknologi (Kemenristekdikti), Kementerian Keuangan (Kemenkeu), Kementerian Pendidikan dan Budaya (Kemendikbud) sebagai *government*, Asosiasi Pengusaha Indonesia (APINDO) dan perusahaan-perusahaan swasta di Indonesia sebagai bisnis, dan pelaku *brain drain* sebagai akademisi yang dituju. Tujuan integrasi dari ketiga subjek utama tersebut adalah untuk mempermudah strategi *reserve brain drain*. Pola interaksi dalam konsep *Triple Helix* merupakan proses interaksi yang dinamis, karena proses interaksinya berawal dari sebuah penyelesaian masalah dan menemukan strategi untuk menyelesaikannya (Fizanty dan Hiskia, 2007). *Triple helix* merupakan suatu bidang yang dapat menggerakkan masyarakat untuk meningkatkan kreativitas, ide, dan keterampilan (Etzkowitz, 2008). Salah satu permasalahan yang terjadi di Indonesia adalah kurangnya perhatian terhadap fenomena *brain drain* yang jika tidak segera diatasi dengan strategi yang optimal akan memberikan dampak buruk bagi

kemajuan bangsa. Konsep *Reserve Brain Drain* yang menggandeng *Triple Helix* dengan komponen yang sudah penulis tentukan, bisa menjadi salah satu solusi penyelesaian *brain drain*. Dengan kolaborasi dan komunitas beberapa lembaga di atas, diharapkan mempermudah dan meminimalisir permasalahan yang telah disebutkan. Peran akademisi dalam konsep ini adalah sebagai penggagas ide dan pengembangan inovasi. Konsep *Triple Helix* sudah sering digunakan oleh pemerintah dalam melakukan pembangunan dan pengembangan negara, baik dari sektor teknologi, ekonomi maupun konstruksi.

Penerapan Indonesia *Brain Drain Community* (IBDC) melalui Program *Nusantara Town* yang Berkelanjutan dengan Pengembangan Skema *Triple Helix*

Data yang dilansir dari www.diasporaindonesia.org bahwa dengan jumlah sekitar 8 juta orang dengan persentase diaspora 3 % dari total penduduk Indonesia yang tersebar di 7 benua diantaranya Amerika Utara, Amerika Selatan, Antartika, Afrika, Eropa, Asia, dan Australia. Mereka menetap diluar negeri dengan berbagai latar belakang dan tujuan untuk belajar, bekerja, dan lainnya. Inilah faktor yang memicu terjadinya *brain drain*, atas dasar itu penulis membuat pengembangan skema *triple helix* yang pada point bahasan sebelumnya sudah disebutkan komponen dari *triple helix*. Konsep pada gambar 4.3 bertujuan untuk memberikan solusi alternatif jangka menengah dan jangka panjang, agar *brain gain* benar-benar terwujud secara komprehensif mulai dari pembentukan, pembangunan, serta implementasi yang berkelanjutan. B.J Habibie dalam orasi budaya awal 2011 di UMY, membahas mengenai permasalahan *brain drain* mengatakan bahwa peran pemerintah sebagai fasilitator yang aktif antara tiga segitiga stakeholder, yaitu ABG. Peran sebagai fasilitator tersebut dapat dilakukan dengan memberikan stimulus fiskal bagi penelitian-penelitian yang melibatkan ketiga komponen segitiga, memudahkan pola rekrutment tenaga ahli luar negeri untuk mengajar dan meneliti di Indonesia, serta membentuk klaster penelitian bidang-bidang unggulan secara bersama-sama antara PT yang sudah maju sebagai mentor dengan PT yang sedang menuju maju.

Dengan cara demikian, maka sinergi ABG akan dapat terimplementasikan dengan baik, sehingga PT di Indonesia secara nasional akan mampu naik kelas, dari *teaching university* menjadi *research university*, dan dari *research university* menjadi *entrepreneur university* sesuai dengan keunggulan lokalnya masing-masing. Namun demikian, disini ain diperlukan adanya gagasan dan inovasi baru untuk solusi *brain drain* ini. Mengingat manusia merupakan makhluk sosial yang membutuhkan identitas diri dan apresiasi secara moril dalam kasus ini, mendukung peran *Indonesian Brain Drain* sebagai bangsa nasionalis.

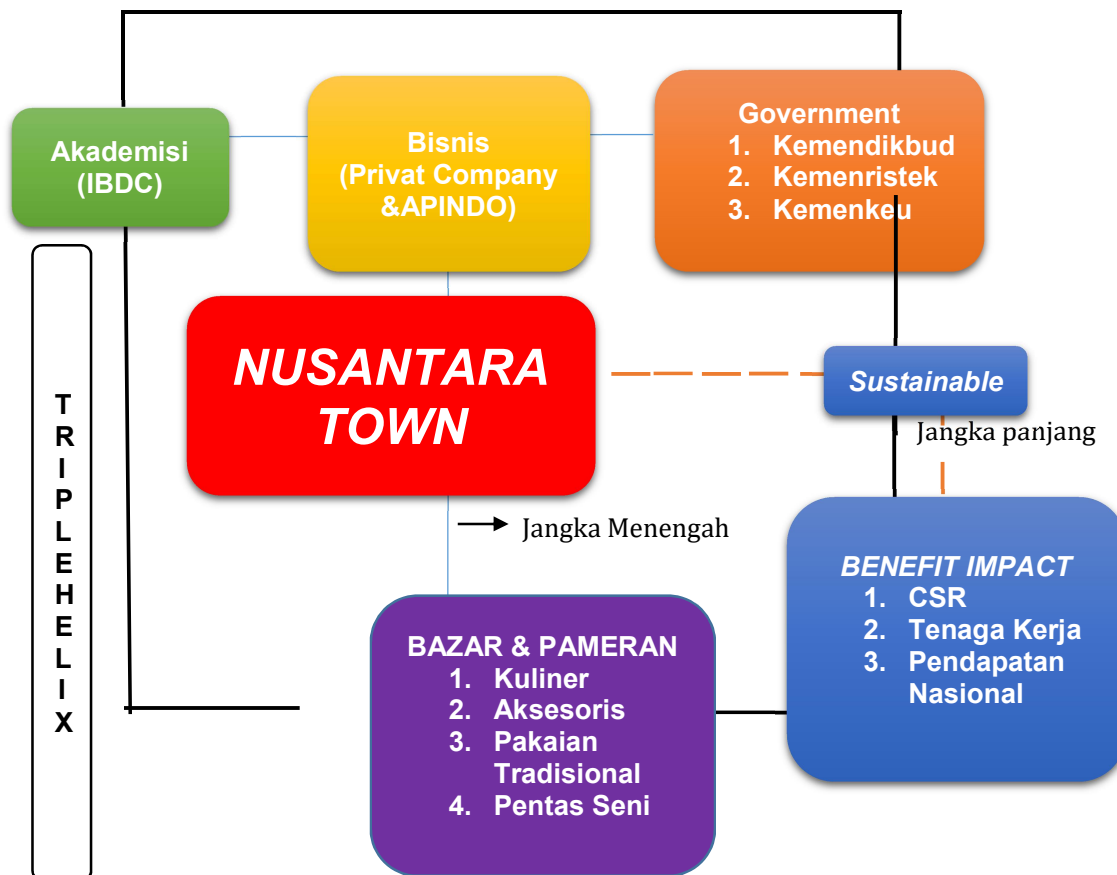
Menurut Abraham Maslow (ahli psikologi), kebutuhan manusia dalam hidup dibagi menjadi 5 tingkatan :

1. *Kebutuhan fisiologis*; Kebutuhan dasar, primer, dan vital. Menyangkut fungsi-fungsi biologis dasar manusia, seperti makanan, pakaian, tempat tinggal dsb.
2. *Kebutuhan rasa aman & perlindungan*; Menyangkut perasaan, bebas dari rasa takut, terlindung dari bahaya & ancaman penyakit, perang, kelaparan, kemiskinan dsb.
3. *Kebutuhan sosial*; kebutuhan untuk dicintai, diperhitungkan sebagai pribadi, diakui sebagai anggota kelompok, rasa setia kawan, kerjasama, dsb.
4. *Kebutuhan akan penghargaan*; kebutuhan untuk dihargai kemampuannya, kedudukan, jabatan, status, pangkat dsb.
5. *Kebutuhan akan aktualisasi diri*; kebutuhan untuk memaksimalkan penggunaan potensi-potensi diri, kemampuan, bakat, kreativitas, ekspresi diri, prestasi dsb.

Jika dikaitkan dengan fenomena *brain drain*, secara tersirat pada point 4 dan 5 yang disampaikan Maslow dapat dikatakan sebagai salah satu faktor kausal terjadinya *brain drain*. Pengembangan skema *triple helix* ini menjadi sasaran utama penulis dalam menginisiasi faktor kausal terhadap *brain drain*.

Maka terbentuklah ide dan gagasan tepat yakni program “*Nusantara Town*” yang bertujuan untuk mengembalikan pelaku *brain drain* bukan hanya sebagai tenaga ahli yang akan memajukan Indonesia, namun juga sebagai upaya pemenuhan kebutuhan sosialnya

sebagai identitas individu yang berwarga negara. Sebagaimana China yang berhasil dengan komunitasnya dan India dengan *little* India yang menjadi ciri khas bagi warga negaranya, sehingga mampu menimbulkan kebanggaan tersendiri bagi penduduk asalnya.



Skema pada gambar 4.3 menunjukkan proses dibentuknya *Indonesia Brain Drain Community* (IBDC) bersinergi dengan pebisnis, dalam hal ini adalah Asosiasi Pengusaha Indonesia (APINDO) dan perusahaan swasta lain, serta 3 lembaga terkait, yang nantinya dapat secara kuat memberikan dukungan pada penggerak IBDC dalam mewujudkan program perdananya yaitu *Nusantara Town*. *Nusantara Town* merupakan strategi pemacu pelaku *brain drain* yang selanjutnya akan berdampak positif bagi Indonesia, serta memberikan banyak keuntungan sebagai akibat dari penerapan jangka menengah *Nusantara Town*. *Nusantara Town* adalah pasar tradisional Indonesia yang berdiri di negara tujuan *brain drain*. *Nusantara Town* merupakan fasilitas yang diberikan oleh IBDC untuk meningkatkan kembali rasa nasionalisme bagi masyarakat diaspora secara umum, dan pelaku *brain drain* khususnya yang berada di luar negara Indonesia. Fungsi akademisi sebagai penggerak IBDC adalah mengatur integrasi dengan kedua *stakeholder* lain sesuai dengan gambar 4.3, dalam prosesnya IBDC akan bekerjasama dengan salah satu forum terkait yaitu *Indonesia Diaspora Network* (IDN) yang didirikan oleh Dr. Dino Patti Djalal tahun 2013 lalu, yang memwadhahi pelaku diaspora di seluruh dunia. Kerjasama ini guna memudahkan penyebaran informasi atas diterapkannya program IBDC dengan perluasan jaringan bersama komunitas IDN. Selain itu, IBDC tidak hanya memperluas jaringan bersama komunitas IDN, namun juga bersinergi dalam menciptakan kreativitas dalam bentuk konsep penyelenggaraan acara untuk memeriahkan suasana dalam *Nusantara Town*. Dalam hal bisnis, pengusaha yang terdiri dari *Privat Company* dan Asosiasi Pengusaha Indonesia (APINDO) akan melakukan

kerjasama dengan IBDC untuk melakukan suatu usaha yang akan di pasarkan di *Nusantara Town*. Sehingga Pengusaha yang bergabung juga dapat meningkatkan pangsa pasar hingga di luar negeri dan meningkatkan ekspor di Indonesia sehingga sinergitas antara akademisi dan pengusaha bisnis di Indonesia dapat berjalan dengan baik. Selain akademisi dan pengusaha, peran pemerintah juga sangat diperlukan dalam mendukung ide yang diciptakan oleh penulis. Pemerintah yang mendukung program ini adalah Kemendikbud, Kemenristek, dan Kemenkeu. Diharapkan di dalam *Nusantara Town* tidak hanya untuk meningkatkan pangsa pasar melalui peningkatan ekspor, namun juga dapat melakukan serangkaian acara dalam bentuk sosialisasi, seminar, *talkshow*, dsb tentang pengenalan Indonesia. Acara ini dapat dihadirkan narasumber yang berasal dari pengusaha Indonesia, dan representatif dari kementerian terkait untuk memberikan pemaparan tentang pengenalan dan peningkatan rasa nasionalisme di Indonesia. Praktek ini juga sejalan dengan apayang dilakukan oleh IDN dalam upaya memperkenalkan keanekaragaman Indonesia, sejarah bangsa dan konsep *nationhood* kepada putra putri diaspora Indonesia di Manila pada Bulan April 2016. Selain akadimisi dan pebisnis, peran pemerintah juga sangat diperlukan. Melihat situasi saat ini bahwa dunia riset hanya memberikan kontribusi sebesar 0.08% dari Produk Domestik Bruto (PDB) sesuai dengan data yang didapat dari LIPI (Lembaga Ilmu Pengetahuan Indonesia) angka ini masih sangatlah minim.

Oleh karena itu, diharapkan Kementerian Keuangan (Kemenkeu) menganggarkan dana untuk pengembangan ilmu pengetahuan dan teknologi (IPTEK) sehingga Kementerian Riset dan Teknologi (Kemenristek) serta Kementerian Pendidikan dan Kebudayaan (Kemendikbud) pun dapat memberikan dampak yang besar terhadap perkembangan Indonesia melalui riset. Kita sangat membutuhkan tenaga peneliti untuk mengembangkan negara ini khususnya dalam bidang pendidikan. Dalam jangka panjang, IBDC berharap agar perusahaan swasta dapat membentuk *Cooperate Responsibility* berupa pemberian beasiswa bagi penduduk pribumi untuk mencapai upaya *sustainable*. Melalui *Nusantara Town*, pemerintah juga secara tidak langsung membuka lapangan pekerjaan bagi para WNI yang tinggal di lingkungan negara di Nusantara Town. Selain itu, perekonomian Indonesia diprediksi akan meningkat melalui pertambahan pendapatan nasional negara jika program ini berhasil diterapkan dengan baik, mengingat dengan adanya program ini, dengan otomatis akan memicu para pelaku usaha pribumi meningkatkan produksi barang lokalnya untuk dapat di ekspor ke negara tujuan program *Nusantara Town*.

Sasaran *Nusantara Town* secara *komprehensif* baik tempat atau kawasan maupun komponen yang akan dituju dalam jangka menengah ini yakni padabeberapa negara dibenua Eropa yang potensial seperti Inggris, Jerman, Belanda, sebagaimana dilansir dari www.bbc.com bahwa perkiraan migrasi ke Inggris mencapai angka tertinggi 336.000 dalam setahun, (*Office for National Statistics* (ONS), 2015). Untuk meminimalisir pelaku *brain drain* melalui penyelenggaraan *Nusantara Town* ini memang merupakan solusi yang dapat dipertimbangkan dan segera direalisasikan. Karena, salah satu upaya untuk mengatasi masalah yang terkait, serta memberikan dampak bagi perekonomian Indonesia salah satunya adalah mempromosikan kebudayaan-kebudayaan yang ada di Indonesia kepada mancanegara. *Nusantara Town* akan dihiasi oleh berbagai makanan khas, pakaian tradisional, aksesoris khas, dan pentas seni tradisional Indonesia untuk menarik pengunjung dari WNA sehingga mengidentifikasi para pelaku *brain drain* dapat terstimulus dari berjalannya program ini. Selain itu, yang paling menarik di dalam *Nusantara Town* ini adalah adanya *event* berupa sosialisasi mengenal Indonesia. Penyelenggaraan *Nusantara Town* direncanakan secara *monthly period*, namun untuk selanjutnya, akan dibuat kawasan tetap layaknya *china town* dan *little india*.

Berdasarkan dengan penjelasan tersebut, dapat dipastikan arus *brain drain* dapat berubah menjadi *brain gain*, sejalan dengan strategi dan tujuan utama dibentuknya program ini untuk menarik para pelaku *brain drain* agar kembali menjadi tenaga ahli yang produktif dan kontributif, serta berdaya guna di negaranya sendiri dalam pembangunan nasional.

Pembahasan

Menurut Kamus Besar Bahasa Indonesia (KBBI), pengertian sumber daya manusia adalah potensi manusia yang dapat dikembangkan untuk proses produksi. Pengertian sumber daya manusia dapat dibagi menjadi dua, yaitu pengertian mikro dan makro. Pengertian sumber daya manusia secara mikro adalah individu yang bekerja dan menjadi anggota suatu perusahaan atau institusi dan biasa disebut sebagai pegawai, buruh, karyawan, pekerja, tenaga kerja dan lain sebagainya. Sedangkan pengertian sumber daya manusia secara makro adalah penduduk suatu negara yang sudah memasuki usia angkatan kerja, baik yang belum bekerja maupun yang sudah bekerja. Secara garis besar, pengertian sumber daya manusia adalah individu yang bekerja sebagai penggerak suatu organisasi, baik institusi maupun perusahaan dan berfungsi sebagai aset yang harus dilatih dan dikembangkan kemampuannya. Menurut Hasibuan (2003) sumber daya manusia adalah kemampuan terpadu dari daya pikir dan daya fisik yang dimiliki individu. Pelaku dan sifatnya dilakukan oleh keturunan dan lingkungannya, sedangkan prestasi kerjanya dimotivasi oleh keinginan untuk memenuhi kepuasannya. Berdasarkan pada beberapa pengertian di atas, dapat disimpulkan bahwa sumber daya manusia adalah kemampuan dan potensi setiap individu dari daya pikir dan daya fisik yang dimiliki sebagai penggerak organisasi untuk memberikan kontribusi pemikirannya untuk proses mendukung strategi dan pencapaian tujuan organisasi.

Brain Drain

Brain drain secara garis besar mempunyai pengertian migrasinya para cendekiawan terdidik dan terlatih dari negara asal ke negara lain (Pan Mohammad Faiz, 2007). Menurut Philippe Le Grain (2006:184) istilah *brain drain* pertama kali digunakan oleh masyarakat Inggris untuk menggambarkan aliran para teknokrat dan ilmuwan keluar menuju Amerika Utara pada 1950-1960. Secara tidak langsung *brain drain* juga dapat dikatakan sebagai berpindahnya (migrasi) ilmuwan atau tenaga ahli dan terdidik yang berasal dari negara berkembang menuju negara maju dengan beberapa alasan baik dari pelaku *brain drain* itu sendiri maupun dari negara tujuan. Hal ini dianggap dapat mengurangi potensi dan kapasitas negara tersebut untuk berkembang lebih optimal.

Brain drain ini hampir sama dengan peristiwa aglomerasi. Aglomerasi adalah keadaan dimana penduduk di suatu negara terpusat di daerah perkotaan, terutama penduduk-penduduk yang berkualitas. Tujuan mereka pindah ke kota adalah karena prospek ekonomi yang menjanjikan. Sama seperti *brain drain* ini, dimana orang-orang yang pandai akan pindah ke negara maju, dengan tujuan yang salah satunya sama dengan aglomerasi tadi. Sehingga banyak orang-orang pandai terpusat di negara-negara maju. Perbedaannya hanya kalau aglomerasi terjadi hanya di suatu negara, yaitu antar daerah saja. Sedangkan *brain drain* terjadi di seluruh dunia yang meliputi banyak negara, yaitu baik negara maju maupun negara berkembang.

Skema Triple Helix

Fenomena *brain drain* yang terjadi di Indonesia dapat di minimalisasi dengan mengoptimalkan skema *Triple Helix*. Skema *Triple Helix* diperkenalkan oleh Etzkowitz dan Leydesdorff (Fizanty dan Hiskia, 2007). *Triple Helix* merupakan sebuah kebijakan dimana tiga unsur yang meliputi A (*academician*), B (*businessman*), dan G (*government*) yang saling bersinergi. Akademisi sebagai sumber ilmu, bisnis/industry sebagai rumah produksi yang kemudian oleh pemerintah sebagai fasilitator dalam menjalankan ekonomi. Kalangan akademisi dengan sumber daya, ilmu pengetahuan, dan teknologinya memfokuskan diri untuk menghasilkan berbagai temuan dan inovasi yang aplikatif. Kalangan bisnis melakukan kapitalisasi yang memberikan keuntungan ekonomi dan kemanfaatan bagi masyarakat. Sedangkan pemerintah menjamin dan menjaga stabilitas hubungan keduanya dengan regulasi kondusif (Etzkowitz & Leydesdorff, 2000).

Dengan demikian *Triple Helix* merupakan salah satu solusi dari beberapa kendala-kendala mengenai fenomena *brain drain*. *Triple Helix* sebagai aktor utama harus selalu bergerak melakukan sirkulasi dengan cara saling berkolaborasi dalam meningkatkan perekonomian negara agar para pelaku *brain drain* dapat kembali lagi ke Indonesia.

Diaspora

Diaspora secara istilah berasal dari bahasa Yunani yaitu *diasperio* yang berarti (penyebaran atau penaburan benih). Istilah diaspora digunakan oleh orang-orang Yunani untuk merujuk kepada warga suatu kota kerajaan yang bermigrasi ke wilayah jajahan, dengan maksud kolonisasi untuk mengasimilasikan wilayah itu ke dalam kerajaan. Diasporalisme adalah sebuah konsep pemikiran yang merefleksikan perasaan di antara, memiliki dua loyalitas, dan kurangnya rasa keaslian sebagai masyarakat sebuah negara (Shabrina, 2012). Sedangkan menurut Kamus Besar Bahasa Indonesia (KBBI), diaspora adalah masa tercerai-berainya suatu bangsa yang tersebar di berbagai penjuru dunia dan bangsa tersebut tidak memiliki negara. Namun, seiring dengan perkembangan waktu, istilah diaspora mengalami pergeseran. Sehubungan dengan hal tersebut, secara sederhana diaspora dapat didefinisikan sebagai fenomena sosial dimana suatu individu atau kelompok melintas batas geografis dan mengalami pergolakan identitas di tempat tujuan.

Simpulan

Berdasarkan hasil analisis literatur, data dan pembahasan yang telah diuraikan pada bab IV maka dapat ditarik simpulan sebagai berikut:

Dalam upaya meminimalisir fenomena *Brain Drain* yang terjadi di Indonesia, paper ini menawarkan langkah strategis dan tepat menangani fenomena tersebut, antara lain dengan:

1. Merubah *Brain Drain* menjadi *Brain Gain (Reserve Brain Drain)* untuk meningkatkan perekonomian negara dengan cara alternatif sumber investasi, penurunan tingkat *unemployment*, optimalisasi kapasitas produksi negara, peningkatan kualitas SDM, *uptodate* perkembangan ilmu pengetahuan dan teknologi (IPTEK), dan *international networking*.
2. Penggunaan skema *Triple Helix* atau segitiga ABG. Komponen *Triple Helix* adalah Kementerian Riset dan Teknologi (Kemristekdikti), Kementerian Keuangan (Kemenkeu), Kementerian Pendidikan dan Budaya (Kemendikbud) sebagai *government*, Asosiasi Pengusaha Indonesia (APINDO) dan perusahaan-perusahaan swasta di Indonesia sebagai bisnis, dan pelaku *brain drain* sebagai akademisi yang dituju. Tujuan konsep ini untuk mempermudah strategi meminimalisasi *brain drain*.
3. Pengembangan skema *Triple Helix* dengan pembentukan Indonesia *Brain Drain Community* (IBDC) melalui program *Nusantara Town* sebagai strategi jangka panjang bagi pemerintah dan inovasi baru untuk mewedahi para pelaku *brain drain* yang *sustainable* guna memajukan pembangunan dan perekonomian negara di sektor industri dan manufaktur secara global.

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INTERRELATIONSHIP OF CHEMISTRY ACHIEVEMENT AND STRATEGIC METACOGNITION IN STUDENTS GENDER PERSPECTIVE

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Abstract

The study is aimed to describe the differences between male and female students in learning chemistry specially in strategic metacognition and its relationship with students' chemistry achievement. Focus discussion of this research is revealing and analyzing the trend and factor affecting the gender differences based on cognition achievement and strategic metacognition in chemistry. This was a descriptive quantitative research. This research subject was 92 senior high school students in XI grade bilingual class program, consisted of 51 males and 41 females. Chemistry cognition achievement of students was collected through cognitive tests while strategic metacognition of students was revealed by chemical question passing sheet. The result of the test was analyzed through trend of data and description of causal relationship of male and female students in every domain of strategic metacognition. The result of this study indicate that male students were better in strategic metacognition in chemical question passing than female students. This result also indicated that the excellent achieved students dominated the high intermediate level in the content aspect, thinking level and chemistry understanding of their strategic metacognition. The implication of this research would be discussed.

Keywords: Strategic Metacognition, Chemistry Achievement, Gender

Introduction

The studies about gender differences in science generally and in chemistry learning particular showed inconsistent trends. Some studies said that boys had a better performance in chemistry (Cheung, 2009; Turner & Lindsay, 2013; Karatjas & Webb, 2015; Taasobshirazi & Carr, 2008). The other studies indicated that girls had a better performance in chemistry (Majere, Role & Makewa, 2012; Hudson, 2012; Eriba & Ande, 2006; Ziegler & Stoeger, 2004; Tang & Neber, 2008; Falvo & Suits, 2009; Blonder, Rap, Mamlok-Naaman & Hofstein, 2014; Lang, Wong & Fraser, 2005). Ozkan and Hatice (2013) research showed that metacognitive awareness of high school students differed based on academic and individual variable. Male students used slightly more memory, cognitive, and metacognitive strategies than female students (Radwan, 2011). In the other research, Jaleel and Premachandran (2016), examined secondary school students' level of metacognitive awareness according to gender and found that there was no significant difference. This study suggest that gender contribute to metacognition relate students' achievement.

Metacognition

Metacognition is the awareness of students' thinking and the strategies that is using, so students enable to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations (Jaleel & Premachandran, 2016:165). Shannon (2008:18) define metacognition is thinking about one's own thinking, and metacognition can be metaphored as the engine that drives self-directed learning. However Kazemi and Ghoraiishi (2012) said that metacognition is a self-awareness ability and

explained that students are often not conscious about their knowledge and skills in the learning process. So, most of psychocognitive specialists defined metacognition as thinking about thinking.

Metacognition includes three dimensions those are (a) knowledge about one own self, (b) knowledge about thinking process, and (c) control of one's commitment, affective and attention to learn new or complex thing (Pulmones, 2007:166). Lai (2011:7) list two typologies of metacognition component those are cognitive knowledge / knowledge metacognition and cognitive regulation. Cognitive knowledge has three types those are knowledge about oneself as a learner and factor affecting cognition (declarative knowledge), awareness and management of cognition including knowledge about strategy (procedural knowledge) and knowledge about why and when to use a given strategy (conditional knowledge).

Strategic metacognition

Metacognitive strategies are techniques that learners use to plan, monitor and control, and evaluate their own cognitive processes (Kaberman & Dori, 2008). Metacognitive strategies are ordered processes used to control one's own cognitive activities and to ensure that a cognitive goal has been met. A student with good metacognitive awareness oversee his own learning process, plan and monitor ongoing cognitive activities. Metacognitive strategies can help students to improve their achievement level because the strategy has strengths in each different situation (Velloo, 2015:72).

Question posing

Question posing has defined as a means of instruction where the students construct questions in response to different circumstances, namely real life situations, another mathematical problem, or the teacher (Ghasempour, Bakar & Jahanshahloo, 2013). Watts et. al (in Kaberman & Dori, 2008) divided students' questions into three categories: (a) consolidation: students may feel they have grasped an idea and seek reassurance that this is in fact the case; (b) exploration: students' question seek to both expand knowledge and test constructs that they have formed; and (c) elaboration: students examine claims and counterclaims, elaborating on their previous knowledge and experience.

Kaberman and Dori (2008) arranged the classification of chemical questions into three aspects: (a) Content: the question should not only focus on the phenomenon described in the text. It should involve such aspects as potential hazards or endangerments or their possible solutions; (b) Thinking level: the question requires a response at thinking level higher than knowledge or understanding; (c) Chemistry understanding level: the question calls for a response that requires the invocation of at least two out of the four chemistry understanding levels – symbolic, macroscopic, microscopic and process.

Purpose

This research was conducted to describe the differences between male and female students in learning chemistry specially in strategic metacognition and its relationship with students chemistry achievement. Focus discussion of this research is revealing and analyzing the trend and factor affecting the gender differences based on cognition achievement and strategic metacognition in chemistry.

Methodology

Method and Partisipant

The reseach method used was a descriptive quantitative method. The subject of this research was 92 students of XI grade in IBC (*Immanuel Bilingual Class*: superior class with English in medium language) of Christian Senior High School Immanuel Pontianak, Indonesia, in academic year of 2014/2015, consisted of 51 males and 41 females.

Data Collecting and Processing

Chemical question posing sheet was a written instrument used to expose strategic metacognition in chemistry. Data processing of chemical question posing sheet was categorized based on the student's question posing skill. Students had to create a question in their own words in five minutes maximum according to the quotation given about a phenomenon related to chemistry. Rubric of the categorization of question posing skill was modified from Kaberman and Dori (2008) shown on Table 1.

Tabel 1 Rubric for Assessing Students' Question Posing Skill

Score	Content	Thinking Level	Number of Chemistry Understanding Level
0	Irrelevant question and there is no relation with the problem	Response of question is described in the problem	There is no direct relation with chemical aspect
1	Question relates to the text explicitly	Knowledge and comprehension	1 aspect minimum is required
2	Risk question but the answer can be found in the text	Application and Analysis	2 aspect minimum are required
3	Complex question	Evaluation and creation	3 aspect minimum are required

Adapted from Kaberman and Dori (2008).

Table 2 Classification of Strategic Metacognition

Average Score	Strategic Metacognition Level
0,00 – 1,00	Low
1,01 – 2,00	Low intermediate
2,01 – 2,50	High intermediate
2,51 – 3,00	High

Table 3 Classification of Academic Achievement

Quantitative Value	Qualitative Value
100,00 – 90,01	Outstanding
80,01 – 90,00	Excellent
75,01 – 80,00	Adequate
70,00 – 75,00	Moderate
< 70,00	Poor

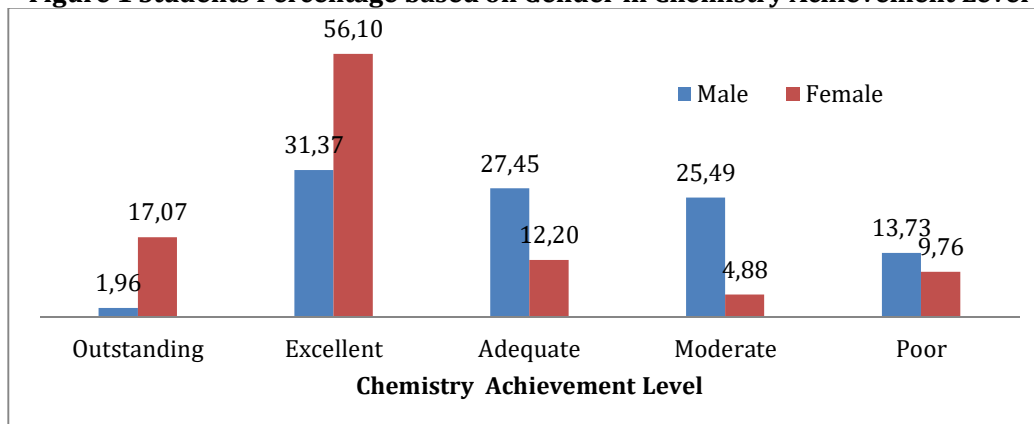
Students' academic achievement was chemistry value of third semester before remediation. It was done to get accurate data of students' achievement. Classification of the students' achievement in quality scale from converting the quantitative score range into five academic achievement level as shown on Table 3. The last level was determined by minimum value that student had to reach to pass the matter that decided by school.

Result and Discussion

The students' cognitive achievement in chemistry class was classified in Figure 1. The students' cognitive achievement (the average was 79,99 and the standard deviation was 8,95) showed that students tended to have excellent level especially female students. The result of study conducted by Eriba and Ande (2006) also indicated that the female students were capable of doing chemistry. Majere, Role and Makewa (2012) investigated that the girls had a higher self-concept in chemistry than the boys. They found that self-concept did not influence performance in chemistry since boys outshone the girls in spite of the girls' higher self-concept. Girls reported more frequent use of superficial strategies in learning chemistry

than boys (Tang & Neber, 2008). These reasons contributed in higher achievement of female students in chemistry.

Figure 1 Students Percentage based on Gender in Chemistry Achievement Level



The result of students' chemical question posing was showed up by Table 4. Students had a tendency to have "risk question but not highly complex" (high intermediate level). In this level most of students possessed the question about "what" in long sentences impinged substance contained, reaction, properties, replaceable with alternative thing, factor affected and possibility of side effect occurred. Male students had a better content aspect in their question posing. They had a tendency in exploration question. Most of students possessed question with compared and expanded their previous knowledge. From the case, students knew that color changing was one of chemical reaction. So, they explored their curiosity to find the causal factor of the case and expanded about "what" and "why". Only could some students reach "elaboration question" (high level), because students examined and counterclaimed through the question by elaborated their both experiences and understanding-analysis infrequently. In the case, students possessed "why" and "how" the chemical reaction could be occurred by combined of thinking and science experiences of students. Such as why did the process use the oven while the paper would be burned?; how the process of color changing; and how the time permanency of the brown secret message could be seen. These were complex questions that need a higher level thinking.

Students had a tendency to think in application and analysis level. In this aspect, male students had better attainment than female students. In this thinking level, students thought just enough to know about "what" and possessed the question about the simple reason of "what". In application and analysis level, student who had good procedural knowledge had higher attainment. In this thinking level, students thought the possibility of alternative ways in "what" to "why" phenomenon occurred. They also analyzed in an inquiry question. According to King and Rosenshine (in Kaberman & Dori, 2008) there were seven question structures. The result of this research was found that students' question structure in thinking about application (2,17%), developing example (30,44%), analyzing relationship (32,61%), making prediction (6,52%), synthesizing ideas (7,61%), comparing and contrasting (7,61%) and evaluation (0%). There were 13,04% students who thought out-context, where they possessed questions irrelevant or not had relation with the case. Most of students analyzed the quotation and had a curiosity to find the relation of every variable involved. Some students were able to make a question in high level of question structure. They made questions by comparing the previous knowledge and their curiosity to find the answer about difference and new detectable information from the case. The discrepancy stimulated students to make question in high level of content.

Table 4 Student's Percentage based on Gender in Question Posing Skill

Level	Students' Percentage (%)					
	Content		Thinking		Comprehension	
	Female	Male	Female	Male	Female	Male
Low	9,76	3,92	14,63	1,96	12,2	3,92
Low Intermediate	12,2	3,92	39,02	37,25	17,07	7,84
High Intermediate	65,85	76,47	31,71	50,98	43,9	52,94
High	12,2	15,69	14,63	9,8	26,83	35,29

Chemistry understanding level in symbolic and macroscopic representative were had by every students who had high intermediate and high level. Distribution of chemistry understanding was macroscopic (11,96%), macroscopic - symbolic (47,83%) and macroscopic - symbolic - microscopic (30,45%). Most of students focused on macroscopic representation of the case because based on the interview they focused on the text of the question and thought that chemical reaction and numerical data were most important data in every chemical question.

Based on the Table 4, male students had better content, thinking and comprehension aspect in their chemical question passing. Cheung (2009) found that males had more favorable attitudes toward chemistry lessons than females. Research of Hudson (2012) about gender difference analysis showed that females generally performed slightly better on multiple-choice than did males once student ability, but male students achieve higher scores than do female students and the ability of the male students was (at the top end) greater than that of the female students taking chemistry.

Figure 2 showed the students' attainment in strategic metacognition. The average score of strategic metacognition in male and female students was 1,974 and 1,708 respectively. These values indicated that male students were better than female students in strategic metacognition by chemical question passing. Male brain had more white matter to help transferring information throughout brain which could enhance spatial skill such as aiming the targets (Chamberlain, 2009). Because of strategic metacognition was also ensure the goal (Jayapraba, 2013) or target, so in basic male tended had a better strategic metacognition than female. Male was a knower, use mind, reason, rational, and scientific knowledge (Seth, Aliah & Marlina, 2007), so male could understand and think something in depth analysis. Male students had more favorable attitudes toward chemistry lessons and liked chemistry theory lessons (Cheung, 2009), so less numeric and symbolic data tended to not make them failed in arranged and organized the information from the case.

Figure 2 Students Percentage based on Gender in Strategic Metacognition Level

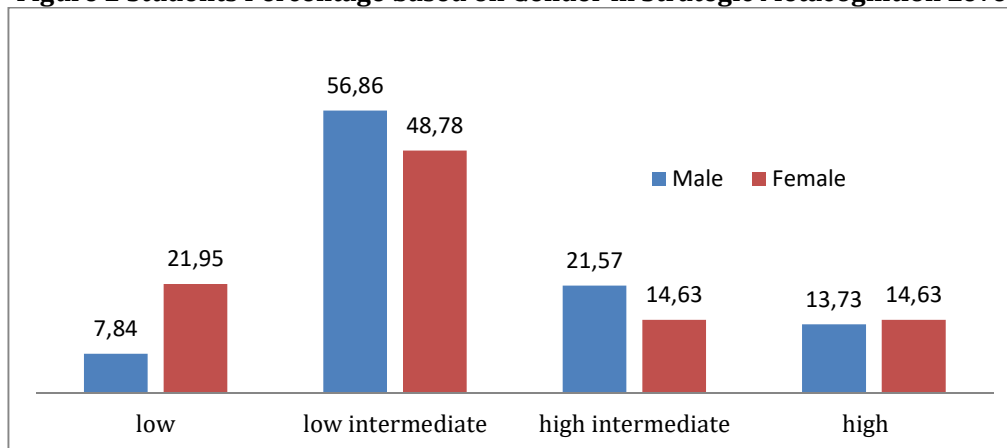


Table 5 Student's Percentage based on Gender in The Interrelationship Between Strategic Metacognition Level and Chemistry Achievement Level

Chemistry Achievement Level	Students' Gender	Strategic Metacognition Level			
		Low	Low Intermediate	High Intermediate	High
Poor	male	0,00	5,88	3,92	3,92
	female	0,00	7,32	0,00	2,44
Moderate	male	3,92	13,73	5,88	1,96
	female	0,00	2,44	0,00	2,44
Adequate	male	3,92	11,76	7,84	3,92
	female	2,44	4,88	2,44	2,44
Excellent	male	0,00	23,53	3,92	3,92
	female	14,63	24,39	9,76	7,32
Outstanding	male	0,00	1,96	0,00	0,00
	female	4,88	9,76	2,44	0,00

Table 5 showed the relation between academic achievement with content of question posed by students. The outstanding students could make a risk question but not complex. The excellent students could make complex question but most of them made a risk but not complex question. The adequate students had a tendency in risk but not complex question. The moderate students tended to make a irrelevant question or a risk but not complex question. The poor students tended to make better content of question than moderate students. The distribution of student percentage in strategic metacognition in Table 5 indicated that female students tended to get better attainment than male students. The female students had a higher self-concept in chemistry (Majere, Role & Makewa, 2012:67) whereas males had more favorable attitudes toward chemistry lessons than females (Cheung, 2009). Zimmerman and Martinez-Pons (in Topcu & Tuzun, 2009) found that among self-regulated skills girls mostly used record keeping and monitoring, environmental structuring and goal setting and planning than boys.

The other aspect that made these differences was students perception. Female students saw that mastery the knowledge was something under authority but males saw that mastery the knowledge was under their authority (Tarule in Topcu & Tuzun, 2009). This case was an advantage for males students in arranging their questions (especially in content and thinking level aspect). However the perception of male students was confidence in their ability and tended to be overconfidence while females had a positive perception (Simpson & Oliver in Topcu & Tuzun, 2009). This reason made the female students tended less confident, more anxious and low in declarative knowledge. This declarative knowledge was about students' knowledge about their strength and weakness, the problem given to them, controlling their anxiety and motivation, and predict the strategy to do. If there is some mistake in this area, student will be low in strategic metacognition. Table 5 abolished this because female students had positive perception that made them holding out and solving the chemistry problem.

Conclusion

This study indicated that male students had higher attainment in content, thinking and comprehension level aspect of strategic metacognition through chemical question posing. The interrelationship with achievement suggested that female students were higher than male students. Contribution of positive perception of students could impact and improve their strategic metacognition level. Through give students training to make questions will be train their thinking especially in declarative knowledge. So, not only train the students to solve a problem but also train them to make a problem.

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TEACHING APPLICATION LETTER THROUGH EMAIL FOR THE 12TH GRADE STUDENTS OF SMKN 3 KOTA SERANG ACADEMIC YEAR 2016/2017

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Abstract

The research was purposed to identify whether or not and to what extent email can increase students' writing application letter after taught by email. The Classroom Action Research was conducted at 12th grade students of SMKN 3 Kota Serang, Banten. There were two cycles and each cycle consists of four steps, namely; (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting the result of the observation. The result of the research shows that email can improve students' writing ability in writing application letter. It can be seen from the indicators: (a) students could arrange application letter with good arrangement, (b) students could write an application letter with a good language and clear purposes, (c) students could write an application letter based on job vacancy and send it by using email. In line with the result, the writer suggest that email is one the effective technique in English teaching activities. It increases the students' enthusiasm and their achievement in learning and writing application letter. The result hopefully will motivate teachers to use email in teaching application letter for 12th grade students of vocational school.

*Keywords : Effectiveness, Skill in Writing Application Letter,
Electronic Mail (E-Mail)*

Introduction

Background of the Study

With the fast development of computer and digital information technology (including multi-media technology, internet technology, mobile telecommunication technology and wireless network technology), computer and internet are combined more and more with language teaching, on the basis of which e-learning environment has been constructed. Computer Assisted Instruction (CAI) has been widely used in many developed countries. For instance, as one of the most widely used and the most convenient means of communication, e-mail is seldom used in the vocational school English teaching and learning. It's estimated that there are more than 1 billion e-mail users all over the world (Mark W. 1995:5). So how to make good use of e-mail in vocational school English teaching has become one of the heated topics.

The use of sophisticated and new things as a tool in learning English becomes popular nowadays. It is because students are more actively engaged in a new and sophisticated gadget as well the applications which are supported by Internet connection. One of the applications that provide features to learn English is Email. The E-mail (electronic mail) means the exchange of computer-stored messages by telecommunication (Some publications spell it *email*; we prefer the currently more established spelling of *e-mail*).

Email is widely used as a form of business communication and overall it is a highly effective communication tool. Email is inexpensive, only requiring an Internet connection that is generally already present in the business. Although a printout of emails is possible, emails often stay as soft copies because archiving and retrieving email communications is easy to do. Although it cannot and should not replace all face-to-face communication and others forms of communication, internal email usage can cover many areas within the business. It is a very powerful information tool that is simple to use and easy to understand. It's hard to imagine any other form of computer-based communication that can be so intimate and yet so wide reaching (Ken W. White & Jason D. Baker 2004: 44).

Nowadays, email is often the first point of contact for job seekers and hiring managers, the subject line can make all the difference. It's not only communicates who you are and what you want but also can be a marketing tool that shows off your qualifications and helps you stand out. At the time that this fast-paced and sophisticated, advances in technology increasingly allow a person to communicate with. Even in the world of work, almost all companies use the Internet as a medium that can help them run their business affairs more quickly. No exceptions in the case of applying for a job, many companies prefer email as the most efficient way for job seekers to submit their applications.

Based on those usage of email that can be used in the world of work, this study uses learner email to investigate each student's improvement in writing application letter and teaching them to apply a job by using email as their preparation after graduating.

Reason for Choosing the Topic

A vocational school, sometimes called a trade school or vocational college, is a post-secondary educational institution designed to provide vocational education, or technical skills required to perform the tasks of a particular and specific job. Vocational schools are traditionally distinguished from four-year colleges by their focus on job-specific training to students who are typically bound for one of the skilled trades, rather than providing academic training for students pursuing careers in a professional discipline. And vocational school graduates are expected to become a personal talented and ready to work, but the other hand, many companies open up jobs for vocational school where job applications should be submitted by using email. The writer want to elaborate how email preparing students in the world work and improve students' writing application letter.

Statements of the Problem

The writer will observe some problems related to the theme of the research. They are:

1. What are the problem faced by the students in the classroom?
2. How email improve students' ability in writing application letter?

Objectives of Study

The objectives of Study are as follows:

1. To identify the problems of students in the classroom in studying English.
2. To identify the improvement of students' ability in writing application letter after taught by email.

Theoretical Framework

Effective writing skills are central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshmen year (Geiser & Studley, 2001). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Benjamin & Chun, 2003). Finally, a large share of the value added by businesses in a knowledge-based economy is codified in written documents, placing a premium on a literate workforce (Brandt, 2005).

An application letter is a formally written one-page letter that accompanies a resume and other requested documentation in application for a job or academic program. Application letters are often synonymous with cover letters, and in addition to describing what materials are included in the application, an application letter should also take time to highlight the qualifications that prepare the writer for acceptance into the job or academic program. Electronic mail was used generically for any electronic document transmission (Brown, 1972). It is a method of exchanging digital messages between computer users.

Research Method

The research design of the study was action research. The research was qualitative and quantitative since all the data collection was in the form of words, numbers and using pre test and post test. The reason of researcher uses qualitative and quantitative method to avoid bias and to enrich the data without depend in one design of research method.

Source of Data

The data are taken from syllabus, lesson plan, application letter samples, material, teaching learning and learning process in the 12th grade Students of SMKN 3 Kota Serang, Banten.

Subject of the Study

The subject of the Study is the 12th grade Students of SMKN 3 Kota Serang, Banten. Total numbers of students are 40 students (35 females and 5 males).

Data Collection

Since the research used qualitative and quantitative research, the main instrument of this research was the researcher as teacher in the classroom and use formula to count the pre test and post test. The data was held withing 17th-29th October 2016.

Technique of Data Analysis

There are two ways to analyze the data, they are:

1. Descriptive technique: A descriptive technique is used to know the students' behaviour during the teaching learning process.
2. Statistical technique: A statistical technique is used to know any influences to the students' writing application letter or no from the result of pre test and post test.

Pre Research

Planning in pre research, the researcher observed the situation of the students in teaching learning process. Class observation: the researcher observed teaching learning process and made note. The teacher began the lesson with giving question to the students that had a frelation with the theme of the lesson. There are a few students who answer the teacher questions. Then, the researcher asked students to write application letter.

Analysis: based on the researcher's note the researcher knew that most of students just keep silence in the teaching learning process although they were active students. However, the students were not confidence to say something in class. Then, some of the students kept on asking the vocabulary to the researcher when they wrote the application letter.

Reflection: the researcher decided to improve students' writing ability. Thus, the researcher implemented email for teaching applicaton letter.

Teaching Implementation Data Analysis

In this research, the data consist of pre test and post test.

Cycle I

Planning

The researcher prepares the instruments of research such as lesson plan, material (job vacancy, application letter sample), teaching aids (laptop, internet connection), and tests (pre test and post test).

The Implementation of the Action

On Tuesday, October 18th, 2016 the researcher entered English class of Office Administration 2. She told the material and the goal of the lesson. She explained that the method of studying was using email. The researcher gave pre test by asking the students to write application letter manually based on their own job vacation. The researcher paid attention to the students' application letter and taught students the way to write application letter. The researcher and the students discussed the arrangement and contents of application letter by sending them the material by using email. They downloaded, tried to analyze and understand it. Then, The researcher asked the students to write application letter again and sent it by using email. They could't write based on the researcher's explanation yet, but the researcher opened question for those who were not still understood by using email.

Observation

In the first cycle, The researcher took a note from the students' activity to know the students' ability in understanding vocabulary. The data of pre test and post test is shown below. The students' writing application letter improved. However, 6 students improved in post test writing.

Number	Name of Students	Pre Test Writing	Post Test Writing	Score Improvement
1	Ameilia Zahra	50	70	20
2	Asimi	60	70	10
3	Bening Waloelani	60	70	10
4	Delima Putri	60	70	10
5	Dita Rola Sari	50	70	20
6	Edo Rohido	50	70	20
7	Ellisa	50	70	20
8	Faldi Mawaldi	60	72,25	12,5
9	Gunaiah	60	72,25	12,5
10	Herni Haryani	55	70	15
11	Hikmah Hidayanti	50	70	20
12	Ikka Marthiana	70	70	0
13	Irma Sulistia	60	75,25	12,5
14	Ita Rosita	55	75	20
15	Leni Yuniyar	55	75	20
16	Maesah	50	72,25	22,5
17	Marlina	70	70	0
18	Melinah	50	75	25
18	Muhammad Noh	50	72,25	22,5
20	Neneng Sulistianingsih	50	75	25
21	Nurasih	55	70	15
22	Pahrulroji	70	70	0

23	Rani Baeti Umami	60	70	10
24	Rara Shera Dewi P	50	75	25
25	Refina	60	70	10
26	Restianingsih	75	70	-5
27	Rini	55	75	20
28	Rita Rachim	60	72,5	12,5
29	Santinah	55	75	20
30	Sinta	50	75	25
31	Siti Aisah	50	75	25
32	Siti Hernawati	60	70	10
33	Siti Junariyah	55	75	20
34	Siti Sinta Ayuningsih	55	75	20
35	Siti Surini	72,5	72,5	0
36	Sri Elmayanti	50	70	20
37	Sumanah	50	70	20
38	Sumiyati A	55	75	20
39	Vera Paramida	60	72,5	12,5
40	Winda Saputri	60	75	15

Reflection

The researcher conclude that a method is very important in teaching learning process because many students are able to write application by using email but some of them still have less words in writing.

Cycle II

Planning

The researcher prepares lesson plan, material (job vacancy, application letter sample), teaching aids (laptop, internet connection), and tests (pre test and post test).

The Implementation of the Action

On Tuesday, October 25th, 2016 the researcher told the students' previous material and the goal of the lesson. She told the students about the result of writing application letter before after giving them material about application letter. Then, she discussed with the students the solution to improve their writing through email. The teacher gave the students a worksheet to know the students' writing especially about application letter which connected with the previous job vacancy. She gave the students 15 minutes to finish the pre test. After the test, she began to resend the sample of application letter which shorter but clearer. After that, the teacher and students discussed it. Then, the students gave the feedback. At the end of the activity, the teacher asked the students to write a new application letter with their own concept after understanding all main point after cycle two.

Observation

In cycle II there are differences in activity than in cycle I. The students did the worksheet about application letter which connect to email. The result have significant difference between pre test and post test. The result table:

Number	Name of Students	Score of	Score of
		Worksheet	Worksheet
		I	II
1	Ameilia Zahra	75	90
2	Asimi	75	85
3	Bening Waloelani	75	85
4	Delima Putri	80	90

5	Dita Rola Sari	70	85
6	Edo Rohido	80	90
7	Ellisa	80	90
8	Faldi Mawaldi	80	95
9	Gunaiah	80	95
10	Herni Haryani	75	90
11	Hikmah Hidayanti	75	90
12	Ikka Marthiana	75	85
13	Irma Sulistia	80	90
14	Ita Rosita	80	90
15	Leni Yuniyar	75	90
16	Maesah	80	90
17	Marlina	80	90
18	Melinah	80	90
18	Muhammad Noh	80	90
20	Neneng Sulistianingsih	80	90
21	Nurasih	80	90
22	Pahrulroji	75	90
23	Rani Baeti Umami	70	80
24	Rara Shera Dewi P	85	95
25	Refina	85	95
26	Restianingsih	80	90
27	Rini	75	90
28	Rita Rachim	75	90
29	Santinah	75	85
30	Sinta	75	90
31	Siti Aisah	75	90
32	Siti Hernawati	70	80
33	Siti Junariyah	75	85
34	Siti Sinta Ayuningsih	75	90
35	Siti Surini	80	90
36	Sri Elmayanti	80	95
37	Sumanah	75	90
38	Sumiyati A	75	90
39	Vera Paramida	75	85
40	Winda Saputri	75	90

The researcher will calculate t test to know whether email can give significant differences between pre test and post test mean.

Calculate t0 value: The result of pre test and post test to get $\bar{O}D$ and $\bar{O}D2$. The data for t-test calculation:

Number	Name of Students	Score of	Score of	Differences
		Worksheet I	Worksheet II	
1	Ameilia Zahra	75	90	15
2	Asimi	75	85	10
3	Bening Waloelani	75	85	10
4	Delima Putri	80	90	10
5	Dita Rola Sari	70	85	15
6	Edo Rohido	80	90	10

7	Ellisa	80	90	10
8	Faldi Mawaldi	80	95	15
9	Gunaiah	80	95	15
10	Herni Haryani	75	90	15
11	Hikmah Hidayanti	75	90	15
12	Ikka Marthiana	75	85	10
13	Irma Sulistia	80	90	10
14	Ita Rosita	80	90	10
15	Leni Yuniyar	75	90	15
16	Maesah	80	90	10
17	Marlina	80	90	10
18	Melinah	80	90	10
18	Muhammad Noh	80	90	10
20	Neneng Sulistianingsih	80	90	10
21	Nurasih	80	90	10
22	Pahrulroji	75	90	15
23	Rani Baeti Umami	70	80	10
24	Rara Shera Dewi P	85	95	10
25	Refina	85	95	10
26	Restianingsih	80	90	10
27	Rini	75	90	15
28	Rita Rachim	75	90	15
29	Santinah	75	85	10
30	Sinta	75	90	15
31	Siti Aisah	75	90	15
32	Siti Hernawati	70	80	10
33	Siti Junariyah	75	85	10
34	Siti Sinta Ayuningsih	75	90	15
35	Siti Surini	80	90	10
36	Sri Elmayanti	80	95	15
37	Sumanah	75	90	15
38	Sumiyati A	75	90	15
39	Vera Paramida	75	85	10
40	Winda Saputri	75	90	15
Median		3085	3570	485

Calculate standar deviation

=STDEV(E2:E41)/40

Standar Deviation	2,50
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Calculate t0

T Value	3,03
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Giving interpretation t0: Calculation of df (Degree of freedom):

$df = n - 1 = 40 - 1 = 39$

Consult with t-table value with $df = 39$, the value of t with the degree of signification of $\alpha = 0,05$, comparing t_0 with t_t . $t_0 = 3,03$ is greater than t_t with the $\alpha = 0,05$. If t_0 is same or greater than t_t , so null hypothesis will be rejected.

T table with $n = 39$ is 2,02

$3,03 > 2,02$. T test calculation is greater than t table. So H_0 is rejected. Therefore, there is a significant difference between pre test and post test.

The pre test is greater than the post test. It shows that email gives influence in improving student's writing in application letter material.

Reflection

The researcher conclude that the students can improve their writing in application letter and they understand how to arrange it well.

Discussions

From the analysis of result in cycle I and cycle II, it shows that there is an improvement of students' writing. The improvements are as follow:

The Cycle I Students' Improvement			
No	Students' Improvement	Total	Percentage
1	The students who are increase	35	87,50%
2	The students who are decrease	5	12,50%

The Cycle II Students' Improvement			
No	Students' Improvement	Total	Percentage
1	The students who are increase	40	100%
2	The students who are decrease	0	0%

Teaching application letter by using email get better achievement based on the data above. The result of post test in cycle I and cycle II are greater than pre test. The writer concludes that email is effective to teach application letter because it can attract the students and motivate them to learn more.

Conclusions

Undoubtedly, the biggest change brought about by online education is that the cooperation between teachers and students is strengthened more (Greg, K. 2000: 4). We can draw a conclusion from based on the discussion above, it is concluded that the use of email is effective in teaching application letter and improving the students' ability in it. The improvement can be clearly shown in the students' writing score. The differences of the result between pre test and post test are significant. Furthermore, the result of t-test in writing cycle I is smaller and in cycle II is bigger than *t-table* with $n = 39$ is 2,02. If *t* table is same or grater than t-test calculation, so the null hypothesis (H_0) is rejected. (H_0) is rejected; therefore there is significance difference between pre test and post test median. Finally, according to some statements above it is conclude that email is appropriate for 12th grade students of SMKN 3 Serang to improve their writing ability about application letter.

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LEARN WHILE CULTURED" AS CULTURE CONSERVATION EFFORTS WITH INNOVATION IN LEARNING INDONESIAN AND IMPLEMENTATION PLAN ON LEARNING TEXT REPORT OF OBSERVATION

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Abstrak

The loss of the nation's culture as well as the loss of national identity. Various modern foreign cultures that are easy to enter Indonesia. As a result, Indonesian culture slowly disappeared and so did the identity. At present, preserve the culture is being championed by the academic community. But still, the loss of culture can not be avoided. Also Indonesian slowly loses his identity, it is due to lack of student interest in learning Indonesian. The low value of Indonesian National Exams Compared with the National Examination English, as evidence of a loss of love for the homeland. In addition, educators Also have not been creative in delivering learning. The learning objectives are not clear, the methods or models of learning monotonous, and teaching materials that do not support, showing educators took part in this conflict. Therefore, it is Necessary to learning innovation that has elements of Indonesian culture items, namely by a) innovation learning objectives; b) innovative teaching methods or models; and c) innovation teaching learning materials. All three of Reviews These innovations can be implemented in a lesson plan text of the report on the observation. The ability to understand and compose text of the report on the observation can be used as a means of cultural preservation.

Keywords: Culture-Based Learning Indonesian, Model or Method, Learning Objectives, Teaching Materials, Text Observations, Lesson Plan

Introduction

The loss of the culture of a nation is tantamount to the loss of national identity. Diverse ethnicities and languages make Indonesia rich in culture. Wealth is like a treasure that can not be maintained if it will make it drained. Maintaining more difficult than fighting, then preserve the national culture requires special attention.

Currently, the erosion of Indonesian culture can not be avoided. The entry of foreign cultures that is modern, very easily accepted by the nation of Indonesia. It can be seen from changes in the way they dress, eat, talk, behavior, and others. Foreign cultures that have signed it resulted in Indonesian culture slowly disappear and may also lose their identity.

Indonesian identity as unifying the nation can also slowly disappear. Demonstrated by the attitudes of young people underestimate Indonesian. This was confirmed by Muslim (2011:1), that it is not uncommon students underestimate the presence of Indonesian language and literature, so often they are not too enthusiastic to explore or cultivate the science of Indonesian language and literature. In addition, there is the influence of the views of parents, the more proud if the child excels in math, physics, biology, foreign languages, and more. Indonesian subjects considered not so important, so that students' interest towards Indonesian low.

Indonesian National Examination score low, even lower than the National Examination English show one proof. Low interest student can lead to the loss of love for the homeland. If the heirs do not have a culture of love for the homeland, the Indonesian culture sooner or later will become extinct. In addition, other factors that affect the process of learning is Indonesian itself. Actors who play an important role in the learning process is the teacher. Most of the educators in delivering the lesson topic does not review in advance the purpose of learning. They would be based on personal perceptions are like water just flows without considering first the objective or the potential of what should be achieved by the students.

Low interest student can also be influenced by the method or model of learning in a monotone. Teachers still use the lecture method that does not involve the students, so that students are bored and not interested in following the lesson. In line with the method or model of learning, learning also needed teaching materials. Teachers often only utilize instructional materials in the student book, without considering other teaching materials that can maximize learning. In fact, not necessarily the teaching materials in the book that students can easily accepted by the students.

Forms of cultural preservation can begin by observing the culture of Indonesia. The results of observations in the form of thought is often put into writing. Thus, the ability to understand and compose text of the report on the observation is very important for students, because of the ability of the students can pour observations of a culture. Preservation of cultural innovation Indonesian learning will be evident when implemented. Therefore, learning innovation Indonesian will be implemented through the lesson plan text of the report on the observation.

Indonesian Learning Innovation

Changes are needed at any time in order to get to a better direction. It is also required in order to improve the quality of education. Various efforts are often conducted in line with the educational development is proceeding extremely rapidly. Thus, learning innovation is present as a solution to any problems that arise in raising the quality of education.

According to Big Indonesian Dictionary (2008: 538), innovation is one entry or the introduction of new things; renewal; 2 new invention differs from existing or previously known (ideas, methods, or tools). Meanwhile, according to Suatma Services (2013: 22), innovation is the introduction of new ideas, new items, new services and new ways more useful. Based on the information second innovation is the introduction of something new and useful acquired through or ideas to produce a method or certain ways.

Indonesian learning innovation is needed to improve the quality of education of students in the field of Indonesian. Besides being able to improve the quality of education can also be used as a cultural preservation efforts. Thus, it takes innovation Indonesian valuable learning culture, ie with all three aspects of the innovation as follows.

Innovation Learning Objectives

A successful learning is said to rely heavily on learning objectives have been determined in advance. The purpose of learning become a benchmark in the formulation of learning materials and make arrangements phases of learning activities. Thus, in determining the learning objectives should not be arbitrary, especially when learning activities are not based learning objectives. Indonesian National Examination score low are affected by learning objectives that do not meet the criteria for achieving the desired competence. The educators are still doing the learning activities based on personal intuition. Educators should first conceptualize learning objectives, so as to achieve the desired competencies.

Cultural conservation efforts can also be applied in the purpose of learning Indonesian. Where in determining the learning objectives, we should incorporate cultural knowledge. The learning objectives that have cultural elements will embody cultural preservation. Students can obtain the desired competencies and also gain cultural knowledge.

Therefore, the learning objectives of innovation that has elements in learning Indonesian culture is needed. Thus, the purpose of learning is said to be good if:

1. Focus on the learner
2. Lead the success indicators of achievement of competencies
3. Focus personality formation of learners as expected
4. It is clear, concise, dense, and right toward the target
5. The success of foster insights into the culture of the archipelago
6. The success of learners acquire knowledge of learning
7. Successful learners create anything from learning

Innovation Learning Method or Model

The learning process depends on the stage of learning activities that have been first designed. In determining the stage or activity depending on the method chosen learning model. Choosing teaching methods or models must be adapted to the learning objectives and classroom conditions.

Various methods or learning model for improving the quality of education offered. The emergence method or new models of learning that does not mean the method or the old model of learning that is not good. The method or model of learning is said to be good if:

1. Can realize the success of the learning objectives
2. Can attract students following study
3. Making students intrigued and curious
4. Let students understand the process of learning
5. Prioritize active students
6. Cultivate students' creativity
7. Involve group activities that improve student collaboration
8. Supports class condition

However, educators are still using methods or learning model monotonous. The learning process takes place without the involvement of students so that students do not have a chance to be active. If students do not participate actively, the students will be bored and have no interest in learning. Student interest in learning is very important in achieving the desired competence. If the interest is not there, then the learning fails. Not surprisingly, the National Examination Indonesian still low, because educators are still wrong in choosing the method or model of learning. Similarly in achieving the learning objectives that have cultural value, required phases of activities that lead to cultural elements. Therefore, it takes an innovative method of learning Indonesian or models that support successful learning objectives.

Innovation Learning Instructional Materials

Learning activities will not take place without learning teaching materials. Teaching materials play an important role as a means of knowledge. In lessons, teaching materials function as a place of knowledge, while learning activity is a way or means to acquire that knowledge. Currently, frequent conflicts regarding instructional materials used. Circulation of textbooks have sexual element becomes hot news to talk about, especially in education. Thus, in selecting teaching materials should be explored first learning content and quality. That way, students can receive good knowledge, decent and she deserved.

Indonesian language learning in the curriculum in 2013 emphasizes students' understanding of reading texts. However, not all of the text given in the book students meet the standards of student competence. Because in essence the ability of students to understand a different reading text. Here comes the role of educators introduce another reading texts that facilitate students' understanding and related learning materials.

In realizing the cultural learning competencies are also related in the selection of teaching materials. Teaching materials should have an element of culture. Educators can provide reading text that contains the value of culture and to foster patriotism. Therefore,

innovative teaching materials that have an element of cultural learning is needed. The following instructional materials are said to be good learning.

1. With regard to learning
2. Supporting the success of the learning objectives
3. Truth it is undeniable
4. Decent and inappropriate for students
5. Easy received by students
6. Attractive for students
7. Meeting the learning needs
8. It has a cultural element

Text Reports Observations

Text of the report is the observation of text that describes a systematic and objective information about the events that actually occurred. These events may be about animals, plants, humans, objects, natural phenomena, social, cultural, and so forth. Benefits of the text of the report on the observation are:

1. As a source of useful information
2. Knowing developmental problems occurred
3. Become a benchmark in dealing with problems
4. Finding ways or problem-solving techniques
5. Facilitate decision-making
6. Oversee the changes

Thus, the text of the report on the observation can be used as a solution to the problem of the current culture. By continuing to do observation and expertise in pouring it into text form can be a means of cultural preservation. Therefore, it is very important for students to have the ability to write text reports on the results of observation.

Implementation of Indonesian Worth Learning Innovation Culture On Writing Lesson Plan Text Reports Observations

The importance of students' ability to write the text of the report on the observation, the subject of discussion in this paper. Especially in the face of critical culture in Indonesian society. Learning Indonesian, especially those in the study of the text of the report on the observation, less directed learning into cultural terms. This refers to the students' books SMP / MTs Class VII Semester 1 (2013: 3-36), where the subject text of the report on the observation that consists of 34 pages of text that has no cultural elements. This should be a concern of educators in providing learning innovation. Therefore, the following text is displayed details of an innovative lesson observation report in the lesson plan.

Lesson Plan

Education Unit	: SMP
Class / Semester	: VII / 1
Subject	: Indonesian
Topic	: Text Reports Observations
Number of Meetings	: 3 x Meeting

Core Competence

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), mannered, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
3. Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.

Basic Competency

1. Respect and appreciate the presence of Indonesian as a gift of God Almighty as a means to understand oral and written information.
2. Having honest behavior, responsibility, and courteous in responding to personal matters or events based on the observation
3. Understand the text observation, descriptive feedback, exposition, explanation, and short stories through oral and written.

Competency Achievement Indicators

1. Respect and appreciate the presence of Indonesian as a gift of God Almighty as a means to understand oral and written information.
2. Respect and appreciate the presence of Indonesian as a gift of God Almighty as a means of presenting oral and written information.
3. Having honest behavior, responsibility, and courteous in responding to personal matters or events based on the observation.
4. Know the contents of text on the observation.
5. Knowing the structure of the text on the observation.
6. Knowing the characteristics of the observation of the text language.

Learning Objectives

1. Students can appreciate and be grateful for the existence of Indonesian as a gift of God Almighty as a means source of knowledge through oral and written information.
2. Students can show the attitude of honest, courageous expression, democracy, tolerance, compact in cooperation, responsibility, and mannered by using Indonesian as well as in developing and producing results both oral and written observations.
3. After reading the text and discuss the results of observations, students can know the content, structure, and characteristics of the text language observation report results both orally and in writing.
4. Students can acquire cultural knowledge through reading text of the report on the observation.
5. Students can observe the surrounding environment and culture and can put it in the text of the report on the observation forms.

Learning Materials

1. Complete text of the report on the observation readings
2. Structure of the text on the observation
3. Characteristics of the observation of the text language
4. The activities observed
5. Measures to write text of the report on the observation

Allocation of Time

6 x 45 Minutes

Learning Method or Model

Models think-pair-share, discussion, question and answer, assignments, and presentations.

Learning Activities

The First Meeting

1. Students greet and pray with the teacher before the start of learning.
2. Students respond to questions from the teacher associated with previous learning.
3. Students are informed about the learning that will be implemented and the learning linkages with the phenomena or events are readily accepted by the students.

4. The students become interested and are interested in the study by looking at the pictures or short video unique, regarding natural events, animals, plants, Indonesian culture, and so forth.
5. Students know the importance of being able to write text on observations and examples of its implementation in life.
6. Students determine the competence, material, purpose, benefits, and measures of learning activities that will be carried out.
7. The teacher gives an example text of the report on the observation of the culture and environment and discuss with students about the content, structure and linguistic rules together with students.
8. Teachers form the students in small groups and provide opportunities for students choosing each age group.
9. The teacher directs each group to read the text of the report on the observation of the surrounding environment and about Indonesian culture existing in students' books (if there are no students in book reading texts about Indonesian culture, the teacher must seek it from another source).
10. Each group should know the contents of both the reading texts, at least be able to answer simple questions such as 5W + 1H.
11. Each group discussions to identify the structure, rules of language, and comparing the two readings.
12. The teacher allowed students to ask questions about the activities discussed.
13. Each group chose a representative group to read and explain the results of their discussion on the second reading text.
14. There was a question and answer session and an argument between groups and teachers as guides and penengahnya.
15. The teacher with the students conclude the contents, structure, rules of language, and comparing the two texts readings.
16. Teachers with students to discuss what things are done in the observatory.
17. Educators along with the students summed up the results of learning.
18. Students are given individual tasks in the home to identify the content, structure, rules of language, and comparing the two texts report the results of observations in the book the student or educator looking for from other sources (text reading about the environment and culture).
19. The learning activities ended with a prayer together.

The Second Meeting

1. Students greet and pray with the teacher before the start of learning.
2. Master reminded of prior learning.
3. The teacher collects tasks that have been given at the previous meeting, and then correct it personally beyond teaching and learning process.
4. The teacher formed a new group.
5. Each group was given the task of observing the environment around the school, such as in parks, canteens, classrooms, bathrooms, prayer, and other places.
6. Teacher gives directives and rules in the process of observing will be done.
7. When each group was at the appointed place, educators should keep watching the process of observation of the student in turn.
8. After finding the important things in observation activities, each group went back to class and discuss and pour observations into text form on the observation report in accordance with the structure and rules of language.
9. During the discussion, educators lead students to share their experiences in observation activities they have done.
10. During the process of sharing experiences, educators provide inputs regarding the activities of writing text reports on the results of observation.

11. Upon receipt of these inputs, each group can realize their mistakes and missed sections, so that there was a revision in writing the text of the report on the observation.
12. When finished, the educator reminded the important things back in writing the text of the report on the observation, such as the structure and rules of language.
13. During the process of writing revisions also occur.
14. After all the results of the observation of the report text writing is completed, representatives of each group to read it in front of the class.
15. During the reading process takes place, educators and other groups making assessments.
16. After all the groups read the results of their discussions, educators ask each group to express their opinions on the outcome of the discussion of each group.
17. Educators provide comments and feedback to each group and together with the students summed up the results of learning.
18. Educators allow students improve his results.
19. Educators give individual tasks and to do at home, which is observing the culture around and poured it into the text of the report on the observation forms.
20. A learning activity ended with a prayer together.

The Third Meeting

1. Students salute and pray together before starting learning educator.
2. Educators recalls previous learning
3. The task that has been given at the previous meeting, collected and distributed to each student who is not the owner of the task.
4. Each student who receives the results of his chores, must identify the contents, structure, linguistic rules, and revising his duties based on their understanding of each.
5. If time allows all the identification and revision of each student discussed together, and if the rest do not have to be checked by the educators themselves.
6. Teachers and students learning together concluded.
7. The learning activities ended with a prayer together.

Teaching Materials

Wahono, et al. Marbi 2013. "Proficient Speak Indonesia": Book Seventh Grade Students of SMP/ MTs 1. Jakarta: Erland

Ministry of Education. (2008). Indonesia Dictionary. Jakarta: PT Gramedia Pustaka Lama

Development and Language Development Center. 2010. The Indonesian Spelling is Perfected. Jakarta: Ministry of Education and Culture.

Examples of text on the observation of the environment and culture (internet source)

Sample pictures or video (internet source)

Conclusion

Based on the explanation above, it can be concluded as follows:

1. Learning Innovation is needed in order to improve the quality of learning.
2. Innovation is needed to preserve the culture of learning, especially in learning Indonesian.
3. Learning Innovation Indonesian needed to increase student learning, especially learning text of the report on the observation.
4. The ability to write the text of the report the observation as a means of preserving the culture of Indonesia.
5. Innovation goals, methods or models, learning and teaching materials needed to improve student learning outcomes.
6. Innovation goals, methods or models, learning and teaching materials is expected to realize:
 - a. Students who always remember God and obedient worship, so it has a good character and morals.

- b. Students are always active and enthusiastic about taking lessons.
- c. Establish a good personality as expected.
- d. Foster democracy students.
- e. Students are responsible and able to handle and repair and troubleshooting.
- f. Give opinions and suggestions on the results of his task can establish mutual caring and sharing.
- g. Students can obtain knowledge of the culture, that foster patriotic spirit in him.
- h. Students can obtain the ability to write text reports on the results of observation.
- i. Students can produce written work text of the report on the observation of the environment and culture.

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LEARNING THROUGH MEDIA DEVELOPMENT USING ASSURE MODEL

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Abstract:

The lesson of history is extensive so to understand it well, it takes skill and ability of teachers/lecturers and learners. Studying the history of is not only theoretical but also need models, approaches, methods, and strategies to understand. Not surprisingly, the result of studying the history of learners also tends to be less than satisfactory. Development of instructional media through ASSURE models are expected to help learners overcome learning problems. This research includes a research and development. Informants are required consists of two groups: Media expert informants and expert learning materials as well as the learners as the top user generated learning products. The result showed in creating design subject matter helped by subject teachers are concerned, the following phases: 1) A literature study; 2) Develop syllabus and RPP (Setting standards and basic competencies, formulate indicators, Determining the subject matter, formulate learning scenarios and Determine assessment); and 3) Selection methods, instructional media and learning materials. Overall design of materials, syllabus and lesson plans are developed learning materials History Class XI at high school students. Teaching materials designed together researchers with the subject teachers and subsequently evaluated by two experts in accordance with their competence.

Keywords: Development, Instructional Media History, the Model ASSURE

Introduction

To improve the quality of national education, various measures had been taken by the government such, is the development and refinement of the curriculum, improving the evaluation system, procurement of books and tools of learning, the development of learning materials, improvement of educational facilities, improving the competence of teachers, as well as improving the quality of the head school. These efforts have not shown the expected results. The quality of education is influenced by several factors, such as teachers, students, school administrators, the environment (parents, communities, schools), quality of teaching, and curriculum. Current conditions indicate that the teaching of history in schools is less attractive to learners. The lesson of history is considered as a lesson that is not interesting because the material as if only "rote". There is a presumption of learners even history lessons bring no benefits for his studies of the past is no longer valid. The lesson of history is not considered significant positive impact for the progress of nation and state of Indonesia, especially in these subjects did not test them nationally. Another obstacle, is the skills of teachers in the learning process is not supported work experience and level of education or their competence. Besides this, the government policy is increasingly narrowed portion hours of school history. Not surprisingly, the result of studying the history of learners also tend to be less than satisfactory. Educational activities should be followed by the evaluation, which aims to assess whether a program implemented in accordance with the appropriate planning and achieving results that expected or there are still obstacles in the implementation process.

The lesson of history is one of the lessons taught to provide knowledge and understand to students about national and international culture found in Indonesia and in foreign territory. The lesson of history is extensive so to understand it well, needed skills and abilities by teachers / lecturers and learners. Studying the history of not only theoretical but also need models, approaches, methods, and strategies to understand. The use of media as a learning resource for students will add diversity and enrich other learning resources in the classroom. Learners become not just sit in class and learn as usual. Many variations that teachers can do when using media in the learning process, which can help students overcome the boredom of learning in the classroom. Thus, the use of technology can help to improve the interaction between teachers and learners, and make the learning process centered on the learner (student centered). In other words, the use of media in the learning process can help learners gain useful lessons. Teachers as instructional media developers need to know the differences in their approaches to learning in order to select appropriate learning strategies. Learning strategy should be selected to motivate learners, facilitate the learning process, serving individual differences, encourages interaction between teachers, learners and the learning environment, and facilitate contextual learning so as to form a complete human beings.

Methods

This study uses a model of research and development (research and development) oriented products according to Gall and Gall Meredith (2007). The products developed are in the form of instructional media history at the National High School Class XI through the application of ASSURE models.

Development of instructional design refers to the model ASSURE are: a) Analysis of the characteristics of learners include: literature, and studies; b) field (general characteristics, specific competencies that have been owned previously, and learning styles of learners); c) Establish learning objectives based on the syllabus; d) The selection of methods, media, and teaching materials to be used; e) Utilizing teaching materials (but before using, media, and teaching materials be tested); f) Involving learners in learning activities) and revision (implementation).

Informant Expert is a group of experts who are competent in their field experts Media and Learning Materials experts to determine the quality of learning products are developed, teachers and students as the result of learning products are developed.

Instruments used in the development of instructional media is a list of research questions, which will provide responses from informants, the media expert, expert learning materials, and teachers and students as a user (user).

Data collected in the form of suggestions and comments made by informants, compiled and abstracted to improve learning products developed. then converted into figures using a score, to be given by category in each aspect studied. It is a framework for whether or not a product that was developed for use as a medium or facility of learners.

Results

The research focuses on the development of media in the subject of History Class XI (IPS program and IPA). Stages The research was conducted by designing the course materials helped by the subject teachers concerned. Event design instructional materials are subject History of grade XI, the following phases: 1) A literature study; 2) Develop syllabus and RPP (Setting standards and basic competencies, formulate indicators, Determining the subject matter, formulate learning scenarios and Determine assessment); and 3) Selection methods, instructional media and learning materials.

After completion of the design of learning materials, then be evaluated by experts in accordance with their competence. Various stages of design teaching materials (create a syllabus and lesson plan (RPP) as well as a selection method. The implementation plan of

learning (RPP) are the basis or reference for the preparation of lesson plan (RPP) other subjects taught in class XI in the program IPS and IPA, Model lesson plan (RPP) created in this study, can be seen in the following presentation.

Table 1 Learning Implementation Plan (RPP)

School	:	SMA 8 Kendari
Program	:	Social Sciences
Subjects	:	History
Class / Semester	:	XI/1
Competency standards	:	Analyzing the Future ride Indonesian people in countries Traditional
Basic competencies	:	Analyzing the Influence of Religion and Culture Development of Hindu-Buddhist for the Community in various regions in Indonesia.
Indicator	:	Describing the birth and development of religion and Hindu-Buddhist culture in India
Time Allocation	:	3x45 minutes
A. Learning objectives		
Learners are able to	:	Describing the birth and development of religion and Hindu-Buddhist culture in India
National Character Values	:	Religious, honest, tolerance, discipline, hard work, independence, democracy, curiosity, responsibility.
B. Learning materials	:	
		Birth and development of religion and Hindu-Buddhist culture
C. Learning methods	:	
		ICT model approach and life skills, the provision of duty

Face to Face

Looking at the library and internet articles about birth and development of religion and Hindu-Buddhist culture in India

Structured

A clear description of the process of development of Hindu-Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.

Individual

Students can describe the birth and development of religion and Hindu-Buddhist culture in India.

Activities Introduction

1. Teachers' perceptions of learning opens by asking the question "In the regions where the majority Hindus in Indonesia?".
2. Teachers express purpose of learning.

Core activities

Exploration

In this exploration activity, the teacher:

1. **Questions and answers:** based on the findings of the internet learners and learners commissioned analytical essay about the development process of the Hindu Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.
2. **instilled values:** Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity and responsibility.

Elaboration

In the elaboration of activities, teacher: Assignment to find articles on the internet about the birth and development of religion and Hindu-Buddhist culture in India. (Values are inculcated: Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility.

Confirmation

In the confirmation activities, Students:

1. Summing about things unknown (embedded value: Honest, discipline, hard work, independence, curiosity.);
2. Explaining about the things that are unknown. (Values are inculcated: appreciate the achievement, responsibility).

Closing Activities

1. All members to reflect on material that has been discussed. (**Values are inculcated:** Religious, Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).
2. Drawing conclusions material. (**Values are inculcated:** Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).

Learning Resources

1. Curriculum SBC and devices
2. Special guidelines SBC High School Syllabus Development XI
3. book sources IPS XI High School History
4. Power point
5. Relevant supporting books
6. Internet

Assesment

Portfolio shaped analytical description of the process of development of Hindu-Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.

☐

Table 2 Format Portofolio Assessment

Indicator	Value Qualitative	Value Quantitative	Description
Introduction			Pinpointing the content of essay/research reports, conclusions and summary. For maps, schematics, and painting, preparing the ingredients.
Contents Cover			Correspondence between the title to the content and materials. Describes the results of essay / research reports, conclusions and summary appropriately. Elaborate maps and schemes proposed in accordance with the theme. Painted in accordance with the states of matter that has been determined.
Cover			Provide conclusions essay / research
Structures/ Logic writing			Provide conclusions essay / research
Originality Essay			Essay / research, conclusions, summaries, maps, schematics, and painting is the result of its own
Presentation, language and language			The language used in accordance EYD and communicative
Amount			

Assessment criteria		
Indicator criteria	Value qualitative	Value Quantitative
80-100	satisfy	4
70-79	Good	3
60-69	Enough	2
45-59	less	1

Knowing:

Head School/Foundation,

Subject teachers,

Name

NIP.

Name

NIP.

Discussion

Associations in the field of communication technology and education: educational association for communicational and technology (AECT, 1984), defines that the media are any measures to distribute or convey information. There are several theories of learning that underlie the use of technology in learning the theory of behaviorism, cognitivism and constructivism. Learning strategies used by the teacher should be poured in a model or design of learning to be more focused and systematic. Learning is defined as the process of creating an environment that enables the process of learning. So the main lesson learned is how learners. In learning activities, a lady teacher looking at students as human beings who have the intellectual potential, so that the teacher's role is not only to provide information only, but should guide students to be more active. Through such learning, learners are expected to get the changes that are beneficial to him as a result of learning.

Dick, walter, Lou Carey (2005) said that learning as a series of events or activities that are delivered in a structured and well-planned use of one or several media. ASSURE Model is a model of instructional design that is both practical and easy implementation in designing learning activities that are individualized and classical. The ability of teachers to use teaching model ASSURE can be done gradually or in the form of learning cycle to provide insight to the students so that the model can be meaningfully applied. There are six steps in model development ASSURE are: Analyze learner; State objectives; Select instructional methods, media and materials; Utilize media and materials; Require learner participation; Evaluate and revise. By applying the model ASSURE in understanding and analyzing the characteristics of learners are expected to define the approaches, methods, media and teaching materials to be used, so as to create learning activities that are effective, efficient and attractive. ASSURE Model is an acronym for: Analyze Learners, State objectives, methods Select media and materials, Utilize media and materials, Require learner participation, Evaluate and review. In addition, Pribadi (2005) argued that aspects of the environment created by rearranging the elements and information technology development in the field of education to be important in learning activities that can change the behavior of students.

Sadiman (1990) said that mmedia or material is software (software) which contains a message or educational information is usually presented using the equipment. Understanding media are substantially the human, material or events that establish the conditions that make students able to acquire the knowledge, skills, or attitudes. This suggests that teachers, textbooks, and the school environment is a medium of learning for learners to acquire what is undeserved at school, ie the knowledge, skills and attitudes or behavior. "Art" is a skill (skill) acquired by experience, study, observation. Thus, Miarso (2004) said that technology is the science which deals with the skills acquired by experience, study, and observes. Learning media is anything that is used to distribute messages and can stimulate the mind, feelings,

concerns, and willingness learners so as to encourage the process of learning a deliberate, aimed and controlled.

The existence of electronic communication, raising the importance of the presence of the teacher. changes in the function and role of teachers is associated with an attempt to solve one of the problems of education, namely: 1) classroom teachers freed from many routine activities; 2) equip teachers with the techniques of high quality skills; 3) the development of the presentation in the classroom more providing services to individuals as possible in every subject; and 4) develop learning selected based on the ability of individual learners. Thus, the expected role of teachers in education can improve the quality of education, making use of various media and learning model will help teachers in the implementation process of learning. development of instructional media is based on three models, namely: procedural models, conceptual models and theoretical models. Procedural model is a model that is descriptive, which outlines the steps that must be followed to produce the product. Vaughan (2009) said that the conceptual model is a model which analytical components that provide the products that will be developed and the linkages between components, and the theoretical model is a model that shows the relationship between the change of events.

The development of media instructional medias based computer developed following the procedural model of ASSURE, where the steps to be followed descriptive consisting of 6 steps: analysis of student characteristics, goal setting, selection of media and materials, use of materials, participation of students to active learning, evaluation and revision. The conceptual model of the development of computer-aided media have followed the behavioral learning theory proposed by Gagne, namely: learning that a man can be set and modified to develop certain forms of behavior on someone, or increasing the capacity and change his behavior. Instructional media developed based on "Programmed Instruction" which depends on cognitive learning theory, behaviorism, constructivism and humanist.

Learning media is very useful as a tool or an intermediary to obtain a more optimal result for learners, be it knowledge, skills and attitudes. Therefore, considering the media is very useful in the learning process, especially for teachers and learners, the teachers should be able to use them to design better. Smith (2010) argued that interpret the term learning as an activity or activities that focus on the conditions and interests of learners. Darsono (2010) added that the learning process is a means and a way how a generation of learning, or in other words how learning tool that is effectively used. Sanjaya (2009) said that learning means teach effort learners. Thus, the learning strategy is very important to understand by the teacher. This means understanding how and art teachers to use all the learning resources in an effort to teach learners. learning, namely: a) the learning event occurs when the subject students to actively interact with a learning environment that is governed by teachers, b) an effective learning process requires strategies and methods or technologies appropriate education, c) learning program was designed and implemented as a system , d) the process and product of learning needed attention balanced in the implementation of the learning process, and f) the establishment of professional competence requires a functional integration of theory and practice as well as the materials and delivery methodology.

Heinich, Molenda, Russell, and Smaldino outlines six steps that a "blue print" of the model ASSURE, the analysis students characteristics set learning goals, Select Methods, Media, and Materials, use of media and materials, to enable the involvement of students, as well as the evaluation and revision. ASSURE model study is any guide the planning steps to select and utilize the media. Utilization ASSURE learning model needs to be done step by step (systematic) and comprehensive (holistic) in order to deliver optimized results, namely the creation of a successful learning.

Smaldino (2011) argued that learning history is not just an inspiring source of knowledge but also as a mirror to reach live in the future. Syamsuddin (1996) said that history comes from the Arabic "*syajaratun*" readable "history" which means the trees. While Frederick and Soeroto (2005) said that history is pedigree, origin or descent, events and

events that truly happened in the past [15]. History of great importance especially for Indonesia's diverse backgrounds with diverse cultures. In the curriculum SBC, IPS is one of the subjects given in elementary and secondary school. The history compiled systematically and comprehensively learning process to have good understanding, maturity and success in social life.

Conclusion

Overall design of materials, syllabus and lesson plans are developed learning materials History Class XI at high school students. Teaching materials designed together researchers with the subject teachers and subsequently evaluated by two experts in accordance with their competence. Given the extent of the subject matter very broad history, it is important that the media developed learning can be implemented efficiently.

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ENVIRONMENT ASSESSMENT BASE ON TEMPERATURE AND RAINFALL RELATED DHF CASES IN JAKARTA

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Abstract

Indonesia is tropical country that have high Dengue Haemorrhagic Fever (DHF) cases, this way can be show with DHF cases almost all year appear in Indonesia especially in Jakarta. DHF is one of some vector borne disease that caused by mosquito biting, namely Aedes Aegypti mosquito. The environment life of this vector higher determined climate condition, particularly with two principal climate unsure, that is temperature and rainfall. This study have two propose, the first to know what the characteristic of temperature and rainfall that have suitability with DHF cases. The Second to know when and how temperature and rainfall during high DHF cases. In order to get the aim of this study, we use climate observe data and DHF cases. The Climate Observe data that used are monthly rainfall and temperature, source of climate observe data from The Indonesia Meteorology, Climatology and Geophysics Agency (BMKG), whereas data source for DHF cases from Ministry of Health. Generally the Methodology that used in this study, namely correlation, cross sectional and pattern analysis. The Ministry of Health have classification of DHF cases per province base on incident rate (IR), there are three class that is high class for $IR > 55$, Middle Class for $20 < IR \leq 55$, and Low Class for $IR \leq 20$. Temporarily the peak of DHF cases happen on October until March, eventhough for weak of DHF happen on June until August. Correlation between temperature and rainfall 0.1 – 0.5, although relationship between rainfall and temperature with DHF case are low, but the temperature and rainfall have the important role as trigger DHF cases occure. The result of environment assessment base on temperature and rainfall, the suitability temperature for DHF cases happen optimum on 25 – 27 °C, and then for rainfall between 100-300 mm.

Keywords : Temperature, Rainfall, Dengue Haemorrhagic Fever(DHF)

Introduction

Background

Jakarta is one of five big city in Indoensia with large area 613 square of KM and have high population, less more ten million people live in this city. As we know that the place with high population will have high level of vulnerability in all aspects, such as social, education, health, transportation, pollution etc. Related health aspect, Jakarta entire into city that have risk dengue haemorrhagic fever (DHF) case with high categorize. Almost all year this case occurs, even in some time extra ordinary event of DHF appear and impact to death of human. Tarmana(2011) said that each district of Jakarta have different characteristic of DHF vulnerability, but base on incident rate($IR \sim$ case per 100.000 person) majority district in Jakarta include to high risk categorize. Tarmana also said that DHF have relationship with climate, because the vector of DHF that is *Aedes aegypti* mosquito live in specific climate (rainfall and temperature).

Temperature varies by location, topography, season, hour of the day and the other factors. This way also apply for Jakarta city, Topography of Jakarta is relative flat, so its mean temperature variability between location is low. Generally, range of temperature in Jakarta minimum 20°C and maximum 33°C. According the season, temperature during dry season will be feel more hot than temperarure during wet season, and then usually *Aedes aegypti* more comfort to reproduction in clear water with warm temperature at container. So that the reason why during wet season with specific rainfall and temperature, DHF cases often occure even abundance cases, because at that condition vector of DHF will be reproduction more fast. Normally wet season occure at September until March each year.

The Other climate unsure that have relationship with vector borne disease is precipitation/rainfall. The Indonesian of Meteorology, Climatology and Geophysics Agency reports that Jakarta has type of rainfall is monsoon, its mean Jakarta has one weak rainfall all year that is August or September. If weak rainfall happen on August or September then peak rainfall happen on one month between December until February. The transition from dry to wet season, usually become onset to DHF cases, because at this moment environment will create more place for reproduction of *Aedes aegypti*. And with warm temperature also will create fit condition for life cycle *Aedes aegypti*. Figure.1 shows rainfall map of Jakarta on January, we can see majority area in Jakarta at January have high rainfall 100 – 400 mm.

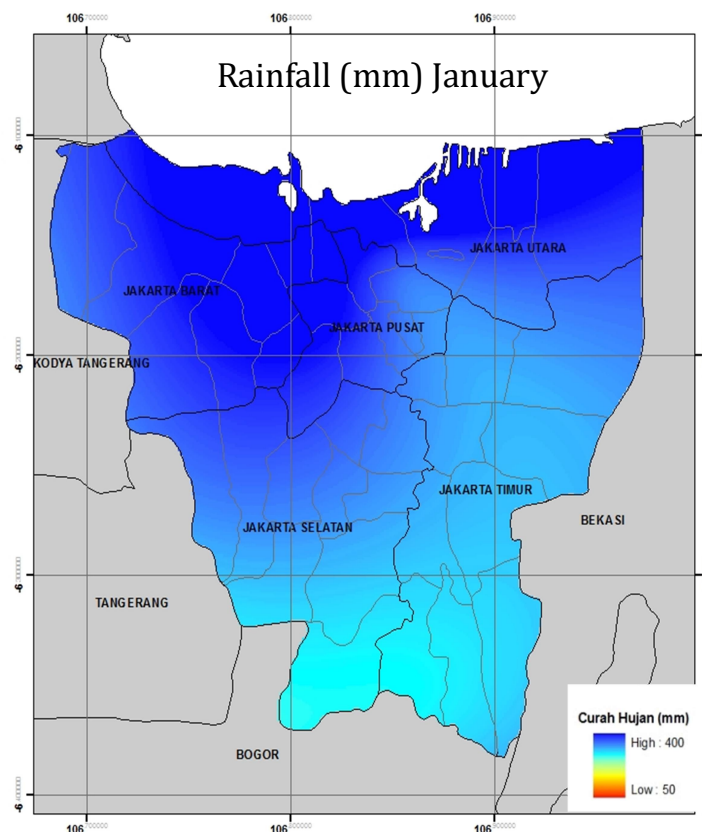


Figure.1 Jakarta Rainfall Map on January

Climate and health is unity, climate has influence to health sector, also health sector has effect to climate, especially to changing of climate. As said previously, climate has good relationship with vector borne disease, Kuno, etc(1997) said that vector born diseases are powerfully affected by climate condition, for example vector of DHF namely *Aedes aegypti* that have life cycle strongly depend on temperature and rainfall circumstances. Clearly, that

the environment (in this way : temperature and rainfall) has significant role of play for DHF cases. With this the reason, so the study about Environment Assessment Base On Temperature and Rainfall Related DHF Cases In Jakarta important to do.

Research Problems and Goals

The background already detail description why this study important to do. In order to focus for this study, as follow research problems: (1) How all kinds condition of monthly temperature related Dengue Haemorrhagic Fever in Jakarta? (2) How all kinds condition of monthly precipitation related Dengue Haemorrhagic Fever in Jakarta?

To get results base on research problems, so we can also create the goals of research, suit with point in research problem, there are two points the goals of this study are: (1) To know all kinds condition of monthly temperature related Dengue Haemorrhagic Fever in Jakarta, (2) To know all kinds condition of monthly precipitation related Dengue Haemorrhagic Fever in Jakarta?

Theory

Dengue Haemorrhagic Fever

Dengue Haemorrhagic Fever or DHF is one of some kinds type dengue that have most important abroviral disease of human. Cause vector this disease is *Aedes aegypti* mosquito that live in specific climate (temperature), so that why area with tropical climate (majority) and some part area with subtropical climate become endemic for this disease. The *Aedes aegypti* breeds in urban environments in artificial container that provide clean water from rainfall(Gubler, D.J, 1997). Usually The *Aedes aegypti* active in morning and afternoon, so warning for human activity that morning and afternoon to extra protect from bitten of *Aedes aegypti* mosquito.This is one of some prevention technique to self protection.

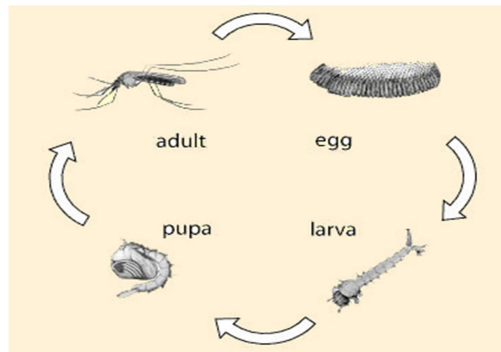


Figure.2 Life Cycle Process of *Aedes Aegypti* Mosquito

Dengue is seasonal disease and usually associated with temperature especially during warm conditions, more humid weather. Beside that, dengue also have associated with precipitation, there is evidence that increased precipitation in many locations can affect the vector density and transmission potential. Figure.2 shows the life cycle of *Aedes aegypti* mosquito, this process have relationship with climate, even depend on specific climate. Related temperature, life cycle of *Aedes aegypti* can take time for life cycle depend on temperature and species characteristics, life cycle will take time 14 days at temperature 21 °C and 10 days at 26 – 27 °C.

Climate: Rainfall and Temperature

Climate is typically described by the summary statistics of a set atmospheric and survice variable, climate also can defined as average of weather in long time periods. Climate normals are the official average value of a meteorological element for specific location over 30 year periods. Climate normals are used to compare current conditions and are calculated every 10 years. There are seven climates unsure: temperature, precipitation, air pressure,

relative humidity, sun radiation, cloud and wind. Temperature and rainfall often to said as principal climate unsure, because both this climate unsure have direct impact to human activity.

Temperature is degree to know level of hot and cold condition. There are some factors that influence temperature a location, such as elevation (topography), sun radiation, and geographic position. Generally, Indonesia that locate in equator have a warm temperature, only quite different between temperature during wet season and dry season. But during hot condition or extreme hot, human will feel uncomfort to outdoor activity, its impact if human not have strongly self immune will very easy to bit some disease.

Rain is result of interaction between survace and atmosphere, and with specific conditional water from atmosphere will arrive at earth survace as rainfall. Rainfall is very important factor in human activity, especially for agriculture country like Indonesia. But not only agriculture sector, management of rainfall also very outcome for all sector such as health, tourism, transportation and energy sectors. A good management for rainfall will be guarantee for sustainable development. In context health sectors, rainfall is important rule of plays to interrupt system of health, during rainfall with high intensity and will impact to flood or landslide disaster event, so human population in surrounding area of disaster will have high risk to bit a health problems.

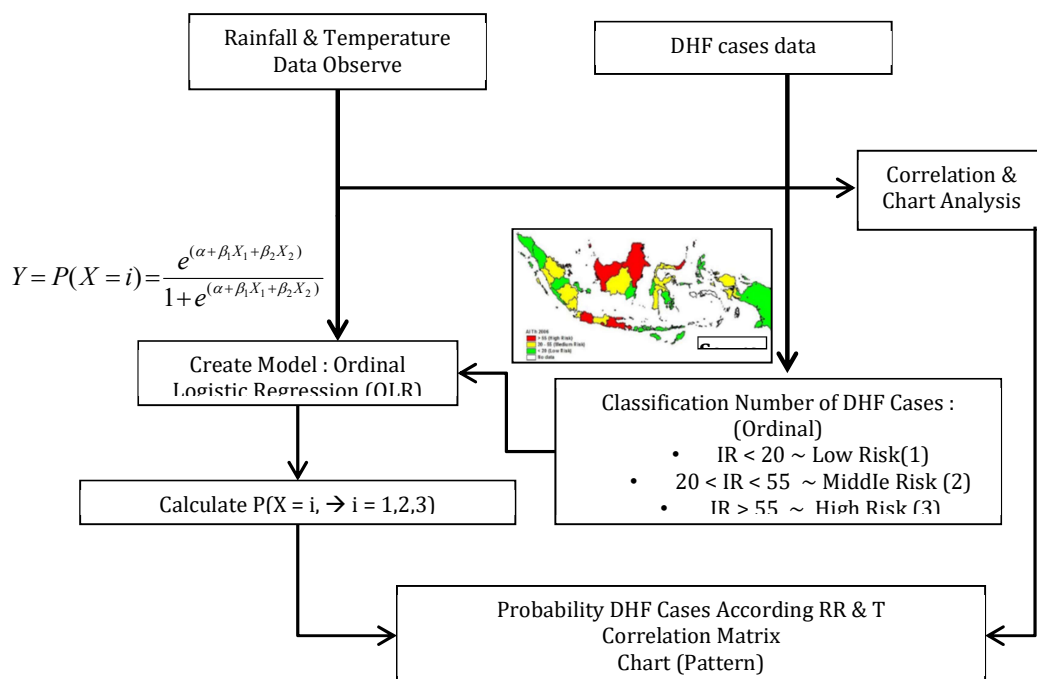
Data and Methodology

Data

Data that used for this study are two kinds data observe, the first is climate data and the second is DHF cases. In order to more detail about data, as follow below detail of data :

- Temperature data observe for period 1981 – 2010 (Monthly), source of this data is The Indonesia Meteorology Climatology & Geophysics Agency)
- Dengue cases data that defined as a number of person infected by mosquito virus (*Aedes aegypti*) per month In Jakarta province, period 1992 - 2010. Source of this data is Indonesia Ministry of Health)

Method



Results and Discussion

Kinds Condition of Temperature Related DHF Cases

Figure.3 shows that range of monthly average temperature in area Jakarta periods 2002 until 2010 are 26.1 – 29.4°C, The highest average temperature happen at November 2006 and then the lowest average temperature occur at February 2008. If we compare pattern between DHF cases pattern and monthly average temperature pattern, there are not any similar pattern, all cases of DHF happen in range of monthly range temperature 26 – 29.5 °C. This is suit with study previously said that *Aedes aegypti* mosquito can not survive in temperature less than 10°C and greater than 40°C. Generally, life cycle of *Aedes aegypti* mosquito will able to quite fast reproduction in temperature 20 – 25 °C and 27 – 30°C, and then more fast or optimum in 25-27°C. But especially for Jakarta, Dengue cases happen suitable in temperature range 22.5 – 29.5 °C, and optimum temperature for the peak of dengue cases is 25.5 – 27.5 °C. Base on this analysis of chart, temperature can not show linear relationship with dengue cases, the pattern of pattern also difficult to explain the DHF cases, but temperature significant to important role play in order provide comfort of environment to survive and reproduction for *Aedes aegypti* mosquito.

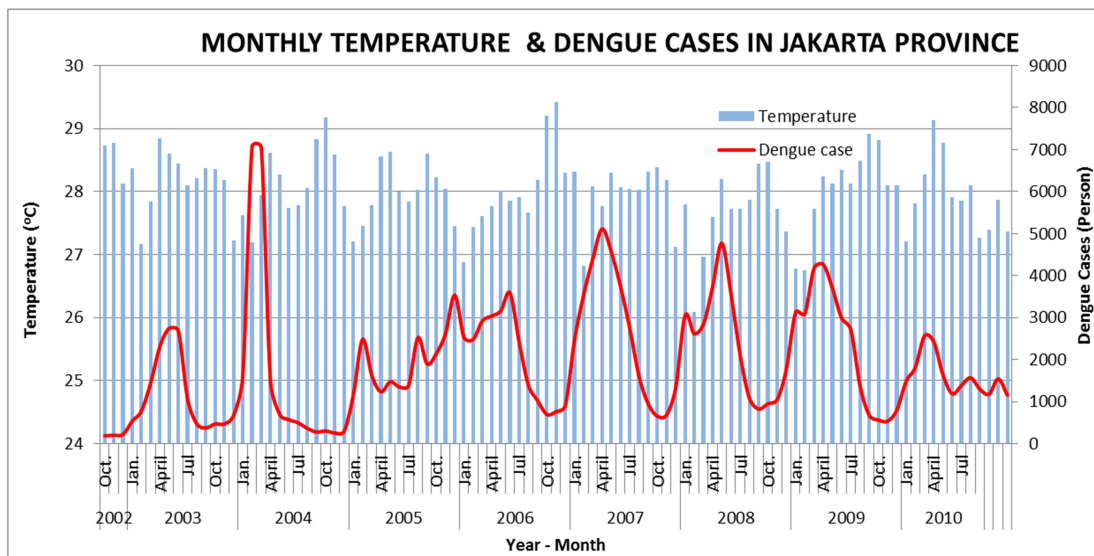


Figure.3 Monthly Temperature and Dengue Cases in Jakarta

Cases of DHF almost all year happen in Jakarta, its mean not only climate (temperature) factors that effect to DHF cases, but there are other factor that determine DHF cases beside temperature. The other factors are infrastructure (building, water container etc), culture, public health behavior and off course health programe from government. Actually for long term programe, education will be choose the first to increase public knowledge about health, climate impact on health and hole aspects that have relationship with DHF cases. Increasing of public knowledge to health will be create public behavior that aware to DHF cases.

Kinds Condition of Rainfall Related DHF Cases

Figure.4 displays two pattern that is monthly rainfall pattern and DHF cases pattern in Jakarta. Range of monthly average area of rainfall in Jakarta periods 2002 until 2010 are 5 – 800 mm, The highest average area of rainfall happen at February 2007 and then the lowest average area of rainfall occur at June-August 2003 and August 2006. In this figure also we can see that there are relationship pattern between rainfall and DHF cases, although not show continue linear relationship but in some range of rainfall there are linear relationship.

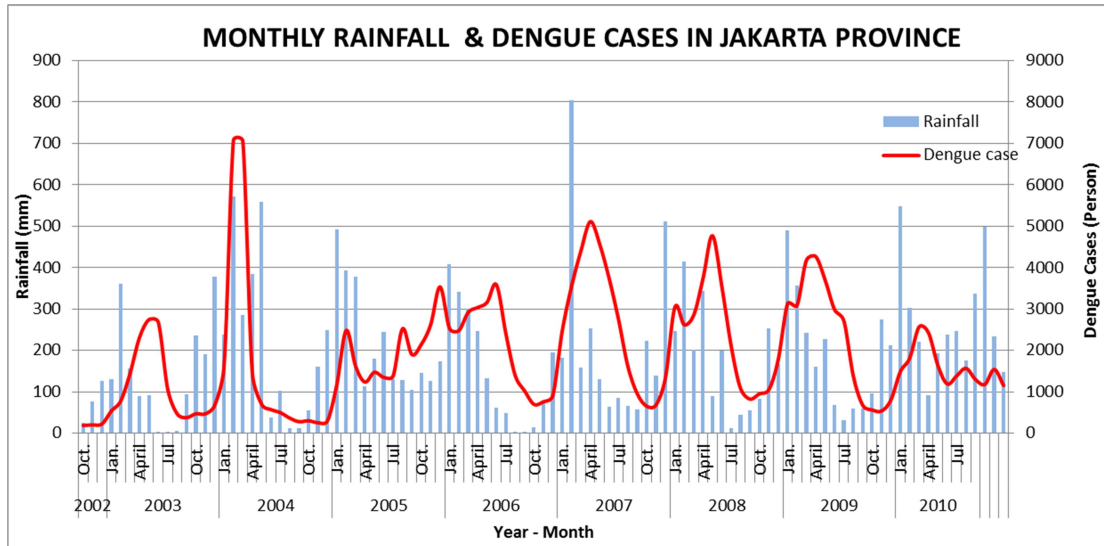


Figure.4 Monthly Rainfall and Dengue Cases in Jakarta

Generally, Rainfall is trigger for DHF cases happen, provide breeding place for *Aedes aegypti* mosquito until adult and then fly to bit human. So its mean there are delay time between onset of rainfall with DHF cases happen, some study said that every place have each characteristic of lag time between rainfall and dengue cases, but if we talk about average of lag time between rainfall and dengue cases then 1 - 3 month is average lag time value, especially for Jakarta have lag time 3 month. In this below we can explain about some rainfall condition related DHF cases. The peak of dengue case is February - April every year and suitable with simultant condition of rainfall >200 mm, whereas for peak of rainfall is January - February, there are delay time 1-3 month between peak of rainfall and DHF cases. The logic for delay time between rain fall and dengue cases is because the growing process for *Aedes aegypti* mosquito need time until adult mosquito and then ready to bit a human. The optimum condition rainfall for dengue cases is 100 - 300 mm, there are more than 50% cases happen in this range.

Combination Condition of Rainfall and Temperature Related DHF Cases

In order to know how the future effect of rainfall and temperature to probability event of DHF cases, the figure.5 shows projection of DHF Classify base on projection of temperature and rainfall use logistic models. As we explain previously, there are three class of DHF cases base incident rate(IR), that is low risk for $IR < 20$, middle risk for $20 \leq IR < 55$ and high risk for $IR \geq 55$. According result of calculate probability of DHF cases, Jakarta in future will fixed in zone high risk of DHF. Red line in chart give us proof that Jakarta have probability 0.75 - 1 for higg risk, its mean Jakarta have trend in future to bit DHF, with conditional without govermant programe to face this problem.

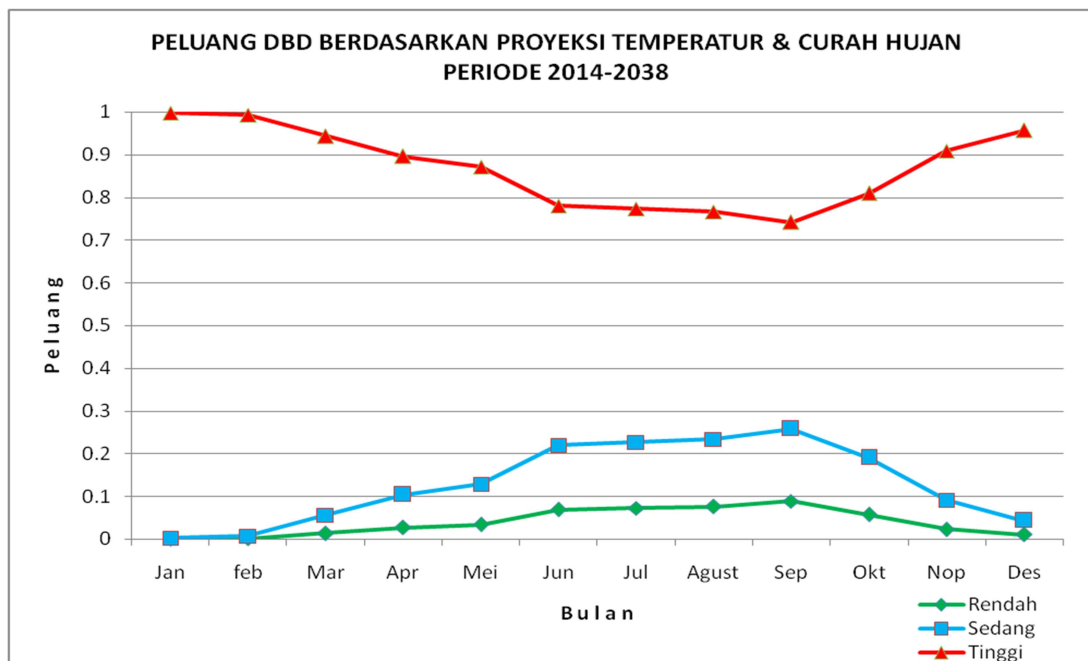


Figure. 5 Probability of DHF Base on Temperature and Rainfall in Jakarta

Conclusion

Accordinging result and discussion, we have some point conclusion for this study, such as :

1. The result of rainfall analysis show that the peak happen of dengue case is February-April every year, and match with range rainfall >200 mm. Generally, for all province dengue cases occur optimum in rainfall 100 – 300 mm, there are more than 50% cases happen in this range.
2. For temperature that suitable with dengue cases can be said that all of dengue cases happen in temperature range 22.5 – 29.5 °C, and optimum temperature when the peak of dengue cases occur is 25.5 – 27.5 °C.
3. The result simulation of rainfall and temperature changing show that for rainfall changes between 10 – 100 mm then the potential high risk class of dengue cases will smooth increasing just 0.01 - 0.06 point change, except West Java province 0.3 point change. However need to be aware that rainfall changes in range 100 – 300 mm have more influence to increasing the probability dengue cases occur where its potential will increase from 0.1 to 0.2.

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IMPLEMENTASI PROGRAM INDUKSI BAGI GURU PEMULA SEKOLAH DASAR NEGERI DI DKI JAKARTA

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Abstract

This research aims to determine the implementation of induction programs for beginning teachers at primary school in Province of Jakarta. This study uses qualitative approach with descriptive qualitative method. The results showed that based on data, beginner teacher induction program participants in Jakarta in 2015-2016, that from 1739 school, there were 209 schools (12.02%) school which has organized the induction program for beginning teacher. The goals of induction program is to guide beginning teachers to: 1) adapt to the working climate and school culture; and 2) carry out his job as a professional teacher. Parties involved in induction activities consists of a participant induction, senior teacher, principal and supervisors. Phase induction program activities include: preparation, introduction to the school with the environment, the implementation and observation of learning and assessment.

Keywords: Professional, Induction, Beginning Teacher

Pendahuluan

Program induksi merupakan tahap penting dalam Pengembangan Keprofesian Berkelanjutan (PKB) bagi seorang guru. Induksi merupakan proses pembelajaran profesional yang berlangsung selama satu tahun di mana guru pemula belajar menyesuaikan diri di sekolah atau di tempat kerja lain untuk menjadi guru. Induksi adalah proses pembelajaran untuk menjadi guru dan pembelajaran tentang profesi guru. Program induksi dilaksanakan dalam rangka menyiapkan guru pemula agar menjadi guru profesional dalam melaksanakan proses pembelajaran. Dengan demikian program induksi senantiasa dipantau dan dievaluasi agar dapat diperbaiki di tahun-tahun berikutnya. Pemantauan dan evaluasi sebagai salah satu bagian proses penjaminan mutu pendidikan terutama dalam pemenuhan standar kompetensi guru sesuai dengan ketentuan yang telah diatur dalam Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Selain itu, melalui program induksi diharapkan dapat meningkatkan kemampuan dan keterampilan guru dalam melaksanakan proses pembelajaran, sehingga dapat menunjang usaha peningkatan dan pemerataan mutu pendidikan sekaligus memecahkan permasalahan yang dihadapi dan dialami oleh guru pemula dalam pelaksanaan tugas sehari-hari sesuai dengan karakteristik peserta didik, kondisi sekolah, dan lingkungannya. Beberapa penelitian telah terkait program induksi telah dilakukan, diantaranya oleh Susanti yang meneliti tentang Pengelolaan Program Induksi Guru Pemula Di SDN Banyuroto Kecamatan Sawangan Kabupaten Magelang. Hasil Penelitian ini menunjukkan bahwa : 1) Program induksi guru pemula dilakukan dengan terencana, 2) Pembimbing dan guru pemula sangat interaktif dalam program induksi, 3) Penyusunan laporan hasil program induksi guru pemula dilakukan oleh kepala sekolah sebanyak dua kali sesuai dengan tahap penilaian program induksi. Selain itu penelitian berikutnya dilakukan oleh Umar Maruapey, yang berjudul: Evaluasi Program Induksi Bagi Guru Pemula di Dinas Pendidikan Kota Sukabumi. Hasil penelitian menunjukkan bahwa evaluasi program induksi bagi guru pemula pada dinas pendidikan kota sukabumi menunjukkan hasil yang baik dan maksimal melalui petunjuk dan

pedoman pelaksanaan, memberikan masukan positif bagi pihak-pihak terkait untuk pelaksanaan berikutnya.

Dinas Pendidikan Provinsi Daerah Khusus Ibukota Jakarta merupakan tempat untuk mengevaluasi program induksi bagi guru pemula. Terdapat banyak problematika yang terjadi dalam mengevaluasi program induksi. Seperti yang dilansir Pegawai Dinas Pendidikan Provinsi Daerah Khusus Ibukota Jakarta bidang Sumber Daya Manusia Retno Eka Wulandari, “Masih banyak masalah yang terjadi dalam pengevaluasian program induksi, diantaranya kurangnya sosialisasi pihak Dinas dan Suku Dinas, perubahan pengawas, kurangnya guru senior di sekolah, mata pelajaran yang tidak linear”. Mengingat peran guru yang sangat strategis dalam pembangunan pendidikan, maka seorang guru harus dipersiapkan dengan matang. Persiapan tersebut haruslah berkesinambungan mulai dari *pre-service* dan pendidikan profesi guru di Lembaga Pendidik Tenaga Kependidikan sampai menjadi guru pemula di satuan pendidikan.

Bertitik tolak dari uraian di atas maka peneliti tertarik untuk mengadakan penelitian terkait “Evaluasi Program Induksi bagi Guru pemula SDN di DKI Jakarta”

Metode Penelitian

Penelitian ini menggunakan metode evaluatif dengan model CIPP. Dasar kegiatan dalam evaluasi program induksi guru pemula ini melalui tahapan *context, input, process dan product*. Secara rinci komponen evaluasi program induksi dapat dilihat pada tabel berikut ini:

Tabel 1 Komponen Evaluasi Program Induksi

<i>Context</i>	<i>Input</i>	<i>Process</i>	<i>Product</i>
❖ Latar belakang program	❖ Peserta Induksi	❖ Persiapan	❖ Pelaporan
❖ Tujuan dan sasaran program	❖ Pembimbing	❖ Pengenalan Sekolah/Madrasah dengan lingkungannya	
❖ Tahapan kegiatan program	❖ Kepala Sekolah	❖ Pelaksanaan dan Observasi Pembelajaran	
	❖ Pengawas Sekolah	❖ Metode Penilaian	
		❖ Evaluasi (tambahan)	

Hasil dan Pembahasan

Hasil Penelitian Evaluasi *Input*

Komponen input yang dievaluasi meliputi peserta, pembimbing, kepala sekolah dan pengawas sekolah:

Peserta induksi

Peserta Induksi adalah guru pemula yang berstatus CPNS yang ditugaskan pada sekolah yang diselenggarakan oleh Pemerintah atau Pemerintah Daerah serta yang sudah memiliki pengalaman mengajar selama satu tahun.

Guru pemula adalah guru yang baru pertama kali ditugaskan melaksanakan proses pembelajaran/bimbingan dan konseling pada satuan pendidikan yang diselenggarakan oleh Pemerintah, pemerintah daerah, atau masyarakat. Tanggungjawab guru pemula dalam program induksi; (1) mengamati situasi dan kondisi sekolah serta lingkungannya, termasuk mempelajari data-data sekolah, tata tertib sekolah dan sarana serta sumber belajar di sekolah; (2) mempelajari latar belakang siswa; (3) mempelajari dokumen administrasi guru; (4) mempelajari kurikulum tingkat satuan pendidikan; (5) menyusun silabus dan rencana pelaksanaan pembelajaran; (6) melaksanakan proses pembelajaran; (7) menyusun

rancangan dan instrumen penilaian (ranah kognitif, afektif dan psikomotorik); (8) melaksanakan penilaian proses dan penilaian hasil belajar siswa; (9) melaksanakan tugas lain yang terkait dengan tugasnya sebagai guru, seperti pembina ekstra kurikuler, instruktur TIK. (10) melakukan observasi di kelas lain; (11) melakukan diskusi dengan pembimbing, kepala sekolah dan pengawas sekolah untuk memecahkan masalah dalam pembelajaran maupun tugas lain yang terkait dengan tugasnya sebagai guru.

Pembimbing

Pembimbing adalah guru senior dan berpengalaman yang memiliki kriteria sepuluh tahun dalam mengajar dan mempunyai kemampuan membimbing serta kompetensi yang bagus. Memiliki pengalaman mengajar atau mengajar pada jenjang kelas yang sama dan pada mata pelajaran yang sama dengan guru pemula. Memiliki kemampuan bekerja sama dengan baik, kemampuan komunikasi yang baik, serta kemampuan menganalisis dan memberikan saran-saran perbaikan terhadap proses pembelajaran/bimbingan dan konseling. Pembimbing diberi tugas untuk membimbing guru pemula dalam melaksanakan program induksi. Dalam pelaksanaan program induksi pembimbing diberikan arahan oleh pengawas tentang teknis dan tanggungjawab pembimbing. Pembimbing ditunjuk oleh kepala sekolah dengan kriteria memiliki : (1) kompetensi sebagai guru profesional; (2) pengalaman mengajar sekurang-kurangnya 8 tahun dan memiliki jabatan sebagai Guru Madya; (3) pengalaman mengajar atau mengajar pada jenjang kelas yang sama dan pada mata pelajaran yang sama dengan guru pemula; (4) kemampuan bekerja sama dengan baik dengan guru pemula; (5) kemampuan komunikasi yang baik; (6) kemampuan menganalisis teknik mengajar/proses pembelajaran dan dapat memberikan saran-saran perbaikan; (7) kemampuan untuk membimbing dan membantu guru pemula dalam melaksanakan pembelajaran profesional.

Kepala Sekolah

Kepala sekolah bertanggungjawab atas pelaksanaan program induksi, dengan demikian seorang kepala sekolah wajib membimbing dan memfasilitasi guru pemula agar berhasil mengikuti program induksi dengan baik. Kepala sekolah bertanggung jawab untuk: (1) melakukan analisis kebutuhan guru pemula; (2) menyiapkan Buku Pedoman Pelaksanaan Program Induksi (3) menunjuk pembimbing yang sesuai dengan kriteria; (4) menjadi pembimbing, jika pada satuan pendidikan yang dipimpinnya tidak terdapat guru yang memenuhi kriteria sebagai pembimbing; (5) mengajukan pembimbing dari satuan pendidikan lain kepada dinas pendidikan terkait jika tidak memiliki pembimbing dan kepala sekolah tidak dapat menjadi pembimbing; (6) memantau pelaksanaan pembimbingan dan penilaian oleh pembimbing; (7) berkomunikasi dengan guru pemula dan pembimbing; (8) memfasilitasi guru pemula dalam upaya peningkatan kompetensi dan pengembangan profesi; (9) melakukan penilaian tahap ke dua terhadap guru pemula serta memberikan saran perbaikan; (10) menyusun Laporan Hasil Penilaian Kinerja Guru Pemula; (11) mengajukan penerbitan Sertifikat kepada Kepala Dinas.

Pengawas Sekolah

Pengawas sekolah bertanggungjawab dalam menjamin mutu pelaksanaan program induksi, untuk itu seorang pengawas sekolah harus terlibat mulai saat persiapan hingga berakhirnya program induksi. Pengawas sekolah bertanggungjawab untuk : (1) memberikan penjelasan kepada kepala sekolah dan pembimbing dan guru pemula tentang pelaksanaan program induksi termasuk proses penilaian; (2) melatih pembimbing dan kepala sekolah tentang pelaksanaan pembimbingan dan penilaian dalam program induksi; (3) melakukan observasi pelaksanaan proses pembelajaran dan berkomunikasi dengan guru pemula sebagai bagian dari proses pembimbingan dan penilaian; (4) melakukan penilaian tahap ke dua terhadap guru pemula serta memberikan saran perbaikan; (5) memberikan masukan dan saran atas isi Laporan Penilaian Kinerja Guru Pemula; (6) melakukan fungsinya sebagai mitra, inovator, konselor, motivator, kolaborator, konsultan dan evaluator bagi kepala sekolah, pembimbing dan guru pemula. (7) memantau, membina, menilai, mengevaluasi dan

menyusun laporan serta memberikan rekomendasi program tindak lanjut pada keseluruhan pelaksanaan program induksi di sekolah yang menjadi tanggungjawabnya.

Hasil Penelitian Evaluasi *Process*

Komponen proses yang dievaluasi meliputi persiapan, pengenalan sekolah dengan lingkungannya, pelaksanaan dan observasi pembelajaran dan metode penilaian.

Persiapan

Proses persiapan pelaksanaan induksi oleh Dinas Pendidikan Provinsi DKI Jakarta terdiri dari beberapa kegiatan antara lain; Pengarahan/sosialisasi tentang pelaksanaan program induksi yang diadakan di Dinas Pendidikan Provinsi DKI Jakarta yang dihadiri oleh pengawas perwakilan setiap wilayah Jakarta. Dan dari pengawas menginformasikan kepada Kepala sekolah dan calon pembimbing serta guru pemula yang ingin mengikuti kegiatan induksi ini.

Pengenalan Sekolah dengan Lingkungannya

Sebagai awal dari proses pengenalan sekolah dengan lingkungannya, dilakukan pengamatan terhadap situasi dan kondisi sekolah. Kegiatan ini bagi sebagian guru pemula bukan lagi hal yang aneh karena sebelumnya sudah beradaptasi dengan lingkungan yang menjadi tempat tugas dari guru pemula tersebut. Mereka mampu memberikan penjelasan tentang situasi dan kondisi sekolah, bahkan menguasai tata letak bangunan dan fungsi dari gedung atau prasarana sekolah lainnya.

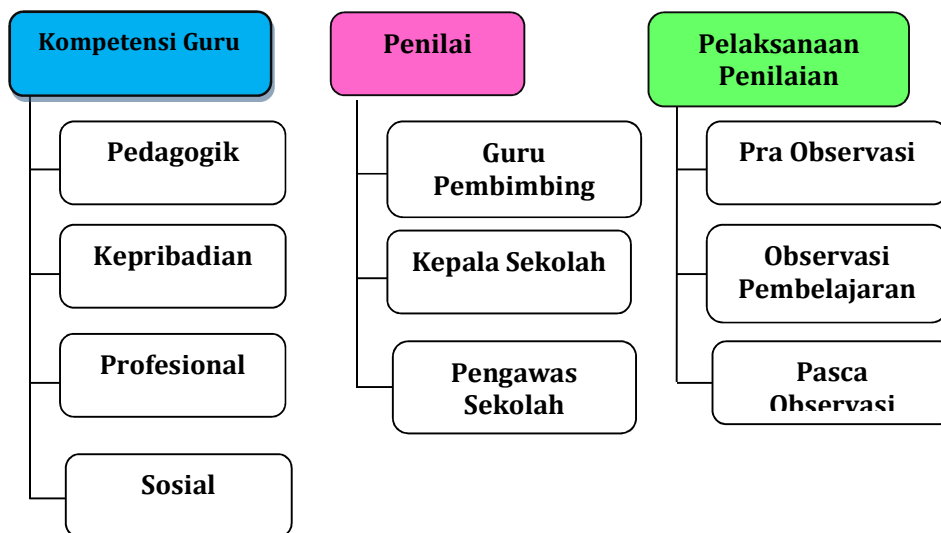
Pelaksanaan dan Observasi Pembelajaran

Pelaksanaan dan observasi pembelajaran difokuskan pada penyusunan rencana pengembangan profesional guru pemula, penyusunan silabus, rencana pelaksanaan pembelajaran. Dari hasil analisis dokumen, aspek pengembangan keprofesian guru pemula disusun mengacu pada keseragaman format yang berisi data, tujuan, pelaksanaan, waktu, keterlibatan unsur lain dan hasil evaluasi.

Metode Penilaian

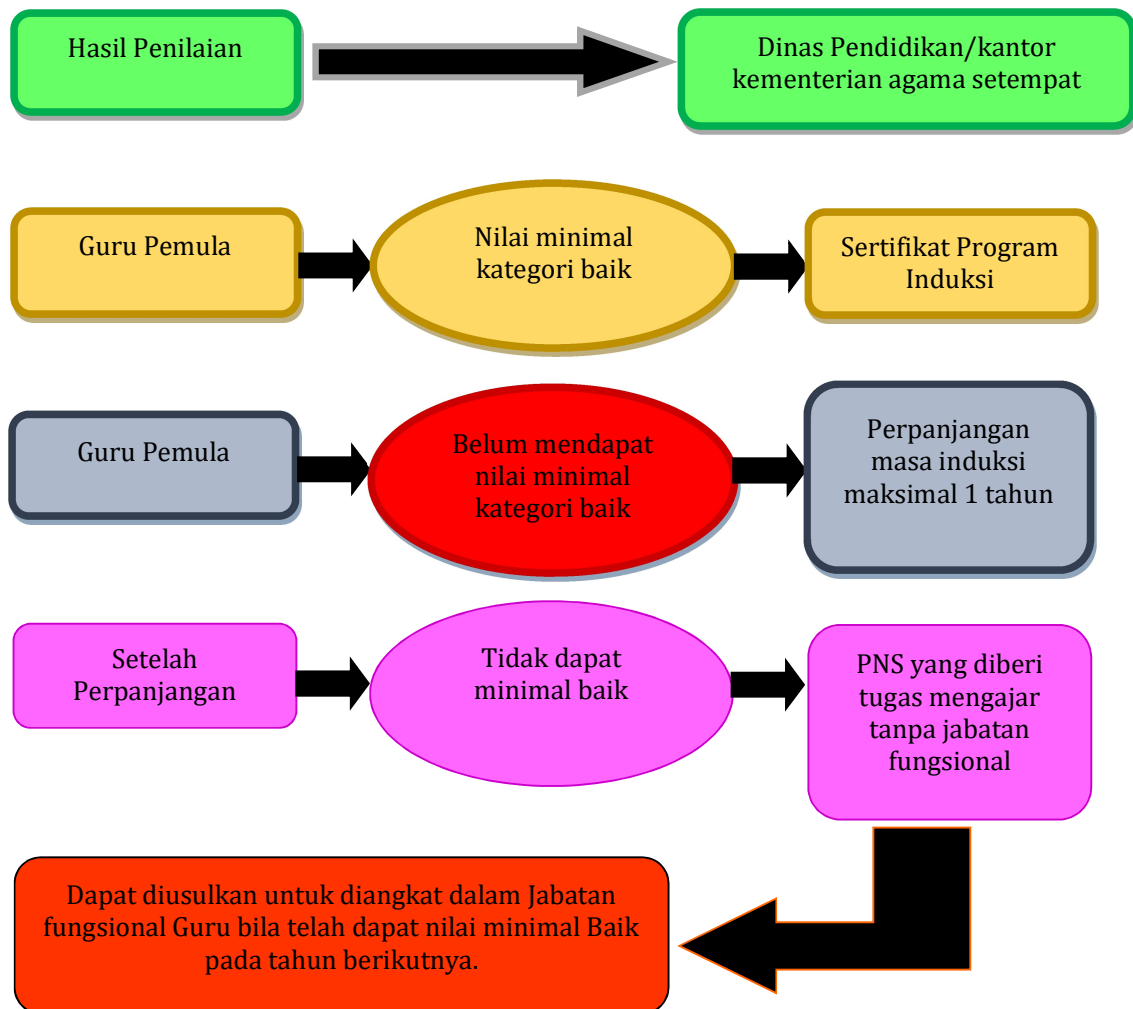
Penilaian guru pemula dilaksanakan berdasarkan panduan penilaian induksi guru pemula, antara lain; Penilaian tahap I, dilakukan oleh pembimbing setelah melalui proses pembimbingan terhadap guru pemula. Pembimbing tahap I pada dasarnya adalah pembimbingan untuk mengembangkan kompetensi guru pemula. Aspek-aspek yang dinilai seperti pada gambar dibawah ini:

Gambar 1 Penilaian pada Program Induksi bagi Guru Pemula



Setelah melalui proses bimbingan pengembangan silabus dan RPP, maka dilakukan observasi pelaksanaan pembelajaran oleh pembimbingan dengan fokus observasi yang telah disepakati sebelumnya. Dalam melaksanakan observasi pembelajaran selain oleh pembimbing juga dibantu oleh seksi kurikulum. Penilaian tahap II dilakukan oleh kepala sekolah dan pengawas untuk menilai kompetensi pedagogik, kepribadian, sosial, dan profesional guru pemula. Penilaian kompetensi kepribadian dan kompetensi sosial dilakukan melalui pengamatan sikap keseharian guru pemula dan pelaksanaan tugas lain. Kompetensi pedagogik dan kompetensi profesional dilakukan melalui observasi pembelajaran. Observasi pembelajaran yang dilakukan oleh kepala sekolah minimal dua kali dalam satu semester dan empat kali dalam satu tahun. Guru pemula mengisi lembar refleksi pembelajaran setelah pembelajaran dilaksanakan yang ditindaklanjuti dengan adanya pertemuan antara kepala sekolah/pengawas dan guru pemula yang diobservasi. Pertemuan ini membahas tentang pembelajaran yang telah dilakukan guru pemula. Kepala sekolah/pengawas memberikan umpan balik terhadap proses pembelajaran dan catatan-catatan. Hasil penilaian diproses sesuai gambar dibawah ini:

Gambar 2. Hasil Penilaian pada Program Induksi bagi Guru Pemula



Hasil Penelitian Evaluasi Product

Komponen produk yang dievaluasi meliputi pelaporan. Pelaporan dilaksanakan pada bulan ke-11 setelah Penilaian Tahap 2 selesai dengan langkah-langkah:

1. Pembuatan Draft Laporan Hasil Penilaian Kinerja Guru Pemula oleh Kepala Sekolah/madrasah yang didiskusikan dengan pembimbing dan dikonsultasikan dengan pengawas sekolah/madrasah berdasarkan Hasil Penilaian tahap II.
2. Pengkajian hasil penilaian Tahap I dan II oleh pengawas sekolah/madrasah dengan kepala sekolah/madrasah, pembimbing, dan guru pemula.
3. Penentuan Keputusan pada Laporan Hasil Penilaian Kinerja Guru Pemula berdasarkan pengkajian Penilaian Tahap 2 dengan mempertimbangkan Penilaian Tahap 1, yang selanjutnya guru pemula dinyatakan memiliki Nilai Kinerja dengan Kategori Amat Baik, Baik, Cukup, Sedang dan Kurang. Amat Baik, jika skor penilaian antara 91-100; Baik, jika skor penilaian antara 76-90; Cukup, jika skor penilaian antara 61-75; Sedang, jika skor penilaian antara 51-60, Kurang, jika skor penilaian kurang dari 50. Nilai tersebut jika > 76 maka akan diterbitkan Sertifikat Induksi Guru Pemula oleh Dinas Pendidikan, namun jika < 76 maka akan diperpanjang satu tahun lagi masa induksidi sekolah.
4. Penandatanganan Laporan Hasil Penilaian Kinerja Guru Pemula oleh guru pemula, kepala sekolah/madrasah, dan pengawas sekolah/madrasah
5. Pengajuan penerbitan Sertifikat oleh kepala sekolah/ madrasah kepada Kepala Dinas Pendidikan atau Kepala Kantor Kementerian Agama Kabupaten/ Kota bagi guru pemula yang telah memiliki Laporan Hasil Penilaian Kinerja Guru Pemula dengan nilai minimal berkategori Baik. Sertifikat menyatakan bahwa peserta program Induksi telah Berhasil menyelesaikan Program Induksi dengan baik.

Pembahasan

Pembahasan Hasil Penelitian Evaluasi Context

Dalam proses evaluasi komponen *context* terbagi menjadi tiga fokus aspek. Fokus pertama aspek tujuan telah mengacu pada pedoman pelaksanaan induksi bagi guru pemula, sehingga acuan pelaksanaan program induksi, terutama dalam pembekalan guru pemula memulai tugas pokok dapat dicapai. Selanjutnya pada fokus kedua aspek tahapan pelaksanaan, menunjukkan bahwa seluruh komponen yang terlibat dalam pelaksanaan induksi memiliki pemahaman yang lebih tinggi mulai dari persiapan hingga pelaporan, dan semua tahapan dilaksanakan sesuai dengan petunjuk yang telah ditetapkan. Sedangkan aspek yang perlu mendapat perhatian adalah latar belakang penyelenggaraan induksi. Hal ini dibuktikan dengan sebagian peserta induksi mengemukakan bahwa sosialisasi oleh pihak dinas perlu ditingkatkan lagi, terutama menyangkut latar belakang penyelenggaraan induksi oleh pengawas masih kurangnya informasi mengenai induksi sehingga adanya ketidak efektifan dalam pengawasan peserta induksi. Berdasarkan prinsip penyelenggaraan program induksi guru pemula yang terdapat dalam Permendiknas No. 27 tahun 2010. Khususnya prinsip *profesionalisme* bahwa penyelenggara bekerja sesuai dengan tupoksinya, kemudian prinsip *Berkelanjutan*, dilakukan secara terus-menerus dengan selalu mengadakan perbaikan atas hasil sebelumnya maka ketuntasan pada aspek latar belakang yang berhubungan dengan kegiatan sosialisasi penyelenggaraan induksi dapat teratasi.

Pembahasan Hasil Penelitian Evaluasi Input

Pada komponen *Input* terdapat dua fokus aspek evaluasi yang terbagi dalam empat kelompok. Permasalahan yang dihadapi guru pemula terutama dalam penyusunan satuan kegiatan layanan bimbingan dan penyuluhan, antara lain: materi yang disampaikan merupakan informasi yang dibutuhkan oleh sebagian siswa saja, terlalu sering menyelenggarakan layanan bimbingan kelompok, kurangnya bahan bacaan untuk dijadikan bahan materi satuan kegiatan layanan bimbingan dan konseling. Hal lain yang perlu mendapat perhatian adalah peran pengawas, bahwa masih terdapat di sekolah menengah pertama penunjukkan pengawas tidak memenuhi standar sebagai pengawas sekolah.

Kurangnya informasi mengenai induksi, membuat pengawas tidak melakukan pengawasan dengan baik.

Menurut pedoman penyelenggaraan induksi guru pemula, pada bagian pengawas seharusnya pengawas bertanggungjawab untuk: memberikan penjelasan kepada kepala sekolah dan pembimbing dan guru pemula tentang pelaksanaan program induksi termasuk proses penilaian, melatih pembimbing dan kepala sekolah tentang pelaksanaan pembimbingan dan penilaian dalam program induksi; melakukan observasi pelaksanaan proses pembelajaran dan berkomunikasi dengan guru pemula sebagai bagian dari proses pembimbingan dan penilaian; melakukan penilaian tahap ke dua terhadap guru pemula serta memberikan saran perbaikan; memberikan masukan dan saran atas isi Laporan Penilaian Kinerja Guru Pemula; melakukan fungsinya sebagai mitra, inovator, konselor, motivator, kolaborator, konsultan dan evaluator bagi kepala sekolah, pembimbing dan guru pemula. memantau, membina, menilai, mengevaluasi dan menyusun laporan serta memberikan rekomendasi program tindak lanjut pada keseluruhan pelaksanaan program induksi di sekolah yang menjadi tanggungjawabnya.

Pembahasan Hasil Penelitian Evaluasi Process

Komponen evaluasi *process* terdiri atas 10 (sepuluh) fokus yang terbagi dalam empat kelompok. Secara umum semua fokus yang dievaluasi dalam komponen proses terlaksana sesuai dengan pedoman induksi bagi guru pemula, meskipun beberapa aspek yang perlu mendapat perhatian antara lain kurangnya interaksi sosial pengenalan guru pemula terhadap peserta didik. Dengan karakter siswa yang bermacam-macam, membuat guru pemula sulit memberikan materi dalam pembelajaran. Penilaian hasil belajar siswa juga perlu mendapat perhatian, hal ini dibuktikan dengan penguasaan guru pemula terhadap konsep dan proses penilaian yang belum maksimal meskipun sebagian kecil saja. Secara khusus, dalam konteks pembelajaran di kelas, penilaian dilakukan untuk mengetahui kemajuan dan hasil belajar peserta didik, mendiagnosa kesulitan belajar, memberikan umpan balik/perbaikan proses belajar mengajar, dan penentuan kenaikan kelas. Melalui penilaian dapat diperoleh informasi yang akurat tentang penyelenggaraan pembelajaran dan keberhasilan belajar peserta didik, guru, serta proses pembelajaran itu sendiri. Berdasarkan informasi tersebut, dapat dibuat keputusan tentang pembelajaran, kesulitan peserta didik dan upaya bimbingan yang diperlukan.

Menurut Permendiknas No. 27 tahun 2010 mengharuskan peserta induksi untuk menguasai sejumlah kompetensi sebagai profil lulusan program induksi. Kompetensi sosial menjadi petunjuk bagi guru untuk menguasai cara berkomunikasi dan berinteraksi secara efektif dan efisien dengan peserta didik, sesama guru, orangtua/wali peserta didik, dan masyarakat sekitar.

Pembahasan Hasil Penelitian Evaluasi Product

Dalam komponen evaluasi *product*, peneliti lebih memfokuskan pada aspek laporan hasil penilaian kinerja guru pemula. Meskipun termasuk kategori baik, atau sesuai dengan pedoman pelaksanaan induksi guru pemula, namun aspek pelaporan perlu juga mendapat perhatian, terutama sistematika dalam pelaporan yang disampaikan ke Dinas Pendidikan Provinsi DKI Jakarta. Peneliti menemukan sebagian laporan hasil penilaian kinerja guru pemula tidak memenuhi unsur keseragaman. Hal ini lebih kepada lampiran data-data pendukung yang berbeda-beda.

Berkas laporan hasil pelaksanaan induksi guru pemula yang dilaksanakan selama satu tahun oleh guru pemula/peserta induksi akan diberikan nilai oleh tim penilai sesuai dengan kelengkapan berkas yang dikumpulkan. Setelah diberi nilai oleh tim penilai, berkas tersebut dikumpulkan ke Dinas Pendidikan Provinsi DKI Jakarta untuk dievaluasi ulang nilai dan berkas yang dikumpulkan. Dalam proses pengumpulan berkas laporan hasil pelaksanaan induksi guru pemula, banyak laporan yang telat diakibatkan karena harus menunggu tim penilai selesai menilai laporan hasil pelaksanaan induksi guru pemula.

Simpulan

Berdasarkan hasil evaluasi serta pembahasan yang peneliti lakukan, maka dapat disimpulkan sebagai berikut: (1) Pada komponen konteks, dari hasil analisis dokumen pengelola program induksi ditemukan bahwa tujuan pelaksanaan program induksi sudah sesuai dengan pedoman yang diberikan oleh Dinas Pendidikan Provinsi DKI Jakarta. (2) Komponen input memiliki kemampuan sumber daya yang dilibatkan dalam program induksi guru pemula. Banyak unsur yang memenuhi standar pelaksanaan induksi. Dari setiap unsur tersebut sudah melakukan tugasnya dengan baik dan penuh tanggungjawab. (3) Komponen proses, yang dievaluasi sudah sesuai dengan persiapan, pengenalan sekolah dengan lingkungannya, pelaksanaan dan observasi pembelajaran dan metode penilaian yang mengacu pada buku pedoman pelaksanaan yang diarahkan oleh Dinas Pendidikan Provinsi DKI Jakarta. (4) Komponen produk belum sesuai dengan keseragaman format pelaporan hasil penilaian guru pemula. Hal ini penting karena bagi sekolah yang akan memiliki orientasi terhadap pelaporan yang sama dengan mengacu pada sistematika yang ditetapkan pihak terkait.

Dari simpulan tersebut, peneliti menyampaikan beberapa saran yang dapat dijadikan bahan pertimbangan dalam melakukan perbaikan pelaksanaan program induksi bagi guru pemula: (1) Kepada Kepala Dinas Pendidikan Provinsi DKI Jakarta sebaiknya dilakukan perbaikan dalam bentuk sosialisasi kepada para Kepala Suku Dinas, Pengawas Sekolah, dan Kepala Sekolah, sehingga mereka lebih memahami faktor yang melatarbelakangi program induksi, (2) Kepada pengawas dan kepala sekolah baik yang membimbing guru maupun tidak membimbing guru induksi diharapkan untuk mengikuti sosialisasi dan mengetahui informasi mengenai induksi. Agar dapat meningkatkan layanan bimbingan berupa pengawasan kepada kepala sekolah dan pembimbing serta guru pemula tentang pelaksanaan program induksi. Melatih pembimbing dan kepala sekolah tentang pelaksanaan pembimbingan dalam program induksi termasuk proses penilaian kepada kepala sekolah dan guru pembimbing. Peran penting yang perlu diupayakan adalah perlu adanya penataran bagi pengawas sekolah yang akan menjadi pengawas dalam kegiatan program induksi.

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USE OF AUDIO VISUAL MEDIA AND TECHNICAL WRITING *FEATURE* DANIEL R. WILLIAMSON IN LEARNING ESSAY WRITING

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Abstract

This study aims to determine the effect of the use of audio-visual media and techniques of writing a feature Daniel R. Williamson on the ability to write an essay text class XI student of SMAN 3 Tualang, Siak District, Riau Province. The study population was all students of class XI SMAN 3 Tualang, totaling 250 with the sample of 25 people. Sampling was done by determining the classes that made vice population using simple random sampling technique. This research uses experimental methods to study the design model of One Group Pre-test Post-test Design. Design measurements were performed twice: before the experiment and after the experiment. The instrument used was a text essay writing test. The average yield obtained after the application of the techniques Williamson feature aided by audio-visual media is 76.42. Whereas before the application is 63.14. The application of the techniques Williamson feature aided by audio-visual media influence on students ability to write text of the report on the observation that proves having acquired the t test calculation is obtained $t > t$ table ie $7.06 > 2.03$.

Keywords: Audio-Visual Media, Feature Technique, Essay Writing

Introduction

Background

Writing is one of the language skills that are not easily controlled by the student. Required proper methods, media adequate exercise, and motivation of learning to master the skill of writing this. The exact method required for the learning process is not boring for students, and targeted indicators can be achieved. Media training is needed because the writing skills can not be controlled well by the students in the absence of sustained exercise. As disclosed Tarin (1995, p. 22) that writing skills can be mastered and obtained by practice and exercise tersistematis. While the motivation of high learning are needed, so that the students would continue to hone his writing skills by means of continuous practice writing as much as possible. Without motivation high, impossible to students willing to practice writing their own consciousness. The problem is, learning in the classroom has not been able to make motivated students to practice writing.

Alwasilah, (2007, p. 10) confirms the importance of mastering writing skills for students. With good writing skills, according to a person can spread the ideas, views, opinions, ideas or feelings about things in a productive, attractive, and easy to understand. However, the skill of writing is the most difficult language skills mastered because writing is a very complex cognitive processes (Mahsun, 2013, p.13).

Essay writing is one of the few types of writing that must be mastered students, both in the education unit level curriculum (KTSP) and in the curriculum of 2013.. Writing an essay is important for students to practice critical thinking and systematic. Students are required able to draw on information and analyze a fact to be a writing that can be enjoyed by readers.

On this basis, it should be presented a method and media were able to improve students' writing. Media representative and creative teaching methods considered to eliminate the boredom towards learning to write essays. The use of instructional methods and media are expected to improve student learning in the learning process, which in turn will enhance learning outcomes.

The author tries to apply the techniques *feature* writing (typical news) that was developed especially Daniel R. Williamson as techniques in essay writing. The method combined audio-visual media assistance, so that teaching and learning more interesting for students and teachers. This *feature* writing techniques were chosen to facilitate students in developing ideas. One way to write a *feature* is developed one side of the *news* article (*news*). Modification of the author is, strengthening the element of opinion, the addition of references to some of the ideas and elements of *human interest* adjustment, removal of language characteristics of news, so the form of writing that originally shaped *feature (news)* will turn into an essay (*views*).

Problem Formulation

The problem is formulated in this study are; (1) How the ability of high school students write essays Tualang before using the Williamson-aided engineering *feature* audio-visual media in the experimental class?, (2) How essay writing skills of students of SMAN 3 Tualang after using the technique of Williamson assisted *feature* audio-visual media in the experimental class?, (3) Are there differences in the ability to write an essay using the Williamson-aided techniques *feature* audio-visual media Among the students in the control class and experimental class?

Theoretical Review

Feature

Williamson (1975, p. 191) defines a *feature* as creative writing is primarily designed to impart information while entertaining about an event, situation, or aspects of one's life. *Featured* is a typical essay or a story which is based on facts and data obtained through the process of journalism.

Feature is not a narrative or a report on the facts straight or straightforward as seen in the news directly (Sumadiria 2008 p. 150). *Feature* creative use informal language, in contrast to news using straightforward language and formal. *Feature* rests on literary journalism about a situation, circumstance, or aspects of life, with the aim to inform and entertain audiences and mass media (Sumadiria 2008 p. 152).

According to Wolseley and Campbell (Assegaff, 1983 p. 56, Sumadiria 2008 p. 161) there are six types of *features*, (1) feature Interests Insani (*Human Interest*), (2) *feature* history (*hystorical feature*), (3) *feature* biography or about the history of a person's life (*biogrifical feature*), (4) *feature* travel (*travelogue feature*), (5) *feature* that teach the skills or practical tips (*how to do feature*), and (6) *feature* science (*scientific feature*). The study only focused on *human interest* feature types (human). *Feature* of this type for the purpose of churning feelings, moods and even weeps audiences. The most effective *human interest* touches the emotions, intuition and psychology anonymous reader and heterogeneous (Sumadiria 2009 hlm.161).

William C. Gaines (2007, p. 158) asserts *feature* further facilitates the author in writing. As free to use any means to create leads, including leads anecdotes. The tone is very narrative writing as in the story, and there may also be a light of the author's opinion, which is not found in the immediate news. The main characteristic *feature* according Sumadiria (2008, p. 150) is no compilation of scenes, dialogue, the third person, and always record the detail. While the essential elements of a feature story is: Scene, Viewpoint, Plot, Character, Style, ambiance and events location.

Feature Writing Technique

Writing feature is divided into several stages, such as: choosing a topic, write a title, intro writing, writing content and writing cover (Williamson, 1975: 195; Sumadiria 2008: . 194).

a. Choosing a topic

How to choose a topic could be based; *being up to date news, media deployment location, vision and philosophy of media, rules and basic ethics of journalism,*

b. Writing Title

The title of a feature should have the character; *provocative, solid-short, relevant, functional, informa, representative, specific, and refers to ethics and standard language*

c. Writing Intro

Some directives in writing the intro is; (1) Write a concise, (2) Write a short paragraph (no more than 4 lines), (3) Use active words. Some intro which can be selected among others; *Summary intro, intro storytelling, descriptive intro, intro quote, Intro question, pointing directly intro, teasing intro, intro unique, combined intro, intro contrast, dialogue intro, intro intro screaming and statistics.*

d. Writing Content

e. Writing cover

Some techniques cover *feature* article is; *Summary cover, cover stinger, closing climax, hanging cover and cover a call to action*

Essay

Moeliono et al (1988, p. 236) defines the essay as a prose essay that discusses the problem on the face of the author's personal viewpoint. Within these limits it appears that the main characteristic of the essay is a discussion of the subjective nature or focused on the author's personal views. Subjektifitas related essays, Aoh K. Hadimaja (Afra 2011 p 195) confirms that an essay is between fact and opinion shifts. The essay is the work that angle of view of the author's personal subjective and not scientific paper ith full of footnotes and citations sprinkles theory. (Afra, 2011, p. 195). The essay contains thoughts combined with experience, observation, anecdotal, and the struggle bataan author on the subject being written. In Britanika encyclopedia, essay is a prose essay, which memasalah a problem easily and at first glance, to be exact question that stimulates the liver perosalan author.

Research Methodology

This research was conducted in SMAN 3 Tualang, Siak District, Riau Province. The study population was all students of class XI SMAN 3 Tualang. To specify which classes to be sampled then made the process *simple random sampling*. The number of samples is obtained precisely 35 students of class XI-1 as a sample in this study.

Sugiono (2014, p. 118) says the research method is the means used by researchers to collect data research. Thus, the research method is a way to reach the truth by collecting and analyzing the data needed to achieve the goal.

Based on the objectives and the problems examined, the study included experimental research approaches *One Group Pre-Test Post-Test Design*. The study design was conducted on one group, namely the experimental group with no comparison group. The procedure in this experimental study begins by providing an early test for the ability of beginning students, then the students were treated (*treatment*) by applying the techniques Williamson *feature* and audio-visual media assisted. In this study, the ability to write an essay text can be seen from the final results of the tests students in writing an essay text in accordance with the structure of the essay text votes.

Discussion Result

The ability to write an essay text students by applying techniques Williamson *feature* aided by audio-visual media are given to students of class XI SMAN 3 Tualang positive effect. Based on calculations that have been done, it can be seen that the average value of a text written essays before applying the techniques Williamson *feature* aided by audio-visual media (*pre-test*) lower than the average value after applying techniques Williamson *feature* aided by audio-visual media (*post-test*). This is evidenced from the following details.

- a. Results of research capabilities essay writing text before implementation techniques Williamson *feature* aided by audio-visual media (*Pre-test*).

Score 2210 with an average value of 63.14. The graph shows the score of the ability to write text of the report on the observation without getting treatment, can be seen below.



Graph 1 Values Essay Writing Text Before Treatment (*Pre-Test*)

From the graph 4.1 above shows that students who received a score of 50 totaling 3, which scored 55 amounted to 4, which scored 60 amounted to 9, which scored 65 of 10 people, who scored 70 of 5 people, who earn 75 value amounted to 4 people, so the overall number of students 35 people. Moreover, the above data can be categorized into three categories: good, sufficient and less. The provisions in the categorization of these data as follows.

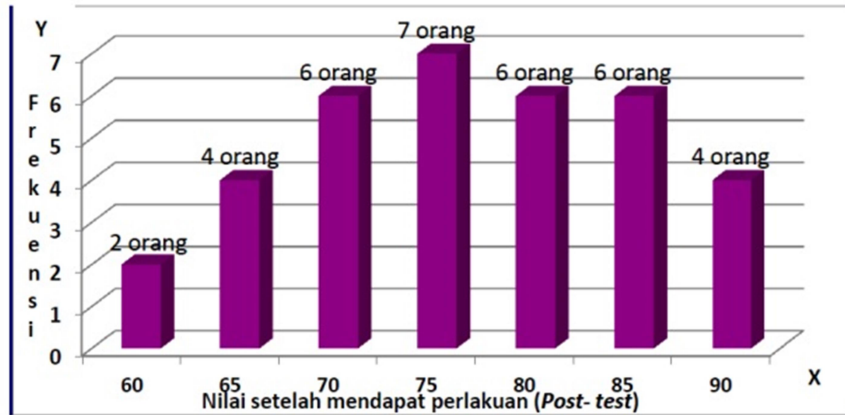
**Table 1
Identification Tendency Results Before Getting Treatment (*Pre-Test*)**

Range	F. Absolute	F. Relatively	Category
85 - 100	0	0	Excellent
70 - 84	9	25,7%	Good
55 - 69	23	65,7%	Fair
40 - 54	3	8,6%	Less
0 - 39	0	0	Very Less
	35	100%	

According to the table above, it can be seen that the ability to write an essay text without getting treatment that *feature* williamson techniques fall into three categories, namely both categories were 9 people, or 25.7%, category quite as many as 23 people or 65.7%, and the category less as many as 3 people or 8.6%. Normality test results of *pre-test*, namely Lhitung <Ltabel (0.14 <0.15).

- b. Results of research capabilities essay writing text after implementation techniques Williamson *feature* aided by audio-visual media (*Post-test*)

Post-test scores in 2675 with an average value of 76.42. Graphic showing the ability scores essay writing text by using treatment techniques Williamson *feature* aided by audio-visual media depicted in the chart below.



Graph 2 Values Essay Writing Text After Getting Treatment (*Post-Test*)

From the figure above shows that students who received a score of 60 numbered 2, which scored 65 amounted to 4, which scored 70 amounted to 6, which scored 75 amounted to 7, which scored 80 amounted to 6, which scored 85 amounted to 6 people, and which scored 90 amounted to 4 people.

Table 2 Identification tendency Post-Test Results

Range	F. Absolute	F. Relatively	Category
85 - 100	10	28,6	Excellent
70 - 84	19	54,3	Good
55 - 69	6	17,1	Fair
40 - 54	0	0	Less
0 - 39	0	0	Very Less
	35	100	

The division of the category after getting treatment Williamson aided engineering *feature* audio-visual media, namely the category excellent as many as 10 people or 28.6%, both categories as many as 19 people or 54.3%, and the category of pretty much as 6 people or 17.1%, Can be seen also from normality test *post-test results*, namely Lhitung <Ltabel (0.12 < 0.15).

- c. The effect of applying the techniques Williamson *feature* aided by audio-visual media on the ability to write an essay text.

From the homogeneity test also proved that this sample came from populasi homogeneous. Value homogeneity that is, Fhitung < Ftabel namely 1.21 < 2.30. Further to note, then consulted with t table at significant level of 5% with df = n-1 = 35-1 = 34. Because the table df = 34 is not visible, then df taken is approaching 34 is 35. From df = 35 gained 5% significance level of 2.03. Based on the calculations have been done, it can be seen that t > ttabel ie 7.06 > 2.03. Thus the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Proving that the alternative hypothesis (Ha) accepted that the application of techniques Williamson *feature* aided by audio-visual media shows that an increase in the

average value of 76.42 students bring a positive influence in enhancing the ability to write text essays by students of class XI SMAN 3 Tualang learning year in 2015/2016.

It can be shown that the ability to write text *feature* essays by applying the techniques Williamson *feature* aided by audio-visual media very effectively involve active students. The ability to write text-aided techniques Williamson *feature* aided by audio-visual media is the ability to pour knowledge in the form of the pen against a phenomenon in accordance with the structure of the essay text.

Based on the research results techniques Williamson *feature* aided by audio-visual media have a significant influence the ability to write an essay text. This is evident from the increasing motivation of learners to learn, encourage them to be more active ability to write an essay text. In addition, students should be able to rise rapidly and obtain the information through other sources of information relating to text data essays.

Strictly speaking by applying the techniques of assisted Williamson *feature* audio-visual media students are more motivated to create a form of essay writing after making the interpretation of the information and confirm to the competent authorities.

Conclusions and Recommendations

Based on the analysis of data obtained from the research that has been done, the ability to write an essay text class XI student of SMAN 3 Tualang learning year 2015/2016 before the application of techniques Williamson *feature* aided by audio-visual media in the category fair. This is seen in the average value of 63.14. While the ability to write text essays by students of class XI SMAN 3 Tualang 2015/2016 learning year after the adoption of techniques Williamson *feature* aided by audio-visual media are in good category. This is seen in the average value of 76.42. It shows that there is significant influence techniques Williamson *feature* aided by audio-visual media on the ability to write an essay text class XI student of SMAN 3 Tualang Learning Years 2015-2016. This is evident from the testing of hypotheses, namely $t_{hitung} > t_{tabel}$ ($7.06 > 2.03$) has been proved that the alternative hypothesis (H_a) is accepted.

The author suggested to Indonesian educators to implement techniques Williamson *feature* aided by audio-visual media, not just for learning to write essays, but the types of texts other genres. The study only focused on assessing the effectiveness of learning based on student learning outcomes in teaching essay writing text, while the measurement aspects of motivation and others are still ignored. It is still an opportunity for other researchers to research it.

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CHARACTER EDUCATION BASED ON POSITIVE PSYCHOLOGY TO IMPROVE INDONESIA'S HUMAN RESOURCES QUALITY

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Abstract

Character education is essential to create good quality human. Good character, humble, tolerance, peace-loving and prioritizing unity are few things that needed to be developed in the human character Indonesia today. In the context of psychology assumes that beside being able to heals sick person to be normal it also improve the quality of normal people to achieve some prestatation, and become much better than that. It reffered not only in academic achievement, but for people who already got achievement in their work or academic could inspire their associate to get some achievement. Work ethic, adequate skill-based character that accompanied by positive psychology needs to be socialized in various aspects of quality and affordable education. Human life would be meaningful if positive side of human is fully developed. The advance of Indonesia's human quality is expected with the developing of character education based on positive psychology.

Keyword : Character Education, Positive Psychology

Pendahuluan

Pendidikan karakter merupakan hal yang penting untuk menciptakan manusia yang yang berkualitas. Karakter baik, rendah hati, toleransi, cinta damai dan mengutamakan persatuan merupakan beberapa hal yang perlu dikembangkan dalam pendidikan karakter manusia Indonesia saat ini. Dalam konteks psikologi beranggapan bahwa psikologi positif selain mampu menyembuhkan orang yang sakit menjadi normal, juga dapat meningkatkan kualitas orang normal menjadi prestatif, dan orang berprestasi menjadi lebih berprestasi lagi. Prestasi yang dimaksud tentunya bukan sekedar prestasi akademik saja, tetapi bagi orang-orang yang telah berprestasi (secara akademik maupun pekerjaan) dapat membantu teman-teman mereka untuk bangkit dan berprestasi. Etos kerja, skill yang memadai disertai dengan karakter berbasis psikologi positif perlu disosialisasikan dalam berbagai aspek pendidikan yang berkualitas dan terjangkau. Kehidupan manusia akan bermakna jika sisi positif manusia bisa maksimal dikembangkan. Dengan mengembangkan pendidikan karakter berbasis psikologi positif diharapkan dapat meningkatkan kualitas manusia Indonesia.

Pendidikan Karakter

Karakter manusia telah melekat pada kepribadian seseorang dan ditunjukkan dalam perilaku kehidupannya sehari-hari. Sejak lahir, manusia telah memiliki potensi karakter yang ditunjukkan oleh kemampuan kognitif dan sifat-sifat bawaannya. Karakter bawaan akan berkembang jika mendapat sentuhan pengalaman belajar dari lingkungannya. Keluarga merupakan lingkungan belajar pertama yang diperoleh anak dan akan menjadi fondasi yang kuat untuk membentuk karakter setelah dewasa. Hasil penelitian menunjukkan bahwa sekitar 50% variabilitas kecerdasan orang dewasa sudah terjadi ketika anak berusia empat tahun. Peningkatan 30% berikutnya terjadi pada usia delapan tahun, dan 20% sisanya pada pertengahan atau akhir dasawarsa kedua (Suyanto, 2010). Perkembangan kecerdasan diiringi oleh perkembangan mental kepribadian lainnya sampai usia remaja. Setelah dewasa, kecerdasan maupun perilaku kepribadian sudah relatif stabil, oleh sebab itu jika ingin

membentuk kecerdasan dan karakter, waktu yang paling tepat adalah pada saat usia anak-anak sampai dengan remaja.

Pendidikan karakter telah lama menjadi perhatian pemerintah. Dalam Undang-undang nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional pada pasal 1 (satu) antara lain disebutkan bahwa pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara. Selain di dalam Undang-undang, karakter positif juga banyak ditulis dalam visi dan misi lembaga pendidikan. Pada umumnya, lembaga pendidikan menyusun visi yang tidak hanya bermuatan untuk menjadikan lulusannya cerdas tetapi juga berakhlak mulia.

Menurut Megawangi (2009) aspek-aspek dalam Pendidikan Karakter tersebut antara lain; (1) cinta pada Tuhan dan alam semesta, (2) tanggung jawab, kedisiplinan, dan kemandirian, (3) toleransi dan cinta damai terhadap sesama, (4) baik dan rendah hati, (5) kepemimpinan dan keadilan, (6) kepercayaan terhadap diri, kreatif, kerja keras, dan pantang menyerah, (7) kasih sayang, kepedulian dan kerja sama, (8) hormat dan santun, dan (9) kejujuran.

Psikologi Positif

Aliran psikologi positif yang dimotori oleh Martin Seligman mencoba memfokuskan perhatian pada upaya menggali dan mengembangkan karakter yang merupakan sisi kekuatan manusia (*promotion of character strength*). Dengan menggali dan mengembangkan sisi individu akan menghantarkan individu pada kebahagiaan yang murni (*authentic happiness*) dan yang mampu berfungsi secara optimal (*optimal functioning*) dalam kehidupannya, baik sebagai individual, anggota keluarga, anggota masyarakat dan negara. Dengan adanya sifat-sifat individual yang penuh kekuatan ini maka akan sangat besar kemungkinan terwujudnya kekuatan dan meningkatnya mutu sumber daya manusia.

Tujuan psikologi positif adalah untuk mengkatalisasi suatu perubahan dalam psikologi, artinya tidak hanya memperbaiki sesuatu yang paling buruk dalam hidup tetapi juga membangun kualitas terbaik dalam hidup dan memperbaiki ketidakseimbangan di waktu lalu. Aspek-aspek positif yang tidak tergalai atau tidak diperhatikan dalam diri seseorang harus mulai dikembangkan.

Para ahli psikologi positif berpendapat bahwa hidup manusia akan lebih bermakna jika sisi positifnya bisa dikembangkan secara maksimal. Sisi positif itu adalah emosi yang positif (*positive emotions*), dan sifat kepribadian yang bijaksana (*positive individual traits*) dan institusi yang positif (*positive institutions*)

Pendekatan dalam mengatasi problem kemanusiaan harus diarahkan pada pengembangan karakter positif yang ada pada individu melalui penataan : (1) keluarga dan sekolah yang memungkinkan potensi anak berkembang. (2) tempat kerja yang mendukung kepuasan kerja dan produktivitas. (3) masyarakat yang akan berpegang teguh pada tata kehidupan bermasyarakat yang beradab (*civil society*). Penataan itu dilakukan dengan cara membangun kekuatan individu dan masyarakat agar mampu menumbuhkan keadilan, tanggung-jawab, kepedulian pada sesama, toleransi, saling percaya dan saling bersinergi.

Upaya untuk membangun individu dan masyarakat yang mampu berbuat demikian harus dilakukan dengan membangun karakter manusia yang didasari antara lain oleh etika, saling mencintai, keberanian mempertahankan kebenaran, pengasih dan penyayang, integritas dan arif, melalui pendidikan karakter yang dilakukan sejak dini sampai ke dewasa.

Emosi yang Positif

Emosi yang positif terkait dengan kehidupan, emosi di masa lalu, masa sekarang dan ekspektasi di masa depan. Salah satu aspek dari emosi positif adalah rasa gembira (*happiness*) yang manifestasi fisiologisnya adalah senyum. Aspek emosi positif yang lain

adalah sifat bersyukur dan berterimakasih yang disampaikan pada orang lain. Emmons & Crumpers (dalam Ancok, 2007) menemukan bahwa orang yang sering menyampaikan rasa berterima kasih pada orang lain secara ikhlas memiliki kesehatan yang lebih baik, optimis dalam hidup, lebih merasakan kebahagiaan (*well-being*) dan banyak menolong orang lain.

Penelitian lain dilakukan oleh Haidt (2000) menemukan bahwa orang yang merasa bahagia karena melihat seseorang berbuat kebaikan pada orang lain. Danner dkk. (2001) dalam penelitian mereka melaporkan bahwa orang yang memiliki emosi positif di masa mudanya ternyata hidup lebih sehat dan berusia panjang. Dokter yang memiliki emosi yang positif lebih akurat dalam diagnosis terhadap pasiennya (Isen, 1993)

Sifat Diri yang Positif

Para peneliti berpendapat bahwa sifat diri menjadi penyangga kesehatan fisik dan mental dan pencegah penyakit fisik dan penyakit jiwa. Sifat diri seperti keberanian (*courage*), berorientasi ke masa depan (*future mindedness*), rasa optimis (*optimism*), rasa percaya pada kekuatan Tuhan (*faith*), etos kerja yang baik (*work ethic*), pengharapan yang positif bahwa sesuatu hal yang buruk akan berubah menjadi baik (*hope*), sifat jujur dalam hidup (*honesty*), ketabahan dalam menghadapi kesulitan dan tantangan (*perseverance*) dan kemampuan untuk tetap berjalan dalam mencari pemahaman (*capacity for flow and insight*) adalah hal-hal yang akan membuat diri kuat dalam menghadapi stress kehidupan (Seligman, 2006)

Institusi yang Positif

Kehidupan manusia ibarat tanaman hias dia harus berada di sebuah pot bunga yang berisi bahan makanan yang menyuburkan kehidupan tanaman itu dan berada dalam ruangan yang memiliki sinar dan kelembaban yang memadai. Demikian pula dengan kehidupan manusia. Kehidupan yang positif (bermakna, puas dan bahagia serta produktif), hanya akan muncul secara maksimal bila kondisi lingkungan tempat manusia itu berada memiliki sifat-sifat positif.

Para pakar umumnya sependapat bahwa hidup manusia sebagai individu sangat dipengaruhi institusi yang ada dalam kehidupannya (lihat gambar). Institusi adalah keluarga (*family*), sekolah, organisasi kemasyarakatan dan budaya, institusi kenegaraan (*society*) dan institusi yang menentukan tatanan ekonomi politik global (*global*). Untuk mengurangi stres kehidupan individu dalam masyarakat tentunya semua lingkungan ini harus memiliki sifat-sifat positif untuk menghalau stress. Sifat-sifat positif yang harus ada dalam institusi kehidupan manusia (institusi rumah tangga, sekolah, tempat kerja, masyarakat dan negara) yang mendukung pemunculan kekuatan karakter yang maksimal adalah sifat adil, peduli (*caring*), bertanggungjawab, beradab, toleransi, non-diskriminatif, saling mendukung dan saling menghargai.

Pendidikan Karakter Berbasis Psikologi Positif untuk Meningkatkan Kualitas Sumber Daya Manusia Indonesia

Secara umum pendidikan karakter mengusung usaha-usaha untuk mempromosikan nilai-nilai etik yang paling mendasar sebagai fondasi bagi lahirnya suatu karakter yang baik. Pendidikan karakter juga harus dirumuskan secara komprehensif tidak semata pemikiran dan materi pembelajaran, namun juga rumusan-rumusan tindakan, dan praktek-praktek yang dapat dilaksanakan oleh peserta didik. Oleh karena itu, pendidikan karakter yang efektif membutuhkan pendekatan yang bersifat proaktif, komprehensif, dan harus intensif (Lickona, 1991).

Karakter baik, rendah hati, toleransi, cinta damai dan mengutamakan persatuan merupakan beberapa hal yang perlu dikembangkan dalam pendidikan karakter manusia Indonesia saat ini. Di sisi lain etos kerja dan skill manusia dewasa di Indonesia juga membutuhkan perhatian untuk peningkatan kualitas sumber daya manusia Indonesia.

Walaupun telah diketahui bahwa setelah dewasa, kecerdasan maupun perilaku kepribadian sudah relatif stabil dan waktu yang paling tepat untuk pembentukan karakter

adalah pada saat usia anak-anak sampai dengan remaja, namun tetaplah penting untuk tetap mengembangkan karakter baik, rendah hati, toleransi, cinta damai dan mengutamakan persatuan bagi sumber daya manusia Indonesia saat ini.

Dengan adanya penerapan psikologi positif maka individu senantiasa berusaha memaknai berbagai kejadian dalam hidupnya dan membentuk emosi positif yang dapat meningkatkan ketrampilan kerjanya.

Sifat diri yang positif seperti keberanian, berorientasi ke masa depan, rasa optimis, rasa percaya pada kekuatan Tuhan, pengharapan yang positif bahwa sesuatu hal yang buruk akan berubah menjadi baik, sifat jujur dalam hidup, ketabahan dalam menghadapi kesulitan dan tantangan dan kemampuan untuk tetap berjalan dalam mencari pemahaman adalah hal-hal yang akan membuat diri kuat dalam menghadapi stress kehidupan dan menciptakan etos kerja yang baik (Seligman, 2006).

Demikian pula dengan terciptanya institusi yang positif dari lingkungan keluarga, sekolah yang baik, organisasi kerja yang mendukung terciptanya moral positif dan lingkungan masyarakat yang kondusif diharapkan dapat menjadi tempat untuk tumbuhnya karakter-karakter yang diharapkan untuk peningkatan sumber daya manusia yang berkualitas.

Dengan adanya tiga aspek psikologi positif tersebut, dapat disosialisasikan sebagai dasar untuk mengembangkan karakter sumber daya manusia Indonesia yang berkualitas, baik melalui dunia pendidikan maupun dunia kerja.

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INTEGRATION THE ELEMENTS OF JAVANESE CULTURE IN LEARNING PROCESS TO STRENGTHEN YOUTH CHARACTER

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Abstract

Formal education should teach either material of cognitive aspect or embed and developing student characters based on local culture values. The phenomenon of cultural disintegration in young generation if doesn't prevented well could make cultural extinction. In learning process, teacher should can integrating the values and messages which is sourced from local culture to the students. The element of Javanese culture dominate contain many philosophy and sublime values which must containing in learning process, especially in the school who from social and Javanese culture background. Not only on learning material, teacher can integrate the elements of Javanese culture on learning activity, combine with learning methods, and become props or learning media. When this point can implemented well so the students can interrupted more knowledge about local cultural. Integrating the values of Javanese culture have aims to produce graduated who not only capable in general knowledge, but also have a good cultural knowledge. In addition, that way can create student's attitude and the characters which in accordance with noble values of Javanese culture.

*Keywords: Integrating, Elements of Javanese Culture, Character,
Young Generation*

Introduction

Education generally connects with knowledge transferring, experience, values, and life norms process. In learning process there are some components involved in, which includes teachers (learning activities holder), students (material recipients), goals (including cognitive, affective, and psychomotor), subject (submitted information), methods (how to deliver material), media (tools or materials used to convey the material), and evaluation (assessment), (Moedjiono & Dimiyati in Setyawan, 2015: 26 - 27). The goal of the educational process is students' mindset and behavior betterment. It can be observed from the subject mastery (cognition), students' attitude or behavior upgrading (affective), and skillful students in a particular field (psychomotor). However, those aspects of teaching are less noticed by the teacher and the school. Schools generally only require students to optimize cognition regardless of affective and psychomotor. Students' attitudes do not develop and change aftermath. These essence sections should be a concern for all people, aspecially for the drafting of the curriculum, person in charge at the school, and the teacher as learner agent.

Failure in the process of affective would give unwanted effect in ahead. Character disintegration evokes some deviant behaviors among adolescents, such as impoliteness, gang fights, brawls, sexual harassment, and improper lifestyle which is not in accordance with culture, especially Javanese culture. The situation in which society's values and norms are not in supposed sequential is called "anomie". (Soekanto, 1993: 26). Anomie arises due to the failure of educators to instill character and manners to students, in addition, the lack of parental control over their children. Not only from the failure of character education, anomie as well caused by the lack of value or norms source by the local culture.

Teachers as learner agents should be aware of anomie, so it will apply some preventive acts to mitigate them. One of the other way is integrating elements of local culture

for instance (in this context is Javanese culture) in the learning process to strengthen the character of students in globalization era. The elements of local culture by Koentjoroningrat include the religious and ritual; systems and community-based organizations; knowledge systems; language; arts; livelihood systems; and technology systems and equipment (2004: 2). Each of the seven elements in creation has been subjected to various reflection of its creator, so it can be accepted and used by people in a particular area. Only some parts of culture elements are integrated in learning process. For instance in the use of the good Javanese language, introducing forms of Javanese arts, and also introduced some of Javanese literature that contain values and norms that taken from Javanese philosophy.

Importance of Character Education to Young Generation

Before discussing character education, it will be outlined in advance about the meaning of character. The character was originally derived from the Latin, *kharassaein* and *kharax*. In Greek called, *charassein*. The term character in the Indonesian language has same meaning with disposition, personality, or individual feature, (Gunawan, 2012: 1 - 3). Character is individually inherited, good and bad behavior. Inherent can be realized and internalized. It will be realized if the individual characters explicitly conveyed in acts, gestures, speech, and how to treat people. Internalized character can be seen from mindset and way of looking at particular problem.

The term of character in the Javanese called manners. Thus, character education is same with manners education. Character education as proposed by the Ministry of Education, has a higher purpose than moral education in general, it teaches good habit so that students understand the righteous path and become a habit to do so. (2010: 10). Fudyartanta (in Ruyadi, 2010: 579) defines manners education as the cultivation of good values and to the human soul. The ultimate goal of character education is the formation of character, personality, and behavior that includes affective and psychomotor. However, the author agreed character education covers all aspects, includes cognitive, affective, and psychomotor.

In implementing character education in schools needs a good plan. Planning in this case related to the implementation of character education in schools, ways or methods which be used, and goal or the output of the character education in schools. Teachers in the current education process play role as motivator and facilitator not to be a source of knowledge. Motivator function in this case are expected teacher could motivate students towards betterment in knowledge, attitudes, and skills. Thus, character education in schools starts from the optimize functions of teachers as motivator to guide students.

Why character education necessary applied? Each of us may question this. It is because most of schools only concern about knowledge and skill. Study is only reported in those two aspects. Furthermore, what is the importance of character education? How to measure the attitudes of learners? This paradigm should be acknowledged by teachers, parents and society. Character education or manners education can not only be conducted in school. The school only provides the foundation on character education while students are in school and it becomes parents and society responsibility when they are in informal education. Therefore, character education must involve all parties to control and conduct character education. At school students are guided and directed by the teacher, after returning home, the children will learn, adapt, and actualize their values when interacting with their parents at home and when socializing with people, (Wibowo, 2016: 26).

Character education also internalizes the values of the local culture especially Javanese so that they have a strong character based on Javanese foundation. Javanese instill good habits that include thinking manner, emotion manner, body manner, soul manner, feeling manner, intention manner based on Javanese culture as well as being used for cultural education for the young generation so that culture remains in themselves. So they are don't suffered the disintegration of cultural condition in himself.

Integrating Elements of Javanese Culture to Support Character Education

Character education as already noted in the preceding discussion, should also be coupled with cultural education to strengthen the foundation of students' culture. Cultural education can be conducted by inserting some elements of local culture in the learning component, it can be integrated in teaching materials, as learning media, and combined with the learning method. By directly introducing live elements of Javanese culture to students is expected to provide long-term effects, so knowledge about the elements of the local culture will not easily go away. Culture-based learning as revealed by Abusyairi done by integrating elements of culture as part of the learning process. It is based on the recognition of cultural as fundamental part of education as an expression of an idea and communicate with knowledge, (2013: 187).

The integration of culture and local wisdom in learning is termed as Etnopedagogi. Alwasilah has conceptual idea about etnopaedagogi as one education practice based on local wisdom. Or in other words, trying to integrate elements of local wisdom in a learning process (2009: 50 - 51). Integrating elements of Javanese culture can be internalized in teaching materials, used as a learning media, even combined with teaching methods. Forms integrating are as follows:

Elements of Culture in Teaching Materials

Teaching materials are materials or information that is taught to students in the learning process. Teaching materials can be a combination of knowledge (facts, detailed information) and skills (procedural step, situation and conditions), and attitude (Subroto in Rahmat, 2013: 87). In character education, teachers can incorporate some elements of Javanese culture in the teaching materials. In the Javanese language learning for example, teachers can post material on the art of Java, such as *ketoprak* performance, Javanese theaters, *wayang* stories which contains valuable lessons related to the values of Javanese culture. *Ketoprak* tells the story about the history of the kingdoms in Java, from *Majapahit* kingdom to *Mataram* kingdom. Students in this case are persuaded to learn and emulate the attitude in history. In addition, students can also emulate good character from some of *wayang* characters. Figures such as the *Pandawa* can be used as a role model for character education, especially good character.

Aside from the art form, integrating character and culture can be done by using Javanese literature. Javanese literature written in Java poets contains many moral teachings. Therefore the Java literature often referred to as literary doctrine (Setyawan, 2016a: 551). Some Javanese literature that can be used as a reference manners education such as, *Serat Wulangreh*, *Serat Wedhatama*, *Serat Tripama*, *Serat Wulangsunu*, *Serat Centhini*, *Serat Candrarini*, and others.

Elements of Javanese Culture as Learning Media

Learning media is a tool that teachers use to deliver lessons and support material. The use of instructional media will make learning more effective and efficient, so that students can get a comprehensive knowledge and are also used to varying the learning process (Haryadi, Musfiroh, and Endraswara, 2015: 23). During this time, teachers are still not able to use the conventional media to optimize learning in the learning process and are still monotonous, which use one variety of media. Teachers are now required to be able to develop innovative learning media.

Innovative means is not to be computerized, but possibly use traditional media which is packed and combined into a new one. Such as the use of the Macromedia Flash for *Wayang*. *Wayang* that has been regarded as traditionally object when it is packaged in the form of Macromedia Flash will attract more students to learn.

Elements of Culture Combined with Learning Method

It is commonly known teacher just use the speaking method to deliver learning materials. When it condition still allowed in the learning process would be uninteresting and learning objectives will not be achieved. Therefore, it is necessary to formulate a concept of innovative learning methods that can support learning. Teachers as field agents are required to be smart in choosing and using teaching methods, especially if it is required to be able to integrate character education and knowledge of the local culture.

Teachers can combine learning with existing elements of Javanese culture. As written by Setyawan (2016b) that the form of integration of existing local culture in a learning method that does not change the essence, but merely modify it so as to create a new teaching methods and contain elements of Javanese local culture. Below are some examples of study result method in a combination of Javanese culture and learning methods that already exist, such as in table 1.

Table 1. Combination of Elements of Javanese Culture with Existing Learning Method

No	Learning Method	Explanation
1	<i>Jigsaw Wayang</i>	Combination of jigsaw method by using some figures of wayang.
2	<i>Make a Match Dolanan Bocah</i>	Make a match method combined with traditional game as well as song.
3	<i>Numbered Head Together Aksara Jawa</i>	NHT method by using <i>Aksara Jawa</i> to numbered the member of students.
4	<i>Ketoprak Role Playing</i>	Role Playing method is sourced from <i>ketoprak</i> story.

Internalization of Javanese culture through Direct Sample

In learning process, teacher is extremely important as a determinant of the learning direction. Furthermore, the teacher is also a major actor as a point of view in class. Every movement, action, and speech of teachers are observed by students, even as a reference. Therefore, before teaching manners and character education, teachers are required to be well-mannered and have good character. Primarily when presenting material in class.

Before performing the materials in the classroom, teacher must understand the concept of value and characters that will be taught. In addition, the important thing is to be open-minded to obtain a deep understanding, practice, and make a guide character, Wibowo (2016: 241). The few things that should be noted by teachers are related to language, dress, and manners. Language relates to languages used by teachers when teaching, should use proper Javanese language and in accordance with tradition which is the set of rules used by speakers of the Javanese language in order to maintain mutual respect or respect for others, (Sulaksono, 2016: 7). In terms of fashion, teachers should dress decently in accordance with the rules. It is associated with Javanese philosophy, namely "*ajining raga dumunung ana ing busana*". Furthermore, manners or attitude when teaching should also reflect a teacher personally. Wibowo said that the attitude of a good teacher should be compassionate, tolerant, humble, generous, and forgiving, (2016: 240).

Conclusion

Manners education or character education today needs special attention by various parties. Given the recent condition of adolescents' character and culture which poorly disintegrated. Character education is not entirely teachers' responsibility in formal education. But it is also necessary to work closely with parents and the society as a control agent and educators in an informal environment, because students interact more in the family and society. Character education should also be accompanied with education about local culture, so that the younger generation will not forget their local culture. Integrating elements of

Javanese culture can be conducted in various ways, some of can be incorporated into teaching materials in school, become a learning media, and also be combined with teaching methods. This is because in every Javanese culture contains elements of moral teachings based on the philosophy and view of Javanese culture. In addition, the important thing is that the teacher's role as a motivator and role model in the classroom. Teachers should understand about character education and manners education. So when teachers can reflect an example of good character, in terms of language, dress, and attitude when teaching will become benchmark for students

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STUDENTS' GENDER RELATION ON ACHIEVEMENT RESULT OF FLUID STATICS INVESTIGATED BY CONTEXTUAL TEACHING AND LEARNING UNDER ANDROID APPLICATION

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Abstract

Contextual Teaching and Learning (CTL) is a powerful approach in delivering Physics knowledge. Many technologies are fruits of Physics application such as hydraulics, sub marine vehicle and others. Those applications clearly explained in Fluid Statics. Senior high school (SHS) students who learn Physics are mostly teenager that familiar to use smartphone. Most smartphone in Indonesia use Android operating system. In this work, we report CTL under Android application for SHS students to learn fluids static. This research used quasi experimental method with nonequivalent control group design by means of purposive sampling technique. Based on data analysis, the result obtained that there was an effect of CTL under Android application on the senior high school students learning result on Fluid Statics concept. Interestingly, based on cognitive aspects of Revised Bloom's Taxonomy of Fluids Statics which investigated by CTL under Android Application shows higher score achievement for female students.

Keywords: Students' Gender, Achievement Result, Fluid Statics, Contextual Teaching and Learning, Android Application

Introduction

For over time the discovery of IQ gains emerged naturally from bunch of work of many scholars (Flynn, 1999). Psychologists have used the IQ as a summarizing index of what may be viewed as a latent general factor underlying the diverse measures of someone intellectual ability (Jack Block & Adam Kremen, 1996). Long time ago, It assumed both explicitly and implicitly that women were less intelligent than men. Literature on sex differences in attributions for success and failure suggesting, that some females got a success in male-dominated occupations as a luck or chance (external factors), while males attribute it due to man ability or motivation. It was not until comparatively that many studies examined ordinary people's estimates of sex differences in IQ (Adrian Furnham & Lucinda Gassom, 1998). Some early studies describe obviously on achievement motivation theories to explain why women and men differed in their educational and occupational pursuits (Judith L. Meece, Beverly Bower Glienke, Samantha Burg, 2006).

Studies have reported that students begin formal physics education with a system of physical conceptions that differ in deeply systematic ways from those of the physicist yield a significant obstacle in learning physics (Dewey I. Dykstra, C. Franklin Boyle & Ira A. Monarch, 1992). In common, people belief that physics is a particularly challenging subject. Modeling seems central to physics, given that concepts and theories are constructed, and poorly not a mere translation of reality (Ugo Besson & Laurence Viennot, 2007). Contextual teaching and learning (CTL) system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social and cultural circumstance (Johnson, 2002). Therefore, it is necessary to make the media learning that help students to construct their knowledge in order the students can be interested to learning.

Mobile learning is a new concept; it is certainly concerned with learner mobility, in the sense that learners should be able to engage in educational activities without the constraints of having to do so in a tightly delimited physical location. To a certain extent, learning outside a classroom or in various locations requires nothing more than the motivation to do so wherever the opportunity arises – from books, electronic resources, places and people. Therefore, it rapidly becomes a credible and cost-effective component of on-line and distance learning and anyone developing courses in companies, universities and colleges must consider carefully what it has to offer people (Agnes Kukulska, Hulme & John Traxler, 2005).

The senior high school's students are including the teenager group of age. Most of teenagers are interested to all things about the interactive technology devices called gadgets. Nowadays, one of the technology device which keeps on development is mobile technology. In this era, human activities cannot be separated by the mobile technology. One of the most famous mobile technologies is smartphone.

A survey on US mobile industry found that mobile device sales grew by 40% between 2002 and 2003, and predicted that PDA/mobile phone sales will outstrip PC sales by 2005 with the majority of companies switching to wireless networks (Ellis K, 2003). It is estimated the total number of mobile phone users worldwide is over 300 million, which is double the number of Internet users. One of the recent and significant changes in learning environment is the demand of mobility. Mobile phone becomes popular in the society and most of the people can afford the cost (Chi Hong Leung & Yuen Yan Chan, 2003). By 2016 in Indonesia, smartphone penetration among mobile phone users were 40.4%, when smartphone users were 65.2 billion (eMarketer, 2015). In Indonesia, most of smartphone was powered by Android technology. By September 2016 in Indonesia, there was 72.29% smartphone based on Android technology (StatCounter, 2016). Because of that, mobile technology based on Android has a great potential to be applied in mobile learning. In this report, we describe a pre-study the effect of CTL module in achievement result under Android application to high school students in difference of sex.

Methods

We use quasi experimental method with non-equivalent control group design to explore our interest. The research design involves two research classes that were the experimental class and the control class. The independent variable in this research is CTL Module under Android application; meanwhile the dependent variable is students' achievement in the cognitive aspect based on revised Bloom's taxonomy. The moderator variable is the relation between students gender.

This work was conducted in *Sekolah Menengah Atas Negeri* (SMAN) 6, a public senior high school, South Tangerang city with a population study all students of class X and the sample is class X-1 as an experimental class and class X-2 as the control class. Both of these samples were determined by using sampling techniques. The sampling technique used purposive sampling with distinguished interest subjects by students' gender.

Instruments in this research were test instrument and non-test instrument. The test instrument is test of students' achievement (pre-test and post-test). The instrument was given to measure student achievement on cognitive aspects based on revised Bloom's taxonomy. The cognitive aspects in this research are remembering, understanding, applying, and analyzing (Krathwohl, 2002). The non-test instrument is questionnaire responses by the students. The questionnaire used aims to determine students' response using contextual teaching and learning module under Android application.

The prerequisite analyze tests are normality test (Shapiro-Wilk test) and homogeneity test (Levene test). After that, if the data was normal and homogeny, then hypothesis analyze test used a *T* test. If the data was abnormal and homogeny, then hypothesis analyze test used a *U* Mann-Whitney test. The significance level is 5%.

Module Based Contextual Teaching And Learning Under Android Application

CTL module in this work was design based on contextual teaching and learning syntax, are Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection and Authentic Assessment (Johnson, 2002). Before the treatment, contextual teaching and learning module must be validated by the examiner. The examiners are examiner of physics contents, examiner of education and learning and examiner of information and technology. The estimations result of contextual teaching and learning module under android application by the examiner could be seen at Table 1.

Table 1. Contextual Teaching and Learning Module Evaluation

Indicator	Score
Substation of physics materials	20
Design of learning	16
Design of visual	10
Software utilization	18
Score	64
Percentage (%)	78.7%
Statement	Good

The criterion of CTL Module under Android application was good with the quality percentage of 78.7%. Design of Android application for this work could be seen at Figure 1.

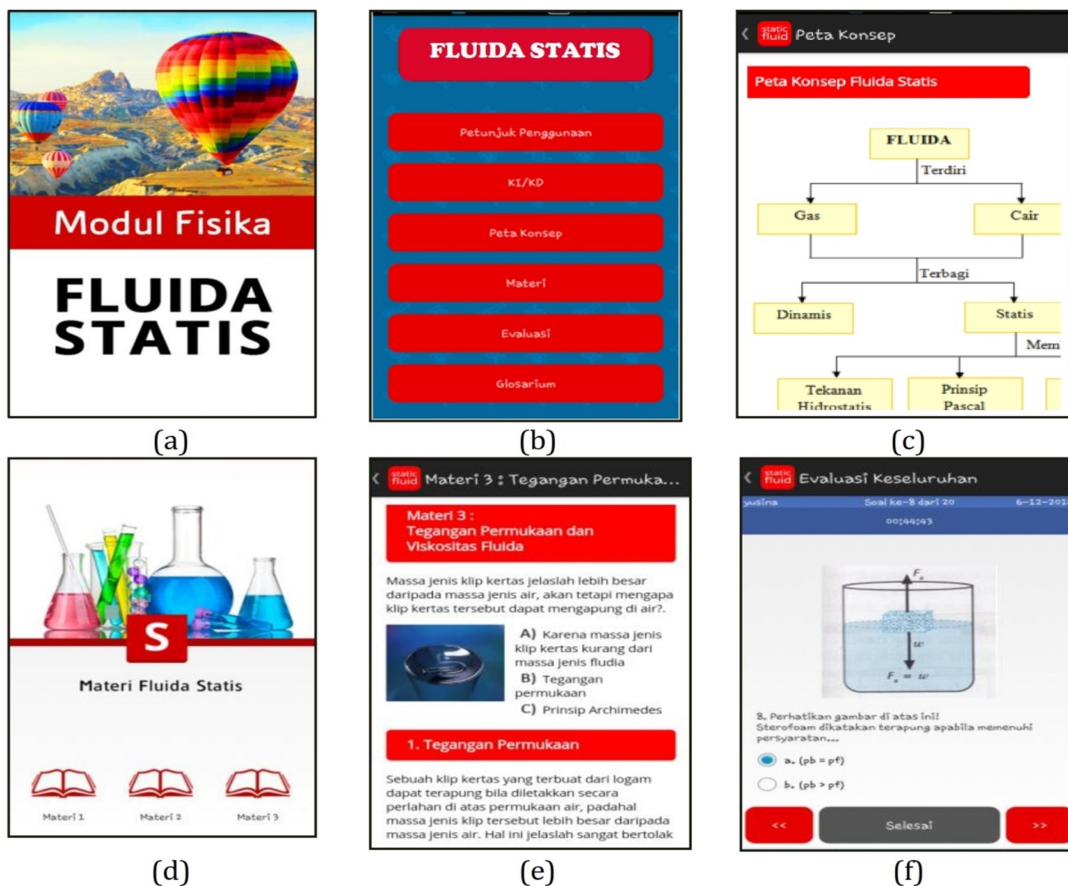


Figure 1. Design of Contextual Teaching and Learning Module Android Application, (a) Cover Design, (b) Home Menu, (c) Mind Mapping Content, (d) Physics Material Menu, (e) Physics Material, (f) Evaluation.

Results and Discussion

Before the experiment, the two classes took a pre-test to ensure that they had equal abilities in this subject before learning activity treatment. The mean and the standard deviation of the pretest were 49.33 and 11.12 for Class X-2, and 44 and 10.34 for Class X-1. Therefore, class X-2 became the control class and X-1 became the experiment class. The results of pre-test are shown on Figure 2.

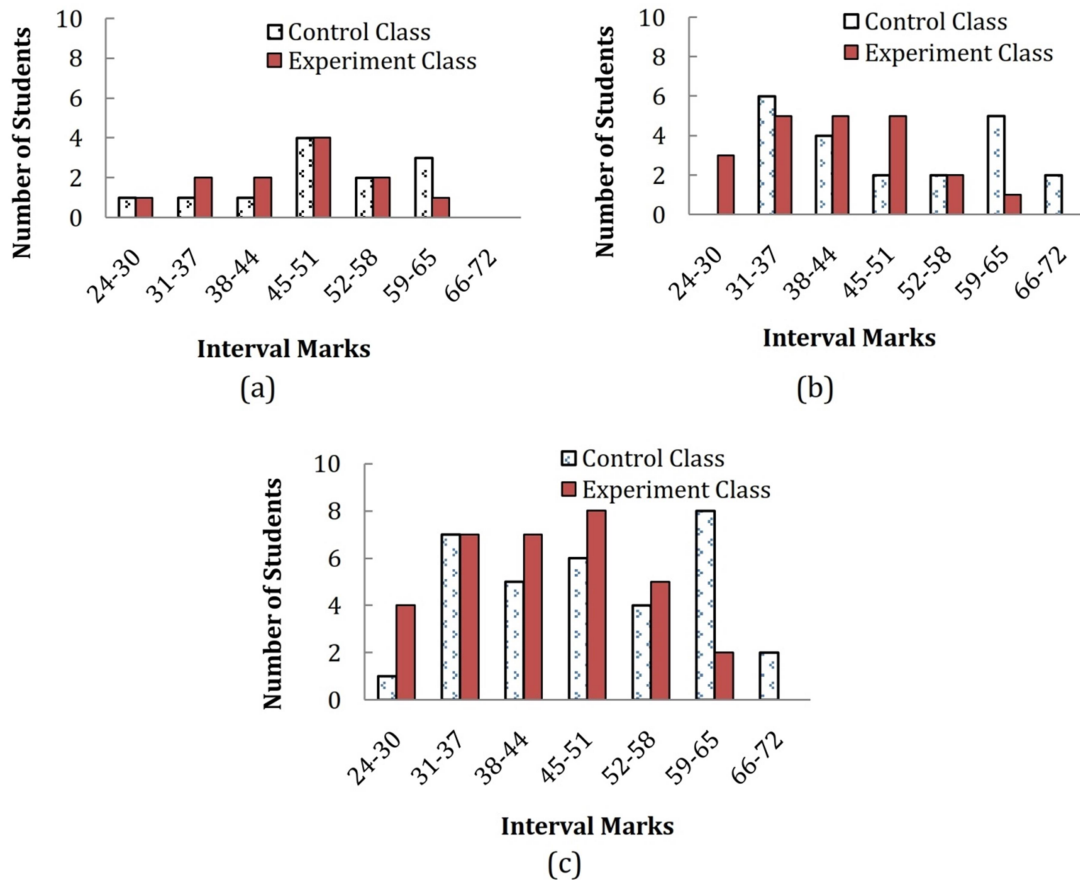


Figure 2. Result of Students' Achievement of Pre-Test (a) Uncategorized Students, (b) Male Students, (c) Female Students

The result of pre-test was analyzed by the normality Shapiro-Wilk test. The result of descriptive data and normality test describes on Table 2.

Table 2. Descriptive Data and Normality Test of the Pre-Test Result

Variable		N	Mean	S.D	Normality test	Statement	
Pre-test	Control class	Uncategorized	33	49.33	11.60	0.066	Normal
		Male	12	49.33	10.96	0.563	Normal
		Female	21	49.33	12.2	0.037	Abnormal
	Experiment Class	uncategorized	33	43.30	10.51	0.502	Normal
		Male	12	45.33	10.13	0.889	Normal
		Female	21	41.71	10	0.772	Normal

The students in experiment class had learning treatment by CTL module under Android application; meanwhile the control class had conventional method. After participating in learning activity, the two groups of students took a post-test. The result of post-test is shown on Figure 3.

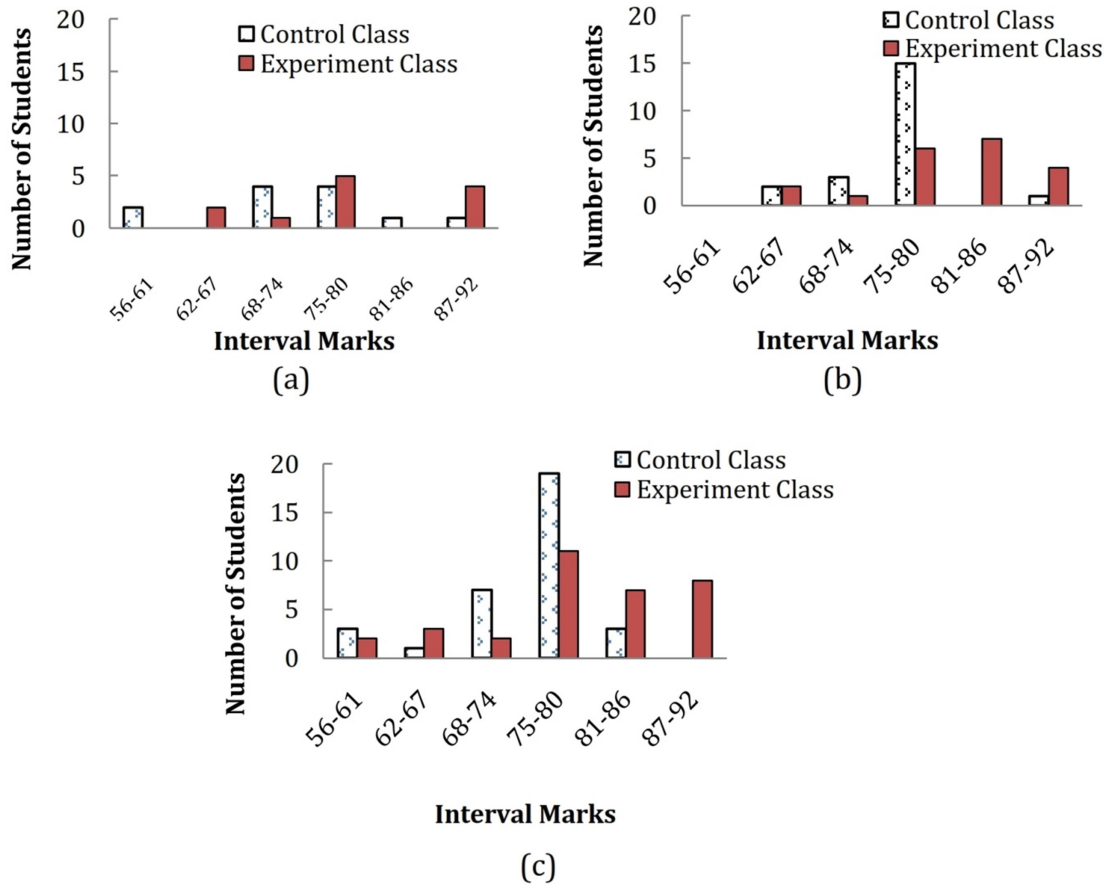


Figure 3. Result of Students' Achievement of Post-Test (a) Male Students, (b) Female Students, (c) Uncategorized Students

The result of post-test was analyzed by the normality Shapiro-Wilk test. The result of descriptive data and normality test describes on the Table 3.

Table 3. Descriptive Data and Normality Test of the Post-Test Result

Variable		N	Mean	S.D	Normality test	Statement	
Post-test	Control class	Uncategorized	33	75.27	7.71	0.005	Abnormal
		Male	12	74	9.41	0.633	Normal
		Female	21	76	6.69	0.003	Abnormal
	Experiment Class	Uncategorized	33	80.24	7.87	0.042	Abnormal
		Male	12	79.76	8.08	0.355	Normal
		Female	21	80.57	7.92	0.025	Abnormal

The pretest and posttest was analyzed by the homogeneity Levene test. The homogeneity of pretest and posttest describes on Table 4.

Figure 4. Homogeneity Test of Pre-Test and Post-Test

Gender	Pretest		Posttest	
	Significance	Statement	Significance	Statement
Uncategorized	0.308	Normal	0.985	Normal
Male	0.868	Normal	0.651	Normal
Female	0.158	Normal	0.534	Normal

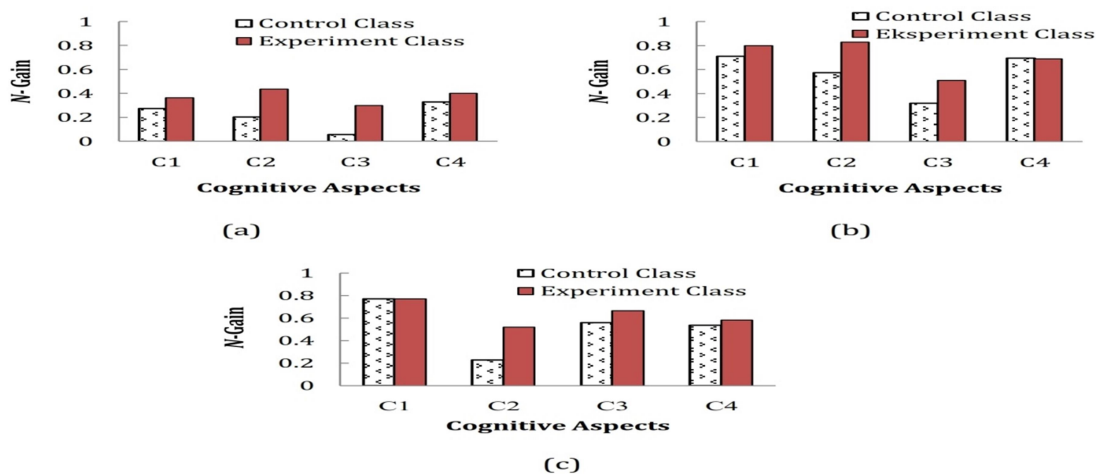
The data of pretest and posttest were analyzed by the hypothesis test to know the effect of the treatment was given. The result of hypothesis test describes on Table 5.

Table 5. Hypothesis Test of the Pre-Test and Post-Test

Gender	Hypothesis Test	Pretest		Posttest		Result
		Significance	Statement	Significance	Statement	
Uncategorized	<i>U</i> Mann-whitney	0.037	H_1 accepted	0.008	H_1 accepted	Affected
Male	<i>T</i> -test	0.364	H_1 rejected	0.168	H_1 rejected	Not affected
Female	<i>U</i> Mann-whitney	0.061	H_1 accepted	0.013	H_1 accepted	Affected

Based on the Table 2 and Table 3 show that the mean of both classes are rising, in the Table 3 shows female students had the mean higher than the mean of the male students during the pretest and post-test in both classes. Moreover, in detail of the students are mostly female students who shows higher score achievement. The results of hypothesis tests showed, that the use of contextual teaching and learning modules affected more significant on female students, but have a poor effect on male students. While considerable progress has been made, important gender differences in educational achievement and occupational attainment remain. More female students of high school today are enrolled in advanced high school mathematics and science classes, but they are less likely than boys to report liking these courses (Judith L. Meece, Beverly Bower Glienke, Samantha Burg, 2006). Even though equally beneficial for both genders, however, females reported experiencing a conceptual focus and real-world contextual connections less frequently. The explicit discussion of under-representation of women in science was positively related to physics identity for female students but had no impact for male students (Zahra Hazari, Gerhard Sonnert, Philip M. Sadler & Marie-Calire Shanahan, 2010).

To ensure students' achievement in the cognitive aspects, we offer *N*-Gain test. The result of *N*-Gain test is depicted on Figure 4.



**Figure 4. *N*-Gain Test of Student's Achievement,
(a) Male Students, (b) Students (c) Uncategorized Students**

Generally, experiment class achieved more than the control class. CTL call as contextual approach because the concept helps teacher to connect the material of teaching with students daily lives so that CTL motivates students to connect the relationship between knowledge that they have with the implementation in their daily lives (Johnson, 2002). Motivation is crucial for all students at this early point in their academic (Gabrielle Maria D'Lima, Adam Winsler & Anastasia Kitsantas,

2014). The most significant increasing is shown in understanding aspect (C2). It was the result of emphasis on basic concepts on CTL.

The questionnaire distributed to experiment class in order to know students' response after the treatment. The students' responses towards contextual teaching and learning module application depicted on Table 6.

Gender	Percentage (%)	Statement
Uncategorized gender	74.54%	Good
Male	70.92%	Good
Female	78.16%	Good

The observation relatively shows a good result of student activities using contextual teaching and learning module under Android application. Based on Table 6 show females students had higher response than male students. Female students were more extrinsically motivated and mastery oriented than male students who were more performance oriented (Gabrielle Maria D'lima, Adam Winsler & Anastasia Kitsantas, 2014). So are the responses of questionnaire. This result is in relation with previous research, which states that in mobilized lessons students were found to learn science in personal, deep and engaging ways as well as developed positive attitudes towards mobile learning. (Looi, C.-K., Zhang, B., Seow P., Chia, G., Norris, C., & Soloway, 2010)

Conclusion

As a pre-study, we successfully build a good Contextual Teaching and Learning (CTL) application on Fluid Statics for high school students. The result shows that there is a significant effect of CTL module under Android application on students' achievement based on cognitive aspects of Revised Bloom's Taxonomy in female students but it is a poor effect in male students. Furthermore, female students' also shows higher score achievement then male students. Therefore, CTL module under Android application helps female students to understand Fluid Statics topic better than.

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**PENINGKATAN PRESTASI MAHASISWA
PADA MATA KULIAH PEMROGRAMAN VISUAL MENGGUNAKAN
METODE BELAJAR BERBASIS MASALAH
DI PROGRAM STUDI PENDIDIKAN TEKNOLOGI INFORMASI
FAKULTAS PENDIDIKAN UNIVERSITAS TEKNOLOGI YOGYAKARTA**

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Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman mahasiswa Program Studi Pendidikan Teknologi Informasi di mata kuliah Pemrograman Visual dengan metode pembelajaran berbasis masalah. Tujuan khusus penelitian ini adalah untuk mempelajari lebih lanjut tentang metode yang ideal pembelajaran berbasis masalah dan untuk mengetahui seberapa jauh metode ini dapat meningkatkan prestasi siswa dari mahasiswa S1 Pendidikan Teknologi Informasi di mata kuliah Pemrograman Visual. Penelitian ini berisi empat siklus, di mana dasar pembelajaran berbasis masalah untuk diterapkan dalam siklus pertama. Tindakan yang diberikan akan diamati dan dievaluasi sebagai dasar pertimbangan dari tindakan yang akan dipilih dalam siklus berikutnya. Dalam setiap siklus, dosen mencoba untuk membuat situasi pembelajaran berbasis masalah sehingga siswa dapat memecahkan masalah dalam proses saja. Hasil penelitian ini menunjukkan bahwa siswa perhatian untuk metode pembelajaran berbasis masalah hanya terjadi dalam siklus awal. Siswa dengan asumsi bahwa metode pembelajaran berbasis masalah adalah pengalaman baru bagi mereka. Untuk siklus berikutnya yang digunakan siswa metode yang sama tidak berasumsi metode adalah masalah yang menarik, sehingga siswa memahami kenaikan materi pelajaran.

*Kata-kata Kunci: Penelitian Tindakan, Pembelajaran Berbasis Masalah,
Pemrograman Visual*

Pendahuluan

Kurikulum program studi S1 Pendidikan Teknologi Informasi mewajibkan mahasiswa semester empat mengambil mata kuliah Pemrograman Visual. Sebagai mata kuliah wajib, kedudukan mata kuliah Pemrograman Visual sangat menentukan guna menunjang mata kuliah-mata kuliah yang ada di semester berikutnya. Mata kuliah ini merupakan mata kuliah prasyarat bagi pengambilan penjurusan Sistem Informasi dengan nilai minimal C yang dilaksanakan pada semester berikutnya.

Materi kuliah Pemrograman Visual ini bertujuan untuk meletakkan dasar pemikiran logika pemrograman serta konsep-konsep dasar bahasa pemrograman. Mata kuliah ini dilakukan di laboratorium komputer dengan berbantuan bahasa pemrograman Java. Materi mata kuliah Pemrograman Visual dianggap penting di Program Studi Pendidikan Teknologi Informasi karena mata kuliah yang ada di semester berikutnya, terutama mata kuliah yang berada di konsentrasi Sistem Informasi, memerlukan kemampuan pemrograman komputer. Mata kuliah Sistem Informasi banyak mengambil konsep dasar logika pemrograman, sehingga kemampuan logika pemrograman bagi mahasiswa mutlak diperlukan.

Alokasi waktu mata kuliah Pemrograman Visual yaitu selama satu semester atau 14 kali jam pertemuan. Pada setiap tatap muka dilakukan penjelasan materi kuliah, pemberian contoh program untuk dicoba pada komputer, pemberian tugas-tugas, kemudian diakhiri dengan pemberian kasus yang harus dipecahkan oleh mahasiswa di rumah baik secara individu maupun kelompok. Pada pertemuan berikutnya, tugas rumah tersebut dikumpulkan dan dipresentasikan di muka kelas guna mengetahui tingkat pemahaman mahasiswa terhadap logika pemrograman serta konsep-konsep dasar bahasa pemrograman.

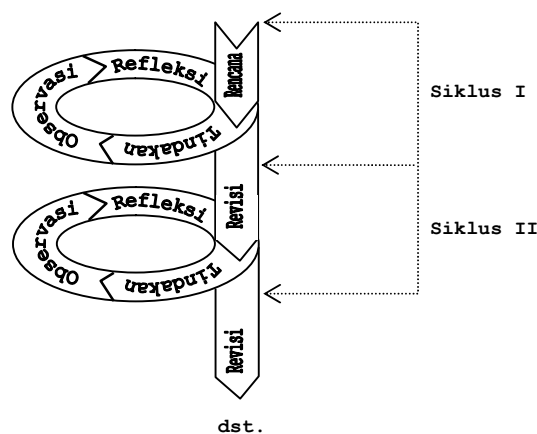
Pembelajaran yang selama ini dilakukan dengan metode tersebut di atas diharapkan dapat meningkatkan pemahaman mahasiswa terhadap logika pemrograman serta konsep-konsep dasar bahasa pemrograman. Penilaian pemahaman mahasiswa terhadap materi kuliah selama ini dilakukan berdasarkan dari tugas harian, ujian tengah semester, dan ujian akhir semester. Distribusi nilai yang diperoleh mahasiswa tahun semester yang lalu berkisar antara C sampai dengan B+ dengan prosentase sebagai berikut: C (46,7%), C+ (13,3%), B- (13,3%), B (13,3%), dan B+ (13,3%). Distribusi nilai yang demikian ini menempatkan mata kuliah Pemrograman Visual sebagai mata kuliah yang dianggap sulit oleh mahasiswa. Kendala yang dihadapi oleh mahasiswa dalam mengikuti matakuliah ini adalah dalam hal penggunaan logika pemrograman serta konsep-konsep dasar bahasa pemrograman dalam masalah yang baru. Karena itu perlu dicari metode belajar-mengajar yang bisa membuat mahasiswa mampu mengaplikasikan kemampuannya dalam menyelesaikan masalah yang baru, yang tidak seperti yang dicontohkan dalam proses perkuliahan.

Belajar berbasis masalah (BBM) atau *problem-based learning* (PBL) merupakan metode belajar yang berpusat pada mahasiswa dengan materi kuliah yang diorganisir dan dikaitkan dengan suatu masalah. Karena dalam metode ini masalah diberikan di awal kuliah, mahasiswa menjadi sadar akan apa yang perlu diketahui agar dapat menyelesaikan masalah tersebut (Lee dan Ceylan, 2004). Nampaknya metode BBM ini cocok diterapkan pada mata kuliah Pemrograman Visual agar mahasiswa dapat menerapkan logika pemrograman serta konsep-konsep dasar bahasa pemrograman dalam masalah-masalah yang nyata. Namun kebenaran dugaan ini perlu dibuktikan melalui penelitian. Dari latar belakang di atas dapat diidentifikasi permasalahan yang dapat diteliti. Masalah tersebut dapat menyangkut pelaksanaan proses belajar mengajar menggunakan metode belajar berbasis masalah, dampak penggunaan metode belajar berbasis masalah ditinjau dari prestasi mahasiswa, motivasi belajar mahasiswa, kesiapan dosen, dan sebagainya.

Metode Pengembangan dan Startegi Pelaksanaannya

Rancangan Penelitian

Penelitian ini merupakan penelitian tindakan kelas multi siklus dengan model yang diadopsi dari Kemmis dan McTaggart (dalam Sudaryanto, 2004). Skema model penelitian tindakan kelas ini ditunjukkan pada Gambar 1.



Gambar 1 Model Penelitian yang Digunakan

Adapun tindakan yang dilakukan pada penelitian ini adalah sebagai berikut:

Tindakan Kelas Siklus I

Rencana pada siklus ini berupa persiapan pelaksanaan penelitian tindakan kelas, mencakup identifikasi masalah, penyusunan desain dan rencana, dan menyusun model tindakan. Tindakan pada siklus ini adalah memberikan perlakuan tindakan kelas berupa penggunaan metode BBM. Observasi pada siklus ini adalah melaksanakan monitoring selama memberikan perlakuan. Refleksi yang dilakukan adalah mengevaluasi hasil tindakan kelas yang telah dilakukan. Evaluasi tentang pengaruh metode pada peningkatan motivasi belajar menggunakan angket. Evaluasi tentang pemahaman materi dilakukan dengan memberikan tes materi yang bersifat individu.

Tindakan Kelas Siklus II

Revisi pada siklus ini adalah melakukan perbaikan model tindakan yang diterapkan pada siklus I berdasarkan hasil refleksi pada siklus I. Tindakan pada siklus I mungkin terdapat kekurangan-kekurangan, sehingga hasil tindakan tidak optimal. Observasi adalah mengamati hasil pelaksanaan pada siklus II. Refleksi adalah mengevaluasi berdasarkan hasil tindakan yang telah dilakukan pada siklus II dilakukan. Evaluasi tentang pengaruh metode pada peningkatan motivasi belajar menggunakan angket. Evaluasi tentang pemahaman materi dilakukan dengan memberikan tes materi yang bersifat individu.

Penelitian ini tidak harus berhenti sampai siklus II. Bila hasil tindakan belum optimal, tindakan akan diulang-ulang dengan penyempurnaan sedemikian sehingga diperoleh dampak yang optimal.

Indikator Kinerja

Indikator keberhasilan atas kinerja pada akhir penelitian ini adalah :

1. Meningkatnya pemahaman mahasiswa yang ditunjukkan dengan adanya perbaikan nilai ujian akhir semester, dari kebanyakan C menjadi B.
2. Meningkatnya motivasi belajar mahasiswa yang ditunjukkan dengan adanya komentar positif tentang penggunaan metode yang digunakan dalam mata kuliah Pemrograman Visual.

Penilaian kesesuaian tindakan dengan skenario metode belajar berbasis masalah dilakukan melalui observasi di kelas yang dilakukan oleh kolaborator menggunakan instrumen, sedangkan peningkatan motivasi belajar yang disebabkan oleh penelitian tindakan ini diukur menggunakan angket.

Hasil Penelitian: Implementasi dan Evaluasi

Siklus Pertama

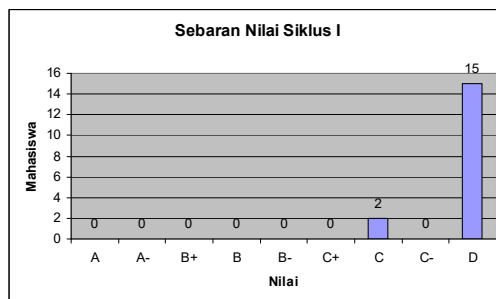
Keterlaksanaan Tindakan

Hasil observasi kolaborator pada siklus pertama menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY belum sepenuhnya memenuhi kriteria metode belajar berbasis masalah. Keterlaksanaan tindakan adalah 6/9 atau 66,7%. Kekurangan keterlaksanaan metode tersebut adalah dosen dalam pelaksanaan pembelajaran belum menggunakan masalah yang memiliki interpretasi ganda, sehingga dapat diartikan sesuai dengan kemampuan mahasiswa, memberikan makna "belajar tentang belajar" sehingga mahasiswa dapat menghayati proses belajar tentang pemecahan masalah, serta pemberian permasalahan yang autentik kepada mahasiswa.

Dampak Tindakan

Prestasi Mahasiswa

Pada siklus pertama, prestasi mahasiswa yang didapatkan berdasarkan nilai rata-rata pada siklus pertama adalah 26,47 dengan sebaran seperti gambar 2.



Gambar 2 Sebaran Nilai Siklus I

Motivasi Belajar

Angket untuk mengukur pengaruh metode pada motivasi terdiri dari 8 butir. Masing-masing butir mempunyai alternatif penilaian dari 1 sampai 4. Dengan demikian skala pengukuran pengaruh metode pada motivasi adalah antara 8 sampai 32. Analisis deskriptif pada siklus pertama tentang pengaruh metode pada motivasi memperoleh rerata = 24,933 atau 77,916 dalam skala 100.

Dalam penelitian ini hasil pengukuran pengaruh metode terhadap motivasi dibagi menjadi 4 kategori. Skor pada seperempat bagian pertama skala disebut "Rendah". Skor pada seperempat bagian kedua skala disebut "Agak Rendah". Skor pada seperempat bagian ketiga skala disebut "Agak Tinggi". Terakhir, skor pada seperempat bagian keempat skala disebut "Tinggi". Dengan cara tersebut maka diperoleh tabel distribusi kategori pengaruh metode pada motivasi seperti Tabel 1.

Tabel 1 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus I

Kategori	Frekuensi	Persen
Agak Rendah	3	20
Agak Tinggi	7	46,7
Tinggi	5	33,3
Total	15	100

Komentar tentang Metode

Angket komentar tentang metode terdiri dari 4 butir. Masing-masing butir mempunyai alternatif penilaian dari 1 sampai 4. Dengan demikian skala pengukuran komentar tentang metode yang digunakan dalam penelitian ini adalah antara 4 sampai 16. Analisis deskriptif pada siklus pertama tentang pengaruh metode pada motivasi memperoleh rerata = 12,2667 atau 76,667 dalam skala 100.

Dalam penelitian ini hasil pengukuran komentar tentang metode juga dibagi menjadi 4 kategori. Skor pada seperempat bagian pertama skala disebut "Kurang Menarik". Skor pada seperempat bagian kedua skala disebut "Agak Kurang Menarik". Skor pada seperempat bagian ketiga skala disebut "Cukup Menarik". Terakhir, skor pada seperempat bagian keempat skala disebut "Sangat Menarik". Dengan cara tersebut maka diperoleh tabel distribusi kategori komentar tentang metode seperti Tabel 2.

Tabel 2 Distribusi Komentar tentang Metode pada Siklus I

Kategori	Frekuensi	Persen
Kurang Menarik	2	13,3
Agak Kurang Menarik	2	13,3
Cukup Menarik	3	20
Sangat Menarik	8	53,3
Total	15	100

Pertanyaan terbuka untuk menjangkau komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 4 orang menyatakan metode yang digunakan dinyatakan baik baik, (b) 2 orang menyatakan metode yang digunakan kurang cocok bagi mahasiswa, (c) 2 orang menyatakan penyampaian materi terlalu cepat, dan (d) 7 orang tidak berkomentar.

Siklus Kedua

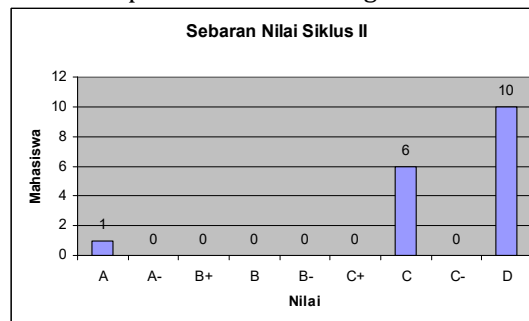
Keterlaksanaan Tindakan

Hasil observasi kolaborator pada siklus kedua menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY keterlaksanaan tindakan 8/9 atau 88,9%. Tindakan yang belum dilakukan yaitu dosen belum memberikan makna "belajar tentang belajar" sehingga mahasiswa dapat menghayati proses belajar tentang pemecahan masalah.

Dampak Tindakan

Prestasi Mahasiswa

Pada siklus kedua, prestasi mahasiswa yang dilihat dari nilai mahasiswa memiliki rata-rata 25,63 dengan sebaran seperti terlihat dalam gambar 3 di bawah ini.



Gambar 3 Sebaran Nilai Siklus II

Motivasi Belajar

Analisis deskriptif pada siklus kedua tentang pengaruh metode pada motivasi memperoleh rerata = 23,375 atau 73.046 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus pertama, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 3.

Tabel 3 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus II

Kategori	Frekuensi	Persen
Rendah	1	6,3
Agak Rendah	5	31,3
Agak Tinggi	5	31,3
Tinggi	5	31,3
Total	16	100

Komentar tentang Metode

Analisis deskriptif komentar tentang metode pada siklus kedua memperoleh rerata = 11,75 atau 73.4375 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 4.

Tabel 4 Distribusi Komentar tentang Metode pada Siklus II

Kategori	Frekuensi	Persen
Agak Kurang Menarik	2	12,5
Cukup Menarik	9	56,3
Kurang Menarik	1	6,3
Sangat Menarik	4	25
Total	16	100

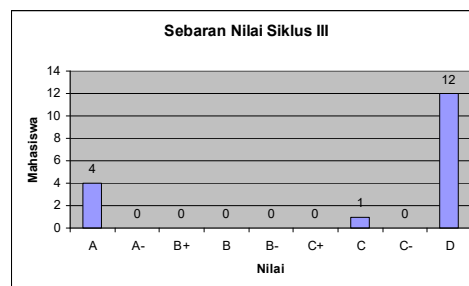
Pertanyaan terbuka untuk menjangring komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 12 orang tidak memberi komentar, (b) 2 orang memberi masukan agar pembelajaran tidak terlalu cepat dan memperhatikan mahasiswa yang kurang faham, (c) 1 orang menyatakan tidak faham terhadap materi yang diajarkan.

Siklus Ketiga
Keterlaksanaan Tindakan

Hasil observasi kolaborator pada siklus ketiga menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY keterlaksanaan tindakan adalah 7/9 atau 77,8%. Terdapat 2 tindakan yang belum dapat terlaksana yaitu dosen mengizinkan mahasiswa memaknai sendiri masalah yang ada dan membuat alternatif pemecahan terkait dengan masalah tersebut dan dosen menciptakan proses “belajar tentang belajar”, mahasiswa diminta untuk menghayati proses belajar tentang pemecahan masalah.

Dampak Tindakan
Prestasi Mahasiswa

Pada siklus ketiga, prestasi rata-rata mahasiswa adalah 26,88 dengan sebaran nilai terlihat pada Gambar 4.



Gambar 4 Sebaran Nilai Siklus III

Motivasi Belajar

Analisis deskriptif pada siklus ketiga tentang pengaruh metode pada motivasi memperoleh rerata = 24,063 atau 75,195 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus ketiga seperti Tabel 3.

Tabel 5 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus III

Kategori	Frekuensi	Persen
Rendah	1	6,3
Agak Rendah	3	18,8
Agak Tinggi	6	37,5
Tinggi	6	37,5
Total	16	100

Komentar tentang Metode

Analisis deskriptif komentar tentang metode pada siklus ketiga memperoleh rerata = 11,687 atau 73,046 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 4.

Tabel 6 Distribusi Komentar tentang Metode pada Siklus III

Kategori	Frekuensi	Persen
Kurang Menarik	1	6.3
Agak Kurang Menarik	2	12.5
Cukup Menarik	9	56.3
Sangat Menarik	4	25
Total	16	100

Pertanyaan terbuka untuk menjangring komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 8 orang tidak memberi komentar, (b) 6 orang menyatakan kurang jelas terhadap materi kuliah, (c) 1 orang menyatakan karakteristik mahasiswa perlu dipahami oleh dosen, dan (d) 1 orang menyatakan mata kuliah komputer sangat penting.

Siklus Keempat

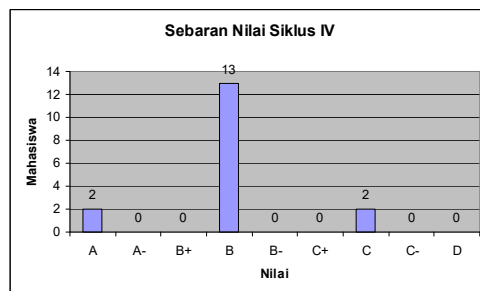
Keterlaksanaan Tindakan

Hasil observasi kolaborator pada siklus keempat menunjukkan bahwa tindakan yang dilakukan untuk meningkatkan prestasi mahasiswa S1 Pendidikan Teknologi Informasi FP UTY keterlaksanaan tindakan yaitu 8/9 atau 88,9%. Tindakan yang belum dapat terlaksana yaitu dosen menciptakan proses “belajar tentang belajar”, mahasiswa diminta untuk menghayati proses belajar tentang pemecahan masalah.

Dampak Tindakan

Prestasi Mahasiswa

Pada siklus keempat, prestasi rata-rata mahasiswa adalah 76,76 dengan sebaran nilai terlihat pada gambar 5 di bawah ini.



Gambar 5 Sebaran Nilai Siklus IV

Motivasi Belajar

Analisis deskriptif pada siklus keempat tentang pengaruh metode pada motivasi memperoleh rerata = 19,466 atau 60,833 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus sebelumnya, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 3.

Tabel 7 Distribusi Kategori Pengaruh Metode pada Motivasi dalam Siklus II

Kategori	Frekuensi	Persen
Rendah	4	26,7
Agak Rendah	2	13,3
Agak Tinggi	6	40
Tinggi	3	20
Total	15	100

Komentar tentang Metode

Analisis deskriptif komentar tentang metode pada siklus kedua memperoleh rerata = 9 atau 56,25 dalam skala 100. Dengan kategorisasi yang sama dengan yang digunakan pada siklus pertama, distribusi pengaruh metode pada motivasi dalam siklus kedua seperti Tabel 4.

Tabel 8 Distribusi Komentar tentang Metode pada Siklus II

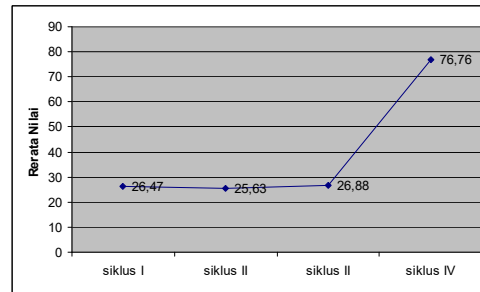
Kategori	Frekuensi	Persen
Kurang Menarik	5	33,3
Agak Kurang Menarik	5	33,3
Cukup Menarik	4	26,7
Sangat Menarik	1	6,7
Total	15	100

Pertanyaan terbuka untuk menjangar komentar tentang metode yang digunakan pada siklus ini memperoleh jawaban sebagai berikut: (a) 11 orang tidak memberi komentar, dan (b) 4 orang memberi masukan agar pembelajaran tidak terlalu cepat dan memperhatikan mahasiswa yang kurang faham.

Pembahasan

Sebagaimana diuraikan di atas, dari keempat siklus tindakan yang telah dilakukan keterlaksanaan penggunaan metode belajar berbasis masalah dalam penelitian ini dapat berjalan dengan baik. Hal ini dibuktikan dengan hasil observasi kolaborator yang menyatakan bahwa dari empat siklus yang dilakukan serta 9 tindakan yang dilakukan tiap siklus, keterlaksanaan tindakan rata-rata adalah 80,56%.

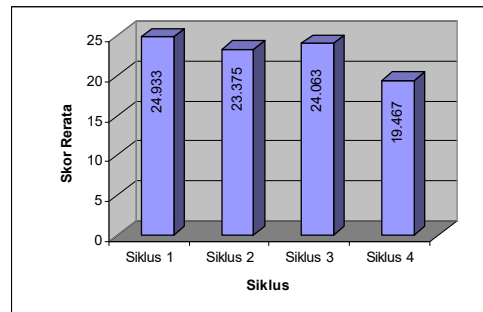
Mengenai dampak tindakan penggunaan metode belajar berbasis masalah pada peningkatan prestasi mahasiswa, dari hasil tes pada siklus pertama sampai dengan keempat menunjukkan bahwa rerata nilai yang dicapai oleh mahasiswa pada siklus pertama hingga ketiga sangat rendah, namun pada siklus keempat mengalami peningkatan yang sangat tinggi.



Gambar 6 Rerata nilai tiap siklus

Mengenai dampak tindakan penggunaan metode belajar berbasis masalah pada motivasi mahasiswa, perkembangannya selama siklus penelitian ditunjukkan pada Gambar 7. Berdasarkan Gambar 7 terlihat bahwa mahasiswa mengalami penurunan motivasi dari siklus pertama ke siklus kedua. Kemudian sedikit meningkat dari siklus kedua ke siklus ketiga. Pada siklus ketiga ke siklus keempat terjadi penurunan yang cukup jelas.

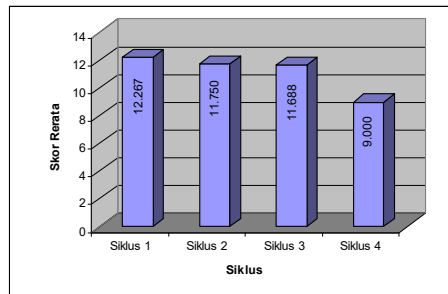
Pada siklus pertama skor rerata pengaruh metode pada motivasi adalah 24,933. Skor rerata pada siklus kedua adalah 23,375. Pada siklus ketiga, skor reratanya adalah 24,063. Sedangkan pada siklus terakhir 19,466. Nampaknya ada kecenderungan mahasiswa senang pada metode yang dianggap baru. Begitu metode diulang, pengaruhnya pada motivasi belajar berkurang. Jika ini merupakan karakteristik mahasiswa, dimasa mendatang perlu digunakan multimetode untuk meningkatkan prestasi mahasiswa. Dengan multimetode tersebut maka motivasi mahasiswa dapat dipertahankan selalu pada kondisi puncak.



Gambar 7 Pengaruh Metode pada Motivasi

Mengenai komentar tentang metode yang digunakan dalam penelitian ini, selama empat siklus penelitian ditunjukkan dalam Gambar 8. Terlihat pada Gambar 8 bahwa komentar tentang metode yang digunakan dalam penelitian ini juga ada penurunan dari siklus pertama ke siklus kedua, dari siklus kedua ke siklus ketiga, serta dari siklus ketiga ke siklus keempat.

Pada siklus pertama rerata komentar mahasiswa terhadap metode yang digunakan 12,267. Pada siklus kedua, rerata skor komentar tersebut turun menjadi 11,750. Di siklus ketiga rerata skor komentar turun lagi menjadi 11,688. Pada siklus terakhir, skor rerata komentar tentang metode berada pada posisi paling rendah, yaitu 9,000. Nampaknya kecurigaan adanya kecenderungan mahasiswa senang pada metode yang dianggap baru juga terlihat dari Gambar 8. Begitu metode diulang, komentar tentang metode yang digunakan juga berkurang sebagai tanda berkurangnya ketertarikan mahasiswa pada materi dan metode metode yang digunakan. Jika ini merupakan karakteristik mahasiswa, dimasa mendatang perlu digunakan multimetode untuk meningkatkan prestasi mahasiswa. Dengan multimetode tersebut maka ketertarikan mahasiswa pada materi dan metode yang digunakan dapat dipertahankan selalu pada kondisi puncak.



Gambar 8 Komentar tentang Metode yang Digunakan

Kecenderungan mahasiswa tertarik pada penggunaan metode belajar berbasis masalah hanya pada awal siklus juga dapat dideteksi melalui jawaban pertanyaan terbuka. Pada siklus pertama 4 orang menyatakan metode yang digunakan dinyatakan baik. Pada siklus kedua dan seterusnya, banyak mahasiswa yang tidak berkomentar terhadap metode yang digunakan. Ada kecenderungan mereka acuh tak acuh terhadap metode yang digunakan. Mereka yang memberi komentar pada siklus kedua dan seterusnya kebanyakan tidak menyangkut metode tetapi tentang ketidakjelasan mereka pada materi kuliah.

Simpulan

Berdasarkan uraian di atas, dapat disimpulkan bahwa: (1) Metode belajar berbasis masalah efektif digunakan pada mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTY hanya pada siklus pertama. Pada siklus kedua dan seterusnya efektivitasnya akan berkurang. Metode yang paling efektif digunakan pada mata kuliah Pemrograman Visual ada multi metode. (2) Penggunaan metode belajar berbasis masalah dapat meningkatkan pemahaman materi dan prestasi mahasiswa dalam mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTY.

Adapun saran-saran yang perlu diperhatikan meliputi: (1) Perlunya penggunaan multimetode pada mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTY untuk menjaga motivasi mahasiswa pada kondisi tinggi. (2) Perlunya dilakukan usaha terus-menerus, baik ada dana penelitian atau tidak, untuk menemukan metode yang efektif dapat meningkatkan pemahaman materi dan prestasi mahasiswa dalam mata kuliah Pemrograman Visual di program studi S1 Pendidikan Teknologi Informasi FP UTY.

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LANGUAGE LEARNING IN DIGITAL BASED COMMUNICATION ERA

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Abstract

It is undeniable that the changing in education, specifically in language learning goes fast. It took only a short time to move from a particular language era to another language era. Our childhood time is definitely different with our children's. The ways we learn language is limited, one of those is through our parents model, in other words through direct communication. In contemporary era, the young generation such as our children or student do not only acquire it through direct communication, yet from several other medias of communication such as radio, television, advertisement board on the street or mass media, and not to mention the one and only gigantic social phenomenon we called as internet. This paper is aimed to explain how internet influence the communication changing, how internet with its digital based communication encourage netizen to create and use numerous new terms which only can be understood by people who take parts in it. While at the other side, curriculum as the grip of language learning seems to be fluctuative. How can it cope the change brought by digital based communication? How teachers facilitate their Generation Z's (the internet native generation) language learning?

Keywords: Language Learning, Digital Based-Communication

Introduction

Indonesian people are well known to be friendly society. People likes to chit chat a long the way to their workplace. Two strangers in bus stop, waiting for their cab are commonly seen greet each other, asking where their destination is, or where their house is. People building rapport, connecting each other by conversation, greeting each other, asking and answering other lip-service questions and linking two individuals by direct communication. Communication hold it's essential thing for mankind as zoon politicon (who need to interact and helping each other). How a person communicate to his surrounding determine the treatment he accept from them. Communication can also be said as a bridge between two people. It gives people media to express idea, convey message, deliver thought and show feelings.

Communication holds its vital function, among those are as stated by Scheidel, communication function is to state and support self identity, build social interaction and to influence others. Second, as stated by Verderber, communication has two functions, social function which is for fun and state bounding between people, then decision making function, which is to decide to do or not to do particular action in a certain situation. Third, a statement by Pearson and Nelson that communication function is for self existance, enhance self awreness and to achieve goals, and for society existance as well, which fix social relation in a society and develop society existance (quoted from www.seputarpengetahuan.com/2015/Fungsi_komunikasi_dan_penjelasannya.html. Accessed in October 29th, 2016).

Regarding to its essential value, mankind can not separate their life from communication in order to be able to survive. If they want to be helped, they need to use communication. If they want to fulfill their basic need, such as food, water, clothes and so on, they definitely need to communicate to the provider of those things. It can be said that

communication stick to people's life, as if it was air for the lung, water for the river and sea, and soil for plants. Communication for people's everyday life is tightly connected, and it's undebatable.

Communication, and it's development from time to time is also influenced by social changes in people's life. In prehistorical era, communication is only needed to be used as coordination device, when Homo Sapiens need to go hunting, for instance. It only hold very basic and simple function to convey messages between two individuals. Preceding to the next era, a modern Homo Sapiens use symbols they paint on their cave's wall, sign they carve on trees, for communication. Next, Ancient Egypt create heiroglyph as a form of orthographic writing system, to communicate each other. In Ancient Chinese, communication was aimed to develop knowledge, which was then followed by it's neighboring countries such as Japan and Korea. In Greek, Rome, Spain and England, communication was aimed to support their goals to conquer other areas, which is notorious with the spirit of "Gold, Glory and Gospel".

Furthermore, in revolution era such as World War I and World War II, communication got some shift in it's function. People in that era was in a competition to create more and more codes, morse and secret anagram. It is compulsory since they need to send messages to the enemy area or battle field, in secret. Encouraged by the need to find special language and alphabet (as communication tools), they create morse in several forms, like radio morse, whistle morse etc. They created it in a way that they are the only one who know and be able to interpret the language and alphabet.

That kind of communication development explained above, is actually still considered as basic function of communication, yet it has an unordinary form, since people are getting more develop in creating new form of communication media. Later on, the principal of sending messages across distance getting developed well, days by days. The basic science of communicating through long distance then support the invention of telephone. From the simple designed telephone which can only make call and messaging goes to a sophisticated yet handy mobile phone. Beside, basic science of communicating through letters then shifted into communicating though the virtual letter, which than called as electronic mail or email.

Communication and technology expert keep on doing research, until they find one form of the "new and utopis" cyber world called internet. Since that day, people tend to chose indirect communication more, than direct communication. Just push several buttons, then you will be able to talk to your old friends, who live in a faraway town. No need to come there, having long and boring journey just to meet and having a nostalgia talk with them. Being homesick when you got to study abroad, missing your parents and sibling? No need to find tickets to fly to your hometown. You can "meet" them right away, just by a swipe of skype application button. Not only you can talk to your parents, but also seeing their face smiling directly from your smartphone or laptop screen, is very easy. Wife of an army whose husband is in duty abroad, do not need to feel lonely anymore since she still can feel her husband's presence through voice call. It can be said that communication has gone through long stages until recently it come here, to an era when people be able to communicate directly with someone in front of them, yet still be able to connect to someone faraway there, in indirect communication.

Discussion

The discussion part will be explained in three details, the first is how curriculum for English subject in Indonesia developed through ages. What was it focused on, and what was the content. The second is explanation about digital based communication, how was the history of all communication platform used in digital based communication, the corpora of new terms which isn't exist yet in the previous era, but now are commonly spoken and written by the netizen, along with it's meaning and application platform which commonly use them.

The Changing of English Curriculum

In the early era, in fact it is not English, the first foreign language thought at school. As known by the world that it is Dutch which was thought at school since Nederland is the country which colonized Indonesia at that time. The learning of English in Indonesia is actually started informally, beginning from the tourism field. When lots of foreigners came to Indonesia to see its beautiful places, people near the tourism side felt that they need to be able to communicate with the foreigners. It is of course caused by economic reason. If they capable in communicating with the foreigners well, they will also be able to sell something to them, not only selling goods such as handicraft but also selling service like transportation and so on.

The learning of English in Indonesia started since the proclamation of Indonesian independence in 1945. Since then, there are many policies issued for the sake of English learning in Indonesia. Policy, as stated by Tilaar and Nugroho (2008: 140) is a concept of noun, result of deliberation towards behaviour from someone, or board of experts about rules of act from a person or institution to achieve a certain objective. The other definition is, policy or public policy is whatever government choose to do or not to do. The intention is, any act chosen to be done or not to be done by the government (Dye in Munadi and Barnawi. 2011: 17).

It is Mr. Wachendorf, from English Teaching Center (Pusat Pengajaran Bahasa Inggris) in Education Department, the one who state that English is compulsory to be thought at school in the aim of preparing students with "the working knowledge of English", empower by Education and Culture Minister's decision number.096/1967. (Omi Komaria, 1998, *History of English Language Teaching in Indonesia*, <https://lib.atmajaya.ac.id/default.aspx?tabID=61&src=k&id=75038>, accessed in October 27th 2016).

There were several changes made in curriculum in the relation of English learning in Indonesia. Among others are the changes of the focus, the early settlement of English learning curriculum until 1993 curriculum the focus and the priority of English learning curriculum are reading, hearing, writing and speaking (membaca, mendengar, menulis dan berbicara). Whereas in 1994 curriculum, the focus and priority had few changes become reading, listening, writing and speaking (membaca, menyimak, menulis dan berbicara). Several methods used in that era are also varied, from the Grammar Translation Method to Direct Method, to Aural Oral Approach and last, to Communicative Approach.

It is also stated by Purwaningsih (2013:21) that English learning in Indonesia in the era of 1963 until 1975 also adopted the behaviorist thought. This thought percieve the process of language learning occur through habitual formation. The learning attitude happen in two factors below:

1. Stimulus played role as language attitude inisiator.
2. Reinforcement which signed wether a respond is precise or not precise and be able to support those respons in the future (Richard & Rogers: 56-7 and Brown: 34 in Purwaningsih: 21)

The other legal regulation which ruled the English learning in Indonesia is also in Education and Culture Department's decision No. 0487/1992, chapter VIII: elementary school could suplement its subject in the curriculum as long as it is not in the contrary to the national education objectives. Moreover, it is also stated in Education and Culture minister's Decision Letter (SK Mendikbud) No. 060/U/1993 date February 25th 2013 that English program is possibly thought as subject in local content (muatan lokal), and it can begin from the forth grade of elementary school. In addition, it is stated as well in National Education minister's rule (Permendiknas) No:22 year 2006 about the time allotment for English subject in every level of education, and in every departments in the senior high school and also vocational school.

All those policies and rule expounded above has the same similarity, that is the focus. Those policies and rules are likely only take into account on the conventional English learning. It only tend to consider that the English learning is simply teaching students the

language from the book, it's focus is not real life usefulness. On the contrary, we know that communication, language and also English learning is not a stagnant matter. It extends and improves from time to time and influences greatly to the real life situation. Moreover, since the appearance of digital based communication. Hence, several questions appear, how do digital based communication improve then impact every day life? In addition, how do teachers facilitate language learning using digital based communication as a device? Those questions can be answered by the description in the next part.

Digital based Communication History through IM (Instant Messaging)

Digital based communication, or widely known as chatting, had passed through a long journey. As the technology of email invented in the early 90's, IT experts then developed a new way of sending written messages to someone, which can be replied soon. In fact, though sending messages through email is already satisfying enough in that time, the receiver often times do not know that they got a message, as they can not always be online and accessed their email account. It brought a bad effect, when the message is urgent and the sender needs to read the reply soon, however the sender needs to be patient. That's what made IT experts develop the technology of instant messaging. A platform to send messages, which can give signs and notifications to the receiver, telling that they got mail. So that the receiver can read and reply it as soon as possible.

Since then, the instant messaging service mushroomed. As the avant garde of this service, Mirabilis corporation launched their instant messaging service called ICQ in November 1996. Followed by AOL corporation with its AIM (AOL Instant Messenger) in the late 1997. IT corporations seemed to be seriously competing, that time. It can be known from the launching of several well known IM services such as Yahoo Messenger (which still be used until the early 2000's), Windows Live Messenger, Google Talk, MSN (Microsoft's IM) and the last but not least, the phenomenal MIRC which was booming among the youngsters that time. Afterwards, the more developed application which is way more sophisticated yet free of charge launched. In May 2009 the WhatsApp company owned by Brian Acton and J. Koum launched their self-titled application, and frequently gained good supports from their customers all over the world. After that, in 2010 Beom So Kim, the CEO of Kakao Corporation from South Korea launched Kakao Talk, which was notorious with its endorsement from world's public figure, to K-Pop heartthrob such as boyband and girlband (BigBang was the first of all), to local rising star. In Indonesia it was Sherina Munaf which was trusted to be the endorsed singer. Lastly, it is Line application, which was launched in June 23 2011, owned by NHN Corporation in collaboration with Naver, an IT start up company from the ginseng country South Korea. (Stevan, Indra, 2013, Sejarah Lahirnya WA, Line dan Kakao Talk, <https://www.bersosial.com/threads/sejarah-lahirnya-WA-line-dan-kakao-talk/1565.html>. Accessed in October 26, 2016)

Facilitating Language Learning Using Digital Based Communication as a device

This part is aimed to answer the challenge questioned in the previous part. Regarding to the fact that communication and language change rapidly by the presence of digital based communication, so how do teachers as language agents and educators use that as a device to facilitate language learning. In order to explain the answer, the discussion will be divided into two parts, the first part is language learning before internet era, and the second is language learning on the internet era.

Language Learning Before the Internet Era

Before internet is widely used, language learning tends to be manual in every aspects. It means that all the learning used concrete media. For instance, if the students need to look up the meaning of unfamiliar words, they need to open up packs of thick dictionaries. They need to bring along that printed dictionary everytime they attend English class. Another example is when teachers need to use teaching aids, when teachers want to explain about

parts of the body, he/she should bring along torso (used in Biology class as well), or pictures of parts of the body. It is not so practical and user friendly, consuming lots of time, place and energy to bring it here and there. When teacher wants to hold a class discussion, out of school hours, he/she needs to settle time and place and then invite the students plus encourage them to come and participate in that discussion. For short, they need to meet up face to face in a particular place to hold a class discussion. Again, it seems like teacher waste his time and energy to do a single simple activity only.

Language Learning on the Internet Era

When the internet era came for the first time, to the language learning fields, it is such an enlightenment. Matters that seemed to be so complicated and hard to do now becoming very easy thing. It's no need for the students to bring along their thick dictionary anymore. Just a click on the e-dictionary application, they will find out what they look up for. It also happen when teacher need to explain about name of parts of body. Throw away that heavy and unpractical torso. Just download the 3 dimension image of parts of body, connect the computer to the in-focus/projector, then teacher will be easily show students, parts of body and tell them the names. Next, when teacher need to invite students to attend class discussion out of school hours. Asking them to come in person? Settle place of the discussion? No need to do that anymore. Just ask students' instant messenger ID or their social media account, tell them the exact time, invite their account, then do the online discussion, do the talk virtually. Students will be so happy that they do not need to go to the school again out of the school hours. Just be prepare with their gadgets and the discussion can take place.

Using internet with its digital based communication, allow teachers to find learning sources easily. Enrich their basic knowledge and support them to present an enjoyable and fun language learning. Digital based communication also allows teachers to share information among his students or peer, seed up the flow of information, help teachers keep up with the up-dated news and new methods used in language learning, its also used for the sake of networking, building new relation and also as the entertainment media for the students.

In the relation with language learning process, there are several suggested activity which teacher can do to facilitate it using digital based communication as device. Below are a few example:

1. Designing e-learning device which allows students to study anywhere anytime, without bringing lots of books and notes.
2. Use skype to stay connected to the students. Moreover when the teacher often got duty from school to go out of town, he/she can still teach, in front of his/her computer.
3. Teachers creativity is supported maximally with the support of the digital based communication, for instance if they want to design an interactive teaching media. Public service advertisement (iklan layanan masyarakat) or movie clip can be used as a realia to teach language, to teach students about pronunciation or to be used as retelling story activity.
4. Design a paperless assignment for the students. Recording video related to the lesson then upload it on the youtube, give assignment such as conversation through instant messaging application chat, then students need to screen shoot it then email it to the teacher's email account, as an authentic proof that they have practiced writing conversation.
5. After all this time, saving students work is becoming teachers frequent problem. With those paperless assignment for students, teachers no longer need to provide space or particular place or data bank to save their assignment. Teachers only need to provide digital saving media such as USB flashdisk or external harddisk and CDs.

Below are the strong points and weak points of all the suggested activities for teachers to be taken into consideration:

No.	Activity	Strong points	Weak points
1.	Designing e-learning activity	Practical, saving time, across time and place boundaries.	Teachers should make sure that all students own the tools needed such as the gadget and the internet connection.
2.	Skype for long distance teaching.	Practical, saving time, across time and place boundaries.	It lessen the bounding and rapport building between teacher and students since they are not interact directly.
3.	The use of interactive media.	It serves students an enjoyable and fun learning.	To design interactive media, it needs teacher's skill in IT. So they need to learn it first, and it's not always an easy thing to do
4.	Give students paperless assignment.	Eco friendly and also more economic since students do not need to print it or write it on the paper.	Teachers should be aware of plagiarism act.
5.	Providing digital saving media to keep students work.	It save space and portable, teachers can carry it anywhere and access it anytime they want.	Digital saving media is fragile and susceptible to be attacked by viruses. Back up data is always needed.

Conclusion

English learning curriculum in Indonesia should be adjusted according to the changes in communication and language. The curriculum should accomodate not only the concrete matter but also the matter beyond that. It is not the time for language teacher to be strict, using textbook and workbook only, assessing students in written only, and presents material just the way it is, without using interesting means. To move and develop along with the society development (in this case especially communication changes) is the key.

Digital based communication as part of the society development, play an essential role in the language learning. Teachers can use all those instant messaging applications, those websites, and social media to maximalize the language teaching in their class. Once students become interested in the learning process, so it's just about time that they will be able to understand the learning material. Digital basic communication as a contemporer way of interacting, can draw students attention, so furthermore they will love the learning material and their knowledge will develop.

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EVALUATION OF QUALITY MANAGEMENT HEAD OF STUDY PROGRAM AND PERFORMANCE OF LECTURER TO VISIONARY LEADERSHIP AT ISLAMIC UNIVERSITY 45 BEKASI

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Abstract

Quality management system in an institution of higher learning, ensure the implementation of quality improvement on an ongoing basis, especially private university. This means that the private universities, especially the Islamic University 45 Bekasi to always be directed at improving the quality of activities. Because otherwise, the private universities lack a place in the hearts of the people who ultimately threaten its existence. Thus the focus of this study is the head of the quality management program and performance studies pertaining to the visionary leadership lecturer at the Islamic University 45 Bekasi. The approach used in this study is quantitative with explanatory survey method through a questionnaire research instruments covered each reveals about quality management, performance lecturer and visionary leadership that is packaged in the form of a declaration and is awarded to the respondents including bureau chief, head of study program, lecturer and student. The findings show that overall quality management, performance lecturer and visionary leadership affect positively and significantly to the improvement of the university's existence. Partially, the lowest average value is sub variables change agents and trainers, sub variable competence of research results by student respondents showed moderate category, sub variable empathy and productivity showed the moderate category. As for the other variables in the category sub high. Researchers recommend to the Rector of the Islamic University 45 Bekasi for use visioner leadership is able to leverage its role as a determinant of the direction, a change agent, a spokesman and trainer. On the other hand rector should also pay more attention to the professor's performance by increasing the competence and motives underachievement, and able to create a conducive environment.

*Keywords: Quality Management, Lecturer Performance,
Visionary Leadership*

Introduction

Basically, education is a requirement of modern society. This has caused the people demand high quality education. This means that educational institutions are required to deliver graduates who master science and skill. The demands of university management in order to be of higher quality is also due to the changes that occur in people's lives. Higher education programs conducted to support the objectives of education services available and affordable high-quality, relevant, internationally competitive, and equality in all provinces.

Meanwhile, Director General of Higher Education Ministry of National Education in 2009, judging that the majority of private university in Indonesia does not meet the requirements of a university. In Java, reached 70%, while outside Java reached 90%. That meets the minimum requirements of a university, Java reaches 30%, while the private university outside of Java that is feasible only 10%. On the other hand the public assumes as

if the quality of graduates of private universities is not as good as the quality of graduates of public universities.

Detailed information according Ranked Sites University in Indonesia in 2016 released by 4ICU includes 411 Universities in Indonesia, which have ranked sequentially in particular as follows:

Tabel 1. Universities in Indonesia by 2016 University Web Ranking

No	University	Rank in Indonesia
1	University of Indonesia	2
2	Bandung Institute of Technology	4
3	State University of Jakarta	71
4	University of Technology Yogyakarta	130
5	State University of Manado	142
6	University of Muhammadiyah Jakarta	144
7	Islam Nusantara University Bandung	156
8	University of Muhammadiyah Makassar	215
9	Islamic University 45 Bekasi	234
10	Islamic University Jember	322

Seeing this table turned out to be what the public perception proved to be true. This means that private colleges still have quality under state universities. To create a high-quality education, the visionary leadership and faculty performance should receive more attention from college. This is in accordance with the opinion of Hradesky (1995: 194): "Leadership is a crucial component to the success of Total Quality Management". Sallis (1993: 86): Leadership is an essential ingredient in Total Quality Management. Leaders must have vision and be Able it into clear policies and specific goals.

Research Methods

The method used in the study in an explanatory survey with quantitative approach through research instrument was a questionnaire given to respondents composed of the heads of courses and lecturers. The population in this study were all heads stdui program at the University of Islam 45 Bekasi there are 17 heads of courses, while the sampled is three courses with the head proportionate random sampling technique.

Data collection techniques use questionnaires. Data obtained through questionnaires covered each reveal more about the management of quality, performance lecturer and visionary leadership that is packaged in a statement. Each item has 5 criteria dimuali answers by giving scores of 1,2,3,4, to 5. Alternative answers starting from strongly disagree, disagree, undecided, agree, strongly agree. Data analysis techniques path analysis (path analysis).

Evaluation of Quality Management Head of Study Program and Perfomance of Lecturer to Visionary Leadership Islamic University 45 Bekasi

Campus as formal education aims at forming a human personality, in developing the intellectual learners in order to achieve the life of the nation. In the chairman's leadership study program must be able to understand, cope with and rectify the deficiencies that occur on campus.

As a leader who has the influence, he was trying to counsel, advice and if necessary orders followed by lecturers. Thus he can make changes in ways of thinking, attitudes, behaviors that lead. With its advantages, namely the excess of knowledge and experience, he helps the performance faculty be developed into a professional in accordance with the visionary leadership of the runway at the Islamic University 45 Bekasi.

Visionary Leadership

Tampubolon (2001: 100) suggests five fundamental characteristics of Higher Education leadership quality that one character is a visionary. Visionary implies having extensive knowledge and mature so that they can predict the future. This understanding implies the ability to formulate a vision and mission of the university, as well as acting and being proactive. Komariah and Triatna (2006:81-82) states that: Leadership that is relevant to the demands of school-based management and coveted for improving the quality of education is a leadership that has vision (visionary leadership), the leadership work principally focused on engineering the future is full of challenges. Then become change agents who excel and be the determinant of the direction the organization understand the priorities become professional trainers, and other personnel can guide toward professionalism expected.

Visionary leadership is the leadership that was intended to give meaning to the work and effort that needs to be done jointly by the members of the company in a way to give direction and meaning to the work and effort made by a clear vision. Leaders with the pattern of this visionary leadership has the vision realistically, and can convince and lead organizations achieve an ideal future better than the present condition.

Visionary leader must have at least four key competencies as presented by Burt Nanus (1992: 56), that is: 1) a visionary leader must have the ability to communicate effectively with managers and other employees in the organization. It requires leaders to produce "guidance, encouragement, and motivation." 2) A visionary leader must understand the external environment and have the ability to react to operate precise differences all threats and opportunities. This includes, most importantly, can «relate skillfully» with key people outside the organization, but it plays an important role for the organization (investors, and customers). 3) A leader must play an important role in shaping and influencing organizational practices, procedures, products and services. A leader in this regard should be involved in the organization to generate and sustain service excellence, in line with preparing and guiding the organization into the future (successfully Achieved vision). 4) A visionary leader must to have or develop «niche» for anticipating the future. This niche is an imaginative form, which is based on the ability to access data for future needs of consumers, technology, and so forth. This includes the ability to manage resources in order to preparing your organization prepare for the emergence of needs and changes. A visionary leader is required to have the ability to communicate effectively because of a vision that has been created will not be in vain if it is not implemented for it to be communicated.

The Concept of Quality Management

Quality management concepts basically developed in the business world to maintain the existence of the company in order to face the increasingly fierce competition. Quality as a concept has long been known, but its emergence as a new management function happening lately. The term covers the overall quality management, relating to the whole process of the Juran Trilogy: quality planning, quality control, and quality improvement (Juran, 1995: 25). Willborn and Cheng (1994: 17) reveals the following: "Quality management (QM) is the explicit, systematic planning and control quality of products and services in a company".

Referring to the concept can be expressed explicitly that quality management is a systematic planning and control the quality of goods and services of a company. Quality management are all activities overall management function that determine the quality policy, objectives and responsibilities and implement them by means such as quality planning, quality control, quality assurance and quality improvement.

Quality management is also a set of knowledge achieved melalau research, practice, and experience for several years. When considered opinion of Juran, Willborn and Cheng, in principle, have in common is that quality management cannot be separated from the planning and quality control of goods and services. Thus the quality management is a group of management processes that include planning, controlling and systematically guarantee

the quality of goods and services intended to meet the needs and satisfaction of customers or consumers.

Lecturer Performance

Performance has many meanings. George and Jones (1999: 144) provides performance limits tetngan (performance) as: "An evaluation of the result of a person behavior. It involves Determining how well or poorly aperson has accomplished a taks or done a job. ". Fattah (2004: 19) states: "The performance (Performance) is an expression of the ability that is based on knowledge, attitudes and skills and motivation to produce something". Based on the opinions of faculty performance can be defined as behavior that shows the work of the lecturers on the implementation of a job.

Factors that could be used as guidance in measuring performance is a factor the opportunity to perform it's own (opportunity to perform), Although one employee is willing and able to do a good job but if environmental factors are not supportive, then performance will be impaired. Thus the performance equation becomes $f = (A \times P \times O)$. Factors opportunity to perform such factors working conditions such as the availability of equipment, materials, and work environment factors concerning the relationship with the co-workers, rules and work procedures, time and adequate information. While Kinlaw (Timpe, 1991: 108) states that the third factor is related to the performance (performance) is "supportive work environment" that all conditions that hinder the implementation of the work related to time, facilities, money, technology, equipment, and humans. Referring to the various opinions can be noted that the lecturer's performance is determined by competence, achievement motivation, and work environment.

Results and Discussion

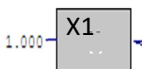
The Result

Head of the Study Program

- 1) Effect of Quality Management (X1) on the Performance of Lecturer (X2), Quality Management (X1) to Visionary Leadership (Y) and Performance Lecturer (X2) on Visionary Leadership (Y). (Head of Study Program)

Figure 1. Line Diagram and Table Head of Study Program

N	Hyphothesis	Coefficient	t calc	t tabel	Decision	Conclusion
1	Pyx = 0	0.85	11.8	1.67	H ₀ rejecte	Significant
2	Pxz = 0	0.24	2.3	1.67	H ₀ rejecte	Significant
3	Pyz = 0	0.71	7.0	1.67	H ₀ rejecte	Significant



- 2) Testing Simultaneous: Visionary Leadership Influence (Y) in the capacity as Determinants Directions (M1), Agents of Change (M2), Spokesperson (M3), and Coach (M4) on the Performance Lecturer. (Head of Studies)

Table 1. Testing Simultaneous Head of Study Program

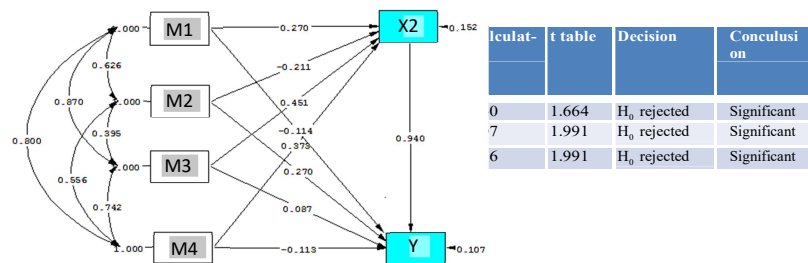
Alternative Hypothesis	F calculated	F table	Decision	Conclusion
M1, M2, M3 and M4 Simultaneously Influence Y	65.570	2.413	H ₀ rejected	Significant

3) Testing

Influence bellwether (M1) on the performance of lecturers (X2), agent of change (M2) on the Performance of Lecturer (X2), Spokesperson (M3) on the Performance of Lecturer (X2) and Coach of the (M4) Performance Lecturer (X2).

Partial:

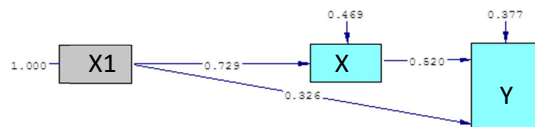
Figure 2. Partial Testing Head of Study Program



Lecturer

1) Effect of Quality Management (X1) on the Performance of Lecturer (X2), Quality Management (X1) to Visionary Leadership (Y) and Performance Lecturer (X2) on Visionary Leadership (Y). (Lecturer)

Figure 3. Line Diagram and Table Lecturer



N o	Hypho-thesis	Coeffi- cient Line	t calcu- lated	t table	Decision	Conclusion
1	Pyx1= 0	0.270	1.751	2.012	H ₀ accepted	Not Significant
2	Pyx2= 0	-0.211	-2.61	2.012	H ₀ rejected	Significant
3	Pyx3= 0	0.451	3.515	2.012	H ₀ rejected	Significant
4	Pyx4= 0	0.373	3.813	2.012	H ₀ rejected	Significant

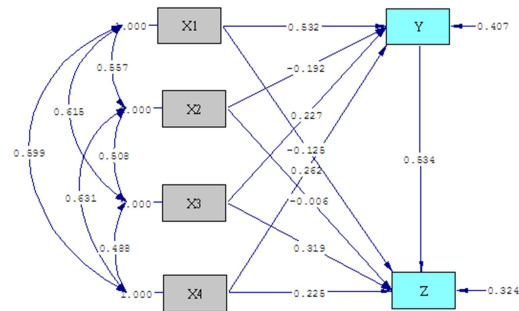
2) Simultaneous Testing: Effect of Quality Management in the capacity as Determinants Directions (M1), Agents of Change (M2), Spokesperson (M3), and Coach (M4) on the Performance of Lecturer. (Lecturer)

Tabel 3. Testing Simultaneous Lecturer

- 4) Testing Partial as Counselor spirit Determinants direction (M1), the Visionary Leadership (Y), agents of change (M2), the Visionary Leadership (Y), Speaker Bi-means (M3) of the Visionary Leadership (Y), Coach (M4) of the Visionary Leadership (Y) and performance Lecturer (X2) and Significant Positive Effect on Visionary Leadership

Figure 4. Partial Testing Head of Study Program

No	Hypthesis	Coefficient Line	t calculated	t table	Decision	Conclusion
1	$P_{yx1} = 0$	-0.125	1.751	2.012	H_0 accepted	Not Significant
2	$P_{yx2} = 0$	-0.006	-2.616	2.012	H_0 accepted	Not Significant
3	$P_{yx3} = 0$	0.319	3.515	2.012	H_0 rejected	Significant
4	$P_{yx4} = 0$	0.225	3.813	2.012	H_0 rejected	Significant
5	$P_{zy} = 0$	0.534	5.191	1.665	H_0 rejected	Significant



Discussion

Head of quality management courses in his capacity as a bellwether, a change agent, a spokesman and trainer significant and positive effect on the performance of lecturers by 84.8% (the head of the study program) and 59.3% (lecturer). Results of statistical test of the hypothesis of quality management in his capacity as a bellwether positive and significant effect on the performance of lecturers. The research instrument aimed at the group of heads of courses and professors turned out to show a different conclusion. Head of the program to study the results of $t = 1,751 < 2,012$ ttable thus H_0 is accepted (no significant positive effect). As for lecturers on the calculation $t = 5,085 > 1,665$ ttable thus H_0 (there is a positive and significant influence between the two).

Results of statistical test of the hypothesis of the quality management study program heads in their capacity as agents of change and significant positive effect on the performance of the lecturer shows a different conclusion. For the head of the program of study results of $t = 2,616 > 2,012$ ttable thus H_0 (there is a positive and significant influence). As for lecturers test results $t = -1914 < 1.665$ t table thus H_0 is accepted (no positive and significant influence between the two).

The results of hypothesis testing head of quality management courses in his capacity as spokesman positive and significant effect on the performance of good lecturers for courses and faculty head suggests the same conclusion. For the head of the program of study results of $t = 3,515 > 2,012$ ttable thus H_0 is rejected (there are positive influence and significant. As for lecturers $t = 2,359 > 1,665$ ttable thus H_0 is rejected (there are significant positive and significant correlation between the two). The results of hypothesis testing quality management in his capacity as coach of positive and significant effect on the performance of good lecturers to Head lecturer studimaupun program suggests the same conclusion. to Head

Alternative Hypothesis	F calculated	F table	Decision	Conclusion
M1,M2,M3 and M4 Simultaneously Influence Y	27.659	2.492	H_0 rejected	Significant

studihasil program $t = 3,515 > 2,012$ ttable thus H_0 is rejected.

Conclusion There are positive and significant influence between management mutudalam capacity as the spokesman of the performance of lecturers. As for lecturers $t = 2,359 > 1,665$ ttable thus H_0 is rejected. Conclusion there are significant positive and significant correlation between the two. Head of quality management courses in his capacity

as a bellwether, a change agent, a spokesman and trainer positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi by 89.3% (Head of Study Program) and 67.6% (lecturer). Thus the hypothesis test conducted at the Head of the study program derive the percentage is higher than lecturers. However, results of hypothesis testing both reached the same conclusion that is positive and significant. Head of quality management courses in his capacity as a bellwether positive and significant impact on the visionary leadership of the Bekasi Islamic University 45 does not apply either to the head of the study program and lecturers. Head of the program to study the results of $t = -0849 < 1679$ t_{table} thus H_0 is accepted (no significant effect between the leadership in his capacity as a determinant of the direction of the performance of lecturers). Similarly for lecturer on the calculation $t = -1149 < 1.665$ t_{table} thus H_0 is accepted (no positive and significant effect on both).

Head of quality management courses in their capacity as agents of change positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi. Head of the program to study the results of $t = 3,688 > 1,679$ t_{table} thus H_0 (there are significant quality management study program heads in their capacity as agents of change on the performance of lecturers positive and significant). As for the results lecturer $t = -0064, < 1.665$ t_{table} thus H_0 is accepted (no significant effect between the two). Head of quality management courses in his capacity as spokesman positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi. For the head of the program of study results $t_{count} 0713 < 1679$ t_{table} thus H_0 is accepted (no effect is positive and significant correlation between *mutudalam* management capacity as the spokesman of the performance of lecturers). As for lecturers $t = 3,563 > 1,665$ t_{table} thus H_0 .ditolak (there is a positive and significant influence between the two).

Head of quality management courses in his capacity as coach of positive and significant impact on the visionary leadership of the Islamic University 45 Bekasi. Head of the program to study the results of $t = -1188 < 1679$ t_{table} thus H_0 . The conclusion does not influence a positive and significant correlation between the quality management program head study in the capacity as the spokesman of the performance of lecturers. As for the results lecturer $t = 2,346 > 1,665$ t_{table} thus H_0 is rejected. Conclusion there are significant positive and significant correlation between the two. Faculty performance consisting of competence, *berpresatasi* motif, and the work environment influence positively and significantly to the visionary leadership of the Islamic University 45 Bekasi. Head of the program to study the results of $t = 7598, > 1,679$ t_{table} thus H_0 (no influence positive and significant correlation between the performance of lecturers consisting of competence, *berpresatasi* motif, and the work environment to the visionary leadership of the Islamic University 45 Bekasi). As for lecturers $t = 5,191 > 1,665$ t_{table} thus H_0 (there is a positive and significant influence between the two).

Quality management and faculty performance and significant positive effect on the quality of the visionary leadership of the Islamic University 45 Bekasi by 86.8% (Head of Study Program) and 62.3% (lecturer). Thus the hypothesis test conducted at the Head of the study program derive the percentage is higher than lecturers. However, both results of hypothesis testing both reached the same conclusion that is positive and significant.

Conclusion

Based on the discussion we concluded is that the overall quality management program head of the study and performance of lecturers affect positively and significantly to the visionary leadership of the university. Partially, the lowest average value is sub variables change agents and trainers, sub variable competency demonstrated in the category, sub variable empathy and productivity showed the moderate category. As for the other variables in the category sub high.

The results showed that the performance of lecturers in the category of being. This means that they need no improvement competence of lecturers that include pedagogical,

professional competence, social competence and personal competence. The results of the research university quality variables for sub variable empathy and productivity showed the moderate category. Thus leaders should strive to be empathetic to the academic community through attention seriously to the aspirations and needs of all the people in the institution, be welcoming and polite, serve wholeheartedly, creates a conducive academic atmosphere, creating harmonious atmosphere, an open attitude and a pleasant atmosphere.

Meanwhile, productivity can be noticed on the productivity of the quality and quantity of graduates, research productivity, the productivity of community service, penguasaan students in the academic field, and the results of student awards received.

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PROGRAM BIAYA OPERASIONAL PENDIDIKAN: SUATU UPAYA PENINGKATAN MUTU PENDIDIKAN DI SULAWESI TENGGARA

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Abstract

Studi ini bertujuan untuk: 1) memberikan gambaran pengelolaan Biaya Operasional Pendidikan (BOP) selama tahun 2012-2014 di Sulawesi Tenggara; 2) melakukan pemetaan tentang dampak program Biaya Operasional Pendidikan dalam peningkatan mutu pendidikan di Sulawesi Tenggara; 3) memperoleh informasi tentang kelemahan program Biaya Operasional Pendidikan (BOP) di Sulawesi Tenggara. Penelitian ini menggunakan pendekatan kualitatif yang melihat program Biaya Operasional Pendidikan di Sulawesi Tenggara sebagai situasi sosial dimana terjadi interaksi antara orang, tempat dan aktifitas. Data penelitian dikumpulkan melalui observasi, wawancara dan studi dokumentasi. Data dianalisis melalui tahapan reduksi, display, dan verifikasi. Keabsahan data diperoleh dengan melakukan triangulasi, uji dependability, uji konfirmability, dan uji transferability. Penelitian ini menghasilkan temuan antara lain: 1) Pengelolaan bantuan Biaya Operasional Pendidikan di Sulawesi Tenggara dilaksanakan secara bertingkat, mulai dari tingkat propinsi, kabupaten/kota, hingga pada tingkat sekolah. Tugas dan tanggung jawab sekolah sebagai penerima BOP diatur melalui petunjuk teknis yang dikeluarkan oleh Dinas Pendidikan dan Kebudayaan Propinsi Sulawesi Tenggara; 2) Dampak dari pemberian bantuan BOP bagi sekolah yaitu: peningkatan jumlah siswa setiap tahun ajaran, peningkatan kualitas tenaga pendidik melalui pelatihan dan pendidikan bergelar, peningkatan pengadaan sarana pendidikan, peningkatan angka kelulusan, peningkatan partisipasi sekolah dalam kegiatan akademik, dan peningkatan partisipasi masyarakat dalam kegiatan sekolah; 3) Kelemahan-kelemahan dari program BOP di Sulawesi Tenggara yaitu: pengadaan dan penyaluran alat pendidikan belum berbasis kebutuhan sekolah, pemberlakuan mekanisme tender dalam pengadaan sarana prasarana pendidikan, peningkatan jumlah siswa tidak berbanding lurus dengan penerimaan BOP oleh sekolah.

Kata Kunci: Kualitas, Biaya Operasional Pendidikan

Pendahuluan

Program Biaya Operasional Pendidikan (BOP) pada jenjang Pendidikan Menengah merupakan bagian dari program pemerintah provinsi Sulawesi Tenggara (Sultra) sejak periode 2008-2013 juga periode 2013-2018 yang menempatkan pengembangan kualitas sumber daya manusia sebagai agenda pertama dan utama dari lima (5) agenda pembangunan daerah. Program ini dilaksanakan dalam rangka mendukung pencaanangan wajib belajar 12 tahun oleh Dinas Pendidikan dan Kebudayaan Provinsi Sulawesi Tenggara. BOP jenjang pendidikan menengah berupa pemberian dana langsung ke sekolah dimana besaran dana bantuan yang diterima sekolah dihitung berdasarkan jumlah siswa dan jumlah rombongan belajar. Idealnya dana BOP digunakan untuk membantu sekolah memenuhi biaya operasional sekolah non personalia. Sebagai wujud keberpihakan terhadap siswa miskin atas

pengalokasian dana BOP tersebut, sekolah diwajibkan untuk membebaskan dan/atau membantu siswa miskin dari kewajiban membayar iuran sekolah dan biaya-biaya untuk kegiatan ekstrakurikuler siswa. Jumlah siswa yang dibebaskan atau mendapat keringanan biaya pendidikan menjadi kebijakan sekolah dengan mempertimbangkan faktor jumlah siswa miskin yang ada, dana yang diterima dan besarnya biaya sekolah (Diknas Sultra, Juknis BOP 2014). Studi ini bertujuan: 1) memberikan gambaran pengelolaan Biaya Operasional Pendidikan (BOP) selama tahun 2012-2014 di Sulawesi Tenggara; 2) melakukan pemetaan tentang dampak program Biaya Operasional Pendidikan dalam peningkatan mutu pendidikan di Sulawesi Tenggara; 3) memperoleh informasi tentang kelemahan program Biaya Operasional Pendidikan (BOP) di Sulawesi Tenggara.

Metodologi

Penelitian ini menggunakan pendekatan kualitatif dengan metode multi situs. Pendekatan ini bertujuan memberikan informasi yang mendalam tentang program biaya operasional pendidikan pada tingkat SMA/SMK di Sulawesi Tenggara. Metode multi situs digunakan dalam rangka efektifitas dan efisiensi pelaksanaan riset, yang mana peneliti menetapkan beberapa SMA/SMK yang merupakan ikon pada setiap daerah kabupaten kota sebagai subjek/objek kajian.

Berdasarkan asumsi di atas, populasi penelitian ini sejatinya adalah seluruh sekolah SMA/SMK yang pernah menerima bantuan proyek yang tersebar pada lima Kabupaten/Kota di Sultra. Namun karena keterbatasan waktu dan jangkauan wilayah, maka penelitian dilakukan hanya memilih 4 sekolah yang dapat mewakili SMA/SMK tipe perkotaan dan luar kota. Kelima kabupaten/kota yang dipilih adalah: 1) Kota Bau-Bau, 2) Kab. Kolaka, 3) Kab. Kolaka Utara, 4) Kab. Konawe, dan 5) Kota Kendari.

Pengumpulan data dan informasi dilakukan dengan menggunakan teknik wawancara mendalam, observasi dan studi dokumentasi program BOP Sultra. Aspek-aspek yang didalami meliputi 1) Organisasi pelaksana BOP pada tingkat kabupaten/kota. Pengelola dana BOP di tingkat kabupaten/kota adalah dinas pendidikan dan kebudayaan kabupaten/kota. Apa tugas dan tanggung jawab pengelola dana BOP di tingkat kabupaten/kota? 2) Organisasi pelaksana BOP di tingkat sekolah. Pengelola BOP di tingkat sekolah adalah Kepala Sekolah, guru yang ditunjuk sebagai bendahara dan Komite Sekolah. Apa tugas dan tanggung jawab pengelola BOP di sekolah? 3) Peningkatan mutu pendidikan yang pembiayaannya melalui BOP meliputi: pendidikan dan pelatihan guru, pengadaan buku pelajaran, pengadaan peralatan pendidikan, pengelolaan kurikulum, inovasi pembelajaran, penyelenggaraan lomba-lomba, kegiatan ekstra kurikuler, dan 4) Relevansi dampak Program BOP. Data yang terkumpul dianalisis secara bertahap mulai dari pengumpulan data, reduksi, penyajian data, hingga penarikan kesimpulan. Dalam rangka menjamin keabsahan data maka dilakukan pengujian keabsahan data dengan cara triangulasi, member check, peningkatan ketekunan dan perpanjangan pengamatan.

Temuan Penelitian dan Pembahasan

Organisasi pengelola BOP dibentuk secara berjenjang mulai dari tingkat provinsi hingga tingkat kabupaten/kota yang berfungsi untuk melaksanakan dan atau mengimplementasikan program BOP sampai kepada sasaran yang telah ditetapkan. Organisasi pada tingkat provinsi disebut Tim Teknis Kegiatan Bantuan Operasional Pendidikan Tingkat Provinsi, yang disingkat dengan TTK BOP Provinsi, berkedudukan di Dinas Pendidikan Provinsi. Pada tingkat Kabupaten/Kota disebut TTK BOP Kabupaten/Kota, dan berkedudukan di Dinas Pendidikan Kabupaten/Kota. Pengelola BOP di tingkat sekolah adalah kepala sekolah, guru yang ditunjuk sebagai bendahara dan komite sekolah. Tugas dan tanggung jawab sekolah penerima BOP telah diatur dalam buku petunjuk teknis (Juknis) yang dikeluarkan oleh Dinas Pendidikan dan Kebudayaan Provinsi Sulawesi Tenggara. Namun demikian, dalam pelaksanaan pengelolaan BOP periode 2012-2014 ditemukan masih belum efektif jika dilihat dari aspek pengadaan dan penyaluran buku dan peralatan pendidikan.

Pada umumnya sekolah-sekolah yang menjadi sampel penelitian ini menyatakan bahwa mekanisme/cara pengadaan kebutuhan buku dan peralatan pendidikan yang diusulkan oleh sekolah dalam proposal BOP tidak semua sesuai dengan buku/pelarasalan yang dibutuhkan oleh sekolah tersebut. Hal ini disebabkan oleh sistem pengadaan buku dan atau peralatan pendidikan tersebut dilakukan oleh Diknas Pendidikan Provinsi melalui sistem tender sesuai dengan ketentuan perundang-undangan yang berlaku (Juknis BOP 2011).

Umumnya jumlah siswa sebagaimana yang terdapat dalam tabulasi data siswa (tabel 1) menunjukkan peningkatan jumlah siswa setiap tahunnya di setiap kabupaten/kota, namun peningkatan jumlah siswa ini tidak sebanding dengan jumlah penerimaan dana BOP yang diterima oleh masing-masing sekolah SMA/SMK kategori perkotaan dan luar kota (lihat Tabel 2). BOP jenjang pendidikan menengah berupa pemberian dana langsung ke sekolah dimana besaran dana bantuan yang diterima sekolah dihitung berdasarkan jumlah siswa dan jumlah rombongan belajar. Idealnya, jika jumlah siswa meningkat, maka dana BOP yang digunakan untuk membantu sekolah memenuhi BOS non personalia juga meningkat.

Secara kualitatif terjadi peningkatan mutu SMA/SMK di Sultra ditandai semakin meningkatnya kualitas tenaga pendidik (guru) dilihat dari jumlah guru yang mengikuti pendidikan bergelar dan atau pelatihan yang relevan. Namun demikian, peningkatan mutu pendidikan dilihat dari jumlah guru yang telah mengikuti program pendidikan bergelar selama tiga tahun terakhir merupakan dampak tidak langsung dari program BOP di sekolah. Para guru umumnya memanfaatkan program-program beasiswa yang tersedia baik di tingkat kabupaten, provinsi, maupun nasional untuk meningkatkan kualifikasi pendidikannya.

Secara kuantitatif pengadaan sarana pendidikan berdasarkan jumlah buku berupa buku pengayaan dan referensi dan peratalatan pendidikan yang diterima oleh sekolah-sekolah sampel mengalami peningkatan jumlah, namun sayangnya sebahagian buku dan sarana penunjang pendidikan tersebut tidak selalu sesuai dengan kebutuhan sekolah. Secara kuantitatif terjadi peningkatan kualitas pendidikan yang ditunjukan dengan semakin meningkatnya angka kelulusan dan peningkatan nilai UAN, demikian pula partisipasi sekolah dalam kegiatan lomba yang bersifat akademik, seni dan olah raga dengan berhasil memperoleh juara (I, II dan III) di tingkat kabupaten/kota.

Dari segi partisipasi masyarakat, umumnya sekolah-sekolah sudah mengikutsertakan atau melibatkan orang tua siswa dalam penyusunan rencana program sekolah dalam tiga tahun terakhir. Dalam hal ini terjadi proses Manajemen Berbasis Sekolah (MPMBS) dalam beberapa aspek pengelolaan sekolah melibatkan masyarakat yang terhimpun dalam komite sekolah yang dimiliki oleh semua sekolah. Keterlibatan orang tua siswa dalam menyusun rencana program sekolah dan dalam berbagai program peningkatan mutu pendidikan di sekolah dalam bentuk organisasi orang tua siswa yang disebut "Komite Sekolah". Dengan memperhatikan dan melaksanakan fungsi komite sekolah secara keseluruhan maka komite sekolah bersama pihak sekolah mudah dalam meningkatkan mutu pendidikan serta para orang tua semakin menyadari pentingnya partisipasi dan kerjasama mereka bagi peningkatan mutu pendidikan.

Simpulan dan Rekomendasi

Berdasarkan hasil dan pembahasan temuan sebelumnya dapat disimpulkan beberapa hal sebagai berikut: 1) Pengelolaan bantuan BOP di Sulawesi Tenggara dilaksanakan secara bertingkat, mulai dari tingkat propinsi, kabupaten/kota, hingga pada tingkat sekolah. Tugas dan tanggung jawab sekolah sebagai penerima BOP diatur melalui petunjuk teknis yang dikeluarkan oleh Dinas Pendidikan dan Kebudayaan Propinsi Sulawesi Tenggara; 2) Dampak dari pemberian bantuan BOP bagi sekolah yaitu: peningkatan jumlah siswa setiap tahun ajaran, peningkatan kualitas tenaga pendidik melalui pelatihan dan pendidikan bergelar, peningkatan pengadaan sarana pendidikan, peningkatan angka kelulusan, peningkatan partisipasi sekolah dalam kegiatan akademik, dan peningkatan partisipasi masyarakat dalam kegiatan sekolah; 3) Kelemahan-kelemahan dari program BOP di Sulawesi Tenggara yaitu: pengadaan dan penyaluran alat pendidikan belum berbasis kebutuhan sekolah,

pemberlakuan mekanisme tender dalam pengadaan sarana prasarana pendidikan, peningkatan jumlah siswa tidak berbanding lurus dengan penerimaan BOP oleh sekolah.

Sebagai implikasi dari kajian ini, diajukan beberapa point rekomendasi sebagai berikut: 1) Mekanisme pengelolaan BOP di tingkat provinsi, kabupaten/kota dan sekolah perlu dilaksanakan sesuai dengan prosedur pelaksanaan yang telah ditetapkan (Juknis BOP). Dalam hal ini diperlukan mekanisme pengawasan dalam bentuk monitoring dan evaluasi yang terjadwal dan berjenjang pada setiap tingkat pengelola BOP. 2) Monitoring dan evaluasi yang terjadwal akan mengurangi penyimpangan pelaksanaan pengelolaan BOP di semua tingkatan. Pengawasan yang paling efektif adalah pengawasan yang dilakukan oleh Komite Sekolah masing-masing. Beberapa sekolah sampel yang diobservasi menunjukkan lemahnya pengawasan yang dilakukan terhadap pengelolaan dana BOP di beberapa sekolah. Jika Komite Sekolah diberdayakan, maka penyimpangan terhadap pengelolaan dana BOP ini dapat diminimalisir. 3) Petunjuk Teknis BOP jenjang pendidikan menengah perlu direvisi, khususnya pada aspek pengaturan mekanisme pengadaan dan penyaluran dana BOP. Mekanisme pengadaan buku dan atau peralatan pendidikan lainnya sebaiknya dilakukan oleh sekolah pengusul bantuan BOP melalui mekanisme proses tender sesuai dengan ketentuan penrundang-undangan yang mengatur proses tender. Hal ini dimaksudkan agar pihak sekolah dapat dengan mudah mengontrol pihak ketiga yang mengadakan buku referensi dan peralatan pendidikan agar buku dan peralatan tersebut sesuai dengan kebutuhan sekolah.

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**MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR
MAHASISWA BIOLOGI MELALUI PENERAPAN MODEL KOOPERATIF
GROUP INVESTIGATION DENGAN PENDEKATAN SALINGTEMAS
PADA MATA KULIAH PENGETAHUAN LINGKUNGAN**

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Abstract

The changes of society toward globalization resulted in the existence of the problem and the challenges to be faced by the world of education. The campus is prosecuted for engendering generation of smart intellectually, emotionally, and spiritually. Lecturers as education executor in university should really be an agent of change and become a professional figure who is always responsive and critical of the various developments and dynamics of civilization that continues to take place in the vicinity. Lecturers with other education stakeholders should always make the campus like a magnet that is able to invite the attraction of students to interact, dialogue, and shed the mind in an atmosphere of academic environment that is exciting and fun. This research aimed to improve student learning outcomes and activities through the implementation of cooperative group model investigation with salingtemas approach on the subject of environmental knowledge in Biology education courses STKIP-PI Makassar. This research was classroom action research. The subject of this research were students of Biology education courses who studied environmental knowledge subject in the second semester (two) academic year 2014/2015. The research procedure was conducted through the grooved process consists of 4 stages, namely: planning, implementation, observation, and reflection. The data collection technique in this study was performed with the techniques of observation, testing, and documentation. Observation was used to determine what activities were performed by students during learning activities include 6 stages of the grouping, planning, investigation, organizing, presenting and evaluating. The achievement test was conducted on each end of the cycle to determine the extent of students' understanding of the presented material. The documentation was used to collect data from performance/achievements of students during the learning process takes place. The data were collected then analyzed using percentages, descriptive statistics, and qualitative analysis. The results showed that (1) the application of cooperative group model investigation with salingtemas approach can increase the activity of students on environmental knowledge subject with grades 64,44 (good category) in cycles I and increased to 77,78 (both categories) in cycle II, (2) The application of cooperative group model investigation with salingtemas approach can improve student learning outcomes on environmental knowledge subject with an average evaluation value of 63.58 (the category is good enough) in cycle I and cycle II increased with the average value of 72.70 (both categories) with classical completeness percentage of 75,76%.

Keywords: Cooperative Group Investigation, TOD, Salingtemas Approach

Pendahuluan

Program studi pendidikan biologi Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pembangunan Indonesia (STKIP-PI) Makassar menawarkan mata kuliah pengetahuan lingkungan kepada mahasiswa pada semester genap. Mata kuliah ini merupakan mata kuliah wajib dengan bobot 2 sks. Pada tahun 2013, perkuliahan pengetahuan lingkungan diikuti oleh mahasiswa berjumlah 153 orang yang terbagi ke dalam 5 kelas yakni IIA-IIE dengan rata-rata jumlah mahasiswa tiap kelas 30 orang. Berdasarkan sistem penilaian dengan kriteria yang telah ditentukan, sebanyak 14% mahasiswa mendapatkan nilai A, mendapatkan nilai B sebanyak 41%, nilai C sebanyak 33%, nilai D sebanyak 9% dan nilai E sebanyak 3%. Beberapa mahasiswa mengambil mata kuliah lebih dari satu kali sebagai upaya perbaikan nilai yang diperoleh. Berdasarkan data hasil belajar yang diperoleh tersebut menunjukkan bahwa tingkat pemahaman mahasiswa terhadap materi masih kurang optimal.

Oleh karena itu permasalahan yang perlu segera dicari solusinya adalah bagaimana usaha yang tepat untuk perbaikan pengajaran mata kuliah pengetahuan lingkungan, agar mahasiswa dapat dengan mudah menyerap dan memahaminya. Perlu dicari strategi pembelajaran yang tepat. Dengan demikian diharapkan motivasi mahasiswa untuk memahami dan menguasai materi kuliah pengetahuan lingkungan yang diberikan oleh dosen dapat dicapainya dengan optimal.

Kompetensi yang diharapkan bagi mahasiswa yang mempelajari mata kuliah pengetahuan lingkungan yakni mahasiswa mampu memahami konsep-konsep dasar mengenai lingkungan hidup serta mampu menganalisis permasalahan lingkungan dalam skala global, nasional maupun lokal, dan dapat menghubungkan antara kegiatan manusia dengan potensi, prospek serta strategi pemanfaatan sumber daya alam dan lingkungan secara berkesinambungan.

Permasalahan lingkungan yang dihadapi saat ini banyak kaitannya dengan dinamika kependudukan, pemanfaatan dan pengelolaan sumber daya yang kurang bijaksana serta kurang terkendalinya pemanfaatan ilmu pengetahuan dan teknologi maju sehingga dapat mempercepat eksploitasi sumber daya secara berlebihan. Oleh karena itu dalam mempelajari pengetahuan lingkungan kita harus menghubungkan antara unsur lingkungan, masyarakat, sains dan teknologi yang tergabung dalam salingtemas. Berdasarkan latar belakang dan batasan masalah di atas, maka rumusan masalah yang akan dikaji dalam penelitian ini dirumuskan sebagai berikut: (1) Bagaimanakah peningkatan aktivitas belajar mahasiswa melalui penerapan model Kooperatif *Group Investigation* dengan pendekatan salingtemas pada mata kuliah pengetahuan lingkungan? (2) Bagaimanakah peningkatan hasil belajar mahasiswa melalui penerapan model Kooperatif *Group Investigation* dengan pendekatan salingtemas pada mata kuliah pengetahuan lingkungan?

Tinjauan Pustaka

Model Kooperatif *Group Investigation*

Model pembelajaran kooperatif tipe *group investigation* sering dipandang sebagai model yang paling kompleks dan paling sulit untuk dilaksanakan dalam pembelajaran kooperatif. Model pembelajaran kooperatif tipe *group investigation* adalah satu model pembelajaran dimana para pelajar secara kolaboratif dalam kelompoknya memeriksa, mengalami dan memahami topik kajian mereka dan melibatkan peserta didik sejak perencanaan.

Slavin (dalam Asthika, 2005) mengemukakan tahapan-tahapan dalam menerapkan pembelajaran kooperatif GI adalah sebagai berikut:

- 1) Tahap pengelompokan (*grouping*)
- 2) Tahap perencanaan (*planning*)
- 3) Tahap penyelidikan (*investigation*)
- 4) Tahap pengorganisasian (*organizing*)
- 5) Tahap presentasi (*presenting*)
- 6) Tahap evaluasi (*evaluating*)

Peran Dosen dalam Pembelajaran Kooperatif *Group Investigation*

Dalam konstruktivisme, pembelajaran lebih berpusat pada peserta didik dan tidak berpusat pada guru/dosen. Guru dan dosen bukan sebagai yang maha tahu, tetapi hanyalah sebagai fasilitator (Suparno, 1997). Tugas guru dan dosen terutama adalah membantu peserta didik untuk mengkonstruksi pengetahuannya sesuai dengan situasinya yang konkret. Bahwa dalam pengaruh konstruktivisme itu, pembelajaran akan bercirikan orientasi, elisitasi, rekonstruksi ide, penggunaan/penerapan ide, dan review.

Pendekatan Salingtemas (Sains, Lingkungan, Teknologi, dan Masyarakat)

Wahidin (2006) mengemukakan 'Pendekatan salingtemas' memandang bahwa pengajaran sains perlu komprehensif/menyeluruh. Sains adalah ilmu yang mempelajari tentang gejala alam dan sifat-sifatnya. Lingkungan adalah segala sesuatu yang menyertai dan terlibat dalam proses kehidupan, baik menyangkut biotik dan abiotik serta keterkaitan antara keduanya, termasuk masalah sosial. Teknologi adalah hasil produk sains dan seni sebagai sebuah peradaban manusia sedangkan masyarakat adalah pengguna sains, teknologi, dan lingkungan itu sendiri.

Permasalahan lingkungan yang dihadapi saat ini banyak kaitannya dengan dinamika kependudukan, pemanfaatan dan pengelolaan sumber daya yang kurang bijaksana serta kurang terkendalinya pemanfaatan ilmu pengetahuan dan teknologi maju sehingga dapat mempercepat eksploitasi sumber daya secara berlebihan. Oleh karena itu dalam mempelajari pengetahuan lingkungan kita harus menghubungkan antara unsur lingkungan, masyarakat, sains dan teknologi yang tergabung dalam salingtemas.

Hasil Belajar Peserta Didik

Menurut pengertian secara psikologis belajar merupakan suatu proses perubahan, yaitu perubahan tingkah laku sebagai hasil interaksi dengan lingkungannya dalam memenuhi kebutuhan hidupnya (Slamet 2003 dalam Hamdani, 2010).

Yang dimaksud dengan "Prestasi" adalah hasil yang telah dicapai (dari yang telah dilakukan, dikerjakan, dsb). Prestasi akademis adalah hasil pelajaran dari kegiatan belajar. (Kamus Besar Bahasa Indonesia. 1995: 787). Untuk mengetahui prestasi dan kemajuan mahasiswa diperlukan evaluasi. Kemampuan intelektual peserta didik sangat menentukan keberhasilan peserta didik dalam memperoleh prestasi. Untuk mengetahui berhasil tidaknya seseorang dalam belajar maka perlu dilakukan suatu evaluasi, tujuannya untuk mengetahui prestasi yang diperoleh peserta didik setelah proses belajar mengajar berlangsung.

Faktor-Faktor Yang Mempengaruhi Hasil Belajar

Ada beberapa faktor yang mempengaruhi suatu prestasi belajar peserta didik, sebagaimana disebutkan oleh Suhardjono (2002) yang menyatakan bahwa hasil belajar peserta didik dipengaruhi oleh:

1. Faktor yang berada diluar kendali guru, misalnya: karakteristik dan latar belakang peserta didik, tujuan pembelajaran, kondisi, mutu sarana dan prasarana, manajemen dan lain-lain.
2. Faktor yang sepenuhnya berada dalam kendali guru yaitu metode mengajar dan evaluasi.

Dari keterangan tersebut di atas, maka kedua faktor (variabel) tersebut baik variabel kondisi maupun variabel metode, keduanya secara bersama-sama menunjukkan adanya hubungan hasil belajar peserta didik. Jadi guru yang berhasil dalam mengajar peserta didik adalah bagaimana dalam kondisi yang telah tertentu (*given*) mampu membuat atau melaksanakan metode sedemikian rupa, sehingga tercapai prestasi belajar (efektif, efisien, dan kemenarikan) yang optimal.

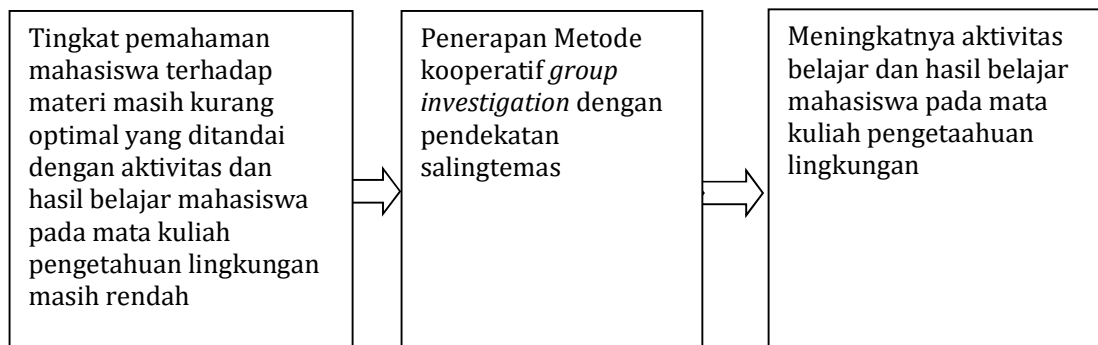
Aktivitas Peserta Didik

Aktivitas adalah kegiatan. Kegiatan peserta didik sangat diharapkan dalam pembelajaran. Sehingga peserta didik tidak jenuh dan bosan dalam belajar. Aktivitas dapat meningkatkan pengetahuan dan pengalaman manusia (Soemanto, 1990).

Salah satu hasil akhir yang diharapkan dapat dicapai dari proses perkuliahan di perguruan tinggi adalah mahasiswa yang mandiri, termasuk mandiri dalam belajar. Mahasiswa diharapkan tidak hanya tergantung pada dosen, dalam arti mahasiswa harus aktif dalam proses belajar.

Kerangka Pikir

Berdasarkan uraian di atas, maka terdapat secara teori hubungan langsung sebab akibat antara variabel *dependent* dan variabel *independent*, bahwa metode kooperatif *group investigation* dengan pendekatan salingtemas diperkirakan dapat meningkatkan aktivitas dan hasil belajar mahasiswa dalam mata kuliah Pengetahuan Lingkungan. Hubungan antara variabel *dependent* dan *independent* dapat digambarkan dengan diagram berikut ini :



Gambar 1 Skema Kerangka Pikir

Hipotesis Tindakan

Berdasarkan rumusan masalah dan tujuan penelitian, maka hipotesis tindakan “Penerapan model kooperatif *Group Investigation* dengan pendekatan salingtemas dapat meningkatkan aktivitas dan hasil belajar mahasiswa pada mata kuliah pengetahuan lingkungan”.

Metode Penelitian

Jenis Penelitian

Penelitian ini menggunakan jenis penelitian tindakan kelas (*classroom action research*), dengan menempuh prosedur yang dikembangkan Kemmis dan Taggart yaitu perencanaan, tindakan, observasi, dan refleksi. Subyek penelitian ini yaitu mahasiswa semester genap (semester dua) kelas C Program Studi Pendidikan Biologi STKIP-PI Makassar tahun akademik 2014/2015 yang sedang menempuh mata kuliah pengetahuan lingkungan.

Variabel dan Definisi Operasional

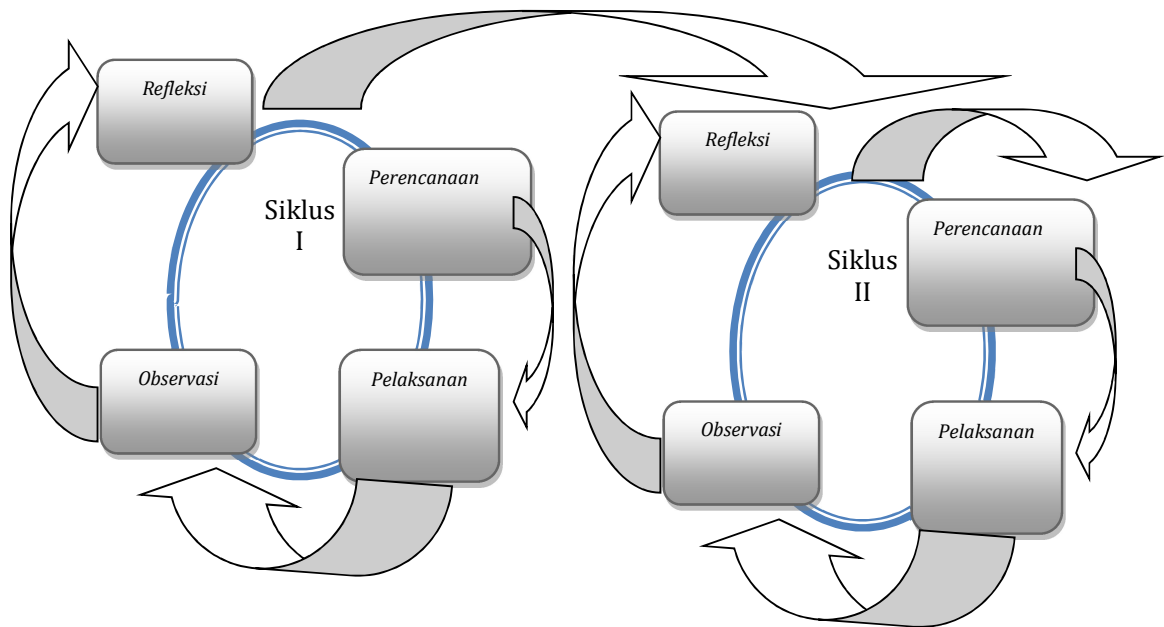
Variabel penelitian ini adalah model kooperatif *Group Investigation* dengan pendekatan salingtemas dan hasil belajar mahasiswa. Variabel-variabel yang diselidiki dalam penelitian ini didefinisikan sebagai berikut:

1. Pembelajaran kooperatif model *Group Investigation* adalah model pembelajaran kooperatif dimana peserta didik dalam kelompok-kelompok kecil melakukan suatu investigasi untuk memperoleh suatu pengetahuan dengan langkah-langkah pembelajaran yaitu *grouping*, *planning*, *investigation*, *organizing*, *presenting*, dan *evaluating*.

2. Pendekatan Sains-Lingkungan-Teknologi-Masyarakat adalah pendekatan di mana dalam pelaksanaannya peserta didik belajar dengan topik yang berada di lingkungan sekitar peserta didik, topik tersebut terkait permasalahan lingkungan yang ditimbulkan oleh perkembangan teknologi dan mempengaruhi kehidupan masyarakat.
3. Aktivitas belajar mahasiswa adalah berbagai kegiatan yang dilakukan mahasiswa dalam kegiatan pembelajaran yang meliputi *grouping, planning, investigation, organizing, presenting, dan evaluating*.
4. Hasil belajar adalah hasil yang diperoleh peserta didik setelah mengalami pembelajaran dengan pendekatan salingtemas dengan pembelajaran kooperatif model *Group Investigation* yang berkaitan dengan kemampuan kognitif yang diukur melalui tes yang diberikan pada akhir pembelajaran.

Prosedur Penelitian

Sesuai dengan karakteristik dari PTK, penelitian ini akan dilaksanakan dalam beberapa siklus. Dalam setiap siklus terdapat empat tahapan kegiatan, diantaranya: 1) perencanaan, 2) Pelaksanaan, 3) Pengamatan (observasi), dan Refleksi. Secara lebih detail, prosedur kerja penelitian disajikan dalam diagram alur pada Gambar 2.



Gambar 2 Diagram Alur Penelitian Tindakan Kelas

Instrumen Penelitian

Instrumen penelitian yang digunakan ada 3 macam yakni:

- 1) Lembar observasi terstruktur aktivitas belajar mahasiswa
- 2) Lembar observasi terstruktur aktivitas mengajar dosen
- 3) Lembar soal tes hasil belajar

Teknik Pengumpulan Data

Teknik pelaksanaan pengumpulan data aktivitas belajar mahasiswa dan aktivitas mengajar dosen dilakukan dengan cara melakukan observasi selama pembelajaran langsung untuk setiap siklus. Observasi dilakukan oleh anggota tim peneliti yang bertindak sebagai observer, dengan menggunakan pedoman berupa daftar lembar observasi terstruktur.

Berikut kisi-kisi pedoman observasi aktivitas belajar mahasiswa secara individu:

Tabel 1 Indikator Aktivitas Belajar Mahasiswa dengan Metode *Group Investigation*

Tahap	Indikator Aktivitas Belajar Peserta didik
<i>Grouping</i>	Mahasiswa diarahkan untuk: <ol style="list-style-type: none"> 1. Mengamati sumber, memilih topik, dan menentukan kategori-kategori topik permasalahan 2. Bergabung pada kelompok-kelompok belajar berdasarkan topik yang mereka pilih atau menarik untuk diselidiki 3. Anggota masing-masing kelompok antara 5-6 orang berdasarkan keterampilan dan keheterogenan
<i>Planning</i>	<ol style="list-style-type: none"> 4. Merencanakan apa yang akan dipelajari 5. Merencanakan bagaimana mereka belajar 6. Merencanakan siapa dan melakukan apa 7. Merencanakan untuk tujuan apa mereka menyelidiki topik tersebut
<i>Investigation</i>	<ol style="list-style-type: none"> 8. Mengumpulkan informasi, menganalisis data dan membuat simpulan terkait dengan permasalahan-permasalahan yang diselidiki 9. Masing-masing anggota kelompok memberikan masukan pada setiap kegiatan kelompok 10. Saling bertukar, berdiskusi, mengklarifikasi dan mempersatukan ide dan pendapat
<i>Organizing</i>	<ol style="list-style-type: none"> 11. Kelompok menentukan pesan-pesan penting dalam prakteknya masing-masing 12. Kelompok merencanakan apa yang akan mereka laporkan dan bagaimana mempresentasikannya 13. Wakil dari masing-masing kelompok membentuk panitia diskusi kelas dalam presentasi investigasi
<i>Presenting</i>	<ol style="list-style-type: none"> 14. Penyajian kelompok pada keseluruhan kelas, dalam berbagai variasi bentuk penyajian 15. Kelompok yang tidak sebagai penyaji terlibat secara aktif sebagai pendengar 16. Kelompok pendengar mengevaluasi, mengklarifikasi dan mengajukan pertanyaan atau tanggapan terhadap topik yang disajikan
<i>Evaluating</i>	<ol style="list-style-type: none"> 17. Menggabungkan masukan-masukan tentang topiknya, pekerjaan yang telah mereka lakukan dan tentang pengalaman-pengalaman efektifnya 18. Mengkolaborasi, mengevaluasi, tentang pembelajaran yang telah dilaksanakan

Cara skoring indikator aktivitas belajar adalah dengan memberikan skor 1 (artinya aktivitas paling rendah/jelek) sampai yang tertinggi 5 (artinya aktivitas belajar yang paling tinggi/ideal). Karena ada 18 indikator maka akan diperoleh total skor = 90

Teknik Analisis Data

Data hasil observasi aktivitas belajar mahasiswa dan dosen akan dianalisis. Selanjutnya berdasarkan data-data yang terkumpul setelah dilakukan tabulasi dan skoring, akan ditafsirkan menggunakan kajian teori yang telah dikembangkan, serta menggunakan pengalaman empiris yang sering dialami ketika melaksanakan pembelajaran di kelas.

Kriteria refleksi data-data atau batas target pencapaian tindakan menggunakan kriteria sebagai berikut:

Skor	Nilai	Kualifikasi
85 – 100	A	Baik sekali
70 – 84	B	Baik
55 – 69	C	Cukup
50 – 54	D	Kurang
< 49	E	Kurang sekali

Untuk menghitung nilai rata-rata hasil belajar digunakan rumus sebagai berikut:

$$\bar{x} = \frac{\sum x_i}{n}$$

Keterangan:

\bar{x} = Mean (rata-rata)
 $\sum x_i$ = Jumlah data ke-i
 n = Banyak data
 (Sudjana, 2005)

Persentasi

Pada perhitungan persentasi hasil belajar digunakan rumus sebagai berikut:

$$P = \frac{f}{N} \times 100\%$$

Keterangan :

P = Angka persentase
 f = Frekuensi yang sedang dicari persentasinya.
 N = *Number of Cases* (jumlah frekuensi/banyaknya individu).
 (Sugijono, 2005).

Indikator Keberhasilan

Indikator keberhasilan aktivitas peserta didik. Apabila terjadi peningkatan aktivitas peserta didik selama proses pembelajaran dari siklus I ke siklus II melalui penerapan model pembelajaran kooperatif tipe *group investigation* dengan pendekatan salingtemas.

Indikator keberhasilan hasil belajar peserta didik. Data hasil belajar peserta didik setelah dilakukan koreksi dan scoring akan dianalisis berdasarkan kriteria ketuntasan belajar yakni 75% dari jumlah peserta didik telah mencapai KKM 70 sebagai nilai ketuntasan peserta didik dalam penguasaan materi yang diberikan.

Hasil Penelitian

Deskripsi Temuan Penelitian

Model pembelajaran *Group Investigation* ini masih baru bagi semester II program studi pendidikan Biologi STKIP-PI Makassar karena belum pernah dilakukan sebelumnya.

Pada awal penelitian mahasiswa masih banyak memerlukan penjelasan tentang cara belajar dengan menggunakan model pembelajaran *group investigation*.

Rencana umum pelaksanaan tindakan

Rencana umum yang dibuat tim peneliti sebelum dilaksanakan penelitian adalah sebagai berikut:

1. Membuat perangkat pembelajaran khususnya langkah-langkah (sintaks) model pembelajaran kooperatif GI.
2. Membuat instrument-instrumen yang digunakan, yaitu lembar observasi untuk mengamati aktivitas pengajar dan peserta didik dalam proses pembelajaran, dan lembar soal untuk mengukur tingkat penguasaan materi pembelajaran oleh peserta didik.

Pelaksanaan tindakan pembelajaran siklus I

Siklus I dilaksanakan dalam 5 kali pertemuan membahas Sumber Daya Alam dan Lingkungan Hidup; Pemanfaatan Lingkungan oleh Manusia; Iptek dan Lingkungan; Etika Lingkungan; dan Pembangunan Berkelanjutan.

Persiapan (planning)

1. Menjelaskan Kompetensi Dasar sehingga mahasiswa memahami apa yang akan dipelajari (Lampiran 2)
2. Menginterpretasikan materi kuliah yang akan dijabarkan,
3. Membagi indikator sesuai dengan kelompok-kelompoknya (Lamp. 3)
4. Membentuk kelompok (Lampiran 4)
5. Memonitor aktivitas/kegiatan mahasiswa (Lampiran 5)

Pelaksanaan (acting)

Membuka materi kemudian menjelaskan tahapan pembelajaran yang akan dilalui mahasiswa. Selanjutnya melaksanakan pembelajaran sesuai dengan sintaks yang direncanakan dalam perangkat pembelajaran. Sintaks model pembelajaran GI yang direncanakan meliputi 6 tahap: *grouping, planning, investigation, organizing, presenting, dan evaluating*. Setelah tahapan inti pembelajaran, dosen memberikan tes hasil belajar kepada mahasiswa.

Pengamatan (observing)

Tim peneliti terdiri dari dua orang, yang masing-masing bertindak memberikan materi (mengajar) dan melakukan pengamatan aktivitas mahasiswa dan dosen. Pelaksanaan pengamatan selama 2 jam kuliah.

Pengamatan aktivitas mahasiswa

Dari hasil observasi aktivitas belajar mahasiswa yang terdiri dari 18 indikator, diperoleh gambaran aktivitas mahasiswa dalam proses belajar, yang disajikan dalam tabel berikut:

Table 3 Hasil Observasi Aktivitas Belajar Mahasiswa Siklus I

No.	Tahap	Skor
1	Grouping	11
2	Planning	12
3	Investigation	9
4	Organizing	9
5	Presenting	11
6	Evaluation	6
Jumlah		58

Tabel hasil observasi aktivitas belajar mahasiswa dengan diperoleh jumlah skor = 58, atau jika dinyatakan dengan nilai: $58/90 \times 100 = 64,44$ dan jika dinyatakan dengan kategori

adalah **cukup**. Sehingga perlu adanya tindakan lanjut pada siklus II dikarenakan pada siklus I ini hasil masih kurang maksimal.

Tes hasil belajar mahasiswa

Nilai tes hasil belajar mahasiswa setelah mengikuti kegiatan pembelajaran siklus I disajikan dalam tabel berikut:

Tabel 4 Nilai Hasil Tes Belajar Siklus I

N (Jumlah siswa)	Nilai tertinggi	Nilai Terendah	Total Nilai	Rata-rata	Presentase ketuntasan
33	91	35	2098	63,58	60,60 %

Berdasarkan tabel di atas nampak bahwa hasil belajar pada siklus I hanya diperoleh taraf ketuntasan belajar 60,60%, berarti tidak tuntas. Padahal menurut teori belajar tuntas setiap proses pembelajaran dikatakan berhasil apabila setiap kelas telah menguasai materi pembelajaran antara 70% -75% (J.Block dalam Lukman 2000;29).

Refleksi

Secara rinci kekurangan yang nampak pada siklus I sebagai berikut:

1. Tahap grouping
 - 1) Dosen sudah cukup baik dalam memberikan arahan namun mahasiswa masih terlihat canggung karena belum terbiasa dengan model *group investigation*
 - 2) Mahasiswa terbagi ke dalam beberapa kelompok heterogen sesuai dengan materi yang akan diinvestigasi . Beberapa kelompok jumlah anggotanya lebih dari 6 orang dikarenakan jumlah mahasiswa yang cukup besar dalam satu kelas yakni 33 orang.
2. Tahap planning
 - 1) Dosen cukup efektif memberikan penjelasan atau memberikan pengarahan kepada mahasiswa dalam merencanakan topik yang akan dibahas oleh masing-masing kelompok.
 - 2) Mahasiswa mampu bekerjasama dengan kelompok meskipun ada beberapa yang pasif.
 - 3) Sebagian besar mahasiswa sudah dapat menentukan mengenai apa yang akan dilakukan
3. Tahap investigation
 - 1) Karena keterbatasan waktu tiap pertemuan (2 jam kuliah), maka tahap investigasi dilaksanakan secara mandiri diluar jam perkuliahan yang dikoordinir oleh masing-masing ketua kelompok yang kemudian bentuk partisipasi tiap anggota dalam kegiatan kelompok akan disampaikan melalui lembar kegiatan yang telah dibagikan.
 - 2) Pada umumnya mahasiswa telah dapat menemukan sumber-sumber informasi yang lebih luas
 - 3) Masih ada anggota kelompok yang pasif berdasarkan hasil pengamatan dan komunikasi dengan ketua kelompok masing-masing
 - 3) Telah terjadi diskusi yang cukup baik dalam beberapa kelompok.
4. Tahap organizing
 - 1) Pada umumnya sebagian besar anggota kelompok telah aktif dan berusaha memberikan kontribusinya pada pekerjaan kelompok.
 - 2) Dosen memberikan petunjuk dalam membuat laporan. Namun demikian ada sebagian kelompok yang masih belum memahami.
5. Tahap presenting
 - 1) Bentuk penyajian kelompok masih monoton, pada umumnya sama yaitu membacakan pokok-pokok hasil kerja kelompok.
 - 2) Sebagian anggota kelompok penyaji belum memiliki kemampuan yang baik dalam berkomunikasi, jawaban yang diberikan kurang terarah.

- 3) Kelompok yang menjadi pendengar memperhatikan isi presentasi masing-masing kelompok meskipun bentuk respon pertanyaan masih sedikit dan dosen masih harus memberikan arahan agar mahasiswa bisa lebih aktif.
6. Tahap evaluatif
- 1) Mahasiswa masih nampak kesulitan untuk menggabungkan, mengkolaborasi, hasil presentasi dari seluruh kelompok
 - 2) Dosen melakukan evaluasi dan mahasiswa nampak siap mengerjakan soal-soal yang diberikan.

Berdasarkan hasil refleksi pelaksanaan tahapan-tahapan pembelajaran pada siklus I sebagaimana diuraikan di atas, secara umum dapat disimpulkan bahwa secara prinsip langkah-langkah (sintaks) model pembelajaran *group investigation* sudah diterapkan dengan cukup baik namun masih terdapat kekurangan-kekurangan yang masih perlu diperbaiki pada siklus II.

Pelaksanaan Tindakan Pembelajaran Siklus II

Siklus II dilaksanakan dalam 4 kali pertemuan membahas Pencemaran Lingkungan, Jenis-jenis Pencemaran; Pencemaran Tanah, Pencemaran Air, Pencemaran Udara dan Pencemaran Suara.

Persiapan (planning)

Pada dasarnya persiapan yang dilakukan pada siklus II sama seperti siklus sebelumnya.

1. Menjelaskan Kompetensi Dasar sehingga mahasiswa memahami apa yang akan dipelajari (Lampiran 2)
2. Menginterpretasikan materi kuliah yang akan dijabarkan,
3. Membagi indikator sesuai dengan kelompok-kelompoknya (Lamp. 3)
4. Membentuk kelompok (Lampiran 4)
5. Memonitor aktivitas/kegiatan mahasiswa (Lampiran 5)

Pelaksanaan (acting)

Dosen memberikan penegasan beberapa hal yang belum diikuti atau belum dilaksanakan secara benar oleh mahasiswa saat mengikuti pembelajaran pada siklus sebelumnya. Selanjutnya melaksanakan pembelajaran sesuai dengan sintaks yang direncanakan dalam perangkat pembelajaran. Sebagaimana siklus I sintaks model pembelajaran GI yang direncanakan sama seperti siklus sebelumnya meliputi 6 tahap: *grouping, planning, investigation, organizing, presenting, dan evaluating*. Setelah tahapan inti pembelajaran, dosen memberikan tes hasil belajar kepada mahasiswa.

Pengamatan (observing)

Tim peneliti terdiri dari dua orang, yang masing-masing bertindak memberikan materi (mengajar) dan melakukan pengamatan aktivitas mahasiswa dan dosen. Pelaksanaan pengamatan sama seperti siklus sebelumnya selama 2 jam kuliah.

Pengamatan Aktivitas Mahasiswa

Dari hasil observasi aktivitas belajar mahasiswa yang terdiri dari 18 indikator, diperoleh gambaran aktivitas mahasiswa dalam proses belajar disajikan dalam tabel berikut:

Table 5 Hasil Observasi Aktivitas Belajar Mahasiswa Siklus II

No.	Tahap	Skor
1	Grouping	12
2	Planning	15
3	Investigation	11
4	Organizing	12
5	Presenting	12
6	Evaluation	8
Jumlah		70

Tabel hasil observasi aktivitas belajar mahasiswa dengan diperoleh jumlah skor = 70, atau jika dinyatakan dengan nilai: $70/90 \times 100 = 77,78$ dan jika dinyatakan dengan kategori adalah **baik**. Dengan kategori tersebut pelaksanaan tahapan-tahapan yang telah dilaksanakan sesuai metode pembelajaran group investigation telah sesuai.

Tes Hasil Belajar Mahasiswa

Nilai tes hasil belajar mahasiswa setelah mengikuti kegiatan pembelajaran (*post test*) siklus II disajikan dalam tabel berikut:

Tabel 6 Nilai Hasil Tes Belajar Siklus II

N (Jumlah siswa)	Nilai tertinggi	Nilai Terendah	Total Nilai	Rata-rata	Presentase Ketuntasan
33	96	45	2399	72,70	75,76 %

Berdasarkan tabel di atas nampak bahwa hasil belajar pada siklus II diperoleh taraf ketuntasan belajar 75,76%, berarti tuntas. Hasil belajar mahasiswa dengan nilai sesuai KKM 70 telah mencapai lebih dari 75% sesuai yang diharapkan untuk mencapai ketuntasan.

Refleksi

Secara rinci kekurangan yang nampak pada siklus II sebagai berikut:

1. Tahap grouping
 - 1) Dosen sudah cukup baik dalam memberikan arahan dan mahasiswa sudah mulai terbiasa, tidak canggung, lebih rileks dan antusias.
 - 2) Pembentukan kelompok sudah cepat
 - 3) Mahasiswa sudah dapat memilih sendiri dengan siapa mereka akan berkelompok sesuai dengan topik yang diinginkan
2. Tahap planning
 - 1) Dosen cukup efektif memberikan penjelasan atau memberikan pengarahan kepada mahasiswa dalam merencanakan topik yang akan dibahas oleh masing-masing kelompok.
 - 2) Mahasiswa mampu bekerjasama dengan kelompok dan sudah mampu menentukan mengenai apa yang akan dilakukan dan rencana yang akan dikerjakan.
3. Tahap investigation
 - 1) Mahasiswa telah dapat menemukan sumber-sumber informasi yang lebih luas melalui observasi lingkungan sekitar, buku-buku dan internet
 - 2) Telah terjadi diskusi yang cukup baik dan terarah.
4. Tahap organizing
 - 1) Pada umumnya sebagian besar anggota kelompok telah aktif dan berusaha memberikan kontribusinya pada pekerjaan kelompok.
 - 2) Mahasiswa juga sudah memahami bagaimana membuat laporan.
5. Tahap presenting
 - 1) Bentuk penyajian kelompok lebih menarik dan variatif
 - 2) Kelompok yang menjadi pendengar memperhatikan isi presentasi masing-masing kelompok dan memberikan pertanyaan yang cukup baik

- 3) Kelompok penyaji mampu memberikan jawaban cukup baik dan lebih percaya diri mengemukakan pendapatnya.
6. Tahap evaluatif
- 1) Mahasiswa mampu membuat kesimpulan tentang hasil presentasi seluruh kelompok
 - 2) Dosen melakukan evaluasi dan mahasiswa nampak siap mengerjakan soal-soal yang diberikan.

Berdasarkan hasil refleksi pelaksanaan tahapan-tahapan pembelajaran pada siklus II sebagaimana diuraikan di atas, secara umum dapat disimpulkan bahwa secara prinsip langkah-langkah (sintaks) model pembelajaran *group investigation* sudah baik dan dapat diterapkan.

Pembahasan Hasil Tindakan

Model *Group Investigation* menimbulkan suasana saling bekerjasama dan berinteraksi antar mahasiswa dalam kelompok tanpa memandang latar belakang, saling berdiskusi dan berargumentasi dalam memahami suatu masalah serta mencari solusinya. Mahasiswa dilatih untuk memiliki kemampuan yang baik dalam berkomunikasi, semua kelompok menyajikan suatu presentasi yang menarik dari berbagai topik yang telah dipelajari.

Model Pembelajaran *Group investigation* yang diterapkan pada mata kuliah Pengetahuan Lingkungan menggunakan pendekatan salingtemas sebab permasalahan lingkungan yang dihadapi saat ini banyak kaitannya dengan aktivitas manusia, pemanfaatan dan pengelolaan sumber daya yang kurang bijaksana serta kurang terkendalinya pemanfaatan ilmu pengetahuan dan teknologi maju.

Model pembelajaran dengan pendekatan Salingtemas dikembangkan dengan tujuan agar: 1) peserta didik mampu menghubungkan realitas sosial dengan topik pembelajaran di dalam kelas, 2) peserta didik mampu menggunakan berbagai jalan/perspektif untuk menyikapi berbagai isu/situasi yang berkembang di masyarakat berdasarkan pandangan ilmiah, dan 3) peserta didik mampu menjadikan dirinya sebagai warga masyarakat yang memiliki tanggungjawab sosial.

Berdasarkan hasil pengamatan selama dua siklus tindakan sebagaimana telah dikemukakan di atas, dapat dikemukakan perbandingan efektivitas tindakan masing-masing siklus sebagai berikut:

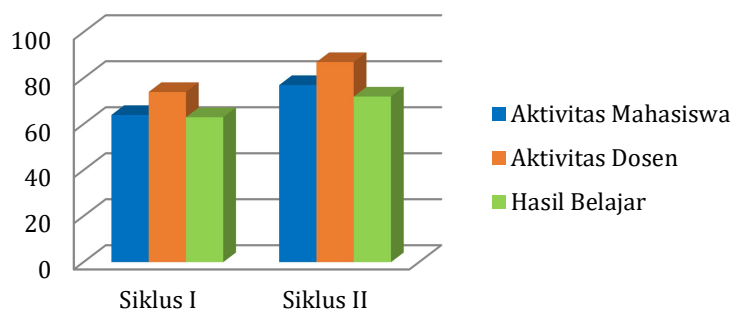
Tabel 7 Perbandingan Hasil Tindakan Siklus I dan Siklus II

Aspek	Siklus-1		Siklus-2	
	Nilai	Kategori	Nilai	Kategori
Aktivitas Mahasiswa	64,44	C	77,78	B
Aktivitas Dosen	74,73	B	87,38	SB
Hasil belajar	63,58	C	72,70	B

K=kurang, C= cukup, B= baik, BS= baik sekali

Tabel di atas menunjukkan adanya kemajuanyang signifikan dari siklus I ke siklus II , yang menandakan bahwa tindakan yang diberikan benar-benar menuju ke arah lebih baik, dan memberikan pengaruh yang baik pula terhadap aktivitas mahasiswa, dosen dan hasil belajar.

Data-data hasil observasi sebagaimana disajikan dalam tabel di atas jika disajikan dengan grafik sebagai berikut:



Gambar 3 Perbandingan Hasil Tindakan

Berdasarkan tabel dan grafik sebagaimana dikemukakan di atas nampak bahwa tindakan yang diberikan selama dua siklus menunjukkan efektivitas yang cenderung meningkat. Hal ini menunjukkan bahwa penerapan model pembelajaran GI dengan pendekatan salingtemas terbukti efektivitasnya untuk meningkatkan aktivitas dan hasil belajar mahasiswa.

Simpulan

Berdasarkan hasil analisis dan pembahasan penelitian yang telah dilakukan serta dihubungkan dengan rumusan masalah maka dapat disimpulkan bahwa:

1. Penerapan model kooperatif *Group Investigation* dengan pendekatan salingtemas dapat meningkatkan aktivitas mahasiswa pada mata kuliah pengetahuan lingkungan dengan nilai 64,44 (kategori cukup baik) pada siklus I dan meningkat menjadi 77,78 (kategori baik) pada siklus II.
2. Penerapan model kooperatif *Group Investigation* dengan pendekatan salingtemas dapat meningkatkan hasil belajar mahasiswa pada mata kuliah pengetahuan lingkungan dengan nilai evaluasi rata-rata 63,58 (kategori cukup baik) pada siklus I dan pada siklus II mengalami peningkatan dengan nilai rata-rata 72,70 (kategori baik) dengan presentase ketuntasan klasikal 75,76%.

Berdasarkan penelitian dalam menerapkan model pembelajaran GI pada mata kuliah pengetahuan lingkungan di STKIP-PI Makassar, maka dikemukakan saran sebagai berikut:

1. Sebagaimana tujuan pengembangan model pembelajaran GI adalah untuk mengembangkan kemampuan kerjasama. Oleh sebab itu guru atau dosen sebagai pelaksana pembelajaran harus mengutamakan proses yang mendukung terciptanya suasana kerja kelompok. Misalnya mulai dari pengaturan kelas, pembagian kelompok-kelompok kecil, penentuan masalah atau topik hingga bagaimana membuat presentasi sebagai laporan juga harus mencerminkan suasana belajar kelompok.
2. Mengingat langkah-langkah (sintaks) model pembelajaran GI yang relative panjang dan kompleks maka sebelum memilih model ini hendaknya di uji coba terlebih dahulu. Hal ini dirasakan akan lebih baik karena karakteristik peserta didik, karakteristik materi akan sangat menentukan bagaimana pengajar dapat melaksanakan langkah-langkah pembelajaran secara tepat.
3. *Group Investigation* (GI) sebagai sebuah model pembelajaran dapat dikatakan masih bersifat model hipotetik. Oleh karena itu perlu untuk mengujinya apakah model pembelajaran GI sesuai dengan seluruh karakteristik materi dan karakteristik peserta didik.

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INFLUENCE OF LEARNING MODEL BEYOND CENTERS AND CIRCLE TIMES (BCCT) AND INDEPENDENCE THE CREATIVITY OF CHILDREN AGES 5-6 YEART

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Abstract

This study aims to identify and analyze the influence of the learning model beyond centers and circle times (BCCT) for the creativity and independence of children 5-6 years old children. The research method used ex post facto. A sample of 34 children using Random Sampling technique Stratifeid. The instrument uses a questionnaire of independence and creativity test tool. Testing is done with the correlation validity and reliability testing point biserial Kuder-Richardson reliability coefficients 20. Data analysis included descriptive and inferential statistics. The results showed: 1) there are differences in child outcomes that have low creativity among groups and non BCCT bct (T2hitung (36.6)> C2 (11.83)). 2) there are differences in the results of children who have high creativity among groups and non BCCT BCCT (T2hitung (36.6)> C2 (11:45)). 3) There is an interaction effect BCCT learning model and the independence of the creativity of children (p-value 0.013). 4) There are differences in the results of children who have low self-reliance among groups and non BCCT BCCT (t2hitung (95.51)> c2 (12:33)). 5) there are differences in the results of children who have high self-reliance among groups and non BCCT BCCT (t2hitung (82.47)> c2 (12:33)).

Keywords: Beyond Center and Circle Time, Inpendence, Creativity.

Introduction

The education sector is the most fundamental in the formation of human resources in private through the Early Childhood Education (ECD). In improving the quality of early childhood education, the government implemented a program called character education program. Character education program implementing some aspects of the cultivation of knowledge, love and kindness planting behavior becomes a pattern / habit.

One aspect that is emphasized in the program pendiidikan character is creativity. According (Rachmawati and Kurniati 2010: 6) in a study conducted by Jellen and Urban at the 1987 level of creativity of Indonesian children is low. The study shows that Indonesia occupies the lowest position compared to 8 other countries, among others, the Philippines, the United States, Britain, Germany, India, China, Cameroon, and Zulu (Rachmawati, and Kurniati E. 2010: 6)

Although creativity of children Indonesia is very low but, in learning at the level of the Early Childhood Education has not fully develop the creativity of children. Learning more emphasis on cognitive development that emphasizes a child's ability to write, to count and read. Teacher assessment system given to children emphasize the results of the process.

In developing the creativity of children also required the development of self-reliance in children. So that children dare to develop the creative potential within him. This is in line with (Harjaningrum 2007: 17). Who said that creativity and curiosity related to a person's independence.

Currently learning model for early childhood education is still dominated by a teacher-centered teaching. To improve the efficiency of learning, the government adopted

one model of learning is learning model BCCT (Beyond Centers and Circle Time) or model of learning centers and circles.

In a study conducted by Sukiman are no results that BCCT learning model can improve child's creativity.

Based on research and facts relevant to the problems already mentioned, it is necessary to do research on the effects of learning model beyond center and circle time (BCCT) increase creativity and independence in early childhood.

Creativity

Creativity is creating something new and unique both written and oral and bring benefits to themselves and others. (Hurlock.1992: 5). Taylor in Munandar said that creativity is the ability to see or think about things that are extraordinary, unusual, integrating information seemingly unrelated and spark new solutions and ideas new reflecting the smoothness (fluency), flexibility (flexibility) and originality in thinking. (Utami Munandar.2009: 168). Munandar suggests the characteristics of creative behavior include:

Smoothness thinking (fluency of thinking), the ability to generate many ideas that come out of a person's thoughts are relevant. In the fluency of thought, the emphasis is on quantity, not quality.

- a. Dexterity thought (flexibility), the ability to produce some ideas that uniform, it can look at things from the viewpoint of different, look for alternatives or different directions, as well as being able to use a variety of approaches or ways of thinking.
- b. Elaboration (elaboration), the ability to develop, augment, enrich an idea and add or elaborate the details of an object.
- c. Originality (Originality), the ability to provide answers or ideas that are different from the other, are seldom given most people. (Munandar.2009: 192).

Based on the description of the theories that have been disclosed, it is concluded that kerativitas is the ability of a person to create something new, whether it be the idea and the real work, either in the form of new work or a combination of things that already exist, emphasizing the ability to combine, solving or addressing problems. Creativity is measured by the following indicators: 1) the smoothness of thinking, 2) flexibility of thinking, 3) elaboration 4) originality.

Beyond Center Circle Time Learning Model

One model of learning that puts the interests of children are learning model BCCT (Beyond Centers and Circle Time.) BCCT (Beyond Centers and Circle Time) triggered by Pamela C. Phelps, Ph.D., and developed by Creative Center for Childhood Research (CCCRT) in Florida United States where Pamela direct acting director. BCCT (Beyond Centers and Circle Times) developed by Pamela C. Phelps, Ph.D after researching many countries including Indonesia and has creative preschoolsebagai inclusive school model, Pamela doing research for 30 years. (Sujiono.2009: 216) BCCT learning model is a method or approach in the implementation of Early Childhood Education and is a mix of theory and practical experience. BCCT learning stimulate children to be active, creative, and keep thinking to dig his own experiences. (Nuryani. 2012: 11). Explains that the BCCT is a concept of learning that is focused real-world experience present in the classroom and encourage students to make connections between the experience, knowledge and understanding of everyday life, so that children find the experience alone without the direct influence of teacher.

Independence

In developing the creativity of children also required the development of self-reliance in children. So that children dare to develop the creative potential within him. This is line with the statement (Rachmawati and Kurniati.2010: 13), who says that one of the characteristics of creative child is to have independence. Erickson in (Desmita.2012: 185) declare independence or autonomy is the ability to break away from the parent with the intent to find

him through the process of searching for the identity of the ego, namely progress towards self-stand-alone. According to (Chaplin.1999: 48) Independence demonstrated by his belief that a person depicted in confidence to the ability to get things done. According to Marshall kemadirian shown by the children wear their own clothes, eat regularly, can ketoilet, can use their own eating utensils.

Based on the description of the theories that have been disclosed, it is the freedom and independence of children's ability to regulate its behavior without the control and influence of others. Independence is measured by indicators, namely: 1) initiative, 2) have a responsibility, 3) self-control, 4) self-reliant, 5) has the ability to solve problems, 6) does not depend on others.

Method

The method used in this research is a quantitative method Ex post facto. with a 2 x 2 factorial design Design have been selected for the sample were divided into two groups taught by BCCT and Non BCCT models. The schools that implement learning model Centers And Circles Beyond Time (BCCT) and schools that did not implement learning models BCCT. This study was conducted over 11 months starting from November 2014 to October 2015. The samples in this study using stratified random sampling.

Result and Discussion

Differences Results Children with Low Creativity between the Group BCCT and the Non BCCT

Based on the calculation of $t_{T2hitung} (36.6) > C_2 (11.83)$, then H_0 is rejected, or it can be concluded that there are differences in child outcomes that have low creativity among groups BCCT and non BCCT. To know where each dimension (Fluency, Flexibility, Elaboration, and Original) different between groups BCCT and Non BCCT further analysis is then used independent t test.

Based on further analysis of the creativity of children low between BCCT and non BCCT, it can be seen that the average non BCCT Smooth group was 5.92 next to the dimensions of the flexibility at 1:13, then the dimensions of elaboration at 1:13, and the original dimensions of 4.63.

While the average smooth group 12.73 BCCT is next to the dimensions of the flexibility of 3:36, and the dimensions of the elaboration of 3:27, and at 7:27 of the original dimensions.

Based on test results similarities average in each dimension, it seems that there is a whole dimension that there are differences between the groups on a low Creativity BCCT and non BCCT, namely the Dimension have fluency, flexibility, elaboration, and original. this is because in all these dimensions has a value of $t_{arithmetik} \geq t_{table}$ is t to have the initiative amounted to 2.034, thus it can be concluded there are significant differences in the low creativity of children between the BCCT and non BCCT in all its dimensions.

In this study it was found that there are significant differences between the creativity of children in the low group were taught using learning model BCCT and non BCCT, ie children with learning model non BCCT lower than the BCCT. Where the smoothness dimension has different high level and in every dimension they found significant differences.

This difference can also be caused by a teacher or teaching competence, which plays an important role in children in providing a means to stimulate the creativity of children. With the ability that does not support or low child learn faster bored in the absence of an interesting idea of teaching.

Differences Results Children with High Creativity between the Group BCCT and the Non BCCT

The result of the calculation above hypothesis T_{hitung} value (36.6) > C_2 (11.45), then H_0 is rejected, or it can be concluded that the results are the differences that have creativity high children between groups and Non BCCT BCCT. To know where each dimension (Fluency, Flexibility, Elaboration, and Original) different between groups BCCT and non BCCT further analysis is then used independent t test.

Based on the results of further analysis of research on child High Creativity between BCCT and non BCCT, it can be seen that the average non BCCT smooth group was 19.50 next to the dimensions have dexterity of 3.50, then the dimension elaboration of 2.70, and the original dimensions of 7.40.

While the average Smooth group 22.91 BCCT is next to the dimensions have dexterity of 4.30, then the dimension Elaboration of 4.39, and the Original dimensions of 8.13.

Based on test results similarities average in each dimension, shows that there are 3 (three) dimensions that there is a difference in the creativity high among groups BCCT and non BCCT, namely the dimension have fluency, flexibility, and elaboration, while not so in the original, this is because in all these dimensions has a value of t arithmetic \geq t table is t to have the initiative amounted to 2,034, whereas the original dimensions obtained t value is only 1.993. Thus we can conclude there are significant differences in height Creativity children between the BCCT and Non BCCT

In each dimension ditemukanperbedaan on the dimensions of fluency, flexibility, elaboration and there is no difference in the dimensions of originality.

In theory, there is no difference in the dimensions of originality can be caused due to stimulus from parents or home memumpuni children so even though school does not use methods BCCT, at home he gets stimulus good or good teaching from parents so that the development of creativity still developing well.

Table 1 Children Independence Interaction Test Against BCCT Creativity Group and Non BCCT

Group		Creativity				Total		p-Value	
		Low		High		F	%		
		F	%	F	%				
Non BCCT	Independence	Low	11	45.83	13	54.17	24	100	0.354
		High	6	60.00	4	40.00	10	100	
	Total	17	50.00	17	50.00	34	100		
BCCT	Independence	Low	9	81.82	2	18.18	11	100	0.013
		High	8	34.78	15	65.22	23	100	
	Total	17	50.00	17	50.00	34	100		

The results of the chi square test for Non BCCT group obtained p-value 0.354 which is worth more than 0,05 so H_0 accepted. This shows that in the group there is no interaction Non BCCT independence on the creativity of children. Unlike the BCCT group, obtained p-value 0.013 which is worth less than 0,05 so H_0 rejected. This shows that in the group there was an interaction BCCT independence on the creativity of children. The child's independence is low tend to have low creativity, as well as high independence will have high creativity as well.

The third hypothesis testing results showed no creativity and independence distinguish between children who are dikolompok BCCT. It mnegindikasikan that Non BCCT methods can not properly stimulate the child with high self-reliance to improve their creativity well. That is because the more a teacher-centered teaching so that there is no freedom to children in exploring the capabilities and explore a variety of experiences.

Differences Results Children with Low Self-reliance among Group of BCCT and Non BCCT

Based on the calculation of the value $T_{hitung} (95.51) > C_2 (12.33)$, then H_0 is rejected, or it can be concluded that there are differences in the results of children who have low self-reliance among the groups BCCT and non BCCT. To know where each dimension (initiative, responsibility, self-control, confidence, ability to solve problems and not rely others) that differ between the groups BCCT and non BCCT further analysis is then used independent t test.

Based on the results of further research on the child's independence is low between BCCT and non BCCT, it can be seen that the average initiative on the non BCCT is 1.59 next to the dimensions of responsibility by 1.71, then the dimension of self-control by 1.59, the dimensions of Confidence for 1.76, on the dimension of capability to overcome the problem of 1.24 and dimensions are not dependent on others of 0.94.

Where as in the group BCCT known that on average the initiative of 2.00, next to the dimensions of responsibility by 2.76, then the dimension of self-control by 2.12, the dimension of self-confidence at 2.59, the dimensions have the ability to overcome the problem of 1.35 and dimensions not rely on others at 2.35.

It is seen that the independence of the child were low for groups Non BCCT highest dimension based on the average is in the dimension of confidence, whereas in the group BCCT is the dimension of responsibility.

Based on test results similarities average on each of the dimensions, it appears that there are only three dimensions that there is a difference in the low independence between groups and Non BCCT BCCT, namely the dimensions of responsibility and confidence and not rely on others. This is because in that dimension has a value of t arithmetic \geq t table is t to have the responsibility of 3.387 and amounted to 2.432 confidence and not rely on others for 5.367, look also for the sig probability. 2 tailed respectively, namely 0,002, 0,021 and 0,000 were smaller than the significance level of 0.05 which means that H_0 is rejected, thus it can be concluded there are significant differences in the independence of lower children between the BCCT and non BCCT on the dimensions of responsibility, self-confidence, and not rely on others, while on the dimensions of initiative, self-control, the ability to overcome the problem is not a significant difference.

In the group BCCT dimension of responsibility becomes dominant, it is because of one of habituation methods BCCT is currently stepping up their toys after playing so it is already internalized in children and become habituation to increase responsibility in children. On the dimension of initiative, self-control, and ability to solve problems not seen any differences so we can say the model pembelajaran low BCCT in children independence terlalau no significant effect.

Test T2 (t hoteling) to see the difference in results for Children with High Independence between the Group BCCT and the Non BCCT.

The result of the calculation above hypothesis T_{hitung} value $(82.47) > C_2 (12.33)$, then H_0 is rejected, or it can be concluded that there are differences in child outcomes that have high independence between the group and the Non BCCT BCCT. To know where each dimension (initiative, responsibility, self-control, confidence, ability to solve problems and not rely others) that differ between the groups and the Non BCCT BCCT Further analysis is then used independent t test.

Based on the results of further research on the independence of children High between BCCT and non BCCT, it can be seen that the average initiative on the non BCCT is 1.69 subsequent to the dimensions have the responsibility of 2.38, then the dimension of self-control by 2.31, the dimensions of Confidence for 2.13, on the dimensions Had coping skills for 2.06 and dimensions not rely on others for 1.88.

Whereas in the group BCCT known that on average the initiative of 2.44, next to the dimensions have the responsibility of 2.38, then the dimension of self-control by 2.31, the dimensions Confidence at 2.13, the dimension has the ability to overcome the problem of 2.06 and dimensions not rely on others amounted to 1.88.

It is seen that the child's independence are high for the group of Non BCCT highest dimension based on the average is on Responsible, whereas in the group BCCT is Dimension Have Ability Troubleshooting.

Based on test results similarities average on each of the dimensions, it appears that there are four dimensions that there is a difference in the independence of the height between the BCCT and Non BCCT, ie at Dimension initiative, confidence, ability to solve problems, and do not depend others, this is because in that dimension has a value of $t_{\text{arithmetic}} \geq t_{\text{table}}$ is t to have the initiative amounted to 2.127, then the confidence of 2,091, and amounted to 3.646 coping skills and not rely person by 3,354 and looks well for sig probability. 2 tailed each smaller than the significance level of 0.05 which means that H_0 is rejected, thus it can be concluded there are significant differences in the independence of the child's height between the groups BCCT and Non BCCT on the Dimension initiative, confidence, coping skills, and not rely other people. While the dimensions of self-control and responsibility is not the case.

In the fifth hypothesis testing revealed differences between groups BCCT independence and Non BCCT. It defines BCCT group is higher than the Non BCCT independence. Based on the high independence descriptive in children, the group BCCT centipede on the field and the ability to solve problems Non BCCT have responsibilities.

Traffic can be interpreted solve problems on BCCT group for children accustomed to learn to explore themselves in solving the problems faced during play. While comparisons on each dimension there is no difference between the dimensions of responsibility and self-control. Both of these dimensions can be attributed to education found at home or outside the school, where responsibility and self-control of children educated by their parents well.

Conclusion and Recommendation

Conclusion

1. There are differences in child outcomes with low creativity are taught using learning model Centers And Circles Beyond Time (BCCT) and non BCCT.
2. There is a difference with creativity High child outcomes are taught using learning model Centers And Circles Beyond Time (BCCT) and non BCCT. In the absence of a significant difference in the dimensions of the original.
3. There is a learning model interaction effect Centers And Circles Beyond Time (BCCT) and the independence of the child's creativity. While in the non BCCT there are differences in the level of independence on the creativity of children.
4. There is a difference outcome of children with low learning independence taught using learning model Centers And Circles Beyond Time (BCCT) and non BCCT. In a comparison of each dimension, the dimension inisitaif, self-control, and the ability mengatassi problem of no significant difference.
5. There is a difference results child with high learning independence taught using learning model Centers And Circles Beyond Time (BCCT) and non BCCT. In a comparison of each dimension, the dimension of responsibility and self-control there was no significant difference.

Recommendation

1. Teachers should be able to stimulate the creativity and independence of children by providing comprehensive kebebeasan for children to explore various experiences.
2. Optimization of independence children can be realized by teachers plan learning that is not monotonous and interesting.
3. Teachers are expected to be able to listen laments problems of children in the classroom. So that the child feels understood and solving problems in children can be focused.
4. Teachers are expected to understand the character of each massing in educating children regardless of their social background.
5. Means prepared teachers should be multiplied so that compatibility between media and themes.
6. Competency of teachers Kindergarten-Kanak linear fitting of the field, so that development in children can occur optimally.
7. The need for continued research anxiety levels of children with learning model BCCT who enter primary school, which does not use BCCT learning model as well as the level of reading, writing, counting on the group demanded for primary school entry requirements.

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THE STUDENTS' NEW ENVIRONMENTAL PARADIGM (NEP) OF MATHEMATICS STUDY PROGRAM AT UNIVERSITAS SULTAN AGENG TIRTAYASA IN THE TEACHING-LEARNING OF ENVIRONMENTAL SUBJECT

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Abstract

The purpose of the study was to find out the empirical overview about the students' New Environmental Paradigm (NEP) of Mathematics study program in the teaching-learning of Environmental Subject. This was a qualitative study focused on case study. The qualitative data was analyzed through three ways, they are, data reduction, data display, and conclusions making. The result of the research showed that there were two findings which were still unexpected. Those findings are: (1) the fragility dimensions of natures balance, and (2) the possibility dimensions of ecology-crisis. However, in general 85% of students' NEP of Mathematics Study Program in the environmental subject learning was as expected.

Keywords: The New Environmental Paradigm (NEP), Environmental

Introduction

The industrial revolution started to the establishment of the social construction of the human relations with nature. In the industry world, humans exploit and genetically engineering the nature with the reason to vary food resources through genetically engineered. At last, the industrial revolution put humans as the center of everything or humans controlled the nature. This Paradigm is known as the ideology of Antroposentrism.

In the meantime, the condition of the environmental management now has not been realized in an unsatisfactory manner as expected. Many facts show that the cause of various disorders of the environment which took place on the earth planet stem from the human custom, namely the attitudes and behavior of humans that do not care much about the condition of mutual dependence between man and its environment.

The results of the study of Taciano, et al (2013: 146) gives facts that man with the social dominant orientation (SDO) still exploits the environment with uncontinued ways. According to Taciano, The higher SDO level was inversely with the caring attitude to the environment. This phenomenon occurs because the SDO promotes the human hierarchy domination over nature. The result of this research supports the research of Wang in 1999 (in Taciano, 2013:148) who also found the negative correlation between SDO and pro-environmental attitude by using New Environmental Paradigm (NEP) scale.

This shows that the environmental damage is basically manifestation of social problems and environment which related in the daily reality. Hence, the social problem solving in the daily life will always relate to the environmental problems.

The depletion of ozone, global warming, deforestation, and loss of endangered species are environmental problems due to human activities (Michael Redclift and Ted Benton, 1994: 171). Thus, many of natural disasters that inflicted due to human activities require a change of paradigm, either generally for the society or particularly for social scientists. Pertaining with it, Dunlap and Catton (in Michael Mehta & Erick Quellet, 1995: 36) and Gross (2010: 86) suggest that for the sustainability of human life or the community in the future, need to have

a shift of the paradigm that follow the antroposentrism (man as the center or the nature determiner) to new paradigm which more refers to the environment, namely The New Environmental Paradigm (NEP) about the relationship between human and its environmental ecology. Thus, it is expected the stability of the environmental function for human life.

Related to the matter, the researchers have used an assortment of a scale of alternative measurement and complementary to judge the consumers attention with the environmental issues (global warming), one of them is to use the scale of NEP. The same thing done by Patrick Hartmann and Vanessa Apaolaza-ibanez (2012: 1254) discover a fact about the importance of brand advertising with the environmental caring or green campaign not only to emphasize the environmental attitude but also to stress green brands with the the psychological benefit.

The environmental problem has long been identified by Messarovic (in Donella H.Meadows, Dennis L. Meadows, Jorgens Randers and William W. Behrens, 1972: 27) which then warns man in his report titled "Mankind at The Turning Point". The report point reveals that the situation in Southeast Asia will be extremely bad and human suffering would be very sad if it is not taken some steps to fix it from now especially in the interaction relations of population, food and energy.

Hence, when an environmental crisis occurs globally, the social dominant paradigm replaced by new paradigm which constructs social related to the environmental problems. The new paradigm oversees human beings as a part of nature. Man cannot exploit the natural by forcing land and plants that engineered producing as maximum as possible.

Commonly, the paradigm according to Ritzer (in Michael Mehta & Erick Quellet, 1995: 34) is a basic description of a science subject. Ritzer then adds that the paradigm has four components, which are (1) a piece of work that set forth as a model, (2) a description of a science field, (3) the theory, and (4) several methods and an instrument. Based on those components, NEP can be identified as all things of facts in the environment, definition of the environment, and behavior to the environment.

Since 1978 , Riley E. Dunlap and Kent D. Van Liere has started introducing The New Environmental Paradigm (in Mathias Gross, and Harald Heinrichs, 2010: 3) namely a paradigm shift of classical Sociology through the environmental forces as an objective variable that is recommended as a measuring instrument to pro-environment.

Meanwhile, the Environment Biology (Environmental Education) is one of the subjects which is in curriculum course of study program of Math Education, the teaching training and Education Faculty, Universitas of Sultan Ageng Tirtayasa. One of the subject materials of the study is the fact that the human population depends on the biophysical environmental for life survival (Daniel D.Chiras, 1991: 125), (Hardesty, 1977: 11). The study provides an illustration about the importance of knowing living creatures classifications, biodiversity, conservation efforts at the community level, as well as climate change and pollution. The main discussion in turn needs attention to be more serious because the environment has some functions for mankind to keep exist in the earth.

The opportunities to prove that education is able to increase attention and concern towards the environment is very large (Michael Mehta & Erick Quellet, 1995: 132). In that context, Soemarwoto (2004: 180) claims that the environmental education starts from primary school up to higher education (University) needs to be reviewed. It is meant that the lesson material is able to be internalized so that it can be born the community whom is friendly and behave towards the environment.

Some Environmental problems that still need more attention to be solved also could form someone's paradigm (Michael Mehta & Erick Quellet, 1995: 34). Thus NEP, students are possible to have a strong base to act carefully in utilise and manage its environment. NEP views that ecological crisis due to human activities if it happens continuously, it will have an impact on ecological catastrophe. It is possible to occur (Paul C.Stern et al, 1999: 95). Hence, a change of paradigm is important as spoken by Raymond Kennedy in his book compositions *The Colonial Crisis and the Future*, which shows that education is dynamite. Further,

Raymond adds if it is seen from the point of the process of social change, university as the *civitas academica* is one of the agents of change in the community life (Harsojo, 1989: 259).

Specifically, the purpose of this research is to obtain an empirical description about a new paradigm from students on the environment especially university students of study program of Math Education in the environmental learning.

Methods

The method used in this research is the descriptive research for the purpose to explore the depth of the cases “The Students New Environmental Paradigm (NEP) of Study Program of Math Education in Learning the Environment At Universitas of Sultan Ageng Tirtayasa from July to October 2012.

This research is applied to a given population, because it is appropriate with its representatives to the characteristic of the problems and research purposes. The selection of the research strategy from this case study is based on (1) the conformity with the question of research which is explorative, (2) the researcher’s opportunities are very lack of controlling the events/social trends which are going to be researched and (3) the research object is an event/ contemporary social symptoms (the present time) in the daily life.

The Data is collected based on pieces of questionnaires. Furthermore, the data is analyzed through three paths, namely data reduction, data presentation, and the making of conclusion. The data reduction consists of election process, a focus on simplification, abstract composition, and coarse data transformation which came into being written in the field. The data presentation is intended on the collection of a set of information composed which gives the possibility of making conclusions and taking actions. While the making of conclusion in this part also includes the verification on the conclusion.

The Sheets of questionnaire described with the reference of answers choice (Abin Syamsuddin Makmun , 2007: 61) composed of very agree = 5, agree = 4, doubtful = 3, disagree = 2, strongly disagree = 1. The Likert scale is a scale be used for measuring attitude, opinions and someone’s perception about a symptom or phenomenon. There are two kinds of questions that use Likert Scale namely the form of a positive question to measure positiveness, and the form of a negative question to measure a negative attitude.

Results

The students New Environmental Paradigm (NEP) study program of Math Education in the environmental learning, as table below:

Table 1. The NEP Average Score from Students of Study Program of Math Education in the Environmental Learning

Dimensions	Number of NEP	Indicators	Average Scores of NEP	Types of Questions (Positive/Negative)	Criteria
<i>Anti-anthropocentrism</i>	NEP 2	Human beings have the right to modify the meet their needs (the use of the nature)	4	Postive	Agree
	NEP 7	Animals and plants have the same rights to the people for life survival .	4	Postive	Agree
	NEP 12	People have done the severe controlling all existing natura	4	Postive	Agree
<i>The fragility of natures balance</i>	NEP 3	Human actions sometimes would give rise to natural disasters	2	Negative	Agree
	NEP 8	The natural environment will not be affected by the industry	5	Postive	Totally Agree

	NEP 13	The natural environment is very vulnerable and easily disturbed	2	Negative	Agree
<i>The possibility of an ecocrisis</i>	NEP 5	People do the act of capriciously to the environment	2	Negative	Agree
	NEP 10	The existence of an environmental crisis issue too exaggerated	5	Negative	Totally Disagree
	NEP 15	If this kind of climate it goes on then we will suffer a large natural disasters large	2	Postive	Disagree
<i>Rejection of exemptionalism</i>	NEP 4	The Human intelligence will ensure us to remain which can stay in the earth	5	Postive	Totally Agree
	NEP 9	Although we have the special ability, people will not escape from the laws of nature	5	Postive	Totally Agree
	NEP 14	Mankind has finally will study about nature to be able to use the natural resources	5	Postive	Totally Agree
<i>Limits to growth</i>	NEP 1	We have been so closer to the number of people who may be accommodated by the earth	5	Postive	Totally Agree
	NEP 6	Earth a many natural resources if only we learn how to to use the situation (the use of natural resources)	5	Postive	Totally Agree
	NEP 11	The earth has spaces and natural resources which are very limited	4	Postive	Agree
New Community with good planning, openness, and participation	NEP 16	Now The community needs the cooperation, openness and participation in managing the environment	5	Postive	Totally Agree
	NEP 17	Live on the earth required a careful planning when acting to avoid the risk to human and nature	5	Postive	Totally Agree

Based on the table of students NEP mentioned above, there are 2 findings that described the students paradigm on the environmental have not been equal as expected. The Two findings located at (1) the vulnerability dimensions in the balance of nature (The fragility of natures balance) in NEP 8 which sounds “The natural environment will not be affected by the presence of industry”. In this dimension, the score of students NEP is averagely worth five (5) which shows criteria of totally agree. (2) the possibility dimension of the ecology crisis (The possibility of an ecocrisis) in NEP 15 about “ if this kind of climate goes on then we will suffer a large natural disaster. In this dimension, the score of students NEP is averagely worth two (2) showing criteria of not agree.

Discussion

The first findings that reveals about the vulnerability on the balance of nature (The fragility of natures balance) in NEP 8 which sounds “The natural environment will not be affected by the presence of industry” , it shows that the students paradigm is still affected by Human Exceptionalism Paradigm (HEP) that contains “the culture is cumulative so that the

technology and culture development could be continued without a limit and make all the problems be finished. In line with the findings, Kavita Sharma and Monika Bansal, (2013: 1709) propose the existence of long-term environmental awareness as a mental variable. It is presumed that because the mental of the young generation is so far different to their predecessors included in behaving against nature.

“The environmental damage in the end will be a problem for every country, including Indonesia. In that context, as an empirical evidence, in the mid-March 2012, Indonesia was faced with problems of insect attack “tomcat” (*Paederus Littorarius*). “ It is a strong indicator about the environmental damage. Over function of the area and climate change were assumed to be the cause of the population explosion of insects “tomcat”. The statements about that was made by Central Researcher Director of Biology of the Institutions of Indonesia Science, Siti Nurmaliati Prijono (Kompas, 20 March 2012)”. “According to her, the cycle of natural Biology was disturbed so the predators “tomcat”, namely birds, do not exist anymore. The absence of birds caused by the hunt or climate change so birds move to higher land. Known that one of the causes of climate change due to high activity of the industrial sector. In addition, throughout the year 2012 identified various symptoms of natural damages as a result of the mining company operation (industry), among others mining company manganese in Timor Island, East Nusa Tenggara (NTT) as reported by the Kompas (daily news) edition of 29 April 2012, mining company nickel ore in Pomala, Kolaka District, Southeast Sulawesi as reported Kompas of edition 5 June 2012, and the disasters of Hydrometeorology (flood, landslide, and arid) which often happens in many areas like released by Kompas of edition 29 November 2012.”

This shows that the environmental damage is basically manifestation of social and environmental problems that related to the daily reality with no exception in the industry activities. Hence, the social problem solving in the daily life will always relate to the environmental problems. On the other hand, The New Environmental Paradigm (NEP) emphasizes more that “the human activity is not only influenced by the social and cultural factors, but also by a complex relationship between the cause, the impact and the feedback to nature. In addition “although many humans create beyond its carrying capacity, but the law of Ecology remains in effect. This illustration as noted by Chiras (1991: 39) maintained that the human as part of nature can not avoid the pollution. Pollution is one of the negative effects of the industry. Not a little man experienced poisoned due to use pesticides, various kinds of pollutants from the emissions plants, vehicles smoke, and the use of chemicals materials.

The second findings is in the dimension of the ecology crisis (The possibility of an ecocrisis) in NEP 15 about “If this kind of climate goes on then we will suffer a large natural disaster”. In the dimension, the score of students NEP is very low. The different conditions appear in the dimension of Rejection of exemptionalism/ NEP 4 with an indicator Human intelligence will ensure us to remain to stay in the earth. This shows that the students are optimistic to see their future. The paradigm is supported by the assumption in the dimension of new community with the planning, openness and participation, according to the students while the human life on earth with a careful planning when acting so it will be protected from risk to great natural disasters. Thus, Paul C. Stern (1999: 95) on the previous part stated that NEP as an ecological crisis due to human activities, if it is not allowed to continue so, ecological catastrophe will not happen. The statement supported by Gregory N .Bratman, J.Paul Hamilton and Gretchen C. Daily (2012: 118) states that the fact shows the experience against nature like cognitive level, mental health, environmental psychology, urban planning, medical and aesthetics of a landscape can affect to human welfare.

Nevertheless, in general (85 %) the students NEP of study program of Math Education in the environmental learning already in conformity with the expectation. This indicates that the level of students awareness is high against the environment. According to suggested by John Haniggan which states that Sociology practices to the future have to see the relationship between human or the community and its biophysical environment. Hence Haniggan (2006:

152) has suggested an overview that supported the statement from Riley Dunlap about New Environmental Paradigm (NEP). Nep is the new paradigm of inter human/ community relationship and its environment that is no longer ignoring the biophysical environment.

Conclusion

The results of the study concludes the lowest NEP of the students is in the dimension of the ecology crisis (the possibility of an ecocrisis) in the NEP 15 about “if this kind of climate goes on then we will suffer a large natural disaster and the vulnerability dimension in the balance of nature (the fragility of natures balance) in NEP 8 which sounds the natural environment will not be affected by the presence of industry. In general (85 %) the students NEP of Study Program of Matah Education in learning the environment is in line with the expectation. The empirical evidence through the research indicated that the NEP score of the students in general is in line with the expectation. In order that the paradigm of the environment is better, so the knowledge of the environment horizon should not only in the environment learning activities but also on a practices level (affective) in the daily life of the campus inside.

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THE EFFORTS TO IMPROVE MATHEMATICS LEARNING ACTIVITY USING COOPERATIVE LEARNING MODEL TYPE TWO STAY TWO STRAY IN LINEAR PROGRAM MATERIAL STUDENT CLASS XA SMK MUHAMMADIYAH 1 KALASAN

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Abstract

This study aims to improve mathematics learning activity using cooperative learning model type two stay two stray in linear program material student class XA SMK Muhammadiyah 1 Kalasan. This study involves in class action research which consists of three cycles. Subjects in this study are students in XA class SMK Muhammadiyah 1 Kalasan. While the object is increasing students' mathematics learning activity applying cooperative learning model type two stay two stray in linear program material student XA Class SMK Muhammadiyah 1 Kalasan. Data are collected by using observation sheets and interview. The result shows that cooperative learning model type two stay two stray can improve student class XA SMK Muhammadiyah 1 Kalasan learning activity. It is proved by the results of student mathematics learning activities observation and the mean of score test which makes improvement in each cycle. In the first cycle, the percentage of students mathematics learning activity by 40,15%, the second cycle of the average percentage of the observastion of student activity increased by 69,70% and the third cycle of the average percentage of the observastion of student activity increased by 77,27%. It is also encouraged by the improvement of daily examination score achievement percentage in each cycle. In cycle I the achievement percentage is as much as 32%, cycle II the achievement percentage is as much as 68%, cycle III the achievement percentage is as much as 77%. In interview result, it is attained; generally, students are interest and pleased in learning mathematics by using cooperative learning model type two stay two stray.

Keywords: Activities, Learning Model, Two Stay Two Stray

Introduction

Teacher-centered learning causes students tend to be passive and do not have the habitual of giving their opinion in learning process, most of the choose to be silence if there is a material that they have not understand yet therefore the mathematics concept cannot be comprehended by them. The learning principal is action. The action is to change attitude, thus there is no learning without activity. According to Montessori as cited in Sardiman (2012:96) asserts that children have efforts to develop on their own, to form themselves. The teachers will take role as guidance and examine the development of their students. Mathematics learning activity is very much influential towards mathematics learning process; by learning actively students can expand their ability and confront to give opinion in front of the class, according to Schellens et al., (Kupczynski,2012:83) states that "*found in their research on computer supported collaborative learning that when students participate actively in discussion groups, their grades are positively affected and their test scores are higher.*" In the same way, Bliss and Lawrence (Kupczynski,2012:83) "*found small group discussions to have greater student participation, in comparison to whole group discussions, as well as more peer- to-peer*

interaction and a richer knowledge construct through discussion posts. Surprisingly, the instructors' presence or number of discussion threading was not a significant factor in the value of the groups' discussion."

Based on the observation which was done in SMK Muhammadiyah 1 Kalasan, in the on going learning process students remain to be passive, mathematics teacher also still used speech method in delivering the materials, and also still teacher-centered learning process, as result there is no interaction in the learning process, it caused students feel bored with the learning activity, moreover, there is a physical activity which is done by student in the beginning of the lesson because SMK Muhammadiyah 1 Kalasan is military-based maritime school, which indirectly influences student learning process. On the other hand, mathematics teachers of SMK Muhammadiyah 1 Kalasan have not applied variety of learning strategies which involve learning model to improve students' mathematics learning activity. As the result students tends to be passive and do not have some habits to confront their opinion in learning process, most of them choose to be silence if there is a material that they have not understood yet therefore the mathematics concept cannot be comprehended by them well. The application of learning model can give solution to learning activity, the selection of learning model also influences learning process, one of which is cooperative learning model it is also parallel in Isjonis' belief (2007:13) he illustrates that "this cooperative learning is not supreme in helping students to understand the difficult concept, but also very useful to make student to be able to have critical thinking, cooperation, helping each other to achieve a goal", therefore, it can conceive the new activity which is not boring and bringing out the cooperation among students and the students will be more active in learning process. Student-centered cooperative learning model is cooperative model Two Stay Two Stray type. This learning model is very effective in increasing student learning activity because students are demanded to think and doing a discussion in group with their group or another group or the group which is visited by them. This learning process is centered in students, student will be more active in looking for information, according to Avard (2009:25) states that "*Many believe that student-centered learning is more effective than instructor centered learning because it requires students to learn on their own rather than having to try to simply listen and assimilate information*" this statement gives explanation that student are demanded to be more active in obtaining the concept with teachers' assistance as a facilitator.

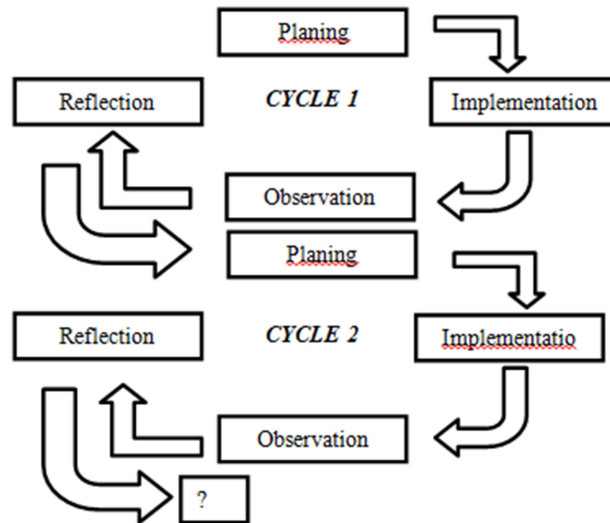
Based on system technical guidance of sets of affective assessment in senior high school, students activity in learning can be seen in (1) students enthusiasm in pursuing the subject, (2) the interaction between student and teacher, (3) the interaction among students (4) group cooperation, (5) Students' activity in group and (6) Students participation to conclude the result of the discussion.

Cooperative learning model Two Stay Two Stray type facilitates student to study cooperatively in group discussion. Through group discussion activity, students are given a chance to interact and cooperate to other students to discuss the learning material, thus, student can exchange their opinion each other to solve the problem. Therefore, a teacher should be able to master the class to control and monitor the class while doing cooperative learning model Two Stay Two Stray type. The application of this learning model is expected to be able to improve student mathematics learning activity.

Research Method

This study uses class action research. This study is a reflection of learning activity in the form of action that is purposely risen up and happen in a classroom at once (Arikunto, 2007:3). The action is given by teacher or done by students with the direction from a teacher. The research model that is used is in the form of 3 Cycles which contain planning, implementation, observation and reflection activity in each cycle. The process is drawn in the following Picture 1.

Picture 1: Class Action Research Model



This research uses some data collecting techniques, involving observation, interview, and Test. The instruments are observation sheets, interview guidance, and test question. The data analysis techniques of observation are describing students' participation in learning activity. The criteria of scoring involve 5 criteria which are determined by percentage of percentage (p) the result of data analysis as follows in Table 1:

Table 1: Percentage Score Criteria

Percentage	Criteria
$80\% < P \leq 100\%$	Very Good
$60\% < P \leq 80\%$	Good
$40\% < P \leq 60\%$	Sufficient
$20\% < P \leq 40\%$	Bad
$0\% \leq P \leq 20\%$	Very Bad

The analysis of the result test is interpreted as students learning achievement which are in each school. The achievements consists of 2 aspect, they are individual achievement and classical achievement

The indicator of this study successfulness is identified by the alteration to be better, not only related to learning process but also the learning result. The indicators of successfulness of this research are:

1. Improving student activity in mathematics learning. The improvement of the students' activity is determined by the improvement in each indicator in each cucle.
2. This research is successful if the activity of students in learning mathematics achieve more than 60%, has achieved good criteria.

Result and Discussion

The result of class action research consists of three phase cycle I, cycle II and cycle III related to mathematics learning through cooperative learning model type Two Stay Two stray show the improvement of student activity in mathematics learning. It is seen by the analysis of student activity observation result in mathematics learning in cycle I, cycle II, and cycle III which is achieving the improvement, as shown in the Table 2

**Table 2: The Result of Student Activity in
Mathematics Learning Cycle I, Cycle II and Cycle III**

No	Indicator/Aspect	Percentage				Note
		Pra Survey	Cycle I	Cycle II	Cycle III	
1	Enthusiasm	40.34%	46.59%	80.68%	84.09%	Improve
2	Interaction with teacher	45.45%	44.89%	69.89%	80.11%	Improve
3	Interaction among students	39.77%	39.77%	67.61%	79.55%	Improve
4	Group cooperation	38.64%	39.20%	69.89%	80.68%	Improve
5	Activity in group	39.77%	38.07%	67.05%	72,16%	Improve
6	Participation	39.20%	32.39%	63.07%	67.05%	Improve
Mean of Students' activity		40.53%	40.15%	69,70%	77,27%	Improve
Criteria		Sufficient	Sufficient	Good	Good	

It is also carried by the improvement of daily examination score achievement percentage which is done at the end of each cycle, as shown in the Table 3

Table 3. The Data of Mastery Learning Students

Mastery Learning	Pra Survey		Cycle I		Cycle II		Cycle III	
Student \geq KKM	6	27%	7	32%	15	68%	17	77%
Student $<$ KKM	16	73%	15	68%	7	32%	5	23%

Cycle I phase the process of mathematics learning was done by using learning model Two Stay Two Stray type was not going well, the students' activity in mathematics learning is also not good enough, learning motivation was also cannot be seen. It can be examined by the percentage of each indicator/ student activity aspect in table 2, which is the student enthusiasm in learning as much as 46,59%, interaction between students and teacher as much as 44,89%, interaction among students 39,77%, group cooperation as much as 39,20%, student activity in group as much as 38, 07%, and student participation in learning as much as 32,39 and on the other hand, it is attained the percentage of the means of student activity observation result in cycle I as much as 40,15%. It means that it is appropriate with the qualification of student activity observation score percentage result in mathematics learning in this phase still be in sufficient criteria. It is also confirmed that the percentage of daily examination score achievement as much as 32% which illustrates the achievement of 7 out of 22 students.

In cycle II after solving the lacks in cycle I, mathematics learning process was done by using learning method, namely, the action through cooperative learning model Two Stay Two Stray type. The students activity in mathematics learning has improved, however not all student show the improvement. It can be seen from the percentage of each students activity indicator/aspect they are the student enthusiasm in learning as much as 80,68%, student interaction with teacher 69,89%, interaction among students as much as 67,61%, group cooperation as much as 69,89%, student activity in group as much as 67,05%, and student participation in learning as much as 63, 07%. In addition the mean percentage of student activity observation result is attained in cycle II as much as 69, 70%. It means that it is appropriate with the qualification of student activity score percentage in mathematics learning in cycle II included in good criteria. It is also illustrated in the daily examination test score percentage as much as 68% that is shown the achievement of 15 out of 22 students

In cycle III after solving many lacks in cycle II, mathematics learning process was done by using the same learning method that is the action through cooperative learning model Two Stay Two Stray type. The student activity in mathematics learning has been improving; however, not all students show the improvement. It can be seen from the percentage of each students activity indicator/aspect they are the student enthusiasm in learning as much as 84,09%, student interaction with teacher 80,11%, interaction among students as much as 79,55%, group cooperation as much as 80,68%, student activity in group as much as 72,16%, and student participation in learning as much as 67, 05%. In addition the mean percentage of student activity observation result is attained in cycle III as much as 77,27%. It means that it is appropriate with the qualification of student activity score percentage in mathematics learning in cycle II included in good criteria. It is also illustrated in the daily examination test score percentage as much as 77% that is shown the achievement of 17 out of 22 students in class XA SMK Muhammadiyah 1 Kalasan.

The mean percentage of student activity observation research result shows that there is an improvement in each cycle, in cycle I as much as 40,15%, cycle II as much as 69,70%, and cycle III as much as 77,27%. The research was brought to an end in cycle III since in this cycle the percentage has achieved is more than or equal to 61%, it means that student activity in learning has accomplished in good criteria. It is also carried by the improvement of daily examination score achievement percentage which is done at the end of each cycle, in cycle I the achievement percentage as much as 32%, cycle II 68% and cycle III 77%. The result of interview in cycle II shows that there is some mixed up feeling among students. It is demonstrated by the result of interview with observer who concludes students still unfamiliar with new learning activity cooperative model type Two Stay Two Stray. Cycle I the observer concludes that some students have worked well when moving it, however the movement still not shows the significant impact because some of them still cannot make new group discussion atmosphere. Cycle III group work are more guided and all assignments that are given can go well, although there are student who Stay are still play on their own. The results are consistent with the results of research conducted by Purwanti, she said *"The result from this research has showed that after cooperative type TSTS method being used since the 4th syclus there's significant raising compare before cooperative type TSTS method being used"*. Model pembelajaran kooperatif tipe *Two Stay Two Stray*" the cooperative learning model Two Stay Two Stray Influence on the learning process in each cycle.

As a whole, it can be concluded that mathematics learning through cooperative learning model type Two Stay Two Stray can be used as the effort to improve student activity in mathematics learning in linear program material student class XA SMK Muhammadiyah 1 Kalasan Sleman Region.

Conclusion

The result shows that cooperative learning model type two stay two stray can improve student class XA SMK Muhammadiyah 1 Kalasan learning activity. It is proved by the result of student mathematics learning activities observation and the mean of score test which makes improvement in each cycle. In the first cycle, the percentage of students mathematics learning activity by 40,15%, the second cycle of the average percentage of the observastion of student activity increased by 69,70% and the third cycle of the average percentage of the observastion of student activity increased by 77,27%. It is also encouraged by the improvement of daily examination score achievement percentage in each cycle. In cycle I the achievement percentage is as much as 32%, cycle II the achievement percentage is as much as 68%, cycle III the achievement percentage is as much as 77%. In interview result, it is attained; generally, students are interest and pleased in learning mathematics by using cooperative learning model type two stay two stray.

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DEVELOPING CURIOSITY THROUGH LINGUISTIC INTELLIGENCE-BASED LEARNING TO IMPROVE STUDENTS' CRITICAL THINKING AND CREATIVITY

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Abstract

This study aims to develop and find out effective learning model based on linguistic intelligence curiosity to improve students' critical thinking and creativity. This research is grounded based on by the needs of students in Indonesia Subject which is mostly intended on the use of language function and practice to support academic activities especially productive skill such as speaking and writing. This study was started by conducting preliminary research in the form of analytical studies in one of senior high school with 150 students as the participant. After that the hypothetical model were tested toward the students majoring from Social Science (IPS) at SMAN 5. Having obtained a revised model that is considered adequate, and the revised model was tested second time on a comprehensive test at the Department of Natural Sciences (IPA) SMAN 5. Second testing stage was meant to test the effectiveness of the model of the dependent variable are set, the critical thinking skills of students in the creative-writing products in the form of short stories. Some aspects of Creative and Critical thinking skills (KBKK) which are observed in KBKK are : a) the content aspect, b) organizational aspects, c) language aspect, d) aspects of the title, and e) aspects of the power of imagination. The result showed the learning model can improve creative and critical thinking skills of the students in form of short stories. In addition, MPK-KL automatically can also promote the literacy skills of the students, especially the ability to write short stories.

Keywords: Curiosity Learning Model, Linguistic, KBKK

Introduction

Basically a lot of ways that can be used by teachers to facilitate students cope with learning problems. Changes in teaching practice which shift from teacher-center to learner-centered certainly impact teachers' way in conducting learning. Students-Centered model makes teachers' role to be facilitators and organizers of good learning. Students must be active in their learning and the teacher directs learning process in order students achieve the expected learning goals.

Based on these descriptions, indirectly, students should maintain their curiosity and students must be able to gather information related to the content being delivered. Edelman (1997) suggested that curiosity is a necessity, thirst or desire for knowledge. Curiosity (curiosity) is an acquisition of knowledge. It is supported by Sumrongthong (Culalongkorn University, 2013) who said that the strategy of curiosity is a great mind who always wants to learn more about something or urge to investigate the (inquiry), research (investigation), or search for knowledge.

In addition, in order to encourage students' curiosity towards short story, students must have a good linguistic intelligence so that students are able to produce a series of sentences which are appropriate, and impressive created story. According to Nurdin and

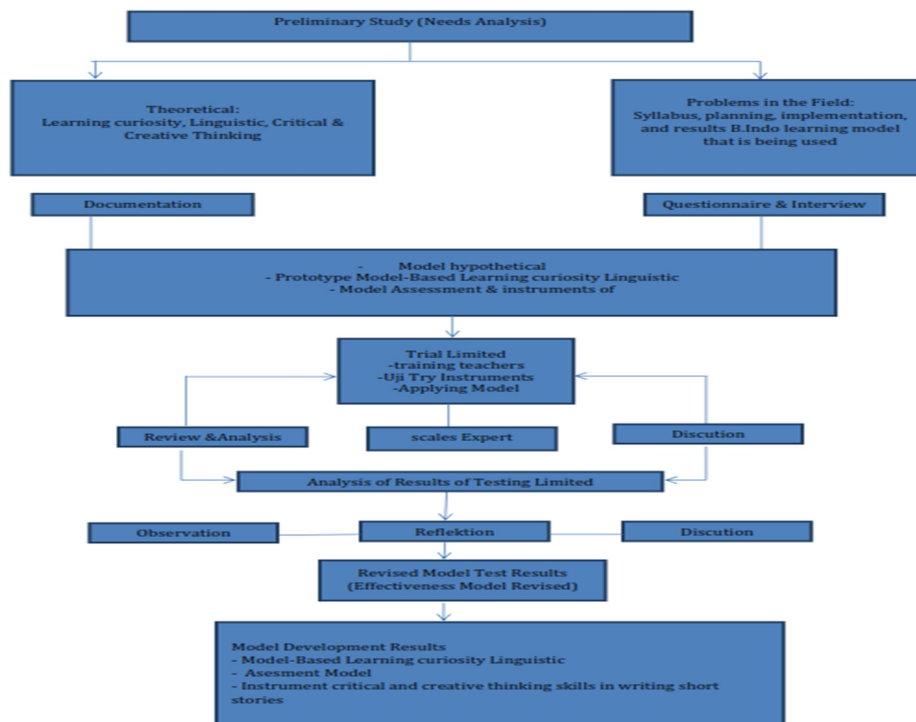
Yaumi (2013, hlm.45) Linguistic intelligence is the ability to use both of oral and written language precisely and accurately. The accuracy and concordance in this sense can be understood to mean that the students are able to determine the precise diction when writing short stories so that it gives a pleasant impression to reader. Students who have a good linguistic intelligence will understand that words not only meant to express meaning explicitly or implicitly, but also making shape and sound. Different chosen words are able to give different image and emotion on reader's mind.

Everyone is naturally born with various linguistic capabilities which distinguish their linguistic intelligence. The statement was in line with the statement expressed by Kirschenbaum (Jasmine 2007, hlm.17) ... absolutely it is clear that some people linguistically perform better than others. Logically the statement is truth since the language is much closed to human life. Human have been using the language for interaction with other people since they are born. Technology development will certainly affect the linguistic intelligence which is owned by someone. Besides, it is also influenced by people education.

Therefore, curiosity-based learning which focuses on students 'curiosity towards things they have learned it, be more functional if combined with the students because of linguistic intelligence, linguistic intelligence is able to improve students' ability to create a series of precise word that giving a distinct impression on the short story h. In addition, a curiosity model based on linguistic intelligence can enhance students' skills in critical thinking-creative.

Method

This study used 4D model developed by Thiagarajan et al (1974) which is then adapted to the conditions in the field. The stages of 4D model development including define (definition), design (design), develop (development) and disseminate (dissemination). 4D model development will only be carried out by the researcher to develop phase (development). These stages can be illustrated by the following chart.



The first step is definition (define), it aims to define the basic problems, requirements and information problems that arise in the study as the basis for the development to be carried out. At this stage there are five steps that must be done: 1) Conducting a descriptive study 2) Conducting Studies Reader 3) Drafting validated by experts 4) Piloting hypothetical model in class limited 5) Modeling revision tested on a wide class.

The second stage is planning (design), this phase purposed to design the prototype stage development products that will be produced. The steps in this phase are 1) the determination criterion reference test (constructing criterion-referenced test) preparation of criteria and reference test is based on indicators of learning that has been set, 2) the selection of media (media selection) steps in media selection is done fixing media proper development and in accordance with the problems that arise in learning to write short stories in SMAN 5 Sukabumi, student characteristics and learning situation in schools, 3) the election format put following the media , 4) preliminary draft (initial design) this step is designed basic concepts presented in the learning device later developed as needed.

The third stage is the development (develop), this phase aims to further modify learning device that has been developed into a learning device that is ready to use. Ready-made product development are tested through validation test. some Stages that need to be done are expert appraisal and developmental testing). Assessment by experts is conducted by three expert validator who are validator of learning device (Dr. Dadang S Anshori, M Ed), validator of matter experts (Dr. Vismaia Damayanthi, M.Pd.) and field practitioners validator (Fathrah Hasanah, M.Pd.).

After finishing product development, the next stage of product trials. At this stage there are three tests that are test the feasibility of the validator, practicality test by students and the effectiveness of the test by researchers to determine the increasing motivation and student learning outcomes after using products that have been developed. Product trials conducted to obtain data to be used for repairs or revisions so that the resulting product development with high feasibility and effectiveness. Product testing conducted through the following steps: 1) the design of the trial, the product of the syllabus, lesson plans, teaching materials and assessment instruments were developed to test the feasibility, effectiveness and practicality, 2) the subject of the trial, in the research and development of models of learning to write this short story consists of subjects limited field trial that class X-IPS 1 SMA Negeri 5 Sukabumi total of 32 students, 3) the type of data, the type of data in this study a quantitative and qualitative data in the form of score assessment questionnaire and responses or advice given by questionnaire, 4) data collection instruments used to obtain research data was a questionnaire validation by the validator (professors and teachers), learning by observation sheet keterlaksanaan observer and a questionnaire to test the practicality of teaching materials after use by students, motivation questionnaire.

The next stage after testing is the analysis of data have been obtained from the research that has been done. Data analysis techniques to be obtained from the results of the validation, learning outcomes and enforceability of curiosity-based learning model in linguistic intelligence. Research and development data are the result of an assessment by the validation team who provide assessment and feedback / suggestions in the questionnaire provided validation of this research are used to determine the feasibility of a learning model that has been developed.

Results

Feasibility Test

The developed Product is then tested. There are three phases, namely the feasibility test, test the practicality and effectiveness of the test. Feasibility test carried out by the validator. Test practicality known by students of a questionnaire distributed to students after using teaching materials that have been developed. Test effectiveness known from increased motivation and student learning outcomes after using learning tools that have been developed. Qualifications obtained from the feasibility test by validator is a syllabus (Table

1.1), RPP (Table 1.2) and instrument ratings (Table 1.3) are very well qualified and well qualified for teaching materials (Table 1.4).

Table 1 Data Validation Results Syllabus

Components Syllabus	Validator 1	Validator 2	Average	Qualification
Completeness of components syllabus	3,9	3,7	3,8	Excellent
Indicator	3,5	3,7	3,6	Excellent
Learning materials	4	4	4	Excellent
Learning activities	3,8	3,5	3,6	Excellent
Assessment of learning outcomes	3,7	3,7	3,7	Excellent
Allocation of time	4	3	3,5	Excellent
Learning resources	4	4	4	Excellent
Result	26,9	25,6	26,2	Result
Average value of the syllabus	3,8	3,7	3,7	Excellent

Table 1.2 Data Validation Results RPP

Component RPP	Validator 1	Validator 2	Average	Qualification
Completeness of components syllabus	3,9	4	3,9	Excellent
Indicator	3,8	3,5	3,7	Excellent
Learning objectives	3,7	3,7	3,7	Excellent
Learning materials	4	4	4	Excellent
Method of Learning	3	3,7	3,3	Excellent
Learning activities	3,6	3,7	3,7	Excellent
Assessment of learning outcomes	4	4	4	Excellent
Allocation of time	3	3	3	Excellent
Learning resources	4	4	4	Excellent
Result	33	33,6	33,3	Result
Average value of the RPP	3,7	3,7	3,7	Excellent

Tabel 1.3 Data From Instrument Validity

Criteria	Validator 1	Validator 2	Average	Qualification
Assessment rubric component	3,3	4	3,7	Excellent
Total	3,3	4	3,7	
Mean	3,3	4	3,7	Excellent

Tabel 1.4 Data From Teaching Material Validity In Regulation System

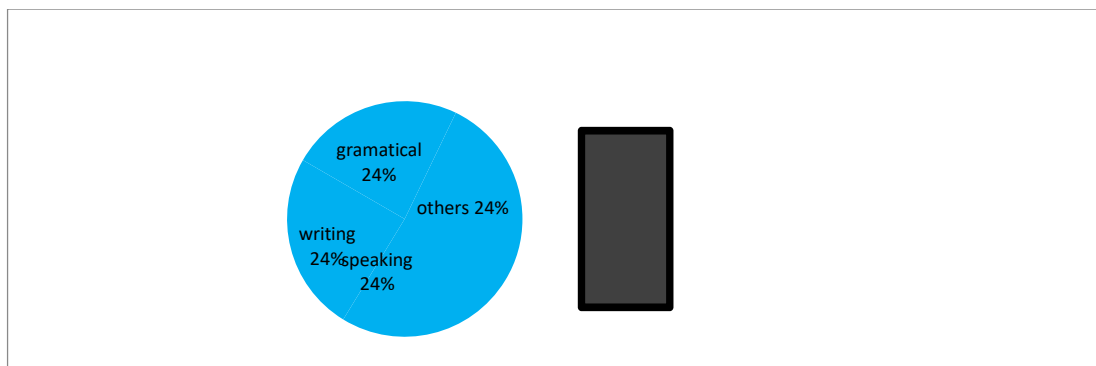
Criteria	Validator 1	Validator 2	Average	Qualification
Concept	4	3,3	3,7	Excellent
Reliability & Validity	3	3	3	Good
Delivering material performance	3,7	2,9	3,3	Good
Total	10,7	9,2	10	
Mean, Validity, Material	3,7	3,1	3,3	Good

Tabel 1.5 Data From Questionnaire Score Of Practicality Test

Criteria	Average	Qualification
Teaching material quality	3,3	Excellent
Material content	Rning s	Good
Learning support	2,9	Good
<i>Website for downloadings</i>	3,1	Good
Total	12,3	
Mean	3,1	Good

Findings and Discussions

First: 97.88% (138 respondents) said Mapel Indonesian necessary and essential for students. Competencies aspect they need are as follows.



Second: KBKK students are reflected in the article written by them before the treated MPK-KL is quite to the average of 29.35. Sementara after being treated MPK-KL (cycle 2) is quite good with a mean 44.2. meanwhile after being treated MPK-KL (cycle 3) classified very well with the average of 54.93.

Third: Seriousness of students in participating MPK-KL is fair and responsive.

Fourth: MPK-KL proven effective in increasing student KBKK-short stories, both in limited testing done through a class action trial in three cycles, as well as extensive testing conducted through quasi experiment with pretest-posttest design in a class.

The results of t-test, the mean and mean action 1 action 2 obtained t count = 5.174 > t table 2,072 at a significance level of 0.95 with degrees of freedom 22. The t-test results, the mean of measures 2 to 3 measures obtained t count = 10 649 > t table 2072 at a significance level of 0.95 with a degree of freedom 22. Thus, the difference was significant. This means that MPK-KL proven effective in increasing student KBKK-stories.

Fifth: Measuring instruments used to measure KBKK remedy the language products automatically and also can be used to assess students' ability to write short stories.

Conclusion

Findings and discussions showed several points regarding the development learning model curiosity intelligence-based linguistic including: 1) the results of validation of the product by the validator indicates that the learning model curiosity intelligence-based linguistic that can be developed has been eligible to be tested, 2) learning model development curiosity intelligence-based linguistics can improve creative and critical thinking skills of a tenth class in SMA Negeri 5 Sukabumi, 3) the development of intelligence-based learning model curiosity linguistic can improve the ability to write short stories either in term of cognitive, affective and psychomotor of tenth class in SMA Negeri 5 Sukabumi.

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PEMBELAJARAN KEWIRAUSAHAAN DI PESANTREN WIRUSAHA AGROBISNIS ABDURRAHMAN BIN AUF KLATEN

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Abstract

The purpose of this study is to analyze the entrepreneurial learning at the Agribusiness Entrepreneurship Boarding school (Abdurrahman bin Auf Klaten), such as the curriculum which is implemented, the teachers, the learners and the learning process. The research was conducted at Agribusiness Entrepreneurship Boarding school Abdurrahman bin Auf Klaten. The researcher used exploratif qualitative in this research. In data collection method, the researcher applied purposive sampling and snowball sampling. The data of this study came from interviews, observations, and document analysis. Then, the results of collecting data or information were analyzed by using interactive techniques. The Entrepreneurial Learning at the Agribusiness Entrepreneurship Boarding school (Abdurrahman bin Auf Klaten) went well. It was characterized by some factors, such as (1) the learning curriculum which was developed and maintained by the management division of Perwira AbA considered the potential, the characteristics and the needs of learners; (2) the teachers of Perwira AbA were selected from various disciplines and mastered the teaching skill; (3) the students of Perwira AbA were productive youths who desired to be an entrepreneur; (4) the learning process was held by applying some various learning methods and models based on the learning materials

Keywords: Entrepreneurship, Learning Entrepreneurship, Entrepreneurial Boarding School, Abdurrahman bin Auf

Pendahuluan

Pengangguran di Indonesia berada pada kondisi yang sangat memprihatinkan, Badan Pusat Statistik Nasional menyatakan tingkat pengangguran terbuka per Februari 2016 mencapai angka 5,5%% dari jumlah angkatan kerja sebesar 127,7juta jiwa Angkatan kerja lulusan sarjana yang menganggur sebanyak 6,22 %, Lulusan Diploma berada pada 7,22 %, SMK 9,84%, SMA 6,95 %, SMP 5,74%, dan SD sebesar 3,44% (www.bps.go.id), ini mengindikasikan para angkatan kerja lebih memilih mencari pekerjaan dibanding menjadi seorang wirausaha.

Proporsi wirausaha Indonesia diperkirakan baru sekitar 1,5% dari total populasi, angka ini sangat jauh tertinggal dibanding Negara-negara lain, Singapura memiliki 7%, Malaysia 5 %, Thailand 4,5%, vietnam 3,3% populasipenduduknya.(www.suara.com) Padahal Pemerintah telah mengeluarkan Instruksi Presiden Nomor 4 Tahun 1995 tentang Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan. Instruksi ini mengamanatkan kepada seluruh masyarakat dan bangsa Indonesia untuk mengembangkan program-program kewirausahaan, karena budaya wirausaha merupakan kunci untuk menurunkan angka pengangguran, menumbuhkan ekonomi kerakyatan, dan mendukung pengentasan kemiskinan.

Wirausaha merupakan salah satu pilar ekonomi negara, lembaga pendidikan formal hendaknya mampu mendorong peserta didiknya menjadi seorang wirausaha. Lembaga pengajaran, guru sekolah selama ini terbatas hanya memberi pengetahuan kewirausahaan yang bersifat kognitif. Pendidikan kewirausahaan di sekolah selama ini baru menyentuh

pada tingkatan pengenalan norma atau nilai-nilai, namun belum berada pada tingkatan internalisasi dan tindakan nyata dalam kehidupan sehari-hari. padahal kewirausahaan merupakan ilmu yang mempelajari tentang nilai, kemampuan dan perilaku seseorang dalam menghadapi tantangan hidupnya, kewirausahaan tidak cukup diberikan dalam pembelajaran kelas namun juga memerlukan penanaman sikap mental wirausaha dan pelatihan keterampilan. Untuk dapat meningkatkan proporsi wirausaha di Indonesia maka dibutuhkan alternatif baru pembelajaran kewirausahaan yang berorientasi pada pembentukan karakter dan perilaku wirausaha.

Pesantren Wirausaha Agrobisnis Abdurrahman bin Auf (Perwira AbA) adalah pesantren yang bukan hanya memosisikan diri sebagai lembaga pendidikan keagamaan namun juga sebagai lembaga pencetak sumberdaya handal dan lembaga yang melakukan pemberdayaan masyarakat yang mengajarkan keagamaan dan bekal keterampilan kepada santrinya agar ketika lulus mereka bisa menjadi seorang wirausaha.

Pembelajaran kewirausahaan di Pesantren Wirausaha Agrobisnis Abdurrahman Bin Auf tidak hanya menekankan kepada aspek kognitif namun lebih menekankan pada penguatan mental dan pemberian keterampilan sebagai pendukung terbentuknya wirausaha baru. Adanya alternatif pembelajaran kewirausahaan ini diharapkan mampu mengurangi jumlah pengangguran dan menjadi inspirasi berbagai lembaga pendidikan untuk menumbuhkan jiwa wirausaha peserta didik

Berdasar latar belakang yang ada tujuan penelitian ini adalah untuk mengetahui pembelajaran kewirausahaan yang dilakukan di Pesantren Wirausaha Agrobisnis Abdurrahman Bin Auf.

Kajian Literatur

Kegiatan pembelajaran yang diselenggarakan oleh guru selalu bermula dan bermuara pada komponen-komponen pembelajaran yang tersurat dalam kurikulum. Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I tentang Ketentuan Umum pasal 1 ayat 19 menyebutkan bahwa, "Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu" Kurikulum memiliki posisi yang sangat strategis dalam sistem pendidikan karena kurikulum merupakan pedoman, pengarah dan pengendali jalannya praktik pendidikan dan pembelajaran

Pembelajaran menurut Undang-Undang Nomor 20 tahun 2003 adalah "Proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar". Menurut Sagala (2006:61) "Pembelajaran merupakan proses komunikasi 2 arah, mengajar yang dilakukan oleh pihak guru sebagai pendidik sedangkan belajar dilakukan oleh peserta didik atau murid

Pembelajaran adalah proses interaksi peserta didik, pendidik dan sumber belajar yang bertujuan untuk mendukung proses belajar siswa. Agar pembelajaran berlangsung secara efektif efisien dan profesional pendidik dituntut untuk menguasai berbagai keterampilan mengajar serta model-model pembelajaran. Keterampilan mengajar berhubungan dengan beberapa kemampuan yang bersifat mendasar yang harus dimiliki dan diaktualisasikan setiap pendidik dalam melaksanakan tugas mengajarnya. Model pembelajaran menurut Udin Winataputra yang dikutip Sugiyanto (2007: 3)

"Model pembelajaran adalah kerangka konseptual yang melukiskan prosedur yang sistematis dalam mengorganisasikan pengalaman belajar untuk mencapai tujuan belajar tertentu, dan berfungsi sebagai pedoman bagi para perancang pembelajaran dan para pengajar dalam merencanakan dan melaksanakan aktivitas pembelajaran"

Model pembelajaran atau strategi pembelajaran yang dikembangkan para ahli dalam upaya mengoptimalkan hasil belajar siswa diantaranya adalah model pembelajaran kontekstual, model pembelajaran kooperatif, model pembelajaran quantum, model pembelajaran terpadu dan model pembelajaran berbasis masalah (Sugiyanto, 2010: 3)

Model Pembelajaran Kontekstual/ *Contextual Teaching Learning* adalah pembelajaran yang menekankan pada kebermaknaan. Pembelajaran tidak sebatas mengetahui fakta-fakta namun juga mampu memberi makna kepada siswa mengenai materi akademik yang diperolehnya. Makna dari pembelajaran akan bisa dimiliki apabila siswa mampu mengkonstruksi sendiri materi akademik dan mampu mengaitkan informasi baru dengan pengetahuan dan pengalaman yang telah mereka miliki sebelumnya.

Model Pembelajaran Kooperatif / *Cooperative Learning* merujuk pada metode pengajaran siswa bekerja dalam kelompok kecil untuk membantu satu sama lain dalam mempelajari materi pelajaran. Model Pembelajaran Quantum/ *Quantum Teaching* adalah perubahan bermacam-macam interaksi yang ada didalam dan di sekitar momen belajar” (De Potter, 2008: 5). *Quantum teaching* bersandar pada konsep bawalah dunia mereka (pebelajar) ke dunia kita (pengajar), dan antarkan dunia kita (pengajar) ke dunia mereka (pebelajar) maksudnya mengingatkan pengajar pada pentingnya memasuki dunia siswa, guru harus mampu untuk menjembatani jurang antara dunia guru dengan dunia siswa, hal ini akan memudahkan guru untuk membangun jalinan, menyelesaikan bahan pelajaran lebih cepat, membuat hasil belajar lebih melekat dan memastikan terjadinya pengalihan pengetahuan sedangkan Model Pembelajaran Terpadu/ *Integrated Learning* merupakan sebuah pendekatan pembelajaran yang dengan sengaja mengkaitkan beberapa aspek baik dalam intra maupun antar mata pelajaran. Model Pembelajaran Berbasis Masalah/ *Problem Based Learning* adalah pembelajaran yang menjadikan masalah sebagai dasar bagi siswa untuk belajar. Sanjaya (2010: 214) menyatakan “Pembelajaran berbasis masalah diartikan sebagai aktivitas pembelajaran yang menekankan kepada proses penyelesaian masalah yang dihadapi secara ilmiah” Masalah dalam pembelajaran berbasis masalah adalah gap antara situasi nyata dan kondisi yang diharapkan. Materi pembelajaran dalam PBL tidak terbatas pada materi pelajaran yang bersumber dari buku saja namun juga dapat bersumber dari peristiwa-peristiwa tertentu yang sesuai dengan kurikulum yang berlaku

Pemilihan model atau strategi pembelajaran mempunyai andil yang sangat besar dalam keberhasilan pembelajaran. Penggunaan model pembelajaran dengan mempertimbangkan tujuan pembelajaran yang ingin dicapai, sifat bahan/ materi ajar, kondisi siswa dan sarana prasarana pendukung. Pembelajaran Kewirausahaan adalah proses interaksi peserta didik, pendidik dan sumber belajar yang bertujuan untuk mencapai kemampuan menciptakan kegiatan usaha secara kreatif dan inovatif. Menurut Eman Suherman (Sondari, *Pustaka.unpad.ac.id*.) “Pembelajaran kewirausahaan diawali dengan persiapan serta pengadaan materi pembelajaran teori, praktek dan implementasi”. Setelah persiapan dan pengadaan materi pembelajaran selesai, maka dilaksanakan proses pembelajaran kewirausahaan dengan tujuan utama mengisi ranah *kognitif*, *afektif* dan *psikomotorik* peserta didik. Selanjutnya, disediakan juga wahana konsultasi terutama untuk hal-hal pragmatis. Pembelajaran kewirausahaan belum lengkap tanpa bukti nyata dunia usaha, Oleh karena itu perlu ditambahkan satu faktor pendorong yaitu *role model*. *Role model* memiliki pengaruh yang sangat kuat untuk mendorong peserta didik untuk kemudian menjadi wirausaha. Pendidik mengundang wirausahawan sukses untuk memberikan pencerahan kepada peserta didik mengenai dunia usaha yang sebenarnya.

Pesantren merupakan suatu lembaga pendidikan yang bersifat egaliter terbuka dengan hal baru terbukti dengan kemampuan pesantren mengikuti perubahan zaman namun tetap tidak menghilangkan identitas keislaman. Pesantren adalah tempat belajar ilmu agama islam secara sistematis dengan menerapkan ketinggian akhlak sebagai pondasinya dan memberikan pelajaran umum yang tidak tertinggal dengan sekolah biasa. Pesantren selain sebagai lembaga bimbingan keagamaan pesantren juga merupakan lembaga keilmuan, pelatihan, pengembangan masyarakat.

Metode Penelitian

Penelitian dilakukan di Pesantren Wirausaha Agrobisnis Abdurrahman bin Auf (Perwira AbA) beralamat di dusun Tlagu Wetan, desa Bulan, kecamatan Wonosari Kabupaten Klaten Jawa Tengah. No telp (0271) 7060430. Metode penelitian yang digunakan dalam penelitian ini adalah eksploratif kualitatif. Penelitian eksploratif berfungsi sebagai sumber untuk mengembangkan ide-ide yang kemudian ditelaah lebih lanjut. Penelitian eksploratif bertujuan untuk mendiagnosis suatu situasi, penyaringan alternatif dan menemukan ide-ide baru.

Data dari penelitian ini berasal dari hasil wawancara, observasi, dan analisis dokumen. Pengambilan sampel dalam penelitian ini menggunakan teknik *purposive sampling* dan *snowball sampling*. *Purposive sampling* karena peneliti hanya memilih informan didasarkan atas berbagai pertimbangan tertentu. Informan dipilih berdasarkan posisi dengan akses tertentu yang dianggap mengetahui permasalahan secara mendalam dan dapat dipercaya untuk menjadi sumber data.

Selain itu penelitian ini juga menggunakan *snowball sampling* yaitu peneliti pertamanya mencari informan kunci yang akan menunjukkan kepada informan lain bergulir semakin besar agar diperoleh data sesuai dengan kebutuhan penelitian. Observasi dalam penelitian ini dilakukan dengan observasi partisipan. Peneliti mengamati dan menggali informasi dari kondisi lingkungan penelitian menurut kondisi yang sebenarnya. Peneliti datang ditempat kegiatan dengan terlibat dalam kegiatan

Bentuk wawancara yang dilakukan dalam penelitian ini adalah wawancara semiterstruktur. Wawancara semiterstruktur memungkinkan memperoleh informasi yang lebih mendalam karena lebih fleksibel, memungkinkan pertanyaan diluar perdoman yang ada. Wawancara pada penelitian ini dilakukan kepada direktur pesantren diteruskan pada pihak lain yang ditunjuk sesuai dengan kebutuhan penelitian.

Analisis dokumen dalam penelitian ini akan dilakukan terhadap kurikulum pembelajaran, program pembelajaran, jadwal pembelajaran, dan segala dokumen yang diperlukan untuk penelitian. Penelitian ini menggunakan model analisis interaktif, yaitu pada waktu pengumpulan data, peneliti selalu membuat reduksi data dan sajian data, hal ini dilakukan sampai selesai aktivitas pengumpulan data. Setelah itu dilakukan simpulan dan verifikasi berdasar reduksi dan sajian data

Hasil Penelitian

Pesantren merupakan lembaga pendidikan islam yang pada perkembangannya menjadi lembaga pelatihan dan pemberdayaan masyarakat. Pendidikan pesantren bukan hanya transfer ilmu pengetahuan melainkan mencakup pembinaan norma dan nilai pada diri santri di lingkungan pondok pesantren. Pesantren Wirausaha Agrobisnis Abdurrahman bin Auf (Perwira AbA) beralamat di dusun Tlagu Wetan, desa Bulan, kecamatan Wonosari Kabupaten Klaten Jawa Tengah. No telp (0271) 7060430, dengan situs www.pesantrenwirausaha-aba.net. Pesantren ini berdiri pada 4 Februari 2000 dengan akta pendirian No 02 Notaris Titik Kusumawati S.H. Fasilitas pembelajaran yang dimiliki Perwira AbA meliputi mushola, asrama, ruang kelas, perpustakaan, laboratorium keterampilan. Laboratorium keterampilan antara lain laboratorium komputer, laboratorium peternakan, laboratorium terapi kesehatan, laboratorium pertanian berupa *nursery* dalam hal ini bekerja sama dengan pihak lain serta adanya sarana olah raga

Tujuan pendirian Perwira AbA selain memberikan pembelajaran agama yang merupakan ciri khas pesantren juga memberikan pendidikan kewirausahaan sebagai pendukung peningkatan ekonomi umat. Perwira AbA merupakan lembaga yang bersifat sosial yang memiliki sasaran santri dari keluarga kurang beruntung, sehingga dalam pembelajarannya santri tidak hanya dibekali pendidikan agama namun juga kewirausahaan agar ketika lulus mereka dapat memperbaiki kehidupan ekonominya.

Perwira AbA mempunyai visi “menjadi lembaga pendidikan dengan kemampuan mewujudkan jaringan bisnis yang kuat dengan ditopang para pengusaha yang profesional mandiri dan berkepribadian islam”. Serta memiliki misi “melahirkan wirausahawan yang profesional, mandiri dan berkepribadian islam serta mampu menjalin jaringan bisnis yang kokoh”

Perwira AbA sebagai lembaga pendidikan diharapkan mampu untuk meluluskan santri yang tidak hanya memiliki kepribadian islami namun juga menjadi wirausahawan yang profesional mandiri, untuk itu Pembelajaran di Perwira AbA dijalankan dengan Kurikulum mandiri yang disusun oleh pengelola pesantren dan pengajar yang ada, Penyusunan kurikulum pendidikan nonformal secara mandiri relevan dengan Peraturan Menteri pendidikan nasional Republik Indonesia Nomor 49 tahun 2007 yang menyatakan “Pada pendidikan nonformal pengelola satuan pendidikan nonformal bertanggung jawab atas tersusunnya kurikulum dan/atau rencana pembelajaran” Penyusunan kurikulum dilakukan oleh para pengelola pesantren dengan memperhatikan kualifikasi dan kompetensi sesuai dengan tujuan pembelajaran pesantren.

Kepribadian islam dibentuk dengan berbagai mata kuliah pengetahuan dan penanaman nilai-nilai islami, sikap profesional ditunjang dengan pemberian mata kuliah keterampilan dalam hal ini keterampilan peternakan, akupresure, nursery dan komputer, sikap kemandirian ditanamkan dengan pemberian mata kuliah kewirausahaan dan pendukukungnya

Kurikulum di Perwira AbA dilaksanakan secara fleksibel menyesuaikan potensi, karakteristik, perkembangan dan kondisi santri dalam usaha menguasai kompetensi yang diajarkan. Penyusunan kurikulum secara mandiri memberikan keleluasaan kepada lembaga pendidikan untuk dapat menyesuaikan kurikulum dengan kebutuhan pembelajaran, visi misi dan kondisi riil peserta didik.

Penunjang kegiatan pendidikan di perwira AbA adalah para pengajar yang bertugas untuk membimbing, mendidik dan melatih peserta didik agar dapat mencapai tujuan pendidikan. Pengajar berperan besar sebagai salah satu pembentuk karakter peserta didik disamping tugasnya mentransfer ilmu pengetahuan. Para pengajar di Perwira AbA pada awal pendirian berasal dari berbagai disiplin ilmu sesuai pelajaran yang ada yaitu berbasis pertanian, namun seiring berjalannya waktu pembelajaran tidak hanya pada lahan agro namun berkembang dengan adanya keterampilan lain, para pengajar tidak berasal dari lingkungan pendidikan formal yang sesuai namun memiliki keahlian di bidang tersebut. Sumber daya manusia yang ada di lingkungan Perwira AbA berdasarkan dokumentasi berasal dari berbagai disiplin ilmu dan memiliki keahlian tertentu sesuai kebutuhan di Perwira AbA. Para pengajar pada umumnya menguasai keterampilan dasar mengajar.

Pendidikan merupakan hak setiap warga negara “Setiap warga Negara berhak mendapat pengajaran” (UUD 1945 pasal 30 ayat 1) demikian pula dengan warga negara yang kurang mampu secara ekonomi. Perwira AbA merupakan lembaga pendidikan yang memiliki kepedulian terhadap kalangan kurang mampu secara ekonomi, santri Perwira AbA adalah para pemuda berusia produktif yang berasal dari kalangan kurang mampu dan memiliki keinginan untuk menjadi seorang wirausaha.

Sebelum santri resmi masuk di Perwira AbA terdapat 3 tahap seleksi yang harus dilalui yaitu seleksi administrasi, matrikulasi serta tes kesehatan. Seleksi dilakukan untuk memperoleh santri yang berkualitas dan memenuhi kriteria yang ditetapkan Perwira AbA. Calon santri pada awal masuk santri telah memiliki berbagai alasan, sebagian besar calon santri sudah berkeinginan menjadi seorang wirausaha namun adapula yang penasaran karena pesantren gratis sehingga ingin mengetahui lebih lanjut mengenai pesantren dan terdapat santri yang menyatakan keinginan untuk memperoleh pengalaman baru. Santri pada awal masuk Perwira AbA memiliki motivasi yang berbeda namun dengan pendidikan yang dilakukan setiap santri lulus dengan memiliki keterampilan yang dapat dijadikan menjadi bekal kemandirian berwirausaha.

Pendidikan kemandirian di Perwira AbA dilakukan dengan pemberian Pembelajaran kewirausahaan. Pembelajaran kewirausahaan bertujuan untuk memberikan bekal kepada santri agar dapat memperbaiki kualitas kehidupan ketika mereka telah lulus dari Perwira AbA. Kegiatan pembelajaran kewirausahaan lebih sering menggunakan metode diskusi, diskusi digunakan untuk merangsang santri memahami, menggali dan menemukan jawaban-jawaban mengenai permasalahan yang ada, dengan diskusi memungkinkan santri mengkonstruksi sendiri makna materi yang diajarkan. Pembelajaran tidak sebatas mengetahui fakta-fakta namun santri juga mampu memberi makna pada materi yang diajarkan. Metode diskusi pada model pembelajaran *contextual teaching learning* mampu meningkatkan kemampuan santri dalam memahami dan mengkonstruksi pelajaran yang diberikan. Penggunaan metode diskusi juga akan mengasah keberanian santri untuk mengemukakan pendapat, berbicara didepan umum serta menghargai perbedaan pendapat. Penggunaan metode diskusi memungkinkan santri memiliki perspektif baru dalam menghadapi permasalahan. Pembelajaran di Perwira AbA juga memberikan sesi tanya jawab hal ini memungkinkan santri untuk memperdalam ilmu yang dimiliki ataupun menanyakan hal-hal yang belum difahami, tanya jawab tidak hanya dilayani ketika siswa berada di dalam kelas namun juga bisa dilakukan diluar kelas. Pembelajaran Kewirausahaan menekankan kepada kemampuan santri dalam praktik wirausaha. Pembelajaran yang diberikan tidak menekankan kefahaman santri terhadap teori kewirausahaan. Pembelajaran kewirausahaan lebih pada materi-materi praktis yang akan dibutuhkan ketika merintis usaha.

Pada pembelajaran keterampilan model pembelajaran yang digunakan adalah *problem based learning*. Pembelajaran berbasis masalah diartikan sebagai aktifitas pembelajaran yang menekankan kepada proses penyelesaian masalah yang dihadapi. Pada proses pembelajarannya pengajar memberikan masalah yang harus bisa diatasi oleh santri, Cara ini bertujuan agar santri memiliki pengalaman sebagaimana nanti mereka akan menghadapi kehidupan profesionalnya. Pembelajaran akan lebih efektif ketika santri memiliki pengalaman dalam menyelesaikan masalah sebagaimana ketika mereka terjun pada kehidupan profesionalnya. Dalam pembelajaran berbasis masalah santri dapat mengkonstruksi pemahamannya sendiri melalui interaksinya dengan kondisi nyata dilapangan yang *disetting* oleh pengajar sebagai fasilitator pembelajaran.

Pembelajaran keterampilan yang dilakukan menekankan pada penguasaan santri terhadap keterampilan, panjangnya waktu pembelajaran keterampilan membuat santri mempunyai kesempatan yang lebih lama dalam mendalami keterampilan. Pembelajaran keterampilan mengutamakan kepada praktik langsung santri. Pelajaran praktik memiliki kelebihan dalam meningkatkan psikomotorik santri dan pemahaman yang lebih baik terhadap konsep yang dipelajarinya, karena santri dihadapkan dengan objek dan fenomena nyata sehingga mereka dapat memahami materi pelajaran yang diajarkan dengan baik.

Pembelajaran kewirausahaan yang berlangsung di Perwira AbA juga dilakukan dengan mengundang praktisi, para wirausahawan. Pemodelan wirausahawan sukses merupakan cara efektif untuk menarik minat santri untuk berwirausaha. Wirausahawan akan memberikan keterangan mengenai keuntungan menjadi wirausaha ataupun tantangan yang akan terjadi ketika berwirausaha. Dengan mengetahui dari sumber yang telah berkecimpung di dunia usaha membuat santri memiliki gambaran riil mengenai hal-hal yang mungkin terjadi ketika menjadi wirausaha. Pemodelan ini terbukti efektif meningkatkan minat santri untuk menjadi wirausaha. Santri Perwira AbA diatur dalam jadwal pembelajaran yang ketat sehingga menyebabkan santri hidup dengan disiplin dan teratur. Jadwal keseharian akan meningkatkan kedisiplinan baik dalam hal ibadah maupun belajar. Kedisiplinan memungkinkan santri untuk bekerja keras dan melakukan tindakan sesuai dengan aturan. Penanaman nilai-nilai keislaman yang diberikan di Perwira AbA sangat menunjang dalam kehidupan berwirausaha, penanaman kejujuran menyebabkan santri memperoleh kepercayaan dari pelanggan. Islam juga mengajarkan untuk istiqomah yaitu konsisten pada bidang kewirausahaan bisa dimaknai dengan bekerja keras dan konsisten pantang berputus asa.

Kehidupan pesantren yang berasrama mempertemukan santri dari berbagai latar belakang mengakibatkan santri hidup dalam toleransi dan adaptasi yang akan berguna ketika menghadapi berbagai macam konsumen yang akan ditemui ketika mereka telah menjalankan usaha, Kehidupan santri yang kental dengan ukhuwah islamiyah dan tetap menjalin silaturahmi berdampak pada luasnya jaringan bisnis. Adanya jaringan memungkinkan wirausahaan lebih mudah dalam menjalankan bisnisnya karena adanya mitra yang tepercaya. Pendidikan berasrama juga akan meningkatkan kemandirian santri yang akan menyebabkan mereka menjadi pekerja keras yang tangguh

Tujuan pembelajaran kewirausahaan di Perwira AbA secara umum adalah untuk menyiapkan generasi muda memiliki kemampuan berwirausaha yang mandiri tapi tetap berkepribadian islam. Pembekalan yang diberikan di pesantren diharapkan dapat membantu santri untuk menjadi pribadi yang mandiri ketika telah kembali ke masyarakat. Bekal pendidikan yang diberikan diharapkan mampu menjadikan seorang wirausahawan sukses namun tetap berpegang pada nilai-nilai keagamaan.

Simpulan

Kurikulum yang diterapkan di Pesantren Wirausaha Agrobisnis Abdurrahman Bin Auf dibuat secara mandiri oleh internal pesantren. Kurikulum mandiri memungkinkan pembelajaran yang terjadi menyesuaikan potensi, karakteristik, perkembangan dan kondisi santri. Pembelajaran didukung oleh Para pengajar yang berasal dari berbagai disiplin ilmu yang mendukung, tidak semua pengajar memiliki latar belakang pendidikan formal yang sesuai dengan mata pelajaran yang diajar namun memiliki kapabilitas dan pengalaman yang cukup untuk menjadi pengajar pada mata pelajaran tersebut.

Santri Perwira AbA adalah pemuda usia produktif dari kalangan kurang mampu secara ekonomi yang berkeinginan menjadi wirausaha. keinginan menjadi wirausaha didasari kepada keinginan menjadi seorang pribadi mandiri dan memperbaiki kualitas perekonomian. Santri Perwira AbA diseleksi dengan tiga tahapan seleksi administrasi, matrikulasi serta tes kesehatan.

Pembelajaran kewirausahaan yang terjadi di Perwira AbA secara umum berlangsung dengan baik. Model pembelajaran yang banyak digunakan adalah *contextual teaching learning, problem based learning* serta pemodelan, pembelajaran kewirausahaan juga ditanamkan secara implisit dalam kehidupan sehari-hari santri

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THE RELATIONSHIP OF LEADERSHIP, SMART IHC, SERVICE QUALITY WITH THE PATIENTS' SATISFACTION AT PUBLIC HEALTH CENTERS IN MANADO CITY

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Abstract

Public Health Center Leaders Certain Should have skills and competences in managing an education unit and securing its implementation. Competences include personality, managerial, supervision and social dimensions. The relationship between public health center and the community is to bridge the community health needs, developing an effective two-way information channel supporting each other for the sake of a healthy community. To Realize the Patients' satisfaction as clients, public health center leaders increase of qualified service performances through optimal management Intelligent integrated health service management Gathers Service Efforts Directly managed by the community to comprehend health education, monitoring development in agreement with children-under-five potentials. Public service quality in line with the standardized service becomes the priority supported by employees' smooth communication and performance in measuring the success of public health service management center service quality is a community manifestation to achieve qualified service reaching a healthy community education in Manado City. The research aimed to find out to what extent there is or there is no positive and significant relationship among the variables. The method used is survey method with correlation analysis. The Data were collected from each public health center in Manado City, the number of informants 318 people (IHC women users, public health center user community), direct interviews with public health center visitors, medic and Paramedics at 15 public health centers, the research sites in Manado City. Research findings indicate that public health center leadership variable (X1) intelligent IHC (X2) and service quality (X3) both on its own and together have a positive and significant relationship with the Patients' satisfaction (Y).

Keywords: Leadership, Smart IHC, Quality, Satisfaction, Health Education

Introduction

Public Health Center is the foundation of society which organizes personal health services and public health efforts in the national health system in the first level. Despite the many successes achieved by the health center in improving public health degree, but the implementation is still a lot of problems that can hinder the health center services. Quality of health center services is the most important factor to establish the confidence of customers or patients to health care so that the loyalty of officers in services is increasing. Witriasih (2012: 52) to achieve customer satisfaction, an organization needs to provide good quality services that are fit between the expectations that customers want the service perceived or received. Simply, the patient satisfaction is an attitude (*attitude*) that is based on the perceptions of perceived quality patient (customer). Consumer satisfaction can affect the interest to go back to the clinic the same (Supriyanto, 2010: 20). Muninjaya, (2001: 40) states health centers should be able to improve the quality of professional services (quality of care) and service quality management (quality of service) for good quality service will give

satisfaction to the customer and the customer will use again and recommend the health service to others.

The service system is closely associated with the quality of service. Goets and Davis Amin Ibrahim, (2008: 22) that the quality of service as a kondisidynamis related to products, services, people, processes and environments that meet or even may exceed expectations. Quality of service is also defined as something that relates to the fulfillment of expectations / needs of the community, which is said to be of service quality if it can provide the products and or services according to the needs of society. Leadership is the way a leader in influencing the behavior of subordinates to cooperate and work productively to achieve organizational goals, Trihono (2005: 52) .A pproach will be more sensitive, flexible, and a comprehensive, in capturing phenomena that exist in the community. Waridin and Guritno (2005: 25) states that a leader must apply a leadership style to manage subordinates, because a leader will greatly affect the success of the organization in achieving its goals.

For that, organizations need reformer leader that capable of being a mover of the organization change (*transformation*) to a positive direction included in the improvement of employee discipline. Utilization of health centers has some influencing factors, they are consumer factor; education, livelihoods, knowledge, perception of other patients. The organization factor; resources, affordability of care, social access. Service providers Factors; health officer behavior Dever (2009: 84). To anticipate it, Muninjaya A A Gde, (2011: 105) states health centers should be able to improve the quality of professional services (quality of care) and service quality management (quality of service) for good quality service will give satisfaction to the customer and the customer will use again and recommend the health service to others. Integrated service post is the vanguard of infant health in which the service provided by Integrated service post is needed to provide convenience and benefits for public health, especially infants and toddlers (Airin, 2012: 53). Yusuf (2012) The problems of Integrated service post are (1) Low Service Quality. It is not a secret that the public health centers often provide the inadequate services, (2) Medical Personnel. It is well known by the public that the medical personnel in the hospital are very limited. That many workers actually practice that has very limited medical knowledge. General practitioners assigned and get the facilities of the state is present at the health center is only a few hours in a day,

That many workers actually practice that has very limited medical knowledge. General practitioners assigned and get the facilities of the state is present in the health center only a few hours a day, (3) Health Facilities. We know the health facilities in the health center was minimal. The facilities there actually are old and not well maintained. Aulia (2014) stated cause of the problem is: Performance medic / paramedical and non-medical / paramedical less professional example came late, go home, do not occupy an appointment with the public, etc.

The research objective to be achieved is to determine how much is not or no relationship was positive and significant correlation between: (1) leadership puskesmas with patient satisfaction, (2) posyandu intelligently with patient satisfaction, (3) the quality of health care with patient satisfaction, (4) joint leadership of the health centers, posyandu intelligent and quality of service together with patient satisfaction

Research Methods

This study used survey method with correlation analysis. To obtain data on patient satisfaction variables, variables of leadership, smart posyandu variable and the variable quality of service use data sources of patient each health center in the city of Manado. Unit 3922 study population of patients in all health centers in the city of Manado totaling 15 units, namely health centers: (1) Shoulder; (2) Minanga; (3) Ranotana Weru; (4) Sario (5) Teling Top; (6) Wenang; (7) Ranomuut; (8) new Tikala, (9) Paniki Down, (10) Bengkol; (11) Kombos; (12) Wawonasa; (13) Tuminting; (14) Bailang; (15) Tongkaina. Determination of the sample size refers to the opinion of Roscoe Sugiyono quoted as saying when the research will perform correlation or multiple regression analysis, the number of members with a

minimum sample number of variables studied (Sugiono 2007 h.132). Patients are being sampled is Pregnancy, birth, EFA, and public health impaired by the distribution of 318 samples. Distribution of sample members clinics in the city of Manado can be seen in Table 1 below:

Table 1. Distribution of Patient Samples

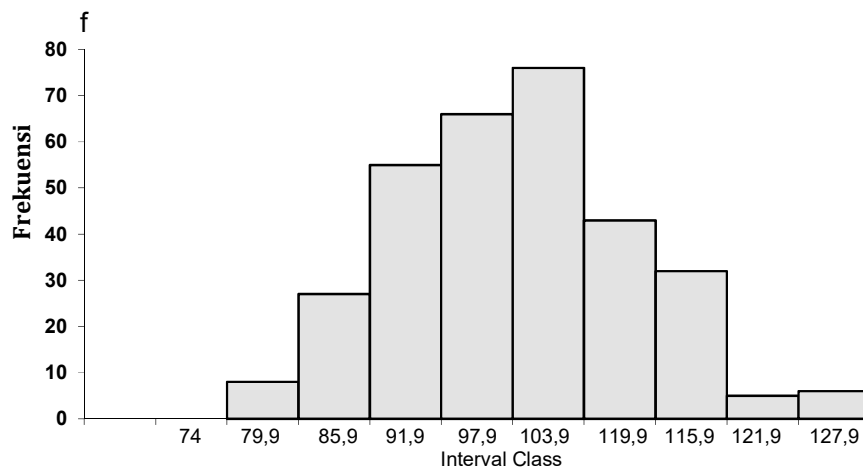
No.	Public Health Center	Number of Patients for Samples	No.	Public Health Center	Number of Patients for Samples
1.	Shoulder	24	8.	New Tikala	23
2.	Minanga	24	9.	PanikiBawah	24
3.	Ranotana Weru	18	10.	Bengkol	23
4.	Sario	23	11.	Kombos	23
5.	Top Teling	16	12.	Wawonasa	23
6.	Wenang	15	13.	Tuminting	23
7.	Ranomuut	22	14.	Bailang	22
			15.	Tongkaina	15
Total					318

Phase analysis was performed using descriptive statistics which describe the data every single variable. Meanwhile, inferential statistics are used to test the hypothesis. Presentation of hypothesis was done the requirements analysis test, the linearity and descriptive statistics normality test used were mean, standard deviation, frequency tables and histogram graphs. Hypothesis testing used simple and multiple correlation analysis, also simple and multiple regression analysis on the real level alpha of 0.05 and 0.01.

Results and Discussion

Description of Patient's Satisfaction Scores

The results showed that patient's satisfaction variable range of score were between 74 to 127, the average score is 98.07, standard deviation is 10.05, the median is 99, the mode is 95. When compared with the average value shows that the head of the health center's leadership score below the average (116.83) by 129 respondents (39.6%), while the other should be in the class of the average value of as much as 62 respondents (19.5%), and which are on the average value of 130 respondents (40.9%). Furthermore, this variable histogram can be shown in Figure .1. as follows.



**Figure 1. Histogram Frequency of Patient's Satisfaction Scores
Leadership Scores Description Head Health Center**

The distribution of scores obtained from research on leadership variable of Public Health Center's chief is located on the range of scores from 91 to 142. The results show that the average score of PHC leadership is 116.83, the standard deviation is 9.92, median is 116, mode is 118. If it is compared with the average value indicates that the head of the health center's leadership score is below average (116.83) by 129 respondents (39.6%), while the other should be in the group class as much as the average value 62 respondents (19.5%), and which is above the average value of 130 respondents (40.9%). Furthermore, this variable histogram can be shown in Fig .2. the following.

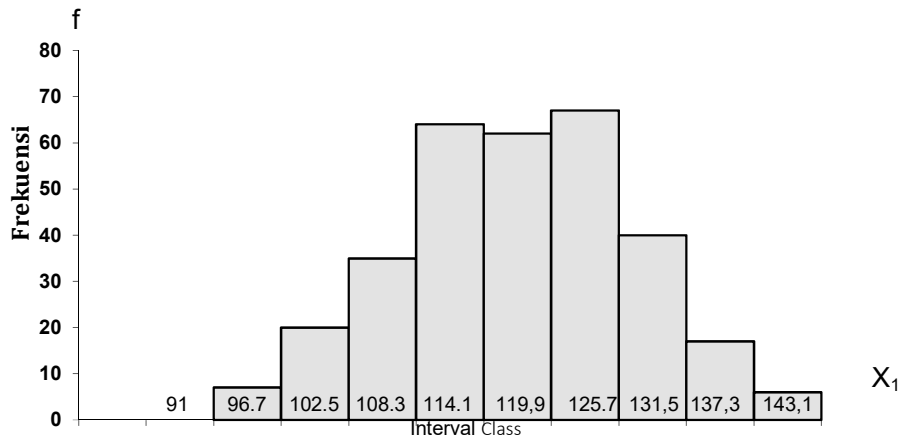


Figure .2. Histogram Frequency of PHC Chief Leadership Score

Description of the Smart IHC Score

The theoretical distribution of scores obtained from smart IHC variable indicates the range from 75 to 128, the average score of 102.05, the standard deviation is 9.83, the median is 99, the mode of 95. If it is compared with the average value, the smart IHC average score is below the average of 102.5 total 108 respondents (33.9%), while the other should be in the class of the average value of 82 respondents (25.8%), and which are above the average of 128 respondents (40.3%). Furthermore, this variable histogram can be shown in Figure 3 below.

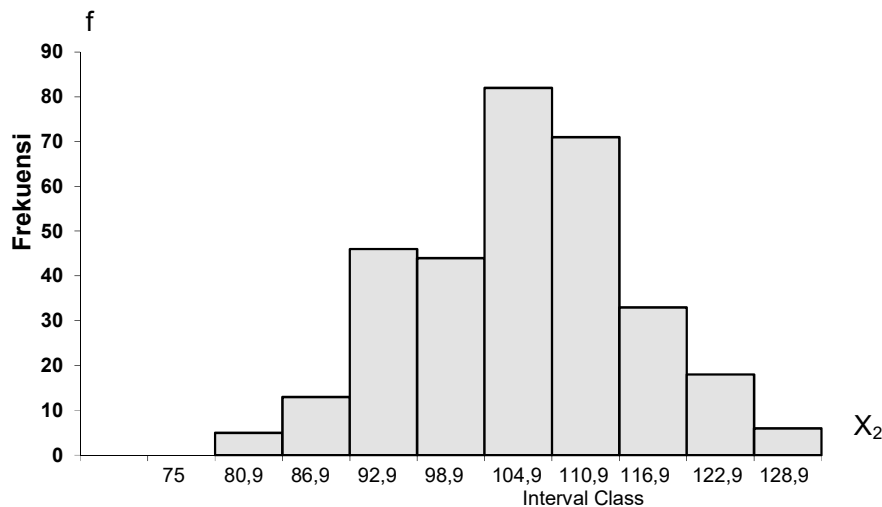


Fig .3. Histogram Frequency of of Smart IHC Score

Description of Services Quality Score

The distribution of scores obtained from research on service quality variables that are in the range of scores from 78 to 131 with an average score of 105.09, standard deviation is 9.81, the median is 105, the mode is 98. If it is compared with the average value shows that the service quality score is below the average (105.09) total of 109 respondents (34.3%), while the other should be in the class of the average value of as much as 79 respondents (24.8%), and which is above the average value of 131 respondents (40.9%). Furthermore, this variable histogram can be shown in Fig .4. the following.

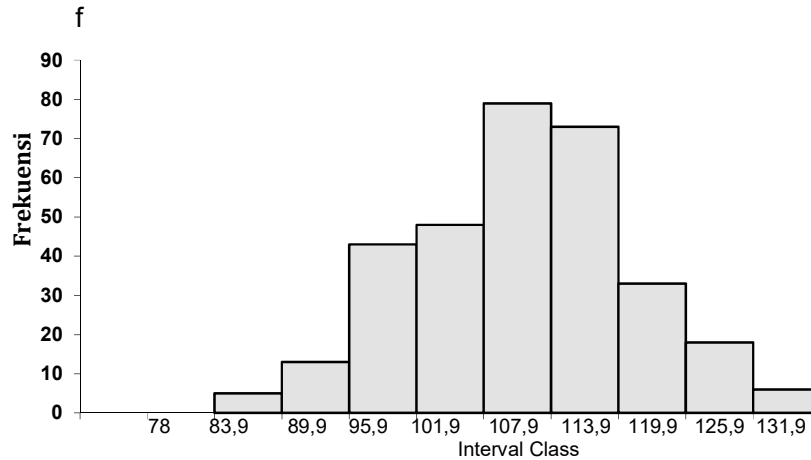


Fig .4. Frequency histogram Services Quality Score X_3

The summary results of the testing of normality as a whole can be seen in the following table.

Table. 2. Summary of Normality Test

Number	Variable	A HIT	A	Decision	Information
1.	X_1	0.2	0.05	Accept H_0	Normal
2.	X_2	0,071	0.05	Accept H_0	Normal
3.	X_3	0.092	0.05	Accept H_0	Normal
4.	Y	0.2	0.05	Accept H_0	Normal

Discussion of Research

Based on the results of the four tests, the research hypotheses prove to reject the H_0 . The leadership of IHC's chief variables (X_1), smart IHC (X_2), and Quality of Service (X_3) positively and significantly associated with patient satisfaction (Y). The positive and significant relationship between independent variables and the dependent variable in this study is described as follows:

1. Through simple regression and correlation analysis on the variables of leadership of IHC's chief with patient satisfaction obtained regression line equation $y = 35.4 + (0.536) X_1$ and the correlation coefficient of 0.595, each of which significantly $\alpha = 0.01$. Both of these variables are related to positive and highly significant, in which 35.4% of the variance occurs in patient satisfaction can be explained by the leadership of the PHC regression line equation $y = 35.4 + (0.536) X_1$. This proves that the leadership of the health center is one of the predictors of patient satisfaction. Both of these variables are related to positive and very significant, where 28% of the variance occurs in patient satisfaction can be explained by the principal's leadership through the regression line $Y = 35.4 + (0.536) X_1$. This indicates that the effective PHC's chief leadership and dynamic is the dominant element in determining the level of patient satisfaction. Bureaucracy leadership style rated by PHC staff as well as patients delight, able to give

- encouragement, and can increase the level of patient satisfaction, which in turn will affect the improvement of quality of service.
2. Through simple regression and correlation analysis on the smart IHC variable satisfaction obtained regression line equation $y = 44.665 + (0.523) X_2$ and the correlation coefficient of 0.512, each of which significantly $\alpha = 0.05$. Both of these variables are related to positive and highly significant, in which 26.2% of the variance occurs in patient satisfaction can be explained by the level of activity of smart IHC regression line equation $y = y = 44.665 + (0.523) X_2$. This proves that smart IHC is one of the predictors of patient satisfaction
 3. The result of simple regression and correlation analysis on quality of care and patient satisfaction showed that service quality is one of the predictors of patient satisfaction. This is evidenced by the regression line equation $y = 42.864 + (0.525) X_3$ and the correlation coefficient 0.513, each of which significantly $\alpha = 0.05$. Both of these variables relate positively and very significantly, in which 26.3% of variance that occurs at the level of patient satisfaction can be explained by the quality of service of the regression line. This proves that the quality of service is one of the predictors of patient satisfaction.
 4. From the results of multiple regression and correlation analysis on the leadership of IHC's chief, smart IHC and quality of service with patient satisfaction obtained regression line = $11.415 + 0,241X_1 + 0,396X_2 + 0,616X_3$ and a correlation coefficient of 0.629 respectively significant at $\alpha = 0.05$. The independent variables and the dependent variable associated positive and highly significant, in which 39.6% of the variance occurs in patient satisfaction can be explained together with the leadership of the IHC's chief, smart IHC and quality of service through the regression equation. This proved that the variables of the leadership of IHC's chief, smart IHC and quality of service are the predictors of patient satisfaction.

Conclusions, Implications and Suggestions

Conclusion

The research hypothesis testing proposed proved that the PHC leadership variable (X_1), smart IHC (X_2), and quality of service (X_3), either individually or collectively have a positive and significant relationship with patient satisfaction (Y).

1. The correlation coefficient between the leadership of the health center patient satisfaction is equal to 0.529. This shows that the leadership of PHC also provides a considerable contribution to increase the patient satisfaction to 28.0%. It means that the contribution of PHC's chief leadership variable to the patients' satisfaction is at 28.0%.
2. The correlation coefficient between smart IHC and patient's satisfaction is equal to 0.513. This shows that the smart IHC can contribute to improve patient satisfaction to 26.2%. It means that the contribution of smart IHC's variable to patients' satisfaction is of 26.2%.
3. The correlation coefficient between service quality and patient satisfaction is equal to 0.513. This showed that the quality of services also have a considerable contribution to increase the patients' satisfaction to 26.3%. It means that the contribution of the variable quality of service to the patients' satisfaction is of 26.3%.
4. From the results of correlation and multiple regression on smart IHC, PHC leadership, and Quality of Service associated with great patient satisfaction obtained correlation coefficient of 0.629 or 39.6% contribution that occur in patient satisfaction can be explained by the leadership of IHCPHC's chief, smart and quality of service through the regression equation.

Implication

1. Efforts to Improve the Leadership of PHC's chief

The results showed that there is a positive relationship between the leadership of PHC's chief with the patients' satisfaction. This reflects that in order to improve patient satisfaction, it is necessary that the head of PHC to pay attention to health centers to improve patient satisfaction through the following implications:

- a. Good leadership produces personal potential development, and professional as well as to enable the achievement of team goals. The PHC's chief as a leader needs to have the excellent skills in the service of the PHC. Leadership is an important element in leading others. So to be an effective leader, the leader must learn to recognize the situation, organize information, rather than just provide direction for the work of others. And that should be prioritized by PHC's chief to use his personality to effectively manage the health centers, therefore he must recognize his identify in order to control the negative effects it may have on others.
- b. Leadership is the image of a leader's ability to influence the behavior of subordinates to cooperate and work productively to achieve the purpose of the organization. Leadership is to inspire and guide individuals or groups. Because the leader's role is to develop a quality culture, the leader has a vision of an integrated quality for the institution he leads, has a clear commitment on the development of quality and believes public health needs.
- c. The principles of leadership of the PHC's chief according to KepMenKes RI no. 128/menkes/sk/ii/2004 stated that puskesmas a technical unit of district health offices / city held responsible as a leader in the health development of a work area. health centers is only partially responsible for health development efforts imposed by the district health department / town according to his ability. Health development is the implementation of health development efforts by the head of the clinic, which is to increase awareness, willingness and ability of healthy life for everyone in order to realize optimal degree of public health. Therefore, the head of the health center must have a foundation and a good insight into the health management. That is, the head of the health center, (1) to understand the foundation of community health services: philosophy, health and scientific disciplines. (2) understand and appreciate the nature of man, the nature of society, the nature of the clinic, in the implementation of health development, (3) to understand, appreciate, and carry out the duties and functions in the organization of health centers, (6) understand the policy, planning, and public health programs, province and districts / cities, and districts.

2. Efforts to improve the smart *Posyandu*

The results showed that there is a positive relationship between the leadership of the health centers, smart IHC and the quality of service in improving patient satisfaction among other variables. This reflects that in order to improve patient satisfaction, it is necessary that the implementer team work together with the health center to make an operational plan in their area as an effort to improve the patients' satisfaction in the future as follows:

- a. Smart IHCs are manifestations result achieved by community groups and guided by the health center staff. The success of the IHC covers all health services toward mother and child through education and health service established and implemented.
- b. Smart IHC should show a good job description and refers to the process and the desired product. However, several factors need to be considered for an organization to have a good performance, they are concerning the quality, effectiveness, efficiency, productivity and innovation of IHC team leader. For that, to know the leadership role, it is needed to identify the tasks and functions to achieve the objectives in improving the health center services of the future that more qualified.

- c. Quality of service is the outcome level obtained smart IHC and health centers in carrying out the functions of management in accordance with the regulation and policy of the health ministry. Therefore, the person in charge as the team leader must plan development using SWOT analysis as one of the steps taken to get creative and innovative program.
3. Efforts to improve the Quality of Service
- The results showed that there is a positive relationship between service quality and patient satisfaction. Based on the findings of this research it is necessary to improve the quality of service in an effort to improve patient satisfaction through the following implications:
- a. Integrated Health Care (IHC) is an institution that provide health services. Hopefully, the quality of services provided by the head of the health center and the staff should be improved so that health centers will be well-known for the quality of its service. Quality healthcare is the hope of many people. Because the head of the health center has a strong role in coordinating and mobilizing nurses and doctors in the environment. Head of the health center is a major factor that can push the service component to be able to realize the quality of services oriented to the satisfaction of the people. Therefore, the head of the health centers are required to have management skills and formidable ability to be able to take decisions and initiatives to improve the quality of health center services. That is, the head of a formidable health centers have the ability to mobilize resources, especially community health center users to achieve the goal of health care is a lot expected.
 - b. Effective PHC always responsive to utilize a wide range of environmental energy in the form of human resources to provide clarity achievement of optimal service quality. Therefore, partnerships with community health centers should be kept tied to participate in evaluating the quality of health center services is expected. So to produce something of value, based on how managers of care institutions against the wishes of the consumer. Services output is not formed, there is a direct relationship closely with customers.
 - c. The effective health centers demonstrate high standards in health care achievement and achieve a goal-oriented culture of health care. Thus in seeking the best way to achieve the goal of getting quality health services, relevant, effective and efficient professional service quality primary health centers in the sense of being able to implement its function.

Suggestion

Based on the research results, conclusions and implications of the research, there are some suggestions that can be put forward regarding patient satisfaction over the improvement of health centers, smart IHC leadership and quality of services as follows:

IHC's head in managing the education unit is required to master certain skills and competencies to support the execution of their duties. The competence of IHC's head as written in Health Minister Regulation No. 971 of 2009, on Standards of Competence Structural Health, which consists of five dimensions of competence, namely: personality dimensions, the managerial dimension, the dimension of supervision and social dimensions.

1. The relation between PHC and the public is in order to fulfill the needs of health centers and the public itself. PHC communication with the public is to understand the need for the public health. It needs a relation between public and the health centers maintain and develop the two-way information and mutually support the existence of a healthy society.
2. IHC service management needs to be improved to support the success of maternal and child health services. The IHC service effort is a leading health care services related to the needs of the public which is managed directly by the people of the health center services.

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GENDER IN CLASSROOM DISCOURSE

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Abstract

Language is a prominent mean in a classroom to transfer messages between teacher to students, students to teacher and also students to students. Men and women are considered to have different language style, so it is in the classroom discourse between male students and female student. Participants in this research are students from three classes from different departments at Yogyakarta Muhammadiyah University. Those three classes consist of thirty five male students and thirty seven female students. The researcher conducted observation of the discourses made by those students during fifteen meetings in the English class. The researcher observes, transcribes, calculates and analyze the discourses. The results obtained show the different discourse characteristics between male and female students. Female student take more active participation and bigger portion in the classroom discourse. Male students tend to have discourse in the aim to gain attention, the discourse is mostly informal and humourous, and sometimes out of the context of discussed topics. On the other hand, female students tend use discourse to confirm and make sure of their ideas. This can be seen from female students' overuse of qualifier when they answer the teacher's question and raise their ideas.

Keywords: Language, Gender, Classroom, Discourse, Students

Introduction

Language is a prominent mean in a classroom to transfer messages between teacher to students, students to teacher and also students to students. It is an old issue that men and women are considered to have different language style, so it is in the classroom discourse between male students and female student. Those different language style can be seen in many aspects, including the frequency, activeness, informality, aims of using language and the like.

So many research have been conducted concerned on gender in the classroom in the past with same and different results. The research published from the 1960s to the 1990s indicated that teachers' treatment toward male and female students in pre-college and college level classrooms is unequal (Sadker & Sadker, 1992; Tannen, 1991). Actually, college teachers have been found to ask male students higher-order questions demanding critical thought (Sadker & Sadker, 1992), make eye contacts more frequently with males than with females (Thorne, 1979), allow their classrooms to be male-dominated by calling on males more frequently (Thorne, 1979), allow males to interrupt females (Hall, 1982), and respond to males with attention and females with diffidence (Hall, 1982). Teachers of both genders also frequently give male students more interaction time than female students (Sadker & Sadker, 1992), and initiate more contact with male students than with female students. As Sadker (1999) said, classroom interactions between teachers and students put males in the spot light, and relegate females to the sidelines, or to invisibility. Since those researches are conducted in the past with the underestimate to woman condition, the researcher is interested to find out the gender in nowadays classroom discourse.

Concepts in Gender and Discourse

Discourse

During the teaching learning process, the teacher and students need to transfer and receive messages of the pedagogical discourse. The messages can be correctly and smoothly transferred to the students by a good teacher's discourse. Whereas on the side of students, their discourse understanding takes a big role in receiving and interpreting the teacher's discourse. Howarth (2000) defines discourses as linguistic units composed of several utterances in conversation, arguments or speeches. While Talbot (1995) explains discourses in two ways. The first is as the broad stretch of spoken or written language and the second is as linguistic and paralinguistic interaction between people in a specific context. To be more specific, Mills (1997) regards discourse as a vehicle to convey ideology in a covert manner.

Gender

In the last two decades of gender studies, it has been an issue that gender is a complex issue, the unifying theme of which is the idea that gender, unlike sex, is a continuous variable. Sex is the term that refers to biological context. It refers to biological and cultural aspects of reproductive status, it is a biological determinant. While gender has a wider definition. It concerns with the quality. It describes culture and identity carrying with it psychological and sociological implications. According to Graddol & Swann (1989), Simon de Beauvoir's book *The Second Sex* captures the essential characteristic of gender: "One is not born, but rather becomes, a woman". They (1989:3) also argue that gender is a socially rather than a biologically constructed attribute – people are not born with but rather learn the behaviours and attitudes appropriate to their sex. West & Zimmermann (1987:126-127) expound the view that gender "is a routine, methodical, and recurring accomplishment" and that it is "the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category". Taking over Austin's term 'performativity' from philosophy of language, Butler (1999) expands its meaning from speech acts to all social acts performed by men and women. She defines gender as the repeated stylization of the body, a set of repeated acts within a rigid regulatory frame which congeal over time to produce the appearance of substance of a "natural" kind of being.

In summary, in the last two decades of gender studies, it has been made apparent that gender is a complex category, the unifying theme of which is the idea that gender, unlike sex, is a continuous variable (Graddol & Swann, 1989: 8). Therefore, an individual can be more or less 'feminine' or more or less 'masculine', depending on the context in which they are 'doing' gender. In the teaching situation, it is apparent that teachers are constantly renegotiating/reconstructing their roles in the context of the classroom through their teaching activities and discourse, performing their roles through particular discourse features. To take Coates (1998) example of woman who 'perform' various types of femininity, the current study looks at the specific context of the classroom and the teaching activity in particular, to determine the negotiation and performance of 'selves' through discourse.

Men Women Language Use

As has been said in the introduction, male and female use language differently. It can be seen from their language use, whether it is seen from the frequency of male female's discourse, the language style, the aim of their discourse and the like. Tannen (1990) summarizes six contrasts of men women language use. Those are follows.

Status vs Support

Men use language to achieve the upper hand or to prevent others from dominating them. Whereas women use language to gain confirmation and support for their ideas. Men see the world as a place where people try to gain status and keep it but women seek the world as a network connection seeking of support and consensus.

Independence vs Intimacy

Women use language to show closeness, support and struggle to preserve intimacy. Men tend to focus on status and more independence. These different point of views certainly bring women and men different belief to the world.

Advice vs Understanding

Men response to a discourse as a problem to solve whereas actually women's discourse merely to ask for understandings.

Information vs Feelings

Men use language to ask and give information while women use language to express their feelings.

Orders vs Proposal

While men's discourse is in the form of direct order, women's discourse tend to be a proposal.

Conflict vs Compromise

In handling unwanted situation, men use language to resist it vocally while women will complaint subsequently but will compromise with the situation. To be more precise, Robin Lakof (1975) made some claims on women's language use:

1. Hedge: using phrases like "sort of", "kind of", "it seems like" and the like.
2. Use polite form: "Would you mind...", "I'd appreciate it if ...",
3. Use tag questions: "You would go dinner, aren't you?"
4. Speak in italics: intonational emphasis equal to underlining words- so, very, quite
5. Use empty adjectives: divine, lovely, adorable and the like.
6. Use hypercorrect grammar and pronunciation: English prestige grammar and clear enunciation.
7. Use direct quotation: men paraphrase more
8. Have a special lexicon: women use more words for things like color, men for sports
9. Use question intonation in declarative sentences
10. Speak less frequently
11. Overuse qualifiers (for example: I think that ...)
12. Apologize more
13. Use modal constructions
14. Avoid coarse language or expletives
15. Use indirect commands and request
16. Use more intensifier
17. Lack a sense of humour

Research Methodology

This part is concerned with the research method to explore classroom discourse. In what follows, the author will state the research question of the present research, then presents the participant of the research and the instrument that will be used for collecting the data of this research. Finally the author will describe and analyze the data in order to draw conclusion of the research.

Research Questions

This research focuses on these following questions: (1) Which students take more active participation and bigger portion in the classroom discourse? (2) What are the aim of male students' discourse in the classroom? (3) What are the aim of female students' discourse in the classroom?

Participants

Participants in this research are students from three classes from different departments at Yogyakarta Muhammadiyah University. Those three classes consist of twenty five male students and thirty seven female students. The researcher conducted observation of the discourses made by those students during fifteen meetings in the English class. The researcher examines the discourses, categorize it and the results obtained show the different discourse characteristics between male and female students.

The author use purposive sampling to choose three classes that have balance ratio between male and female students. The classes are Economics 7, Agriculture 4 and Accounting 4. All the students have the same background that is Bahasa Indonesia. The participating students are 35 male students and thirty seven female students from different major which are Economics, Agriculture and Accounting. Economics and Agriculture classes are in their first semester while Accounting class in a third semester class.

Instruments

Audio recording and classroom observation were major instruments for this research. MP3 recorder is used to collect discourse data from the three classes. The English classes of the three classes were audio recorded and transcribed for the data analysis. Besides, in order to make up the potential limitations lying wherein, the author attended the three classes, observing the classroom teaching and learning processes. In aiming the validity of the observation, the researcher asks her colleague to be the second observer. Both observers did not intervene the natural classroom teaching and learning processes and the verbal behavior of the teacher and students. They just observed the classroom discourse and took field notes to facilitate the data transcription and analysis.

Data Collection

The data were collected over a span of roughly five weeks from mid of August to the beginning of September in 2016. Each classes was audio- recorded and observed five times. The textbook for the students is Integrated English Learning module range from Basic English level, First level and Second level. The teacher were informed of the author's research, but not of the purpose of the research. The lessons were not specially prepared for the research and all the lessons were recorded under a natural classroom environment. Through the time of five weeks, enough data were obtained based on classroom observation and audio recording of classroom discourse.

Research Procedure

After the investigation, all the discourses of the teacher and the students were transcribed and calculated. The process of data collecting, transcribing and calculating are done in a carefull way to avoid misinterpretation. All the terms (of five times of audio-recording of each class) concerning the above aspect were counted to get the mean and average percentages of the items for each class. The means and average percentages of the items of the three classes were finally calculated and analyzed.

Research Results and Discussion

Male versus Female Students Participation in the Classroom Discourse

Previous research that has been conducted by other researcher showed that male students took bigger portion and more active in the classroom. It may be related to the old condition where female are rarely given opportunities for education. Whereas, the researcher that conduct the research in nowadays condition finds out that female students take more active participation and bigger portion in the classroom discourse. The result obtained of the research can be seen in Table 1 below.

Table 1 The Use of Discourse of Male and Female Students in the Classroom

Participation		Male student	Female student
		40, 35 %	59,65 %
The aim of language use	Status	64, 23%	35, 77%
	Support	32, 36 %	67, 64 %
	Independency	57, 67 %	42, 33%
	Intimacy	29, 76%	70, 24%
	Advice	47, 84%	52, 16%
	Understanding	48, 25%	51, 75%
	Information	55, 60%	44, 40%
	Feelings	37, 65%	62, 35%
	Order	63, 57%	36, 43%
	Proposal	30, 21%	69, 79%
	Conflict	64, 23%	35, 77%
	Compromise	32, 36%	67, 64%

Regarding to the above table, it can be said that female students takes more active participation in the classroom. They also takes bigger portion in the classroom discourse. Even, the difference ration between male and female students is not far but it can be said as significant difference though. From the all cumulative data obtained from the observation, male students take 40, 35% from all the data, whereas the female students take 59, 65%. This finding is quite surprising since the number of male and female students are close (male : 35 students ; female : 37 students). Moreover, previous researchs showed that male students were more active in class participation and took bigger portion in the classroom discourse.

The Aim of Male Students' Language Use

Based on Tannen (1991) explanation of six contrasts between male and female's language use, there are six characteristics that differ their use of language. Male students' discourse are indicated by the notion of status, independency, information, order and conflict. By those indicators, it can be said that male students tend to have discourse in the aim to gain attention, the discourse is mostly informal and humourous, and sometimes out of the context of discussed topics.

The Aim of Female Students' Language Use

In line with the framework theory from Tannen (1991), female students' discourse are indicated by the notion of support, intimacy, advice, understanding, feelings, proposal and compromise. Female students tend to use discourse to confirm and make sure of their ideas. This can be seen from female students' overuse of qualifier when they answer the teacher's question and raise their ideas.

Conclusion

Male students tend to have discourse in the aim to gain attention, the discourse is mostly informal and humourous, and sometimes out of the context of discussed topics. On the other hand, female students tend use discourse to confirm and make sure of their ideas. This can be seen from female students' overuse of qualifier when they answer the teacher's question and raise their ideas. On the contrary, the researcher also finds out that female students take more active participation and bigger portion in the classroom discourse. It can be concluded that eventhough female students' discourse can be said as having less power but it dominates the clasroom discourse.

Compared to previous research, there is a significant different characteristics in number of discourse participation. While in the previous research, female are revealed taking fewer participation, in this research, female students are having bigger participation in the classroom.

While the use of discourse, the differences are not clearly seen. Male students still use discourse to gain attention and female students to confirm and make sure of their ideas. Male students' discourse is also more humorous than female students'. So, teacher in this era needs to give balance portion to both male and female students in classroom discourse and invite female students to the broader use of their discourse.

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**THE EFFECTIVENESS OF APPLYING MIND MAPPING STRATEGY ON
STUDENT SPEAKING ABILITY: THE QUASI-EXPERIMENTAL STUDY
TO SIX GRADES STUDENT IN
CIKANDE I ELEMENTARY SCHOOL – SERANG**

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Abstract

The Objectives of the research are: 1) to know the effectiveness of applying Mind Mapping strategy on student speaking ability. 2) to determine the effectiveness of applying Mind Mapping Strategy to student' speaking ability 3) to ascertain the effectiveness of applying Mind Mapping Strategy to student' speaking ability. 4) to know the impact of applying Mind Mapping Strategy to student' speaking ability. The population of the research was all of the six grades student and the sample was VI B with 40 student as an Experimental Class And VI A with 40 student as a control class. The method used was quasi-experimental design with the equivalent Control group design, in which the writer provided the pretest and posttest which are given to the experimental Class and Control class. The score was taken from the pretest and posttest which are given on the student belong to experimental class and control class. The average score of pretest of experimental class and are 66.625, and posttest score area 79.625, and also the pretest for control class are 64.750 and the posttest are 74.875. To prove the hypothesis, the significance counted using t test. Based on the distribution table t 5% significance and of 78, the t table is 0,02 0.05(0.050-0.05), so all the t count in the table is higher than t table. Therefore, Ho is rejected and Ha is received.

Keywords: The effectiveness, Student Speaking Ability, Mind Mapping Strategy

Introduction

The people in this world speak many languages. Form all of the language in the world English in the most used. It is international language and millions of the people now speak English. English is important, because it is used in many aspect of life such as, communication, knowledge, education, technology, culture and art. In Indonesia, English is taught as a second language. It means that the people in Indonesia do not use English in their daily life. During such the activities, we communicate by using oral language or speaking that makes possible to convey our message, information, and expectation to other people. The writer assumes that speaking is essential thing in our daily life because, it has many advantages such as building social interaction misunderstanding, reducing and sharing the information. From the advantages above, speaking ability is significant to be analyzed and this research focus on Mind Mapping strategy in learning English. To success the teaching for improving the students to speak English in a second language classroom, there is a material for speaking practice created by he writer namely mind mapping strategy, and the mind mapping diagram used to represent word, ideas, tasks, or other items linked to and arranged around a central key word or idea.

British popular psychology author Tony Buzan claims to have invented modern mind mapping. He claimed the idea was inspired by Alfred Korzybski,s general semantic as popularized in science fiction, novels, such as those of Robert A. Heinlein and A.E Van Vogt. Mind Mapping has many application in personal, family, and educational and the concept of

mind mapping developed from note taking technique stifle creative taught, by laying out ideas in linier way.

Introduction to Mind Mapping Strategy

Mind Mapping (or similar concept) has been used for century in learning, brainstorming, memory, visual thinking and problem solving by educator, engineers, psychologist and other. Mind Mapping has many aplication in personal, family, and educational, includinng note taking, brain forming, (where in ideas are interested into the map radically around the center node, without the implicit prioritization that comes from hierarcy or sequential arrangements, and where in grouping and organizing is reserved for later stages) , summarizing, revising, and general clarifying or thought. Buzan states (2008:87) Mind Mapping are also promoted us a way to collaborate in color pen creavity seasons and mind mapping can be used for:

1. Problem Solving
2. Outline/Framework Design
3. Anonymous Collaboration.
4. Individual expression or creativity
5. Team building or synergy creating activity.

Mind mapping can be drawn by hand, either, as ‘ rough notes’ during teacher or meeting. The process of mind mapping can be split into tree levels.

1. Getting started
2. Expanding the thinking
3. Expanding the ideas, thought, and associations.

Mind Mapping is perfect for structuring and organizing current ideas and plans in a memorable way for speaking to the other students, Firstly, the students need to know the audience is and what they stand to get benefit from the presentations. The Mind mapping may include branches, and with the aid of this mind mapping, the students will be able to turn the keyword and ideas into a coherent order ensuring that the students use hard data to back up any view or ideas that may use into the speaking. Ensure the central image incorporate the subject, while the branches should represents the subject for discusssion, By using mind mapping, the students will find their role in a wider contect will be clearer, and will find it easier.

In speaking the students should use image, color, and symbols. This one of the most efective ways of formation can be getting the students point across. The Visual stimuli will make the speaking more dynamic and interesting. Therefore, in the students mind map include a branch of thoughts and ideas to make the students speaking more fun, interactive and memorable for the classroom.

Mind Mapping in Teaching Learnng Process

The concept of mind mapping developed from note taking technique stifle creativity taught, by laying out ideas in a linier way (arranging concepts in a structured technique) our mind are limited to left-brain thinking (logical, ordered, detail oriented).Mind Mapping ostensibly encourages right-brain thinking, symbolic, “ big picture” oriented).

The mind mapping has four essensial characteristics:

1. The subject of attention is crstallized in a central image.
2. The main themes of the subject radiate from the central image as branches.
3. Branches comprise a key image or key word printed on an associated line. Topic of lesser importance are also represented as branches attached to level branches.
4. The branches from a connected nodal structure,

The benefit of mind mapping are:

1. Easily plan strategy, presentation and report.
2. Use to take minutes and note in meeting.
3. Revise effectively for propfesional exam.

4. Analyze and solve problems quickly.
5. Improve any type of thinking.

Buzan (2008:89) also argue that mind mapping utilizes the full range of the left and right human cortical skill, balances the brain, taps into teh cipocrychal 99% of un used mental potential as well as intuition.

Teaching Speaking in English Teaching Learning Process

The Definition of Speaking

Speaking is a productive skill of language. The language learner should be master it. Most people communicate orally each other by speaking, so it includes the verbal communication. More over, Scott (2005:17) stated that oral communication is type field as an activity involving two or more people in whom the participants are both hearers and speakers having to reach to what they hear and make their contributions at a high speed.

Speaking Ability

Speaking abilty is the most difficult problem of the other skill. Lado (1999:240) said that speaking ability is described as they ability to express oneself in situation, or the ability to report acts or situation in precise words, or the abilty to converse or express of ideas fluently.

Strategy in Teaching Speaking in Elementary School

Definition of Strategy

According to Brown (2000:113), strategiesnare specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

The Kinds of Strategy

There are kinds of strategies, as Brown (2000: 112) states that the strategies divided into two, they are: Learning Strategy, and Communication Strategy

Teaching Speaking in Elementary School

In reaching the goal of teaching speaking to childreen especially to make them confidence to practice speaking ability, the teacher should make their effective srategies and instruction. Since strategies are processes rather than set and facts, modeling play a key role in teachers' instruction. So, in this context, to ensure in learning a foreign language including speaking, children should have a great deal of exposre to be engaged in, and support for the language, they are learning. This means that their teacher should give them sample oppurtunities to hear and see the english language being in communicative purpose in their social environment.

Implementation of Mind mapping Strategies in Teaching Speaking

These are some implementation of applying mind mapping strategy in teaching speaking:

The Strategy of Mind Mapping

These are some strategies of mind mapping:

1. Preparation
 - a. Browse: Create the central images of mind mapping (10 minutes)
 - b. Setting time and amount target(5 minutes)
 - c. Mind Mapping existing knowledge on the subject (10 minutes)
 - d. Defining and mind mapping goals (15 minutes)
2. Application
 - a. Overview-add main mind mapping branches
 - b. Previewing-first and second levels
 - c. Interview-fills in the mind mapping details
 - d. Review-completes the mind mapping

These are strategies helps the students quickly relate a central word or concept. The mind form association almost instaneously and mapping allows yo write your ideas quicker,

using only word or phrases. To make a mind mapping, start in the centre of the page with the mind idea, and work outward in all direction, producing a growing and organized structure composed of key word and key images and key feature are: Organization, key word, association, clustering, visual memory print the key word, use color, symbol, icons, arrows and out lining groups of words, outstanding less-every mind mapping needs a unique centre, conclusion involvement.

The Benefit of Mind Mapping Strategy

According to Cess van Halen (2008: 48). There are some benefit of mind mapping strategies.

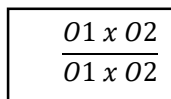
1. Simplicity (easy for use)
2. Associative (any ideas probably has many link)
3. Visual (easy to remember)
4. Radial (allowsyou to work in all direction)
5. Overview (help to see the big picture and relationship between issues)
6. Position the mind idea in the center, personalize a picture of it.
7. Use color and capitals where useful, personalize the map
8. Look for relationship
9. Create sub center for sub theme.

Research Methodology

Resereach Design

The respondent of this study are several students of Cikande 1 Elementary School especially at six grades. These are consisting two groups, experimental group and control group. The researcher chooses 80 students as respondents. From the background, interview distributed to the students there are 40 male which range ages from 11 to 12 years old. Many respondents use Sudanese and the rest Banten Javanese as their mother tongue and as language in their home.

The writer used queasy experimental design in this research. The Data of students speaking ability were gathered from pre test and post test result. In practice, then was done by non Equivalent control group Design. The writer took two classes as experimental group and control group. The students were given pre test in form of speaking followed by mind mapping as treatment and the post test administered to know the students speaking ability after treatments. The design was taken from Sugiono (2009: 116), and it would be as follow



The diagram of non Equivalent control group design

Notes:

O1: The Students were given the pre test

O2 : The Students were given the posttest

Population and Sample

Population of the research is all of six grades students of Cikande 1 Elementary School in serang with total of the students are 80 students. Futher, the writer used cluster sampling beacuse it is sometimes hard to seek appropriate equivalent control group, and the sample of the research is one class consist of 40 students.

The Research Variables

The variables consist of independent dan dependent variables. The independent variable is applying mind mapping strategy to student speaking ability, and dependent variable is effectiveness of applying mindmapping strategy to students speaking ability, the students activity with applying mind mapping strategy to students speaking ability, and the students response with applying mind mapping strategy to student speaking ability.

Research Instrument

To get the data of the research, the writer used following instruments:

Interview

Interview is a very good way of accessing peoples' perception meanings' definition of situation and condition of reality. It also one the most powerful we were understanding others. In this study, interview was given to the english teacher of six grades students in Cikande 1 Elementary School toknow their opinion about students speaking with applying mind strategy. **Test**

In this research, the writer used pre test and post test. The test were given in oral form, to get data of students speaking ability. In this case, pre test were administrated to know students speaking ability with applying mind mapping strategy before treatment are posttest to measure students speaking ability after treatment. The speaking component that are measured consist of fluency, grammar, vocabulary, and spelling.

Observation

The observeration techniques used to write the dominat sign of the research object that realted to learning activities.

Determining the Normality of the Test

The result of measuring the noramlity of pre test, the value of X2 count in Experiment Class (9.200) <X2 table (5.095) count in Count in Control Class (5.300)<X2 table (5. 095) (11.07). So H0 is received.

Determining the Varianess Od Data Homogeneity

The result of measuring the variancess of data homogeinty of pre test score variances in Experiment Class and Control Class is F count (0. 961)< F (1.78); 0.95 (3.11). So, Ho is received and if Sig (0. 620) > a (0. 05). So, Ho is received.

Validity and Realibilty of the Test.

Validity is a central issue like as the realibilty in all scientific measurement. Validity tell whether an indicator actually capture the meaning of the construct, in which the writer is interested. The rates result of measuring the validity of the test is 67.00 with the standrad deviation is 10.67, the data has arranges based on the higher score to lower score.

Data Analysis

The Writer tried to use some table and formulation to analyze the effectiveness of applying mind mapping strategy to students speaking ability.

Table 1 Total Score of Pre Test

Students' Code	Pre test 1	Pre test II	Pre test III
A			
B			
C			
Total			

Table 2 Total Score of Post Test

Students' code	Post test I	Post test II	Post test III
A			
B			
C			
Total			

The Formulation to Prove the Hypothesis

Analysis of Instrument

Technique of Research Instrument Analysis

The quality of instrument should capable and complete to measure or collecting data, validity, reliability, and degree of freedom and also degree of the difficulties and the result as follows:

1. Instrument of the Test
To measure students' speaking ability in speaking, the writer used oral test, including pre test and post test, and to measure the instrument of the test, the writer firstly measuring the validity of the test, reliability of the test, and degree of freedom.
2. Non test Instrument
The other instrument in this research is observation, interview, and test.
3. The Hypothesis of the test
Concerning this test, the writer was know the result of students speaking ability with applying mind mapping strategy is better than without applying mind mapping strategy. To test hypothesis, the writer use t-test (9n right side) in experimental class and control class.

Research Finding

This research has done in Cikande one 1 Elementary School. The method of this research is quasi experimental study because the individual of the respondent did not chooses by randomly. This is the writer did not make new class. From the two classes of six grades, B class chooses as an experimental class and A class as a control class. B class as an experimental class has given the treatment with using mind mapping strategy, while A class was taught by conventional strategy.

The data from the research result is the information about the data of test and non test and another research finding, and that data has done to analysis and to answer the statement of the problems and to answer the hypothesis to knowing the effectiveness of applying mind mapping strategy, so the writer gave the test likes conversation and oral test only 1 item. This test has given before (pre test) and after the writer gave the treatment as long as the process of teaching and learning (posttest).

The data of the effectiveness of applying mind mapping strategy mind mapping strategy in speaking subject has taken from the result of the pre test and post test in experimental class and control class. There are on the table.

The Averages Score of Speaking Ability

Student' score	The averages of pretest	The average of posttest
Control Class	64.750	74.875
Experiment Class	66.625	79.625

Conclusion and Suggestion

Conclusion

Based on the formulation of the problems, accordingly the writer can conclude this problem. Those are:

1. Mind mapping Strategy is the strategy in English teaching as a foreign language, which emphasized the learners' ability to use the language appropriately in specific situation
2. At Cikande 1 Elementary School, English learning process by applying mind mapping strategy is appropriate. It is effective to motivate the students to increase their speaking ability and the teacher support to using that strategy in teaching learning process.
3. The data of the effectiveness of applying mapping strategy in speaking has taken from the result of pre test and post test in experiment class and control class.

The averages score pre test of students speaking ability is still low in the control class, they are 64.750 and in experiment class is 66.625. It shows that the students still did not understand the material maximally and the conventional strategy is not effective, but after the writer given the treatment, the result of speaking ability is increased. Then, if the averages score of post test is compared, the experiment class is 79.625 and the control class is 74.875, the writer take the averages score of post test in experiment class is higher than the averages score of post test in control class. So, the mind mapping strategy is effective to increase students speaking ability.

Suggestion

Having experimented the effectiveness of applying mind mapping strategy on students speaking ability in Cikande 1 Elementary School Serang, the writer would like to make some following suggestion that would be helpful and useful for all students, all components of Cikande 1 Elementary school, especially for all people who are involved and care about education:

1. Giving materials should be appropriate with students' need.
2. Creating the comfortable atmosphere to get accustomed to communicative in English Class.
3. The applying Mind Mapping Strategy has to be improved to increasing students speak

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PENGARUH METODE PEMBELAJARAN DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR PRAKTIKUM PERKANTORAN

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Abstracts

Learning methods and learning motivation are important and essential element in promoting students' learning to ensure student success. Educators have to use various methods and materials in search of ways to motivate their students to be involved with their studies and to take control of their own learning. The purpose of this study is to determine the effect of learning method and learning motivation toward learning outcomes of office practices subject. This uses a quantitative research method in Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta in 2016. Methods of data collection by observation, documentation and questionnaire. Total sample are 271 respondents. The analysis data use descriptive analysis and multiple linear regression analysis. The result showed that learning method of the total score 24.741 with enough criteria and learning motivation to obtain a total score 18.279 with enough criteria too. There is a positive effect between learning method and learning motivation toward learning outcomes. The regression equation $Y = 43.400 + 0.212 X_1 + 0.243 X_2$. The influence of 11% while the rest influenced by other variables outside the study.

Keywords: Learning Method, Learning Motivation, Learning Outcomes

Pendahuluan

Program Diploma III merupakan salah satu pendidikan vokasi yang menitikberatkan pada keahlian/kompetensi. Oleh karenanya, kegiatan belajar mengajar 70 % merupakan kegiatan praktikum dan 30 % merupakan perkuliahan teori. Hal ini dikarenakan program diploma 3 merupakan program pendidikan yang meyiapkan lulusan untuk siap bekerja.

Sejalan dengan hal tersebut visi dan misi Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta adalah mampu menciptakan lulusan yang siap kerja. Kompetensi lulusan yang siap kerja akan dapat diserap oleh lapangan kerja manakala proses pendidikan yang dilakukan dengan baik. Tujuan pendidikan menurut Undang-Undang Sistem Pendidikan Nasional Bab II pasal 2 yaitu pendidikan nasional "bertujuan untuk berkembangnya peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan YME, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab".

Tujuan pendidikan dikatakan tercapai apabila hasil belajar peserta didik mengalami perkembangan dan peningkatan. Hasil belajar yang baik merupakan hal yang paling didambakan oleh setiap peserta didik yang sedang belajar. "Hasil belajar dapat dijadikan indikator keberhasilan seseorang dalam kegiatan belajar" (Sardiman, 2006:49). Hasil belajar yang maksimal didukung oleh metode pembelajaran yang baik. Asmani (2013:18) "Pembelajaran yang baik, cenderung menghasilkan lulusan dengan hasil belajar yang baik pula, demikian sebaliknya". Selain metode pembelajaran motivasi belajar juga mendukung keberhasilan belajar siswa. Siswa yang motivasi tinggi lebih semangat belajar, datang ke kampus, dan aktif bertanya. Menurut Eysenck dalam Slamerto (2003:170 "Motivasi dirumuskan sebagai salah suatu proses yang menentukan tingkatan kegiatan, intensitas,

konsistensi, serta arah umum tingkah laku manusia, merupakan konsep yang rumit dan berkaitan dengan konsep-konsep lain seperti minat, konsep diri, sikap dan sebagainya”.

Tujuan penelitian adalah untuk mengetahui dan menganalisis pengaruh metode pembelajaran dan motivasi belajar terhadap hasil belajar Praktikum Perkantoran di Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta.

Tinjauan Pustaka

Konsep Dasar Tentang Hasil Belajar Praktikum Perkantoran

Setiap pendidik, orangtua dan peserta didik mengharapkan suatu hasil belajar yang optimal. Hasil belajar diperoleh peserta didik setelah melakukan kegiatan belajar mengajar. Menurut Anni (2004:4) “Hasil belajar merupakan perubahan perilaku yang diperoleh pembelajar setelah mengalami aktivitas belajar”. Hasil belajar bisa berupa nilai ataupun perubahan perilaku dari yang tidak bisa menjadi bisa, dari yang tidak tahu menjadi tahu, dari yang tidak terampil menjadi terampil seperti menurut Djamarah (2008:13) “Hasil belajar adalah suatu proses perubahan perilaku yang diperoleh peserta didik setelah mengalami aktivitas belajar yang menyangkut kognitif, afektif dan psikomotorik”.

Mata Kuliah Praktikum Perkantoran merupakan mata kuliah wajib untuk mahasiswa semester 4 program studi Manajemen Administrasi di Akademi Sekretari dan Manajemen Bina Sarana Informatika. Mata kuliah ini merupakan mata kuliah Praktik. Proses belajar mengajar di lakukan di Laboratorium Perkantoran. Tujuan dari mata kuliah ini adalah: mahasiswa mampu memahami etika kantor, mahasiswa mampu berpenampilan yang baik, mahasiswa mampu mengoperasikan peralatan dan perlengkapan kantor, mahasiswa mampu melakukan prosedur penanganan telepon dengan baik, mahasiswa mampu menangani arsip elektronik maupun non elektronik, mahasiswa mampu mengelola perjalanan dinas pimpinan, mahasiswa mampu menyusun agenda pimpinan, mahasiswa mampu mengelola petty cash, mahasiswa mampu mengelola rapat. Kompetensi tersebut akan membekali mahasiswa nantinya pada saat bekerja di dunia perkantoran.

Hasil belajar Praktikum Perkantoran diperoleh dari nilai praktikum peserta didik. Setelah peserta didik melakukan roleplay pada kegiatan belajar mengajar, peserta didik akan dinilai dari tes. Tes merupakan indikator untuk mengetahui tingkat penyerapan terhadap materi. Menurut Sudjana (2009:114) “tes terdiri dari tiga bentuk yakni: tes lisan, tes tulisan dan tes tindakan”. Tes yang dilakukan pada praktikum perkantoran dikategorikan ke dalam tes tindakan.

Konsep Dasar tentang Metode Pembelajaran

Pengertian Metode Pembelajaran

Pengertian metode menurut Wahab (2008:36) “Metode dapat pula dianggap sebagai cara atau prosedur yang keberhasilannya adalah didalam belajar, atau sebagai alat yang menjadikan mengajar menjadi efektif”. Pengertian Pembelajaran menurut Hamalik (2009:57) “Pembelajaran adalah suatu kombinasi yang tersusun meliputi unsur-unsur manusiawi, material, fasilitas, perlengkapan dan prosedur yang saling mempengaruhi mencapai tujuan pembelajaran”.

Menurut Ahmadi, Iif Khoiru dkk (2011: 9) “Metode Pembelajaran didefinisikan sebagai cara yang digunakan guru yang dalam menjalankan fungsinya menjadi alatnya untuk mencapai tujuan pembelajaran”.

Hakikat Pembelajaran

Hakikat pembelajaran menurut Dimiyati dan Mudjiono (2009:286) antara lain:

1. Kegiatan yang dimaksudkan untuk membelajarkan pebelajar
2. Program pembelajaran yang dirancang dan diimplementasikan sebagai suatu sistem
3. Kegiatan yang dimaksudkan untuk memberikan pengalaman belajar kepada pebelajar
4. Kegiatan yang mengarahkan pebelajar kearah pencapaian tujuan pembelajaran
5. Kegiatan yang melibatkan komponen-komponen tujuan. Isi pelajaran, sistem penyajian dan sistem evaluasi dalam realisasinya.

Menurut Ahmadi, Iif Khoiru dkk (2011: 4) “Pendekatan pembelajaran bisa diartikan sebagai titik tolak atau sudut pandang kita terhadap proses pembelajaran yang merujuk pada pandangan tentang terjadinya suatu proses yang sifatnya masih sangat umum”. Pendekatan pembelajaran menurut Dimiyati dan Mudjiono (2009:161) antara lain: pembelajaran secara individual, pembelajaran secara kelompok dan pembelajaran klasikal.

Macam-Macam Metode Pembelajaran

Menurut Uno (2011:65) metode pembelajaran dibedakan menjadi: “ceramah dan tanya jawab, demonstransi dan praktikum, diskusi kasus dan presentasi, simulasi, permainan, seminar/simposium/lokakarya, studi banding”.

Asmani (2013:32) Macam-macam metode pembelajaran yaitu: Metode ceramah, Metode proyek, Metode eksperimen, Metode pemberian tugas dan resitasi, Metode diskusi metode latihan, Metode picture dan picture, Metode numbered head together, Metode cooperative script, Metode kepala bernomor struktur, Metode jigsaw, Metode artikulasi, Metode mind mapping, Metode make a match, Metode think pair and share, Metode bertukar pasangan, Metode snowball throwing, Metode tebak kata, Metode keliling kelompok, Metode course review horay.

Konsep Dasar Motivasi Belajar

Jenis dan Sifat Motivasi

Motivasi sebagai kekuatan mental individu memiliki tingkat-tingkat. Menurut Dimiyati dan Mudjiono (2006:86) menyatakan bahwa para ahli jiwa umumnya sependapat bahwa motivasi tersebut dapat dibedakan menjadi dua jenis yaitu :

Motivasi primer

Motivasi primer merupakan motivasi yang didasarkan pada motif-motif dasar. Motif-motif dasar tersebut umumnya berasal dari segi biologis atau jasmani manusia karena manusia merupakan makhluk jasmani sehingga perilakunya terpengaruh oleh oleh insting atau kebutuhan jasmaninya.

Motivasi sekunder

Motivasi sekunder adalah motivasi yang dipelajari. Hal ini berbeda dengan motivasi primer. Marx dalam dalam dimiyati, dkk (1994 :82) menggolongkan motivasi sekunder menjadi: 1) kebutuhan organisme seperti motif ingin tahu, memperoleh kecakapan, berprestasi dan 2) motif sosial seperti kasih sayang, kekuasaan, dan kebebasan. Sedangkan menurut sifatnya, motivasi dapat dibedakan menjadi dua jenis yaitu:

Motivasi intrinsik

Motivasi intrinsik merupakan motivasi yang menjadi aktif atau berfungsinya tidak perlu dirangsang dari luar karena dalam diri setiap individu sudah ada dorongan untuk melakukan sesuatu. Jadi motivasi itu muncul dari kesadaran diri sendiri dengan tujuan secara esensial bukan sekedar simbol atau seremonial.

Motivasi ekstrinsik

Motivasi ekstrinsik merupakan dorongan terhadap perilaku seseorang yang ada di luar perbuatan yang dilakukannya. Motivasi ekstrinsik juga dapat dikatan sebagai bentuk motivasi yang didalamnya aktivitas belajar dimulai dan diteruskan berdasarkan doringan dari luar yang tidak secara mutlak berkaitan dengan aktifitas belajar.

Ciri-Ciri Motivasi

Menurut Sardiman (2007 :83) motivasi yang ada pada diri orang memiliki ciri-ciri sebagai berikut :

1. Tekun menghadapi tugas.
2. Ulet menghadapi kesulitan.
3. Menunjukkan minat terhadap bermacam-macam masalah.
4. Lebih senang bekerja mandiri.
5. Cepat bosan terhadap tugas-tugas yang rutin (hal-hal yang bersifat mekanis,berulang-ulang begitu saja, sehingga kurang kreatif).
6. Dapat mempertahankan pendapatnya.

7. Tidak mudah melepas hal yang diyakininya.
8. Senang mencari dan memecahkan masalah soal-soal.

Pengertian Motivasi Belajar

Menurut Sardiman (2007 :73) motivasi berasal dari kata motif yang diartikan sebagai daya upaya yang mendorong seseorang untuk melakukan sesuatu. Dengan kata lain motivasi merupakan sebagai daya penggerak yang telah menjadi aktif. Menurut Usman (2010 :28) motif adalah daya upaya dalam diri seseorang yang mendorongnya untuk melakukan sesuatu atau keadaan seseorang/organisasi yang menyebabkan kesiapannya untuk memulai serangkaian tingkah laku atau perbuatan. Sedangkan motivasi adalah suatu proses untuk meningkatkan motif-motif menjadi perbuatan atau tingkah laku untuk memenuhi kebutuhan dan mencapai tujuan atau keadaan dan kesiapan dalam diri individu yang mendorong tingkah lakunya untuk berbuat sesuatu dalam mencapai tujuan. Motivasi merupakan keadaan seseorang yang mendorong orang tersebut untuk melakukan sesuatu. Motivasi berkaitan dengan emosi sehingga dapat merupakan kekuatan-kekuatan pendorong (*driving forces*) untuk mempelajari sesuatu (Suparno, 2000 :83). Sedangkan menurut Slavin dalam Anni, dkk (2004 :111) motivasi merupakan proses internal yang mengaktifkan, memandu dan memelihara perilaku seseorang secara terus-menerus. Motivasi meliputi dua hal : 1) mengetahui apa yang akan dipelajari dan 2) memahami mengapa hal tersebut patut dipelajari.

Dari beberapa pendapat diatas dapat disimpulkan bahwa motivasi belajar adalah suatu proses internal seseorang yang mendorong dirinya untuk mengetahui dan memahami apa yang dipelajarinya sehingga dapat mencapai tujuan yang diinginkannya. Berkaitan dengan belajar yang dimaksud dengan motivasi belajar merupakan dorongan internal para siswa yang sedang belajar untuk mengadakan perubahan tingkah lakunya.

Fungsi Motivasi Belajar

Ada tiga fungsi motivasi yang dikemukakan oleh Sardiman (2007 :85) yaitu:

1. Mendorong manusia untuk berbuat, menjadi pendorong penggerak atau motor yang melepas energi. Motivasi dalam hal ini merupakan motor penggerak dari setiap kegiatan yang akaa dikerjakan.
2. Menentukan arah perbuatan, yakni menentukan arah tujuan yang hendak dicapai. Dengan demikian motivasi dapat memberikan arah dan kegiatan yang harus dikerjakan sesuai dengan rumusan tujuan.
3. Menyeleksi tujuan, yakni menentukan perbuatan-perbuatan apa yang harus dikerjakan yang serasi guna mencapai tujuan dengan menyisihkan perbuatan-perbuatan yang tidak bermanfaat bagi tujuan tersebut.

Faktor-faktor yang Mempengaruhi Motivasi Belajar

Menurut Uno dalam Utaminingsih (2008 :25) motivasi belajar dapat timbul karena faktor intrinsik berupa hasrat ingin tahu, dorongan kebutuhan belajar, dan harapan akan cita-cita. Sedangkan faktor ekstrinsik adalah adanya penghargaan, lingkungan belajar yang kondusif, dan kegiatan belajar mengajar yang menarik.

Beberapa faktor yang mempengaruhi motivasi belajar menurut Dimiyati dan Mudjiono (2006 :97-100) adalah sebagai berikut :

Cita-cita tau aspirasi siswa

Cita-cita merupakan impian dan harapan yang ingin dicapai oleh siswa. Cita-cita akan memperkuat motivasi belajar baik intrinsik maupun ekstrinsik sebab dengan tercapainya cita-cita akan mewujudkan aktualisasi diri.

Kemampuan siswa

Kemampuan merupakan bakat dan kekuatan siswa untuk meraih prestasi dan cita-cita dalam pembelajaran. Keinginan seseorang harus dibarengi dengan kemampuan atau kecakapan untuk mencapainya. dengan kemampuan yang dimilikinya akan menimbulkan motivasi yang tinggi untuk mencapai apa yang menjadi harapannya.

Kondisi siswa

Kondisi siswa yang meliputi jasmani dan rohani akan mempengaruhi motivasi belajar. Seorang siswa yang sedang sakit, lapar, sedih akan mempengaruhi perhatian dan proses belajar siswa.

Kondisi lingkungan

Lingkungan siswa dapat berupa keadaan alam, lingkungan tempat tinggal, pergaulan sebaya, dan kehidupan kemasyarakatan. Sebagai anggota masyarakat tentu hal-hal yang ada dimasyarakat akan mempengaruhi kondisi siswa. Dengan lingkungan yang aman, tentram, tertib dan indah maka semangat dan motivasi belajar akan mudah diperkuat.

Unsur-unsur dinamis dalam belajar dan pembelajaran

Setiap siswa memiliki perasaan, perhatian, kemauan, ingatan dan pikiran yang mengalami perubahan berkat pengalaman hidupnya. Dengan demikian maka unsur-unsur yang labil tersebut lebih mudah untuk dipengaruhi. Sedangkan guru adalah seseorang pendidik yang profesional. Intensitas pergaulan dan bimbingan guru terhadap siswa tersebut mempengaruhi pertumbuhan dan perkembangan jiwa siswa sehingga sebagai seorang yang profesional guru harus mampu membelajarkan siswa secara bijaksana.

Metode Penelitian

Metode Penelitian yang digunakan adalah kuantitatif. Metode penelitian kuantitatif menurut Sugiyono (2009:14) “Metode penelitian berdasarkan pada falsafah postpositivisme, digunakan untuk meneliti populasi atau sampel tertentu”. Pengumpulan data meliputi: observasi, dokumentasi, dan kuesioner.

Hasil Penelitian

Gambaran Umum

Penelitian ini dilaksanakan di Akademi Sekretari dan Manajemen Bina Sarana Informatika Jakarta pada program studi Manajemen Administrasi semester 5.

Deskriptif Variabel Metode Pembelajaran

Tabel 1 Interval Kriteria Variabel Kompetensi Guru

Interval Skor	Kriteria
36.428 - 43.366	Sangat Baik
29.489 - 36.427	Baik
22.550 - 29.488	Cukup Baik
15.611 - 22.549	Sedang
8.672 - 15.610	Kurang Baik

Sumber: Data Primer (2016)

Pada variabel metode pembelajaran digunakan 32 butir pernyataan dan berdasarkan hasil tanggapan 271 responden diperoleh skor total 24.741 yang berada pada interval skor 22.550-29.488 termasuk pada kriteria cukup baik. Berdasarkan skor total yang diperoleh maka metode pembelajaran di ASM BSI Jakarta berada dalam kriteria cukup baik.

Deskriptif Variabel Motivasi Belajar

Tabel 2 Interval Kriteria Variabel Motivasi Belajar

Interval Skor	Kriteria
27.319 - 32.522	Sangat Baik
22.115 - 27.318	Baik
11.911 - 22.114	Cukup Baik
11.708 - 16.910	Sedang
6.504 - 11.707	Kurang Baik

Sumber: Data Primer (2016)

Pada variabel motivasi belajar digunakan 24 butir pernyataan dan berdasarkan hasil tanggapan 271 responden diperoleh skor total 18.279 yang berada pada interval skor 11.911 – 22.114 termasuk pada kriteria cukup baik. Berdasarkan skor total yang diperoleh maka motivasi belajar di ASM BSI Jakarta berada dalam kriteria cukup baik.

Deskriptif Variabel Hasil Belajar

Gambaran hasil belajar praktikum perkantoran program studi manajemen administrasi dapat dilihat dari tabel berikut ini:

Tabel 3 Deskriptif Variabel Hasil Belajar

Nilai	Frekuensi	Kriteria
80 - 100	162	A
68 - 79	82	B
51 - 67	27	C
31 - 50	0	D
0 - 30	0	E

Sumber: Data Primer (2016)

Berdasarkan Tabel 4.3. diatas menunjukkan bahwa hasil belajar praktikum perkantoran mahasiswa program studi Manajemen Administrasi yaitu: 162 mahasiswa mendapatkan nilai A, 82 mendapatkan nilai B dan 27 mendapatkan nilai C, tidak ada yang mendapatkan nilai D maupun E.

Analisis Regresi Linier Berganda

Penelitian ini menggunakan perhitungan komputer SPSS *for windows release 23*.

Tabel 4 Hasil Analisis Regresi Linier Berganda

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,400	6,085		7,132	,000
	X1	,212	,067	,204	3,176	,002
	X2	,243	,080	,196	3,052	,003

a. Dependent Variable: Y

Sumber: Data Primer (2016)

Hasil analisis regresi linier berganda diperoleh koefisien untuk variabel bebas $X_1 = 0,212$ dan $X_2 = 0,243$ dengan konstanta (Y) sebesar 43,400 sehingga model persamaan regresi linier berganda diperoleh adalah $Y = 43,400 + 0,212 X_1 + 0,243 X_2$

1. Hal ini berarti setiap ada peningkatan satu skor metode pembelajaran (X_1) maka hasil belajar (Y) juga akan mengalami peningkatan sebesar 0,212 dengan anggapan variabel motivasi belajar (X_2) adalah konstan.
2. Setiap ada peningkatan satu skor motivasi belajar (X_2) maka hasil belajar (Y) juga akan mengalami peningkatan sebesar 0,243 dengan anggapan variabel metode pembelajaran (X_1) adalah konstan.
3. Nilai koefisien determinasi secara parsial (X_1) = 0,204 dan (X_2) = 0,196 dengan demikian menunjukkan pengaruh variabel metode pembelajaran terhadap hasil belajar sebesar 20,40% dan besarnya pengaruh variabel motivasi belajar terhadap hasil belajar sebesar 19,60%.

Uji Hipotesis Secara Parsial (Uji t)

Berdasarkan Tabel 4.4. menunjukkan bahwa hasil uji t untuk variabel metode pembelajaran (X_1) diperoleh t_{hitung} sebesar 3,176 dengan probabilitas sebesar 0,002. Nilai probabilitas lebih kecil dari 0,05 ($0,002 < 0,05$) dengan demikian dapat dikatakan bahwa ada pengaruh antara metode pembelajaran dengan hasil belajar. Hasil uji t untuk variabel motivasi belajar (X_2) diperoleh t_{hitung} sebesar 3,052 dengan probabilitas sebesar 0,003. Nilai probabilitas lebih kecil dari 0,05 ($0,003 < 0,05$) dengan demikian dapat dikatakan bahwa ada pengaruh antara motivasi belajar dengan hasil belajar

Uji Hipotesis Secara Simultan (Uji F)

Tabel 5 Hasil Analisis Uji F

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1871,722	2	935,861	17,435	,000 ^b
	Residual	14385,783	268	53,678		
	Total	16257,506	270			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Sumber: Data Primer (2016)

Hasil perhitungan dengan menggunakan program SPSS *for windows release 23* diketahui bahwa F_{hitung} sebesar 17,435 dengan nilai probabilitas sebesar 0.000 lebih kecil dari 0,05 maka dapat dikatakan bahwa ada pengaruh yang signifikan antara metode pembelajaran dan motivasi belajar secara bersama-sama terhadap hasil belajar.

Koefisien Determinasi

**Tabel 6 Hasil Koefisien Determinasi
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,339 ^a	,115	,109	7,327

a. Predictors: (Constant), X2, X1

Sumber: Data Primer (2016)

Nilai Koefisien Determinasi berdasarkan Tabel diatas sebesar 0.109 berarti bahwa pengaruh metode pembelajaran dan motivasi belajar secara bersama-sama berpengaruh terhadap hasil belajar sebesar 10,90% dan selebihnya hasil belajar dipengaruhi oleh faktor lain yang tidak dikaji dalam penelitian ini.

Simpulan

- Terdapat pengaruh yang signifikan metode pembelajaran dan motivasi belajar secara bersama-sama terhadap hasil belajar praktikum perkantoran. Hal ini dapat dilihat dari nilai $F_{hitung} = 17,435$ dengan sig $0,000 < 0,05$ Ha diterima.
1. Terdapat pengaruh yang signifikan metode pembelajaran terhadap hasil belajar praktikum perkantoran. Hal ini dapat dilihat dari $t_{hitung} = 3,176$ dengan sig $0,002 < 0,05$ maka Ha diterima.
 2. Ada pengaruh yang signifikan motivasi belajar terhadap hasil belajar praktikum perkantoran. Hal ini dapat dilihat dari $t_{hitung} = 3,050$ dengan sig $0,003 < 0,05$ maka Ha diterima

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**MOTIVATION IMPROVEMENT OF LEARNING AND SKILLS WRITING
TEXT ANECDOTE THROUGH CONTEXTUAL APPROACH AND
THE USE OF AUDIO VISUAL MEDIA "VIDEO SENTILAN SENTILUN":
CLASSROOM ACTION RESEARCH IN CLASS X IS 2
AT SMA NEGERI 1 SURAKARTA**

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Abstract

Curriculum learning Indonesian in 2013 based on the text. One type of text being studied high school students of Class X is anecdotal text. Text anecdote is a new material in the subjects of Indonesian so many obstacles found in anecdotes text learning, especially learning to write text anecdotes. Motivation to learn and writing skills anecdotal texts in class X IS 2 SMA Negeri 1 Surakarta still low. This article is the result of a class action research approach Contextual Teaching and Learning (CTL) and the use of audio-visual media "Video Sentilan Sentilun". This research was conducted from August to December 2016. The data in this study is a qualitative and quantitative data analysis (descriptive statistical analysis). The purpose of this study was the motivation to study and writing skills anecdotal texts class X IS 2 SMA Negeri 1 Surakarta increased through the implementation approach Contextual Teaching and Learning (CTL) and the use of audio-visual media "Video Sentilan Sentilun".

Keywords: Learning to Write Text Anecdotes, Approach Contextual Teaching and Learning (CTL), Motivation to Learn, Audio-Visual Media, Sentilan Sentilun

Introduction

Writing is one of the components of language skills that must be mastered learners, in addition to listening, speaking, and reading. Writing is believed to be a high-level language skills because the author had to pour ideas, ideas, and intentions to the reader through the medium of writing. St. Slamet Y. (2009: 98) states that writing requires skill because the required exercises ongoing, continuous and earnest. Therefore, Tarin (2013: 4) states that writing skills are a hallmark of an educated person or nation is educated. This means that someone who has the skill of writing is called an educated person.

To answer the challenges of the times and globalization, Curriculum 2013 upholding the culture of literacy. Evidenced by the Indonesian concept of learning that are not only for teaching language and literature to students. Kemendikbud (2016: 1) states that the material scope Indonesian subjects include language (knowledge of Indonesian); literature (understanding, appreciation, feedback, analysis, and creation of literary works); and literacy (expansion of the Indonesian language competence in a range of specific objectives related to reading and writing). Therefore, teachers must pay more attention to writing skills for students.

In accordance with the approach to curriculum development language used advanced countries, Curriculum 2013 using genre-based approach, genre pedagogy and content integrated language learning (CLIL). In short, the approach used is a genre-based approach. Genre is a grouping of a communication event. Each communication event has a distinctive communicative purposes in the form of communication. Kemendikbud (2016: 2)

concluded that the genre is the meaning and social purpose, the text type is the physical form, the genre-based approach is also sometimes called text-based. According Mahsun (2013) is a text-based learning is that students use language not only just as a means of communication, but as a means of developing thinking skills. Text-based learning can be expressed learning that make the text as the basis, principle, base and pedestal.

Already talked about the imbalance of matter of language and literature in the Indonesian language teaching at all levels of schooling. Just as charge materials in class X Indonesian below. Indonesian cargo subject matter in class X School (SMA) include: 1) Report of Observations; 2) Text Exposition; 3) Anecdotes; 4) The Tale; 5) Overview of Books; 6) Text Negotiations; 7) Debate; 8) Re Story (Biography); 9) Poetry; 10) Book Review. In the tenth grade level, there are three literary material, ie, anecdotes, tales, and poetry. The percentage charge unbalanced literary material is a shame because in the literary text contains the values of life, and can build insight and stimulate students bring attitudes based on values, morals, and ethics.

Text anecdote is a short story, but funny and contents of the satire (Priyatni, 2014: 92). This text is claimed to educators as a new literary material for the Education Unit Level Curriculum is not listed. Fatimah (2015: 216-217) explains that in the world of language learning, the term anecdotes have appeared in English language learning curriculum of 2004. Meanwhile, the emergence of anecdote text as text taught in Indonesian Language new curriculum presented explicitly in 2013. In accordance with Indonesian learning principles in the curriculum that is based on the text means anecdotes into one text that must be learned. Only anecdotal text not introduced since junior high school, but only introduced since SMA.

The success of learners have the skills to write anecdotes determined by various interrelated components in the learning system. These components include learning objectives, content / materials, methods, media, and evaluation (Sanjaya, 2011: 59). With the characteristics of class X IS 2 highly active and has a high curiosity, teachers need to use appropriate learning approach in order to meet the knowledge needs of learners and provide an opportunity to develop their creativity in groups. In addition, learners need media interest so as not to saturate and lose the motivation to follow the teaching of writing text anecdotes.

Based on initial oservasi researcher, found a variety of problems in learning to write anecdotes text in class X IS 2 SMA Negeri 1 Surakarta, namely the level of learning motivation and skills to write texts anecdotes low. Based on the results of these preliminary observations, the researchers merancang classroom action research actions carried out of the application of contextual approach and the use of audio-visual media "video Sentilan Sentilun". With the implementation of such measures, can be formulated action research goal is to improve: 1) motivation to learn to write text anecdotes IS 2 class X SMA Negeri 1 Surakarta through the application of contextual approach and the use of audio-visual media "video Sentilan Sentilun"; 2) the skill to write text anecdotes IS 2 class X SMA Negeri 1 Surakarta through the application of contextual approach and the use of audio-visual media "video Sentilan Sentilun".

Literature Review

Writing skills Text Anecdotes

Humans have four types of the four language skills is an integral or single called chess. According Tarin (2013: 1), language skills has four components, namely: (1) listening skills (listening skills); (2) the speaking skills (speaking skill); (3) reading skills (reading skills); and (4) writing skills (writing skills). Skills can only be acquired and mastered by way of practice and training. Train language skills also means someone thinking skills practice. Hamalik (2008) states that writing is a skill language used to communicate indirectly, not face to face with other people. Writing is an activity that is productive and expressive. Writing is lowered or symbols depicting a graph depicting a language understood by someone, so that others can read the chart symbols if they understand the language and the chart picture.

According to McCrimmon (in Slamet, 2012: 169), writing is an activity to explore thoughts and feelings about a subject, choose things that are written, determine how to write it so that the reader can understand it easily and clearly. This opinion is in line with the opinion of Mary Lawrence (in Slamet, 2012: 171), writing is to communicate what and how the author's mind. Slamet (2012: 171) states that writing is a series of events (activities) that occur and involve several phases (phase), the phase *pramenulis* (prep), writing (content development *bouquet*), and *pascapenulisan* (review and revision or improvement of writing).

Dananjaja (1997: 11) argues that the anecdote is a fictional tale of a character or a personal funny some figures that actually exist. This is similar to (Muthiah: 2012) which states that the anecdote is a text that contains a person's experience is not uncommon. Unusual experience is conveyed to others for the purpose of entertaining the reader. Anecdotes text is often called the funnies because of the humor. This is similar to Martin (2003) who *menerangjelaskan* that anecdote is one kind of humor even anecdotes are often regarded as the humor itself. The term of humor emerged in the 18th century along with the commencement of a humanistic approach. The term is used to distinguish the behavior of humor to laugh caused less positive things such as mutual dancer (comedy), criticism (sarcasm), satire (satire), and oddities that happened to someone else (ridicule).

Contrary to the explanation Danandjaja and Muthiah, some experts interpret more broadly about the text anecdotes. Graham Fatimah (2013: 218) states that the word anecdote is used to interpret the word "joke" of a meaningful English narrative or conversation funny (humorous). In line with the views of past, Wijana (1995: 24) explains that the text of text or discourse humor is charged *bersendau* humor to joke, quip, or indirectly criticize all kinds of lameness or irregularities are happening in the community creator.

Priyatni (2015: 92) explains that the text of anecdote is a short story, but funny and contents of the satire. The text that describes the short story is interesting because it is funny and impressive that the contents of criticism or satire of policy, public services, the behavior of the ruler, or a phenomenon / event is called text anecdotes. The purpose is to provide a text anecdotes satire / critique of policies, public services, the behavior of the ruler, or a phenomenon / events in a more entertaining and interesting (funny and memorable). Gerot and Wignell (in Wachidah, 2004: 10) states that the text of anecdotes generally composed of five parts or generic structure, which is abstract, orientation, crisis, reaction, and coda.

Motivation to Learn

Winkel (1996: 151) identify differences in motives and motivation as follows. Motif is a driving force in a person to perform certain activities and to achieve certain goals. Sardiman (2012: 73) explains that originated from the word motive, the motivation can be defined as the driving force that has become active. Motivation is the basic impulse that drives a person to behave. This push is in a person who moves to do something that fits with a push in him (Uno, 2008: 1).

Riduwan (2006: 210) says motivation is a force or forces that arise from within the students to give a readiness to achieve its intended purpose. While learning is a process that students can do to obtain a change of behavior better and earlier as a result of the student experience in interacting with the environment. Student motivation includes dimensions: 1) persistence in learning (subvariable), namely a) the school attendance (indicators), b) follow PBM in the classroom (indicator), c) a home study (indicators); 2) Resilient in the face of adversity (sub variables), namely a) attitude towards difficulties (indicators), b) an attempt to overcome the difficulties (indicators); 3) interest and alertness in learning (subvariable) which includes a) a habit in learning (indicators), b) follows the spirit of the PBM (indicators); 4) Achievement in learning (sub variables), namely a) the desire for achievement (indicators), b) qualifying results (indicators); 5) independent in learning (sub variables), namely a) the completion of the task / PR (indicators), b) using the opportunities outside school hours (indicator).

Contextual Teaching and Learning

Andayani (2015: 217) states that the approach of contextual learning is a process of education that is holistic and aims to motivate students to understand the significance of the subject matter learned by associating the material with the context of their day-to-day (personal context, social, and cultural) so that students have the knowledge or skills that can be applied flexibly from one problem to another problem and from one context to another. Elaine B. Johnson (2002: 16), an expert on the teaching system in accordance with the workings of the human brain, namely CTL states:

“CTL is a system that stimulates the brain to weave patterns that express meaning. CTL is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a student’s daily life.”

CTL is a system that stimulates the brain to compose patterns that embody meaning. CTL is a teaching system that fits with the brain because it produces meaning by linking academic content to the context of the daily life of students.

According Muslich (2007), learning with contextual approach has the following characteristics: (1) study carried out in the context of authentic, which is directed at the achievement of learning skills in real-life contexts (learning in real life setting); (2) learning provides the opportunity for students to work on meaningful tasks (meaningful learning); (3) study carried out by providing meaningful experiences for students (learning by doing); (4) learning is carried out through cooperation and discussion (learning in groups); (5) learning provide opportunities for students to create together (learning to know each other deeply); (6) study conducted in active, creative, and productive (learning to ask, to inquiry, and to work together); (7) study conducted in a pleasant situation (as an enjoy learning activity). Meanwhile, according to Komalasari (2010), the characteristics of contextual learning include learning to apply the concept of linkage (Relating), the concept of direct experience (experience), the concept of application (applying), the concept of cooperation (cooperating), the concept of self-regulation (self-regulating), and the concept of authentic assessment (authentic assessment).

Contextual learning (Contextual Teaching and Learning), which according Andayani (2015: 223) is a concept of learning that help teachers link between the material taught with real-world situations students and encourage students to make connections between the knowledge possessed by the application in their lives everyday, involving seven major components of effective learning, namely constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment.

Media Audio Visual "Video Sentilan Sentilun"

Smaldino in Anitah (2009: 5) states that the media is a communication tool and source of information. Learning media is anything that can be used to distribute messages and stimulate the learning process in the learner (Aqib, 2013: 50).

General characteristics of media education or learning by Arsyad (2014: 6) are (1) the medium of education has a physical sense which today is known as the hardware (hardware), something that can dilight object, heard, or felt by the senses; (2) the medium of education has a sense of nonphysical known as software, ie the content of the message contained in the hardware which is the content to be conveyed to the students; (3) the emphasis contained in the educational media and audio-visual; (4) the medium of education has a sense tools in the learning process both inside and outside the classroom; (5) the medium of education are used in the context of communication and interaction of teachers and students in the process pembelajaran; (6) media education can be used in bulk (eg radio or television), large groups and small groups (eg, films, slides, video, OHP), or individual (eg, modules, computers, radios, tape / cassette, video recorder) ; 7) attitudes, actions, organization, strategy, and management associated with the implementation of a science.

Research Methods

Research on increased motivation and writing skills through the anecdotes text contextual approach and the use of video media criticism Sentilun was conducted in SMA Negeri 1 Surakarta at Jalan Monginsidi No. 40, Gilingan, Banjarsari, Surakarta in the academic year 2016/2017. Specifically, this study will be held in class X IS 2. Teacher pengampu Indonesian subjects in the class is Mrs. Yustina Dwinuryati, S.Pd. Learners in the class X IS 2 totaling 24 people consisting of 7 students and 17 female students.

The research approach in this study is qualitative. This type of research is the PTK. Sanjaya (2015: 26) explains that PTK can be defined as the process of reviewing the problem of learning in the classroom through self-reflection in an attempt to solve the problem by doing various actions planned in real situations and to analyze any effect of the treatment.

The object of this research is teaching and learning, especially learning to write anecdotes text in class X IS 2 SMA Negeri 1 Surakarta, while the subject of this study were teachers Indonesian SMA Negeri 1 Surakarta, namely Mrs. YUSTINA, S.Pd. as a collaborator teacher and class X IS 2 SMA Negeri 1 Surakarta. This class has a diverse intellectual ability.

Sources of data in this study is the event (pembelajaran writing text prasiklus anecdotes from stage to Cycle 2); informant (teacher collaborators, ie Capital YUSTINA Dwinuryati, S.Pd. and student representatives); documents (syllabi, lesson plans, text anecdotes written by the students). Data collection techniques using the method of observation, interviews, and analysis of the contents of the document.

Data analysis technique used is the technique of quantitative and qualitative analysis. Qualitative data analysis digunakan researchers for collecting data in the field using a model Milles and Huberman through the stages of data reduction (data reduction), a description of the data (data display), concluding description of the data (conclusion drawing / verification). While quantitative data were analyzed using descriptive statistical analysis. Sugiyono (2013: 147) explains that the statistical analysis is descriptive statistics used to analyze data in ways that describe or depict the data that has been collected as without meaning to make inferences or generalizations.

Result and Discussion

Based on initial oservasi researcher, found a variety of problems in learning to write anecdotes text that needs to be resolved so that an increase in writing skills anecdotal text. Results of preliminary observations obtained researchers through interviews to teachers Indonesian SMA Negeri 1 Surakarta and some students of class X IS 2 of the study write text anecdotes found a variety of problems, namely: (1) an explanation of the text anecdote in textbooks Indonesian government publications is limited. The exposure is dominated by text sample anecdotes and exercises; (2) the source of theories on limited anecdotal texts tend to be even less so stifles creativity of teachers in developing teaching materials; (3) learning to write anecdotes text has applied the scientific approach, but still dominates the teacher's lecture; (4) not to optimize the role of instructional media. Teachers still use a marker and a white board at the time to explain anecdotal text material; (5) learners prefer reading and playing a role in learning anecdotes text than writing a text anekot. Though anecdotal Basic Competence converting text into other types of text, such as drama texts have been removed in the latest syllabus; (6) is nuanced humor and anecdotes text aims to criticize others, but there are learners who accentuate their criticism for the government with sharp humor and forget about the charge.

Once applied pendektan contextual and video Sentilan Sentilun in learning to write anecdotes text in class X IS 2 SMA Negeri 1 Surakarta there is increased motivation to learn as follows:

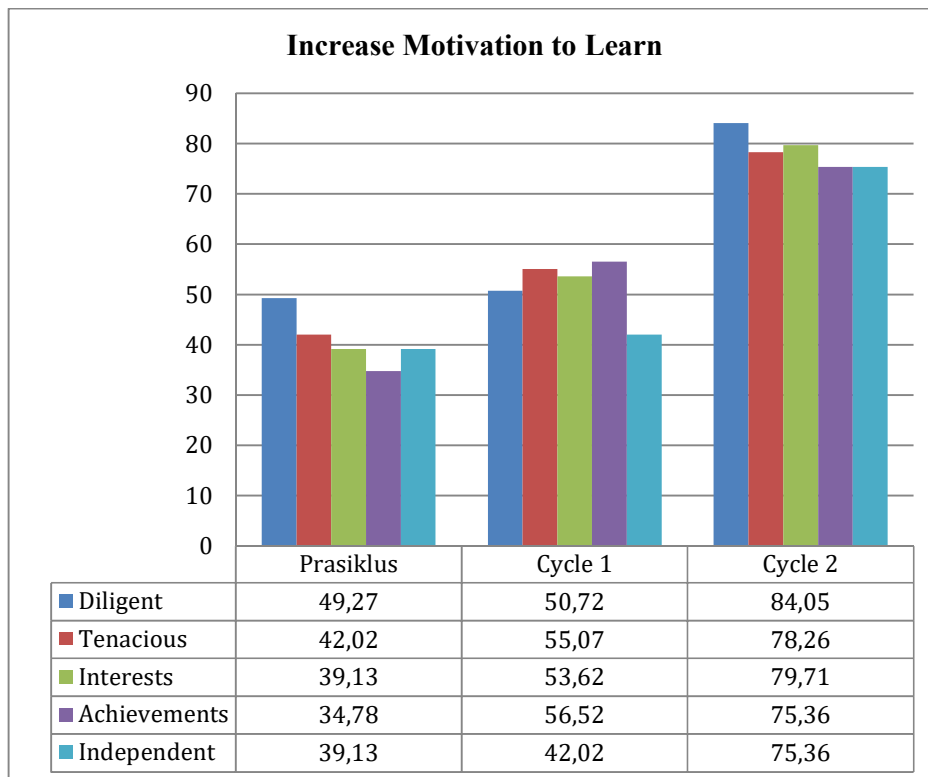


Figure 1 Increase Motivation to Learn

Five components into learning motivation assessment criteria include diligent, tenacious, interests, achievements, and independent. Based on the above chart, the motivation of class X IS 2 increased significantly. The level of persistence on stage prasiklus of 49.27%, and then increased in Cycle 1 amounted to 50.71%, and increased again in Cycle 2 to 84.05%. Aspects tenacity of initially 42.02% increase to 55.07% in Cycle 1 and became 78.26% in Cycle 2. Aspects of interest on stage prasiklus increased by 39.13% in Cycle 1 to 53.26%, rose again in Cycle 2 to 79.71%. Aspects of student achievement also increased, from initially only 34.78% increase to 56.52% and in Cycle 2 reached 75.36%. Aspects of learning independence from originally only amounted to 39.13%, an increase in Cycle 1 to 42.02%, and in Cycle 2 reached 75.36%.

On the other hand, anecdotal text writing skills class X IS 2 in learning to write anecdotes text also increased as follows.

Table 1 Improvement of Learning Outcomes Writing Text Anecdotes	Prasiklus	Cycle 1	Cycle 2
Minimum Score	66	66	81
Maximum Score	84	85	95
Average	73,42	78,07	87,6
Complete KKM	56,53%	73,9%	100%
Remidi	43,47%	26,08%	0%

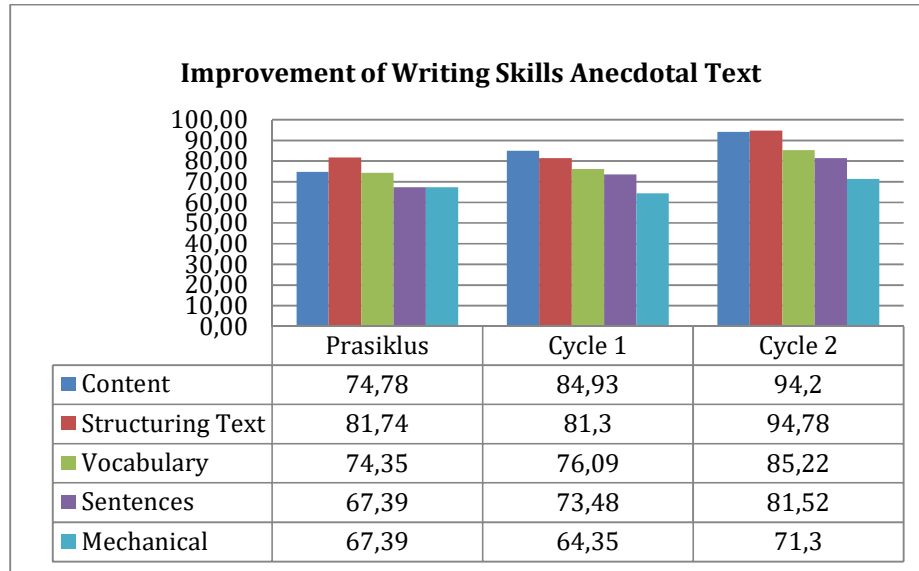


Figure 2 Improvement of Writing Skills Anecdotal Text

Based on the chart above can be explained that understanding the content aspect in writing the text of anecdotes class X IS 2 experienced an increase of 74.78%, 84.93%, up to 94.2%. Understanding the structuring text of prasiklus of 81.74% down to 81.3%, then increased to 84.78%. Vocabulary mastery of stage prasiklus increased by 73.45%, an increase in Cycle 1 at 76.09%, increased again in Cycle 2 to 85.22%. Mastery of the sentence increased from 67.93% in Cycle 1 to 73.48%, and in Cycle 2 to 81.52%. While the mechanical mastery of 67.39%, down to 64.35%, then increased to 71.30%.

Conclusion

Based on this research can be drawn the conclusion that an increase in student motivation in learning to write text anecdotes with the application of the approach Contextual Teaching and Learning (CTL) and the use of audio visual media "video Sentilan Sentilun" in class X IS 2 SMA Negeri 1 Surakarta through the stages Cycle 1 and Cycle 2. in addition, there is increasing anecdotal text writing skills with the application of the approach Contextual Teaching and Learning (CTL) and the use of audio-visual media "video Sentilan Sentilun" in class X IS 2 SMA Negeri 1 Surakarta through the stages of Cycle 1 and Cycle 2.

Here is the advice given peulis for teachers, students, and school. Suggestions for the teacher: a) the teacher should gain deeper insight into the text anecdotes that in fact the new material in Indonesian subjects in the curriculum in 2013, both from books, journal articles, and research thesis or a thesis; b) expand knowledge about the various approaches or methods of learning thus enriching the creativity of teaching and learning; c) gain deeper insight into diverse, advantages, and benefits of learning media so that the media can select and sort of learning appropriate for a particular material.

Suggestions for students, students should have motivation to learn as well as have a positive response to the learning process because it is based on the study said that there are synergies between learning motivation and learning skills. Meanwhile, the advice for schools, principals along with deputy principal part of the curriculum should provide a forum for teachers to discuss together about the Curriculum 2013, which continues to experience improvements, enable MGMPs each subject, scheduled training or writing workshops Classroom Action Research, and establishing cooperation with the university, cooperation in research so as to obtain benefits shared between collaborators teacher, student researchers, as well as the school.

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TEACHING SCHOLAR CONTRIBUTION ON LEARNING PROCESS AND PASSING GRADE IMPROVEMENT AT THE ELEMENTARY SCHOOL IN KEPULAUAN TALAUD OF INDONESIAN BOUNDARY TERRITORY

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Abstract

Kepulauan Talaud regency is categorized into the front (terdepan), outer part (terluar), and backward (tertinggal) territory, called Indonesian 3Ts territory, situated in the Indonesian territorial boundary with South Philippines. The objectives of this study were to evaluate the recruitment managements of teaching scholars, quality assurance in learning process and passing grade at the elementary school in this regency. Qualitative research was applied in this study by direct observation, interviewing stakeholders related to recruitment management of teaching scholars, quality assurance in learning process and passing grade at the elementary school combined with all relevant document studies in this regency. The Melonguane as the capital city was inhabited by about 91,067 human populations. More than half of total students (54 percents) and total teachers (60 percents) dominated services at the elementary schools. Recruitment process of teaching scholars was intended to service quality assurance in learning process and educational passing grade at the elementary schools. The recruitment process of teaching scholars was nationally selected using online system for administrative document selection and national academic selection involving academic potential test, basic capability test, academic proficiency test, and interview. The roles of teaching scholars were more crucial in science information and services to facilitate the creative learning process containing new added values for student learning ability. Integrated behaviors of students accepting teaching scholars were achieved by high relationships among students, teaching scholars and all parents of students, including all local community. Good learning process in class and passing grade were achieved by good attitude, high motivation, high reading comprehension, and high basic knowledge for all class students indicated by hundred percents of graduated students at the elementary school in Kepulauan Talaud regency.

Keywords: Teaching Scholar, Elementary School Educational Process, Kepulauan Talaud Regency

Introduction

The Indonesian government constitution number 11 year of 2003 stated that government must guarantee service, easiness and implementation of high quality education for all Indonesian citizens without discrimination. Particularly, Indonesian educational constitution number 20 year of 2003, section 5, subsection 3, stating that all Indonesian citizens inhabiting around remote villages have the right to get particular educational service. These situations need contribution of teaching scholars for improving process and educational results, mainly at the elementary schools.

Kepulauan Talaud regency is categorized in to the front (*terdepan*), outer part (*terluar*), and backward (*tertinggal*) territory called *3Ts territory*, situated in the Indonesian

territorial boundary with South Philippines and included in to the particular educational service for equalizing with educational systems of other Indonesian local regencies (Fattah, 2004; Dahnilyah, 2015). Therefore, this regency was included into the government human development priority by strategy of teaching scholar contribution under Indonesian ministry of education and culture (Handoko, 2005; Profil Pemerintahan Daerah Kepulauan Talaud 2015).

The Indonesian ministry of education and culture policy in educational development acceleration around *3Ts territory* was including program of Indonesian joint educational movement forward by applying contribution of teaching scholars for improving process and education at elementary school around *3Ts territory*. Application of teaching scholar contribution was designed to overcome unavailability of teachers around *3Ts territory* and to prepare the professional teachers, integrated care and self confidence in doing development education system (Handoko, 2005).

Community development around Indonesian *3Ts territory* in Kepulauan Talaud regency of Indonesian boundary territory by applying employment of teaching scholars was programmed at last five years ago in 2011 (Profil Pemerintahan Daerah Kepulauan Talaud, 2015). The main problem in this program was that the operation policy for teaching scholar services in Kepulauan Talaud regency has not been well evaluated and documented based on the standard operation procedure. Moreover, empowerment of teaching scholars in relation with positive educational results at elementary school during application at this territory has not also been well predicted for the future development. Finally, community development mainly focusing the elementary school education in this territory would be hoped to be successful by contribution of teaching scholars (*Ausubel and Robinson 1969*). The objectives of this study were to evaluate the recruitment procedure of teaching scholars, quality assurance in learning process and educational result at the elementary school in Talaud regency of Indonesian boundary territory.

Research Methodology

Research Method

The qualitative research was applied in this study. Research was focused on the recruitment procedure of teaching scholars, quality assurance in learning process and educational result at the elementary school in Kepulauan Talaud regency of Indonesian boundary territory (Bakry, 2010)). Research was conducted using qualitative design to reveal all phenomena occurring based on the above problem. Data were collected by direct observation, interviewing the stakeholders related to the recruitment procedure of teaching scholars, quality assurance in learning process and educational result at the elementary school in Kepulauan Talaud regency of Indonesian boundary territory combined with all relevant documents (Danim, 2006; Bujang, *et al.*, 2015).

Sources of Data

Data used in this study were premier data and secondary data. Premier data were all informations directly obtained by interviewing with stakeholders and secondary data were other supporting data required and related with the objects of this study (*Dimiyati dan Mudjiono, 2009*). Premier data were information results obtained by interviewing from 18 people of informers including 1) Structural official of Sport and Education Office of Talaud regency (official head and secretary), 2) Principals of the elementary schools in Kepulauan Talaud regency (2 personnels), 3) Public leader in Talaud regency (2 personnels), 4) Teaching scholars around *3T* regency of Talaud (2 personnel), and 5) Pupils of the elementary schools around *3T* regency of Talaud (10 participants).

Data Collection

Data were collected by general method used in qualitative design including observation, interview, and document study (Sugiyono, 2009). These data collection methods were done to obtain the most appropriate data to answer defined problem formulation (Awaluddin, 2014). The technical observation was conducted to observe research objects of the recruitment procedure of teaching scholars, quality assurance in learning process and educational result at the elementary schools in Kepulauan Talaud regency. Researcher observed each process of the above study objects and other factors related with the implementation of educational process. The interview done in this study was deeply conducted to obtain the important information data not covered in the observation. Technical interview was given freely to the stakeholder informers to reveal their points of view based on the guideline arranged by researcher. The documents used in this study were supporting data of observation and interview results related with the research objects of this study. Documents supporting data of this study were including reports, photos, articles, bulletins related with the recruitment procedure of teaching scholars, quality assurance in learning process and educational result at the elementary schools in Talaud regency.

Data Analysis

Data analysis in qualitative research were conducted along research study was running (Moleong, 2012). When data collection was started, data analysis was done continuously and stopped doing analysis at the end of the finishing research report. Research report was result of descriptive collected and analytical data presentation interpreted systematically. Activities in qualitative analysis were interactively done and continuously running until being reached the surfeited data (Sugiyono, 2009). Technical analysis model in this study were done by steps including data reduction, data display and conclusion drawing/verification.

Data reduction was done by encompassing, choosing and focusing the important research objects to obtain clear illustration of data. Data display was done to easily understand the occurring events and to plan the next activity based on the occurring events understood. Data display could be presented in form of narrative texts. Conclusion drawing/verification was explaining a tentative conclusion. The conclusion could be changed by including valid evidence or testimony. The conclusion supported by valid and consistent evidence or testimony become the credible conclusion (Sugiyono, 2009).

Results and Discussion

Results

Profile of Territorial Areas in Talaud Regency

Talaud regency was geographically situated between Mindanao Island of Philippine and Sulawesi Island of Indonesia (Figure 1). Talaud regency was formally defined based on Government Constitution, Number 8, 2002, blossomed in unity of Sangihe and Talaud regency with human population of 91,067 people. The capital city of Talaud regency was Melonguane with the area width of 1,288.94 km².

Talaud Island was completed by fishing quay, alongside Dagho beach at Tamako district. Natural products of agriculture and sea food were abundant around Talaud Islands as sources of human population economical incomes. The completed infrastructures of roads would facilitate the community economical developments. The infrastructures of Melangoane airport and three main ports of Lirung, Karatung Miangas and others supporting electrical engine machines, clean water sources, gas and networking telecommunications were also completed in this regency.

Regency of Talaud Islands borders on Mindanao Island at the Northern parts, borders on Moluccas Sea at the Southern parts, borders on Pacific Ocean at the Eastern parts, and borders on Celebes Sea at the western parts, consist of twenty big and small Islands. Talaud regency big Islands and inhabited by human population were Karakelang Island (the biggest

Island), Mangaran Island, Salibabu Island, Miangas Island, Marampit Island, Karatung Island, Kakorotan Island and other small Islands not inhabited by human population, but supporting human potential economical sources with total area widths of 27,061.16 km², consist of 1,288.94 km² land areas and 25,772.22 km² Sea areas.

Profile of General Education in Talaud Regency

The professional teachers were included in to the most important factor in increasing quality assurance of educational community development around 3T regency of Talaud Islands. The government first strategy of supporting quality assurance of educational community development was to build physical infrastructure of the elementary school, junior/senior high schools, and vocational school (Mutrofin, 2007). Total physical buildings of the elementary school, junior/senior high schools, and vocational school in Talaud regency were 188 schools as shown in Figure 2.

Based on data observation of school physical buildings in Kepulauan Talaud regency on year of 2016, the physical buildings of the elementary school were about 62 percents of the total school buildings, followed by 22 percents of the junior high school, 11 percents of senior high school and 5 percents of the vocational school. These distributions of the physical buildings were dominated by the elementary school. The educational system of the elementary school plays the important role on the sustainable long life education in all regencies of Indonesia. When all young generations were able to read, to write, and to count in the basic education as the results of teacher profession in educational system, then these generations would be easy to pursue on the next junior and senior or vocational schools.

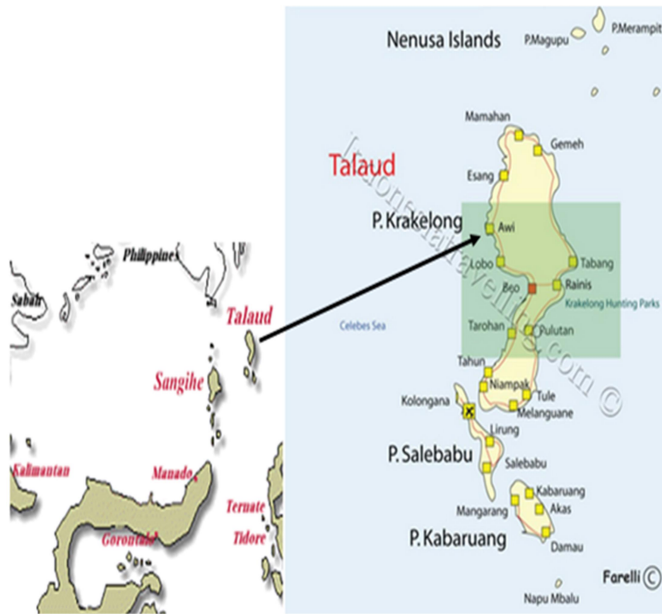


Figure 1. Island Map of Kepulauan Talaud Regency, North Sulawesi Province of Indonesia

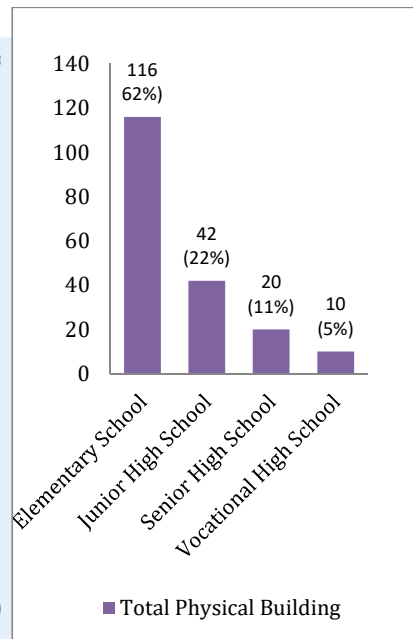


Figure 2. Total of School Physical Buildings on the Year of 2016 in Kepulauan Talaud Regency

Total physical buildings of school in Kepulauan Talaud regency were used to accommodate students of the elementary school, junior high school, senior high schools, and vocational school of about 9,590 students (54 percents), 4,752 students (27 percents), 2,428 students (14 percents) and 845 students (5 percents), respectively. These total students were distributed as shown on Figure 3. Based on the Figure 3, it was indicated that more than half

of all students were dominated by those at the elementary school (54 percents). Total students at the state schools were drastically more than those at the junior, senior and vocational high schools. The total students at the state elementary schools were quite equal with those at the private elementary schools.

Distribution of all professional teachers in Kepulauan Talaud regency were also dominated by teachers at the elementary school (60 percents), followed by those at junior school (29 percents), those at senior high school (6 percents), and those at vocational school (5 percents). These total teachers were distributed as shown on Figure 4. Based on the Figure 4, it was indicated that more than half of all teachers were dominated by those at the elementary school (60 percents). Total teachers at the senior and vocational schools were drastically less than those at the elementary and junior high schools.

Total physical buildings of school in Kepulauan Talaud regency were the basis of consideration in recruitment process of teaching scholars contributing quality assurance in learning process and educational passing grade at the elementary schools in Kepulauan Talaud regency (Siagian, 2002). Total recruitments of teaching scholars at the elementary school, junior/senior high schools, and vocational school in Kepulauan Talaud regency during last five years were 277 personals as shown in Figure 5. Decreasing total of teaching scholars in Kepulauan Talaud regency during last five years were adjusted with the availability of the early age childhood population and school building development on each year (Sagala, 2007). Decreasing early age childhood population in all regencies of Indonesia might be due to result of the family planning that had been programmed by the Indonesian government.

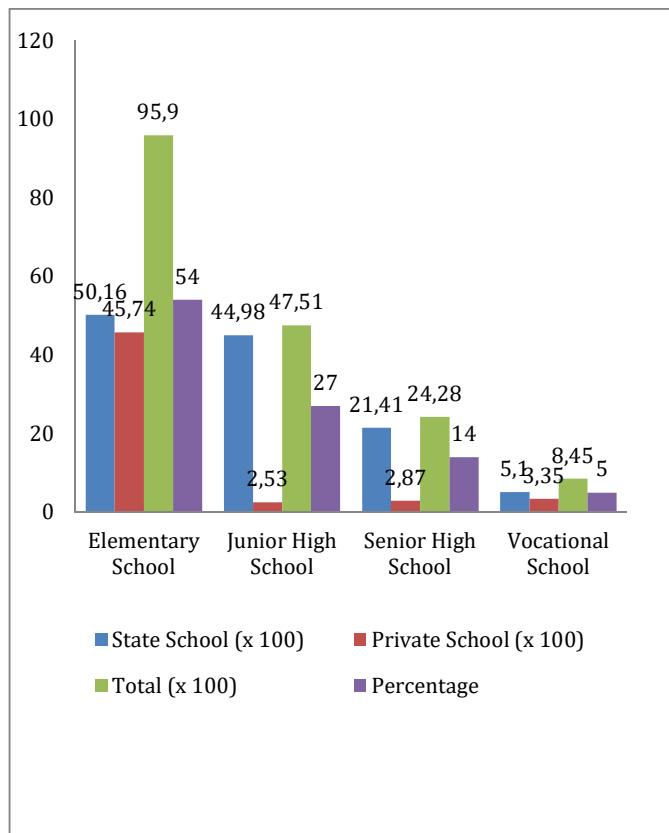


Figure 3. Total of Students on the Year of 2016 in Kepulauan Talaud Regency

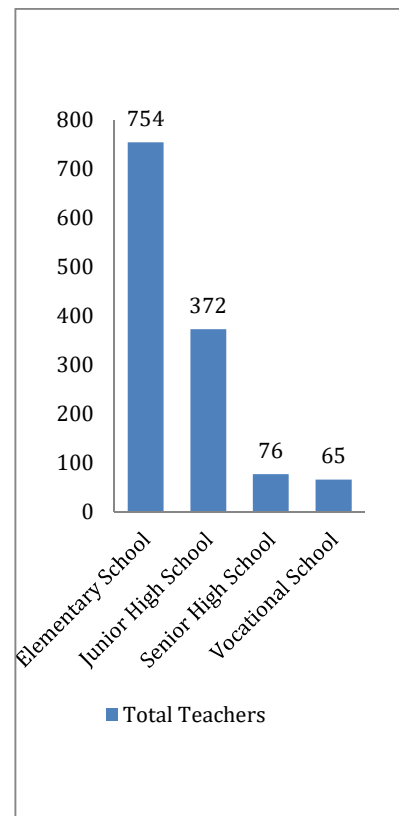


Figure 4. Total of Teachers on the Year of 2016 in Kepulauan Talaud Regency

Based on total of school physical buildings (Figure 2), total of students (Figure 3), and total of teachers at the elementary school, junior, senior, and vocational high schools (Figure 4), the average ratios of students over one building and one teacher in Kepulauan Talaud regency were found as shown in Figure 6. It was shown that the average ratios of student over one building in Kepulauan Talaud regency at the elementary school, junior, senior, and vocational high schools were 83, 40, 122, and 85 students, respectively. The average ratios of student over one teacher in Kepulauan Talaud regency at the elementary school, junior, senior, and vocational high schools were 13, 13, 32, and 13 students, respectively. The ideal ratio of student over one building would be 200 students; moreover, that of student over one teacher would be 40 students (Collaborative Regulations of the Indonesian National Education Ministry and the Indonesia State Personnel Institution, Number 03/V/PB/2010 and Number 14, 2010 about technical application guideline of teacher functional job and its numeral credit). Therefore, these ratios of student over one building and one teacher were still included on the ideal ratios in Kepulauan Talaud regency.

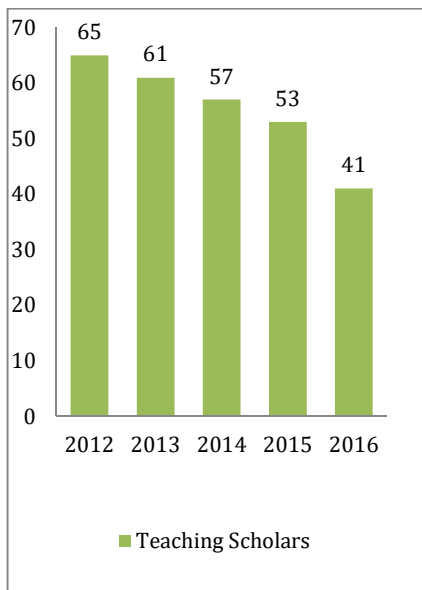


Figure 5. Total of Teaching Scholars on the Last Five Years in Kepulauan Talaud Regency

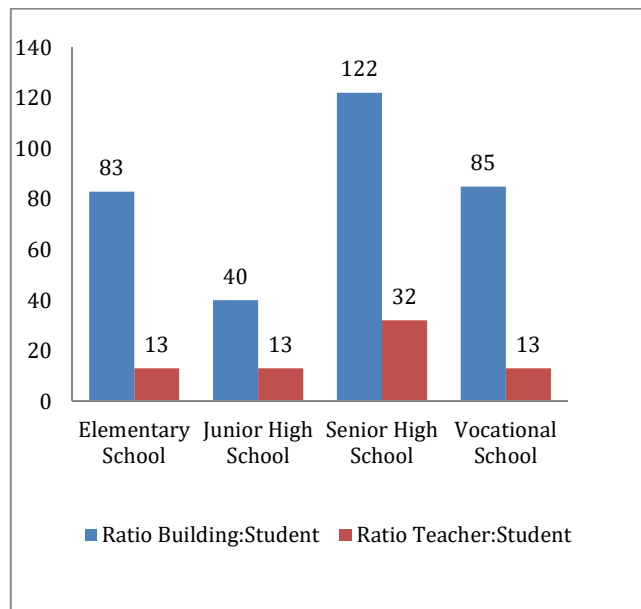


Figure 6. Ratios of Students over Buildings and Teachers on the Year of 2016 in Kepulauan Talaud Regency

Discussion

Recruitment Procedure of Teaching Scholar in the Indonesian 3Ts-Territory of Talaud Regency

In management of human resources, recruitment process was more important factor to obtain high qualifying human profession. In this study, placement program of professional teacher, particularly in the 3Ts-territory of Indonesian boundary regencies, was nationally recruited on the basis of standard operational procedure by Indonesian governmental regulation (Sahertian, 2008). The recruitment of teaching scholar was intended to involve professional competency in improving educational community development in the 3Ts-territory of Indonesian boundary regencies. In Kepulauan Talaud regency as the 3Ts-territory of Indonesian boundary with Philippine country, the recruitment process of teaching scholars was nationally selected using online system including, 1) administrative documents including physical documents of relevant study program certificate, cumulative performance index, year graduation, institutional accreditation), and 2) nationally academic selection involving

four aspects, academic potential test, basic capability test, academic proficiency test, and interview.

Academic potential test was intended to evaluate talent and capability of candidate in academic sciences focusing on thinking ability (analogy, logic, analysis, arithmetical and geometrical progression, and comparative strategy) (Mutrofin, 2007). Basic capability test was intended to measure ability in Indonesian and English languages, and basically mathematics. Academic proficiency test was aimed to measure ability of professional science competency of scholars (Dahnilyah, 2015). Finally, interview with teaching scholar candidate was conducted to recognize interested talent of scholars. Interview strategy was implemented individually and implemented by focus group discussion approach.

The above recruitment procedures were implemented to all scholars teaching in the 3T-Regency of Talaud. These procedures indicated based on the observation that recruitment program of teaching scholar contributed in implementation of local government programs oriented into educational development system as in the theory stated by Sahertian (2008).

Implication of Teaching Scholars on Learning Process Quality in the Indonesian 3Ts

Teacher was the most important factor to create educational young generation that can be relied on the sustainable Indonesian nation development. Results of the interview, related to learning process of teaching scholars in the 3Ts-Territory of Kepulauan Talaud regency indicated that learning process of teaching scholars was categorized into good process. Learning methods implemented by scholars in teaching class activated and stimulated the motivation of students in learning process. One of the methods applied in teaching class was role play method. This method was also created to motivate both student and teacher in increasing their learning spirits.

In addition to their learning creation method, scholars from different hometowns did social interaction with local communities of Kepulauan Talaud regency. Local social communities were also respectfully responsive to teacher profession. Local social communities accepted all government programs related to the placement of teaching scholars. If all government programs were respectfully accepted by local social communities, those indicated that the programs added the positive effect on education system (Sagala, 2006), mainly in the 3Ts-Territory of Talaud regency.

In learning process, teachers played the important strategic role in guiding students to be confident, adult, and smart in facing all environmental evidences, making general public opinion that teacher profession was equalized with sharp point of spear in communal educational system (Desak, 2015). In implementation of teaching proficiency, teachers did not prepare science materials only, but they also would be able to apply educational technique and to perform good personal integrity for all students, family, and communal public groups. Educational profession was placing teachers at the position as decision maker in creation and development of their interaction with students for the effective and efficient learning process (Dahnilyah, 2015). Learning concept was the process involving human environment, purposively managed and directed to yield particular educational behavior of communal public (Sagala, 2007).

In the 3Ts-territory around Kepulauan Talaud regency, the roles of teaching scholars did not give science information only, but they did also services to give and facilitate a creative learning process containing new added values for student learning ability. This creative learning process was able to yield particular educational behavior of communal public in the 3Ts-territory around Kepulauan Talaud regency. In the evaluation of passing grade at the elementary school in Kepulauan Talaud regency, all teaching scholars were aware the evaluation essences to yield ideal passing grade on the basis of formative, summative, and diagnostic functions (Sahertian, 2008). Formative functional evaluation was done every day by scholars using questions related to formal class materials at the end of learning class. The materials not much responsible by students would be repeated on the next day of study. Therefore, all material topics being studied must be completed, before

moving to the next new material topics. Summative functional evaluation was done on each mid-term at every eight weeks of study. Students with low passing grade in certain material would be given remedial opportunity of the related materials. Diagnostic function evaluation was done to recognize certain students with the lowest potential grade to be specifically treated using consulting guidance or counselor (*Dimiyati and Mudjiono, 2009*).

Indicators based on the observation and interview results showed a good achievement of learning process in class indicated by good attitude, high motivation, high skill of reading comprehension and knowledge by all class students and hundred percents of graduated students at the 3Ts-territory around Kepulauan Talaud regency. Integrated behaviors of students accepting teaching scholars were achieved by high relationships among students, teaching scholars and all parents of students including all local community.

Conclusion

1. The recruitment process of teaching scholars was nationally selected using online system consist of the administrative documents including physical documents of relevant study program certificate, cumulative performance index, year graduation, institutional accreditation, and the national academic selection involving four aspects including academic potential test, basic capability test, academic proficiency test, and interview.
2. The roles of teaching scholars were more crucial in the 3Ts-territory around Kepulauan Talaud regency by giving science information and services to facilitate a creative learning process containing new added values for student learning ability. This creative learning process was able to yield particular educational behavior of communal public. Integrated behaviors of students accepting teaching scholars were achieved by high relationships among students, teaching scholars and all parents of students including all local community.
3. Good learning process in class and passing grade were achieved by good attitude, higher motivation and skill of reading comprehension, and higher basic knowledge for all class students indicated by hundred percents of graduated students at the elementary school in the 3Ts-territory around Kepulauan Talaud regency.

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ANALISIS KESALAHAN BERBAHASA SISWA SMP TERBUKA CIMANGGUNG DALAM MENULIS CATATAN HARIAN

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Abstrak

Kesalahan berbahasa adalah pemakaian bentuk-bentuk tuturan berbagai unit kebahasaan yang meliputi kata, frasa, kalimat, dan paragraf yang menyimpang dari kaidah bahasa Indonesia baku. Selain itu, pemakaian ejaan dan tanda baca yang menyimpang dari sistem kaidah bahasa Indonesia juga merupakan bentuk dari kesalahan berbahasa. Tujuan karya ini adalah untuk menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran fonologi, menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung berbahasa dalam tataran morfologi, menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran sintaksis, menganalisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran tata bahasa baku bahasa Indonesia. Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa

*Kata Kunci: Kesalahan Berbahasa, Tataran Fonologi, Tataran Morfologi,
Tataran Sintaksis*

Pendahuluan

Kesalahan berbahasa adalah pemakaian bentuk-bentuk tuturan berbagai unit kebahasaan yang meliputi kata, frasa, kalimat, dan paragraf yang menyimpang dari kaidah bahasa Indonesia baku. Selain itu, pemakaian ejaan dan tanda baca yang menyimpang dari sistem kaidah bahasa Indonesia juga merupakan bentuk dari kesalahan berbahasa. Kesalahan berbahasa adalah pelanggaran terhadap kode bahasa. pelanggaran tersebut disebabkan karena kurang sempurnanya penguasaan dan pengetahuan terhadap kode.

Kesalahan berbahasa biasanya ditentukan berdasarkan ukuran keberterimaan, artinya bahasa yang berbentuk ujaran atau tulisan dari pembelajar bahasa itu berterima atau tidak bagi penutur asli atau pengajarnya. Jika pembelajar bahasa Indonesia membuat kesalahan berbahasa, maka ukuran yang digunakan yaitu menganalisis kata dan kalimat yang digunakan oleh pembelajar kemudian ditentukan benar atau salah menurut penutur asli bahasa Indonesia. Ukuran berbahasa yang baik adalah ukuran intralingual atau intrabahasa. Ukuran kesalahan dan ketidaksalahan intralingual atau intrabahasa adalah ukuran kebahasaan yang terdiri dari fonologi (tata bunyi), morfologi, (tata kata), sintaksis (tata kalimat), dan semantik (tata makna)

Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa.

Analisis kesalahan berbahasa akan diuji dalam pembelajaran menulis catatan harian, yang mana catatan harian yang akan dikembangkan berdasarkan tema yaitu "pengalaman yang mengesankan". Adapun sasaran analisis kesalahan berbahasa dalam hal ini adalah siswa SMP Terbuka Cimanggung, Kabupaten Sumedang, Jawa Barat. Siswa SMP Terbuka

Cimanggung dipilih karena pembelajaran mereka berbeda dengan pembelajaran siswa reguler. Siswa SMP Terbuka merupakan siswa yang mengejar kesetaraan pendidikan sehingga kegiatan belajar mereka berbeda dengan siswa SMP pada umumnya. Siswa SMP Terbuka tidak diwajibkan untuk mengikuti kegiatan belajar mengajar seperti siswa SMP pada umumnya sehingga kegiatan belajar mengajar pun cenderung fleksibel. Karena fleksibilitas belajar mengajar itulah maka peneliti tertarik untuk menganalisis kemampuan siswa SMP Terbuka khususnya dalam pembelajaran bahasa Indonesia. Dari latar belakang yang sudah dipaparkan sebelumnya, maka muncul beberapa masalah dalam penelitian ini. Beberapa masalah tersebut dirumuskan menjadi rumusan masalah. Adapun rumusan masalah dalam penelitian ini adalah sebagai berikut: (1) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran fonologi? (2) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung berbahasa dalam tataran morfologi? (3) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran sintaksis? (4) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran tata tulis? (5) Bagaimana analisis kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam tataran tata bahasa baku bahasa Indonesia? Adapun maksud dan tujuan dalam penelitian ini adalah sebagai berikut: (1) Untuk menganalisis kesalahan berbahasa dalam pembelajaran menulis catatan harian. (2) Untuk mengetahui kemampuan berbahasa siswa SMP Terbuka Cimanggung. (3) Untuk mengevaluasi pembelajaran siswa SMP Terbuka khususnya pembelajaran bahasa Indonesia. (4) Untuk memperbaiki kesalahan berbahasa pada siswa SMP Terbuka Cimanggung.

Kerangka Teori

Kesalahan berbahasa adalah pemakaian bentuk-bentuk tuturan berbagai unit kebahasaan yang meliputi kata, frasa, kalimat, dan paragraf yang menyimpang dari kaidah bahasa Indonesia baku. Selain itu, pemakaian ejaan dan tanda baca yang menyimpang dari sistem kaidah bahasa Indonesia juga merupakan bentuk dari kesalahan berbahasa. Kesalahan berbahasa adalah pelanggaran terhadap kode bahasa. pelanggaran tersebut disebabkan karena kurang sempurnanya penguasaan dan pengetahuan terhadap kode. Ukuran kesalahan dan ketidaksalahan intralingual atau intrabahasa adalah ukuran kebahasaan yang terdiri dari fonologi (tata bunyi), morfologi, (tata kata), sintaksis (tata kalimat), dan semantik (tata makna)

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Catatan harian pada dasarnya berupa rangkaian tutur yang memaparkan sesuatu atau melukiskan sesuatu, baik berdasarkan pengalaman maupun pengetahuan penuturnya (Syamsuddin, 2001: 17). Tujuan yang ingin dicapai oleh wacana ini adalah tercapainya penghayatan yang sedikit imajinatif terhadap sesuatu, ehingga pendengar atau pembaca seolah-olah mengalami dan merasakan secara langsung. Uraian catatan harian memaparkan sesuatu secara objektif dan imajinatif.

Analisis kesalahan berbahasa dalam hal ini dianalisis berdasarkan beberapa jenis ilmu kebahasaan yaitu analisis kesalahan dalam tataran fonologi, morfologi, sintaksis, tata tulis, dan tata bahasa baku. Fonologi adalah bunyi-bunyi bahasa yang dihasilkan oleh alat ucap. Adapun yang dikaji dalam fonologi adalah bunyi-bunyi bahasa sebagai satuan terkecil dari ujaran beserta gabungan antarbunyi yang membentuk silabel atau suku kata (Chaer, 2009: 5). Morfologi adalah ilmu mengenai bentuk-bentuk dan pembentukan kata (Chaer, 2008: 3). Sintaksis berkaitan dengan kaidah dan pembentukan proses kalimat (Damaiani dan Sitaresmi, 2005: 1). Tata tulis atau tata bahasa dikenal dengan Ejaan Yang Disempurnakan (EYD). Standar tata tulis kini berdasarkan Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 46 Tahun 2009 Tentang Pedoman Umum Ejaan Bahasa

Indonesia Yang Disempurnakan. Tata bahasa baku dalam hal ini akan membahas tentang bahasa baku dan bahasa yang dipengaruhi oleh bahasa asing dan bahasa daerah.

Metode Penelitian

Metode penelitian menurut Sugiyono (2009: 2) adalah cara ilmiah untuk mendapatkan data yang valid dengan tujuan dapat ditemukan, dibuktikan, dan dikembangkan suatu pengetahuan sehingga gilirannya dapat digunakan untuk memahami, memecahkan, dan mengantisipikasi masalah. Menurut Wiratha (2006: 68) metode penelitian merupakan suatu cabang ilmu pengetahuan yang membicarakan atau mempersoalkan cara-cara melaksanakan penelitian berdasarkan fakta-fakta atau gejala-gejala secara ilmiah. Jadi metode penelitian adalah suatu teknik atau cara mencari, memperoleh, mengumpulkan, atau mencatat data, baik berupa data primer maupun data sekunder yang digunakan untuk keperluan menyusun suatu karya ilmiah dan menganalisa faktor-faktor yang berhubungan dengan pokok-pokok permasalahan sehingga akan terdapat suatu kebenaran data-data yang akan diperoleh.

Paradigma penelitian ini didasarkan pada metodologi penelitian kualitatif. Adapun metode penelitiannya menggunakan metode deskriptif analitis. Penelitian deskriptif menelaah masalah-masalah dalam masyarakat dan tata cara berlaku dalam masyarakat selain itu memahami situasi tertentu termasuk hubungan, kegiatan, sikap, pandangan, proses yang sedang berlangsung, serta pengaruh dari suatu fenomena. Metode deskriptif menurut Whitney (1960) dalam Najir (2001: 54-55) pada dasarnya ialah pencarian fakta dengan interpretasi yang tepat. Metode deskriptif harus dipilah berdasarkan pertimbangan ilmiah yang digunakan sebagai pisau kajiannya. Metode deskriptif secara umum menelaah pula masalah yang nyata dari individu, melalui metode ini kita akan memperoleh gambaran mengenai kondisi kasus penelitian. Studi deskriptif analitis dalam penelitian ini adalah menggambarkan hasil analisis kesalahan berbahasa siswa SMP Terbuka dalam menulis catatan harian.

Berdasarkan aspek metode, penelitian ini termasuk ke dalam metode penelitian noninteraktif atau disebut juga penelitian analitis. Penelitiannya menyelidiki konsep dan peristiwa historis melalui analisis dokumen. Peneliti berperan dalam mengidentifikasi, mempelajari, kemudian mensintesis data untuk memberi pemahaman konsep atau peristiwa lampau yang mungkin tidak bisa diobservasi secara langsung. Dokumen-dokumen ilmiah adalah sumber utama. Peneliti menafsirkan fakta-fakta dari dokumen untuk memberikan penjelasan tentang masa lampau dan mengklarifikasi makna atau pengertian masalah pendidikan bahasa yang mendasari isu-isu masa kini. Peneliti ini meliputi analisis konsep dan analisis historis. Analisis konsep adalah untuk menjelaskan perbedaan pengertian dan menguraikan penggunaan suatu konsep yang tepat. Adapun analisis historis dilakukan dengan melibatkan pengumpulan secara sistematis dan mengkritisi suatu dokumen yang menjelaskan peristiwa-peristiwa yang telah berlalu (Syamsuddin dan Damaianti, 2015: 30).

Sumber data dan objek penelitian termasuk ke dalam korpus data. Adapun sumber data dalam penelitian ini berasal dari kumpulan tulisan siswa SMP Terbuka Cimanggung berupa penulisan catatan harian tentang pengalaman yang mengesankan. Satu orang siswa menulis satu wacana tentang pengalaman mengesankan mereka. Adapun keseluruhan wacana yang terkumpul dari setiap siswa berjumlah 37. 37 wacana dari 37 orang siswa

Pembahasan

Analisis Kesalahan Berbahasa Siswa SMP Terbuka Cimanggung dalam Tatatran Fonologi

Kesalahan berbahasa siswa SMP Terbuka Cimanggung dalam menulis catatan harian mengenai pengalaman yang mengesankan adalah ditemukannya beberapa perubahan bunyi terhadap beberapa kata. Adapun perubahan bunyi yang terdapat pada beberapa wacana karangan siswa SMP Terbuka adalah sebagai berikut.

Sinkop

Sinkop adalah proses penghilangan sebuah fonem atau lebih pada tengah kata (Chaer, 2009: 104). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan sinkop adalah sebagai berikut:

- negeri → negri (penghilangan fonem [e] di tengah kata)
- lihat → liat (penghilangan fonem [h] pada tengah kata)
- karena → karna (penghilangan fonem [é] pada tengah kata)

Apokop

Apokop adalah proses penghilangan satu fonem atau lebih pada akhir kata (Chaer, 2009: 103). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan apokop adalah sebagai berikut.

- tidak → tida (penghilangan fonem [k] pada akhir kata)

Epentesis

Epentesis adalah proses pemabahan sebuah fonem atau lebih pada tengah kata (Chaer, 2009: 105). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan epentesis adalah sebagai berikut.

- grup → gerup (penambahan fonem [e] pada tengah kata)
- keponakan → kepondakan (penambahan fonem [d] pada tengah kata)
- nomor → number (penambahan fonem [b] pada tengah kata)

Paragog

Paragog adalah proses pemabahan sebuah fonem atau lebih pada akhir kata (Chaer, 2009: 105). Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan paragop adalah sebagai berikut.

- ini → inih (penambahan fonem [h] pada akhir kata)
- itu → ituh (penambahan fonem [h] pada akhir kata)
- saya → sayah (penambahan fonem [h] pada akhir kata)
- sepeda → sepedah (penambahan fonem [h] pada akhir kata)
- stadion → stadions (penambahan fonem [s] pada akhir kata)

Monoftongisasi

Monoftongisasi adalah proses perubahan dua buah vokal atau gugus vokal menjadi sebuah vokal (Chaer, 2009: 104). Proses ini banyak terjadi dalam bahasa indonesia karena ingin memudahkan dalam pelafalan. Beberapa siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan monoftongisasi adalah sebagai berikut.

- kalau → kalo (bunyi gugus vokal [au] berubah menjadi [o])

Disimilasi

Disimilasi merupakan perubahan bunyi yang sama menjadi bunyi yang berbeda (Chaer, 2009: 99). seorang siswa SMP terbuka menuliskan kata dengan tidak tepat pada wacana karangan mereka. Adapun contoh kata yang memiliki perubahan disimilasi adalah sebagai berikut.

- Penilaian → penileyan (fonem [ai] berubah menjadi fonem [ey] pada tengah kata)
- Piala → fiala (fonem [p] yang *bilabial* berubah menjadi fonem [f] yang merupakan *labiodental*)
- Taruhannya → tarohnya (fonem [u] berubah menjadi fonem [o] di tengah kata)

Analisis Kesalahan Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Morfologi

Kesalahan berbahasa dalam tulisan wacana siswa SMP Terbuka pada tataran morfologi hanya sedikit yang ditemukan. Kesalahan tersebut terdapat pada proses afiksasi. Proses afiksasi merupakan proses pembentukan morfem dasar yang disatukan dengan morfem afiks. Morfem afiks adalah morfem yang tidak dapat menjadi dasar dalam pembentukan kata, tetapi hanya menjadi unsur pembentuk kata dalam proses afiksasi (Chaer, 2008: 23). Adapun pemaparan kesalahan berbahasa dalam bidang morfologi adalah sebagai berikut:

- ikutan → ikutan+an (salah karena tidak baku)
mengikuti → me(N)+ikut+i (benar)
- bermasuk → ber+masuk (salah karena tidak baku) memasuki → me+masuk+i (benar)
- pemandangan → menjadi dua kata (salah)
- pemandangan → pe+pandang+an (benar)
- menangkap → menjadi dua kata (salah)
menangkap → me+tangkap (benar)

Analisis Kesalahan Berbahasa Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Sintaksis

Kesalahan berbahasa yang terdapat pada tulisan wacana karangan siswa SMP Terbuka terdapat pada kesalahan menulis frasa dan menulis kalimat. Adapun pemaparannya sebagai berikut.

Frasa

Frasa merupakan satuan gramatik yang terdiri atas dua kata atau lebih dan hanya menduduki satu fungsi dalam klausa yaitu fungsi subjek, predikat, objek, pelengkap, keterangan (Damaianti dan Sitaresmi, 2005: 5). Beberapa siswa SMP Terbuka memiliki kekeliruan perihal penulisan frasa. Adapun kesalahan berbahasa dalam tataran frasa adalah sebagai berikut.

- Kakak ku (salah) → kakak saya (benar)
- Ibu ku (salah) → Ibu saya (benar)
- Pas itu (salah) → saat itu (benar)

Kalimat

Kalimat adalah satuan bahasa terkecil dalam wujud lisan atau tulis yang mengungkapkan pikiran yang utuh (Damaianti dan Sitaresmi, 2005: 74). Beberapa siswa SMP Terbuka memiliki kekeliruan perihal penulisan kalimat. Adapun kesalahan berbahasa dalam tataran kalimat adalah sebagai berikut.

- Kalimat 1
Saya sangat tidak akan aku lupakan sampai saat besar saya tidak akan aku lupakan kenangan itu (salah)
Seharusnya:
Saya tidak akan melupakan kenangan itu hingga besar nanti (benar)
- Kalimat 2
Aku turun diperempatan jalan dan aku lama sekali menunggu kakakku (salah)
Seharusnya:
Aku turun diperempatan jalan kemudian menunggu kedatangan kakakku yang cukup lama (bena)
- Kalimat 3
Karena buat saya balap itu buat saya lelaki itu pantas buat saya (salah)
Seharusnya:
Bagi saya seorang laki-laki itu pantas menjadi pebalap (benar)

Analisis Kesalahan Berbahasa Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Tata Tulis

1. Seluruh siswa SMP Terbuka tidak benar dalam membubuhkan titik dan koma dalam wacana karangan mereka.
2. Kata “dan” seringkali berada pada awal kalimat.
3. Beberapa siswa SMP Terbuka tidak konsisiten dalam penyebutan aku dan saya pada wacana hasil karangan mereka.
4. Terdapat huruf kapital dalam huruf tengah sebuah kata. contohnya pada kata “memBaca”, “libuRan”, dan lain sebagainya
5. Nama tempat pada huruf pertama tidak kapital. Contoh pada kata “situraja”, “bandung”, “sumedang”, dan lain sebagainya.
6. Kata ke -yang menunjukkan tempat ditulis bersatu. Contohnya pada kata “kemesjid”, “kebandung”, “kesana”, dan lain sebagainya.
7. Kata ulang tidak menggunakan strip (-), contonya pada kata “pakupaku”, “bersenangsenang”, “meloncatloncat”, dan lain sebagainya

Analisis Kesalahan Berbahasa Berbahasa Siswa SMP Terbuka Cimanggung dalam Tataran Tata Bahasa Baku

Kesalahan berbahasa yang dilakukan oleh siswa SMP Terbuka Cimanggung dalam menulis catatan harian adalah adanya kata-kata yang dianggap tidak baku dalam bahasa Indonesia yang baik dan benardapun kata-kata baku yang terdapat dalam karangan siswa adalah sebagai berikut.

1. Liat → lihat, melihat
2. Terus → lalu, kemudian
3. Enggak, ga, engga → tidak
4. Mau → akan, ingin
5. Ngambil → mengambil
6. Buat → untuk
7. Ikutan → mengikuti
8. Bantuin → membantu
9. Nyari → mencari
10. Nemu → menemukan
11. Nunggu → menunggu
12. Pingin → ingin
13. Pas itu → saat itu
14. Pas liat → saat melihat
15. Pas dipanggil → saat dipanggil
16. Yaudah, ya sudah → sudahlah
17. Pada baik-baik → semua baik

Selain itu, ada pula kesalahan berbahasa yang dilakukan oleh siswa SMP Terbuka Cimanggung dalam menulis catatan harian adalah melakukan pencampuran bahasa. Menulis catatan harian dalam pembelajaran bahasa Indonesia seharusnya menggunakan bahasa Indonesia yang baik, benar, serta baku, namun dalam hal ini siswa tidak menerapkan dalam tulisannya. Adapun kesalahan berbahasa dalam tataran pencampuran berbahasa terbagi menjadi dua yaitu pencampuran dengan bahasa daerah dan pencampuran dengan bahasa asing. Adapun pemaparannya sebagai berikut.

1. Pencampuran Bahasa Indonesia dengan Bahasa Daerah
 - Dog-dog → gendang, Keler → toples,...
2. Pencampuran Bahasa Indonesia dengan Bahasa Asing
 - Motor *cross*, handphone,...

Simpulan

Analisis kesalahan berbahasa adalah suatu cara atau langkah kerja yang biasa digunakan oleh peneliti atau guru bahasa untuk mengumpulkan data, mengidentifikasi kesalahan, menjelaskan kesalahan, mengklarifikasi kesalahan, dan mengevaluasi taraf keseriusan kesalahan berbahasa.

Analisis kesalahan berbahasa akan diuji dalam pembelajaran menulis catatan harian, yang mana catatan harian yang akan dikembangkan berdasarkan tema yaitu “pengalaman yang mengesankan”. Adapun sasaran analisis kesalahan berbahasa dalam hal ini adalah siswa SMP Terbuka Cimanggung, Kabupaten Sumedang, Jawa Barat.

Analisis kesalahan berbahasa di analisis berdasarkan beberapa kajian yaitu pertama, berdasarkan tataran fonologi yang mana dalam tataran ini menganalisis perubahan bunyi yang terjadi dalam kata. kedua, analisis berdasarkan morfologi yang mana banyak kesalahan berbahasa yang dilakukan oleh siswa SMP Terbuka Cimanggung dalam pembentukan afiks pada kata. Ketiga, pada tataran sintaksis yang mana banyak kesalahan dalam pembentukan frasa dan kalimat. Keempat, analisis berdasarkan tata tulis, dalam kesalahan berbahasa ini siswa SMP Terbuka Cimanggung banyak melanggar kaidah EYD (Ejaan Yang Disempurnakan). Terakhir, analisis berdasarkan tata bahasa baku, dalam hal ini banyak kata-kata yang tidak baku yang ditulis oleh beberapa siswa, selain itu kata-kata yang ditulis pun terdapat kata yang berasal dari bahasa asing yaitu bahasa Inggris dan bahasa daerah yaitu bahasa Sunda.

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PENGEMBANGAN MODEL *BRAIN BASE LEARNING* PADA JENJANG PENDIDIKAN ANAK USIA DINI UNTUK MENUMBUHKAN KREATIVITAS MANUSIA INDONESIA SEJAK DINI

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Perlu upaya untuk membentuk kreativitas manusia Indonesia sejak dini, salah satu usahanya melalui model pembelajaran. Penelitian ini bertujuan untuk menerapkan model BBL pada jenjang pendidikan anak usia dini. Secara khusus pada tahun pertama penelitian berfokus pada pengembangan modul. Metode penelitian adalah dengan research and development (RND) dengan model 4-D. Tahapan 4-D yaitu: (1) Define atau Pembatasan, (2) Design atau Perancangan, (3) Develop atau dan Disseminate Penyebaran, atau diadaptasi (Trianto, 2007). Tempat yang dijadikan lokasi penelitian adalah DKI Jakarta. Sasaran penelitian adalah guru-guru PAUD DKI Jakarta pada jenjang TK B atau usia 5-6 tahun. Hasil dari penelitian tahun peratama yaitu modul panduan penerapan BBL pada uji praktisi mendapatkan skor 69,6 dan hasil uji media dengan skor 69,2. Skor ini menunjukan luaran yang dihasilkan pada kategori baik. Pada uji ahli materi hasil yang sudah didapatkan yaitu 76,9 atau dengan kategori sangat baik.

Keyword: Kreativitas, Brain based Learning, Pendidikan Anak Usia Dini

Pendahuluan

Kegiatan belajar mengajar salah satunya bertujuan untuk meningkatkan kreativitas siswa. Setelah belajar selain siswa mampu mencapai kompetensi dasar yang diharapkan secara kognitif, afektif dan psikomotor. Seyogyanya siswa mampu menerapkan capaian tersebut dalam bidang lain dan menambahkan ide-ide yang baru berdasarkan konstruksi dari pemahaman siswa tersebut.

Menurut Djunaedi (dalam Nurhasanah, 2008) hasil penelitian yang dilakukan Hans Jellen dari Universitas Utah, AS dan Klaus Urban dari Universitas Hannover, Jerman bulan Agustus 1987 terhadap anak-anak berusia 10 tahun (dengan sampel 50 anak-anak d Jakarta) menunjukkan, tingkat kreativitas anak-anak Indonesia adalah yang terendah diantara anak-anak sesusianya dari 8 negara lainnya. Berturut-turut dari skor tertinggi sampai terendah adalah Filipina, AS, Inggris, Jerman, India, RRC, Kamerun, Zulu dan Indonesia.

Berdasarkan penelitian tersebut diketahui bahwa tingkat kreativitas anak-anak di Indonesia jelas sangat mengkhawatirkan. Penelitian 28 tahun silam, seolah masih berlaku hingga sampai saat ini. Didukung penelitian Nurhasanah (2012), ia menyatakan bahwa hanya 9% dari 703 responden siswa di Bandung dan Cimahi yang dapat menyelesaikan tes kemampuan matematis secara kreatif.

Hasil penelitian tersebut menunjukkan bahwa kegiatan belajar yang berlangsung di Indonesia pada saat ini belum dapat mencapai salah satu tujuan yang seharusnya yaitu meningkatkan kreativitas siswa. Padahal, secara potensi 1% kurang lebih penduduk Indonesia teridentifikasi sebagai *gifted*. Berdasarkan asumsi tersebut jika sensus pada tahun 2010 terdapat sekitar 240.000.000 penduduk Indonesia. Artinya terdapat potensi kurang lebih 2,4 juta penduduk yang dikategorikan berbakat (*gifted*) superior dan 10% dari penduduk keseluruhan adalah berbakat moderat (Semiawan, 2010).

Kecenderungan hasil penelitian tingkat kreativitas dan potensi tersebut berbanding terbalik. Oleh karena itu, perlu berbagai upaya, salah satunya adalah mengembangkan model pembelajaran yang efektif untuk membentuk kreativitas manusia Indonesia sejak dini. Terdapat satu model pembelajaran yang masih sangat jarang dikembangkan di Indonesia yaitu *Brain based learning*. Model pembelajaran ini menerapkan prinsip-prinsip model-model belajar *Problem Based Learning*, *Active Learning*, Belajar Kontekstual, *Problem Solving* dan *Cycle Learning* secara integratif. Prinsip tersebut diantaranya melibatkan siswa, menghargai kereativitas siswa, mencoba gagasan, mementingkan pengalaman empirik dan prinsip kesenangan dalam belajar. Kelebihan model ini dari pada yang lain dan yang khas yaitu mempertimbangkan berbagai aspek dalam proses pembelajaran sesuai cara kerja otak menerima dan mengolah informasi.

Sasaran pengembangan model *Brain based learning* (BBL) dikhususkan pada penelitian ini yaitu pada jenjang pendidikan usia dini (PAUD). Melihat fakta mengenai kreativitas manusia Indonesia yang berada pada posisi terbawah maka harus sejak dini ditangani. Oleh karena itu, model ini perlu diteliti dan dikembangkan secara komperhensif di Indonesia.

Kajian Pustaka

Brain based learning (BBL)

Bukti Ilmiah Mengenai Penggunaan BBL

Penelitian Saleh (2011), mengenai efektivitas pengajaran dengan menggunakan prinsip BBL yaitu bahwa terbukti secara signifikan dapat meningkatkan pemahaman konseptual dan meningkatkan motivasi dalam belajar fisika. Bukti lainnya dari Kristiyani (2006), ia menyatakan bahwa terdapat pengaruh positif BBL terhadap peningkatan pemahaman siswa pada teori psikologi kepribadian II. Dua penelitian ini menegaskan bahwa BBL merupakan model yang menarik untuk diteliti lebih lanjut dan dikembangkan menjadi sebuah model pembelajaran untuk membentuk kreativitas manusia Indonesia sejak dini.

Penelitian Laskmi (2014), menjelaskan bahwa dari 73 responden yang diteliti hasil belajarnya pada mata pelajaran IPS kelas V SD dibandingkan dengan yang mengikuti model konvensional hasilnya lebih baik yang menggunakan BBL. Penelitian lain Anas (2011), mengenai penggunaan prinsip *brain based learning* untuk menanamkan nilai budaya melalui pendidikan formal. Penerapan program berbasis *brain based learning* mendorong siswa untuk lebih kreatif.

Penelitian-penelitian membuktikan bahwa secara umum BBL dapat digunakan, meskipun demikian berdasarkan studi dokumen peneliti tidak ditemukan satu penelitian yang mengembangkan model BBL untuk anak usia dini. Padahal masa awal perkembangan (usia dini) merupakan masa yang menentukan fase kehidupan berikutnya (Freud dalam Alwisol, 2004). Fakta-fakta ilmiah tersebut semakin mendorong peneliti untuk mengembangkan model BBL pada anak usia dini.

Kerangka Dasar Model Brain based learning

Hellige (Jensen, 2005), berpendapat bahwa level aktivasi dari hemisfer kanan menetapkan apakah pengalaman emosional itu positif atau negatif. Terlalu banyak keterlibatan hemisfer kanan dapat mengakibatkan pengalaman emosional yang negatif, sementara keterlibatan yang jauh lebih kecil berkorelasi dengan pengalaman emosional yang positif.

Prinsip ini kemudian digunakan dalam proses pembelajaran. Prinsip didasarkan pada cara kerja otak terhadap bagian-bagiannya. Ilmuwan membagi otak menjadi empat bagian yaitu *occipital*, *frontal*, *parietal* dan *temporal*.

- 1) *Occipital* bertanggung jawab akan penglihatan
 - 2) *Frontal* berfungsi untuk melakukan tindakan seperti penyesuaian, penilaian, kreativitas, pemecahan masalah dan perencanaan dan merupakan tempat adanya *short term memory*.
 - 3) *Parietal* bertanggung jawab akan fungsi bahasa dan sensori
 - 4) *Temporal* bertanggung jawab akan fungsi mendengar, memory, makna dan bahasa.
- Jansen (2005) dalam bukunya *Teaching In Mind* tiga tahapan berdasarkan waktu yang yang perlu diperhatikan dalam *brain based learning* :
- 1) Tahap pertama Persiapan, berkonsentrai pada hal-hal yang perlu dilakukan sebelum memulai pembelajaran dan memperhatikan tahap persiapan yang dapat meningkatkan kebehasilan instruksi belajar
 - 2) Tahap pertengahan di dalam kelas, bekonsentrasi pada bagian terbesar dari proses belajar
 - 3) Tahap akhir setelah selesai pelajaran, merupakan tahap yang digunakan untuk memastikan bahwa proses belajar sudah berlangsung dengan baik dan keterampilan atau hasil belajar yang diperoleh dapat bertahan selama mungkin.

Aspek perkembangan kreativitas anak usia dini dapat diketahui melalui teori Erik Erikson dan Jean Piageat. Dodge dan Laura (1991) lebih lanjut mengembangkan ciri perkembangan kreativitas dari teori perkembangan tersebut dalam kurikulum kreatif.

Perkembangan sosio emosional pada anak-anak meliputi tiga tugas utama yaitu anak-anak dapat membangun rasa percaya pada orang lain diluar dirinya, mengembangkan kebebasan dan pengendalian diri, serta mampu mampu mengemabangkan kemampuan agar dapat diterima pada lingkungan sosial.

Perkembangan kognitif pada anak-anak ditandai dengan kemampuan anak dalam bahasa, klasifikasi dan kemampuan berfikir abstrak. Perkembangan bahasa anak-anak yang berkembang kreativitasnya mampu mengungkapkan idenya, pikirkan, dan perasaannya kata-kata maupun ekpresi yang tepat. Kemampuan klasifikasi ditandai dengan kemampuan mengklasifikasikan sesuatu berdasarkan ukuran, warna, bentuk dan jenis serta mampu memahamiii hubungan berdasarkan fungsinya misalnya gula dengan rasa manis, ambulan dengan rumah sakit. Kemampuan berfikri abstrak pada masa kanak-kanak akhir juga mulai berkembang. Hal ini ditandai dengan kemmpuan anak-anak dalam memecahkan persoalan dan mencari beragam solusinya.

Perkembangan fisik pada fase kanak-kanak yang perlu dikembangkan yaitu kemampuan motorik halus dan kasar. Motorik kasar melibatkan semua otot dalam tubuh. Anak-anak mengembangkan kemampuan motorik kasar dengan cara yang natural, meskipun demikian guru PAUD perlu menyediakan lokasi yang aman, peralatan yang aman dan mengatur waktu lamanya kegiatan. Motorik halus melibatkan sebagian kecil otot terutama pada area pergelangan tangan. Anak-anak belajar mengontrol dan mengkordinasikan ototnya secara tepat. Guru paud perlu membangun suasana yang menyenangkan agar anak-anak siap untuk berlatih dan tertarik melakukan hal tersebut.

Aspek yang lain yang perlu diperhatikan adalah aspek perkembangan spiritual. Pada aspek spiritual anak-anak mulai mengembangkan kemampuan untuk berdoa dan bersyukur. Kemampuan anak-anak pada perkembangan kreativitasnya dapat diukur dengan adanya aktivitas berdoa yang mereka lakukan dengan kemaauan sendiri dalam mengawali kegiatan yang akan mereka lakukan. Kemampuan bersyukur dapat terlihat dari cara anak-anak dalam menjaga kondisi barang-barang yang mereka gunakan agat tidak rusak.

Berdasarkan kreatif kurikulum yang dikembangkan oleh Dodge dan Laura (1991) dapat dikatakan bahwa anak-anak yang memiliki perkembangan kreatif dapat menunjukan perilaku tertentu.

Sosio Emosional

- 1) Menunjukkan Ketertarikan dan terlibat pada kegiatan kelas
- 2) Menunjukkan kemampuan memilih sesuai kehendaknya
- 3) Mampumemberikan solusi pada hambatan yang dialaminya
- 4) Bekerjasama dalam menyelesaikan tugas
- 5) Mampu berbagi media permainan yang ada

Kognitif

- 1) Mampu menggunakan informasi dan pengalaman pada situasi yang berbeda
- 2) Mampu mengklasifikasikan objek dengan persamaan dan perbedaan
- 3) Mampu membuat asumsi aturan dalam bermain
- 4) Mampu menggunakan kata-kata yang tepat untuk mengungkapkan ide dan perasaannya
- 5) Mampu menulis dengan tujuan tertentu misalnya memberi pesan

Psikomotor

- 1) Mampu melakukan gerakan naik turun tanpa terjatuh
- 2) Mampu berlari dengan terarah dan mengendalikan kecepatan
- 3) Mampu menyelaraskan gerakan mata dan tangan misalnya saat bermain puzzle
- 4) Mampu menulis dan menggambar dengan pengendalian gerakan dan kemauan
- 5) Mampu membedakan benda berdasarkan tekstur, bunyi, rasa dan bau

Spiritual

- 1) Mampu mengucapkan doa doa pendek atas aktifitas yang dilakukan sesuai dengan agamanya
- 2) Menunjukkan sikap jujur
- 3) Mampu menunjukkan sikap spontan yang baik misalnya berucap maaf, terimakasih, permisi

Pembelajaran Abad 21

Gaya pembelajaran abad 21 merupakan pembelajaran yang menarik bahwa pembelajaran yang baik juga perlu melibatkan emosi dan rasio dan bisa menghasilkan kreativitas. Ciri pembelajaran abad 21 yakni, komunikasi, kolaborasi, berpikir kreatif dan berpikir kritis (Reokel, 2002). Titik tekan pembelajaran pada abad ini adalah pembelajaran menekankan pada kemampuan berpikir kreatif, Pembelajaran yang baik adalah ketika seseorang bisa menemukan *problem solving* untuk dirinya sendiri. Belajar adalah proses yang terus menerus hingga sampai pada titik kita mempelajari sesuatu (*insight*).

Metode Penelitian

Metode yang digunakan dalam penelitian ini adalah metode riset pengembangan atau biasa disebut *Research and Development (RnD)*. RnD digunakan karena perlu dikembangkan model terlebih dahulu dan dalam metode ini terdapat pengujian. Metode pengujian akan diuji dengan metode eksperimen dengan desain one group pretes and postes. Desain RnD yang digunakan dalam pengembangan adalah model pengembangan 4-DS.Thagarajan. Model pengembangan 4-D merupakan model pengembangan pembelajaran. Model pengembangan 4-D terdiri atas 4 tahap utama yaitu: (1) *Define* atau Pembatasan, (2) *Design* atau Perancangan, (3) *Develop* atau Pengembangan dan *Disseminate* Penyebaran, atau diadaptasi (Trianto, 2007).

Teknik evaluasi data yang digunakan dalam penelitian dan pengembangan ini yakni evaluasi formatif. Menurut Suparman (2014) tahap evaluasi formatif meliputi empat tahap yakni evaluasi satu-satu oleh para ahli (*one-to-one evaluation by experts*), evaluasi satu-satu oleh guru PAUD (praktisi) (*one-to-one evaluation by learners*), evaluasi kelompok kecil (*small group evaluation*). Teknik analisis data yang digunakan adalah statistik deskriptif kuantitatif, yaitu statistik yang digunakan untuk menganalisis data dengan cara menggambarkan data yang telah terkumpul sebagaimana adanya tanpa ada maksud membuat kesimpulan yang berlaku untuk umum atau generalisasi (Sugiyono, 2008).

Perhitungan menggunakan statistik sederhana, dibuatkan kuesioner (angket) dengan skala 1-4 untuk kuesioner terhadap ahli materi, ahli bahasa, dan ahli media pada tahap uji validasi ahli dengan katagori 1 untuk sangat kurang baik, 2 untuk kurang baik, 3 untuk baik, 4 untuk sangat baik dan kuesioner (angket) dengan skala 0-1 untuk kuesioner terhadap peserta didik dengan katagori nilai 0 untuk jawaban “tidak” nilai 1 untuk jawaban “ya”.

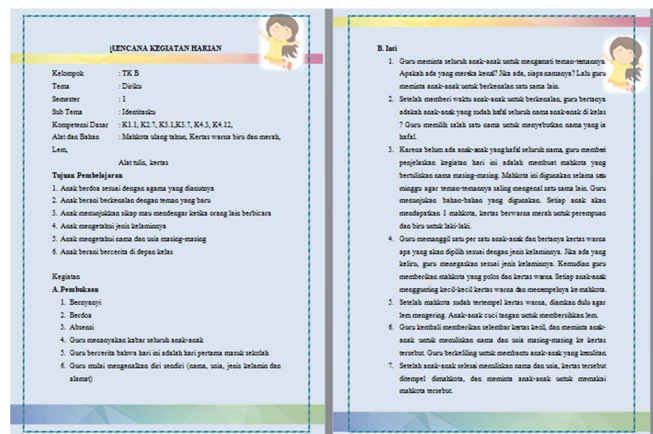
Hasil Penelitian

Hasil Pengembangan

Setelah dilakukan uji modul kepada praktisi tanggal 6 maka didapatkan hasil kekurangan modul semula. Dari kekurangan dan kelebihan yang dirasa oleh para pakar dan rekomendasi pakar maka modul kemudian direvisi dalam konten, bahasa, dan grafika. Hasil tahap ini yaitu jumlah modul terdiri dari 80-90 halaman. Bagian awal terdiri dari halaman depan, kata pengantar dan daftar isi terdiri dari empat halaman. Bgian isi terdiri dari 34 halman yang terdiri dari bagian pengenalan modul, pengenalan model, strategi penerapan model, dan evaluasi. Bagian penutup terdiri dari rencana kegiatan harian sebanyak 29 lembar. Jika pada modul pertama RKM dan lembar evaluasi digabung maka modul tahap ini tidak demikian. Dari segi bahasa yang digunakan lebih oprasional dan mudah dipahami. Dari segi grafika modul memiliki banyak warna dan menggunakan berbagai ilustrasi penjelas. Adapun hasilnya dapat dilihat pada gambar dibawah ini :



Gambar 5.4 Depan Modul Revisi Pertama



Gambar 5.5 Bagian Isi Modul Revisi Pertama



Gambar 5.6 Bagian Akhir RKH modul Revisi Pertama

Hasil Uji Praktisi

Pada penelitian ini yaitu pengembangan tahap pertama yaitu berupa modul yang sudah layak. Kelayakan tersebut ditentukan oleh para pakar baik ahli maupun praktisi. Kelayakan pertama di nilai oleh para praktisi. Sebanyak lima orang praktisi dari tiga sekolah yang berbeda diberikan modul kemudian mereka memberikan penilaian dan rekomendasi pada modul yang sudah dikembangkan. Hasil persentasi secara kuantitatif sebagai berikut:

Tabel 5.1 Hasil Uji Praktisi

No	Nama Guru	Nilai
1	Huriah	71
2	Dian Krisna	69
3	Maya Peni	69
4	Siti Umairah	71
5	Ade Ahdial	68
Rata		69,6

Berdasarkan Penilaian praktisi mengenai model brain based yang dikembangkan dalam bentuk modul versi pertama masih memiliki banyak kekurangan, meski sudah dapat dikategorikan baik. Modul brain Based memiliki nilai 69,6. Aspek kekurangan meliputi bahasa yang digunakan, tampilan modul, dan konsep atau karakteristik brain based yang belum muncul secara kuat dalam modul tersebut.

Pada lembar komentar menurut para praktisi modul pertama yang dibuat masih terlalu teoritik, dan bahasa yang digunakan terlalu formal misalnya banyak istilah asing yang perlu diterjemahkan karena sulit dimengerti. Selain itu, dari segi tampilan tidak memiliki ilustrasi dan warna yang menarik sehingga modul tidak menarik untuk dipelajari. Konsep model *brain based learning* juga sulit ditemukan dalam modul yang dibuat. Lihat gambar rancangan awal modul 5.1,5.2 dan 5.3.

Berdasarkan penilaian dari para praktisi ini kemudian diperbaiki menjadi modul versi setelah pengembangan. Modul ini seperti yang dijelaskan pada aspek hasil diatas pada point revisi modul revisi praktisi pertama lihat gambar 5.4,5.5 dan 5.6. Modul berbeda dari sebelumnya baik secara konsep, bahasa maupun tampilan.

Uji ahli media

Selain menggunakan penilaian praktisi atau guru PAUD, peneliti juga menggunakan penilaian modul oleh ahli. Ahli melakukan tinjauan terhadap modul yang telah dikembangkan. Penilaian ahli media dilakukan oleh Dr.Robinson yang merupakan pakar dan dosen dari Teknologi pendidikan. Berdasarkan penilaian yang dilakukan oleh ahli media maka skor yang

didapatkan berdasarkan pengujian ahli media yaitu 69,2 dengan mengacu pada norma kelas 51%-75% baik. Secara keseluruhan meski masih terdapat kekurangan model yang dikembangkan dan dikemas dalam bentuk modul panduan mengajar sudah dapat dikategorikan baik.

Aspek yang dinilai oleh ahli media sesuai dengan instrumen yang telah dikembangkan yaitu meliputi tiga aspek penilaian konsep pendekatan, kelayakan grafikan, dan kelayakan bahasa. Berdasarkan ketiga aspek tersebut dua aspek masih memiliki kekurangan yaitu pada aspek grafikan dan bahasa. Pada aspek grafikan desain kulit modul dianggap masih belum representatif atau belum dikatakan dapat mewakili isi dari modul yang dikembangkan. Selain itu ketepatan ilustrasi juga masih kurang baik untuk mendukung penjelasan model yang dijelaskan dan belum dapat mendukung isi modul. Pada aspek bahasa yang digunakan masih kurang interaktif, sehingga hal ini dapat menimbulkan kebosanan guru yang mempelajari model. Menurut ahli bagaimanapun BBL merupakan hal yang asing bagi guru PAUD sehingga perlu didorong dengan penggunaan bahasa yang seolah mengajak pembelajar atau guru PAUD untuk tau lebih jauh mengenai BBL. Berdasarkan komentar terbuka ahli media menyarankan agar diperbaiki kembali pada point yang kurang. Hal ini bertujuan agar model BBL dapat diterima dengan baik terutama karena didorong oleh modul yang menarik minat guru PAUD.

Uji Ahli Materi

Selain uji ahli media juga telah dilakukan uji ahli materi. Dr. Anan Sutisna sebagai penguji ahli. Berdasarkan penilaian materi yang telah dilakukan maka didapatkan hasil bahwa modul yang dikembangkan sebagai wujud model BBL sudah dapat dikategorikan baik dengan skor penilaian 76,9. Skor tersebut apabila dikonfirmasi dengan norma kelas 76%-100% maka dapat dikatakan sudah sangat baik.

Penilaian 76,9 juga dapat dikategorikan belum sempurna meski pada level sangat baik. Hal ini ditunjukkan dengan masih ada point yang dianggap kurang. Tiga aspek kelayakan isi, penyajian dan bahasa. Berdasarkan tabel hasil penilaian tersebut terlihat bahwa masih ada kekurangan modul yang telah dikembangkan. Modul yang dikembangkan masih memiliki kekurangan pada aspek materi pendukung penjelasan dan bahasa yang tidak interaktif. Materi dianggap masih ada yang tidak terjelaskan dengan baik sehingga memungkinkan guru PAUD untuk mengalami kebingungan dan bahasa yang digunakan masih memiliki kekurangan pada hal interaksi. Potensi untuk guru PAUD mengalami kebosanan dalam membaca menjadi tinggi sehingga perlu diperbaiki. Rekomendasi yang didapatkan berdasarkan komentar adalah supaya diperbaiki kembali modul yang sudah dikembangkan.

Simpulan dan Saran

Berdasarkan penelitian yang dilakukan dengan menggunakan uji pengguna dan uji ahli didapatkan skor sebesar 69,6 atau pada kategori baik. Berdasarkan ahli media, modul juga dapat dikategorikan sudah baik yaitu dengan skor 69,2 dan menurut ahli materi konsep model yang dipaparkan pada modul sudah sangat baik yaitu dengan skor 76,9. Walaupun begitu aspek bahasa dan isi modul masih perlu dikembangkan pada penelitian tahap berikutnya. Modul juga sudah direvisi sesuai hasil rekomendasi ahli dan praktisi, hasil revisi sudah dianggap lebih baik, akan tetapi modul hasil revisi belum memasuki tahap simulasi sehingga perlu disimulasikan agar apabila masih ada kekurangan dapat diperbaiki. Berdasarkan hasil penelitian yang telah dilakukan maka hasil pengembangan model *brain based learning* masih hanya dapat dikategorikan baik. Sehingga disarankan: penelitian pengembangan perlu dilanjutkan hingga tahap uji empirik, perlu dilakukan kajian mengenai prasarat status sekolah PAUD untuk dapat menggunakan model ini, model *brain based learning* sebagai sebuah model yang baru perlu terus diteliti tidak hanya pada program penelitian ini, terutama kaitannya dengan masalah perkembangan kreativitas.

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MECHANISM OF ASSESSMENT AND REFLECTION ON THEMATIC ASSIGNMENT FOR STRENGTHENING OF CRITICAL THINKING AND DEMOCRATIC ATTITUDES IN LEARNING

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Abstract

This article describes the impact of reflection that was preceded by intragroup and intergroup peer assessment, to improve the students work on thematic assignment instruction of water cycle. Reflection is done based on the classification of the material tasks such as: description of facts and phenomena, the relationship between the concept and context, the process of science, the formulation of concept network, and the social implications of the thematic assignment. Students are being targeted are high school students in Manganitu and Tamako, in Sangihe regency. The results showed that the assessment and reflection positively influence to improve student work on material that students have an early experience and basic knowledge. Constraint in reflection and knowledge construction of students was the lack of mastery of concepts and the relationships between concepts and context. The results of the study recommend the importance of continuity of materials and learning activities to enable students construct knowledge based on experience, while developing critical thinking skills.

Keywords: Thematic Assignment, Instructions, the Water Cycle, Peer Assessment, Reflection.

Introduction

The results of the initial survey (Raturandang, 2013) shows that learning in Sangihe is still centered on the teacher (Medellu, 2013; Marpaung 2014), and only emphasizes the concept that originates from the textbook (Tumangkeng, 2013; Rende, 2013). This is related to learning orientation to meet the demands of final exams (Medellu, 2013; Raturandang, 2013). Learning utilize resources from the surrounding environment that enables the process of science has not been implemented (Tumangkeng, 2013; Rende, 2013). Students are not faced with the facts of science learning that exist in the environment. Learning materials in the classroom and homework given to students only concerned with concepts. The task assigned by the teacher is not done optimally (Raturandang, 2013). The survey shows that the problem of learning in Sangihe is not only related to the substance or learning materials and teaching methods but also the behavior of student learning.

Thematic learning students confront the facts and phenomena that exist around the students. The substance or instructional materials made possible the science process potentially more attractive to students, as it relates to the experience and problems faced in everyday life. Learning design in the form of thematic instruction is done by choosing a theme related to the lives of students in order to ensure students' attention and love of learning content. Integrated thematic instruction across subjects, provide flexibility to teachers to design instruction according to the needs of children by utilizing a multi-source learning (Wood, 1997). Thematic instruction can encourage the development ability of a compound (multiple intelligence) because it involves skills such as reading, thinking, remembering or writing a real life context that can encourage creative exploration. (Fogarty, 1997). Barton

and Smith (2000) suggested that the integrated thematic instruction in the unit theme, enabling the authentic assessment.

Object thematic learning the real world around students, focuses on learning activities conducted outside the classroom. Instructions executed thematic learning outside the classroom, can be designed to observe activities that vary (Pendrill, 2005). Through thematic instruction outside, students can analyze the relationship between the facts with conceptual knowledge (Bransford et al, 1999), to exchange experiences with other students (Krogh, 1990) as a process of building knowledge more complex and complete. Higgins (2002) suggested that learning outside the classroom enhance their knowledge and understanding of natural systems and processes ultimately establish responsibility towards the environment.

Our team developed a research thematic learning in the form of thematic assignment instructions are implemented outside regular instructional hours in class. Stages of research include (1) a basic instructional design, (2) development plan with the participation of teachers, students, and parents, (3) implementation of the plan involves the role of parents, and (4) evaluation. This thematic task implementation is flexible. Instructions thematic task designed and developed based on the principles of democratic learning. Democratic schooling or learning needs the support of all personnel involved in the management of the school (Ozcan, 2005). Parents play an important role in the learning process of democratic child (Bekoe and Quartey, 2013). There is six category of participation of parents / community to education namely: strengthening, partnership, interaction, consultation, provision of information, and manipulation (Aref et al, 2009). Teachers act as organizer and facilitator who encourages communication, group discussions and various forms of collaboration in developing critical thinking skills (Popov, 2008). Fettes (2013) suggested that the practice of democratic learning can strengthen the relationship between experience and imagination. The principle of such a democratic learning: learning multisumber, flexibility to develop personal potential, implement collaborative learning etc., Encourage the development of critical thinking skills and abilities. Collaborative learning environments in small groups is the most convincing design of learning environments (Heller et al, 1992). Environment as a learning objects, allowing the development of collaborative groups of students in learning science through scientific procedures. According Kazempour (2014) about collaborative learning environment can be emphasized in scientific practice, critical thinking and problem solving. Most of the activities undertaken thematic assignment instructions with parents / community. Parents and the community can act as a facilitator or student learning partners, depending mastery of the material. The role of parents and the community respond to the challenges of social dimensions of science learning, which is to make citizens responsible for the social problems related to science. Teachers act as facilitators who intensively interact with students. According Moswela (2010), teacher collaborative interactions with students can improve intellectual activity and can accommodate learning activities.

Reflection thematic task is developed through the process of assessment tasks within their own group (intragroup assessment) and assessment across groups (intergroup assessment). Reflection thematic task is the process of integrating the experience with critical thinking imaginatively. Nichols et al. (1997) in Akerson et al. (2000), suggests that the practice reflective science learning allows teachers to develop learning resources so that students can think critically about science learning materials connected with his own experiences. Instructions thematic task to integrate the student experience of the facts and phenomena in the surrounding environment with related concepts in the lesson. Thematic material categories reflection task in our research include: a description of the facts / issues of local, description-concept relationship context, description of the process of science, the description of networking concepts, social implications description. Evaluation of product development tasks thematic reflection, may indicate an increase in the skills of reflection, as well as showing the weaknesses and strengths of students in reflecting material categories thematic assignment instructions.

Research assignment instructions thematic reflection process is a special part of thematic research and development tasks in school. The general objective of the research is the creation of a democratic science lessons at school are supported by the Universitas Negeri Manado. The general objective is spelled out in a five-year objectives, namely:

1. Develop and strengthen the thematic task model for learning in school that synergy with the development competence of prospective teachers in Unima.
2. Improving the ability of creative and innovative thinking of the faculty, students and teachers interactively through the design and implementation of holistic thematic task to improved cognitive ability, psychomotor and affective.
3. Build participation of parents and communities in the development of learning materials and activities, so as to gradually build a participatory-democratic learning climate.

The purpose of research first year (2014) are: (1) designing learning materials sourced from the issues in the environment of students, with the participation of parents and the community, (2) implement instructional design with the participation of parents and the community, and (3) designing and implement evaluation dialogical among school-student-parent. This article describes thematic reflection process tasks as part of the democratization process of learning and improvement of critical thinking skills and imaginative students. In particular, this study describes the impact of peer assessment process (intragroup and intergroup) followed by reflection, the material classification task: the description of the facts and phenomena, linking concepts with the context, process sciences, formulation of networking concepts, and social implications of the water cycle thematic task.

Research Methods

Research thematic reflection task is a specific part of the scheme more extensive research on the development of thematic tasks at school (in the North Sulawesi), with the support of Universitas Negeri Manado. The first year (2014) was conducted in three districts in Sangihe, namely District Manganitu, District and Sub-District Tamako Central Tabulan. Implementation of instruction thematic task carried out for two months (January - February 2014). Instructional material includes five themes: water cycle, land landslide, energy, coastal erosion, and mangrove forests. This thematic task instructional materials integrate the concept of science - mathematics with related social problems such as the behavior of the public, local wisdom, the community response to the government program on the management of natural resources and the environment into learning objects. Thematic instruction have proven reliable as instructional methods to integrate the various concepts in the curriculum with life and everyday experience (Medellu, 2014). Thematic instruction can be developed to build cognitive skills such as reading, think, remember and write context in real life and encourage creative exploration (Fogarty, 1997). According to Barton and Smith (2000), Integrated instruction also allows implemented authentic assessment. Implementation of thematic task carried out in small groups, to encourage students to acquire basic cooperative attitude, and values needed to think independently inside and outside the classroom (Borich, 2004). Ajaja and Eravwoke (2010) affirmed that cooperative learning as an instructional strategy to significantly improve science learning outcomes

The process of reflection is a specific part of the implementation of thematic assignment instructions. Reflection process carried out by the students in the group after they do peer assessment on their own tasks (intragroup assessment), or after their service direviu by other groups (intergroup assessment). Schematically, the mechanism of peer assessment and reflection are presented in Figure-1

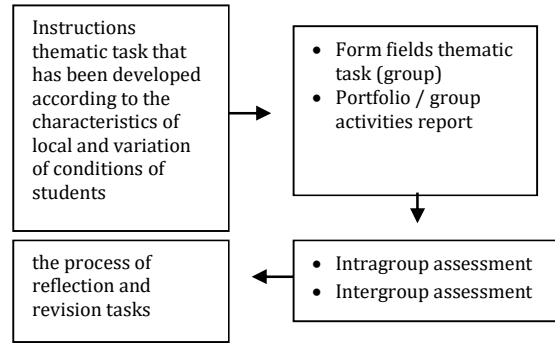


Figure 1 Review Mechanism, a Process of Reflection and Revision of Thematic Task

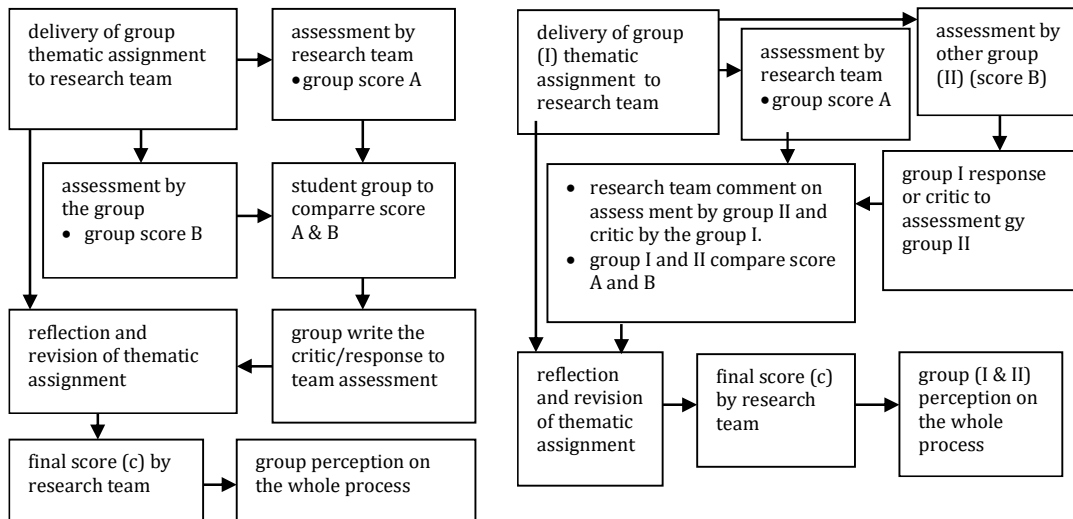


Figure 2 Mechanism of Intragroup Assessment and Reflection

Peer assessment was done for inputs (the identification) components of the tasks that need to be completed or corrected. The input can come from members of their own group (intragroup) or from members of other groups (intergroup). Research peer assessment by a group of students, among others, performed by Falchikov (2003), and Kritikos et al (2011). Kritikos et al (2011) developed a peer assessment process that triangulated with input facilitators. Reflection thematic task carried out by a group of students after they assess the task alone product or after receiving the results of assessment of the other groups. Reflection conducted to assess, analyze feedback assessment and reformulate the result of integration experience, knowledge with these inputs. Ires and Cakir (2006) cites Tann (1993) suggests that critical reflection is needed to find alternative analysis and compare it with the work of others or other theory to the formulation and testing of back.

van Leeuwen et al (2009), developed a method of reflection groups of students in two phases. The first phase is the inclusion of actual experience and reflection that experience. The second phase is the abstraction of experience and testing this new experience on behavior. In this study, the first phase of reflection is a reflection of the description of the facts / phenomena of local issues (inclusion of actual experience) and reflection-concept relationship context. Reflections on the first phase of a response to the peer assessment (intragroup and extragroup). In our study, the second phase of reflection is a reflection of the process of science, formulation networking related concepts, and descriptions of social implications. In the process of assessment and reflection, the teacher acts as a facilitator,

while parents become partners in specific activities students undertake reflection. Learning held in two schools. The process of reflection at the first school (SHS Tamako) is done through the stages of assessment tasks by the group itself. The process of reflection at the second school (SHS Manganitu) is done through the stages of assessment across groups.

Data presented reflection process and product quantitatively (percentage of the task item that reflected true and complement / improve thematic task group). The process of assessment and reflection carried out by sub-themes / activities appropriate instructional design thematic duty cycle of water. Sub themes / activities, classification of matter and form of group activities of students in instructional design thematic task water cycle is presented in Table 1 (appendix). Checkmark (√) indicates classification and forms of activity are in accordance with sub-themes or sub-activities. Format (Table-1) is used to analyze the data in a form the thematic assignment instructions and the result of reflection. Description percentage form field data is thematic assignment instructions and revisions (the result of reflection) from the initial meeting to the next meeting may indicate an increase in the productivity of the process and reflection. Percentage of reflection according to material classification tasks can show the productivity of peer assessment and reflection process according to the classification of the material.

Results and Discussion

Table 2 (appendix) presents data-highest percentage of lowest field of thematic task instruction form, and the highest percentage of low-reflection results (through assessment intragroup and intergroup assessment), according to the classification of the thematic material duty cycle of water. Thematic material classification tasks include: a description of the facts and phenomena, linking concepts with the context, the process of science, social networking concept and implications of the water cycle thematic task. The interpretation of the data and descriptions are as follows:

1. The process of reflection a significant impact on the percentage of data form field thematic task, for classification of material description of the facts / phenomena, the process of science, learning and social implications of the water cycle. It can be seen from the wide range of stuffing percentage of the data group (a) or data without reflection data group (b) or the data of reflection through assessment in the group, and the data group (c) or reflection through the assessment results data across groups. Significant impact on the classification reflection not matter: the relationship with the concept of context, and the formulation of networking concepts. The results of interviews with a group of students revealed that students do not understand the concept so well that they are difficult to connect the concept of the context, and formulate networking concepts. The results of this study partly corresponds with the results of research Akerson et al (2000), but some are different. Compliance with the research results Akerson et al (2000) on the scientific knowledge about natural materials (facts / phenomena) and observation (relationship with science process). The different results with regard to the law and theory. Research Akerson et al proved that reflection influence the outcome of legal analysis and theory. In this study, the reflection does not significantly influence the formulation of concepts and networking concepts (consistent with the law and theory). Prior knowledge and experience of the facts and phenomena, knowledge of the social implications, as well as direct experience in the field activities (observation, measurement, comparative field conditions) enhance students' thinking skills. When a group of students were instructed to reflect on the task, then an increase (improvement tasks) are significant. The combination of the assessment process (in a group or across groups) to identify parts of the tasks that need to be repaired, which followed up a reflection group is a pretty good mechanism to increase the knowledge and ability of critical thinking. Results of research Schwartz et al. (2004) concluded that the experience of the process of science, slightly improve student understanding, but that experience is

important in setting the context in which students can reflect on the nature and process of science. Schwartz et al study results are in line with the results of this study, particularly with regard to the classification of materials science process. Khishfe research results and Abd-El-Khalick (2002) suggested that in the process of science, reflection needs to be integrated with the process of science, to improve students' understanding of the nature of science.

2. Impact of reflection significantly to the classification of material directly related to the experience, and no significant effect on the classification of materials that are more abstract (concepts relation to the context and the formulation of networking concepts), consistent with the results of van Leeuwen et al (2009). The results of the research van Leeuwen et al concluded that the process of inclusion of experience and reflection on that experience to grow significantly, while the process of abstraction of experience did not show significant results. Analysis of the range of the low percentage of forms available in the classification of materials science process lower, affected by a lack of mastery of science concepts. The results of interviews with students revealed that they could understand the procedure sins but can not make a deeper analysis due to poor mastery of concepts. These results concur with those of Clough (2006) who argued that students should be given the opportunity to assess the concept that has been known previously to help understand the nature and process of science. Mastery of concepts that they cause less disadvantaged students explore the process of science and networking concepts related to the phenomenon. Results of research Arrieta et al (2005) that learning science procedures or procedural capacity building, is more difficult than learning conceptual, because it takes the ability to apply cognitive, so it takes time to learn more. Evaluation of the task group concluded that the students reflect on the process of science, significant enough to make a group of students to understand the steps procedural material science but the description can not be done in depth because of the lack of mastery of concepts. Mastery of science and math concepts that low also causes a percentage stuffing thematic task that is low on material classification networking concepts. The impact of significant reflections for the material formulation concepts networks caused by lack of mastery of the concepts of science and mathematics-related elements of the context or the facts and phenomena of the water cycle. The results of this study may reflect the learning and mastery of the material weaknesses relating to governance relationship with the concept of the context in which further affects the mastery of science and formulation processes networking traffic concept study areas. Mastery networking concept mastery of subject areas into a comprehensive indicator (cognitive) of the facts and phenomena and the relationship between phenomena in the water cycle theme.
3. Impact of significant reflection of the increase in the percentage of thematic classification task stuffing material social implications. This is due to students having mastered the social problems (people's behavior), local wisdom, in response to the government's program on water management. The process of inclusion experience with knowledge of the water cycle is developed through peer assessment mechanism followed by reflection students can build a positive attitude and commitment to water management responsibilities. Ires and Cakir (2006) points out that in the final part, a reflection oriented in character education by asking the students about his ideas, beliefs and values about learning science and to bring his experience they were aided clarification, confrontation and possible changes theories that have it's.
4. In general, the results showed that the mechanism of peer assessment followed by reflection gives positive effect on the construction of knowledge, skills (the science) and affective (social implications) if the student has the experience and knowledge of early adequate. According Kritikos et al (2011) the process of peer assessment to make students interested, confident and motivated to develop goals and long-term

learning skills. Make the student experience productive groups in identifying and assessing the form fields its own task or tasks other groups. Adequate experience also determines the ability of groups of students perform tasks deepening and revision materials at the stage of reflection. The results of this study confirms the importance of the continuity of learning materials and activities. Materials and learning activities designed for students to be adjust with mastering "real" learning material beforehand. Mastery of basic material needs to be evaluated first and if necessary the deepening so that students can implement instructional activities. The weakness of the students in formulating the concept of networking a challenge for interdisciplinary thematic learning. Student motivation and group interaction in the discussions and observations, assessment and reflection process tasks, indicating that the application of thematic assignment instructions water cycle (and other thematic task) the potential to improve the knowledge, skills and affection of students on water management. Student interaction in the group also shows the development of a democratic attitude of learning. Results of the research team observed the student activity ranging from the implementation of activities until the task reflection shows the development of democratic learning climate. Students are more active in communication (asking, answering, explaining to friends, accepting criticism), split duties in the activities of observation, assisting members of the group who experience barriers to learning, motivate friends perform assessment and reflection etc. According Kazempour (2014), a collaboration of students in science learning encourages them put forward questions, explore ideas and take steps so that at the end of science learning activities students can improve their critical thinking skills and independent learning skills. Private student motivation and groups need to be maintained in the process of knowledge construction. Grandmontagne and Villamor (2005), suggested that the motivation and the acquisition of knowledge related to one another. Continuity of material and activities in science learning (thematic) becomes a prerequisite in constructivist learning strategies (Ugarte, 2005)

Conclusion

The assessment and reflection thematic duty cycle positive effect on the water quality improvement task assignment if material associated with the experience and knowledge of the initial or base owned by the students. The results reflect significant effect on improvement / repair tasks associated with the material description of the facts and phenomena, the process of science, and social implications of the water cycle thematic task. Reflection no significant effect on increasing mastery of concepts relationship with the context and the formulation of networking concepts. This is caused by a lack of mastery of concepts related to the facts and phenomena of the water cycle. The results of this study indicate the challenges in the thematic learning relationship mastery of concepts in the context of networking concepts and formulation of interdisciplinary studies (interdisciplinary). The results also recommended the importance of continuity of materials and learning activities to enable students construct knowledge based on their experiences, while developing critical thinking skills. Implementation of the draft thematic task by a small group of students ranging from the implementation of the thematic assignment instructions to the reflection tasks, can create a climate of democratic learning.

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PENGARUH KOMITMEN, EFIKASI DIRI, MOTIVASI DAN KEEFEKTIFAN TERHADAP PRODUKTIVITAS KERJA GURU SMPN DI KABUPATEN MINAHASA UTARA

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Abstract

Labour productivity is the most fundamental in improving the quality of education because it has a direct impact on the output of teachers and student learning outcomes. The role of the study participants a lesson in commitment, self-efficacy, motivation and keefektifitas can increase labor productivity Junior High School teacher in the district of North Minahasa North Sulawesi province. The purpose of this study was to determine the influence of Commitment, self-efficacy, motivation and effectiveness on work productivity. Subject Teachers Junior High School in North Minahasa Regency. The method used is path analysis. Commitment, self-efficacy, motivation and keefektifitas independent variables and labor productivity as the dependent variable. sample is Junior High School Teachers in North Minahasa Regency is determined using a formula Slovin with a total of 124 respondents. The results showed: (1). There is a direct effect of commitment to keefektifitas (2) .Terdapat direct influence commitment to work productivity. (3) .Terdapat direct influence on the effectiveness of self-efficacy. (4) There is a direct influence of self-efficacy on work productivity. (5) There is a direct influence on the effectiveness of motivation. (6) There is a direct influence motivation to work productivity. (7) There is a direct influence on the productivity of labor ektivitas. (8) There is no direct influence on the effectiveness of the commitment. (9) There is no direct influence on the effectiveness of self-efficacy (10) There is an indirect effect of motivation on ektivitas. (11) There is no direct effect on productivity effectiveness. (12) There is a commitment to the indirect influence of self-efficacy. (13) There is no direct effect on the motivation of self-efficacy. Teachers must have a strong commitment, self-efficacy, motivation to participate in learning activities. Teachers should be able to produce products outpun which can be used as motivation for other peers, provide moral and material support learning to the learners, principal became the highest peak in the school environment managerial carry out supervision and provide a sense of comfort in learning activities at school.

*Keywords: Commitment, Self-Efficacy, Motivation, Effectiveness,
Work Productivity*

Pendahuluan

Latarbelakang

Pendidikan merupakan ujung tombak kemajuan suatu bangsa. Negara negara yang maju telah menjadikan pendidikan sebagai faktor strategis dalam menciptakan kemajuan bangsanya. Pendidikan yang berkualitas dapat menghasilkan sumberdaya manusia yang berkualitas dan produktif. Hal tersebut mendorong suatu negara menjadi negara yang maju dan pesat dalam perkembangan dan teknologi.

Guru menjadi salah satu komponen yang sangat menentukan terselenggaranya proses pendidikan. Guru menjadi fasilitator utama penyelenggaraan proses belajar peserta

didik. Kehadiran dan profesionalisme seorang guru sangatlah berpengaruh pada terwujudnya program pendidikan nasional. Dimana menjadi seorang guru haruslah memiliki kualitas yang cukup memadai, karena merupakan komponen mikro system pendidikan yang sangat strategis dan banyaklah berperan dalam proses pendidikan persekolahan.

Saat ini masih banyak guru yang belum kreatif dan produktif, hanya menjadi guru yang sebatas mengajar saja, masih banyak yang bisa dikembangkan dari mata pelajaran yang diampuhnya. Bahkan seorang guru bisa menjadi seorang entrepreneurship yang handal di bidang pendidikan. Di lapangan terdapat guru yang menjadi tukang ojek dan berdagang sehingga jauh dari kata kreatif dan produktif. Menjadi seorang guru yang produktif adalah guru yang kreatif yang tidak pernah puas dengan pembelajaran yang dilaksanakan. Guru haruslah melakukan refleksi diri melalui penelitian penelitian yang dilakukan di kelasnya sendiri.

Lewis (2002) mengemukakan, bahwa kedudukan guru dipahami demikian penting sebagai ujung tombak dalam pembelajaran dan pencapaian mutu hasil belajar peserta didik.

Kebutuhan Aktualisasi diri Aktualisasi diri merupakan hirarki kebutuhan dari Maslow yang paling tinggi. Aktualisasi diri berkaitan dengan proses pengembangan potensi yang sesungguhnya dari seseorang. Kebutuhan untuk menunjukkan kemampuan, keahlian dan potensi yang dimiliki seseorang. Malahan kebutuhan akan aktualisasi diri ada kecenderungan potensinya yang meningkat karena orang mengaktualisasikan perilakunya. Seseorang yang didominasi oleh kebutuhan akan aktualisasi diri senang akan tugas-tugas yang menantang kemampuan dan keahliannya.

Mutu guru tentunya akan mencerminkan kualitas (*output*) peserta didik yang akan dihasilkannya. Dengan demikian saatnya melakukan pembenahan diri, peningkatan kemampuan terhadap potensi guru untuk menjadi tenaga pendidik yang lebih bermutu dan profesional, khususnya para guru SMP Negeri yang ada di Kabupaten Minahasa Utara Provinsi Sulawesi Utara masih ada guru yang ada di Kabupaten Minahasa Utara yang belum menguasai apa tugas pokok dari seorang guru. Kemampuan untuk menghasilkan produk masih rendah dimana masih banyak belum terlalu paham membuat rencana pembelajaran, penilaian bahkan masih kurang percaya diri untuk mengadakan buka kelas takalah pengawas hadir untuk mengsupervisi.

Yang paling menganjat dari seorang tenaga pendidik yaitu mengcopy paste perangkat pelajaran dan terkadang tidak jeli sampai lupa mengganti nama kepala sekolah dan nama guru matapelajaran. Produktivitas yang masih rendah mengakibatkan produk yang dihasilkan masih di bawah standart dan tidak merata.

Kabupaten Minahasa Utara yang terdiri dari 10 kecamatan dan 10 UPTD memiliki 70 SMP Negeri dan 33 SMP Swasta, yang topologinya yang letak geografisnya terdiri dari daratan dan kepulauan. Ada beberapa tempat yang belum terjamah sepenuhnya oleh tenaga pendidik yang handal.

Komunitas guru di Kabupaten Minahasa Utara telah melaksanakan kegiatan peningkatan mutu kinerja untuk semua mata pelajaran, namun kegiatan ini hanya sebatas bagaimana seorang guru dapat membuat persiapan mengajar dan memecahkan soal-soal yang diujicobakan pada setiap evaluasi pelajaran. Guru masih kurang berinovasi secara berkala karena selama ini yang menjadi dasar pemikiran para guru adalah cukup hanya melengkapi perangkat pembelajaran, serta kelengkapan administrasi pembelajaran. Ketika ada jadwal kunjungan supervisi dari kepala sekolah dan pengawas sekolah, guru selalu diliputi rasa takut dan tidak percaya diri ketika disupervisi oleh kepala sekolah dan pengawas mata pelajaran. Masalah seperti ini tidak boleh terjadi secara berkelanjutan, karena bisa menghambat upaya untuk pencapaian mutu pendidikan yang lebih maksimal. Merasa takut dan belum percaya diri merupakan refleksi nyata dari ketidakmampuan seorang guru untuk mengatasi tantangan yang lebih berat serta belum siap untuk menerima tanggungjawab sepenuhnya. Seorang guru menjadi lebih percaya diri, berani menghadapi segala tantangan, mampu meningkatkan motivasi dan mampu meningkatkan kualitas siswanya bilamana ia telah menjadi seorang guru yang profesional. Memiliki pengetahuan yang tinggi dan luas

akan memberikan kemampuan, keberanian kepercayaan diri seorang guru untuk menyatakan eksistensinya sebagai guru yang profesional. Karenanya perlu suatu terobosan baru dan pola pembaharuan sistem pembinaan guru untuk pencapaian mutu siswa yang terbaik. Menurut Soenarto (2002), kurang berhasil pelatihan-pelatihan yang telah dilakukan untuk meningkatkan mutu pekerjaan selama ini disinyalir disebabkan oleh perencanaan dan pelaksanaan pelatihan yang tidak mendukung pencapaian tujuan, materi pelatihan tidak sesuai dengan kebutuhan guru, dan pelaksanaan pelatihan kurang didukung oleh sarana yang memadai.

Kurang berhasil pelatihan guru dalam jabatan selama ini antara lain diakibatkan oleh; (1) Kegiatan pelatihan belum diselenggarakan atas dasar kebutuhan riil guru di lapangan atau tidak diawali dengan *need assessment* yang tepat; (2) Dalam sistem penjarangan peserta pelatihan belum dilakukan dengan sistem yang tepat. Hal ini menyebabkan rendahnya tingkat pemerataan kesempatan mengikuti pelatihan. Fenomena ini terjadi akibat dari *database* pemetaan kualifikasi dan kompetensi tenaga pendidik di dinas pendidikan pemuda dan olahraga sangat lemah; (3) Implementasi hasil pelatihan oleh guru dalam pembelajaran di sekolah masih kurang maksimal; (4) Sistem monitoring dan evaluasi terhadap implementasi hasil pelatihan oleh guru dalam kelas, baik oleh kepala sekolah atau pengawas masih sangat kurang; (5) Rendahnya motivasi kerja guru untuk mengembangkan diri dan berprestasi karena kurangnya sistem mendukung dengan demikian maka kegiatan pembelajaran benar-benar ditujukan untuk mengatasi kegagalan siswa belajar.

Kegiatan pembelajaran hanya dapat diubah melalui pengujian terhadap kegiatan belajar dan mengajar guru serta menganalisis dampaknya terhadap perolehan belajar siswa. Program pengembangan profesi guru tersebut membutuhkan fasilitas yang dapat memberi peluang kepada mereka.

Komitmen guru sebagai pemegang kendali dalam proses pembelajaran sangat penting. Pemahaman Guru dalam penerapan pembelajaran yang baik sangatlah ditentukan oleh komitmen dari seorang guru untuk mendapatkan kesempatan merubah pola pemikiran. Setiap kegiatan seorang guru tentunya mempunyai kendala, baik dalam diri sendiri maupun dari lingkungan sekolah. Pemberian diri seorang guru pada proses pembelajaran tetap akan menemui sebab berbagai kendala yang dihadapi, antara lain, komitmen kepala sekolah yang tidak berjalan dengan baik yakni kurang memberikan dorongan untuk bisa meningkatkan efektifitas dan produktivitas. Rendahnya komitmen peserta dapat dilihat dari perlakuan ketidak seriusan guru dalam memperbaiki produktivitas kerja guru, kurangnya komunikasi secara terbuka kepada kepala sekolah dan sesama guru di sekolah. Sifat malas dan rasa takut juga sering menghantui sehingga kadang komitmennya diabaikan dengan berbagai alasan.

Identifikasi Masalah

Sesuai dengan latar belakang, serta fenomena yang terjadi di lapangan dan teori yang ditelusuri dapat diidentifikasi berbagai variabel yang memengaruhi Produktivitas Kerja Guru SMP Negeri di Kabupaten Minahasa Utara, Komitmen, Efikasi Diri, Motivasi, dan keefektifitas. Dukungan Pemerintah Daerah, Penerapan Cara Pembelajaran yang baik, Peran Kepala Sekolah dan lain-lain. Dari variabel-variabel tersebut dapat diidentifikasi permasalahan sebagai berikut:

1. Komitmen seorang guru rendah dalam melaksanakan pembelajaran.
2. Guru kurang termotivasi dalam pembuatan perangkat pembelajaran yang baik.
3. Guru masih belum termotivasi untuk mengembangkan metode pembelajaran.
4. Guru kurang memiliki pengetahuan yang cukup untuk membuat skenario kegiatan pembelajaran.
5. Rendahnya efikasi diri guru dalam melaksanakan tugas
6. Guru kurang percaya diri melakukan tugas pokok sebagai guru.
7. Belum menerapkan kreativitas dan inovasi.
8. Kepala sekolah kurang memberikan motivasi kepada guru.
9. Kurangnya komunikasi antara guru dan kepala sekolah

10. Kurangnya pengetahuan manajerial kepala sekolah tugas pokok kepala sekolah
11. Masih ada kesenjangan yang nyata antara kepala sekolah dan guru dalam melaksanakan kegiatan pembelajaran
12. Kehadiran Lembaga Penjamin Mutu Pendidikan sebatas memberikan penguatan materi pelajaran untuk peserta kegiatan MGMP.
13. Peningkatan mutu guru untuk mengikuti pelatihan masih mengikuti daftar nama dari Dinas pendidikan Pemuda dan Olahraga
14. Masih belum merata bagi guru untuk mendapatkan pelatihan tentang pembuatan perangkat pembelajaran
15. Masih terdapat guru yang melaksanakan pekerjaan sampingan tanpa memperhatikan tugas pokoknya.
16. Pengawas Sekolah kurang memonitoring guru bina dan sekolah binaan
17. Lingkungan sekolah belum dapat meningkatkan produktivitas kerja
18. Kegiatan pelatihan belum diselenggarakan atas dasar kebutuhan riil guru di lapangan atau tidak diawali dengan *need assessment* yang tepat
19. Rendahnya tingkat pemerataan kesempatan mengikuti pelatihan diakibatkan dari *database* pemetaan kualifikasi dan kompetensi tenaga pendidik di dinas pendidikan pemuda dan olahraga sangat lemah.
20. Implementasi hasil pelatihan oleh guru dalam pembelajaran di sekolah masih kurang maksimal
21. Sistem monitoring dan evaluasi terhadap implementasi hasil pelatihan oleh guru dalam kelas, baik oleh kepala sekolah atau pengawas masih sangat kurang;
22. Rendahnya motivasi kerja guru untuk mengembangkan diri dan berprestasi karena kurangnya sistem pendukung

Pembatasan Masalah

Masalah yang diidentifikasi masih cukup luas, oleh karena itu perlu dibuatkan pembatasan masalah agar penelitian ini lebih terfokus dan terarah. Apabila semua masalah diteliti maka waktu penelitian akan memakan waktu lebih lama, biaya penelitian akan relatif lebih besar dan kemampuan penulis menjadi tidak maksimal. Masalah yang diteliti hanya meliputi masalah-masalah yang berpengaruh paling dominan terhadap Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara yaitu, komitmen, efikasi diri, motivasi dan keefektifan.

Perumusan Masalah

Berdasarkan Pembahasan pada identifikasi masalah dan pembatasan masalah, maka kajian penelitian ini dapat dirumuskan sebagai berikut : (cek kembali oleh prof gugule

1. Apakah komitmen berpengaruh langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
2. Apakah komitmen berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
3. Apakah efikasi diri berpengaruh langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
4. Apakah efikasi diri berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
5. Apakah motivasi berpengaruh langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
6. Apakah motivasi berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri Di Kabupaten Minahasa Utara?
7. Apakah keefektifan berpengaruh langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
8. Apakah komitmen berpengaruh tidak langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?

9. Apakah efikasi diri berpengaruh tidak langsung terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara?
10. Apakah motivasi berpengaruh tidak langsung terhadap keefektifitas Guru SMP Negeri di Kabupaten Minahasa Utara?
11. Apakah keefektifan berpengaruh tidak langsung terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara?
12. Apakah komitmen berpengaruh tidak langsung terhadap efikasi diri Guru SMP Negeri di Kabupaten Minahasa Utara?
13. Apakah efikasi diri berpengaruh tidak langsung terhadap motivasi Guru SMP Negeri di Kabupaten Minahasa Utara?

Manfaat Penelitian

Manfaat Teoretik

Hasil penelitian ini dapat dijadikan bahan informasi dan kajian bagi segenap pihak terutama dilingkungan satuan pendidikan di Kabupaten Minahasa Utara. Secara akademis, dapat menghasilkan proporsi-proporsi empirik tentang kemampuan guru yang memungkinkan untuk dikembangkan lebih lanjut menjadi teori, guna menambah wawasan ilmu kependidikan tentang pembelajaran.

Manfaat Praktis

Bagi Pemerintah Kabupaten Minahasa Utara Penelitian ini dapat memberikan kontribusi bagi Pemerintah Kabupaten Minahasa Utara dalam hal ini Dinas Pendidikan pemuda dan Olahraga sebagai bahan referensi atau sebagai bahan acuan untuk membuat kebijakan dalam menumbuh kembangkan produktivitas kerja guru Sekolah Menengah Pertama serta mendapatkan tenaga Pendidik yaitu Guru-guru di SMP Negeri Kabupaten Minahasa Utara yang berkompeten di bidangnya masing-masing serta bisa meningkatkan mutu pendidikan.

Bagi Sekolah dan bagi Guru Diharapkan bisa meningkatkan kemampuannya dalam kegiatan pembelajaran, mampu membuat perangkat pembelajaran yang berkaitan dengan peningkatan kompetensi guru sebagai tenaga pendidik dan juga diharapkan menjadi masukan yang sangat berguna bagi guru dalam melaksanakan tugasnya sebagai pengajar di lingkungan sekolah.

Bagi ilmuwan, serta pihak terkait lainnya. Dalam mengembangkan kompetensi untuk kemajuan mutu pendidik bisa dijadikan tolak ukur akan kemajuan prestasi guru dalam pembelajaran dan mampu untuk menghasilkan tulisan-tulisan yang dapat dijadikan referensi.

Kajian Teoretik

Produktivitas

Konsep produktivitas kerja dapat dilihat dari dua dimensi, yaitu dimensi individu dan dimensi organisasi. Dimensi individu melihat produktivitas dalam kaitannya dengan karakteristik-karakteristik kepribadian individu yang muncul dalam bentuk sikap mental dan mengandung makna keinginan dan upaya individu yang selalu berusaha untuk meningkatkan kualitas kehidupannya. Sedangkan dimensi keorganisasian melihat produktivitas dalam kerangka hubungan teknis antara masukan (*input*) dan keluaran (*output*). Oleh karena itu dalam pandangan ini, terjadinya peningkatan produktivitas tidak hanya dilihat dari aspek kuantitas, tetapi juga dapat dilihat dari aspek kualitas (Masofa, 2008). Makna produktivitas kerja pada awalnya disampaikan oleh Qesney, seorang ekonom Perancis pada tahun 1776. Konsep ini banyak dikenal dalam bidang ekonomi dan industri. Dalam konteks ekonomi, produktivitas menunjuk pada hasil yang didapat dalam proses produksi dengan menggunakan satu atau lebih factor produksi (Kohler dalam Mulyono, 1993). Ini berarti bahwa suatu organisasi dikatakan produktif, jika menghasilkan banyak produk. Semakin banyak produk yang dihasilkan semakin produktif organisasi tersebut. Sedang Barner (1980) menekankan produktivitas dalam konteks pencapaian tujuan.

Setiap organisasi pada umumnya memiliki tujuan yang hendak dicapai, baik tujuan jangka pendek atau jangka panjang. Barner (1980) mengatakan produktivitas organisasi dapat diukur dengan membandingkan antara *output* dengan *input*. Secara kuantitatif, produktivitas merupakan ratio antara hasil yang diperoleh dengan pengorbanan dari keseluruhan sumber daya yang dikeluarkan untuk menghasilkan *output*. Artinya, seberapa besar kemampuan suatu organisasi dapat mencapai tujuan yang telah ditetapkan dengan menggunakan sumber daya yang ada secara efektif dan efisien. Rohiat (2008) mengatakan produktivitas dapat dilihat dari dua sudut, yaitu individu dan organisasi. Dari sudut individu, produktivitas dapat dipandang sebagai potensi yang terdapat di dalam diri individu yang digunakan secara maksimal tanpa kebergantungan pada pihak lain. Sedang Gilmore (dalam Rohiat, 2008) mengemukakan produktivitas adalah kualitas atau daya yang dihasilkan, membawa keluaran (*output*) yang lebih, kreatif, generatif, dan menghasilkan keuntungan. Dengan demikian, produktivitas berkaitan dengan kreativitas. Sedang produktivitas dari sudut organisasi adalah kumpulan dari produktivitas individu dalam organisasi tersebut.

Greenberg (2008) dan Baron (1993), mengatakan pendapatnya tentang komitmen merefleksikan tingkat identifikasi dan keterlibatan individu dalam pekerjaannya dan ketidaksediaannya untuk meninggalkan pekerjaan tersebut.

Porter dan Smith dalam Setiawati (2007), komitmen adalah sifat hubungan seorang individu dengan organisasi yang memungkinkan seseorang memunyai komitmen yang tinggi dengan memperlihatkan keinginan yang kuat untuk tetap menjadi pegawai organisasi yang bersangkutan, kesediaan untuk berusaha sebaik mungkin demi kepentingan organisasi tersebut, dan kepercayaan akan penerimaan yang kuat terhadap nilai-nilai dan tujuan organisasi.

Gibson, Ivancevich dan Donnely (2006), mengatakan bahwa komitmen ketertarikan adalah "rasa identifikasi, keterlibatan, dan loyalitas atau kesetiaan yang dinyatakan oleh seseorang terhadap tempat bekerja".

Sebuah instintusi pendidikan sangat diharapkan dapat memberikan hasil kinerja terbaik pada sekolahnya sesuai dengan kompetensi yang dimilikinya. Dasar kompetensi yang dimiliki menjadi tidak cukup bagi seorang guru bila tidak ditunjang dengan komitmen yang tinggi untuk memberikan hasil kinerja yang baik dalam lingkungan pekerjaan.

Selain kompetensi yang dimiliki oleh tenaga pendidik, pekerja di dunia pendidikan, dosen, guru, bekerjasama sangatlah diharapkan untuk dapat memberikan hasil yang baik pada organisasi atau perusahaan. Kompetensi yang berjalan sendiri tanpa komitmen ibarat seperti sebuah pistol berpeluru tetapi tidak dapat digunakan. Seorang guru yang tidak memiliki komitmen, sebenarnya bagaikan seorang ahli dalam bidangnya (*competent*) namun ia bekerja dengan setengah hati. Guru yang memiliki suatu komitmen, bekerja secara total, mencurahkan perhatian, pikiran, tenaga dan waktunya, ia mengerjakan apa yang diharapkan oleh sekolahnya.

Berdasarkan pemahaman diatas, saya berpendapat bahwa komitmen guru adalah suatu rasa identifikasi, keterlibatan, loyalitas/kesetiaan, derajat atau sifat hubungan dari seorang guru terhadap anak didik yang ditunjukkan dengan ketercapaian pembelajaran, berminat untuk meningkatkan mutu lulusan, dan kepercayaan diri yang kuat terhadap nilai-nilai dan tujuan pendidikan

Efikasi Diri (*Self Efficacy*)

Seseorang akan berupaya melakukan tugas tertentu yang ia persepsikan dapat dilaksanakannya dan ia akan menghindari situasi dan perilaku yang ia persepsikan di luar batas kemampuannya (kekuatan keyakinan), yaitu berkaitan dengan kekuatan pada keyakinan individu atas kemampuannya. Pengharapan yang kuat dan mantap pada individu akan mendorong untuk gigih berupaya mencapai tujuan, walaupun mungkin belum memiliki pengalaman-pengalaman yang menunjang. Sebaliknya, pengharapan yang lemah dan ragu-ragu akan kemampuan diri akan mudah digoyahkan oleh pengalaman-pengalaman yang tidak menunjang (*generalitas*), yaitu hal yang berkaitan cakupan luas bidang tingkah laku di mana

individu merasa yakin terhadap kemampuannya. Individu bisa yakin terhadap kemampuan dirinya, tergantung pada pemahaman kemampuan dirinya yang terbatas pada suatu aktivitas dan situasi tertentu atau pada serangkaian aktivitas dan situasi yang lebih luas dan bervariasi.

Albert Bandura (1986) mengatakan bahwa efikasi diri merupakan penilaian seseorang terhadap kemampuan dirinya untuk meningkatkan kinerja. Sejalan dengan pendapat Luthans (2008) efikasi diri merupakan keyakinan individu terhadap kemampuannya dalam mengerahkan motivasinya, sumber pengetahuannya dan caranya bertindak sehingga berhasil dalam melakukan tugas-tugas khusus sesuai dengan konteks yang telah ditentukan. Seirama dengan pendapat Greenberg (2008) mengatakan bahwa efikasi diri merupakan keyakinan seseorang terhadap kemampuannya dalam menyelesaikan tugas untuk mencapai tujuan-tujuannya. Pengertian efikasi berkaitan dengan kebiasaan hidup manusia yang didasarkan atas prinsip-prinsip karakter, seperti integritas, kerendahan hati, kesetiaan, pembatasan diri, keberanian, keadilan, kesabaran, kerajinan, kesederhanaan dan kesopanan yang seharusnya dikembangkan dari dalam diri menuju ke luar diri, serta bukan dengan pemaksaan dari luar ke dalam diri individu.

Dari uraian diatas dapat dikemukakan bahwa seseorang yang memiliki efikasi diri yang tinggi memiliki keberanian mengambil resiko untuk melaksanakan tugas karena adanya keyakinan dalam dirinya bahwa ia akan mampu menghadapi tantangan demi tantangan yang bakal dihadapi.

Motivasi

Sudah umum orang menyebut dengan “motif” untuk menunjuk mengapa seseorang itu berbuat sesuatu. Kata motif diartikan sebagai daya upaya yang mendorong seseorang untuk melakukan sesuatu. Motif dapat dikatakan sebagai daya penggerak dari dalam dan di dalam subjek untuk melakukan aktivitas-aktivitas tertentu demi mencapai suatu tujuan. Bahkan motif dapat diartikan sebagai suatu kondisi intern (keseapsiagaan). Berawal dari kata “motif” itu maka motivasi dapat diartikan sebagai daya penggerak yang telah menjadi aktif. Motif menjadi aktif pada saat-saat tertentu, terutama bila kebutuhan untuk menjcapai tujuan sangat dirasakan mendesak. Motivasi dapat juga dikatakan serangkaian usaha untuk menyediakan kondisi-kondisi tertentu, sehingga seseorang mau dan ingin melakukan sesuatu dan bila tidak suka, maka akan berusaha untuk meniadakan atau mengelakan perasaan tidak suka itu Sadirman A.M (2014).

Motivasi kerja merupakan dorongan psikologis seseorang yang menentukan perilaku (kerja) dalam suatu organisasi, tingkatan upaya dan ketekunannya dalam menghadapi hambatan (dalam bekerja). Kekuatan yang berfungsi sebagai motor penggerak, yang memengaruhi individu untuk memilih suatu perilaku untuk ditampilkan di dalam berkinerja, dan diwujudkan melalui peningkatan ketrampilan, kemampuan, pengetahuan dan pengalaman yang berhubungan dengan tugasnya.

Pada kutipan diatas bisa menjelaskan motivasi kerja memiliki tiga elemen kunci, yaitu: intensitas, arah dan ketekunan. Intensitas menjelaskan bahwa seberapa banyak seseorang berusaha keras untuk mencoba mengatasi hambatan-hambatan kerja yang ada. Usaha ini akan memiliki konsekwensi terhadap seseorang untuk seberapa banyak menentukan arah (direction) perilaku kerja seseorang yang secara konsisten sesuai dengan harapan capaian tujuan organisasi tempat bekerja. Ketentuan merupakan aspek motivasi yang menjelaskan sampai seberapa lama seorang guru secara konsisten berusaha keras dan menjaga arah perilaku kerjanya dalam bekerja sesuai dengan harapan capaian tujuan sekolah.

Siagian (2005) menyatakan bahwa motivasi merupakan:

“Keadaan kejiwaan yang mendorong, mengaktifkan, menggerakkan, mengarahkan dan menyalurkan perilaku untuk menuju pada sasaran organisasi. Motivasi kerja sebagai alat pembangkit, penguat, dan penggerak seorang karyawan yang diarahkan untuk mencapai tujuan dan hasil”.

Definisi yang dikemukakan, dapatlah diambil kesimpulan bahwa yang dimaksud dengan motivasi kerja adalah sebagai penguat atau kekuatan untuk mendorong seseorang

dalam mencapai tujuan dan hasil. Motivasi dikatakan meningkat bila indikator motivasi kerja meningkat. Indikator motivasi itu meliputi: minat, perhatian, konsentrasi dan ketekunan. Motivasi kerja peserta yakni guru, pada saat kegiatan proses pembelajaran berlangsung dapat diamati dari aspek minat, perhatian keseriusan dan ketekunan. Peningkatan minat diamati dari bagaimana peningkatan aktivitas peserta dalam ketepatan waktu menyelesaikan tugas, peningkatan semangat, peningkatan rasa ingin tahu dan peningkatan frekwensi bertanya. Peningkatan motivasi aspek perhatian dapat diamati dari peningkatan aktivitas peserta dalam mengikuti setiap kegiatan yang dilaksanakan, menerapkan hasil yang diperoleh kepada teman-teman guru. Peningkatan motivasi, aspek konsentrasi dapat diamati dari peningkatan aktivitas guru dalam memusatkan perhatian.

Peningkatan motivasi peserta aspek ketekunan dapat diamati dari peningkatan aktivitas guru dalam usahanya menyelesaikan masalah pembelajaran, menyelesaikan tugas secepatnya, diskusi dalam kelompok, melakukan peningkatan produktivitas kerja dan mengerjakan evaluasi.

Dalam pengertian ini motivasi kerja berarti pemasok daya untuk bertindak laku secara terarah. Hal ini menunjuk bahwa motivasi merupakan suatu proses psikologis yang mencerminkan interaksi antara sikap, keputusan, persepsi dan keputusan yang terjadi pada diri seseorang itu sendiri (intrinsik) atau faktor di luar diri seseorang (ekstrinsik)

Motivasi dikatakan meningkat bila indikator motivasi meningkat. Indikator motivasi itu meliputi: disiplin, semangat kerja, ambisi, berprestasi, kompetensi, kreativitas dan prestasi. Motivasi kerja peserta yakni guru didalam setiap kegiatan dapat diamati dari aspek minat, perhatian keseriusan dan ketekunan. Peningkatan minat diamati. Penjelasan ini mengungkapkan bahwa dari bagaimana peningkatan aktivitas siswa dalam ketepatan waktu menyelesaikan tugas, peningkatan semangat, peningkatan rasa ingin tahu dan peningkatan frekwensi bertanya. Peningkatan motivasi kerja aspek perhatian dapat diamati dari peningkatan aktivitas guru dalam mengikuti setiap instruksi kepala sekolah, melaksanakan praktikum dan berpendapat.

Dari beberapa pendapat tentang motivasi, yakni guru dapat disintesis, merupakan dorongan psikologis individu untuk bekerja keras sesuai keinginan yang terdapat pada diri seseorang sehingga merangsang untuk melakukan tindakan sesuai dengan pencapaian tujuan program. Jika dihubungkan dengan motivasi kerja pesertayakni guru, maka motivasi kerja peserta merupakan: (1) Disiplin peserta ketika mengikuti kegiatan. (2) Semangat kerja guru tumbuh ketika dengan tekun mengikuti setiap program pengajaran dan bimbingan pada setiap kegiatan. (3) Ambisi guru keluar dari dorongan dirinya untuk mau membuat dan menyelesaikan berbagai program kegiatan sedini mungkin demi meningkatkan kompetensi. (4) Kompetensi guru akan terukur dengan implementasi materi pembelajaran pada tugas di sekolah. (5) Kreativitas guru untuk memberikan ide atau pendapat dalam kegiatan pembelajaran dan bisa memberikan kontribusi yang nyata dengan cara menjadi tutor sebaya pada teman-teman guru di sekolah. (6) Prestasi guru yang bisa diwujudkan pada setiap hasil evaluasi peserta didik ataupun keterlibatan guru dalam setiap lomba kompetensi tenaga pendidik.

Keefektifan

Individu merupakan fungsi dari dua hal: apa yang dihasilkan atau diproduksi dan aset yang menghasilkan atau kapasitas produksi, sehingga keefektifan seseorang merupakan keseimbangan antara produk/hasil yang diinginkan dengan kemampuan berproduksi. Pengertian keefektifan tersebut terfokus pada keseimbangan yang tidak boleh diabaikan. Misalnya, untuk memperoleh hasil yang diinginkan harus disertai dengan perlakuan yang baik terhadap orang-orang yang telah berusaha mencapainya sehingga kemampuan kerja mereka dalam jangka panjang tetap terjaga. Seseorang dikatakan efektif apabila dapat memecahkan masalah dengan efektif, memaksimalkan peluang, dan terus menerus belajar serta memadukan prinsip-prinsip lain dalam spiral pertumbuhan.

Ketut Puspadi (2002), mengungkapkan efektifitas dalam konteks perilaku organisasi merupakan hubungan optimal antara produksi, kualitas, efisiensi, fleksibel, kepuasan sifat, keunggulan dan pengembangan.

Ada dua kunci untuk efektifitas seseorang dalam suatu organisasi, seseorang yang paham dengan jelas apa yang dia akan lakukan atau tidak di setiap aspek dan seseorang yang mengambil tanggung jawab untuk memikirkan apa yang dibutuhkannya dalam melakukan pekerjaan. Hadiningrat (1994), mengatakan bahwa: Efektifitas adalah pencapaian tujuan dan berbagai sasaran yang telah ditetapkan dengan pengorbanan secara rasio lebih kecil dibandingkan dengan hasil yang dicapai.

Hal ini mengisyaratkan bahwa efektifitas itu mengandung makna dalam mencapai suatu tujuan dan memanfaatkan segala sumber daya yang ada secara tepat serta menggunakan segala fasilitas yang tersedia dengan baik, sehingga memperoleh keuntungan/manfaat dari penggunaan sumber daya yang ada. Keberhasilan dalam mencapai suatu tujuan yang tidak diiringi dengan manfaat berarti keberhasilan tersebut tidak efektif secara individu ataupun berkelompok. Secara individu dalam melakukan pekerjaan tidak lepas dari kehidupan kelompok sehingga efektifitas individu disebabkan beberapa faktor, antara lain: kemampuan, ketrampilan, pengetahuan, sikap, motivasi, dan stres. Sedangkan penyebab efektifitas kelompok antara lain: keterpaduan, kepemimpinan, struktur, status, peran, dan norma. Sedangkan penyebab efektifitas organisasi antara lain: lingkungan, teknologi, pilihan strategis, struktur, proses dan budaya. Individu jarang bekerja sendiri, dalam pekerjaan selalu memunyai sifat ketergantungan dengan orang lain oleh sebab itu seseorang harus memerlukan perspektif lain dari efektifitas yakni efektifitas kelompok. Efektifitas kelompok secara sederhana adalah jumlah kontribusi seluruh anggota. Perspektif yang ketiga adalah efektifitas organisasi. Organisasi terdiri dari individu dan kelompok, karenanya efektifitas kerja organisasi menjadi penting dalam suatu komunitas kerja kelembagaan agar bisa menghasilkan produksi yang maksimal sesuai dengan sasaran program. (direvisi kembali).

Hal ini dapat dimengerti karena efektifitas kerja itu berhubungan dengan pencapaian tujuan yang ditetapkan semula. Efektifitas kerja adalah adanya kesesuaian antara orang yang melaksanakan tugas dengan sasaran yang dituju. Efektifitas adalah bagaimana suatu organisasi berhasil mendapatkan dan memanfaatkan sumber daya dalam mewujudkan tujuan organisasi. Made Pidarta yang mengungkapkan pendapat, "Suatu pekerjaan yang efektif ialah kalau pekerjaan itu memberi hasil yang sesuai dengan kriteria yang telah ditetapkan dari semula". Lipham dan Hoeh menjelaskan efektifitas dari segi pencapaian, seperti yang dikemukakannya Efektifitas berhubungan erat dengan pencapaian tujuan bersama atau tujuan sosial bukan pencapaian tujuan pribadi. Hal ini juga senada dengan Engkoswara yang mengungkapkan bahwa: "Keberhasilan manajemen pendidikan adalah produktivitas pendidikan yang dapat diteliti pada prestasi atau efektifitas dan pada efisiensi. Produktivitas pendidikan dapat dilihat dari prestasi, efektifitas dan efisiensi kerja yang dilaksanakan oleh tenaga kependidikan.

Pendapat para ahli di atas mengisyaratkan bahwa efektifitas itu mengandung makna bahwa dalam mencapai suatu tujuan organisasi itu perlu memanfaatkan segala sumber daya yang ada secara tepat dan menggunakan segala fasilitas yang tersedia dengan baik, sehingga memperoleh manfaat dari penggunaan sumber daya yang ada tersebut. Keberhasilan dalam mencapai suatu tujuan yang tidak diiringi dengan manfaat berarti keberhasilan tersebut tidak efektif. Demikian juga keberhasilan yang tidak diiringi dengan penggunaan fasilitas yang tersedia secara efisien berarti merupakan suatu pemborosan. Keberhasilan akan tercapai ketika didukung oleh berbagai faktor penentu dalam suatu proses yang terencana untuk menentukan tujuan pendidikan.

Lucio dan McNeil dalam Buchari (1997), memunyai pandangan tersendiri tentang efektifitas kerja, yakni: "Kriteria dalam menentukan efektifitas kerja pada proses belajar mengajar tersebut sebagai berikut: (1) proses, (2) karakteristik guru, dan (3) hasil".

Proses belajar mengajar menyangkut perilaku guru yang dinilai berdasarkan standar penampilan, misalnya bagaimana guru membuat perencanaan, menyajikan serta mengevaluasi pembelajaran. Karakteristik guru berkaitan dengan intelegensi, kesopanan kefasihan berbahasa, kepribadian, kesehatan.

Dengan demikian, keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara ialah keterlibatan guru secara maksimal dalam proses pembinaan dan peningkatan profesionalisme guru yang direncanakan dan dilaksanakan secara kolaboratif dalam suatu wilayah untuk berbagi pengetahuan dan pengalaman, mengidentifikasi masalah-masalah pembelajaran, mencari solusi, mengujicoba dan mengembangkan ide-ide baru untuk mencapai peningkatan mutu pembelajaran. Tingkat keefektifan guru dalam mengikuti proses kegiatan untuk merealisasikan tujuan mutu pendidikan demi menciptakan pembelajaran kolaboratif yang membuat peserta didik menikmati hak belajar yang layak dan kemampuan diri yang sesuai dengan sasaran pembelajaran. Siagian (1997) mengatakan bahwa, "Efektifan kerja adalah pencapaian tujuan dan berbagai sasaran yang telah ditetapkan dengan pengorbanan secara rasio lebih kecil dibandingkan dengan hasil yang dicapai".

Jadi ukurannya dapat dilihat dari seberapa jauh perkembangan kognitif, afektif dan psikomotor yang diperoleh oleh guru dalam pelatihan untuk dapat berkembang dan berubah ke arah yang lebih baik. Demikian juga halnya dengan keefektifan guru dalam melaksanakannya, guru dikatakan efektif apabila terdapat kemampuan dalam pelaksanaan belajar mengajar yang dilakukan, sehingga terjadi keseimbangan yang dinamis antara kualitas dan kuantitas pembelajaran dengan memanfaatkan sumber dana dan daya yang tersedia. Sebaliknya pembelajaran dikatakan tidak efektif apabila dalam proses pembelajaran tidak terdapat keseimbangan antara kualitas dan kuantitas pembelajaran dengan sumber daya dan dana yang dipergunakan atau dengan kata lain suatu proses pembelajaran dikatakan efektif apabila: (1) terjadi perubahan perilaku kognitif pada diri siswa, (2) terdapat keseimbangan antara kualitas dan kuantitas bahan pembelajaran, dan (3) proses pembelajaran dapat berlangsung dengan memanfaatkan sumber dana yang tersedia secara efektif. Sebaliknya proses pembelajaran dikatakan tidak efektif apabila tidak dapat memenuhi kriteria pembelajaran.

Berdasarkan pendapat yang dikemukakan para ahli di atas, dapat dinyatakan keefektifan adalah capaian seseorang dalam bekerja untuk merealisasikan tujuan yang telah ditetapkan organisasi.

Hipotesis Penelitian

Berdasarkan deskripsi teoritik dan kerangka berpikir yang dikemukakan di atas, maka diajukan hipotesis penelitian sebagai berikut:

1. Terdapat pengaruh langsung komitmen terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
2. Terdapat pengaruh komitmen langsung terhadap produktivitas kerja guru SMP Negeri di Kabupaten Minahasa Utara
3. Terdapat pengaruh langsung efikasi diri terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
4. Terdapat pengaruh langsung efikasi diri terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara
5. Terdapat pengaruh langsung motivasi terhadap keefektifan Guru SMP Negeri di Kabupaten Minahasa Utara
6. Terdapat pengaruh langsung motivasi terhadap produktivitas kerja Guru SMP Negeri di kabupaten Minahasa Utara
7. Terdapat pengaruh langsung keefektifitas terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara
8. Terdapat pengaruh tidak langsung komitmen terhadap keefektifan Guru SMP Negeri di kabupaten Minahasa Utara

9. Terdapat pengaruh tidak langsung efikasi diri terhadap keefektifan Guru SMP Negeri di kabupaten Minahasa Utara
10. Terdapat pengaruh tidak langsung motivasi terhadap keefktivitas Guru SMP Negeri di kabupaten Minahasa Utara
11. Terdapat pengaruh tidak langsung keefektifan terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara
12. Terdapat pengaruh tidak langsung komitmen terhadap efikasi diri Guru SMP Negeri di Kabupaten Minahasa Utara
13. Terdapat pengaruh tidak langsung efikasi diri terhadap motivasi Guru SMP Negeri di Kabupaten Minahasa Utara.

Hasil Penelitian dan Pembahasan

Pengujian Persyaratan Analisis

Sebelum data dianalisis, terlebih dahulu diuji persyaratan analisis. Syarat-syarat yang dipenuhi dalam menganalisis data, yaitu galat taksiran berasal dari populasi yang berdistribusi normal dan hubungan antara variabel-variabel dalam model harus linear dan signifikan. Setelah dilakukan pengujian, menunjukkan bahwa persyaratan analisis telah terpenuhi.

Pengujian Hipotesis

Setelah dilakukan berbagai uji yang dipersyaratkan tentang data yang diperoleh, maka tahapan selanjutnya adalah pengujian hipotesis. Adapun hipotesis yang akan diuji adalah pengaruh variabel bebas terhadap variabel terikat. Model pengaruh variabel bebas terhadap variabel terikat yang dianalisis berdasarkan pemahaman konsep teoretik.

Pengaruh langsung Komitmen (X₁) terhadap Produktivitas Kerja Guru SMP Negeri di Kabupaten Minahasa Utara (Y)

Hipotesis yang diuji adalah:

$$H_0 : \beta_{y_1} \leq 0$$

$$H_1 : \beta_{y_1} > 0$$

Berdasarkan hasil perhitungan didapat nilai koefisien jalur $py_1 = 0,239$ memiliki nilai $t_{hitung} = 2,783$, sedangkan nilai t_{tabel} dengan derajat kebebasan 91 dan taraf nyata $\alpha = 0,05$ diperoleh $t_{tabel} = 1,66$. Karena $t_{hitung} (2,783) > t_{tabel} (1,66)$ maka hipotesis H_0 ditolak dan menerima H_1 artinya bahwa komitmen (X₁) berpengaruh langsung positif terhadap keefektifan kerja (Y).

Pengaruh Langsung Komitmen (X₂) terhadap Keefektifan Kerja (Y)

Hipotesis yang diuji adalah:

$$H_0 : \beta_{y_2} \leq 0$$

$$H_1 : \beta_{y_2} > 0$$

Berdasarkan hasil perhitungan didapat nilai koefisien jalur $py_2 = 0,213$ memiliki nilai $t_{hitung} = 2,309$, sedangkan nilai t_{tabel} dengan derajat kebebasan 91 dan taraf nyata $\alpha = 0,05$ diperoleh $t_{tabel} = 1,66$. Karena $t_{hitung} (2,309) > t_{tabel} (1,66)$ maka hipotesis H_0 ditolak dan menerima H_1 , artinya bahwa komitmen (X₂) berpengaruh langsung positif terhadap keefektifan kerja (Y).

Pengaruh langsung Efikasi Diri (X₂) terhadap Produktivitas Kerja Guru SMP Negeri di kabupaten Minahasa Utara (Y)

Hipotesis yang diuji adalah:

$$H_0 : \beta_{y_3} \leq 0$$

$$H_1 : \beta_{y_3} > 0$$

Berdasarkan hasil perhitungan didapat nilai koefisien jalur $py_3 = 0,213$ memiliki nilai $t_{hitung} = 2,387$, sedangkan nilai t_{tabel} dengan derajat kebebasan 91 dan taraf nyata $\alpha = 0,05$ diperoleh $t_{tabel} = 1,66$. Karena $t_{hitung} (2,387) > t_{tabel} (1,66)$ maka hipotesis H_0 ditolak dan

menerima H_1 , artinya bahwa efikasi diri (X3) berpengaruh langsung positif terhadap keefektifan kerja (Y).

Pembahasan Hasil Penelitian

Berdasarkan hasil analisis data penelitian tentang pengaruh komitmen, efikasi diri, dan motivasi, keefektifan, terhadap produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, telah membuktikan bahwa ke tiga belas hipotesis yang diajukan koefisien korelasi antar variabel terikat dengan variabel bebas adalah sangat signifikan. Hal ini menunjukkan hasil analisis data penelitian adanya kesesuaian antara hasil penelitian dengan teori-teori yang dikemukakan para ahli.

Komitmen terhadap produktivitas kerja Hasil penelitian ini menunjukkan Komitmen berpengaruh langsung positif terhadap Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, hal ini menyimpulkan bahwa terdapat pengaruh langsung positif Komitmen terhadap Produktivitas kerja dengan koefisien jalur sebesar 0,239 dan nilai $t_{hitung} (2,783) > t_{tabel} 1,66$ pada taraf signifikansi $\alpha = 0,05$. Hal ini menunjukan semakin intens atau tingginya komitmen, maka menyebabkan semakin tinggi keefektifan kerja. Enam, komitmen terhadap motivasi. Hasil penelitian ini menunjukkan bahwa komitmenberpengaruh langsung positif terhadap motivasikerja, hal ini menyimpulkan bahwa terdapat pengaruh langsung positif komitmen terhadap motivasi dengan koefisien jalur sebesar 0,370 dan nilai $t_{hitung} (4,124) > t_{tabel} 1,66$ pada taraf signifikansi $\alpha = 0,05$. Hal ini menunjukkan bahwa komitmen menyebabkan motivasi meningkat.

Menurut Luthans, (2008) komitmen melibatkan keterikatan individu terhadap pekerjaannya.Sedangkan untuk motivasi dikemukakan oleh Siagian (2004), merupakan keadaan kejiwaan diri individu yang mendorong, menguatkan, mengaktifkan, membawa, menggerakkan, mengarahkan dan menyalurkan perilaku untuk menuju pada sasaran organisasi. Jadi dapat dikemukakan bahwa keteriikatan peserta dalam pelaksanaan *lesson study* berbasis MGMP akan menimbulkan dorongan kejiwaan untuk tetap mengikuti kegiatan. efikasi diri terhadap Produktivitas kerja. Hasil penelitian ini menunjukkan efikasi diri berpengaruh langsung positif terhadap Produktivitas kerja, hal ini menyimpulkan bahwa terdapat pengaruh langsung positif efikasi diri terhadap produktivitas kerja dengan koefisien jalur sebesar 0,278 dan nilai $t_{hitung} (3,100) > t_{tabel} 1,66$ pada taraf signifikansi $\alpha = 0,05$. Hal ini menunjukkan bahwa efikasi diri menyebabkan produktivitas kerja meningkat.

Menurut Bandura, efikasi diri adalah keyakinan individu akan kemampuannya untuk melakukan tindakan yang diharapkan. Produktivitas kerjai merupakan keadaan kejiwaan yang mendorong, menggerakkan, mengarahkan, serta menyalurkan perilaku untuk menuju pada sasaran organisasi. Hal ini menunjukkan bahwa keyakinan kemampuan diri yang tinggi dalam mengikuti kegiatan *lesson study* akan mendorong peserta untuk melaksanakan tugas sesuai dengan sasaran pembelajaran.

Simpulan, Implikasi, dan Saran

Simpulan

Berdasarkan hasil analisis data penelitian membuktikan bahwa teori-teori yang dikemukakan memiliki kesesuaian dengan hasil penelitian yang telah dilakukan, sehingga hasil peneli-tian ini dapat disimpulkan bahwa, 1).Komitmen berpengaruh langsung positif terhadap Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika komitmen tinggi maka menyebabkan peningkatan Produktivitas kerja. 2). Komitmen berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika komitmen tinggi maka menyebabkan peningkatan produktivitas kerja. 3). Efikasi diri berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika efikasi diri yang tinggi peserta tinggi maka menyebabkan peningkatan keefektifan kerja. 4). Motivasi berpengaruh langsung positif terhadap keefektifan kerjaGuru SMP Negeri di Kabupaten Minahasa Utara, artinya jika motivasi tinggi, maka menyebabkan peningkatan produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara.

5). Komitmen berpengaruh langsung positif terhadap motivasi, artinya jika komitmen yang tinggi maka menyebabkan peningkatan motivasi Guru SMP Negeri di Kabupaten Minahasa Utara. 6). Komitmen berpengaruh langsung positif terhadap keefektifan kerja Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika komitmen yang tinggi maka menyebabkan peningkatan motivasi. 7). Efikasi diri berpengaruh langsung positif terhadap motivasi Guru SMP Negeri di Kabupaten Minahasa Utara, artinya jika efikasi diri yang tinggi maka menyebabkan peningkatan motivasi. Dengan demikian, ternyata bahwa Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara, dipengaruhi oleh komitmen, efikasi diri, dan motivasi.

Implikasi

Mengacu pada kesimpulan yang telah dikemukakan di atas, maka dapat dirumuskan implikasi-implikasi penelitian sebagai berikut: 1) Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara secara keseluruhan telah berjalan dengan baik, namun perlu upaya peningkatan dengan menerima arahan dan binaan secara terus menerus. 2) Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara keseluruhan telah berjalan dengan baik, namun perlu upaya peningkatan komitmen yang tinggi dari berbagai pihak terkait secara konsekuen dan peningkatan ketrampilan dan sikap dalam implementasi tugas. 3) Produktivitas kerja Guru SMP Negeri di Kabupaten Minahasa Utara dapat ditingkatkan dengan efikasi diri melalui kesiapan guru dalam mengajar, terampil menciptakan alat peraga, mengelolah kelas dan menciptakan suasana belajar yang menyenangkan. 4) Perlu adanya kelengkapan sarana kerja yang dapat menunjang Produktivitas Kerja Guru SMP Negeri di Kabupaten Minahasa Utara kerja dan memberikan motivasi lebih baik sesuai dengan program pembelajaran berbasis 5) Motivasi peserta dapat ditingkatkan dengan melibatkan institusi eksternal, melalui menanamkan pola pembelajaran *lesson study*, menjelaskan teori baru,serta mengarahkan pembuatan bahan ajar yang mudah untuk diajarkan. 6) Motivasi peserta dapat ditingkatkan dengan membentuk komitmen yang tinggi, melalui kesadaran pentingnya mengikuti kegiatan serta merasa perlu untuk belajar mendukung pencapaian optimasi kerja. 7) Motivasi peserta dapat ditingkatkan dengan efikasi diri yang tinggi. Meyakini kemampuan serta memiliki tekad menyelesaikan semua program kerja dengan maksimal.

Saran-Saran

Mengacu pada simpulan dan implikasi sebagaimana dijelaskan di atas, maka dikemukakan saran-saran sebagai berikut: 1) Guru SMP Negeri di Kabupaten Minahasa Utara agar memiliki komitmen yang kuat dalam meningkatkan mutu kegiatan agar produktivitas kerja dapat meningkat. 2) Guru SMP Negeri di Kabupaten Minahasa Utara hendaknya memiliki efikasi diri yang tinggi dalam mengikuti kegiatan dan melaksanakan tugas secara bertanggungjawab di sekolah sehingga akan meningkatkan Produktivitas kerja. 3) Guru SMP Negeri di Kabupaten Minahasa Utara, hendaknya memiliki motivasi yang tinggi agar menumbuhkan produktivitas kerja guru dan bisa diimplementasikan secara maksimal dalam pembelajaran di sekolah. 4) Dinas yang terkait di Kabupaten Minahasa Utara hendaknya dalam pemberian materi dan kesempatan pada setiap kegiatan memasukan kreatifitas pembelajaran serta menciptakan hal-hal yang baru dalam menunjang pembelajaran sehingga dapat meningkatkan motivasi kereja peserta. 5) Guru SMP Negeri, seharusnya memiliki komitmen yang tinggi dalam hal mengikuti kegiatan secara aktif dan mampu menanamkan komitmen pada peserta lain sehingga terjadi peningkatan motivasi bagi semua peserta. 6) Guru SMP Negeri hendaknya menumbuhkan efikasi diri untuk dapat berperanaktif dalam mengikuti kegiatan agar dapat meningkatkan motivasi.

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DEVELOPMENT DESIGN AND IMPLEMENTATION TASK CROSS ENERGY THEMATIC STUDY OF EDUCATION

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Abstract

Research purposes: 1) describe design development of task thematic energy across levels, involving the role of teachers, the community, parents and students, 2) Evaluate and describe the learning process of students in doing thematic energy across levels of education through the assessment instrument, 3) Describe perceptions of students, teachers, parents / community in the implementation of learning inside and outside the classroom. This research has resulted in products such as teaching materials, learning scenarios and evaluation of learning across levels of education. This research used stages Borg and Gall, was developed based on the characteristics of the democratic research-based thematic tasks across levels and environmental characteristics. Results showed that the active involvement of students, teachers and facilitated by parents and the community in any activities designed development of energy thematic task. The learning process across levels of education can foster a sense of responsibility, cooperation and solidarity among students with different levels of education, this is indicated by the progress of learning interaction group at each meeting.

Keywords: Development, Thematic Assignment Instructions, Energy, Traffic Education

Introduction

Background

The essence of this research is thematic task based learning democratic. Democratic learning is student centered learning to develop themselves both on the knowledge to the study of values and a positive attitude. (Raharjo K, 2015) was estabthematic learning that facilitate student learning productively in answering the questions and satisfy the curiosity about facts or phenomena that occur in the natural surroundings or the real environment (Prastowo, 2013). Thus, democratic learning based thematic task is a student centered learning in a phone solve problems or tasks through an event or a natural phenomenon that occurs in the area or in the neighborhood, then of the themes associated multiple subjects.

Model-based learning thematic task instruction across levels of education is part of a collaborative research thematic task (Medellu, 2013) to be implemented starting in 2014. This level of cross learning model adopts the concept of cross-age learning. Cross-age learning is defined as the process by which a young man teach children were younger, or vice versa. Cross-age learning programs can be implemented in schools or nonformal education, such as enrichment programs or activities of the club (Centre for Youth Development, University of California in rendeh, 2014).

The study ever conducted on learning across levels by (a) Utay and Utay (2010) pointed out that cross-age learning in science (chemistry) can solve any problem and make the concept more meaningful concept mapping. (B) Meyer, et al. (2000). Through early learners across ages, teachers and parents can give a more powerful influence. Cross-age learning has the potential to: (1) improve the ability to think abstractly, (2) establish the identity, (3) build independence, (4) and thus increasing the learning outcomes, (5) the

transition to adulthood. (C) Calik and Ayas (2005), carried out early cross-age learners to groups of students in grade 7 (age 13-14 years) with a group of students in grade 10 (age 16-17) years, subject to the condition clicking research revealed that happen misconceptions about the lack of a solution of the substance and the conservation of mass due to a lack of knowledge about these concepts. Students having trouble connecting knowledge and lawyer life experience, students are also very limited in giving an example of what is seen in everyday life.

Learning outcomes across ages showed that although students need more time to work on instruction, but has created a climate of good learning, where students can build and motivate each other and help each other in completing the task. Learning situations such as this can be supplemented by a teacher or a researcher who is competent and capable of designing and creating meaningful learning and fun for students. Research conducted on the analysis of teacher difficulty in the thematic by Prastianingsih et al (2013) which gained that knowledge about the concept of thematic learning is still low, the willingness to understand the concept of thematic learning also lacking, and the socialization of education department is not maximized. Besides the involvement of parents / community and the government in supporting the establearning is very important, where nowadays parents / community do not pay attention to the maximum student learning, often negligent in monitoring student learning activities and not become a good facilitator for students. Hence the need for the development of the learning process by collaborating teachers, parents and the community in supporting the development of student learning. This means signaled that it is not only teachers who have an important role in supporting the learning progress of students but also parents and the community have equal responsibility to participate, helped devise and provide assistance in the learning process of students (Anonymous, 2015).

The design of learning materials and activities across ages can me-response critical issues in the implementation of the curriculum in 2013, learning relevant to the needs and experiences of children, utilizing the resources of the surrounding environment, involves the role of parents and the community. Learning is designed to become an activity thematic instructional tasks, the tasks are completed together and implemented in an interactive integrative or interdisciplinary studies, involving components of learning implementers (teachers, students, parents and community). Learning democratic task based thematic with the learning process across levels of education intends to build the character of the knowledge and creativity of teachers to develop learning and positive attitudes of students in a collaboration between education level is different, with the ability to think differently, to build awareness of the importance of protecting the environment and natural resources there for the sake of human survival.

The results of previous studies of collaborative research team pointed-out that cross-age learning with learning task-based democratic thematic positive impact on knowledge, attitudes and behavior of students. Christophil S. Medellu, S. Lumingkewas, J. F. Walangitan (2015) in the implementation of the research titled Democratization Of Learning Through Thematic Assignment. Analyzed based on indicators of student activities, the role of teachers and parents. The results showed the creation of a collaboration of teachers, students and parents in the development of the design can begin the process of democratization. Agnesiaty Lanomboka 2014, the title of the study design and implementation of thematic task of physics theme of energy with the approach of the neighborhood school in SMA N 1 Manganitu with the essence of learning the same but different implementations of learning, where the subject of research only high school students only. Jackly Manopo 2015, the title of research is the development's design and implementation of energy reflective thematic task to approach the concept of context for high school students. difference from previous research is the evaluation of student mastery of concepts as well vote. Mike Tindige 2015, heading the development of the design and implementation of thematic task water cycle across levels of education with science concept approach to the junior high school physics. The results obtained have been created communicative learning climate between junior-high school

students so that learning is getting better with a good learning outcomes anyway. The difference with the study authors that on learning. Through these studies, the authors intend to develop while perfecting democratic task-based study design cross-thematic energy levels of education.

Purposes

1. Describe the development of a draft thematic tasks across levels, involving the role of teachers, the community, parents and students.
2. Evaluate and describe the process of student learning in the thematic tasks across levels (junior-high school) through the assessment instrument.
3. Describe the perceptions of students, teachers, parents / community in the implementation of learning inside and outside the classroom?

Research Methods

This study is a research and development using learning estab-democratic setup in the form of thematic tasks ranging from knowledge, thinking skills and the evaluation. Instructional design of the base is part of the research design development which is open (open ended) accumulated in the development stage Borg and Gall. Motif essentially that the research conducted is mostly traditional, such as experiments, surveys, correlation analysis that focuses on the descriptive analysis has not given better results for design and development in education. The situation is very complex from the many policy changes in education, requiring a more evolutionary approach to research (interactive and cyclical). (Navel, 2012).

Research and development is the research and development carried out by stages. Each stage is a process of an activity that has a target to be generated. Implementation should be carried out earnestly by using a proven instrument. Borg and Gall detailing the research stages in 10 stages. Referring to the 10 stages of R & D proposed Borg and Gall these two phases of the study simplified without reducing the value of research and development itself into 4 stages with seven important steps and adapted to the characteristics of the study democratic task based thematic cross-education (Sanjaya, 2013). Research procedures development, as follows:

Preliminary Study Phase

Implementation of the pilot study in the form of a survey to create products that suit your needs. 2 steps involved in the preliminary survey as a stage to produce the initial product is the embryo of products that will be developed and produced, namely field survey and survey of all the library. 1) The field survey was conducted to encompass a variety of natural phenomena related to real life and the environmental characteristics of the area into a place of research and the difficulty of teachers in teaching students to learn science subjects specially for junior high and high school Physics. The field survey conducted by, interviews with teachers, students and the public to explore the condition of the users or users of the product, student learning in school and outside of school and Observations regarding the environmental characteristics to be collected through documentation in the form of photos. 2) Survey aims to improve understanding of literature theoretically about educational products, so that the educational products that are developed can be accounted for with a solid theoretical basis. Things need to be on the study of literature, namely the concepts and theories related to the products that will be developed, through the completion of the field survey, natural phenomena and local wisdom, the determination of the theme of research, the formulation of the material characteristics of learning concepts with regard to the context, the structuring of learning material formulation indicators and evaluation instruments draft.

Research Design Development Phase

This stage is the stage of refinement of the initial stage is a preliminary study carried out in schools and school environment as well as the study of literature. The product development process in accordance with the indicator

- 1) Plan for the implementation of development activities in accordance with the indicator
 - (1) The percentage of students who attended a public hearing designed development of thematic task of energy more than 80%.
 - (2) The number of students who leave the relevant insert (from experience) of the material energy thematic task.
 - (3) The percentage of students who can download correctly answer the questions the way down the other teachers or friends of more than 80%.
 - (4) The percentage of students who can download the linkages described local elements and concepts, proposed to be included in the thematic material duties of more than 80%.
 - (5) The number of entries are corrected draft revision of students based on test Design.
- 2) Describe the results of the development of the draft.

Phase Trials/*field test*

Phase trials / field test is the testing phase of the revised draft, which prepared the draft was tested on a group of students across levels of education are students of SMA Negeri 1 Manganitu and SMP Negeri 1 Manganitu 17 assessment indicators and mapping the interaction process of learning across educational levels as follows:

Beginning to open up communication activities

- 1) Motivating to please activities
 - 2) Declare the willingness of the self-employed group
 - 3) Ask the idea to launch activities
 - 4) Bring prepare observation activities
 - 5) Bring prepare observation activities
 - 6) Stating role in the activities according to the design
 - 7) Approve agreements role in the implementation of activities
 - 8) Carry out activities according to agreed role
 - 9) Communicate / coordination in the implementation of activities
 - 10) Give positive feedback on the implementation of activities
 - 11) Asking questions when there are problems in the implementation of activities
 - 12) Provide a solution to the problem of group members
 - 13) To assist the implementation of the activities of the group of natural barriers clicking the implementation of activities
 - 14) Remind timing of activities that will soon expire
 - 15) Expressing satisfaction and gratitude for the cooperation and the achievements of the Working group
 - 16) To motivate the group to perform better in the following activities
- Implementation of this research will be conducted at SMP Negeri 1 Manganitu class VIII and SMA N 1 class XI Manganitu IPA2.

Phase validity and dissemination of the draft

Validation study design was conducted to test the feasibility of teaching materials, learning scenarios and research instruments across junior-high school education to obtain decent design and ready disseminated in schools.

Methods of data analysis used in this research is descriptive qualitative. data collection techniques, namely through interviews, observation, evaluation instruments across levels, documentation and field notes. At this stage the researchers analyzed the data and evaluate the interaction process through evaluation instruments across levels of education by category of activity assessment affects group members across levels based on the category of

inactive (1) to very active (5) junior high school students in high school or otherwise affect students. Total interaction is the number of scores contribution junior-high school students. Total interaction shows the activity level of interaction across levels of the group concerned. Besides analyzing the data the percentage of perceptions of students, teachers, parents and the community with the following formula: Percentage of perception (%) = Frequency (n) x 100%.

Result and Discussion

Preliminary Studies

Surveying for preliminary studies carried out in the area Manganitu. Two steps of preliminary studies were conducted: 1) The field survey through interviews and observations at the school and the environment around the village mala districts Manganitu where most students of class X SMA Negeri 1 Manganitu and eighth grade students of SMP Negeri 1 Manganitu, stating that (1) the learning process is still too monotonous, (2) less attractive, (3) the climate is not yet created an interactive learning among students, parents and the community. One of the teachers of physics SMA Negeri 1 Manganitu and science teachers SMP Negeri 1 Manganitu states that (1) the teacher is still dependent on the curriculum and have not been able to develop it into a teaching materials, (2) the teacher has not been able to design interactive learning and interesting for students, (3) teachers not using the environment as a source of learning for students. Most parents who are members of district community Manganitu states that (1) there is no space involvement of parents and communities in the process of school learning, (2) with the flurry that there are parents and the community have not been able to follow the process of learning development of children.

Observation of natural phenomena that occur in Manganitu ie the energy of water flowing from a high place to a lower place when water flows ($E_p = \text{Max}$) potential energy of water getting smaller and transformed into kinetic energy. Phenomenon is the process of changing the form of energy. The kinetic energy of the water is a natural energy source that can be utilized as a source of hydroelectric energy. Energy is also widely used public water to fill the pond pisciculture, washing clothes, washing shortly household furniture, planted spinach and processing sago. In some places the river water energy is hampered by piles of garbage because there are many communities and household garbage that can not be used again. Besides garbage, illegal logging is also often do special community watershed area. If this is not addressed and prevented, what will happen to the environment three years or 10 years in the future? How is the government's concern as well as executive education schools in directing learning that love of nature and the environment, especially water energy in science teaching junior high and high school physics involving parents and the community in the learning process?

Based on observations with the characteristics of the material according to research themes raised were energy by utilizing the environment that is energy flow of water as a source of student learning. The design development of thematic task energy themes are:

- (1) Understand the various forms of energy in nature and changes in energy use and environmental impact
 - (a) Activity-1. Understanding energy and other forms of energy in the universe
 - (b) Activity-2. Understanding the changes in energy and energy conservation laws
 - (c) Activity-3. Summing up the level of influence of factors that exist in the village and surrounding areas
 - (d) Activity-4. Analyze the various forms of energy utilization, environmental impact and impact control
- (2) Reflection local issues and commitment to efficient energy utilization, and sustainable
 - (e) Activity-10. Strengthening programs through technical adaptation and adoption activities environmentally friendly energy utilization and environmental impact control forms

It is not easy to achieve success in a research or achieve the perfect figure as desired. because conditions and circumstances may change from the previous plan, enjoy the process and do their best, become facilitators and supporting students' learning process, performs the role of the teacher who is indeed a major task that is a researcher for the development of students' learning process better.

Development

Development design their duties prior to the implementation of the draft. The result of the development of the draft obtained :

- 1) The percentage of students who attended a public hearing designed development of energy thematic task 95.83%
- 2) The number of students who leave the relevant insert (of the lawyer-experience) the material energy thematic task that 7 input
- 3) The percentage of students who can download correctly answer the questions the way down the other teachers or friends 84.38%
- 4) The percentage of students who can download the linkages described local elements and concepts, proposed to be included in the material thematic task 90.63%
- 5) The number of design revision ran the student corrected by the trial design, which is 5 input

Design development activities carried out at the beginning of the implementation of the draft energy thematic tasks across levels (junior-high school). Instructional materials have been divided in each group to work with. Discussion of the draft development of energy thematic task was attended by 95.83% of the students in which, at the meeting of 1 and 3 some students can not keep up development activities due to illness, should help parents to work and follow the activities of the school. Each group gave relevant inputs (from experience) to the materials thematic task each energy input 7 (a) How is the flow of water? (B) How is the water cycle? (C) Why is the water never runs out? (D) Material instructional coupled with the material of solar power plants (e) Format stuffing plus table / column (f) The material energy and the explanation is added so that it can be understood in the task (g) Add columns commitment of students to preserve the environment, especially the river flow kampong Manganitu Some students can download correctly answer the questions the way down the other teachers or friends and some students can explain the relevance of local elements with the concept, proposed to be included in the task of thematic material. Enter the proposed revised corrected students' international based on the trial design No 5 in accordance namely (a) Implementation Practices conducted immediately after the material (b) activities implemented on time so that the completion of the activities as agreed (c) Prepared a special time for the preparation of an (d) reference is made to the water cycle scheme (e) activities in the field should be done early considering there are students who live far. The result of the development of this draft is then discussed with the team of developers and revised for better results in the implementation of the next draft.

Implementation of the draft thematic tasks across levels of education

The draft energy thematic task completed at one containing teaching materials, concept maps, reference materials and materials in the form of 10 instructional activities. Inten the capacity for meeting the implementation of the design task thematic themes of energy, namely 10 meetings, of which 10 meetings with discussion 10 activities, 3 meetings in it is a per-finding cross-education class VIII SMP Negeri 1 Manganitu and students of class XI IPA2 SMA Negeri 1 Manganitu with the number 32. Researchers who serves as a facilitator to direct students to the learning process well. The first meeting of cross-education begins with the introduction of intergroup high school students, then the researchers repeated the mastery of the concepts of physics and mate-Matika about energy and its changes as well as statistics and broad flat wake. The second meeting of field observations were carried out around the river village of Mala Manganitu districts. The third meeting was discussion of

observations about natural energy and its utilization as well as the process of changing the form of energy.

The Process of Cross-Level Interaction in the Implementation of the Draft

Table 1 The Process of Interaction Across Levels of SMP Student Group Meeting 1

Indikator	SMP	SMA	Skor Total
1	4	3	5
2	3	2	5
3	4	4	8
4	3	2	5
5	5	5	10
6	5	4	9
7	4	4	8
8	5	5	10
9	5	5	10
10	4	3	7
11	2	2	4
12	4	3	7
13	3	4	7
14	3	4	7
15	3	3	6
16	3	3	6
17	3	3	6

Table 1 shows the total score of the interaction of students at the time of acceptance of materials for mastery of concepts. 11 indicators classified as poor, an indicator 1, 2, 4, 15 to 17 pretty good indicator 3, 7, 12-14 is good and 5, 6, 8, 9 is very good. Based on the score of these interactions can be concluded that the learning interactions across levels of education varies widely.

Table 2 Interaction Process Across Levels of SMP Student Group Meeting 2

Indikator	SMP	SMA	Skor Total
1	4	4	8
2	3	3	6
3	5	4	9
4	3	3	6
5	5	5	10
6	4	4	8
7	4	4	8
8	4	4	8
9	5	5	10
10	5	5	10
11	4	4	8
12	4	3	7
13	3	4	7
14	4	4	8
15	4	4	8
16	4	3	7
17	3	3	6

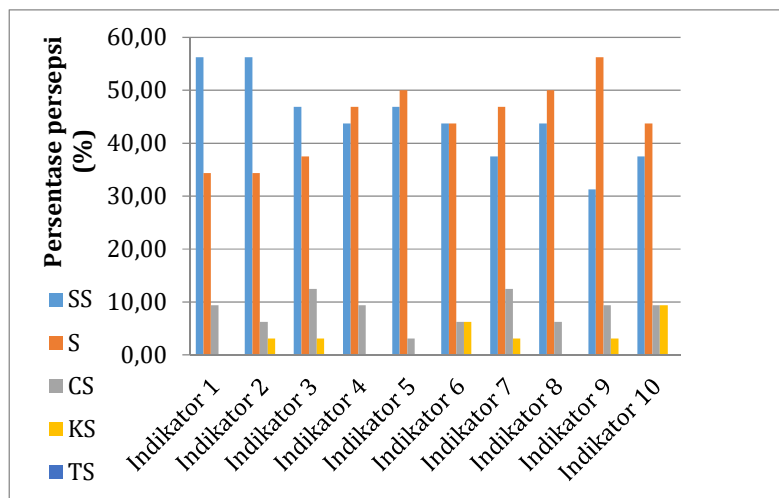
At this second meeting students doing research dialiran river village mala Manganitu districts to calculate potential energy and kinetic energy of water, see and observe and provide input as the development of the basic design. Table 1.2 shows the increase process of learning interactions across levels (junior high school), where the indicator 2 4, and 17 have been quite good, indicators 1, 6, 7, 8, 11-16 is quite good and the indicator 5, 9, 10 classified very good.

Tabel 3 Interaction Process between Group of Students SMP-SMA Meeting 3

Indikator	SMP	SMA	Skor Total
1	5	5	10
2	3	3	6
3	5	5	10
4	3	3	6
5	5	5	10
6	5	5	10
7	5	5	10
8	5	5	10
9	5	5	10
10	5	5	10
11	4	4	8
12	4	4	8
13	4	4	8
14	4	5	9
15	5	5	10
16	4	5	9
17	3	3	6

Table 3 Shows the interaction process of learning high school students better than the first and second meetings. The intensity of the meeting to make students more familiar and better in building cooperation, mutual help and motivate each other. At the third meeting of the students present and discuss the results of observations obtained.

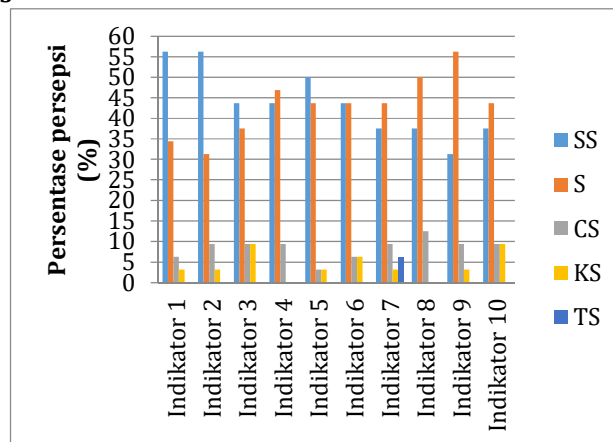
Student’s Perceptions on the Implementation of the Research



**Figure 1 Percentage of Students' Perceptions
(Source. Lanomboka, 2016 [thesis])**

Perception of high school students through a task-based learning activities democratic energy theme with a thematic approach to the concept of cross-context education is shown in Figure 1.1. On Indicator 1, 56.25% of students who stated strongly agree with the design and implementation of activities that motivate students to study harder, 34.38% agree, 9:38% quite agree. Indicator 2, 56.25% of students stating that the learning activities goes according to plan, 34.38% agree, 6:25% is quite agree and 3:13% of students who expressed less agreed. Indicators 3, 46.88% stated that materials and learning activities to make students understand the science subjects, closely related to everyday life., 37.50% agree, 12:50% quite agree, and 3:13% disagree. Indicator 4, 43.75% stated that materials and activities encourage students to learn the importance of preserving natural resources and environment, 46.88% agree, 9:38% quite agree. Indicator 5, awareness of the importance of environmental conservation to encourage students to actively maintain and preserve the environment, the perception of students who 46.88% strongly agree, 50% disagree, and 3:13% is quite agree. Indicators 6, 43.75% stated strongly agree, 43.75% agree, 6:26% quite agree, and 6:26% disagree with the statement that through this learning activity students can use the time outside school for learning activities. Indicators 7, 37.50% who strongly agree, 46.88% agree, 12:50% quite agree, 3:13% disagree with the statement that this encourages students to analyze the events that occur around and another place. Indicator 8, 43.75% strongly agree, 50% agree, 6:25% quite agree with the statement that in addition to books / teaching materials as a source of thematic learning reading using other information media, which can be used as a learning resource such as TV, radio, newspapers. Indicators 9 Event thematic task can build student interactions of elementary education, junior high schools and between students and parents strongly agree 31.25%, 56.25% agree, 9:38% quite agree, 3:13% disagree. Indicators 10, 37.50% of students strongly agree, 43.75% agree, 9:38 and 9:38% quite agree% disagree with the statement that through this learning process more open communication between students and teachers is created.

Parental Perceptions



**Figure 2 Perception of Parents
(Source. Lanombuka, 2016 [thesis])**

Parents are very supportive of assets the students' learning process so that the need for the involvement of parents in helping teachers become facilitators of student learning time at home. Figure 1.2 shows the percentage of parents' perceptions of the learning process according to the statement indicator. Indicator 1, 56.3% of parents strongly agree that states with a democratic learning-based thematic tasks must continue to be developed by the school, 34.4% agree, quite agree 6.3% and 3.1% of students who disagree. Indicator 2, 56.25% of parents stating that students need to understand the elements of the environment as part of the study, 31.25% agree, 9:38% is quite agree and 3:13% of students who

expressed less agreed. Indicators 3, 43.75% of parents who strongly agree, 37.50% agree, 9:38% quite agree, 9:38% disagree, parents stating that the involvement of parents in the learning process is an appreciation and recognition of the existence of the old school. Indicator 4, strongly agree 43.75%, 46.88% agree, 9:38% quite agree on a statement on the implementation of the thematic task students can be more skilled in doing the activity at home and in the community. Indicator 5, 50% of parents who strongly agree, 43.75% agree, 3:13% quite agree, 3:13% disagree with the statement that the implementation of the thematic task by a group of students with parents increase the positive perception of students toward their parents. Indicators 6 strongly agree 43.75%, 43.75% agree, 6:25 and 6:25% quite agree% disagree with the statement that states that the implementation of the thematic task can lead students to use the time outside school for learning activities. Indicators 7, 37.50% of parents who strongly agree, 43.75% agree, quite agree 3:13 9:38%% disagree and 6:25% who do not agree with the implementation of the thematic task can avoid students from delinquency. Indicators 8, 37.50 strongly agreed, 50% disagreed and 12:50% of parents who agree that through the implementation of this study can provide the experience and knowledge related to environmental issues (fission, social) and the work of parents / community. Indicator 9, 31.25% strongly agree, 56.25% agree, 9:38% quite agree, 3:13% less agree with the implementation of the thematic task that could otherwise be an understanding of society and strengthening community support for government programs regarding the conservation of nature. Indicators 10, 37.50% of parents stated strongly agree, 43.75% agree, 9:38 and 9:38% quite agree% disagree with the implementation of the thematic task that could otherwise encourage the strengthening of local wisdom and its preservation by the younger generation including junior high or high school students.

Teacher Perception and Researchers.

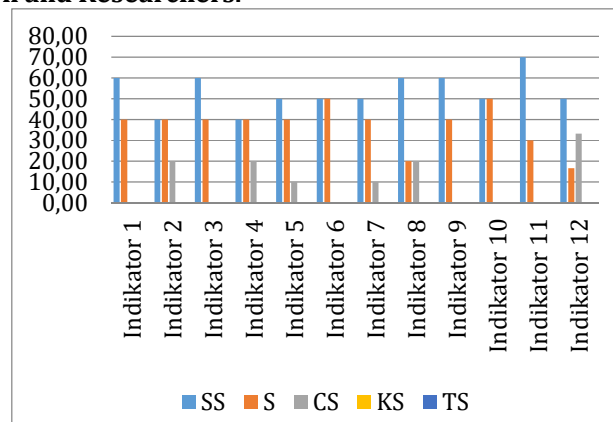


Figure 3 Perception of Teachers and Researchers

10 respondents teachers and researchers have each other's perceptions on the implementation of learning democratic task-based thematic energy cross-education junior-high where, Indikator 1 learning democratic task-based thematic improve student mastery of the relationship concept-context, three learning democratic task-based thematic may increase mastery of the concept of cross-subject teachers and build cooperation across fields of study, and nine thematic design and implementation tasks can enhance teachers' ability to take advantage of the environment as a learning resource with percentage of teachers and researchers who strongly agree 60% and 40% agreed. Indikator 2 learning democratic task-based thematic improve the ability of teachers to identify elements of local as part of the learning material and the indikator 4, learning democratic task-based thematic sensitizing students about environmental values associated with the material duties of thematic with the same percentage of strongly agree 40 %, 40% agree and 20% agree enough. Indicators 5

learning democratic task-based thematic implementation involve parents and the community has the potential to build behavior positive students in public and indicators 7 learning the democratic task-based thematic can build positive attitudes of students towards teachers each indicator 50% strongly agree, 40% disagree and 10% quite agree. Indicators 6 thematic design and execution of tasks can improve the positive relationship between teacher-student more open-parents / community and the indicator 10 experience performing the task of thematic improve the ability of teachers to coordinate the design and implementation of learning activities of students with perception percentage of each 50% strongly agree and 50% agreed. Indicators 8, democratic learning-based thematic tasks, improve teachers' understanding about the whereabouts of each student and the diversity of students in a class by the perception percentage 60% strongly agree, 20% agree, 20% quite agree. Indicators 11 thematic design and implementation of the tasks given to the experience of teachers work together to design learning materials integrated in theme with the percentage of strongly agree and 70% disagree 30% means that both teachers and researchers have a positive percentage to the indicator 11. Indicator 12, the design and implementation of thematic task give experience to integrate the experience and prior knowledge of students in the design of learning materials with the percentage of teachers and researchers who strongly agree 50%, agreed 16.67% and 33.33% of teachers and researchers whose perceived negatively to the indicator 12, it because some teachers feel not enough time when only 1-2 months to learn this lesson as well as the majority of researchers so that the implementation plan can not be maximized there should be a follow up to the success of students / children in the future.

Research Development This thematic task-based learning is an approach that brings together a series of learning experiences, so interconnected with each other, and centered on a subject or issue in accordance with the characteristics of the environment. It needs a learning approach thematic learning system in schools which see firsthand the real world that the "real world" that shows the integration between learning by the fact that the two are related, using the environment as a source of student learning, it can give meaning and special experience for the process students learn hard to forget. (Haryono A, 2009). Seeing the development of thematic learning on to the implementation of an increase in per-developmental learning process across levels of the good of each meeting, the thematic learning needs to continue to be implemented for the sake of a change process of learning a better future.

In accordance with the actual design of learning scenarios, parents / community directly involved in following the learning process of students within and outside the classroom, this can not be done because of the busyness of parents / communities who must work for a living for the family. Finally, the task in the form of instructional material that should discussed with the parents under the home and answered the students together with their parents so that parents / communities have the same functionality as teacher / researcher is as a facilitator of student learning at home.

Conclusion

1. Activities designed development has involved the role of students, teachers, researchers, parents / community actively. The design was developed air-ity enter and revision of student groups that are relevant and appropriate to the characteristics of the circle of late.
2. Interaction student learning across levels of education varies widely. Through this learning process across levels of junior-high school students can learn to motivate each other, establish a good cooperation between group members and are responsible for executing tasks according to mutual agreement.
3. Most of the students, parents / community, teachers and researchers claim that the design and process-based learning is very good thematic task through which this learning, can be built students' understanding of the relationship between the values of science with the values of the socio-cultural and environmental, and to support policy's government to build a positive attitude of society to the problems of energy utilization in nature.

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INTEGRATION OF LOCAL ELEMENTS IN DESIGN AND IMPLEMENTATION PROJECT THEMATIC ASPECTS OF PHYSICAL DAMAGE AND ABRASION TEMA COASTAL AREAS IN DISTRICT MANGANITU

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Abstract

The surrounding environment can be used as an object of study, is one solution that can lead students to be able to associate learning with local elements or with a real-life context. The purpose of this study are: (1) Develop instructional design tasks thematic basis with the input of local elements, with the teachers, students, parents and the community, (2) Describe the process of implementation of tasks thematic abrasion and damage to coastal areas, (3) Describe the mastery of the concepts of physics, the relationship between the concepts of physics to the context, the relationship between mastery of the concepts of physics and biology, the concept of the context. This research was conducted in SMA Negeri 1 Manganitu in class X D. Subjects were students, parents, community and local elements. This research is a development that is open. Collecting data using the assignment sheet, the format of observation and tests. Methods of data analysis using quantitative and qualitative analysis. The results showed that the development of thematic assignment instructions with the integration of local elements with the teachers, students, parents and the community can build a democratic learning process. The relationship between students, teachers, parents and the community for the better. In the implementation phase of the design, teachers play the coordinating role of parent and student learning activities to instill the concept and improve student learning activities. Mastery of the concepts of physics, the relationship between the concepts of physics to the context and the relationship between mastery of the concepts of physics and biology as well as the relationship between the concept and the context shows a strong correlation of the indicators correlated to the value of 0.71.

*Keywords: Local Elements, Task Thematic, Abrasion and
Damage to Coastal Areas*

Introduction

In some Indonesian coast environmental conditions tend to decrease quality. The decline in the quality of the coastal environment in many places occur mainly due to pollution and or destruction of the environment in the surrounding area. Environmental contamination can occur due to coastal input of pollutants from activities along the coastline, and or indirectly: through the river basin, offshore activities, due to the intrusion of sea water into the ground water and so on. While the Turkish environmental damage such as: coastal erosion, destruction of mangrove forests (mangroves), damage to coral reefs, fisheries resource depletion, damage to seagrass and so on. This has an impact on coastal ecosystems. Beach erosion is also called abrasion lately tended to increase in many regions. Abrasion is an erosion or reduction of land (the beach) as a result of the activity of waves, currents and tides. In this regard the soil surface compaction resulting land down and inundated with sea

water, so the shoreline change (Nur, 2004). Abrasion occurred in coastal areas, especially in the District Sangihe Manganitu, causing shoreline shifted to the mainland so that the narrowing of residential land for residents around the coast. This problem requires serious attention and handling. To overcome this problem needs to be increased awareness of the importance of protecting the environment. Education plays an important role in overcoming the problem of abrasion and damage pantai. Melalui education we can learn about the natural phenomena that occur in the environment around us. The learning model with thematic task is one model that can be developed for establishing a link with the phenomena of physics concepts abrasion and damage to the beach. Thematic task-based learning is a solution to solve the problem of abrasion damage dann beach because of the potential to build understanding, skills, attitude and behavior of students, parents and the community to resolve these issues and encourage the control problem by the community itself (Medellu, 2013). In this case the teacher's ability to package learning challenged by appropriate methods to get the message contained in them can be up to students in accordance with the planned objectives.

By utilizing the potential of the natural surrounding environment, making the environment as an object of study, implement the values of local wisdom as part of a local resource guide the students to be able to create the creativity in the learning process. Learning outside the classroom enhance their knowledge and understanding of natural systems and processes ultimately establish responsibility for the environment (Higgins, 2002). According to Popov (2008), learning context in the form of the phenomenon and the real objects in everyday life is not explicit as in the laboratory, the context must be discovered and studied. This is in accordance with the characteristics of thematic task-based learning, which could increase student learning initiatives, increased support and participation of older people, increasing the understanding of the concept as a whole (across subjects), improve their skills, positive attitude and behavior against abrasion and damage to coastal problems.

The purpose of this study are: 1) Develop instructional design tasks thematic basis with the input of local elements, with the teachers, students, parents and the community 2) Describe the process of implementation of tasks thematic abrasion and damage to coastal areas, 3) Describe the mastery of the concepts of physics, the relationship between the concepts of physics the context, the relationship between mastery of the concepts of physics and biology, the concept of the context.

Methodology

This research is a development (Research and Development) thematic task-based learning that includes the design stage, the stages of development and implementation of thematic assignment instructions by substitution or integration of local thematic elements of the school and the school environment are being targeted research / learning.

The learning activities includes 10 activities, which can be classified as follows: Identify the problem (discussion of experiences, information, etc.), evaluation of the understanding (student, parent / community), analysis, reflection attitudes and behaviors described as follows:

- 1) Event - 1. Identification and description of the condition of ecosystems, coastal erosion in the village and surrounding areas
- 2) Activity - 2. Identification, analysis and description of the effect of human activities on coastal ecosystems
- 3) Activity 3 - Identification, analysis and description of the government program, local wisdom in the preservation of coastal ecosystems
- 4) Activities - 10. Identification, analysis and description of the government program, local wisdom in the preservation of coastal ecosystems.

Analysis of the problem based on scientific concepts (Physics), analyzes the concept of the relationship with the context, attitudes and behavior

- 1) Activity 4. Understand the coastal ecosystem and relationship or interplay between the components of the coastal ecosystem
- 2) Activity 5. Learn the functions of the ecosystem components in reducing coastal erosion
- 3) Activity 6. Study the external factors (environmental) that affect coastal ecosystems and coastal erosion
- 4) Activity 7. Changes in energy from the environment into the coastal ecosystems, coastal ecosystems components function in reducing the energy that causes abrasion and function of mangrove forests in reducing energy in coastal areas
- 5) Activity 8. Analyzing the impact accumulation of garbage and liquid waste stream into the coastal ecosystem
- 6) Activity 9 .Form utilization of coastal ecosystems and their impact

Subjects were students of SMA N 1 Manganitu according to the design assignment instructions thematic issues abrasion and damage to coastal areas. Students are assumed to have been or are being followed regularly in class learning about the concept of physics, so the implementation of the thematic task instructions into contextual enrichment of the concept of learning is carried out regularly in the classroom. Other research subjects are the parents of students as partners student learning for research activities to the problem of abrasion and damage to coastal areas in instructional design thematic task. Parents and communities also play a role as a facilitator of student learning, together with teachers and researchers.

Stages of Development, Research and Indicator Variables

Stages of development include: designing thematic assignment instructions, design implementation and evaluation processes, and performance evaluation. The variables were observed in the development stage include:

- a) The involvement of students in designing learning materials (development package assignment).
- b) The involvement of students in the test package assignment.
- c) Activity and productivity students in the learning process (follow tutorials, group interaction).
- d) Activities of students in the development of materials (thematic task) independently
- e) Mastery of concepts / materials duty
- f) Mastery relationship with the concept of context.
- g) Mastery of the relationship between field of study based on the concept of linkages in the context of the theme.
- h) Mastery observation procedures

Method of Collecting Data

Data is collected using:

1. The student's assignment sheet for data collection mastery of concepts, relationships between concepts, linking concepts and contexts across fields of study, the identification of relevant concepts with issues / problems within the theme.
2. The format for the data observation: student participation in the design, student learning
3. The format of the monitoring activities of observation / measurement in the field.
4. Tests to evaluate individual mastery of concepts, concept ties with the context, cross-linking concepts field of study

Data Analysis Method

Data analysis methods include quantitative and qualitative analysis. Quantitative analysis is used to describe the indicators of research variables, the correlation between indicators (correlation coefficient Spearman rho governance level), the indicator changes

from the initial meeting until the end of the meeting. Qualitative analysis is used to explore and describe patterns of attitudes and perceptions of students to design activities, implementation of learning and the role of teachers and parents or society (learning partners or facilitators).

Results and Discussion

General description of location Research

Research conducted at the coast and beaches Mala Barangka, sub Manganitu. Abrasion is happening in this village causing levees tlah made by residents to be damaged. Besides abrasion problems that exist in coastal areas is a problem of environmental pollution by coast of manure, waste disposal and household waste. Damage to the coastal environment is there can damage the ecosystem. The impact of damage to the coastal environment, biota that live in this area such as small fish will die if the pollution level is high. For that dierlukan government and community efforts to maintain the beauty and the beauty of the beach. Communities in the District Manganitu mostly fishermen, traders, farmers and civil servants.

Draft Basic

The basic design of abrasion and damage to coastal areas is the design created thematic task dalam form of instructional materials by linking the concept of physics with contexts abrasion and damage to coastal areas. This thematic design implementation tasks carried out at the high school level, especially in high school I Manganitu class XD country with the number of students 19 people. In this basic design includes 10 events, each event was started by forming small groups consisting of 4-5 people. In each of the activities each group filling in of forms that had been prepared by the researcher. Each of these formats is filled with experience and understanding of students about erosion and damage to coastal areas in the village itself and in other villages (local elements). The design of this basis then developed when research is conducted.

Research result

Description on student participation in the development of instructional design thematic task. The results of the study the students' participation in the development of the draft thematic themes Abrasion assignment instructions and Damage to Coastal Areas grade students SMA N XD I Manganitu as follows:

Indicators -1

The number of students who attended the discussion activities designed development of thematic task abrasion and damage to coastal areas is 93%.

Indicators 2, 3, 4 and 5

The number of students who leave the relevant insert based on his experience to the task of material is 66.67%. There are some students who enter the draft materials developed in thematic task, namely:

- 1) Habits of the people who still take the beach material to be made in building materials, causing reduced volume of sand on the beach so the sea water more quickly up in residential areas.
- 2) Most of the fishermen, and still use the way that harm coastal ecosystems (poison and bomb fish).
- 3) The time for the implementation of research activities in the afternoon

The number of students who can explain the relevance of local elements with the concept of abrasion and damage to coastal areas and proposing thematic tasks included in the material is 66.67%. Of 3 students enter at the top, there are two local wisdom (1 and 2) and integrated into thematic material duty abrasion and damage to coastal areas. Percentage of the number of elements of the proposed local students and integrated in the material duty is 60%.

Indicators 6 and 7

The percentage of the number of students who enter the draft revision of the scope of the material, the depth of material, time allocation is 93%. Enter the students that when implementation tasks thematic still less for it in added time of implementation so that the thematic activities could be better as well as the allocation of time execution of tasks thematic also adjust the time outside of the implementation of teaching and learning in the school besides the students also gave input in terms of awareness public about the importance of preservation of coastal ecosystems which of course it affects the lives of people in coastal Barangka and Mala.

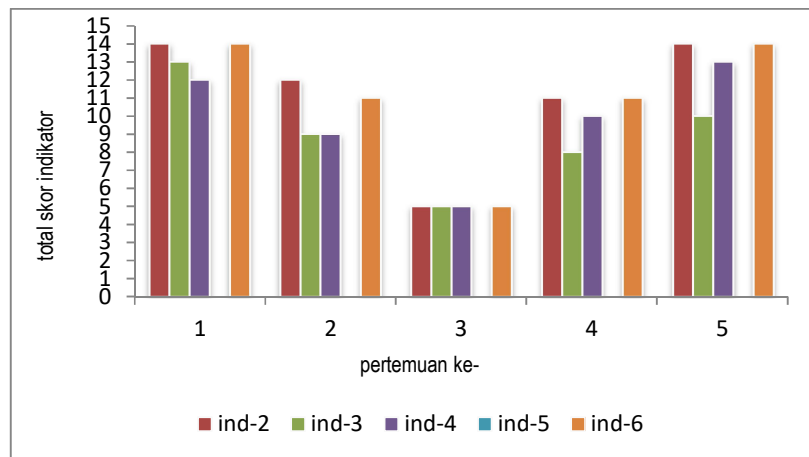
Of the few indicators that have been outlined, the students' participation in the development of instructional design thematic task well. Although the percentage of attendance of students in activities not fixed but students are quite active in doing any activity and some of them provide relevant input to be developed in the draft thematic task.

Description of the students' learning process variables

The process of learning activities of students on the design implementation phase thematic task abrasion and damage to coastal areas in class X3 SMA N I Manganitu are as follows:

Percentage of students who attended the study group was 82%, 82% were attending tutorial activities, which ask questions relevant to the material tasks / activities was 54.5%, answered questions appropriately asked the teacher or other students is 63.6%, which is involved 91% active in conducting observations. The development of students' learning process on indicators 2, 3, 4, 5 and 6 can be seen in the following graph:

Figure 1. Trend Indicators of Student Learning at 2, 3, 4, 5 and 6



Indicator 2: students who attend the tutorial activities 80% or more

Indicator 3: students who attend learning activities group, 80% or more

Indicator 4: students answer questions correctly asked the teacher or other students

Indicator 5: students answer questions correctly submitted parent / community

Indicator 6: students who are actively involved (80% or more) in the conduct of observation

The group of students who participated in the observation of very enthusiastic, visible data in the graph show almost all of the students who attended were actively involved in observation activities in coastal areas and beaches Mala Barangka Manganitu districts.

Description on mastery of concepts and relationships between concepts in context

Activities aimed to improve the mastery of concepts related to abrasion and damage to coastal areas. The average results of students' mastery of concepts related to abrasion and damage to the beach 80%.

Activities aimed at improving control of the context of inter matapelajaran with the concept of abrasion and damage to coastal areas. The average results of mastering the context associated with the concept of abrasion and damage to the beach between subjects 82.3%. Activities aimed to improve the mastery of concepts between subjects related to the context of abrasion and damage to coastal areas. The percentage of the number of students who can explain the relationship between the concept of ecosystem biology with physics concept of energy is 80%. The percentage of the number of students who can describe the biological concept of external factors (environmental) that affect coastal ecosystems and coastal erosion, the concept of energy physics that cause abrasion is 60%. The percentage of the number of students who can explain the relationship between coastal ecosystems and the biological concept of energy and energy changes in ecosystems 80%. On average mastery of concepts between subjects 73.4%.

The relationship between mastery of concepts matapelajaran physics, biology and theme abrasion and any damage coastal areas. The correlation energy concept mastery with the concept of coastal ecosystem functioning students is 0.74. Based on the analysis of the correlation coefficient, the concept of energy and the concept of coastal ecosystems exist at the level of a strong correlation. Relationship Mastery of Concepts of Physics energy and energy changes into the mangrove forest ecosystems and Functions in reducing energy in coastal areas. The correlation mastery of the concepts of physics energi and energy changes into an ecosystem and function of mangrove forests in reducing energy in the coastal areas was 0.69. Based on the analysis of the correlation coefficient, the concept of energy physics that cause abrasion to the biological concept of coastal ecosystems exist at the level of a strong correlation. Mastery of concepts energy physics cause abrasion to the biological concept of coastal ecosystems have a strong relationship. The correlation mastery of coastal ecosystems and the biological concept of physics concepts of energy and energy changes in the coastal ecosystem is 0.697. Based on the analysis of the correlation coefficient with the energy concept of external factors cause abrasion exist at the level of a strong correlation.

Discussion

Based on the results of the study, from the data obtained and passed through several stages of testing, it has been proven that for variable student participation in the development of thematic task instructional design, teacher involvement of parents and the community is also very supportive in the implementation of learning activities, as part of the democratization process of learning. According to Ozcan (2005), democratic schooling must be supported by all personnel involved in the management of the school. This is in line with the law number 20 of 2003, where the issue is how the community involvement in education. In a democratic learning process, students are given the widest possible opportunity to participate in learning. In developing the design of thematic task instruction of students involved in activities designed development of thematic tasks inside and outside the classroom.

Thematic task-based learning can motivate students to enhance their understanding and ability to analyze natural events social problems, local knowledge, and government programs related to the problem of abrasion and damage to coastal areas. Event thematic task can also build social interaction through group learning activities in schools and the initiative group learning outside the classroom. Learning contexts such phenomena and the real objects in everyday life is not explicit as in the laboratory, the context must be discovered and studied. (Popov: 2008). Context can be seen from a conceptual perspective different. Sweetser and Fauconnier (1996), quoted by Popov (2008) explained that students will access different information in different contexts. Through a variety of contexts, students can understand more fully and more clearly about the relevance of the concept, to encourage critical thinking in choosing alternative and responsible for the learning process (Beane, 1997)

Through the task of thematic relationships between students and teachers and parents become better, though both students, teachers, parents / communities are not familiar with the implementation of the tasks thematic but their response was very good because they found with their task of thematic students, parents and teachers can interact well and develop a positive attitude among parents with children through learning activities together, solving problems together and develop communication and interaction between teachers and parents /community in the learning process of children.

Thematic task can also improve the relationship between students and teachers and parents become better. Although both students, teachers, parents and the community are not familiar with this thematic task, but their response was very good. They also argued that the presence of this thematic task, students, teachers, parents and the public can interact with each other well and can solve problems together and develop communication and interaction in the learning process. Community participation in the education process to support and lift the tradition, local culture, knowledge and skills (Lacy et al., 2002).

Event task of designing and developing thematic aspects of physics with the theme abrasion and damage to the beach with the integration of local elements can build a democratic learning atmosphere. Duskusi during the design development stage can motivate students and parents, although .informasi given parents are still limited but it is encouraging parents to get involved in student learning. The achievement of student learning after following the process of learning both in the classroom and outside the classroom, but the result is quite good and encouraging students to learn more actively. This is consistent with the results Flowers et al (1999), that the joint planning, the creation of a positive work climate, and contact between teams with parents can improve student achievement scores.

Conclusion

The results showed that the development of thematic task instructions with the integration of local elements with the teachers, students, parents and the community can build a democratic learning process. The relationship between students, teachers, parents and the community for the better. In the implementation phase of the design, teachers play the coordinating role of parent and student learning activities to instill the concept and improve student learning activities. Mastery of the concepts of physics, the relationship between the concepts of physics to the context and the relationship between mastery of the concepts of physics and biology as well as the relationship between the concept and the context shows a strong correlation of the indicators correlated to the value of 0.71. Thematic task-based learning can motivate students to enhance their understanding and ability to analyze natural events, social issues, local knowledge, and related government programs abrasion problems and damage to coastal areas.

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COLLABORATIVE RESEARCH OF LECTURE-STUDENT-TEACHER FOR STRENGTHENING THE TEACHER ROLES IN DESIGNING AND IMPLEMENTATION OF THEMATIC ASSIGNMENT

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Abstract

Teachers have a central and essential role in teaching developing related to issues around: student activities based learning, environment as the learning resources, information technology for teaching, enhancing the parent's role etc. issues. This research to promote the model of teacher empowering in designing and implementation of democratic teaching based on thematic assignment. Collaborative research focused on designing and implementation of thematic assignment is strategic for improving the teacher's capacity related to issues. The research results show that the teacher capacity can be improved through their participation in lecture-student-teacher collaborative research. The teacher role significantly increased inline with their participation in research where directly controlled by the lecture and research team.

Keywords: Democratic Teaching, Thematic Assignment, Teacher Role

Introduction

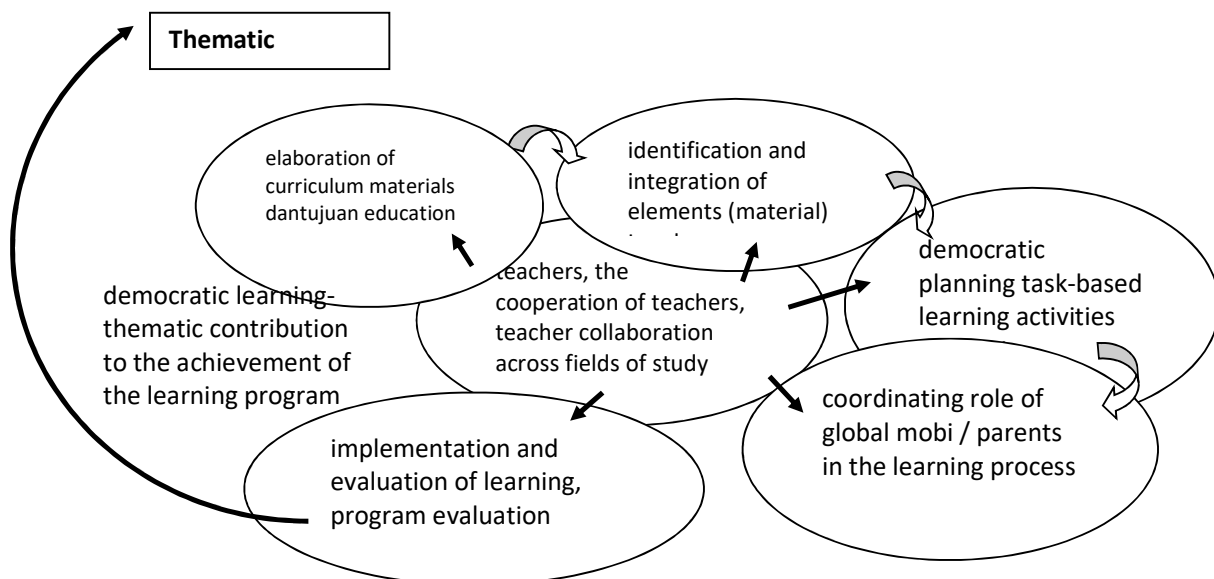
Utilization of the environment as a source of learning and activity-based learning students are the two sides that depend on each other. Utilization of the environment around potential for the development of activity-based learning students to conduct science process is complete and systematic. Utilization of the environment as a learning resource enabling the integration of learning materials with real experiences and needs of the student to understand the environment around (Rampengan and Runtu, 2015; Mandang and Runtu, 2015; Runtu, 2015) as it confronts the challenges. Learning ability and readiness of teachers, availability of materials teaching, student learning behavior, and perception and support of parents and the community (Rampengan, 2013; Runtu, 2014).

The idea to develop thematic task is the realization of a new paradigm of learning which is learning for life and school to work. The principle of learning, learning to know, learning to do, learning to live together is described in a variety of approaches, models or methods (according to the characteristics of materials and the learning environment of students) (Zamroni, 2002) to be a reference in the development stage of materials and activities thematic task. The principle of thematic learning and democratic development as a basis of thematic tasks:

1. Learning transdisciplinary. Transdisciplinary learning include a coordinated approach to the application of knowledge, principles, or values simultaneously from several disciplines (Anonymous, 2009). Thematic learning allows students to use the knowledge of the context as the basis for studying the next context (Collins et al, 1989).
2. Confront students in the real world around him and his relationship with the global phenomenon. The education program will be challenging for students to connect ideas and learning in an authentic context, and to prove his perception of the problems in the real world (Bransford et al., 1999). The forms of democratization of learning stressed the importance of conformity experience and imagination of students in the design of learning materials and activities (Fettes, 2013). Global issues among others presented in

- the form of photographs and accompanying explanations and video, so that learning becomes more fun and encourage students to find information; ideas that flourish will be easier to remember the students (Chen, 2012).
3. Individual differences in learning.
According to experts (Anonymous, 2011), the differences of individual learning styles can include three types of learning, ie learning to hear (auditory), learning visual and kinesthetic learning. Materials and activities thematic task can be varied by involving students, parents and the community in planning materials and activities thematic task. Depth thematic learning materials can be varied according to the age and developmental level of students (Anonymous, 2005a). Variations in the depth of the concept but are connected to one another allows the interaction of students of different capabilities or different class or level of education.
 4. Learning-based research activities
Anonymous (2005b) suggested that individual differences in learning can be addressed using a strategy based learning research. Strategic research based learning can motivate learners, to change negative attitudes, and create a positive learning environment. Motivation and the acquisition of knowledge closely related to each other (Grandmontagne and Villamor, 2005). Constructivist strategies in research activity based learning positive effect on the learning and mastery of concepts (Ugarte, 2005).
 5. Build a learning community and school community relations.
Anonymous (2005b) suggested that the role of parents and community members is critical in building students' attitudes toward learning. In the development of learning democratic task-based thematic, teachers have a fundamental role in terms of: design / development design of learning materials, development activity/scenario of learning, the development of evaluation instruments, implementation of learning and learning evaluation (process, outcomes of student learning, learning programs) (Medellu, 2013). This study develops a model to optimize the role of teachers in the design and implementation of the thematic assignment. Teacher role model Scheme is presented in Figure 1. Model develop based from evaluate teacher's role in the design and implementation of the draft thematic task 2015. Model 2014 and is evaluated through the implementation of research collaborative faculty-student-teacher in 2016.

Figure 1. The Central Role of Teachers in Implementating Learning



Research Methods

Stages of Research Activities Include:

1. Evaluation of the role of teachers in the design and implementation of the draft thematic task carried out in 2014 and 2015. The results of this evaluation as a basis for the formulation of issues and indicators related to the teacher's role in the democratic learning task-based thematic.
2. Formulation instrument for evaluating teachers in the design and implementation of the plan includes four issues: (a) based learning needs of students, (b) the use environment as source / learning materials, (c): Utilization of Information Technology for learning materials with elements relevant global to local elements, (d) Empowerment of the role of parents and the community in learning. These issues are characteristic of democratic learning and thematic.
3. Integration role of teachers in learning research scenario, according to the characteristics of matter (theme) and activity-based activity design students. Research collaboration includes six research under the umbrella of research-based learning democratic tasks designed thematic multi-year and began to be implemented in 2013.
4. Coordination and training a team of researchers: students S3 and S2 for the implementation of the overall research and guidance as well as the evaluation of the role of teachers in the design and implementation of the draft thematic task.
5. FGD for dissemination to schools and teacher training.
6. Implementation of research collaboration between a team of lecturers - students S3 and S2 - science and mathematics teachers, including the implementation of the evaluation of the role of teachers in the design and facilitation of student learning activities (includes four issues).
7. FGD and presentation of research results, including the role of teachers

Results and Discussion

The Role of Teachers in the Development of the Design and Implementation of the Thematic Design Tasks in 2014

Data in Table-1. the role of the teacher assessment results data is based on five indicators, obtained through observation. Data for each indicator in each of the activities (1 to 12) is the data the average teacher's role (in ten schools in four districts) were present at the execution of activities. Role of the teacher observation in addition carried out by the team of the research collaboration, student groups S-2 and S-1 students who conduct research in schools. The number of teachers who are present at each implementation is not the same or not fixed; the average score is calculated based on the scores of lecturers are present. The results of the evaluation of issues related to student activity-based learning, it only shows the high role in motivating and coordinating learning group activities. Mean score identify the needs of students at initially low but increased from the first event to the next event as a whole carried out in ten times meeting . Teachers role are still lower related issues based learning needs of students are in identifying students needs and feedback utilization . in beginning of the meeting, teachers are still confused and do not understand well their role, what to do and substance facilitation activities to students. At the beginning of the event, the role of the teacher eventually be taken over by a team of faculty and students of S2, but teachers can develop themselves on the next meeting with guidance and direction of the faculty team. The second variable indicates trend increase from the first meeting up to ten.

The data in Table 2 shows the teacher's role in the implementation of the study in 2014, deals with issues based learning environment, covering four indicator. Data shows that the average score is low until enough teachers for the fourth indicator. Interview result by the teacher to the conclusion that the lack of experience the teacher became the cause of the

teacher's role in facilitating student learning activities. Teachers do not have experience in identifying context and its relationship with the concept - although the context is part of everyday life. Nevertheless, the average score of the teachers showed an increase (less significant) from the initial meeting to tenth meeting are positive. Trend to indicate that teachers can improve their roles through collaboration activities that also receive guidance by lecturers.

The Role of Teachers in the Development of the Design and Implementation of the Thematic Task Design 2015

The data in Table-3.dan Table-4. is the teacher's role in the implementation of collaborative research in 2015. The data in Table-3. Associated with the issue of student-based learning activity that consists of five indicators as shown in Table-1 (research 2014). Compared with the average score of the teacher's role in the implementation of the study in 2014, it can be concluded that in 2015 there was an increase for all indicator. This is supported by the experience of the majority of teachers (four people) who were involved in research in 2014, powering, motivate and give feedback for fellow teachers in the implementation of the study in 2015. Indicator which significantly increased scores for teacher's role is to respond and direct the activities of variation that arise in the learning process. This indicator shows that the potential to develop variations teachers and learning activities for the student if he has had previous experience. This explains the advantages of a participatory approach in research to improve the teacher's role is to facilitate design / develop draft learning and student learning activities.

Data show the role of teacher-related issues surrounding the use of the environment as a resource / learning materials. Indicators to evaluate the role of the teacher is composed of four indicators together with indicators of research in 2014. Compared with the teacher's role in research in 2014, the role of teachers in the study in 2015 further increased. This is partly related to the cooperation of teachers and share materials with particular regard to the discussion of natural phenomena. Communication with the team of teachers and students S2 and S1 are also increasingly open and intensified so that teachers can more easily and improve the functioning of the trimmings. The results of the interview concluded that the teachers were keen to explore the material and improve the ability to identify, analyze and formulate the relationship concepts learned in school with the reality of life in the form of context around students.

**Table 1. The Teacher's Role in Facilitating Student Learning Activities in 2014,
Issues based from what Student Needs**

Issue : Learning Based from What Student Needs													
No	The teacher's role Indicators	Mean value in activity 1 to 12 (9 teacher rank)											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Motivate student for submit in the learning materials design	8.0	8.2	7.7	8.2	8.5	8.6	8.8	6.7	7.4	7.6	8.2	8.4
2	Coordinate student as group for gave submit to the design of learning materials.	8.4	8.8	7.8	8.4	8.7	8.6	8.5	7.0	7.4	7.6	8.0	8.0
3	Identify student needs and do grouping based from needs	5.6	6.0	6.5	6.4	6.7	6.8	6.8	6.8	7.0	6.8	7.0	7.2
4	Response and arrange the variation of activity that came from learning process	6.2	6.2	6.8	7.0	6.8	6.8	7.0	7.0	7.0	7.2	6.8	7.0
5	Utilizing the result of the evaluation from next student learning.	5.2	5.4	6	6.2	6.4	6.2	6.6	6.8	6.6	7	7	7

**Table 2. The Teacher's Role in Facilitating Student Learning Activities in 2014,
Utilizing Environment as a Source / Learning Materials.**

Issue: Utilizing Environment as a Source / Learning Materials													
No	The Teacher's Role Indicators	Mean Value in Activity 1 to 12 (9 Teacher Rank)											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Submit local elements that are relevant to the basic design.	4.5	4.5	4.8	4.8	4.8	5	5	5.2	5	5.2	5.4	5.4
2	Doing enrichment of learning activity with local elements.	5.2	5.2	6	6	5.8	6	6.2	6.4	6.2	6	6	6.2
3	Explain the relationship of concept phenomena and local fact.	6.2	6.2	6.2	6.4	6.6	6.4	6.4	6.4	6.2	6	6	6.2
4	Doing enrichment of learning materials design with local elements based from learning evaluation.	6.4	6.6	6.4	6.8	6.6	6.8	6.5	6.8	6.6	7	7.2	7.8

**Tabel-3. The Teacher's Role in Facilitating Student Learning Activities in 2015,
Related to Issues Based from What Student Needs**

Issue : Learning Based from What Student Needs													
No	The Teacher's Role Indicators	Mean Value in Activity 1 to 12 (9 Teacher Rank)											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Motivate student for submit in the learning materials design	8.4	8.4	8	8.5	8.5	8.6	8.8	8.5	8	7.86	8.2	8.2
2	Coordinate student as group for gave submit to the design of learning materials.	8.4	8.8	7.8	8.4	8.7	8.6	8.5	8	8.2	8.0	8.0	8.0
3	Identify student needs and do grouping based from needs	5.8	6.2	6.5	6.4	6.8	6.8	7.0	6.8	7.0	6.8	7.0	7.2
4	Response and arrange the variation of activity that came from learning process	6.8	7.2	7.4	7.6	7.5	7.7	8.0	7.8	7.8	7.6	7.0	7.0
5	Utilizing the result of the evaluation from next student learning.	5.8	5.6	6	6.4	6.4	6.6	6.6	6.8	7.0	7	7	7

**Tabel-4. The Teacher's Role in Facilitating Student Learning Activities in 2015,
Utilizing Environment as a Source / learning materials.**

Issue: Utilizing Environment as a Source / Learning Materials													
No	The Teacher's Role Indicators	Mean Value in Activity 1 to 12 (9 Teacher Rank)											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Submit local elements that are relevant to the basic design.	5.8	6	5.8	6.5	6.4	6.6	6.8	6.7	6.6	6.8	7.0	6.8
2	Doing enrichment of learning activity with variation of local elements.	6.0	6.0	6.6	6.6	6.8	7	7.2	7.4	7.2	7.7	8	7.2
3	Explain the relationship of concept phenomena and local fact.	6.8	6.8	7.0	7.0	7.4	7.4	7.4	7.6	7.6	7.5	8.0	7.5
4	Doing enrichment of learning materials design with local elements based from learning evaluation.	7	7.2	6.8	7.2	7.2	7.5	7.5	7.8	7.6	7.8	7.28	7.8

The Role of Teachers in the Development of the Design and Implementation of the Thematic Design Tasks in 2016

In 2016, the evaluation of the role of teachers is done directly using the format (Appendix 4). Based on the results of focus group discussions, evaluation of the teacher's role is developed by using the four forms of observation - according relevant issues namely: (1) based learning needs of students, (2) use of the surrounding environment as a resource / learning materials, (3) the use of Information Technology to learning materials with global elements that are relevant to local elements, (4) empowering the role of parents and the community in learning . Indicator research issues also added, to increase coverage and detail the role that should be made of teachers in thematic task-based learning. Develop democratic issues and indicators into the role of observation format teachers as Annex-4 is a product of the activities of FGD at the beginning of the study. The results of the evaluation of the teacher's role in the implementation of the study in 2016 on issues related to democratic learning-based thematic tasks are as follows:

1. Issue-based learning needs of students. Indicators to evaluate the role of teacher-related issues based learning activities of students developed five indicators (used for evaluation of the teacher's role in the implementation of the study in 2014 and 2015) to seven indicators. Overall, the average score for all indicators teacher's role is already above average, although not yet reached the maximum. The mean score of the indicators related issues based learning activity of students in the conduct of research in 2016 increased compared with the average score of the same indicators in 2015. This was mainly supported by the role of teachers who have been involved in activities in 2015 as many as six teachers. The teachers discuss, formulate strategies and to share their knowledge and experience to improve the readiness and the role of other teachers. The other thing is the motivation of teachers in facilitating activities for teachers will be given a certificate of compliance performance in designing and facilitate student learning activities
2. Issue-based learning environment. The average score for each indicator increased significantly from the average score of the same indicator in the conduct of research in 2015. The increase in score is partly due to increased readiness to facilitate teachers, because teachers have received materials (thematic task flood instructional materials) are distributed before the activity starts. Teachers also gained considerable discussion opportunities with the faculty team (3 days) with regard to the design of materials, strengthening the relationship with the concept of context-based learning methods of observation etc. Another thing that supports improved the average score of the role of teacher-related issues based learning environment is the role of the six teachers who have been involved in research in 2015. The six instrumental in motivating teachers, to share experiences about alternative-alternative learning activities, and relationship-context concept the thematic assignment instructions flood. The role of teachers according to indicators, "explains the comparison between the phenomenon and the fact locally based concept", shows the average scores are relatively low compared to other indicators. This is partly due to the lack of experience of teachers in identifying facts and phenomena and formulate related concepts on which to base compared with other phenomena. In the study, the role is mostly done by a team of faculty and students. The results show the need for increased ability of teachers to identify the concepts and processes of science of phenomena that exist in the environment. Results of interview concludes that teachers need training and engagement through collaborative research or participatory research such as that conducted by the research team of thematic task-based learning democratic.

3. The issue of the use of information technology for the enrichment of learning materials with global elements that are relevant to local elements. In connection with the issue of the use of technology in learning-based thematic tasks, there are seven role of the teacher assessment indicators. Two indicators show the teacher's role quite well, while other indicators are still lacking. Indicators where the average score is quite good teacher roles are indicators: the students appreciate the ability to connect the facts / local-global phenomenon based on the concept and using the feedback process of comparison of facts / local-global phenomenon For Continued activity. Indicators where the average score is low teacher's role with regard to the ability of teachers to use the media as a source of learning and for the development of the material facts and phenomena linking local with the global phenomenon based on the concepts of science. The results of the interview by revealing several factors that constrain the use of information technology and other media are:
- a. Limited experience of teachers in developing learning to use multimedia including the use of information technology.
 - b. Networking is not smooth and facilities are limited, so teachers cannot develop freely learning to use the Internet or other media.
 - c. Mastery substance thematic task (flooding), especially the relationship between concepts in the context of a barrier for teachers in developing creative learning activities using a variety of media options

The results showed that teachers need training and mentoring through research collaboration or participation. The teacher needs to be one of the second year of research emphasis.

4. The issue of empowerment of the role of parents and the community in learning. The teacher's role with regard to the role of parents and community empowerment in learning is still lacking, particularly in the indicators raise the role of parents and the community to give input to the design of learning. Barriers to the teacher's role is related to the lack of control of teachers on learning design, although discussions and preparations for three days. Interviews result concluded that to overcome the difficulties teachers develop this role, it takes training and mentoring in a long time. Teachers expressed the opinion that to optimize this role, teachers must master the fine material and activities, including a scenario the role of parents and the community. For the role of campaign activities of thematic tasks and coordinating role of parents and society, the role of the teacher showed a significant increasing trend after teachers understand the usefulness of the material and thematic task activities. Mobilize the role of parents as a resource has doing well in four meetings. In connection with raising the role of parents as partners in the implementation of learning is not optimal field activities, but the teacher's role in controlling the parental role facilitating child fill up thematic task is considered quite good. This can be seen from indicators of the role of teachers to motivate students to do activities with parents, compile a portfolio A short (contains material and scenario - the role of students and parents). Portfolio and the form has been filled activities that students with parents signed parent. Teachers play a role both in motivating students to appreciate the existence and role of parents in children's learning and education activities as whole. The team of researchers and teachers to control the students' attitudes towards parental duties related to the implementation of the thematic and student behavior in general. This role can be optimized using a form by parents for weekly or monthly activities. This activity was developed in the second year of study.

**Table 5. The Teacher's Role in Facilitating Student Learning Activities in 2016,
Related to Issues Based from What Student Needs**

Issue : Learning Based from What Student Needs													
No	The Teacher's Role Indicators	Mean Value in Activity 1 to 12 (9 Teacher Rank)											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Motivate student for submit in the learning materials design	8.8	8.5	8.6	8.8	8.5	8	8.8	8.5	8	8.86	8.2	8.2
2	Coordinate student as group for gave submit to the design of learning materials.	8.6	8.8	7.8	8.4	8.7	8.6	8.5	8	8.2	8.0	8.0	8.0
3	Identificated student needs and do grouping based from needs	6.4	6.8	6.8	7.0	6.8	7.0	6.8	7.0	7.2	6.8	7.0	7.2
4	Response and arrange the variation of activity that came from learning process	7.6	7.5	7.7	8.0	7.8	7.8	7.6	7.0	7.0	7.6	7.8	7.8
5	Giving a present for student response in learning activity	7.2	7.4	7.4	7.3	7.5	8.0	8.2	7.7	7.8	7/8	7.0	7.2
6	Evaluate based from standards materials and melakukan evaluasi berdasarkan standar materi dan variations in student performance	6.8	7.0	6.8	7.0	6.8	7.0	7.2	6.8	7.0	7.2	7.8	7.8
7	Use the results of evaluation of the diversity of student learning for the next learning activities	6.8	7.0	6.8	7.0	6.8	7.0	6.6	6.8	7.0	7/8	7.0	7.2

**Tabel 6. The Teacher's Role in Facilitating Student Learning Activities in 2016,
Related to Issues Utilizing Environment as a Source / Learning Materials**

Issue: Utilizing Environment as a Source / Learning Materials													
No	The Teacher's Role Indicators	Mean Value in Activity 1 to 12 (9 Teacher Rank)											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Submit local elements that are relevant to the basic design.	6.8	6.7	6.6	6.8	7.0	6.8	7.0	7.2	6.8	6.8	7.0	6.8
2	Submit new Idea (materials and activity) that are relevant to basic design.	6.0	6.6	6.6	6.6	6.8	7.0	6.8	7.0	7.2	7.4	7.2	7.7
3	Doing enrichment for learning activity with local elements	6.2	6.4	6.6	6.6	6.8	7	7.2	7.4	7.2	7.7	8	7.2
4	Explain relationship between concept with phenomena and local fact	7.0	7.0	7.4	7.4	7.4	7.4	7.4	7.6	7.6	7.5	8.0	7.5
5	Explain difference between phenomena and local fact based from concept	5.6	5.8	6.0	5.8	6.3	6.0	6.4	6.6	6.6	6.6	6.8	6.8
6	Doing design enrichment with local elements based from learning evaluation.	7	7.2	6.8	7.2	7.2	7.5	7.5	7.8	7.6	7.8	7.28	7.8

Table 7. The Teacher's Role in Facilitating Student Learning Activities in 2016, Related to Issues Utilizing Technology in Studying

Issue : Utilizing IT to Learning Materials Enrichment Lea with Global Elements that are Relevant with Local Elements													
No	The Teacher's Role Indicators	Assessment Role in the Planning and Implementation of Thematic task											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Advise on the use of alternative media for the acquisition of learning	4.6	4.6	4.8	4.8	4.8	4.6	5	4.8	5	4.8	4.8	5
2	Advise on the use of alternative media to complete the draft standard	3.4	3.4	3.7	3.5	3.7	3.8	4	4	4.4	4.6	4.6	4.6
3	Provide direction to the students in the use of IT in the learning process	4.8	4.6	5	4.8	5	4.8	5.2	5	5.2	5.8	5.6	5.8
4	Directing students to compare the facts and phenomena of global and local	3.4	3.7	3.5	3.7	3.7	3.5	3.7	3.8	4	4	3.8	4
5	Directing students to compare facts and phenomena of glocal based concept	3.2	3.4	3.6	3.6	3.5	3.5	3.4	3.7	3.5	3.7	3.7	3.5
6	Appreciate the student's ability to connect the facts/glocal phenomenon based on the concept	7.2	7.4	7.4	7.4	7.4	7.4	7.4	7.6	7.6	7.8	7.8	7.6
7	Using the feedback process compare facts/glocal phenomenon Advanced activity	6.2	6.4	6.6	6.6	6.8	7	7.2	7.4	7.2	7.7	8	8

Table 8. The Teacher's Role in Facilitating Student Learning Activities in 2016, Related to Issues of Community Empowerment and Parents

Issues: Empowering the Role of Parents and the Community in Learning													
No	The Teacher's Role Indicators	Assessment Role in the Planning and Implementation of Thematic Task											
		k1	k2	k3	k4	k5	k6	k7	k8	k9	k10	k11	k12
1	Campaigning role OTM important role in the learning process	4.6	4.6	5	7	7	7.2	7.5	7.7	7.4	7	7.4	7
2	Coordinate parent / community resource persons	5	6	6	5	6	6.5	6.8	7	7	7	7	7
3	Raising the role of OTM to provide input to the design of learning	3.5	3.9	4	4.6	4	4	4.2	4.4	4.2	4.5	4.4	5
4	OTM mobilizing role as a resource of learning activities raise OTM's role as a resource of learning activities	-	-	6	-	6	-	-	7	-	8	-	-
5	OTM's role as a partner garner learning and children's learning motivator	4.2	4.4	4.2	4.5	4.4	4.6	4	4	4.2	4.4	4.5	4.6
6	Motivate students to do things with parents and the community	7.5	7.7	7.4	7	7.4	7	7.4	7.4	7.8	7.6	7.6	7.8
7	Motivate students to appreciate the presence and OTM in the learning	7.4	7.4	7.8	7.6	7.6	7.8	8	7.8	7.6	8	7.8	8

Note: The data column 2 to 13 is filled with a selection value in the range of 1 (lowest score) to 10 (highest score)

Conclusion

1. Teachers have high motivation to participate in the design and conduct of democratic learning task-based thematic (reflecting the results of research in 2014-2015. For this purpose developed instrument for evaluating the readiness and the role of the teacher in real terms in the design and implementation of the draft thematic task.
2. The role of teachers in the implementation of the thematic task is high on the indicators to motivate and coordinate the activities of the students, but the low - just on indicators related to the development of the material (the relationship with the concept of context), the use of information technology and the empowerment of the role of parents
3. The results of the evaluation of teachers perceptions about the development and implementation of democratic learning-based thematic task shows that teachers are generally perceive a very good and well about.
4. Teachers are not self-sufficient in developing the design and implementation of thematic task-based learning design, and requires assistance by a team of lecturers through collaborative research

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REPRESENTASI WANITA DALAM DONGENG JAWA SEBAGAI SARANA PEMBENTUKAN KARAKTER DAN SARANA MEMPERKUAT IDENTITAS KEBANGSAAN

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Abstrack

This research is aims to describe the value in the traditional tales in Javanish culture and looking for is that relevant to build the nations identity. Some Java's tales take a woman to be a prominent figure of it strory. The purpose is to show, that even the womans in Java's tales were to be secondary figure, they were have independent and principle for their life. It employed qualytatif research method. The data source were four Java's tales, Nawangwulan, Timun Mas, Rara Mendut, and Dewi Sekartaji. They were librarian analysis. The finding as a follows, 1) Java's tales was not took a womans to be a discriminations figure, but to be a figure that can handle the stories. 2) Womans in the javanish culture is a representation of the gallants womant from Java, that strong and independent womans, but always being kind just like their culture. 3) The Java's tales is relevant to build the nationals indetity of Indonesia, especially build the youngs characters, just like independent, ungivep up, and faith to The Lord.

Keywords : Tales, Java's Womans, Characters Building

Pendahuluan

Wanita sebagai objek utama penelitian sastra telah banyak dilakukan sebelumnya. Hal tersebut dapat dilihat dari munculnya berbagai cabang disiplin ilmu sastra yang menfokuskan kajian utamanya pada peranan dan posisi wanita di dalam suatu karya sastra. Ini dilatarbelakangi banyaknya karya sastra, baik tradisional maupun kontemporer modern yang menempatkan wanita sebagai manusia kelas dua maupun kaum minoritas. Sebut saja beberapa sastra lama seperti Siti Nurbaya dari sastra Indonesia, ataupun Kisah Rara Mendut dari khasanah sastra Jawa. Karya sastra yang menfokuskan pusat kajiannya pada peran wanita pada dasarnya bertujuan untuk mengangkat derajat wanita agar keberadaannya lebih bisa terangkat menjadi sosok yang mandiri, berpendirian, dan tidak tergantung pada keberadaan laki-laki. Hal ini sesuai dengan pendapat Bachrir (22: 2012) keberadaan wanita seharusnya tidak diletakan di bawah posisi laki-laki, karena hal tersebut sejatinya ikut mempengaruhi bagaimana persepsi masyarakat terhadap otoritas pria dan mundurnya kemandirian wanita. Hal ini pada gilirannya akan memparah diskriminasi terhadap kaum wanita dalam segala aspek kehidupan (Wiyatmi, 2012: 56)

Kemandirian wanita sejatinya telah banyak ditemukan pada karya sastra lama, khususnya pada dongeng-dongeng tradisional yang tumbuh secara anonim di masyarakat Jawa. Kisah Rara Mendut, walaupun pada satu sisi memunculkan adanya dominasi kekuasaan yang dipegang oleh tokoh Tumenggung Wiraguna yang mengekang ruang gerak dan kebebasan dari tokoh Rara Mendut, namun di sisi lain kisah ini juga mengangkat bagaimana kemandirian dari tokoh Rara Mendut dalam usahanya agar bisa terlepas dari paksaan tokoh Tumenggung Wiraguna. Nilai-nilai kemandirian ini sejatinya telah banyak bermunculan pada jauh sebelum kritik sastra modern bermunculan. Beberapa sastra Jawa lama sebenarnya telah banyak mencerminkan bagaimana tokoh wanita di masa lalu telah memiliki daya juang dan usaha yang keras dalam upaya bertanggung jawab pada kehidupannya maupun kehidupan orang lain. Berkaitan dengan hal itu, akan menjadi sesuatu yang bijak manakala

sastra Jawa, dalam hal ini adalah dongeng-dongeng tradisional dapat dikembangkan menjadi bahan ajar Bahasa Jawa yang memiliki kandungan nilai pendidikan yang luar biasa. Hakikat pendidikan karakter menurut Ratna (2014: 708) adalah pembelajaran dengan intensitas kejiwaan, psikis dalam pengertian keseluruhan individu termasuk lingkungan sosial yang mempengaruhinya. Pendidikan karakter dengan demikian berbeda dengan pendidikan budi pekerti dengan berbagai variannya, termasuk pendidikan agama dan kewarganegaraan. Suyitno berpendapat, pendidikan karakter adalah proses pembelajaran dengan fokus utama pada kecerdasan emosional, dimana perbaikan akhlak menjadi tujuan akhir daripada proses pembelajaran tersebut (2013: 45). Pendidikan karakter bertujuan untuk mendidik watak, akal budi, dan aspek kejiwaan lainnya. Karakter adalah sifat alami pembawaan manusia yang mampu mempengaruhi pola pikir, tindakan, prinsip dan tujuan hidup dari manusia yang bersangkutan (Syaifuddin, 2011: 13). Karakter seseorang berimplikasi pada bagaimana seorang manusia dikemudian hari menjalani kehidupannya, baik secara personal maupun sosial. Kesadaran kebangsaan merupakan bagaimana sikap manusia menghayati, memahami, dan melaksanakan berbagai norma, nilai, dan budaya yang diterapkan di negara dimana dirinya tinggal (Baharudin, 2005: 23). Hal ini berkaitan bagaimana seseorang memiliki kesadaran penuh bagaimana seharusnya bersikap dan bertindak sesuai dengan budaya yang ada dan dianut oleh bangsanya. Penguatan identitas kebangsaan berkaitan erat dengan pemahaman bagaimana manusia menunjukkan sikap dan tindakan sesuai dengan norma yang dianut di negara tempat tinggalnya.

Sastra dan pendidikan karakter menjadi dua aspek yang saling terkait satu sama lain manakala diintegrasikan ke dalam dunia pendidikan. Pendidikan karakter yang berbasis pada pembelajaran sastra menjadi salah satu bahan ajar yang mampu mengefektifkan usaha penanaman nilai budi pekerti kepada siswa melalui kisah-kisah yang ada dalam karya sastra tertentu. Sebagai misal, kisah agung pewayangan memunculkan bagaimana konflik antara Pandhawa dan Kurawa pada akhirnya menunjukkan hasil bahwa keserakahan membawa manusia pada kebinasaan yang sebenarnya. Legenda dari Sumatra, kisah Malin Kundang mengajarkan kepada generasi selanjutnya untuk memahami hakikat daripada bakti kepada orang tua. Semua disampaikan dalam konteks sastra yang hingga saat ini nilai-nilainya masih sangat di ilhami oleh sebagian besar masyarakat pemilikinya. Dalam karya sastra, dalam hal ini adalah dongeng tradisional, yang mengusung kisah-kisah heroik para wanita Jawa, terdapat kandungan nilai pendidikan yang luar biasa yang dapat diambil dari berbagai kisah yang ada di dalamnya. Selain menggambarkan wanita Jawa sebagai sosok yang santun, anggun dan *wicaksan*, dongeng tradisional Jawa menampilkan sisi wanita yang tegas, berpendirian kuat dan tidak menyerah terhadap keadaan di tengah konflik kehidupan yang mereka hadapi. Konflik yang dihadapi wanita dalam kajian ini dilatarbelakangi oleh hegemoni kekuasaan laki-laki, konflik batin, ketertindasan, dan terror dari pihak lain. Sedangkan dalam kaitannya dengan penguatan karakter dan identitas kebangsaan, dongeng Jawa memberikan gambaran tata aturan dalam bertindak, berbuat dalam kehidupan sosial maupun personal, yang menjadi ciri khas kepribadian bangsa Indonesia melalui berbagai penggambaran tokoh yang ada di dalam ceritanya. Dimana keholistikan dari keseluruhan komponen dan unsur tersebut, berpotensi menjadi salah satu sarana penguatan karakter generasi muda jika diintegrasikan secara konsisten ke dalam proses pembelajaran.

Metode Penelitian

Penelitian ini menggunakan metode penelitian diskriptif kualitatif dengan teknik analisis isi. Sumber data dalam penelitian ini adalah buku-buku dongeng nusantara yang memiliki relevansi dengan data yang dibutuhkan di dalam penelitian, diantaranya *Timun Emas* (Ikranegara, 2015), *Jaka Tarub dan Tujuh Bidadari* (Rahimsyah, 2015), serta kisah tentang *Dewi Candra Kirana dan Raden Inu Kertapati*, dan kisah *Rara Mendut* yang terangkum dalam buku *Kumpulan Cerita Nusantara Legenda, Mitos, Fabel, Epos, dan Dongeng* (Rahimsyah, 2015). Sumber data tersebut dipilih karena dianggap memiliki relevansi yang kuat dengan tujuan penelitian, yakni merepresentasikan bagaimana karakter wanita Jawa di

dalam dongeng tradisional, dan fungsinya sebagai sarana pendidikan karakter serta memperkuat identitas kebangsaan. Teknik analisis data yang digunakan ialah teknik analisis isi, dimana pada teknik ini peneliti mengambil beberapa bagian teks pada data penelitian yang dianggap sesuai dengan tujuan penelitian. Teknik pengumpulan data menggunakan teknik studi dokumentasi, yakni data diambil dari berbagai sumber tekstual yang memiliki kaitan dengan subjek penelitian. Fokus penelitiannya adalah representasi wanita Jawa yang ada pada dongeng-dongeng tradisional, khususnya yang berasal dari Jawa Tengah dan Jawa Timur. Fokus penelitian dipilih karena pada dongeng-dongeng tersebut ditemukan adanya sifat-sifat mulia daripada tokoh wanita yang bisa dijadikan pembelajaran karakter, serta memperkuat identitas kebangsaan, dalam hal ini adalah penguatan karakter sesuai dengan norma dan budaya yang ada di masyarakat Indonesia.

Pembahasan dan Hasil Penemuan

Dongeng merupakan salah satu bentuk karya sastra lisan yang bersifat anonim. Dongeng lahir di masyarakat pemiliknya, dimana pada awal kemunculannya difungsikan sebagai sarana pengantar tidur para orang tua kepada anak-anaknya. Berakar dari lahirnya dongeng di masyarakat, kisah-kisah yang ada di dalamnya secara otomatis menggambarkan bagaimana budaya, kehidupan serta tatanan sosial tempat di mana dongeng tersebut digunakan. Ratna berpendapat bahwa seni, karya sastra, dan budaya merupakan puncak dari kebudayaan yang membentuk suatu peradaban (2014: 243). Apa yang ada di dalam karya sastra, secara otomatis menggambarkan kondisi sosial di tempat karya tersebut lahir. Kisah legendaris Romeo dan Juliet menggambarkan *setting* kehidupan aristokrasi sebagaimana budaya di tempat kisah tersebut dimunculkan, begitu juga berbagai dongeng tradisional yang muncul di masyarakat Jawa. Tokoh dan konflik yang ada dalam dongeng memberikan representasi dari kondisi kehidupan masyarakat Jawa secara keseluruhan. Sebagai sebuah karya sastra yang bersifat anonim, dongeng tumbuh dan lestari melalui penyebaran secara lisan di masyarakat dari generasi ke generasi hingga dapat bertahan sampai sekarang. Memberikan pelajaran dan makna kehidupan kepada masyarakat pemilinya melalui konflik yang ada di dalam kisahnya. Dongeng-dogeng tersebut lahir di masyarakat Jawa dan masih lestari hingga sekarang, hal tersebut dapat dilihat dari adanya pengangkatan dongeng-dongeng tersebut ke dalam panggung pementasan drama dengan mengilhami cerita dari dongeng tersebut. Selain itu usaha pelestarian dongeng-dongeng tradisional tersebut dilakukan dengan adanya usaha penulisan buku-buku fiksi yang berangkat dari kisah-kisah legendaris dari dongeng tradisional yang ada di seluruh Indonesia.

Beberapa dongeng tradisional yang hingga saat ini masih dilestarikan, khususnya dalam budaya masyarakat Jawa diantaranya ialah dongeng *Nawangwulan dan Jaka Tarub*, *Dongeng Rara Mendut dan Pranacitra*, *Dewi Candra Kirana dan Raden Inu Kertapati*, serta kisah *Timun Emas*. Tiga dari empat dongeng tersebut memiliki latar konflik yang bermuara pada pergolakan asmara, sedangkan dongeng dengan judul *Timun Emas* berkonflik pada adanya terror yang dialami oleh tokoh utama. Dongeng tradisional tersebut tidak semata menceritakan konflik yang dialami oleh tokoh utamanya, namun juga secara tersirat memberikan pelajaran tentang ketangguhan para tokoh utamanya, yang mayoritas adalah wanita, dalam menghadapi berbagai cobaan kehidupan.

Nawangwulan, Tanggung Jawab dalam Menjalani Tugas Ibu Rumah Tangga

Kisah Nawangwulan menceritakan tentang seorang bidadari yang tidak bisa kembali ke kahyangan, dan harus tertahan di bumi, disebabkan selendangnya telah hilang entah kemana. Di tengah keadaan tersebut muncul tokoh bernama Jaka Tarub yang sejatinya ialah tokoh yang menyembunyikan selendang Nawangwulan, menawarkan diri untuk memberikan pertolongan kepadanya. Hal ini terlihat pada kutipan berikut.

Jerit Nawangwulan tak dihiraukan oleh bidadari yang lain, mereka tetap terbang menuju ke kahyangan, sementara Nawangwulan menangis sendiri menyesali apa yang terjadi pada dirinya. "Mengapa ada wanita berparas cantik yang menangis sendirian di sendang, di tengah hutan belantara, bolehkah aku memberikan bantuan" tanya pemuda Jaka Tarub sambil mendekat. "Aku adalah bangsa bidadari, aku tak mampu kembali lagi ke kahyangan, slendangku telah hilang entah kemana dan itu membuatku sungguh bersedih hati" Nawangwulan mencoba menjawab dengan terbata-bata. "Jika demikian, perkenankanlah aku menawarkan diri mengatantarmu ke gubugku, hari hampir gelap, akan berbahaya jika seorang wanita sendiri berdiri di tengah hutan malam-malam"(Rahimsyah, 2015: 13)

Kutipan di atas menggambarkan konflik batin pertama yang dialami oleh tokoh Nawangwulan yang dilanda kebingungan karena kehilangan selendang untuk kembali ke kahyangan. Di satu sisi tokoh Nawangwulan ingin segera kembali ke kahyangan, namun di sisi lain dia tidak punya pilihan dan terpaksa menetap di bumi bersama dengan tokoh Jaka Tarub. Namun demikian, Nawangwulan tidak menyerah pada keadaan, tokoh ini mencoba untuk tetap melanjutkan hidup di bumi dan mengabdikan dirinya sebagai istri dari Jaka Tarub yang pada waktu itu telah memberikan pertolongan padanya. Hal ini terlihat pada kutipan.

Hari demi hari beraganti, Nawangwulan sedikit demi sedikit dapat melupakan dukanya karena tidak bisa kembali ke kahyangan. Kehidupan Nawangwulan telah berganti menjadi penduduk desa biasa, apalagi mengetahui bahwa dirinya telah menjadi istri Jaka Tarub dan telah memiliki seorang anak bernama Nawangsih. Nawangwulan selalu bersemangat untuk merawat putrinya sekaligus mengurus kehidupan rumah tangganya dengan Jaka Tarub. (Rahimsyah, 2015: 25)

Nawangwulan tidak lagi bersedih pada apa yang hilang dari dirinya, namun mencoba untuk bisa bertanggung jawab pada apa yang saat ini dia dapatkan. Karakter emansipasi dari tokoh ini justru terlihat pada saat Nawangwulan menjadi bagian dalam keluarga Jaka Tarub. Dengan menjadi istri Jaka Tarub, Nawangwulan sadar akan tanggung jawab barunya sebagai ibu rumah tangga. Dengan kesaktian yang dimiliki oleh seorang bidadari, Nawangwulan berusaha untuk mencukupi segala kebutuhan hidup dari seluruh keluarganya. Nawangwulan sejatinya mengalami konflik batin yang rumit, hal ini terlihat pada kutipan :

Sejak saat itu, Dewi Nawangwulan harus menumbuk padi dan menampinya, dan hari demi hari Dewi Nawangwulan menjalani kehidupan manusia yang penuh dengan kerumitan. Hanya dengan adanya putrinya Nawangsih yang membuatnya mampu bertahan untuk tetap ada di bumi. Terkadang dia kembali ke telaga, tempat dimana dulu dia berpisah Dengan saudara-saudaranya, dan berharap mereka ingat akan dirinya dan kembali ke telaga itu untuk menjemputnya.(Rahimsya, 2015: 21).

Cuplikan tersebut memberikan keterangan bahwa tokoh Nawangwulan memiliki kesedihan hati yang tersisa manakala ingat akan saudara-saudaranya sesama bidadari yang telah berpisah darinya, hal itu diperparah karena kesaktiannya tidak bisa lagi digunakan untuk mempermudah kehidupannya di bumi. Semua kesedihan itu dapat terlipur hanya manakala dia ingat tentang putri kecilnya yang masih balita. Hal ini menyiratkan makna, bahwa wanita Jawa seberat apapun beban hidup yang ditanggungnya, mereka masih menekan perasaan dan ego untuk bisa memprioritaskan kepentingan putra putri mereka. Segala macam kesulitan akan dilupakan manakala mereka ingat akan tanggung jawab mereka terhadap masa depan dan kebahagiaan anaknya. Hal ini sesuai dengan temuan Harjito (2014: 316) yang menyebutkan bahwa kemandiri perempuan Jawa dapat dilihat dari tiga hal yakni menghidupi anak, menjadi pemimpin, dan loyal kepada penguasa. Di mana pada kategori

menghidupi anak, tokoh Dewi Nawangwulan termasuk di dalam kriteria tersebut. Tokoh Nawangwulan kembali mengalami konflik batin manakala dirinya mengetahui fakta bahwasanya sang suaminya yang selama ini mengambil dan sengaja menyembunyikan selendangnya di bawah lumbung padi. Hal ini terlihat pada cuplikan :

Dan pada suatu hari pada saat akan mengambil padi, Dewi Nawangwulan menatap sesuatu yang aneh di bawah lumbung padi itu, setelah diambil ternyata itu adalah pakaian yang selama ini hilang. Mengetahui bahwa suaminya yang selama ini telah menyembunyikan pakaiannya, membuat Dewi Nawangwulan sungguh kecewa, namun dia berusaha untuk tetap tegar dan tidak marah kepada sang suami. "Kakang..aku mohon pamit ke kahyangan" kata Dewi Nawangwulan. "Aku minta maaf Dinda, aku mohon jangan pergi, ingatlah anak kita yang masih membutuhkan kasih sayangmu" kata Jaka Tarub memohon. "Aku memang tidak tega meninggalkan Nawangsih, tapi bagaimana lagi... aku tetap akan menjaganya..aku tetap akan menjalankan kewajibaku sebagai seorang Ibu, aku akan tetap menyusuinya pada tiap malam, tapi kau tidak boleh mendekat padaku pada saat aku menyusui Nawangsih."Jawab Nawangwulan tertunduk lesu. (Rahimsyah, 2015: 21).

Dewi Nawangwulan memandang bayi Nawangsih yang masih ada didalam gendongan Jaka Tarub. Dicumai anak itu dengan berurai air mata (Rahimsyah, 2015: 23).

Cuplikan di atas menunjukkan ketegaran seorang Nawangwulan yang tetap berusaha memendam rasa kecewa dan marah walaupun sudah terlihat siapa yang bersalah pada peristiwa. Hal ini merepresentasikan sikap dan tata tindakan dari masyarakat Jawa khususnya kaum perempuan, dimana lebih memilih mengalah dan diam dalam menyelesaikan suatu permasalahan, daripada harus terjadi pertengkaran di dalam rumah tangganya. Di sisi lain, wanita selalu memiliki rasa cinta yang tulus kepada anaknya, hal ini terlihat pada saat Dewi Nawangwulan akan kembali ke kahyangan, namun dirinya tidak pernah sekalipun melupakan Nawangsih, dan akan tetap turun ke bumi untuk menjalankan tugasnya sebagai seorang Ibu. Nilai emansipasi dari tokoh Nawangwulan ini juga terdapat pada bagaimana tokoh ini memiliki ketegasan dalam menentukan pilihan hidupnya. tokoh ini tidak marah kepada sang suami, namun dirinya tetap memiliki ketegasan untuk memilih kembali ke kahyangan, tempat dimana dirinya berasal. Hal semacam ini masih jarang dimiliki oleh wanita Jawa, yang dalam membuat pilihan, terkadang masih terbelenggu oleh bayangan dan kekuasaan dari kaum lelaki. Dewi Nawangwulan memiliki ketegasan dalam menentukan pilihan, berani menentang kehendak suaminya untuk tetap tinggal di bumi, namun di sisi lain Dewi Nawangwulan tidak kehilangan jati dirinya sebagai wanita yang telah memiliki tanggung jawab sebagai seorang ibu. Sikap Dewi Nawangwulan tersebut sejalan dengan pendapat Suwarno (2016: 132), bahwa kesetaraan gender yang ada pada emansipasi wanita seyogyanya adalah perjuangan kaum wanita demi memiliki hak memilih dan menentuka nasib sendiri. Hal ini pantas menjadi teladan bagi setiap wanita, di mana seberat apapun permasalahan yang dihadapi, seyogyanya tidak melantarkan darah dagingnya sendiri hanya karena mengikut rasa egoisme. Fenomena yang terjadi di masyarakat menunjukkan masih rentannya wanita melantarkan anaknya, manakala mereka dihadapkan pada permasalahan di dalam rumah tangga. Tidak jarang pula, dalam praktik atas nama emansipasi dan kesetaraan gender, kaum wanita terlalu terfokus pada karir yang justru menghilangkan sisi keibuannya, sehingga kedekatan dengan sang anak menjadi suatu hal yang bukan lagi menjadi prioritas. Dongeng Jaka Tarub dan Tujuh Bidadari ini menempatkan wanita sebagai tokoh pengendali cerita, bukan lagi sebagai sosok inferior, namun yang mampu memegang dan menguasai keadaan. Hal tersebut terlihat pada saat akhirnya Jaka Tarublah yang memohon kepada Nawangwulan untuk tidak meninggalkannya di bumi.

Timun Emas, Tidak Mudah Menyerah

Representasi emansipasi wanita juga terlihat pada dongeng tradisional, yang berjudul Timun Emas. Kisah ini termasuk salah satu dongeng yang melegenda di masyarakat Jawa. Menceritakan tentang perjuangan seorang anak gadis dalam usahanya menyelamatkan diri dari ancaman tokoh si Buto Ijo. Tokoh utama yang ada dalam kisah tersebut diantaranya ialah tokoh Mbok Rondo, Timun Emas, dan Buto Ijo sebagai tokoh antagonis utama. Mbok Rondo merupakan representasi daripada kehidupan masyarakat Jawa yang berada di bawah garis kemiskinan, dan merupakan golongan strata sosial rendah. Hal ini ditunjukkan dengan adanya penyematan nama "Rondo" sebagai nama tokoh ini, di mana dalam beberapa dongeng tradisional mengarahkan pada nama tokoh dengan kondisi yang memprihatinkan. Kutipan tersebut ditunjukkan pada teks berikut

Dahulu kala di Jawa Tengah, ada seorang Janda yang sudah sangat tua, Mbok Rondo namanya. Pekerjaannya hanya mencari kayu bakar di hutan. Sudah lama sekali Mbok Rondo ingin mempunyai seorang anak. Tapi dirinya hanya seorang janda miskin, lagipula sudah tua. (Ikanegara, 2015: 5).

Penggunaan nama Mbok Rondo sebagai tokoh orang tua pada beberapa dongeng tradisional di Jawa bertujuan untuk memperkuat pemahaman dan imajinasi pembaca mengenai kondisi tokoh tersebut sebagai sosok yang hidup serba kekurangan, dimana hanya mengandalkan mencari kayu bakar di hutan sebagai sumber penghasilan sehari-hari. Hal ini sesuai dengan pendapat Harjito (2014: 319), yang meneliti mengenai cerita tradisional, bahwa pada cerita Mbok Rondo Singu dan Joko Bancet, nama Mbok Rondo Singu mengarah pada tokoh yang hidup sederhana, berasal dari strata sosial bawah dan hanya berprofesi sebagai pencari kayu bakar di hutan. Mbok Rondo pada dongeng Timun Emas memiliki keinginan untuk bisa memiliki seorang putra yang bisa menemani kehidupannya di usia senja. Hal ini dapat dilihat pada kutipan berikut

Pada suatu hari, sehabis mengumpulkan kayu bakar, Mbok Rondo duduk beristirahat sambil mengeluh "Seandainya aku mempunyai anak, beban hidupku agak ringan sebab ada yang membantuku bekerja" (Ikanegara, 2015: 6)

Kutipan di atas menunjukkan representasi wanita di masyarakat Jawa, bahwa kehadiran seorang anak bagaimanapun juga menjadi suatu hal yang masih sangat dianggap penting, terutama bagi sebagian besar masyarakat yang hidup di pedesaan. Hal ini berkaitan erat dengan adat istiadat di desa yang masih memanfaatkan keberadaan seorang anak untuk membantu ikut meringankan pekerjaan orang tua di ladang. Konflik pada dongeng Timun Emas mulai muncul, manakala tokoh Buto Ijo, sebagai pihak yang telah membantu keinginan mbok Rondo dalam memiliki seorang putri, menagih janjinya untuk menyerahkan Timun Emas kepadanya manakala anak tersebut sudah dewasa. Tokoh Buto Ijo menjadi tokoh ancaman utama dalam kisah ini, karena memiliki keinginan untuk memakan tokoh Timun Emas. Hal ini terlihat pada cuplikan berikut:

"Hmmm. Mbok Rondo mana si Timun Emas, aku menagih janjimu pada waktu itu untuk menyerahkannya padaku jika dia sudah dewasa!" kata Buto Ijo di depan gubug Mbok Rondo. "Walau lari ke ujung dunia, kau pasti akan aku dapatkan Timun Emas" teriak Buto Ijo (Ikanegara, 2015: 13)

"Timun Emas, cepatlah lari, selamatkan dirimu dari Buto Ijo, bawa bungkusa ini dan berlailah sejauh mungkin" kata Mbok Rondo. (Ikanegara, 2015: 13)

Cuplikan teks tersebut menunjukkan tokoh Buto Ijo merupakan sumber ancaman bagi tokoh si Timun Emas dalam dongeng tersebut. Di sisi lain, sikap pantang menyerah tokoh Timun Emas dalam menghadapi ancaman dan masalah tersebut terlihat pada beberapa cuplikan teks berikut:

Timun Emas berlari sekecang mungkin, tidak menoleh ke belakang di mana Buto Ijo mengejarnya. Di tangannya masih tergeggam bungkusan yang menjadi senjatanya untuk bisa menjebak si Buto Ijo. Karena terus berlari, Timun Emas merasakan kelelahan, dalam keadaan terdesak, dia menebarkan biji mentimun ada di kantong tersebut, ajaibnya langsung berubah menjadi kebun mentimun yang sangat luas. Kebun itu menghalangi langkah Buto Ijo dalam mengejarnya. (Ikanegara, 2015: 15).

Merasa terancam tidak membuat Timun Emas patah semangat, selama berlari dia terus berdoa kepada Tuhan agar mendapatkan pertolongan menghadapi ancaman dari Buto Ijo. (Ikanegara, 2015: 16)

Satu persatu isi dari kantong tersebut disebarkan untuk menjebak langkah kaki Buto Ijo yang mengejarnya. Timun Emas menaburkan jarum yang berubah menjadi hutan bambu sehingga memerangkap Buto Ijo. Namun hal itu tidak berhasil karena Buto Ijo masih dapat melepaskan diri dan terus mengejarnya. Timun Emas lantas menaburkan garam yang berubah menjadi lautan, dan yang terakhir Timun Emas menaburkan terasi yang lantas berubah menjadi lumpur mendidih yang mampu menenggelamkan si Buto Ijo (Ikanegara, 2015: 20)

Kutipan-kutipan di atas menunjukkan segala usaha dari tokoh Timun Emas untuk bisa menyelamatkan diri dari kejaran si Buto Ijo. Hal tersebut menunjukkan penggambaran daripada wanita Jawa yang memiliki kepribadian pantang menyerah dan tetap bersabar pada saat menghadapi berbagai permasalahan di dalam kehidupannya. Tetap berusaha dan berdoa kepada Tuhan YME, menjadi salah satu bentuk ikhtiar pada saat menghadapi segala permasalahan kehidupan. Wanita Jawa identik dengan prinsip *sareh lan nrima ing pandum*, namun di sisi lain harus memiliki daya juang dan semangat yang baik manakala di hadapkan pada suatu permasalahan pelik. Tokoh Timun Emas merepresentasikannya pada saat tokoh tersebut berada dalam ancaman dan terror dari tokoh si Buto Ijo. Dimana selama pelarian, dirinya selalu memikirkan cara untuk bisa melepaskan diri, namun di sisi lain hatinya selalu memasrahkan diri dan berdoa kepada Tuhan YME.

Dewi Candrakirana dan Raden Inu Kertapati, Tahu Akan Membalas Budi

Dongeng mengenai Dewi Candrakirana dan Raden Inu Kertapati di masyarakat Jawa lebih dikenal dengan dongeng Keong Emas. Dongeng ini menceritakan bagaimana tokoh Dewi Candrakirana disihir oleh saudaranya sendiri menjadi seekor keong berwarna emas agar tidak bisa bersanding dengan Raden Inu Kertapati. Nilai karakter yang menggambarkan pribadi wanita Jawa ditunjukkan oleh tokoh Dewi Candrakirana, manakala dirinya yang berwujud Keong ditemukan dan dipelihara oleh Mbok Rondo, seorang wanita tua yang hidup sendiri dan menjadi seorang nelayan ikan miskin. Sebagai bentuk ungkapan terimakasih kepada tokoh Mbok Rondo, pada saat malam hari manakala tidak ada orang yang melihat, Keong Emas merubah dirinya kembali ke wujud manusia dan mempersiapkan seluruh kebutuhan hidup Mbok Rondo untuk bisa digunakan keesokan harinya. Hal ini terdapat dalam cuplikan teks berikut

Suatu hari Mbok Rondo seorang pencari ikan menemukan keong Emas tersebut tersangkut di jalanya. Oleh Mbok Rondo, keong tersebut diambil dan dipelirahar di dalam tempayan. Pada malam hari Keong Emas jelmaan Dewi Candrakirana tersebut berubah menjadi seorang wanita cantik, dan tanpa sepengetahuan Mbok Rondo, dirinya menyiapkan seluruh keperluan makanan untuk Mbok Rondo sebagai bentuk ucapan terimakasihnya (Azizah, 2011: 69).

Dewi Candrakirana merupakan seorang keturunan bangsawan, hal ini terbukti dengan disematkannya gelar “Dewi” pada namanya, hal yang sama dikemukakan oleh Harjito (2014: 320), bahwa dalam dongeng, gelar “Dewi” disematkan untuk keturunan darah biru. Sedangkan Mbok Rondo berasal dari strata bawah, hal ini ditunjukkan dari latar belakang kehidupannya sebagai seorang pencari ikan. Walau demikian, diantara keduanya terdapat hubungan antar personal yang erat, Dewi Candrakirana menunjukkan rasa terimakasihnya kepada Mbok Rondo dengan cara menyiapkan seluruh keperluan hidup bagi Mbok Rondo, sedangkan Mbok Rondo memiliki rasa welas asih kepada Keong Emas dan ditunjukkannya dengan memelihara hewan jelmaan tersebut di rumahnya. Hubungan positif antara Dewi Candrakirana dan Mbok Rondo sebagai dua pihak yang mendukung satu sama lain pun ditunjukkan manakala Dewi Candrakirana dijemput oleh Raden Inu Kertapati untuk dibawa pulang ke istana, dimana pada saat itu, Dewi Candrakirana membawa serta Mbok Rondo sebagai bentuk hutang budinya, dan mengajaknya untuk ikut tinggal di istana. Hal tersebut terlihat pada cuplikan teks berikut :

Raden Inu Kertapati terkejut bercampur senang melihat Dewi Candrakirana berada di dalam gubug tersebut bersama Mbok Rondo, dan tengah memasak. Keesokan harinya Raden Inu membawa Dewi Candrakirana. Namun Dewi Candrakirana tidak mau meninggalkan Mbok Rondo sendirian, dan mengajaknya untuk ikut hidup di Istana sebagai bentuk balas budinya karena telah merawat Dewi Candrakirana selama masa pembuangan. (Azizah, 2011: 70)

Cuplikan teks diatas menunjukkan satu karakter wanita Jawa yang pantas untuk diteladani hingga saat ini ialah tidak melupakan jasa orang lain, dan tetap tegar manakala menghadapi cobaan hidup. Dalam dongeng Keong Emas tersebut, Dewi Candrakirana telah mendapatkan kutukan disebabkan watak iri saudaranya tirinya, namun dirinya tidak mendendam, namun mencoba untuk tetap melanjutkan hidup dengan cara mengabdikan dirinya kepada tokoh Mbok Rondo. Hal tersebut merupakan cerminan dari pribadi wanita Jawa yang memiliki prinsip *wani ngalah luhur wekasane* (mengalah akan membawa keselamatan). Di sisi lain Dewi Candrakirana tidak melupakan budi baik dari tokoh Mbok Rondo yang telah memelihara dan merawat dirinya pada saat dirinya masih berwujud Keong Emas. Hal tersebut ditunjukkannya dengan membawa tokoh Mbok Rondo untuk ikut tinggal di istana bersama dirinya. Sikap Dewi Candrakirana tersebut menunjukkan pribadi wanita Jawa yang berpedoman *ora lali sangkan paran lan budi becike liyan*, (selalu mengingat kebaikan yang pernah dilakukan oleh orang lain). Hal ini merupakan ciri khas dari kepribadian masyarakat Jawa, dimana sering diwujudkan dalam bentuk gotong royong, menjaga kerukunan, dan saling menolong satu sama lain *tepa salira, karyenak tyasing sesami* (menyenangkan dan meringankan beban sesama dengan cara saling tolong menolong). Karakter semacam ini menjadi gambaran bahwa wanita Jawa selain memiliki prinsip yang tegas, namun juga merupakan sosok yang mengutamakan *Rasa* (perasaan) pada saat melakukan hubungan sosial dengan orang lain. Hal ini bisa sebagai penguat identitas kebangsaan, dimana masyarakat Indonesia yang masih membawa budaya ketimuran, sangat menjunjung tinggi nilai gotong royong dan semangat tolong menolong, jauh dari tata kehidupan liberal yang hedonisme yang merupakan ciri khas dari bangsa barat.

Rara Mendut, Cermin Kemandirian Wanita Jawa

Rara Mendut salah satu dongeng yang melegenda, khususnya di daerah Jawa Tengah yang masih budaya keraton yang kental. Kisah Rara Mendut hingga saat ini masih menjadi salah satu kisah yang dikenal oleh masyarakat luas dan dianggap sebagai sebuah kisah yang menggambarkan gerakan kemandirian dan ketegasan dalam menentuka pilihan. Rara mendut mengisahkan seorang gadis dari kalangan sosial bawah yang dipaksa menjadi istri dari seorang Tumenggung karena belitan hutang orang tuanya. Rara Mendut menolak hal tersebut karena dirinya telah memiliki pilihan hati, di sisi lain dirinya tidak mau menuruti

adat sosial yang memaksa seorang wanita harus mau dijodohkan dengan laki-laki lain atas dasar kepentingan piutang. Keberanian Rara Mendut dianggap sebagai cerminan emansipasi wanita Jawa yang sejalan dengan prinsip Kartini. Hal tersebut terlihat pada cuplikan teks berikut

Namun Rara Mendut bukan wanita yang lemah. Rara Mendut bernyali untuk menolak hasrat Tumenggung Wiraguna yang ingin memilikinya. Bahkan tanpa tedheng aling-aling, Rara Mendut berani menunjukkan bahwa Pranacitra adalah pria idamannya. (Azizah, 2011: 86).

Cuplikan tersebut menunjukkan kekuatan dan keberanian hati seorang Rara Mendut dalam menolak dan mendobrak adat istiadat di lingkungan Jawa, di mana seorang wanita harus tunduk pada kuasa lelaki yang menggunakan kekuasaannya untuk mendapatkan segala apa yang dikehendakinya. Pola tindakan Rara Mendut dan Kartini sejalan, namun berbeda pada apa yang mereka bela. Kartini mendobrak tradisi Jawa yang menempatkan wanita pada posisi inferior sehingga tidak mendapat hak dalam bidang pendidikan, sedangkan Rara Mendut membela hak dan pilihan hatinya. Hal ini terlihat pada tindakannya untuk mau mencari akal agar bisa melepaskan diri dari jeratan hutang Tumenggung Wiraguna, yakni dengan berjualan rokok tembakau liting. Tindakan Rara Mendut dalam membuka usaha guna mengumpulkan uang untuk bisa membayar hutang kepada Tumenggung Wiraguna ini mencerminkan kemandirian daripada para wanita Jawa, dimana mereka tidak mau berpangku tangan dan mengandalkan kaum lelaki manakala keadaan sudah tidak bisa diandalkan. Kemandirian Rara Mendut dilatarbelakangi oleh dirinya yang berasal dari kelas sosial bawah. Keberanian dan kemandirian Rara Mendut dapat dilihat dari cuplikan teks berikut

Sementara Rara Mendut tidak sudi dipersunting oleh Tumenggung Wiraguna dibiarkan hidup di luar keraton, asalkan Rara Mendut menyanggupi tantangan Tumenggung Wiraguna yakni mencari nafkah di luar keraton dengan tenaganya sendiri (Azizah, 2011: 88)

Tantangan dari Tumenggung Wiraguna yang merepresentasikan egoisme kaum lelaki yang berkuasa, menjadikan Rara Mendut mantap hatinya untuk bisa berusaha mandiri mencari penghidupan dengan cara berjualan rokok liting. Rara Mendut memberikan gambaran dan pesan moral tentang prinsip hidup perempuan Jawa untuk tetap memiliki semangat dan kemandirian pribadi, sehingga dalam proses kehidupannya tidak lagi tergantung pada keberadaan laki-laki. Hal tersebut nampaknya diilhami oleh wanita pada masa sekarang, dimana pada beberapa daerah justru wanita yang menjadi tulang punggung keluarga. Baik hal tersebut dilatarbelakangi oleh kondisi suami yang tidak bertanggung jawab, atau memang karena sejak awal telah hidup menyendiri.

Pendidikan karakter melalui karya sastra dapat dimulai sejak usia dini. Pendidikan dan pengenalan nilai-nilai karakter ini dapat disampaikan dengan cara mendongeng, bercerita, membangun imajinasi anak terhadap baik buruk, pantas tidak pantas, serta mengenalkan mereka pada perbuatan-perbuatan yang seharusnya dilakukan dan dihindari. Sejalan dengan pendapat Ratna (2014: 78), pendidikan karakter pada anak bahkan sudah dapat dilakukan sejak anak masih dalam kandungan yakni melalui peningkatan intensitas si ibu dalam memberikan stimulasi komunikasi satu arah pada saat bayi telah aktif bergerak dalam kandungan. Pendidikan karakter dapat diberikan kepada anak melalui pembacaan dongeng sebelum tidur, dan mulai mengenalkan anak pada buku-buku dongeng bergambar, karena selain memudahkan untuk memasukan nilai karakter, juga mampu mengenalkan mereka sejak dini pada budaya membaca. Dongeng-dongeng tradisional diatas menunjukkan banyaknya unsur nilai karakter bangsa yang bisa diajarkan kepada generasi muda sedini mungkin, dimana nilai karakter tersebut menjadi suatu hal yang relevan untuk menunjang perbaikan akhlak mereka di masa depan. Kisah Nawangwulan mengajarkan tentang rasa tanggung jawab yang tinggi terhadap apa yang telah menjadi tanggung jawabnya selama

menjalani kehidupan. Kisah Timun Emas memberikan pesan moral mengenai pentingnya memiliki sikap pantang menyerah, sabar dan selalu berpasrah diri kepada Tuhan manakala menghadapi permasalahan pelik di dalam hidup. Dongeng Dewi Candrakirana merepresentasikan tentang pentingnya sikap saling tolong menolong, saling menghormati dan untuk tidak pernah melupakan budi kebaikan yang pernah dilakukan oleh orang lain. Rara Mendut memberikan gambaran tentang pentingnya wanita memiliki kemandirian dan keberanian untuk menolak keinginan orang lain yang tidak sesuai dengan kata hatinya, walaupun dalam konteks tertentu seorang wanita harus memiliki kepatuhan terutama pada kehendak orang tua dan suami. Semua nilai karakter yang relevan diajarkan kepada generasi muda tersebut sejatinya merupakan ciri khas daripada sikap bangsa Indonesia yang masih memegang teguh norma dan aturan kemasyarakatan dengan berkiblat pada budaya ketimuran. Karakter tersebut dapat diajarkan kepada generasi muda melalui pembelajaran sastra terpadu, dimana pada gilirannya akan berimplikasi pada sikap yang menguatkan identitas kebangsaan mereka sebagai warga negara Indonesia yang berakhlak mulia, ditengah gencarnya arus dinamika globalisasi yang sedikit demi sedikit membawa pengaruh budaya hedonisma yang liberal.

Simpulan

Dongeng tradisional memiliki relevansi dalam merepresentasikan kepribadian wanita Jawa yang memiliki pribadi *nrima ing pandum, tepa salira*, namun tetap memiliki pribadi yang berani dan pantang menyerah. Beberapa nilai karakter yang dimunculkan dalam dongeng Nawangwulan, Dewi Candrakirana, Timun Emas, dan Rara Mendut diantaranya merepresentasikan wanita Jawa yang bertanggung jawab, tidak mudah menyerah, memiliki keimanan yang kuat kepada Tuhan YME, tahu akan membalas budi, serta berani dan mandiri. Dimana nilai-nilai tersebut akan menjadi bahan ajar yang relevant sebagai bahan ajar yang bermuatan nilai karakter sekaligus menguatkan identitas kebangsaan generai muda di tengah arus globalisasi dengan budayanya yang hedon dan liberal.

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DEVELOPMENT PROGRAM IN PARENTING CLASS ON EARLY CHILDHOOD EDUCATION INSTITUTION IN SOUTHEAST SULAWESI

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Abstract

Early childhood is the basis for beginning that determines the life of a nation in the future, so that the necessary preparations to prepare the next generation of children to grow and develop optimally. The research objective in particular is to describe the model of communication between parents and the early childhood institution that took place during this time. Find the advantages and disadvantages of communication between parents and the early childhood institutions that have been implemented. Finding the ideal model characteristics of communication between parents and the early childhood institutions. Developing a model of parenting classes for the parents of children in early childhood institutions. Identify role models parenting class for parents in improving the quality of their engagement towards early childhood education. This study was included in the category of research & development research. Characteristic model of the ideal communication between parents and the Institute of ECCE is model of parental involvement as an integrated program of family-school and community in the study site is still not optimal because of the persistence of the insulation between the activities of children in school (institute ECCE), at home and in the community. There needs to be openness to receive information about the importance and benefits of parental involvement in education. Through a planned program to mature and is supported by a picture of the level of education and age parents will increase parental involvement in the stimulation is very likely to occur. Meeting of parents, 40% of parents who choose parenting class meeting at the end of the semester. Material about character development, child development, discipline, upbringing and education of children, and child psychology.

Keywords: PAUD, Parenting Class

Introduction

Education of children formally to take place in institutions like the Post early childhood education, Playgroup (KB) TPA (TPA) and kindergarten (early childhood institutions). However, in addition to formal education, early childhood education also can be conducted informally, namely education done by parents to their children. Supposedly, informal education with formal education experienced by children will go hand in hand. However, some cases in the field shows in early childhood institutions that sometimes there is problems that would come from the unsynchronized of informal education with formal education.

Teachers in early childhood institutions, before plunging as teachers usually already equipped with the knowledge about early childhood education. Including development practices, which activities are appropriate and inappropriate. Based on this he gives the variation range of activities in class, so that the children feel comfortable to learn while playing in his class. However, sometimes the barriers come from the parents. Often parents have a certain target on a child, that child should be able to read or write letters. Hope is imposed on the teacher, to ask PR writing or reading to their children. Or directly ask the

teacher in order to provide training in reading classical as one of the learning activities. The incident occurred in one of the early childhood institution in Southeast Sulawesi Se. Teachers in group B complained that there are two parents (30 parents of children in group B) who often ask the house where child teach reading writing calculate, while in group A there is one of 23 parents of children who often ask for something similar. Teachers early childhood institutions who already understand the stages of child development finally a dilemma, because in theory he knew, learning to read early childhood cannot be imposed such. But he was also afraid if it does not accommodate the request of parents, many parents are protesting.

The other problem is that sometimes the parents often did not continue habituation-conditioning either already begins in early childhood institutions. For example, in early childhood institutions children are taught to pray before and after meals, or wash your hands, but at home this habit no longer taught. Also in terms of waiting in line, pointed to speak politely, and so on, sometimes it's not a concern of parents when children are at home. Complaints from teachers about habituation is not in line between home and school is much more than about reading, calculated and writing reading, calculated and writing exercise. In group A 3 (out of 23 parents), and in group B there are seven parents (30 people), and in Play Group No 2 (out of 14 parents). Based on interviews with teachers in early childhood institutions in Southeast Sulawesi Se, similar problems are also experienced. That is, there are things that need to be improvee in the relationship between parents and teachers in early childhood institutions.

Meanwhile, his mother for learning usually escorts children in early childhood institutions. Of the 67 children studying in the early childhood institution, 47 children (or 70%) were regular escorted by her own mother, not by the maid or shuttle vehicles. Because of the time the child's learning in early childhood institutions are not too long, just two and a half or three hours, many mothers whose children waiting up to an hour to go home. Especially if they have no attachment to work elsewhere. The time to wait is can be filled with chatting or sometimes while selling merchandise between the parents. Childcare for this opportunity can be used to provide additional insight to parents in child caring, so gradually be synergy between care for children in homes with at school.

Watch over the children, parents can be collected periodically in a class on certain days to gain additional insight into the variety of education and child development. This meeting was filled by experts who master the science of child development, as well as monitoring the way the care of the parents in their homes, were discussed at the next meeting. Based on the opinion of mothers who deliver children in early childhood Such institutions, most of the mothers welcomed enthusiastically when training package parenting class held periodically. It is expected that after the package parenting class is held in a certain period of time, there will be a good synergy between parenting at home with the child's education in his early childhood institutions, which will further increase the involvement of parents of children in early childhood institutions.

Theory

Early childhood education as stated in Law No. 20 of 2003 Chapter I, Article 1, paragraph 1, of the National Education System states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state¹.

¹ Undang-Undang No 20 Pasal 1 Ayat 1 Tahun 2003 Tentang Sistem Pendidikan Nasional.

Theories of child development naturally believed that children's development is different, intelligence, talent, enthusiasm, creativity, emotional maturity, personality, physical state, and social circumstances. According to the research Osborn, White and Bloom human intellectual development at the age of four years has been 50%, at the age of 8 years to 80% and at the age of 18 years 100%². Soegeng found in early childhood often called golden age (the golden age) because it is important to be educated appropriately qualified to become human³. When children are stimulated from an early age, it will be found that the potential continues to grow. Every child has the unlimited ability in learning that was in him to be able to think creatively and productively. Therefore, children need the full support of all parties concerned to develop their hidden potential through meaningful learning from the beginning.

Studying the development of children need to understand the principles of development that occurs in children consisting of four principles, namely, first, the similarity in the pattern of development, all children in general must have followed the same pattern of development from one stage to the stage next. Second, the development moves from the general to the special circumstances. Third, the development takes place on an ongoing basis. Fourth, the development in various fields on different speeds⁴.

In terms of education, early childhood is a time lay the foundation for further growth and development of the building. Many experts believe that, if the quality of education received in both early childhood and child to develop the potential of the future will have the capability of quality. The National Association for the Education of Young Children (NAEYC) defines early childhood the period from birth to eight years (1987)⁵.

A family is the oldest educational institutions, informal, first and foremost, experienced by children and educational institutions, which is nature.

- a. The oldest educational institution. where the family has been born as an educational institution since the child where their parents are fathers and mothers as educators and children as educated, because education since human existence.
- b. Informal education institutions. The family is informal education: educations that do not have the form of a clear program and official.
- c. The first and foremost educational institutions, in this family is the most important or primary education to the children's personal development. In relation to this case Ki Hajar Dewantoro says: Natural family is education first and foremost, because since the onset of the humanitarian customary until now, the family life it always affects the growth of mind and character of each man⁶.
- d. Characteristically nature.

The family is the natural character education institutions because there is a blood relationship between educators and students. Because of this nature, the authorities of educators in the family also are natural and reasonable authority that cannot be disturbed contested, except if the family is unable to perform his duties earlier. Because the bonds are of this nature, anyway so there is a close relationship between educators and students.

Parents have a very important role in children's education. The role of a parent for a child's education, among other things: (1) the teacher first and foremost for children, (2) children learn life and learn to develop all aspects of personal, (3) main protector of the child, (4) the source of life for children, (5) a dependent child, and (6) the source of happiness of

² Soegeng Santoso, *Konsep Pendidikan Anak Usia Dini Menurut Pendirinya : Pengembangan Kurikulum Diklat Berbasis Kompetensi bagi Guru Taman Kanak-Kanak* (Jakarta:Universitas Negeri Jakarta, 2011), h.7

³ *Ibid*, h.8.

⁴ Sugiman, "Prinsip-prinsip Perkembangan Anak Usia Dini", [http://www. Infogoe.com](http://www.infogoe.com). (diakses 16 Januari 2012).

⁵ Jo An Brewer, *Introduction to Early Childhood Education* (Boston: Allyn and Bacon, 2007), h.4.

⁶ Zahra Idris, *Dasar-Dasar Kependidikan*, Bandung: Aksara, 1982, h.10

children (<http://paudust.blogspot.com>). Based on these opinions, it is clear that parents, especially mothers more time with children from infancy, became a central figure in the development of children's interests and talents. Furthermore, Arya (2008) explains that the role of parents in motivating their talents and interest can be done by: (1) to teach children to expect success, (2) adjusting the education of children with interest and styles of learning, (3) the child must learn that it takes perseverance to achieve success, and (4) the child must learn to be responsible and learn to deal with failure.

Methodology

This study was included in the category of research and development (research & development).

1. Identify the problem, namely the analysis of the communication model that has been used by the early childhood institution together parents, then find the weaknesses and strengths of the model.
2. Study of Theory, which is analyzing the product / model which will be developed through the study of the various theories that support, so that the model will be developed rests on a strong theoretical basis. The results of the study of this theory is to find the ideal criteria for a model of communication between INSTITUTIONS ECD with parents.
3. Model Development, which developed the initial model in accordance with the criteria of ideal communication model has been formulated. The development includes the following stages.
 - a. Development Design Activity
Development activities include curriculum design intact for one semester and details of each meeting parenting class.
 - 1) The appropriate experts design the activity for one semester with regular meetings of parents who filled out.
 - 2) Development of activities for every meeting and activity guide for parents in the home.
 - b. Model Development Parenting Class, by meeting periodically (once a month) from parents during the hours of children's learning by renowned expert education/child development.
 - c. The meeting continued INSTITUTIONS ECD parenting class with the activities of childcare by parents at home are arranged in the guide and monitored through evaluation sheets.
 - d. Implementation of Testing, is applying the initial model on a small scale, which in this case will be held for parents in early childhood institutions Se Southeast Sulawesi.
 - e. Revision Model, is revising the model based on the results of the implementation of the test as the final stage of the development of this model. Then try out again on the other ECD INSTITUTIONS. From the results of the implementation of the pilot will be evaluated, which include:
 - 1) Evaluation of design activities. This evaluation will determine whether material, intensity and activity guide parents in a house that has been prepared is good enough to be used or there are still some things that need to be perfected.
 - 2) Evaluation of the implementation of the model, namely by asking the opinions of parents, teachers and principals about the models that have been implemented, which is captured through a questionnaire, self-evaluation sheets and sheets of observations and interviews.

The instrument used to collect data in this study: Questionnaire for parents, literature study, observation, questionnaires, self-evaluation, journals and interviews, for early childhood education and trial models institutions parenting class on 20 respondents. The

data findings in the form of literature, journal, observation, evaluation sheets themselves, interviews and questionnaires will be used as a basis for the revision of the model will be tested in the field, so arranged the final product in the form of model development Parenting for parents at all of the institute early childhood in Southeast Sulawesi.

Research Findings

1. Parenting Program is Already Running. In terms of communication, there are 34% who have not kindergarten providing communication books, and activity books highest communication is still limited write impression / message for the teacher. However, parents are diligent enough in communicating directly with classroom teachers, when that shuttle children. A total of 100% TK expressed already held parent meetings, and the meetings are usually held per half-term (three months).
2. Weakness communication ECD Institute and the elderly: The material is rarely given at a meeting of parents is about children with special needs (ABK) and this habitation. Most children (62%) driven by a pick-up his own mother, and of the most widely visited by the parents is the top event theme in kindergarten. With regard to the involvement of child care in the home, most parents allow children choose their own toys, guiding children in reading the daily prayer, to train children up his toys, train cleared cutlery and accompany the child while watching Television. Tradition of watching television is done by children generally 2-3 hours, and play games about 1 hour each day. Sources knowledgeable about the child's knowledge of the most widely access is television's channel. Parental involvement in community activities is still minimal. While the advantages of this class Parenting are Helping educators in assisting children and other children, ranging from institutions to the place of activity, eat together, to come home institutions is back. Assist educators in record important events that arise in learning activities. Assist educators in evaluating the learning activities that had been implemented. Giving advice to educators based on the evaluation of each learning activity undertaken.
3. Characteristics of an ideal model of communication between parents and the Institute of ECCE is parental involvement as a Model family of integrated programs between schools and communities in the study site is still not optimal because of the persistence of the insulation between the their activities at school (early childhood institutions), at home and in the community. There needs to be openness to receive information about the importance and benefits of parental involvement in education. Through a planned program to mature and is supported by a picture of the level of education and age parents will increase parental involvement in the stimulation is very likely to occur.
4. How to develop a model of parenting class for parents is a meeting of parents, it turns out most parents want to do a midterm meeting or three months with a percentage of 40% of parents who choose to take a parenting class meeting. The majority of parents are willing to be actively involved in parent meetings that will be develop. However, there are 3% of parents stated explicitly not willing, so it needs to be examine further about their unwillingness. Of the 100 parents who express their opinions, it turns out 5 main material desired to be delivered at a meeting of the parents is: character development, child development, discipline, upbringing and education of children, and child psychology. Interestingly, it turns out Cali stung material is still pretty much in demand by parents. In addition, there are proposals interesting material (others) that is about ESQ, sex education and the book review.
5. With this class parenting, can improve the quality of the involvement of parents towards their children's education. Parents who responded, 80% were high school graduates, with 55% of mothers did not work which is expected to facilitate the involvement of mothers in parenting class program. Forms of activities that most interest is the culmination of themes and educational seminars, and the majority of

parents expressed able to engage in the parenting program will be held. Of hope in children, generally parents are still based on the achievement of the ideals and compliance of children. However, the happiness of children also got a fairly large portion is 59%. There are also parents who give hope to the very special. For example, a degree or able to memorize 6 section of the Koran of the Quran. Parties most choose TK is the mother and father. The dominance of the mother in the pick kindergarten for children because it's very reasonable that shuttle the children to kindergarten (according to recent research results above) is also a mother. Dad also has a role which is no less important because as the head of the family, fathers who are responsible about living, including for school fees. Interestingly, there are about 5% of children who chose for himself TK. Selection of TK on the desires of such children is actually very important that children feel really involved from the beginning and felt more comfortable following in the kindergarten program of their choice.

Recommendations

1. Needs to be continued with the development model of parenting programs that suit the needs of parents and kindergarten characteristics and to produce parent cadre parenting can be an example in the development of early childhood education Institutions.
2. Develop a model of parent involvement program that can empower potential based on the demographic picture. The level of education and the availability of time parents is a factor that can support parental involvement programs, namely:
 - a. Regular meetings with seminars or training materials for parents.
 - b. Provide written information from the institutions to the parents about child development tips stimulation in this case literacy stimulation.
 - c. Provide added value that are economically viable for mothers when they were present in the meeting (Example, training makes APE for children valuable economic stimulation, hand puppet/finger to tell stories, create letters and text / image from recycled materials).
 - d. Provide opportunities for parents to volunteer in the learning activities, where the schedule appropriate to the circumstances and the agreement.
 - e. Show the transparency program of children's learning activities so parents can contribute ideas to support DAP (developmentally appropriate program).
3. The government put together a program that is operating as a referral agency to increase parental involvement.
4. The government provides facilitation assistance to start the operation of the program.
5. The socialization of the importance of parental involvement in supporting optimal child development, including the development of literacy (reading and writing).

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ANALYSIS OF CREATIVE THINKING SKILLS AT HIGH SCHOOL STUDENTS LEVEL ON THE CONCEPT OF TEMPERATURE AND CALOR

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Abstract

This research aims to know creative thinking skills level high school students on the concept of temperature and calor. The kind of research is survey (ex post facto) that are descriptive to obtain quantitative data and for research not giving treatment to respondents, so that this research is only uncover and that it was without connect with to other variables, but the population on the research is all students class XI IPA SMA Muhammadiyah Makassar with academic year 2015/2016, and sample selected conditions groups with the class in their entirety the class XI IPA SMA Muhammadiyah Makassar to 32 students, and becoming sample in this research. Instruments research used is the test skill creative thinking of physics have valid to be used. The result of the descriptive analysis indicate that skill mean score think is creative thinking physics learners class XI IPA SMA Muhammadiyah Makassar be over the category low with percentage 46,88%. As for the result of analysis to every indicator creative thinking physics show that the most prominent indicator is to find causes with mean score that is 2,70 and those the lowest indicator of guess is a result of an event with mean score that is 0,95 compared to the with other indicator. So that it can be concluded that level of skill creative thinking physics at learners/participant class XI IPA SMA Muhammadiyah Makassar still lower.

Keywords: Descriptive-survey, Creative Thinking Skill, Temperature and Calor

Introduction

Physics is one of the subjects in a clump of science that refers to the development of the ability to think analytically inductive and deductive. Physics can also be used to resolve issues related to the events surrounding nature and can develop learners' knowledge, skills and attitudes of confidence. One objective of physics in high school is that students are able to master the knowledge, concepts and principles of physics as well as having the ability to develop knowledge that can be applied in everyday life and as a preparation for continuing education at a higher level.

One of the things that can be done is to develop creative thinking skills. Where creative thinking is an exploration activity to give birth to new ideas that are different from existing ones. Thus, in carrying out a classroom teaching should actively engage learners in order that its skills can be developed.

But it can not be achieved with good because the learning process is more oriented towards the development and testing of memory learners and simply understood as a given skill. In physics learning, learner-guided work on the problems. Interest learners working on the problems of physics is that later when learners are faced with problems of physics, learners are able to solve them. But in reality, there are still students who have not been able to work on the problems of physics. If there are learners who are able to work on the problems, the average learner will be based on the existing formula dibuku or given by his teacher, but at the time of the editorial matter changed, learners will be difficult to do it.

From the above description, the researchers designed a study to be conducted on students at SMA Muhammadiyah Makassar to determine the level of creative thinking skills of students in the concept of Temperature and Calor, that there are only a few students who have developed an ability or skills that dimilkinya but the remains are said to exist but rarely. It also has not been conducted similar studies.

Based on the above, the researchers are encouraged to conduct research on "Analysis of Creative Thinking Skills Students At High School Students Level on the concepts of Temperature Calor".

Theory

The Creative Thinking

Thinking is a mental activity that involves the brain. Although it can not be separated from the activity of the brain, the human mind is more than just a working organ called the brain. The activity of thinking also involves the whole person and also involves the feelings and will of man. Think of something means to direct themselves to a particular object, realizing active and present in mind and then have insight into the object.

There are three basic views about thinking, namely (1) thinking is cognitive, that arise internally in mind but can be estimated from the behavior; (2) thinking is a process that involves some manipulation of knowledge in cognitive systems; (3) directed thinking and result in behavior that solve or be directed to the solution.

Thinking is the behavior that arises from within oneself that is directed to solution problems encountered and generate new ideas.

Thinking of many kinds. The following kinds of thinking, 1). Natural thought pattern of reasoning is based on the daily habits of the influence of the natural surroundings. For example, reasoning about the heat of the fire to burn if worn wooden wood certainly will terbakar. 2). Scientific thinking is the pattern of reasoning based on the specific advice regularly and carefully. For example, a full two conflicting things can not be as specific nature of things at the same time in one kesatuan. 3). Autistic thinking is an example among other autistic thinking is delusional, fantasy or wishful thingking. By thinking autistic person escape from reality and see life as pictures fantastis. 4). Realistic thinking is thinking in order to adjust to the real world is usually called with reason (reasoning).

Process or course of thinking that basically there are four steps, 1). Establishment of Understanding is to analyze the characteristics of a number of similar objects, comparing these traits and abstract (aside, discard traits that are not essential and capture the essential characteristics. 2). The formation of the opinion that combine or separate some sense be a sign that is typical of the problem. 3). Formation of the decision that is combining this opinion. The decision is the handiwork of sense to form a new opinion based on the opinions that have been there. 4). The formation of a conclusion that is appealing the decision of the decisions of others.

The Creative Thinking Skills

Creative Thinking skills are skills that are relatively specific to think of something that needed someone to understand something of information in the form of ideas, concepts and theories so on. Knowledge and thinking skills is a unity and mutual support. Edward de Bono (2007) suggests that creative thinking is a skill 1) designing, 2) changes and improvements, 3) new ideas.

Creative thinking skills are the skills to develop or find an idea or an original idea, aesthetic and konstruktif associated with views and concepts as well as the emphasis on the intuitive and rational thinking in particular using information and materials to show or explain it with the perspective of the original thinking.

Creativity is a skill to create something new, whether it be the idea and the real work, either in the form of new work or a combination of things that already exist, that has never existed before. It also reflected his skills in solving a problem or answering.

Creativity is a skill learned physics someone to bring up new ideas from a problem derived from the exercise through physical learning so as to improve themselves in solving a problem or answering. Creativity learning can be developed by providing intensive action on an ongoing basis. Scale creative attitude could be operationalized through openness to new experiences, flexibility in thinking. Freedom of expression themselves, appreciate fantasy, interest in creative activities, confidence in their own ideas and independence in giving judgment. Creativity leads to successful learning process of physics students who are creative tend to be active during the lesson, dare to raise the idea possessed, formulate questions with reference to the matter and find solutions to any problems that may occur during the learning takes place.

The indicator creative thinking skills used in this study guided by indicators of creative thinking skills and stages described above and then adjusted to the characteristics of research materials. Indicators creative thinking skills are: 1) Predict, here learners are required to be able to predict, guess and suggests what might happen in circumstances that have not been observed. 2) Finding the causes, Where students are able to find the cause or things that are causing so that the incident can occur. 3) Make a guess as a result of a cause of the incident. Where students are able to guess, estimate, surmise or guess to a result that would occur from a cause of the incident. 4) To suggest or ask questions. Where learners are required to be able to ask questions or express from the explanation given. 5) Evaluation. Where learners are expected to be able to give appropriate answers to the known truth or give a logical reason.

From the above it can be concluded that, creative thinking skills are the skills or cognitive abilities to bring out and develop new ideas, new ideas as the development of ideas that have been born earlier and skills to solve problems divergent (from different angles).

Creative thinking this must continue to be developed and trained. Teachers can train the creative thinking skills of learners in the learning atmosphere in the classroom. One of them apply the usual lesson gives students an opportunity to express and develop ideas meraka freely but still guided by the teacher as fasilitator.

Method

This type of research is surveyed or Ex Post Facto research with descriptive to obtain quantitative data since researchers do not provide treatment to the respondent that this study reveal only the variable that is without connecting with other variable. The research location is SMA Muhammadiyah Makassar.

Subject population in this research were all students of class XI IPA at SMA Muhammadiyah Makassar. The sampling technique in this research is a cluster random sampling where the decision as a whole or just one class based on the population and elected class XI SMA Muhammadiyah Makassar, with totaling 32 students, consisting of 8 men and 24 women.

Data collection techniques used in this research is to provide a test creative thinking skills using instruments that were previously tested to determine the validity and reliability. Data collected from this research were processed using statistical analysis descriptive. Descriptive statistics were used to describe the characteristics of the respondent. For this purpose use the average score, standard deviation, and frequency distribution.

Result and Discussion

Result

Data collected from this research were processed using statistical analysis descriptive. Descriptive statistics were used to describe the characteristics of the respondent. For this purpose use the average score, standard deviation, and frequency distribution.

**Table 1 The Descriptive Statistics for Creative Thinking Skills
Student Class XI IPA SMA Muhammadiyah Makassar**

Statistics	Statistics Value
Number of Samples	32
The number of Class Interval	6
Interval Length Grade	3
Ideal Maximum Score	40
Ideal Minimum Score	0
Maximum Score	25
Minimum Score	9
Range of Date	16
Average Score	18,62
Standard Deviation	4,43

From the Table, on descriptive statistics creative thinking skills students class XI SMA Muhammadiyah Makassar showed that the maximum score achieved by students after the test is 25 out of a maximum score ideally 40 and the minimum score achieved learners are 9 of the minimum score is ideally 0 that may be achieved. The average score is 18.62, and from the above data obtained estimates -rata average (μ) creative thinking skills of learners by $17,34 \leq \mu \leq 19,90$ or is in the range of 17.34 up to 19.90 with level 95% and the standard deviation is 4.43.

If the test results creative thinking skills students of class XI IPA have in the frequency distribution table can also be created tables to determine the assessment categories the test results of students creative thinking skills as follows.

**Table 2 The Test Results Creative Thinking Skills
Student Class XI IPA SMA Muhammadiyah Makassar**

No	Interval Scores	Categorization	Frequency	Percentage (%)
1	0 - 7	Very low	0	0
2	8 - 15	Low	15	46,88
3	16 - 23	Medium	11	34,37
4	24 - 31	High	6	18,75
5	32 - 40	Very High	0	0

The above table based on categorization and percentage score test results creative thinking skills physics above shows that of the 32 students were selected as sample no learners are in the very low category, 15 students (46.88%) were in the low category , 11 students (34.37%) are in the medium category, 6 students (18.75%) were in the high category and there are no students who are in the category of very high.

Based on the test results of creative thinking skills will be presented following the achievement of the average score for each indicator creative thinking skills.

**Table 3 The Test Results Creative Thinking Skills
Indicator Student Class XI IPA SMA Muhammadiyah Makassar**

Creative Thinking Skills Indicators	Average Score
Prediction (A)	1,56
Finding Causes (B)	2,70
Guessing the result of a Genesis (C)	0,95
Suggests question or Asking (D)	2,23
Evaluation(E)	1,75

The results of the above analysis shows that the indicators of creative thinking skills physics of the most prominent on the learner is to find the causes with an average score of 2.70 and put forward questions or inquire with an average score of 2.23, while the indicator most creative thinking skills low is to guess the result of an incident with the average score is 0.95. If the average score for each indicator creative thinking skills in learners' physics class XI IPA created in the table above the average score for each indicator, it can also be made tables to determine the category of each indicator creative thinking skills physics as follows.

**Table 4 The Test Results Creative Thinking Skills Indicator, Categorization, and
Average Scor Student Class XI IPA SMA Muhammadiyah Makassar**

No	Creative Thinking Skills Indicators	Categorization	Average Score
1	Guessing the result of a Genesis (C)	Very low	0,95
2	Prediction (A)	Low	1,56
3	Evaluation (E)	medium	1,75
4	Suggests question or Asking (D)	High	2,23
5	Finding Causes (B)	Very High	2,70

Discussion

Based on the literature review and the research results obtained in this section will put forward a discussion of the results of research that aims to determine the level of creative thinking skills in learners' physics class XI SMA Muhammadiyah Makassar both overall and for each indicator. Descriptive analysis of the results that the maximum score achieved by students after the test is 25 and the minimum score achieved learners is 9 and the average score is 18.62 with a standard deviation is 4.43.

The categorization and percentage cumulative score of the test results creative thinking skills physics students of class XI SMA Muhammadiyah Makassar shows that the average score of students that are in the range of low category with a percentage of 46.88%. This indicates that the level of creative thinking skills of students of class XI IPA at SMA Muhammadiyah Makassar still low. One of the things that is causing lack of creative thinking skills among students that the material provided is not taught in advance but only to be reminded because the material learned in class X the semester so that the material is not taught back but it also never done any training on testing which will be given.

Based on Table, the average score for each indicator creative thinking skills physics students of class XI IPA1 SMA Muhammadiyah Makassar shows that indicators creative thinking skills that scores the highest average is an indicator of where the students were able to find the causes and the get the average score is the lowest indicator of where the learners are able to guess the result of an incident. To find out more about creative thinking skills for each indicator it will be explained in more detail as follows. 1) Indicators: Predict. From the research data showed that this indicator has an average score is 1.56 in the low category. Where students are able to predict on a given problem, but there are still many students who

can not put out ideas that are owned, sometimes students just reply with answers obtained from materials bacaan. 2) Indicators: Finding the causes.

From the research data showed that this indicator has an average score is the highest of the other indicators, namely 2.70 in the category of very high because learners are able to provide the appropriate answers to the problems are provided and students are able to find the causes of a problem. 3) Indicators: Guess a result of an incident. From the research data showed that this indicator has an average score of 0.95 in the category that is very low because students are expected to provide appropriate answers to the problems and learners should be able to find a result of an incident. 4) Objective: To suggest or ask questions. From the research data showed that this indicator has an average score of 2.23 in the category that is higher because students will be able to put forward the question of the explanation given. 5) Indicators: Evaluation, From the research data showed that this indicator has an average score is 1.75 in the medium category because students are expected to provide appropriate answers to the truth yan known. The low skills of learners in this indicator due to the inability of students to determine the truth of a question.

Based on the results of descriptive statistical analysis and the above discussion it can be concluded that the level of creative thinking skills in learners' physics class XI IPA1 at SMA Muhammadiyah Makassar still low.

Conclusion

Based on the results of research and discussion it can be concluded that: The level of creative thinking skills in learners' physics class XI SMA Muhammadiyah Makassar are in the low category, specifically described as follows: 1) Prediction, from the research data showed that this indicator has an average score is 1.56 in the low category. 2) Finding Causes , from the research data showed that this indicator has an average score higher than most other indicators are in the category of very high 2.70. 3) Guessing the result of a Genesis, from the research data showed that this indicator has an average score of 0.95 in a category that is very low. 4) Suggests question or Asking, from the research data showed that this indicator has an average score is 2.23 in the high category. 5) Evaluation, from the research data showed that this indicator has an average score is 1.75 in the medium category.

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**RESPON MAHASISWA PENDIDIKAN GURU TERHADAP
MATA KULIAH PILIHAN PADA PROGRAM STUDI PENDIDIKAN GURU
SEKOLAH DASAR UNIVERSITAS MUHAMMADIYAH TASIKMALAYA
(STUDI PADA MAHASISWA PGSD ANGKATAN 2015)**

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Abstract

The curriculum was developed based on a model of curriculum development with reference to the coherence between curriculum content among groups of subjects, namely the relationship with the general subject of institution, subject of faculty, subject of study programs, selected subject of study programs. Based on the research team of curriculum developers Studies Program, especially Primary Education, which refers to the decision of ALPTK PTM about curriculum development "school university" that appear some selected subject that purposed to students to be able adapting to the institution in except the school because empirical will show relevance of learning outcomes that FKIP graduates who work at educational institutions other than schools, even though accelerating how to socialize subjects of "kewirausahaan" to more accepted quickly. This study aimed to evaluate the response of PGSD students to a number of selected subject. The number of student population PGSD FKIP UMTAS totaling 40 students. Data collected about student response is then analyzed using descriptive statistics to conclude that students PGSD in FKIP UMTAS very responsive to the percentage of several selected subject that will provide supplies and anticipation for those who for one reason or another worked at educational institutions other than schools with percentage 59.7%. 40.3% responded "good", while the two other response criteria of "good enough" and "not good" no response from students.

Kata Kunci: Respon, Mahasiswa Pendidikan Guru, Mata Kuliah Program Studi.

Pendahuluan

Salah satu upaya untuk membenahi kualitas pendidikan harus ditempuh melalui pembenahan proses pembelajaran. Proses pembelajaran yang akan menentukan hasil pembelajaran haruslah menjadi perhatian suatu lembaga pendidikan, bagaimana meramu proses pembelajaran agar sesuai dengan tujuan yang hendak di capai. Bahwa proses pendidikan (Pembelajaran dalam makna yang terbatas) haruslah mengarah pada peningkatan pengetahuan, kemampuan keterampilan, pengembangan sikap dan nilai-nilai dalam rangkai pembentukan dan pengembangan diri. Maka melalui lembaga pendidikan setiap individu dapat meningkatkan potensi yang ada dalam dirinya, dan untuk meningkatkan potensi tersebut seorang individu harus bisa mencapai prestasi yang sesuai dengan bidang keahliannya. Oleh karena itu, LPTK pada Perguruan Tinggi memiliki tanggungjawab besar dalam menyiapkan SDM/lulusan yang handal dan siap menghadapi berbagai tantangan global yang salah satu komponennya terletak tidak hanya pada persoalan pelaksana kurikulum itu sendiri melainkan penyiapan kurikulum yang adaptif terhadap tuntutan dan kebutuhan masyarakat. Perkembangan masyarakat menyebabkan perubahan pandangan terhadap tujuan pendidikan sehingga diperlukan adanya perubahan dan

penyesuaian kurikulum. Inilah yang menjadi alasan bagi Prodi PGSD FKIP UMTAS bahwa setiap generasi memerlukan pendekatan pembelajaran yang sesuai untuk zamannya.

Menyikapi akan hal tersebut, sebagai salah satu Program Studi pengembang tenaga pendidik, mengkaji kurikulum program studi yang bersifat antisipatif adalah sebuah keniscayaan, bertujuan untuk mewujudkan kurikulum yang sesuai dengan tuntutan dan kebutuhan masyarakat sehingga kelak diharapkan melahirkan lulusan yang tak hanya kompeten dan profesional sesuai bidang yang degelutinya, akan tetapi juga bertujuan agar lulusan dapat menghadapi masa depannya dengan baik. Bentuk pertanggungjawaban keberhasilan proses pembelajaran dimaknai sebagai kesesuaian antara berdayagunanya materi dan hasil belajar dengan kebutuhan zaman.

Pada LPTK produk yang dihasilkan adalah guru, Program Studi ini perlu memikirkan gejala *over-supply* yang akan berdampak pada pengangguran, karena itu diperlukan ramuan bagaimana membuat produk yang berdaya guna. Guru adalah produk dari sebuah proses pendidikan, resepnya adalah kurikulum yang digodok di sebuah dapur yang bernama LPTK. Dengan demikian derajat kualitas guru yang dihasilkan sangat tergantung dengan kurikulum sebagai resep yang digunakan oleh LPTK itu sendiri.

Pembahasan

Hingga saat ini berbagai penelitian yang menyangkut kegagalan sektor pendidikan selalu dihubungkan dengan rendahnya kualitas pendidikan disebabkan oleh rendahnya kualitas pembelajaran dimana guru sebagai pelaksana kurikulum gagal menterjemahkan kurikulum potensial ke dalam situasi pembelajaran. Sedangkan lembaga pencetak guru adalah LPTK. Sepanjang sejarahnya, telah beberapa kali kurikulum LPTK mengalami perubahan, akan tetapi satu hal yang pasti tidak berubah dari kurikulum LPTK di semua era adalah dengan tetap mempertahankan penekanan pada penguasaan kompetensi pedagogik dan didaktik metodik mata pelajaran yang nantinya akan diajarkan saat menjadi guru. Kompetensi pedagogik dan didaktik metodik ini merupakan salah satu kompetensi utama yang harus dicapai oleh mahasiswa calon guru yang dituangkan melalui sejumlah mata kuliah. Hal ini mempertegas bahwa pentingnya kedudukan mata kuliah pedagogik sebagai dasar kependidikan dan mata kuliah didaktik metodik sebagai bekal bagi mahasiswa agar menguasai keterampilan proses pembelajaran dengan cara antara lain memberikan pengalaman sedini mungkin kepada calon guru dengan magang atau *internship* di sekolah secara berjenjang. Dalam konteks ini, keberhasilan konsep pedagogik dan didaktik metodik yang berkaitan dengan bagaimana calon guru sebagai pebelajar belajar tentang mengajar dan membentuk keahliannya sebagai seorang profesional.

Sebagai lembaga penggodok dan pencetak guru, tuntutan yang dialamatkan kepada LPTK adalah bagaimana *me-redesign* kurikulum yang akan digunakan sebagai resep mencetak guru tersebut tidak hanya diarahkan kepada mahasiswa yang siap terjun ke lembaga pendidikan sekolah akan tetapi juga mempersiapkan kurikulum yang antisipatif terhadap globalisasi dan mempersiapkan Sumber Daya Manusia yang kompeten dan berdaya saing, maka perlu adanya perubahan dan penyesuaian kurikulum.

Agaknya kita patut berbangga, bahwa di tengah kondisi menurunnya kualitas pendidikan nasional, kita memperoleh berita bahwa dalam beberapa tahun terakhir banyak lulusan SMA yang memilih LPTK meningkat secara signifikan, banyak pendaftar yang memilih pilihan utamanya di program studi pendidikan guru sebagaimana dilaporkan dalam studi komparatif TIMMs dan PISA. Ini suatu indikator penting karena menjadi guru saat ini menjadi alternatif profesi yang diperhitungkan oleh generasi muda, akan tetapi perlu diperhitungkan kebutuhan profesi ini di masa depan. Indikasi ini sudah mulai tampak, mahasiswa berjejalan dalam ruang kuliah, sekolah-sekolah kewalahan dalam menampung mahasiswa untuk melaksanakan praktik mengajar (PPL), bahkan beberapa sekolah sudah mulai menolak karena dianggap mengganggu proses pembelajaran. (Ahmad Muslih :LP3 IAIN Walisongo Semarang, 2015)

Meskipun *oversupply* bukan pemicu bagi lahirnya sejumlah kreasi mata kuliah, akan tetapi gagasan bagaimana mengemas sejumlah mata kuliah agar bisa membekali lulusan yang siap terjun ke lapangan dalam situasi yang berbeda hendaknya difahami sebagai upayaantisipasi jangka panjang.

Kenyataan bahwa kita tengah berpijak pada kondisi sebenarnya membuat program studi harus kreatif menkreasikan sejumlah mata kuliah sepanjang modifikasi itu di desain dengan mengacu kepada kesamaan capaian pembelajaran karena sejatinya mata kuliah hanyalah sekedar bungkus dari sebuah kajian yang lahir dari visi misi program studi, artinya bagaimana program studi itu mampu mengakomodir lulusan yang siap terjun ke lapangan walaupun bukan dalam lingkup persekolahan. Kajian itulah yang kemudian melahirkan mata kuliah, dan selayaknya mata kuliah dimaksud memiliki daya antisipatif jangka panjang apalagi di tengah gencarnya isu dan sejumlah penelitian yang telah membuktikan tingginya tingkat pengangguran di kalangan sarjana. Meskipun banyak faktor yang memengaruhinya akan tetapi persoalan bagaimana mengkomunikasikan kurikulum dalam situasi sebenarnya haruslah disikapi dengan bijak.

Kenyataan tidak terpungkiri bahwa tidak semua *out put* mahasiswa pendidikan guru terserap di sekolah, beberapa diantara mereka ada yang karena beberapa hal memilih terjun ke dunia bukan persekolahan, yang lebih miris dan dramatisnya lagi banyak diantara mereka yang keluar dari jalur pendidikan yang mereka tempuh. Problem ini hendaknya memberikan arahan bagi pengembang kurikulum bagaimana menyediakan kurikulum yang memuat sejumlah mata kuliah yang mata kuliah tersebut bisa dijadikan bekal di lapangan untuk mengurangi berbagai kesenjangan yang diakibatkan oleh kurikulum yang kaku dan terkesan tidak solutif, sebagaimana diungkapkan Dakir (2010 : 91) bahwa perubahan masyarakat dari masyarakat agraris ke masyarakat industri menuntut program kurikulum dibuat dan dikembangkan dengan tujuan agar peserta didik dapat menghadapi masa depannya dengan baik. Perkembangan tersebut yang menyebabkan perubahan pandangan terhadap tujuan pendidikan sehingga diperlukan adanya perubahan dan penyesuaian kurikulum. Inilah yang menjadi alasan bahwa setiap generasi memerlukan pendekatan pembelajaran yang sesuai untuk zamannya, dan topik ini merupakan bidang kajian pendidikan yang diadaptasi pada kegiatan pembelajaran dimana kurikulum menjadi alat bagi guru dalam menjalankan tugas profesionalnya. Konsep kurikulum berkembang seiring perkembangan masyarakat dan kemajuan teknologi. Lebih lanjut diungkap Dakir (2010:2) bahwa kurikulum merupakan program pendidikan yang berisikan berbagai bahan ajar dan pengalaman belajar yang diprogramkan, direncanakan dan dirancang secara sistemik atas dasar norma-norma yang berlaku yang dijadikan pedoman dalam proses pembelajaran bagi tenaga kependidikan dan peserta didik untuk mencapai tujuan pendidikan. (UU SPN 2003/20).

Sejauh ini penafsiran *output* yang berkualitas dalam proses pendidikan dimaknai dengan keberhasilan proses pembelajaran yang parameternya diukur berdasarkan hasil konkret nilai akademik. Padahal beberapa terminologi tentang pendidikan mengilustrasikan keberhasilan pendidikan terlihat dari kesiapan lulusan untuk bereaksi terhadap lingkungannya dengan cara-cara tertentu, orang menamakannya sebagai sebuah sikap, dan sikap lahir dari sebuah respon. (Satori, 2010 : 62)

Untuk itulah bagaimana agar *output* pendidikan memiliki sikap responsif terhadap cepatnya perubahan. Dan hal itu mustahil apabila tidak dibekali oleh sejumlah teori yang akan menjadi bekal terjun ke dunia praktis.

Mengawali diskusi perubahan kurikulum yang menjadi objek kajian pengembang kurikulum haruslah diawali dari membahas komponen pembelajaran. Sebagai suatu proses yang menghasilkan situasi dan peristiwa “belajar”, hendaknya belajar tidak hanya diusahakan untuk membuat seseorang belajar, akan tetapi bagaimana menghasilkan terjadinya peristiwa belajar dalam diri seseorang. Maka yang diharapkan dari peristiwa belajar adalah munculnya sikap, seperti minat, motivasi, percaya diri, perhatian dan lain sebagainya. (Munandir, 2001: 255). Untuk itulah Program Studi PGSD FKIP UMTAS mencoba *me-redesign* kurikulum dan melakukannya pada sejumlah mata kuliah.

Hasil dan Pembahasan

Hasil penelitian diperoleh melalui analisis data yang difokuskan pada bagaimana respon mahasiswa terhadap kehadiran sejumlah mata kuliah pilihan program studi PGSD FKIP Universitas Muhammadiyah Tasikmalaya, dan pembahasan dipaparkan melalui hasil temuan pada penelitian yang dikaitkan dengan tema yang dibahas. Data tanggapan mahasiswa dijamin dengan menggunakan metode angket yaitu angket tanggapan mahasiswa PGSD terhadap mata kuliah pilihan Program Studi yang terdiri dari dua puluh pertanyaan. Angket diukur dengan menggunakan skala likert. Angket tersebut berisi indikator yang terdiri dari manfaat mata kuliah pilihan prodi, prospek mata kuliah pilihan prodi dan alasan mengikuti mata kuliah pilihan prodi. Responden kemudian memberikan tanggapan terhadap mata kuliah program studi yang terdiri dari sepuluh mata kuliah. Analisis data respon mahasiswa terhadap mata kuliah pilihan program studi diperoleh hasil prosentase berdasarkan tanggapan mahasiswa yang terbagi dalam kategori; sangat baik, baik, sedang, tidak baik, sangat tidak baik yang kemudian disesuaikan dengan kecenderungan pada sejumlah komponen mata kuliah program studi. Berikut adalah tabel prosentase tanggapan mahasiswa terhadap kehadiran sejumlah mata kuliah pilihan program studi :

Tabel 1 Profil Prosentase Tanggapan Mahasiswa Terhadap Mata Kuliah Pilihan Program Studi

Mata Kuliah	Kategori				
	Sangat Baik	Baik	Sedang	Tidak Baik	Sangat Tidak Baik
Mata Kuliah 1	62 %	38%	-	-	-
Mata Kuliah 2	59%	41%	-	-	-
Mata Kuliah 3	60%	40%	-	-	-
Mata Kuliah 4	59%	41%	-	-	-
Mata Kuliah 5	62%	38%	-	-	-
Mata Kuliah 6	57%	43%	-	-	-
Mata Kuliah 7	57%	43%	-	-	-
Mata Kuliah 8	62%	38%	-	-	-
Mata Kuliah 9	60%	40%	-	-	-
Mata Kuliah 10	59%	41%	-	-	-

Tabel diatas menggambarkan rerata tanggapan mahasiswa terhadap kehadiran mata kuliah-mata kuliah yang menjadi pilihan program studi pada Program Studi PGSD FKIP Universitas Muhammadiyah Tasikmalaya berada dalam kategori sangat tinggi, sehingga jika di prosentasekan maka sebanyak 59,7 % mahasiswa memberikan penilaian dalam kategori "sangat menerima", dan 40,03% berada pada kategori "menerima" sedangkan ketiga alternatif jawaban lainnya tidak mendapatkan respon.

Simpulan

Mahasiswa PGSD FKIP Universitas Muhammadiyah Tasikmalaya Tahun akademik 2015/2016 menganggap kehadiran mata kuliah-mata kuliah pilihan program studi yang ditawarkan dengan sangat baik. Penilaian mereka terhadap sejumlah mata kuliah yang ditawarkan berada pada nilai yang jika direratakan berada pada kategori sama rata. Oleh karena itu saran ditujukan kepada pengelola program studi bahwa sudah saatnya melakukan upaya antisipasi produk luaran LPTK dengan cara melakukan peninjauan ulang terhadap kurikulum Prodi. LPTK perlu memprioritaskan program-program studi yang paling dibutuhkan antara lain dengan melaksanakan program rutin penelitian menyangkut kebutuhan luaran secara berkesinambungan. Sehingga harus difahami bahwa keberadaan kurikulum bagi sebuah Perguruan Tinggi bersifat preskriptif, maka sebagai sebuah resep ia diharapkan lebih bersifat memiliki kekuatan antisipatif.

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PENGARUH BAHASA INGGRIS DALAM MEMBENTUK KOSA KATA BARU BAHASA INDONESIA

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Abstract

This paper discusses the english influence toward Indonesian language, especially Indonesian slang language in several communities. Holmes (1992:276-282) said that in early time the slang language only was used by people in the specific occupation communities. They communicated fast and efficiently in the community. Then, they created the special idioms. Each member assumed that he had known it because he had knowledges, experiences, and urgencies. That interaction caused the discourse would show the features. For example the decrease of syntactical structure, the contrary of normal word structure in the sentences. This paper use library research methode. The composition used in this paper are the abbreviation of english words or idiom and adding suffix -er sticked in the Indonesian words in the social media, like facebook, twitter, instagram, etc. They were usually used by member of the specific community. For example the abbreviation cmiiw from correct me if i'm wrong, otw from on the way, etc. The example of adding suffix -er is hijaber/hijabers, jilbaber, jomploer, jokower, and etc . So, apparently there are many Indonesian slang influenced by english structure, especially morphology level. It is abbreviation and adding suffix. This case only happend on Indonesian language. This need to learn deeply.

*Keywords: The Influences of English, Forming the new Vocabularies,
Indonesian Slang Language*

Pendahuluan

Bahasa gaul adalah bahasa yang telah digunakan dan telah disepakati oleh kelompok tertentu, terutama di kalangan remaja. Dewasa ini sering dijumpai bermacam-macam bahasa yang diterapkan di lingkungan masyarakat. Umumnya bahasa ini diterapkan oleh kelompok-kelompok tertentu, awal mula bahasa gaul tidak dipermasalahkan namun kemunculannya menggencarkan masyarakat dan berkembang dengan pesat sehingga bersaing dengan bahasa Indonesia. Holmes (1992:276-282) menyampaikan bahwa awalnya bahasa gaul hanya digunakan oleh orang-orang di komunitas pekerjaan tertentu. Mereka berkomunikasi dengan cepat dan efisien di komunitasnya. Kemudian, mereka menciptakan ungkapan-ungkapan khusus (dalam Chaer dan Agustina 1995).

Bahasa gaul pada umumnya digunakan sebagai sarana komunikasi di antara remaja sekelompoknya selama kurun tertentu. Hal ini dikarenakan, remaja memiliki bahasa tersendiri dalam mengungkapkan ekspresi diri. Sarana komunikasi diperlukan oleh kalangan remaja untuk menyampaikan hal-hal yang dianggap tertutup bagi kelompok usia lain atau agar pihak lain tidak dapat mengetahui apa yang sedang dibicarakannya. Masa remaja memiliki karakteristik antara lain petualangan, pengelompokan, dan kenakalan. Ciri ini tercermin juga dalam bahasa mereka. Keinginan untuk membuat kelompok eksklusif menyebabkan mereka menciptakan bahasa rahasia (Sumarsana dan Partana, 2002:150).

Kehadiran bahasa prokem itu dapat dianggap wajar karena sesuai dengan tuntutan perkembangan nurani anak usia remaja. Masa hidupnya terbatas sesuai dengan perkembangan usia remaja. Selain itu, pemakainnya pun terbatas pula di kalangan remaja

kelompok usia tertentu dan bersifat tidak resmi. Jika berada di luar lingkungan kelompoknya, bahasa yang digunakannya beralih ke bahasa lain yang berlaku secara umum di lingkungan masyarakat tempat mereka berada. Jadi, kehadirannya di dalam pertumbuhan bahasa Indonesia ataupun bahasa daerah tidak perlu dirisaukan karena bahasa itu masing-masing akan tumbuh dan berkembang sendiri sesuai dengan fungsi dan keperluannya masing-masing.

Maryono (2002 :18) menyebutkan register merupakan variasi bahasa yang disebabkan oleh adanya sifat- sifat khas keperluan pemakaiannya, misalnya bahasa tulis terdapat bahasa iklan, bahasa tunjuk, bahasa artikel, dan sebagainya, dalam bahasa lisan terdapat bahasa lawak, bahasa politik, bahasa doa, bahasa pialang dan sebagainya.

Di era yang serba kekinian ini penggunaan bahasa gaul meningkat pesat, baik di dunia nyata maupun dunia maya, seperti di facebook, whatsapp, instagram, telegram, line, dan sebagainya. Bahasa gaul yang mereka gunakan dapat berasal dari ungkapan dalam bahasa Inggris yang disingkat. Selain itu, bahasa gaul juga berasal dari bahasa Indonesia yang ditambahi sufiks *-er* sehingga menyebabkan kata tersebut berubah makna gramatikalnya.

Metode Penelitian

Penelitian ini dilaksanakan menggunakan teknik studi kepustakaan. Menurut Nazir (1998:11), studi kepustakaan adalah teknik pengumpulan data dengan mengadakan studi penelaahan terhadap buku-buku, literatur-literatur, catatan-catatan, dan laporan-laporan yang ada hubungannya dengan masalah yang dipecahkan. Studi Kepustakaan dapat dimaknai sebagai teknik penelitian dengan cara mempelajari dan membaca literatur-literatur yang ada hubungannya dengan permasalahan yang menjadi objek penelitian.

Bahan kajian yang digunakan adalah singkatan bahasa Inggris (abreviasi) dan penambahan sufiks *-er* atau *-ers* yang dalam kata bahasa Indonesia di sosial media seperti facebook, twitter, instagram, dan lain sebagainya. Kata-kata itu biasanya digunakan oleh komunitas tertentu. Contohnya singkatan *cmiiw* dari *correct me if i'm wrong*, *otw* dari frasa *on the way*, dan singkatan-singkatan lainnya. Contoh penambahan sufiks *-er* adalah kata *hijaber*. Jadi, ternyata ada banyak kata dalam bahasa Indonesia gaul yang dipengaruhi oleh stuktur bahasa Inggris, khususnya level morfologi.

Pembahasan

Berdasarkan penelitian yang dilakukan, ditemukan banyak kosakata bahasa gaul yang dipengaruhi oleh bahasa Inggris. Pengaruh tersebut peneliti klasifikasikan menjadi dua, yaitu singkatan atau abreviasi dan imbuhan sufiks *-ers*. Klasifikasi tersebut dapat dilihat pada tabel berikut.

Tabel 1 Bentuk Baru Kosakata Bahasa Indonesia Gaul dari Abreviasi

No.	Bentukan Baru	Asal Kata	Makna
1.	KEPO	<i>Knowing everything particular object</i>	Ingin tahu sedetail-detailnya
2.	CMIW	<i>Correct me if i'm wrong</i>	Koreksi jika saya salah
3.	OTW	<i>On the way</i>	Sedang di jalan
4.	BTW	<i>By the way</i>	Omong-omong
5.	LOL	<i>Laughing Out Loud:</i>	Tertawa keras
6.	ILY	<i>I Love You</i>	Aku Cinta kamu
7.	LMAO	<i>Laughing My Ass Off</i>	Tertawa terpingkal-pingkal
8.	OMG	<i>Oh my god</i>	Oh, Tuhanku
9.	TFYI	<i>Thanks For your information</i>	Terima kasih atas informasinya
10.	OOT	<i>Out of Topic</i>	Keluar dari topik/ ngawur
11.	BT	<i>Boring Time</i>	Membosankan

12.	TFL	<i>Thanks for like</i>	Terima kasih sudah menyukai
13.	TFT	<i>Thanks for Tagging</i>	Terima kasih sudah menandai
14.	ROTFL	Rolling On Floor Laughing	Tertawa sampai guling-guling di lantai
15.	GWS	<i>Get well soon</i>	Semoga segera sembuh
16.	IYKWIM	<i>If you know what I mean</i>	Kalau kamu tahu maksudku
17.	WTH	<i>What the heck?</i>	Apa-apaan ini?
18.	VSF	<i>Very sad face</i>	Wajah Sedih
19.	ASAP	<i>AS Soon as possible</i>	SESEGERA MUNGKIN
20.	FOLLBACK	<i>Follow back</i>	Balik ikuti
21.	Congrats	<i>Congratulation</i>	Selamat ya!
22.	Congraduation	<i>Congratulaion for graduation</i>	Selamat telah lulus!
23.	Watev	<i>Whatever</i>	Apa pun
24.	TIME	<i>Tears in my eyes</i>	Air Mata di Mataku
25.	TIA	<i>Thanks in advance</i>	Terima kasih banyak
26.	SWYP	<i>So, what's your problem?</i>	Jadi, apa masalahmu?
27.	SMH	<i>Shaking my head</i>	Geleng Kepala
28.	WB	<i>Welcome back</i>	Selamat Datang Kembali
29.	WYCM	<i>Will you call me?</i>	Akankah kau menelponku?
30.	YUREWEL	<i>You are welcome</i>	Terima kasih kembali
31.	WOLS/WOLES	<i>Slow</i>	Pelan-pelan
32.	BC	<i>Boadcast</i>	Pesan Siaran
33.	PM	<i>Personal Message</i>	Pesan Pribadi
34.	DP	<i>Display Picture</i>	Gambar Tampilan
35.	DC	<i>Delete Contact</i>	Menghapus kontak
36.	PP	<i>Profile Photo</i>	Foto profil
37.	PC	<i>Personal Computer</i>	Komputer Pribadi

Bentukan baru pada tabel tersebut berasal dari ungkapan dan kalimat dalam bahasa Inggris. Biasanya bentuk baru tersebut digunakan oleh komunitas tertentu atau pergaulan sehari-hari antarteman. Tidak semua orang tahu bentuk baru tersebut.

Berikut ini dipaparkan penggunaan bentuk baru kosakata yang sering digunakan di media sosial.

1. KEPO

KEPO merupakan singkatan dari *knowing everything particular object*. Bentuk baru ini bermakna *ingin tahu sedetail-detailnya*. Bentuk ini biasa digunakan apabila seseorang ingin tahu sesuatu secara mendetail. Karena rasa ingin tahunya sangat besar, kadang orang tersebut melakukan hal-hal yang tidak lazim. Misalnya mengamati kepribadian seseorang melalui media sosialnya.

2. CMIIW

CMIIW merupakan singkatan dari *Correct me if i'm wrong*. Bentuk ini bermakna *koreksi jika aku salah* dan biasa dijumpai pada percakapan media sosial. Kadang juga digunakan oleh penyiar radio ketika memandu acara.

3. OTW

Otw singkatan dari *on the way* yang bermakna *di jalan (dalam perjalanan)*. Bentuk ini biasa digunakan seseorang yang berada dalam perjalanan ke suatu tempat.

4. BTW

Btw adalah singkatan dari *by the way* yang bermakna *omong-omong*.

5. BT
BT (bete') adalah singkatan dari *boring time* yang bermakna *waktu yang membosankan*. Bentuk ini dipakai seseorang yang sudah merasa bosan, misalnya ketika menunggu terlalu lama.
6. GWS
Gws adalah singkatan dari *get well soon* yang bermakna *semoga segera sembuh*. Bentuk ini diucapkan ketika seseorang mendoakan orang lain yang sedang sakit agar segera sembuh.
7. OMG
OMG (o em ji) adalah singkatan dari *oh, my god* yang bermakna *oh, Tuhanku*. Bentuk ini dipakai seseorang yang kaget dalam menerima, melihat, atau mendengar sesuatu.
8. LOL
LOL adalah singkatan dari *Laughing Out Loud* yang bermakna *tertawa keras*. Bentuk ini bisa berupa ikon dalam media sosial seperti BBM, FB, WA, Line, dan sebagainya.
9. ILY
ILY adalah singkatan dari *I love You* yang bermakna *aku mencintaimu*.
10. TFYI
TFYI adalah singkatan dari *thanks for your information* yang bermakna *terima kasih atas informasinya*.
11. OOT
OOT adalah singkatan dari *out of topic* yang bermakna *keluar dari topik (ngawur)*. Bentuk ini dipakai kalau ada pembicaraan yang keluar dari topik awal.
12. TFT
TFT adalah singkatan dari *thanks for tagging* yang bermakna *terima kasih atas penandaannya*. Biasanya bentuk ini dipakai seseorang untuk berterima kasih karena sudah ditandai dalam foto atau postingan yang diunggah oleh orang lain.
13. TFL
TFT adalah singkatan dari *thanks for like* yang bermakna *terima kasih sudah menyukai*. Bentuk ini dipakai seseorang dalam berterima kasih kepada orang lain karena telah menyukai postingan yang dia unggah.
14. ROTFL
ROTFL adalah singkatan dari *rolling on the floor laughing* yang bermakna *tertawa sampai guling-guling di lantai*. Bentuk ini dipakai untuk menunjukkan ekspresi senang yang berlebihan hingga seperti berguling-guling di lantai.
15. LMAO
LMAO adalah singkatan dari *laughing my ass off* yang bermakna *tertawa terpingkal pingkal*. Bentuk ini dipakai untuk ekspresi senang yang berlebihan hingga seperti berguling-guling di lantai.
16. IYKWIM
IYKWIM adalah singkatan dari *If you know what I mean* yang bermakna *kalau kamu tahu maksudku*.
17. WTH
WTH adalah singkatan dari *What the heck?* yang bermakna *Apa apaan ini?* Bentuk ini dipakai seseorang ketika marah-marah.
18. VSF
VSF adalah singkatan dari *very sad face* yang bermakna *wajah sedih*.
19. ASAP
ASAP adalah singkatan dari *as soon as possible* yang bermakna *sesegera mungkin*.
20. TIME
TIME adalah singkatan dari *tears in my eyes* yang bermakna *air mata di mataku*.
21. TIA
TIA adalah singkatan dari *thanks in advance* yang bermakna *terima kasih banyak*.

22. SWYP
SWYP adalah singkatan dari *So, what's your problem?* yang bermakna *Jadi, apa masalahmu?*
23. SMH
SMH adalah singkatan dari *shaking my head* yang bermakna *geleng kepala*.
24. WB
WB adalah singkatan dari *welcome back* yang bermakna *selamat datang kembali*.
25. WYCM
WYCM adalah singkatan dari *Will you call me?* yang bermakna *akankah kau meneleponku*.
26. FOLLBACK
FOLLBACK adalah singkatan dari *Follow back* yang bermakna *balik ikuti*. Bentuk ini dipakai seseorang yang meminta untuk mengikuti *bail akun* media sosialnya.
27. Congrats
Congrats adalah singkatan dari *congratulation* yang bermakna *selamat ya!* Bentuk ini dipakai untuk menyatakan ucapan selamat.
28. Congraduation
Congraduation adalah singkatan dari *congratulation for graduation* yang bermakna *selamat telah lulus!* Bentuk ini dipakai untuk menyatakan ucapan selamat karena seseorang telah menyelesaikan pendidikannya.
29. Watev
Watev adalah singkatan dari *whatever* yang bermakna *apa pun*.
30. YUREWEL
Yurewel adalah singkatan dari *you are welcome* yang bermakna *terima kasih kembali*.
31. WOLS/WOLES
WOLS/WOLES adalah kebalikan dari *slow* yang bermakna *pelan pelan*.
32. BC
BC adalah singkatan dari *boadcast* yang bermakna *pesan siaran*. Bentuk ini terdapat pada akun BBM.
33. PM
PM adalah singkatan dari *personal message* yang bermakna *pesan pribadi*. Bentuk ini terdapat pada akun BBM.
34. DP
DP adalah singkatan dari *display picture* yang bermakna *gambar tampilan*. Bentuk ini terdapat pada akun BBM.
35. DC
DC adalah singkatan dari *delete contact* yang bermakna *menghapus kontak*. Bentuk ini terdapat pada akun BBM.
36. PP
PP singkatan dari *profile photo* yang bermakna *foto profil*. Bentuk ini terdapat pada akun FB, Path, dll.
37. PC
PC adalah singkatan dari *personal computer* yang bermakna *komputer pribadi atau laptop*.

Berikut bentukan baru berdasarkan penambahan sufiks *-er/-ers*.

Tabel 2. Bentukan Baru yang Berasal dari penambahan sufiks *-er (tunggal)* atau *-ers (jamak/komunitas)*

No.	Bentukan Baru	Proses gramatikal	Makna
1.	Hijabers	Hijab + -ers	Komunitas hijab
2.	Jilbabers	Jilbab + -ers	Komunitas orang berjilbab
3.	Jomploers	Jomplo + -ers	Komunitas jomplo
4.	Jokowers	Jokowi + -ers	Komunitas simpatisan Jokowi
5.	Syekher	Syekh + -er	Penggemar Habib Syekh
6.	Slanker	Slank + -er	Penggemar Grup Band Slank
7.	Alayers	Alay + -ers	Komunitas anak-anak <i>alay</i>

Sufiks *-er/-ers* pada Tabel 2 bermakna orang dan komunitas atau kelompok. Penambahan sufiks *-er/-ers* sering dijumpai pada komunitas/perkumpulan atau penggemar yang memiliki kesamaan.

Simpulan

Berdasarkan hasil dan pembahasan, dapat disimpulkan bahwa bahasa gaul adalah bahasa yang digunakan dan disepakati oleh kelompok tertentu. Ada kosakata baru bahasa gaul dalam bahasa Indonesia yang dipengaruhi oleh bahasa Inggris. Pengaruh tersebut berupa abreviasi dan imbuhan sufiks. Peneliti menyarankan perlu adanya kajian yang lebih mendalam terhadap objek penelitian ini.

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INVENTORY OF LITERACY HUMOR TOWARDS APPLYING OF 2013 CURRICULUM

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Abstract

This study is a qualitative study and a conceptual idea that examines literacy humor as Indonesian learning course on 2013 curriculum. Humor literacy can be developed in a learning anecdotes text in 10th class on Senior High School. Nusantara text study as humorous texts written and verbal jokes as humor based on local wisdom can be applied in learning anecdotes. It aims to explore the potential of local-based teaching study to be used in understanding and applying lessons are relatively new anecdotes. The results of this study indicate that literacy humor can be explored on two aspects: written and oral humor-based traditional and modern. Traditional written humor can be extracted from the text and oral humor can be extracted from stories on clowning arts. Modern writing humor can be extracted from the political anecdotes and oral humor can be extracted from stand up comedy. Utilization of traditional and modern humor literacy can be applied as a media or instructional subject because it does not conflict with the scientific approach to the curriculum of 2013. Through humor literacy inventories are expected to improve the understanding and language skills of students, especially on anecdotes text learning.

Keywords: Humor Literacy, Anecdote, 2013 Curriculum

Introduction

Curriculum development 2013 consisting of three zooms, which is curriculum development increases national, region, and local education (Mulyasa, 2013:77). On lowest-level namely increases learning program developed bases syllabus, interest fundamental, and grad interest. Teacher is given freedom of develop learning at schooled appropriate standard interest on curriculum. Fundamental curriculum performing 2013 on indonesian subject aims that educative participant gets memproduksi wiields text in one's line and its social function (Laksono and Priest, 2015:2). Indonesian diajarakan is not just merely as gnostic as get language only, but also as text that mengemban function, and as source of actualization self in the context academic culture social. It is poured in interest basing to write and the one speaking amongst those on anecdotal text learning.

Due to that thing, interest on Curriculum 2013 about to produce anecdote text have momentous roles in society life. Anecdotal text writing begins from activity see and observing corresponds to saintifik's learning principle. Therefore, anecdotal text cans be base deep increase critical thinking, creative, and formation participant character education is taught. But, one that as about problem is how learn to give theory and learning model in point and pulling as intermediate of participant is taught in memproduksi and passes on anecdote text. Anecdotal text learning on tutorial indonesian stills most new count and constitute daring alonging to learn and student. In skill writes (including anecdote text), student responding to gains control lexicon, science, and experience to be able to pass on ideas with every consideration to readers. But, in learning process writes is still a lot of subtracted student to be motivated, are hard in determines topic, pouring its idea into writing form, and learning tend that is applied learns less creative (Damayanti, dkk 2014:3). Besides skill writes, speaking skill that in this case is interest hit to pass on anecdote text also needs to be

developed. Student writing result as text of anecdote ought to be featured word-of-mouth so inures student for good act speaking. Inuring two that skill need after-glow been built. Therefore, shall there is effort of teacher for can create creative and innovative learning.

Effort learns in develop anecdotal text learning gets to be begun by studies literasi humor. Literasi is ability; science or skill in writes and reading (KBBI) so literasi is humor of course it gets bearing with gnostic about humor reading and writing study. Anecdote form a part of humor study that apparently highly complex and multiple diverse. Teacher can utilize a lot of literasi's source humor to be applied deep learning. But, need remembered also that literasi's elect humor as material as teaches to need a lot of judgment. Judgment as context of material teaches, keterbacaan, psychological, media, method, and model teaches to have in one's line curriculum 2013. Thus, teacher shall gain control or at least knows two mendasar's things ingoings in literasi humor which is humor theory and that humor type is alone.

Basal Humor Theory Literasi Humor

Humor terminology comes from Latin language which is *umor* one that matter 'liquid'. Since year 400 SM Antic Greek nations gets that assumption heart of men atmosphere determined by four liquid kinds in body. Freud's terminological humor (in Suprana, 2013: 8) constitute a social phenomenas and psychological one get to be had and are enjoyed with. Something who can collectively get melampiasikan aggression and gets regression (stimulus responds). Such Degan, person that easy tending wag smiling or razzing if feel humor phenomena that gets bearing with quaintness as phenomena psychological.

Get bearing with that definition, setiawan (in Suhadi, 1992:32-33) clasifying humor bases its type become six criterion form for example:

1. Express criterion

As shaped as expression, humor is divided as three types. Type first is personal's humor that have trend to laugh at thyself. Type secondly is intercourse humor that is created for banter at antarteman and quaintness that is slipped as in orasi. Drd type is artistry humor that interpolate humor as affinity aesthetical swan song.

Artistry humor is subdivided as three types which is humor lakuan, graphics, and literer. Humor lakuan is humor that disisipi in bandstand stage art as comedy, humor dance, and comic pantomime. Graphic humor is humor that gets to form image as cartoon, caricature, jocose photograph, and comic statue. literer's humor (art text) are one terminology divide exploited art opus to enrich humor opus. Art opus is made as ' media ' to pass on humor idea.

2. Criterion means

Humor in criterion means in communication aim is divided as three a part, which is: a. communicator intentionally jokes and be accepted as wisecrack by communicant, b. communicator don't intentionally joke but reputed jokes by communicant, and c. communicator intentionally jokes but not look on comic by communicant.

3. Indrawi's criterion

Humor in indrawi's criterion is divided as three types which is humor verbal, visual's humor, and auditif's humor.

4. Material criterion

Humor bases material can be divided as type sevens which is political humor, seks's humor, sadistic, puzzle, etnik, intercourse, and religion.

5. Ethical criterion

Humor in ethical criterion gets to be differentiated becomes two mendasar's things which is healthy humors or educative humor and insanitary humor.

6. Esthetic criterion

Humor in esthetic criterion gets to be came to pieces becomes two a part which is tall humors (more ground and indirect) and low humor (rougher and over explicit).

Humor constitutes one within study in observational humaniora who can assess to base other knowledge branch as psychology, anthropology, and kebahasaan. According to setiawan (in Suhadi, 1992:28-29) there is three approaching kind in the effort make humors as subjek scholarships for example.

1. Topographic approaching

This approaching based on on study about razzing phenomena in humor. This approaching not utilize analytical trick but more a lot of utilize observation and descriptive. This approaching is done to fix humor and a variety classification it on clear concept about phenomena which be evoked. It prevents to continue it misunderstanding sort about humor e.g. that ' humor it banTERS 'or' humor it shall joke and rejoicing'

2. Practical approaching

This approaching emphasize its study on how person shall joke that deep disciplined fine arts was called to banter. Fundamental study it is praktik's teachings jokes or bantering that good with fall has say dipraktikkan'safters. It is done sort gets that tips that konstruktif that pagelaran banTERS can funnier and comfort audience.

3. Analytical approaching

This approaching mengkaji that something causative things stimulate person for laughs (humor phenomena) on given wisecrack. This approaching is frequent being done by pro one that mengkaji will humor phenomena. But, this research beresiko a loss joy in enjoy humor because is assessed scientifically.

Kaplan and Pasco (in Darmansyah, 2010:95-101) interpose to mark sense many theories about applicable humors in effort dissects humor ways of working include in to describe meaning and humor function. That theory is agglomerated into three knowledge study as follows.

1. Linguistics theory

Kebahasaan's humor theory constituted by semantic theory bases scenario that dikemukakan by Rasikin (in Darmansyah, 2010: 101). It is theory-based, human behaviour or life even its person have most flat and is recorded deep one semantic map. Happening deviation on that map will wreck balance and will evoke quaintness.

2. Anthropological theory

Anthropology that centralizes self on humor relationship between who just or deep trussed kinship which how that humor can happen. Humor in a general way happening between a galaxy man which in any case among two men where a wag and humor audiences shall lie deep situated or trussed given that that humor gets happening. This theory interposed by Apte (in Darmansyah, 2010: 100)

3. Psychology theory

Humor theory on agglomerate cognitive psychology consisting of eight subkelompok which is:

a. superioritas's theory

This theory memposisikan self among object and subjek is humor which is subjek what does laugh at lies deep positioning *super* meanwhile object that is laughed at in position *degradation* (despised or is contempted). Plato says (in Suhadi, 1992: 26) that phenomena laughs to happen if available something that menggelikan and unconventional. Thing that menggelikan in here diartikan as something that trespass order or very bad something. Following samples humor in cognitive superioritas.

X: By trade pedicab, are you trusting on susudah's life dies?

Y.: susudah's life dies? Life before even taste dead it never I feel. (Yunus, 1997:13)

b. Evolution theory(*instinct* or biological)

This theory opines that potency laughs and joking constitutes deliverance (*built in*) in nerve mechanism system and has adaptif's function (acclimatization and looks after balance) so functioning keeps in good health body organ function. This theory interposed by McDougall (in Darmansyah, 2010:96).

c. Inkongruitas's theory

This theory opines that happening humor if available appointment among IDE or situation IDE that interfering so happening bias of atypical rule. This theory interposed by Goldstein and McGhee (in Darmansyah, 2010:97). Following samples humor in cognitive inkongruitas.

X: What is ulama's difference before and now?

Y.: Ulama before kissed by its hand by official, meanwhile ulama now now kiss official hand.

(Yunus, 1997: 14)

d. Surprise theory

This theory opines that surprise, surprise attack, or suddenness constitutes condition who can evoke humor. This theory interposed by Sully (in Darmansyah, 2010:97). Following samples humor in cognitive surprise.

X: The most nation economical (meanie) at this earth is the jews, subsequently riveting nation and nations drd one Chinese.

Y.: What is its reason?

X: If into one glass which contains fall potion a fly, person China will canting glass until fall fly comes out glass then meminumi fills that glass. If happening the same thing, person rivet will take one spoon which minuscule then discards fly previously with that spoon, and then drinks potion in glass. For jew, if they are brought up to the same thing they will take that fly with its finger then blackjack it upon glass, and then drinks previous glass content. (Yunus, 1997:14)

e. Escape and priority theory

This theory opines that tension that espouses to collect thoughts sometimes intemperate control causing undulate emotion which outgrows and get to end by its appearance humor. This theory ordinary too is grouped into theory 'energy excess' one interposed by Spencer (in Darmansyah, 2010: 97 - 98). In cognitive societal life it signs to mark sense things who may not be uttered, pointed out or figures to be shown face common. If this rule is breached, therefore will there is sanction of society. Following samples humor in cognitive escape and priority.

X: Why is Usman's Father clears a root rather oyong and appear to be forward retreat?

Y.: Father the bigamous Usman five person and having is more than 20 child. That is its cause, it walks to go forward retreat. (Yunus, 1997: 16).

f. Configuration theory

This theory have equality with cognitive inkongruitas who emphasizes on kognitif's meaning and perseptual is humor. In contrast both of theory it lays in not mark sense relevance (in inkongruitas's theory) and marks sense relevance (in configuration theory) humor source that as situated as abrupt so its appearance humor. This theory interposed by Mailer (in Darmansyah, 2010:98). Following samples humor in cognitive configuration.

X: Are you yesterday to hotel y. and seeing a young woman a new one lodge at that hotel?

Y.: Yes, Father! Fortunately I there is business with remained someone front with that woman room.

X: Do you flatter or tempt that woman?

Y.: Aa ... a ... available, yeah! Fathers jump off its chair and hugs its child hand in glove while say, "You child new me!" (Yunus, 1997:15)

g. psikoanalisis's theory (stress release)

This theory opines that agreeable things tending for menjurus on releasing psychological energy. If energy is formed and at leads to given object but that energy teredam, therefore that energy will thru release humor. This theory bear psychology terminology which is stress release. This theory dikemukakan by Freud (in Suhadi, 1992:

26) that mechanism that is done in wisecrack similar to dream so repress and sublimation of stoned think that will hold role.

h. Bisosiasi's theory

Koestler (in Suhadi, 1992:26) opine that thing that constitutes all its humor form bisosiasi. Humor is created through two situations or impossible instance happening at a swoop so through particular context evokes to get association kind. In summary gets to be concluded that humor constitutes phenomenon be linked two in contrast to frame of reference one imagined IDE same. In line with that thing, Bergson and Freud (in Wijana, 2004: 22) calling phenomena most conceive of interference resiprokal (deviation gets character each other get reply) and condensate (merging two IDEs or more on consciousness).

Humor has a lot of function and quite a lot too pro one opine about that thing. According to Sudjoko (in Suhadi, 1992: 36) humor can function which is:

- a. Perform all wish and all idea aim or send away for.
- b. Reviving her 's that person is not always correct.
- c. Teaching person sees problem of a variety angle.
- d. Comfort.
- e. Smoothing think.
- f. Making mentoleransi's person something.
- g. Making person understands quaint problem.

Danandjaja (in Suhadi, 1992:37), say that the most humor function stands out, which is as medium of sensory dealer that presses self someone. That feel can because of thing kinds of, as injustice of social, politics emulation, economy, tribe or faction, and constraint in emancipated stirred, seks, or freedom issues to have say. If there is injustice usually arises humor that as protest of seks's social or constraint, usually evoke humor about seks.

Criticism indirecting to have more influence effective as compared to criticism which directly deep society life. Criticism that is passed on in write often evokes disaster, variably if criticizes to be presented deep shaped humor. Social protest in humor may not comment serious ala because that menyuarkan absolutely irresponsible. Accountability in protests social as humor be taken collegial by cultural society so that society is alone responsible one.

On eventually, to make good humor, shall see situation and condition of. Humor did by not very overacting, that humor quality makes a abode to awake. Humor as medium of social communication to be expected gets to be understood and accepted by various individual manner. Base view exhaustively to humor function, researcher will utilize humor function theory by Sudjoko (in Suhadi, 1992: 36). But, base relevansi's judgment in anecdotal text learning, need suggested mark sense three beneficent humor function deep learning:

1. Function understands

This function refers on that theory humor can open someone thinking to understand and mendalami is minded problem individually (psychological) and also extent society (social) to then looked for by its solution via one trick passed on by meyanangkan's alae and accepted by all society coats. Humor oft is made as media of social criticism and antarmanusia's social communication. So, via handaged idea humor, society can understand problem that really elaborate even if until can open thinking with to do social criticism that konstruktif.

2. Function regards

This function refers on that theory humor can give chance to someone to pass on konstruktif's idea in the effort gives pengaruh that thinks and betindak one expedient. This function also used to mean as concept ' regards ' reader or humor discourse audience to follow what does become argument with logical grounds through humor. So, functioning humor as forwarding and asking out to perform idea and to the effect for most describes it mandate or send away for making for the better change aim via makes the point that agreeable emotionally.

3. Function comforts

This function refers on that theory humor can give amusement to remove saturation in life routine. On tertenti's situation e.g. while write, declaim, even while keagamaan's discourse, oft humor needful that reader or audience not boring one of course it shall be adjusted by its society culture. That thing bearing with art, humor as 'condiment' deep one art opus apparently can make main affinity in one conflict.

Humor Object as Material As Literasi

Humor learning in indonesian is applied in anecdotal text makings. Text anecdotaling to constitute one narasi's composition that can inspired dari pengalaman lives someone that is written in few words, short, and comic. Ordinary topic appointed as education, politics, law, allusion, criticism, etcetera. Need acknowledged that anecdotal text not only funny story storycomprisings one eye but available also mandate, send away for moral, and expression about a truth in common. In common, text anecdotaling to have kindred structure with narasi's text. struktur's following anecdote text:

1. Abstractedly is sectioned early paragraph which work through about content sort of text.
2. Orientation is sectioned menunjukan's one first few scene or instance that that place background happening.
3. Event is story series or can be called also story road.
4. Crisis is sectioned one where happen problem or things that can't happen. And usually this crisis happening on self that writer is alone.
5. Re Orients is closing part of story.

Anecdotal text learning all this time adopted of intern learning e.g. of Australian. Indonesia as state that rich with its culture potency wants to be empowered through pengkajian text, don't except archipelago humor text. Pengkajian is archipelago text that gets local wisdom basis get to be applied deep anecdotal text learning. That thing intent to dig up material potency teaches to get local basis for exploited deep understands and apply it in Indoensia's lingual learning. In common, humor object can be divided as two forms which is orals and also write that get traditional basis or modern. Humor object following bases its type. Objects numeric following humor who can be applied by teacher in anecdotal learning.

No.	Humor form	Humor basis	Humor object
1	Oral	Traditional	Traditional drama (E.g. lenong, mendu, kaba, etc.)
		Modern	<i>Stand Up Comedy</i>
			Modern jest (situated comedy)
			Comedy drama
2	Write	Traditional	Folklore (E.g. Pak Belalang Story, Saloi / Alui's story),
		Modern	Politics anecdote, puzzle, intercourse, and religion
			Humor caricature
			Meme / comic

That humor object gets dijadikan as material as and also media teaches. But, teacher shall see how to for menghubungkan anecdotal text structure with object who will be utilized. E.g. apply video *stand upcomedy* as media teaches. On *stand upcomedy* available humor material abbreviates that kindred with anecdotal structure. But, teacher also needs sort da to choose amna's humor material would be convenient to be made media. Humor type that ccok in learning is politics and social humor be not sex's humor or etnik even.

Conclusion

Curriculum learning 2013 is interest learning with strengthen autentik's learning and estimation process to reach attitude interest, science, and skill. Support processes learning be done through approaching saintifik, which is learning which push student more can in observes, ask, try or gathers data, mengasosiasi or menalar, and communicating. On that elongated process notably deep anecdotal text learning, teacher shall understand various theory and humor function that melandasi learning. Humor type comprises verbal's humors and writes, well traditional and also modern, also needs to be developed by innovative ala.

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KEEP SMILE BOOK: AN INSTRUMENT OF STUDENTS' AFFECTIVE EVALUATION

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Abstract

This study aims to describe the use of "Keep Smile Book" as an instrument of students' affective evaluation and factors affecting its implementation. "Keep Smile Book" is a diary consists of students' book and teachers' column. This book combined observation and self-assessment technique of evaluation. The students actively involved to assess their-self by a cute way of putting an emoticon sticker on a diary. Descriptive qualitative design was used in this study to explore the phenomena. The research subjects are 88 students and 3 teachers of the fourth to sixth grades of SD Negeri 1 Piji Kudus. The data were gathered through documentation and interview. The result of this study showed that "Keep Smile Book" was valid and eligible to be used as students' affective evaluation shown by low-margin score between of students' and teachers' given. It also gives a choice to the teacher to adopt such kind of self-evaluation on affective domain. By understanding the criteria and having a happy activity, students respectively encouraged to perform noble behavior. The constraint laid on the time consumption in filling the book but the students' involvement contributed to the success of the implementation

Keywords: "Keep Smile Book", Evaluation, Affective Domain

Introduction

Evaluation is the one of the main component of learning purposes. It is a process to know the achievement and instructional affectivity (Putra, 2013; 76). Generally, evaluation has two vital function, those are to know (1) the students' learning achievement concerning on how the students reach the learning objectives and mastering the competencies involved and (2) the teachers' achievement as the manager of learning concerning on planning, organizing, and evaluating (Arikunto, 2002 & Sukardi. 2010).

Teaching and learning achievement closely relate to the learning goals specifically elicited from *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003* about national educational system of Indonesia (Departemen Pendidikan Nasional, 2003). National educational system of Indonesia mandated that educational system is aimed to develop students' potential becoming godly human who are virtuous, healthy, knowledgeable, competent, creative, independent, and becoming democratic and responsible civilization. Attempting to those goals, education in Indonesia must cover three domains; cognitive, affective, and psychomotor (behavior). Cognitive domain explicitly shown by aspect of knowledgeable, then affective is represented by godly, virtuous, independent, democratic and responsible (Departemen Pendidikan Nasional, 2008) then behavior is represented by healthy, competent and creative.

Educational system should combine proportionally three domains of evaluation (Anderson & Anderson, 2006: 524). Unfortunately, affective evaluation is rather difficult since evolving non-concrete aspects (Fernandes, 1983). It is quite different with aspect of cognitive and behavior which are laid on the test result and students' worksheet. These aspect can accurately assess because of having a concrete proof. Observation is become the only tool helping teacher to assess the affective domain of students on their daily activity

(Mardapi, 2012: 164). This technique is merely inaccurate to use in a large number of students in a class (Camellia & Chotimah, 2012 & Nurbudiyani, 2013).

Unfortunately in most formal schools the affective evaluation is not taken into consideration (Hall, 2011 & Kusumawati, 2015). The case has also happened in SD Negeri 1 Piji. Based on the preliminary observation, the teachers only use general observation without any documentation before stating a score in students report. Deeply, the teachers admitted that this technique is absolutely subjective but then they have no idea to use other technique. Observation will only lay on the teachers experience and give non-objective result since it only shot at one point of view (Suyanto, 2010: 159). Other laxity of this technique is when the teachers take only partial students' behaviour as the main criteria (Furqon, 2007: 130).

In developing instructional system, Hopkins et.al (1990) stated that assessment technique for affective domain may consist of testing technique and non-testing technique. Testing technique can be an objective test or essay whether non-testing technique can be a questionnaire with open or closed question. Andayani (2012) said that affective domain assessment can be executed by observation and self-report. The use of observation is based on assumption that affective characteristics can be directly seen from the activity shown or psychological responses (Qomari, 2008: 90). The technique of self-assessment assumes that the affective situation of students can be derived well and measured only by themselves (Hamalik, 2001: 150) and it will attract the students' responsibility and involvement on their learning (Ross, 2006: 7).

Based on those two assumptions, the writer compiles a set of assessment tool named "Keep Smile Book". It consists of a simple diary book for students and observational column for teachers. This book contains 10 (ten) statements related to affective values in daily activities stated in *Juknis Penilaian Afektif* (Departemen Pendidikan Nasional, 2008). Especially, those ten affective values are discipline, orderliness, cleanliness, responsibility, neatness, politeness, social relationship, honesty and godly. These are examples of "Keep Smile Book":

Table 1 Students Book Format

No	Today	Respons
1.	I come to school before 7 o'clock	
2.	I make noise when teacher is explaining	
3.	I throw rubbish into garbage	
4.	I do my homework at home	
5.	My uniform is always neat	
6.	I shake my teacher's hand when will go home	
7.	I go to canteen alone	
8.	I inform my naughty mates to teacher	
9.	I speak to others when praying	
10.	All my answers above is truth	

Students respond those question by attaching small sticker in each statements. The responses can be "smile" for "yes" and "sad" for "no" represented Guttman's rating scale (Sugiyono, 2015: 139) based on their real daily situation. Regarding to reliability, the writer prepared 4 different statements and used alternately.

Table 2 Teacher's Column

Students name	Student 1	Student 2	Student 3	Student 4	...
Question number					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Teachers' column helps the teacher to document the students' activities regarding in affective aspects. After both forms are completed, the writer then compare the student' and the teachers' form. The teacher can conclude whether the situation stated in students' form and teachers' form are correlated in which to get the final decision about the students affective.

Based on those conditions which the students had not involved in the process of evaluation. So that the writer proposed to observe how the implementation of "Keep Smile Book" become tool of affective evaluation in SD Negeri 1 Piji, an elementary school located in Kudus Regency, Central Java Province, Indonesia. Generally, this study aimed (1) to know the implementation of "Keep Smile Book" in case of helping the role of teachers to evaluate the affective aspect, and (2) to see factors influencing its implantation as a tool of evaluation.

Methodology

This study used a descriptive qualitative design to gain and describe the specific phenomena of implementation of "Keep Smile Book" as an instrument of affective evaluation. Moreover, by qualitative approach, this study is expected to peel the real situation and factors influencing the implementation effectively. The subjects of this research consisted of 88 students and 3 teachers of Fourth to Six Grades. This research was conducted in early March to June 2016 in SD Negeri 1 Piji

The techniques of collecting data were documentation, which are the fulfilled students' and teachers' books, and interview, to know the students and teachers perception in Keep Smile Book. The writer used unstructured interview to gain more information regarding their feeling on advantages and factors influencing the implementation (Arikunto, 2010: 151).

The analysis of data from documentation is by comparing the result of those two books and then validated by data from interview about the implementation. The data is associated and then the writer took a conclusion.

Result and Discussion

The Implementation of Keep Smile Book

The result of implementation from students' and teachers' book are as foolows:

Table 3. The Result of Students and Teachers' Book

Grade	Upper Score		Lower Score		Mean	Margin
	Students	Teacher	Students	Teacher		
Four	9.00	10.00	5	5.2	8.01	1.14
Five	9.57	9.86	1.42	1.43	8.75	0.45
Six	8.57	8.42	3.35	3.07	7.35	0.23
Mean	9.05	9.43	3.25	3.23	8.03	0.06

The table above indicated that the teacher tended to give higher scores. Thus, students who gave the score based their own experiences, tended to give lower score. The data showed that most of affective attributes has appeared on students shown by the mean of the score is 8.03. It means that both students and teacher refers to attach the attributes of affective. The most importance part is the margin between students and teachers score gave which is 0.06. The limit margin score represented that students and teacher had the same perspective of students affective. This fact absolutely strengthens that both observation technique by teacher is supported by active self-evaluation by students. In other hand, it also gives a choice to the teacher to adopt such kind of self-evaluation on affective aspects. So that the book gave a positive implication in using it as a tool to asses affective domain.

Factors Influencing the Implementation

After the implementation of “Keep Smile Book” for 28 days, the writer conducted some interview to the teacher and to gain their perspective on the implementation and elaborate the influencing factors which are supported or inhibited, to this instrument.

Generally all of the respondents stated that “Keep Smile Book” containing a positive and negative effect. The respondents declared that the positive effect can be seen from students’ point of view where they feel happy and unconsciously were assessed. So as the result they gave a truly response or answer based on their daily condition. Beside that the students had higher motivation to fulfil the response on the book since the mechanism is simultaneously individual. In fact, the students were always questioning and waiting for the moment to fill the book enthusiastically. It may be caused by the joyful activity of attaching the interactive stickers. Those also represent that this book made the students act honestly.

According to the first respondent the most inhibited factor was limitation of the time. The teachers felt burdened to fill many observational columns on students’ affective attributes while the time is limited in completing a lot of tasks. In line with the first, second and third respondents mentioned the technical view of the book which has to be filled daily. Even though they recognized that Keep Smile Book” particularly give concrete and valid data of students’ affective condition.

Dealing with the method of evaluation the respondents agree that this book is more compatible than their usual method based on the observational and subjective evaluation. They admit that their conventional ways is totally laid on subjectivity of their experience. Nevertheless they are still sure to adopt this instrument in the future since its compatibility to help them in task of evaluation. The issues of time will be solved further by particular adjustment.

Conclusion

This study implies that the self-evaluation technique are more accepted than the observational technique used in evaluate affective domain. “Keep Smile Book” hopefully can be an alternative solution as the instrument of students’ affective attributes since it combine those two alternative techniques. This book has more advantages compared with its limitation.

The advantages of “Keep Smile Book” are the involvement of students which gain objectivity and enthusiasm of students during the proses of evaluation and affectivity of showing the real condition of students affective attributes which they are unconsciously evaluated. Even though the book take specific time to use, good time management will fully support the implementation

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THE DEVELOPMENT OF INTERACTIVE E-BOOK LEARNING MATERIALS THROUGH 4S TMD

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SPS Pendidikan Kimia UPI

Abstract

This research aims to develop teaching materials in the form of interactive e-book with 4S TMD method. The research method used is the method of research and development (R&D). The characteristic e-book that developed that is a form of feature animation, video, or the simulation. In addition through this interactive e-book students are also given the question of the exercise and quiz which contains the answer key and the score done directly by the system so that students can know targets on specific material. 4S TMD method (4 Step Teaching Material Development) consists of four steps of the selection process, restructure strategy, characterization, and didactic reduction. Through this development model lesson materials in the form of interactive e-book arranged to meet the criteria of teaching materials from the aspects of the suitability of the curriculum, true, useful value for students, in accordance with the availability of time and essential concepts. Some of the benefits of teaching materials in the form of interactive e-book are; a) can increase the learning productivity. b) Help educators in the effectiveness and efficiency of learning time. c) Easy to carry. d) Help educators in presents information that more concrete steps and allows independent learning. and e) interactive learning media in the dissemination of information because it can display a variety of animation, video, or the simulation. The presentation of the concept of the thematically on e-book can make the students better understand the concept of integrated chemical. Through the daily phenomenon that is served, simulation and animation, interactive e-book can represent the structure of the macroscopic, symbolic, and submicroscopic on chemistry concepts can be served well so that the students can understand the concept of the chemical for more integrated.

Keywords: Teaching Materials, e-book Interactive, 4S TMD, Chemistry Concepts

Introduction

Teaching-material is a part of the learning resources. Through the good teaching materials, the students can master the competencies in accordance with the speed of learning they have. It is therefore expected that teaching materials that arranged can make students become more active in the learning activities to achieve the competency. In Depdiknas (2008) on the development of guidance material development reveals that the teaching materials are compiled should pay attention to the demands of the curriculum, teaching materials means that we will have to develop in accordance with the curriculum. In the curriculum 2013, the core competence and basic competences set by the government, so that all schools can achieve the same competence at the end of a particular subject. Therefore, teaching materials that compiled expected to be used on a variety of school curriculum of 2013. The good teaching materials are that can be understood by all students with different backgrounds and in accordance with the development.

In the current technological, the development of teaching materials developed are not only limited to the types of printed teaching materials such as books, modules, and others. Teaching materials can also be arranged in the form of video, software format, or the result of a combination of various formats that can be used by students or teachers (Depdiknas, 2008: 5). One form of teaching materials that can be developed in the form of interactive e-book. One of the advantages of interactive e-books than printed books, namely e-book display capable of integrating voice, graphics, images, animations, and movie so the information that presented is richer than the printed book.

The use of interactive e-book is very suitable for a chemical material, the anyone is electrochemical materials. Through the daily phenomena presented, simulation and animation, interactive e-book can present macro-structure of the chemical material that can be presented properly so that students can understand the concept of a more integrate. E-book is designed so that students can interact with learning resources independently (Huda, et al. 2012). In addition to presenting the material, in interactive e-book can also be arranged to include practice questions and the evaluation questions where students can know their score answer directly. Some of these advantages make students interested in using interactive e-book learning as they receive information from two ways, verbally and visually (Suryani & Sukarmin, 2012: 61).

The stages of development of teaching materials on the 4S TMD provide clear direction for researchers in the development of teaching materials that do. Four important stages: Selection, structuring, characterization and reduction didactic. The Steps being taken from the curriculum analysis to test the feasibility of teaching materials. Each stage of the focus on certain aspects and support each subsequent stage. After going through a stage, it is expected that the next step will improve the quality of teaching materials prepared. As the results of research conducted by Asri (2015) that there is an increased level of legibility of teaching materials after the reduction step compared with the test understanding results the characterization stage.

In this study, the interactive e-book developed by 4S TMD model. Development of teaching materials is done because most e-book that there was only a diversion of the print book format into the software without their interactive aspects. Therefore, through the development model is expected teaching learning material in the form of interactive e-book compiled teaching materials can meet the criteria of suitability aspects of the curriculum, as scientifically correct, has a value of usefulness for students, according to the availability of time, and in accordance with the concepts.

Literature Review

Teaching materials

Teaching materials is a part of the learning resources. Instructional materials in all forms is used by teachers and students in the implementation of teaching and learning activities. It shows that the process of learning requires three important aspects, namely teachers, learners, and teaching materials. Teaching materials are not only limited to the types of written material, but there is also in the form of visual, audio, and audio-visual equipment.

There are some types of teaching materials that can be used by teachers and students in the learning process. Based on the technology used, materials can be grouped into four categories, namely printed teaching materials (printed) such as handouts, books, modules, student worksheets, brochures, leaflets, wallchart, photos / pictures, model / maket. Teaching materials hear (audio) such as tapes, radio, phonograph records, compact discs and audio. Teaching materials point of view heard (audio visual) such as video compact discs, films. Interactive multimedia teaching materials (interactive teaching material) such as CAI (Computer Assisted Instruction), compact disk (CD) pembelajarn interactive multimedia, and web-based teaching materials (web-based learning materials). (Depdiknas, 2008).

The most important aspect in designing the development of teaching materials, namely attention to the demands of the curriculum (Depdiknas, 2008). This means that teaching materials must be prepared in accordance with the applicable curriculum. On the curriculum in 2013, has been set KI (core competency) and KD (basic competencies) by the government and is applicable to all schools with the same level in Indonesia. KI is a categorical description of the competencies that must be learned learners to a school level, class, and subjects. The KD is a learned competence of learners to a subject in a particular class (Kemendikbud, 2012: 7). Although KI and KD have been set by the central government, but how to achieve it and teaching materials are to be used fully refunded to educators as professionals.

Interactive E-book

The use of e-learning in the education system can help meet the challenges of the times and improve the quality and substance of the content in education. The use of e-learning is not the only alternative used on education in general. E-learning can include many learning approach using technology and administrative practices.

Interactive E-book is a form of e-learning. Simply put, e-book is a printed book that is transferred into electronic form is displayed in the computer media (Crown, 2011). Some places that can be e-book store that is solid pieces (compact disk), DVD (digital versatile disk), or flash in certain capacities. Multimedia format allows e-book provides some information in addition to the information in writing in the form of sound, images, movies and other multimedia elements. An explanation of a flow of electrons, for example, can be accompanied by the movement of electrons from one substance to another substance that can clearly understand the concepts that are presented.

4S TMD Model

This development model is anyone kind of the development models of teaching materials developed by Sjaeful Anwar. This model has four stages: stage of selection, structuring, characterization and didactic reduction (RD). Each stage has a relationship with the next stage so as to produce a good teaching materials, each stage must be done properly and regularly. A chart that illustrates the process pengemabangan teaching materials with TMD 4S model of development can be seen in Figure 1. The fourth stage has several sections described as follows:

Selection

This stage is the initial stage in the preparation of teaching materials related to curriculum and concepts. Selection stage is divided into two parts selection first to consist of the standard content of the curriculum related to the development of material indicators, source materials related to the identification of the suitability of the concept of the indicators, and the value of education related with chemical subject matters.

The first and second stages of selection in broad outline shows that the teaching material prepared must pay attention to the demands of the curriculum, learning materials means that we will have to develop in accordance with the curriculum. In the curriculum 2013, the core competence and basic competences set by the government, so that all schools can achieve the same competence at the end of the lesson. Therefore, teaching materials compiled expected to be used on a variety of school curriculum 2013 (Depdiknas, 2008).

Structuring

This stage is the first draft of instructional materials consisting of a concept map, the macro structure, and multiple representations. At this stage the material presented in teaching materials prepared in more detail. Concept maps showing the relationship one concept to more clearly. Macro structure shows a macro concept (subject matter) in a material that comes with the concept of micro (subordinate) of the macro concept. Multiple representations that the presentation of material chemistry in teaching materials consisting of macroscopic aspect, submicroscopic and symbolic.

Some of the benefits of structured teaching materials (Anwar, 2014), are:

- a. Provide conformity between the needs of certain levels of learners with the content of teaching materials
- b. Be able to describe the structure of science
- c. Helping students in describing cognitive structures in their brains.

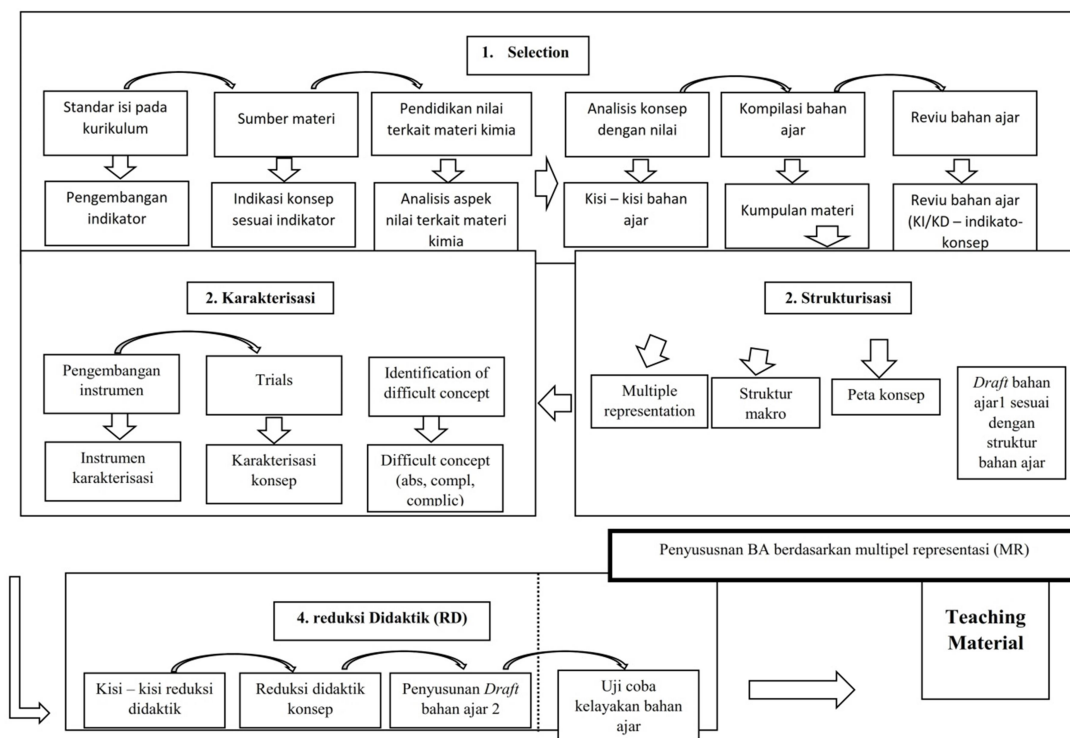
Characterization

This stage is the process of preparing teaching material in accordance with the characteristics of teaching materials to be developed. This stage consists of the development of instruments (instruments characterization), trial (characterization of the concept), the identification of a difficult concept (difficult concept is abstract, complex, or complicated concepts).

A teaching materials can be evaluated from the degree of difficulty is easy and difficult characters. Characters from simple teaching materials indicated by nature simple and concret. The teaching materials that are difficult to have an abstract nature, complex, and complicated. In order for a teaching materials can be understood independently by the student, the presentation of the material should be based on the principle - the principle of a didactic ie from simple to complex, from near to far, from easy to difficult, and from the concrete to the abstract.

Didactic Reduction

Didactic reduction stages is a stage reduces the difficulty of teaching materials created. Didactic reduction performed in the presence of various considerations psychological aspects, knowledge, and abilities of students teaching materials can be reduced such that it will be more easily understood by students. This is in line with the said by Lobo & Novel (2015: 41) that the key to successful learners in the study of chemistry is to convey to students about the information that can be easily interpreted and discussed. The information contains phenomenon that corresponds to the level of ability of learners. This is done to attract the attention and interest of students in studying chemistry. In this case the process that occurs in a chemical compound can be used both as a teacher and as a society.



Gambar 1. Flowchart of 4 Step Teaching Material Development (4S TMD)

Research Method

The types of research

Research library

The object of research

Books and research results related to the development of teaching materials and interactive e-book in accordance with the development of teaching materials using methods 4S TMD.

Study results

The use of interactive e-book is very suitable for a chemical material one electrochemical materials. Through everyday phenomena presented, simulation and animation, interactive e-book can present macro-structure of the chemical material can be presented properly so that students can understand the concept of a more integrated chemical. E-book is designed so that students can interact with learning resources independently (Huda, et al. 2012). In addition to presenting the material, in interactive e-book can also be packaged to include practice questions and the evaluation questions where students can directly mngetahui score their answer directly.

Some of these advantages make students interested in using interactive e-book learning as they receive information from two ways, verbally and visually (Suryani & Sukarmin, 2012: 61). Several studies teaching materials using 4S TMD until now largely done on the material SMP with themes that vary among which the theme of global warming (Anwar, 2015), the theme of energy and the environment (Ashri, 2015) as well as the theme of the air (Arifin, 2015). As for the high school chemical material unaccounted for material development using TMD 4S stages. Therefore the teaching materials developed by using stages 4S TMD is able to be easily understood by students because it has been through the stages of didactic reduction, in accordance with the basic competencies of the syllabus, as well as providing students closer to the utilization of such materials on daily life - today.

Some of the important contribution of e-learning program on the education system include:


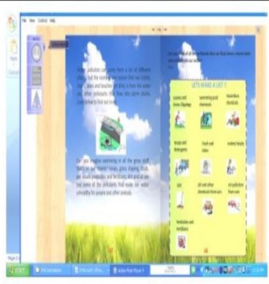
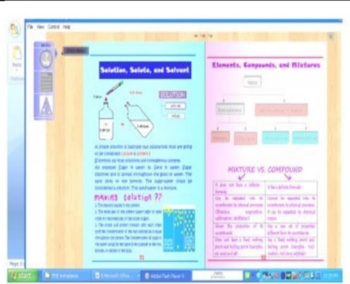
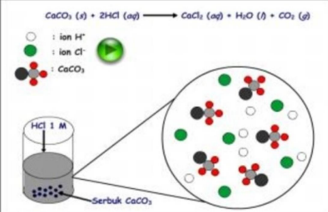
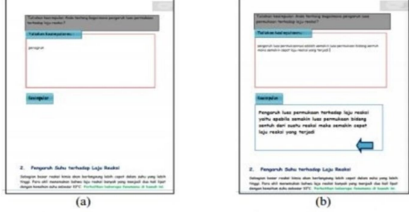

1. Assisting teachers in presenting the material, especially science teachers and teachers of other specialists. E-Learning can improve the quality of the subject matter with their video, interactive software, or information from the Internet or a local computer. In a class remotely or video conference approaches, the number of students who received direct instruction from the teacher on a particular matter to be very much.
2. Deliver learning materials such as textbooks for students. Privileges such interactive games and quizzes can increase the level of learning and understanding.
3. Develop the quality of education by providing information content development and learning approaches. E-learning is interactive and can improve the communicative skills of students (so-called 21st century skills) such as critical thinking, problem solving, communication, collaboration, and creativity.
4. Develop information and communication technology skills of students. (Olson, et al., 2011: 4).

Presentation of the material through the e-book is interesting because in addition contain concepts, e-books can also be equipped with animation, images, and games. Preparation of the e-book may be different from each other even in the same subject depending on the objectives and the approach used. One example is an e-book developed to help students in integrating material science. Presentation of the thematic concept of the e-book can make students better understand science in an integrated (Rochintaniawati, Widodo & Widhiyanti, 2013).

E-book is very appropriate interactive developed for chemical materials for chemical material presented must include three levels of representation. Pictures, video, and animations displayed can clarify the concept (Suriani & Sukarmin, 2012). Information

obtained in verbal and visual interactive e-book will be stored in long term memory. Therefore, through interactive e-book understanding and interest in learning chemistry students can be improved (Yulianti, Fidiawati, and Tania: 2012).

Table 1. Some Examples of Interactive e-Book

<p>The Development Of Interactive e-Book for SMP SBI and RSBI Diana Rochintaniawati, Ari Widodo, Tuszie Widhiyanti (2013)</p>	
 <p>Gambar 1. Sampul depan e-book</p>	 <p>Gambar 3. Contoh e-book untuk halaman yang memiliki kegiatan puzzle</p>
 <p>Gambar 4. Contoh e-book dengan halaman yang berisi kegiatan praktikum</p>	
<p>The Development of Interactive e-Book Pengembangan e-Book Interaktif in the Reaction Rate Based on Chemistry Representation Eka Yulianti, Noor Fadiawati, Lisa Tania (2015)</p>	
 <p>Gambar 2. Tampilan animasi yang mencakup ketiga level representasi kimia</p>	 <p>Gambar 3. Tampilan kolom kesimpulan (a) sebelum menjawab dan (b) setelah menjawab</p>
<p>The Development of Interactive e-Book In Thermochemistry Subject Matter Based on the Chemistry Representation Tiyas Abror Huda, Noor Fadiawati, Lisa Tania (2015)</p>	
 <p>Gambar 1. Tampilan video dalam e-book (a) sebelum diklik (b) setelah diklik</p>	

Conclusion

Through the development 4S TMD model, teaching materials in the form of interactive e-book compiled meet the selection criteria, structuring, and reduction didactic teaching materials on aspects of the curriculum conformity, scientifically correct, has a value of usefulness for students, according to the availability of time. Some of the benefits of teaching materials in the form of interactive e-book that is; a) can increase the productivity of learning. b) To assist educators in effecting and streamline the learning time. c) Easy to carry. d) To assist educators in presenting more concrete information and enable self-learning. and e) an interactive learning media in disseminating information because it can display a variety of animation, video, and simulation.

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EKSISTENSI BAHASA INDONESIA DALAM MEMBANGUN KEBERAGAMAN BUDAYA

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FKIP Unismuh Makassar

Abstrak

*Bahasa sebagai wahana dan produk budaya. Kegiatan berbahasa tidak dapat dilepaskan dari kegiatan berpikir, sebagai bagian dari budaya. Oleh karena itu, bahasa selain memiliki fungsi utama sebagai alat komunikasi, terdapat satu fungsi bahasa yang utama lagi yaitu sebagai sarana bernalar atau berpikir. Penulisan ini bertujuan untuk mendeskripsikan eksistensi Bahasa Indonesia dalam membangun keanekaragaman budaya. Berdasarkan kajian pustaka yang dilakukan penulis dapat dipaparkan sebagai berikut; **pertama**, pemahaman hubungan antara bahasa dengan kebudayaan mencerminkan satu pola hubungan yang bersifat koordinatif dan subordinatif. Hubungan koordinatif dicirikan dengan kualitas hubungan timbal balik antara keduanya, sedang hubungan subordinatif mencerminkan satu kualitas hubungan yang hanya sepihak, artinya dinamika budayalah yang mempengaruhi dinamika bahasa, dan bukan sebaliknya. **Kedua**, keberagaman budaya lokal di Indonesia sebagai berikut; (1) keragaman suku bangsa, (2) keragaman bahasa, (3) keragaman religi dan (4) Keberagaman seni dan budaya. Tidak menjadi pembeda dan pemisah, tetapi dipandang sebagai kekayaan yang dimiliki oleh bangsa Indonesia yang sepatutnya harus berbangga menjadi warga negara Indonesia karena memiliki bahasa sendiri, yaitu bahasa Indonesia yang mampu mendukung budaya bangsa dengan perkembangan berkelanjutan terhadap ilmu pengetahuan. **Ketiga**, eksistensi Bahasa Indonesia dalam membangun keberagaman budaya menunjukkan bahwa Bahasa Indonesia sebagai salah satu jati diri dan harga diri bangsa. Bahasa Indonesia yang diikrarkan pada Sumpah Pemuda 28 Oktober 1928 yang secara yuridis kedudukan dan fungsi bahasa Indonesia sebagai bahasa negara diakui pada tanggal 18 Agustus 1945, yaitu ketika Undang-Undang Dasar 1945 disahkan. Bahasa Indonesia telah menjadi bahasa nasional dan merupakan manifestasi kebudayaan yang berakar pada sejarah perjuangan bangsa dan sebagai wujud kesatuan dalam membangun keragaman budaya.*

Kata Kunci: Bahasa Indonesia, Keberagaman Budaya

Pendahuluan

Indonesia sebagai negara kepulauan terbesar di dunia yang terdiri dari 17.508 pulau dengan kepadatan populasi penduduk yang mencapai 222 juta jiwa pada kurun waktu 2006 serta kekayaan suku bangsa dan bahasanya yang beragam (Humaidy, 2012). Bangsa Indonesia memiliki beraneka ragam perbedaan antara lain suku bangsa, agama, adat istiadat, dan bahasa antar tiap daerah. Perbedaan tersebut bukan sebagai pemisah, tetapi harus dipandang sebagai kekayaan yang dimiliki oleh bangsa Indonesia. Ada sekitar 726 bahasa daerah yang tersebar di seluruh nusantara (Sugono, 2005). Mulai dari penutur yang hanya berjumlah belasan orang, seperti Bahasa di Papua, sampai dengan penutur yang berjumlah puluhan juta orang seperti Bahasa Jawa dan Bahasa Sunda. Oleh karena itu, diperlukan suatu bahasa persatuan yang dapat di mengerti oleh setiap lapisan masyarakat, suku bangsa, dan

adat. Sehingga variasi Bahasa daerah yang kita miliki tetap lestari yang di naungi oleh bahasa persatuan tersebut.

Bahasa Indonesia merupakan Bahasa nasional sekaligus Bahasa negara Indonesia. Sebagai Bahasa nasional, Bahasa Indonesia sudah dikumandangkan dalam sumpah pemuda, 28 Oktober 1928 oleh para pemuda Indonesia pada waktu itu yang merupakan wakil berbagai daerah di Indonesia. Mereka bersepakat menjadikan Bahasa Indonesia sebagai Bahasa nasional Indonesia dengan memasukkannya ke dalam salah satu butir Sumpah Pemuda. Kedudukan dan fungsi bahasa Indonesia sebagai bahasa negara juga diakui pada tanggal 18 Agustus 1945, yaitu ketika Undang-Undang Dasar 1945 disahkan. Konsep persatuan yang dijunjung tinggi melalui bahasa merupakan langkah yang tepat mengingat keberagaman suku dan etnis di Indonesia. Sejak ikrar Sumpah Pemuda dijunjung, Bahasa Indonesia memiliki peranan penting sebagai alat pemersatu seluruh elemen masyarakat di tanah air ketika memerjuangkan dan memerdekakan Indonesia.

Dalam konteks pengembangan ilmu, teknologi, dan budaya, tampaknya Bahasa Indonesia sudah mengambil peran. Dalam pengembangan ilmu dan teknologi, Bahasa Indonesia telah mampu menjadi sarana pengembangan ilmu dan teknologi yang ditandai dengan pengindonesiaan istilah bahasa asing ke dalam bahasa Indonesia. Dalam pengembangan budaya, Bahasa Indonesia pun telah melaksanakan peran itu karena keberagaman budaya Indonesia mengharuskan adanya sarana bahasa yang mencakup semua bahasa di Indonesia, dalam hal ini dilakukan melalui bahasa Indonesia. (Ruskhan, 2007).

Eksistensi bahasa menjadi tali pengikat kebersamaan yang amat penting bagi kehidupan bangsa. Pengertian kebersamaan di sini tidak hanya mencakup bersama dalam memajukan bangsa, tetapi juga bersatu dalam kebersamaan itu. Itulah esensi dicantumkannya bahasa sebagai salah satu butir dalam Sumpah Pemuda. Kemajemukan bahasa ini membuat kita memahami untuk saling menghargai dan menghormati perbedaan bahasa dari daerah yang satu dengan daerah yang lain. Untuk menyikapi ragam-ragam bahasa yang terhitung tidak sedikit jumlahnya tersebut, kita harus membuat perbedaan-perbedaan fungsi atau kegunaan berdasarkan konteks pemakaian yang sesuai dengan jenis ragamnya. Bahasa Indonesia juga digunakan sebagai komunikasi dalam dunia bisnis, kerja sama ilmiah, sosial maupun budaya. Bahasa Indonesia juga merupakan saluran perumusan maksud kita, mengendalikan, dan melahirkan perasaan kita, serta memungkinkan kita menciptakan kerja sama dengan sesama warga negara daerah kita sendiri atau dengan orang yang berbeda kebudayaan dan bahasa dengan tujuan saling mengerti.

Di samping itu, seluruh masyarakat juga diharapkan menggunakan bahasa nasional itu dalam setiap komunikasi yang melibatkan interaksi antarsuku bangsa. Bahasa Indonesia ini sebagai lambang jati diri, lambang kebanggaan bangsa dan alat pemersatu berbagai masyarakat yang mempunyai etnis dan sosial budaya, serta bahasa yang berbeda. Kesepakatan itu merupakan keputusan politis yang dilandasi oleh kesadaran bahwa bahasa nasional dapat berfungsi sebagai lambang identitas kebangsaan yang dapat mengikat berbagai etnis dan keragaman lain ke dalam satu kesatuan bangsa. Dengan demikian, bahasa nasional itu, selain dapat menjadi sarana komunikasi dalam kemajemukan, juga dapat berfungsi sebagai sarana pemersatu bangsa.

Pilihan terhadap bahasa nasional sebagai upaya untuk membangun kembali semangat kebangsaan kita yang tampaknya memang merupakan pilihan yang relatif paling aman yang bersumber pada masalah keagamaan dan kesukuan, serta dapat membangun jalur komunikasi antarsuku, dan sekaligus meletakkan dasar bagi terciptanya budaya nasional yang mampu menampung aspirasi dari berbagai suku yang ada. Dengan begitu seseorang akan mampu membangun karakternya dan mampu mengembangkan potensinya untuk menciptakan suatu kreativitas baru yang menguntungkan dirinya maupun masyarakat dalam mengendalikan emosi tetapi kita menambah kecerdasan dan kemampuan fisik dalam berbahasa.

Berdasarkan uraian di atas kita sebagai warga negara wajib untuk menjunjung tinggi dan mempertahankan Bahasa Indonesia. Maka atas dasar asumsi tersebut penulis tertarik untuk mengkaji secara studi pustaka untuk mengetahui bagaimana eksistensi Bahasa Indonesia dalam membangun keberagaman budaya.

Pembahasan

Hubungan Bahasa dan Budaya

Ada beberapa teori mengenai hubungan bahasa dengan kebudayaan. Secara garis besar, teori-teori tersebut dapat dikelompokkan menjadi dua kategori, yaitu menyatakan hubungan yang bersifat subordinatif, di mana bahasa di bawah lingkup kebudayaan, dan hubungan yang bersifat koordinatif, yakni hubungan yang sederajat dengan kedudukannya yang sama tinggi.

Kebanyakan ahli mengatakan bahwa kebudayaan menjadi *main system*, sedangkan bahasa hanya merupakan *subsystem* (seperti yang sudah dibicarakan mengenai hakikat kebudayaan di atas), tidak ada atau belum ada yang mengatakan sebaliknya. Berkaitan dengan hubungan yang bersifat koordinatif antara bahasa dengan kebudayaan, Masinambouw (1985) menyebutkan bahwa bahasa dan kebudayaan merupakan dua sistem yang “melekat” pada manusia karena kebudayaan merupakan sistem yang mengatur interaksi manusia, sedangkan bahasa atau kebudayaan merupakan sistem yang berfungsi sebagai sarana keberlangsungan sarana itu (via Chaer, 1995 : 217--218).

Hubungan Koordinatif

Ada dua fenomena menarik mengenai hubungan yang bersifat koordinatif ini. Pertama, ada yang mengatakan hubungan tersebut terikat erat seperti sekeping mata uang logam: sisi yang satu adalah sistem kebahasaan dan sisi yang lain adalah sistem kebudayaan (Silzer: 1990 via Chaer, 1995: 218). Jadi, pendapat ini sejalan dengan konsep Masinambouw di atas, bahwa kebahasaan dan kebudayaan merupakan dua fenomena yang berbeda tetapi hubungannya sangat erat. Kedua, adanya hipotesis yang sangat kontroversial, yaitu hipotesis dari dua pakar linguistik ternama, Edward Sapir dan Benjamin Lee Whorf. Hipotesis ini terkenal dengan nama hipotesis Sapir-Whorf, yang lazim disebut relativitas bahasa. Edward Sapir (1884--1939) adalah seorang linguist Amerika, sedangkan Benjamin Lee Whorf (1897--1941) adalah seorang murid Sapir. Keduanya banyak mempelajari bahasa-bahasa orang Indian, dan menuliskan hasil penelitiannya secara luas. Dalam hipotesisnya dikemukakan, bahwa bahasa bukan hanya menentukan corak budaya, tetapi juga menentukan cara dan jalan pikiran manusia. Oleh karena itu, mempengaruhi pula tindak lakunya (Chaer, 1995: 219).

Sapir mengatakan adanya hubungan yang erat antara bahasa dengan kebudayaan serta menekankan bahwa bahasa dan kebudayaan tidak dapat dipisahkan antara yang satu dengan yang lain, sehingga seseorang tidak dapat memahami yang satu tanpa mengetahui yang lain. Whorf, murid Sapir, memperluas ide tersebut. Dia bukan hanya mengatakan adanya suatu pengaruh, melainkan hubungan antara bahasa dengan kebudayaan merupakan suatu yang determinatif. Penutur bahasa yang berbeda-beda, menurut Whorf, akan memandang dunia secara berbeda sepanjang bahasa yang mereka gunakan berbeda secara struktural (Wardhaugh, 1986: 212--213).

Berdasarkan hipotesis Sapir-Whorf ini, ada dua pernyataan yang perlu diperhatikan. Pertama, bila penutur suatu bahasa memiliki kata-kata tertentu untuk memberikan benda-benda (objek) sedangkan penutur bahasa yang lain tidak memilikinya dengan cara yang sama, maka penutur bahasa yang pertama akan lebih mudah berbicara tentang benda-benda (objek) tersebut. Hal ini terbukti apabila kita memperhatikan istilah-istilah teknis dalam perdagangan, pekerjaan atau profesi. Misalnya, para dokter akan lebih mudah berbicara tentang fenomena medis karena mereka mempunyai perbendaharaan kata (istilah) tentang itu. Kedua, apabila suatu bahasa punya konsep pembedaan sedangkan yang lain tidak, maka mereka yang menggunakan bahasa yang pertama akan lebih memahami pembedaan dalam

lingkungan mereka, terutama mengenai konsep yang menjadi pusat perhatian perbedaan linguistik itu. Jika seseorang hendak mengklasifikasikan salju, unta, dan mobil maka dalam beberapa cara dia akan memahaminya secara berbeda dari orang yang tidak membuat perbedaan itu. Jika benda-benda tertentu harus diklasifikasikan sesuai dengan panjang, tipis atau kebulatannya, seseorang akan memahami benda-benda itu dengan cara demikian (Wardhaugh, 1986:213--214).

Dalam suatu media masa (1971), seorang yang bernama "Kang En" (mungkin nama samaran) menulis artikel yang provokatif, didasarkan pada hipotesis Sapir-Whorf. Tiga masalah yang dikemukakan adalah: kata sapaan, tenses dan salam "*greeting*". Menurutnya, bahasa yang meminjam kata kekerabatan (bapak, ibu, saudara) sebagai kata sapaan, mengakibatkan masyarakat pemakainya memiliki sifat familier. Bahasa yang tidak mengenal tenses (kala) mengakibatkan masyarakatnya kurang menghargai waktu/kurang disiplin. Bahasa yang greetingnya menggunakan *how do you do* dan "apa kabar", mengakibatkan dampak yang berbeda terhadap masyarakat pemakaiannya. Do memiliki sugesti berbuat sesuatu, sedang Kabar sugesti "*nyungjung warta*" dan "*ngrasani*" kata orang Jawa. Kebenaran/ketidakbenaran gagasan tersebut sekaligus bukti hipotesis Whorf-Sapir (Soeparno, 1993: 5--6).

Hubungan Subordinatif

Beberapa hal yang dapat diklasifikasikan pada pola hubungan ini antara lain:

- a. Hubungan bahasa dengan kebudayaan yang berkaitan dengan perubahan bahasa yang diakibatkan perubahan budaya. Hal ini lebih menonjol pada aspek morfologis daripada aspek-aspek linguistik yang lain. Perubahan bahasa secara morfologis dapat dilihat dari beberapa segi, yaitu (1) penghilangan, (2) Penambahan, (3) Perluasan, (4) Penyempitan dan (5) Pertukaran (Robert, S; 1992:111-112). Untuk keterangan dan contoh-contohnya diambilkan dari buku Robert tentang suku Batak Toba.
- b. Tunduknya tindak komunikasi pada norma-norma kebudayaan.

Tata cara berbahasa harus sesuai dengan norma-norma yang hidup dalam masyarakat, tempat hidup dan dipergunakannya bahasa tersebut. Tindak laku berbahasa atau disebut juga etika berbahasa, memiliki kaitan erat dengan pemilihan kode bahasa, norma-norma sosial, dan sistem budaya yang berlaku dalam satu masyarakat. Etika berbahasa ini akan "mengatur" (a) apa yang harus kita katakan pada waktu dan keadaan tertentu kepada partisipan tertentu berkenaan dengan status sosial dan budaya dalam masyarakat itu; (b) ragam bahasa apa yang paling wajar kita gunakan dalam situasi sosiolinguistik dan budaya tertentu; (c) kapan dan bagaimana kita menggunakan giliran berbicara dan menyela pembicaraan orang lain; (d) kapan kita harus diam; (e) bagaimana kualitas suara dan fisik kita di dalam berbicara itu (Chaer, 1995: 226--227).

Kajian mengenai etika berbahasa ini disebut etnografi berbahasa, yang dalam antropologi istilah etnografi digunakan untuk pemerian kebudayaan. Khusus untuk gerak-gerik fisik, butir (e) menyangkut dua hal, yaitu: kinesik dan proksimik. Kinesik antara lain: gerak mata, perubahan ekspresi wajah, perubahan posisi kaki, kepala dan sebagainya. Proksimik adalah jarak tubuh dalam berkomunikasi karena dalam pembicaraan yang akrab antara budaya yang satu dengan yang lainnya biasanya berbeda. Secara terpisah, kinesik dan proksimik merupakan alat komunikasi nonverbal/non linguistik yang dalam kontak langsung digunakan untuk mencapai kesempurnaan interaksi.

- c. Hubungan langsung yang menyatakan bahwa bahasa adalah hasil kebudayaan (Levi-Strauss, 1963 via Sibarani, 1992: 104). Bahasa yang diucapkan atau dipergunakan oleh suatu kelompok masyarakat adalah suatu refleksi atau cerminan keseluruhan kebudayaan masyarakat tersebut. Dengan kata lain, bahasa hanya akan mempunyai makna dalam latar kebudayaan yang menjadi wadahnya.

Kondisi Keberagaman Budaya Indonesia

Keragaman budaya atau "*cultural diversity*" adalah keniscayaan yang ada di bumi Indonesia. Keragaman budaya di Indonesia adalah sesuatu yang tidak dapat dipungkiri keberadaannya. Dalam konteks pemahaman masyarakat majemuk, selain kebudayaan kelompok sukubangsa, masyarakat Indonesia juga terdiri dari berbagai kebudayaan daerah bersifat kewilayahan yang merupakan pertemuan dari berbagai kebudayaan kelompok sukubangsa yang ada di daerah tersebut. Dengan jumlah penduduk 200 juta orang dimana mereka tinggal tersebar di pulau-pulau di Indonesia. Mereka juga mendiami dalam wilayah dengan kondisi geografis yang bervariasi. Mulai dari pegunungan, tepian hutan, pesisir, dataran rendah, pedesaan, hingga perkotaan. Hal ini juga berkaitan dengan tingkat peradaban kelompok-kelompok sukubangsa dan masyarakat di Indonesia yang berbeda. Pertemuan-pertemuan dengan kebudayaan luar juga mempengaruhi proses asimilasi kebudayaan yang ada di Indonesia sehingga menambah ragamnya jenis kebudayaan yang ada di Indonesia.

Kemudian juga berkembang dan meluasnya agama-agama besar di Indonesia turut mendukung perkembangan kebudayaan Indonesia sehingga memcerminkan kebudayaan agama tertentu. Bisa dikatakan bahwa Indonesia adalah salah satu negara dengan tingkat keanekaragaman budaya atau tingkat heterogenitasnya yang tinggi. Tidak saja keanekaragaman budaya kelompok sukubangsa namun juga keanekaragaman budaya dalam konteks peradaban, tradisional hingga ke modern, dan kewilayahan. Dengan keanekaragaman kebudayaannya Indonesia dapat dikatakan mempunyai keunggulan dibandingkan dengan negara lainnya. Indonesia mempunyai potret kebudayaan yang lengkap dan bervariasi. Dan tak kalah pentingnya, secara sosial budaya dan politik masyarakat Indonesia mempunyai jalinan sejarah dinamika interaksi antar kebudayaan yang dirangkai sejak dulu.

Interaksi antar kebudayaan dijalin tidak hanya meliputi antar kelompok sukubangsa yang berbeda, namun juga meliputi antar peradaban yang ada di dunia. Labuhnya kapal-kapal Portugis di Banten pada abad pertengahan misalnya telah membuka diri Indonesia pada lingkup pergaulan dunia internasional pada saat itu. Hubungan antar pedagang Gujarat dan pesisir Jawa juga memberikan arti yang penting dalam membangun interaksi antar peradaban yang ada di Indonesia. Singgungan-singgungan peradaban ini pada dasarnya telah membangun daya elastis bangsa Indonesia dalam berinteraksi dengan perbedaan. Disisi yang lain bangsa Indonesia juga mampu menelisik dan mengembangkan budaya lokal ditengah-tengah singgungan antar peradaban itu. Sehingga tidak salah jika Indonesia dikatakan sebagai pusat peradaban dunia, sebagaimana banyak para peneliti barat yang telah mengungkap hal itu.

Masyarakat Indonesia terdiri dari ratusan suku bangsa yang tersebar di lebih dari 13 ribu pulau. Setiap suku bangsa memiliki identitas sosial, politik, dan budaya yang berbeda-beda, seperti bahasa yang berbeda, adat istiadat serta tradisi, sistem kepercayaan, dan sebagainya. Ciri keragaman kebudayaan lokal di Indonesia dapat dilihat dari hal-hal sebagai berikut:

Keragaman suku Bangsa

Dari ilmu antropologi diketahui bahwa nenek moyang bangsa Indonesia berasal dari Yunan, Cina Selatan. Antara tahun 3.000 – 500 SM Indonesia telah dihuni oleh penduduk migran submongoloid dari Asia yang kemudian bercampur dengan penduduk *indigenous*/ pribumi dan indo-arian dari Asia Selatan. Klasifikasi suku di Indonesia menurut Van Vollenhoven yang membagi Indonesia ke dalam 19 daerah suku bangsa, yaitu: (1) Aceh, (2) Gayo-alas dan Batak, (3) Minangkabau, Mentawai, (4) Sumatra Selatan, (5) Melayu, (6) Bangka dan Belitung, (7) Kalimantan, (8) Minahasa-Sangir-Talaud, (9) Gorontalo, (10) Toraja, (11) Sulawesi Selatan, (12) Ternate, (13) Ambon – Kepulauan Barat Daya, (14) Irian, (15) Timor, (16) Bali dan Lombok, (17) Jawa Tengah dan Jawa Timur, (18) Surakarta dan Yogyakarta dan (19) Jawa Barat.

Keberagaman bahasa

Indonesia termasuk dalam rumpun bahasa Austronesia (Australia-Asia). Gorys Keraf (200: 30) membagi rumpun bahasa ini ke dalam subrumpun:

- 1) Bahasa-bahasa Austronesia Barat atau Bahasa-bahasa Indonesia/Melayu yang meliputi:
 - Bahasa-bahasa Hesperonesia (Indonesia Barat) yang meliputi: bahasa Minahasa, Aceh, gayo, Batak, Minangkabau, Melayu, Melayu Tengah, Lampung, Nias, Mentawai, Jawa, Sunda, Madura, Dayak, Bali Sasak, Gorontalo, Toraja, Bugis-Makasar, Bima, Manggarai, Sumba, Sabu.
 - Bahasa-bahasa Indonesia Timur yang meliputi: bahasa Timor-Ambon, Sula Bacan, Halmahera Selatan-Irian Barat.
- 2) Bahasa-bahasa Austronesia Timur atau Polinesia yang meliputi:
 - Bahasa-bahasa Melanesia (Melanesia dan Pantai Timur Irian) Melanesia (dari bahasa Yunani “pulau hitam”) adalah sebuah wilayah yang memanjang dari Pasifik barat sampai ke Laut Arafura, utara dan timur laut Australia.
 - Bahasa-bahasa Heonesia (Bahasa Polinesia dan Mokronesia)

Keberagaman religi

Indonesia memiliki keberagaman agama atau kepercayaan. Di Indonesia terdapat enam agama yang diakui secara resmi oleh negara yaitu: Islam, Katolik, Protestan, Hindu, Buddha dan Konghucu. Selain itu berkembang pula kepercayaan-kepercayaan lain di masyarakat.

Keberagaman seni dan budaya

Suku bangsa yang beragam di Indonesia tentu menghasilkan kebudayaan yang beragam pula. Salah satu wujud itu adalah kesenian, baik seni sastra, seni tari, seni musik, seni drama, seni rupa dan sebagainya.

Eksistensi Bahasa Indonesia dalam Membangun keberagaman Budaya

Eksistensi bahasa Indonesia dalam membangun keragaman budaya tidak lepas dari keberadaan bahasa Indonesia sebagai salah satu jati diri yang menunjukkan harga diri bangsa. Bahasa Indonesia yang diikrarkan pada Sumpah Pemuda 28 Oktober 1928 telah menjadi bahasa nasional dan merupakan manifestasi kebudayaan yang berakar pada sejarah perjuangan bangsa dan sebagai wujud kesatuan dalam keragaman budaya. Hingga saat ini, keberadaan bahasa Indonesia telah diatur dalam Undang-Undang Nomor 24 Tahun 2009. Sebagai landasan hukum, Undang-Undang tersebut menjelaskan tentang bendera, bahasa, lambang negara, serta lagu kebangsaan. Bab ketiga dalam Undang-Undang Nomor 24 Tahun 2009 menjelaskan secara mendalam mengenai penggunaan, pengembangan, pembinaan, dan perlindungan bahasa Indonesia hingga peningkatan fungsi bahasa Indonesia sebagai bahasa internasional. Pada dasarnya, pembuatan Undang-Undang Nomor 24 Tahun 2009 ini berdasar pada Pasal 36 UUD 1945 yang menyebutkan bahwa bahasa resmi negara adalah bahasa Indonesia. Pasal tersebut merupakan pengakuan sekaligus penegasan secara resmi oleh negara tentang penggunaan bahasa Indonesia sebagai jati diri bangsa dan kekuatan nasional.

Pada dasarnya, jika bangsa Indonesia benar-benar menghargai bahasanya sebagai suatu manifestasi budaya dan menjadi kekuatan nasional, setidaknya dalam ranah domestik, pemerintah dan masyarakat, terlebih lagi anak muda harus bekerja sama dalam melestarikan bahasa Indonesia. Lebih luas lagi, peningkatan fungsi bahasa Indonesia sebagai sarana komunikasi menjadi usaha bersama dalam meningkatkan eksistensi bahasa Indonesia yang menjadi suatu legitimasi kekuatan negara Indonesia dalam keaneragaman budaya yang dimiliki.

Namun saat ini dalam interaksi sosial, kita tidak jarang menemukan bahwa apa yang kita ucapkan atau kita sampaikan kepada lawan bicara tidak bisa dipahami dengan baik.

Kegagalan memahami pesan ini disebabkan beberapa faktor, antara lain: beda usia, beda pendidikan, beda pengetahuan, dan lain-lain. Selain itu, faktor budaya juga berhubungan dengan bahasa. Kata “Kamu” dan “Kau” misalnya, diucapkan berbeda dalam konteks budaya berbeda. Sebutan “Bapak” di negara yang menggunakan bahasa pengantarnya adalah bahasa Inggris tidak cenderung digunakan. Masyarakat penutur bahasa Inggris akan langsung menggunakan sebutan nama diri/nama orang kepada lawan bicara yang lebih tua sekalipun. Hal yang wajar bagi masyarakat penutur bahasa Inggris ini tentu saja tabu jika dipakai oleh penutur bahasa Melayu atau Indonesia. Bahkan, akan lebih tabu lagi jika dipakai dalam masyarakat Bugis-Makassar yang terkenal kental adat istiadatnya dalam menghormati orang lebih tua. Contoh lainnya dalam bahasa Inggris adalah kata “mati”. Bahasa Indonesia memiliki beberapa kata yang memiliki makna yang sama dengan maksud kata “mati” misal *mampus*, *meninggal dunia*, *punah*, *mangkat*, *wafat*, *tewas*, *lenyap*, dsb., sedangkan dalam bahasa Inggris hanya ada dua kata saja, yaitu *die* dan *pass away*.

Pemilihan kata-kata yang sesuai untuk kepentingan interaksi sosial sangat bergantung pada budaya tempat bahasa itu digunakan. Ini sejalan dengan apa yang dikemukakan oleh Sumarjan & Partana (2002: 20) bahwa bahasa sering dianggap sebagai produk sosial atau produk budaya, bahkan merupakan bagian yang tak terpisahkan dari kebudayaan itu. Sebagai produk sosial atau budaya tertentu, bahasa merupakan wadah aspirasi sosial, kegiatan dan perilaku masyarakat, wadah penyingkapan budaya termasuk teknologi yang diciptakan oleh masyarakat pemakai bahasa itu. Bahasa bisa dianggap sebagai cermin zamannya. Artinya, bahasa itu dalam suatu masa tertentu mewadahi apa yang terjadi dalam masyarakat, tergantung kultur daerah yang bersangkutan.

Bahasa sebagai hasil budaya atau kultur mengandung nilai-nilai masyarakat penuturnya. Dalam bahasa Bali misalnya, terdapat ungkapan berbunyi *Da ngaden awak bisa* ‘jangan menganggap diri ini mampu’ mengandung nilai ajaran agar orang jangan merasa mampu; yang kira-kira senada dengan ungkapan dalam bahasa Jawa, *rumongso biso*, *nanginging ora biso rumongso* ‘merasa mampu, tetapi tidak mampu merasakan apa yang dirasakan orang lain’. Dalam bahasa Bugis-Makassar pun ada ungkapan yang berbunyi *Resopa natinulu, natemmanginni malomo naletei pammase Dewata Seuwaee*. ‘Hanya dengan kerja keras dan ketekunan, sering menjadi titian rahmat Ilahi’ ungkapan ini memberi pelajaran bahwa untuk memperoleh keberhasilan, seseorang tidak hanya berdo'a, tetapi harus bekerja keras dan tekun. Bahasa-bahasa (ungkapan) tersebut memiliki ciri khas budaya masing-masing penuturnya.

Penelitian Dede Oetomo pada tahun 1987 (Sumarsono dan Partana, 2002:336) menyebutkan bahwa bahasa juga dapat mempengaruhi kelompok. Anggapan ini berdasarkan pengamatannya terhadap etnik Cina di Pasuruan dengan melihat tutur masyarakat Cina di sana sehari-hari. Ia berkesimpulan bahwa masyarakat Cina dapat dikelompokkan menjadi *Cina Totok* dan *Cina Peranakan*. Ini menunjukkan bahwa bahasa itu dapat mencerminkan identitas kelompok. Bahasa yang tidak dapat terlepas dari budaya juga dibuktikan oleh Blom dan Gumperz (Sumarsono dan Partana, 2002:338). Berdasarkan penelitiannya pada tahun 1972 terhadap sebuah guyup di Norwegia yang menggunakan dialek lokal dan ragam regional *bokmal* (satu dari dua ragam baku bahasa Norwegia) terbukti bahwa masyarakat pengguna dialek masing-masing itu mengalami perbedaan penyampaian bahasa sebagai media komunikasi, terutama saat sampai pada di mana dan tujuan komunikatif apa mereka menggunakan bahasa tersebut. Ada bentuk-bentuk tertentu yang digunakan para penutur dari kedua dialek berbeda itu dalam menandai inferensi (simpulan) tak langsung terhadap komunikasinya, yang hanya dapat dipahami oleh penutur dari dialek tersebut.

Berdasarkan beberapa uraian di atas, tentang eksistensi bahasa Indonesia dalam keberagaman budaya yang dimiliki seperti perbedaan suku bangsa, agama, adat istiadat, dan bahasa antar tiap daerah. Perbedaan tersebut bukan sebagai pemisah, tetapi harus dipandang sebagai kekayaan yang dimiliki oleh bangsa Indonesia yang sepatutnya harus berbangga menjadi Warga Negara Indonesia karena memiliki bahasa sendiri, yaitu bahasa Indonesia yang mampu mendukung budaya bangsa dengan perkembangan berkelanjutan

terhadap ilmu pengetahuan. Kita patut berbangga karena tidak semua bangsa di dunia ini mempunyai bahasa nasional yang dipakai secara luas dan dijunjung tinggi. Adanya bahasa nasional yang dapat menyatukan berbagai suku bangsa yang berbeda merupakan kebanggaan bagi bangsa Indonesia. Ini menunjukkan bahwa bangsa Indonesia sanggup mengatasi perbedaan yang ada. Kini, waktunya kita menjadi individu dewasa yang merupakan sosok manusia cerdas, bajik dan bijak, menguasai sains dan teknologi, cinta akan tanah air, dan mampu bertahan hidup serta bergaul antar bangsa.

Penutup

Bahasa merupakan sarana pemertahanan kebudayaan. Sebuah kebudayaan akan mampu dimengerti, dipahami, dan dijunjung oleh penerima budaya jika mereka mengerti bahasa pengantar kebudayaan tersebut. Bahkan sering timbul pendapat bahwa kebudayaan lahir karena bahasa, tanpa bahasa tidak akan pernah ada budaya. Bahasa sebagai wahana dan produk budaya. Kegiatan berbahasa tidak dapat dilepaskan dari kegiatan berpikir, sebagai bagian dari budaya. Oleh karena itu, bahasa selain memiliki fungsi utama sebagai alat komunikasi, terdapat satu fungsi bahasa yang utama lagi yaitu sebagai sarana bernalar atau berpikir.

Dengan keragaman budaya di Indonesia adalah sesuatu yang tidak dapat dipungkiri keberadaannya. Dalam konteks pemahaman masyarakat majemuk, selain kebudayaan kelompok suku bangsa, masyarakat Indonesia juga terdiri dari berbagai kebudayaan daerah bersifat kewilayahan yang merupakan pertemuan dari berbagai kebudayaan kelompok suku bangsa yang ada di daerah tersebut. Dengan jumlah penduduk 200 juta orang dimana mereka tinggal tersebar dipulau-pulau di Indonesia.

Eksistensi bahasa Indonesia dalam membangun keragaman budaya tidak lepas dari keberadaan bahasa Indonesia sebagai salah satu jati diri yang menunjukkan harga diri bangsa. Bahasa Indonesia yang diikrarkan pada Sumpah Pemuda 28 Oktober 1928 telah menjadi bahasa nasional dan merupakan manifestasi kebudayaan yang berakar pada sejarah perjuangan bangsa dan sebagai wujud kesatuan dalam keragaman budaya. Hingga saat ini, keberadaan bahasa Indonesia telah diatur dalam Undang-Undang Nomor 24 Tahun 2009. Sebagai landasan hukum, Undang-Undang tersebut menjelaskan tentang bendera, bahasa, lambang negara, serta lagu kebangsaan. Bab ketiga dalam Undang-Undang Nomor 24 Tahun 2009 menjelaskan secara mendalam mengenai penggunaan, pengembangan, pembinaan, dan perlindungan bahasa Indonesia hingga peningkatan fungsi bahasa Indonesia sebagai bahasa internasional. Pada dasarnya, pembuatan Undang-Undang Nomor 24 Tahun 2009 ini berdasar pada Pasal 36 UUD 1945 yang menyebutkan bahwa bahasa resmi negara adalah bahasa Indonesia.

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DEVELOPMENT OF WORDS VISUAL MEDIA FOR STUDENTS WITH HEARING IMPAIRMENT TO STIMULATE LANGUAGE SKILLS IN PRIMARY SCHOOL IN JAKARTA

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Abstract

This study aims to produce visual word form of media that can stimulate language skills of students with hearing impairment in inclusive elementary school. This study's background are the lack of language skills and communication students with hearing impairment who attend inclusive elementary school in Jakarta, less pedagogical competence of teachers in recognizing the characteristics of students with hearing impairment, and the absence of a special media that is designed according to the learning needs of students with hearing impairment. This research is using the Research and Development Borg and Gall begins with a needs analysis in the field through the initial research that produces findings vocabulary objects students with hearing impairment has just reached 53% and 47% still need to improve their language skills through specialized media in accordance with the characteristics and visual learning styles students with hearing impairment. The development of word visual media is designed in the form of word learning CD, which contains 60 nouns images and writings, which consists of 20 nouns in schools, 20 nouns in the house and 20 nouns in the environment around the child. Word visual media is equipped with words cards and books usage guidelines. After field trials showed that the word visual media can stimulate and improve the language skills of students with hearing impairment in inclusive primary school. Expected that through the use of words visual media students with hearing impairment can follow learning in inclusive schools and can communicate optimally.

Keywords: Word Visual Media, Language Skills, Students with Hearing Impairment, and Inclusive School

Introduction

In Indonesia, inclusive education is implemented as part of efforts to accelerate the implementation of nine-year compulsory education for all students that have not yet attend school, students with special needs are no exception. The history of education for students with special needs in Indonesia gradually changing. Along with the concept of education for all is implemented by the world, around the 2000s in Indonesia, especially in West Java has begun to be promoted and implemented the concept of inclusive education, which is an educational approach which seeks to reach all students without exception students with special needs, to get the right and equal opportunities in education optimally. The seriousness of the government in implementing inclusive education in all levels of education, one of which is the issuance of Ministry of National Education No. 70 of 2009 on the implementation of inclusive education for students with special needs and students' with special intelligence.

One of the students with special needs is students with hearing impairment. Students with hearing impairment are students who have problems of hearing either mild, moderate, severe and very severe. As a result of his hearing barriers students with hearing impairment have no experienced in language acquisition and lack in vocabulary that they owned, this affects in their poor language skills and communication. Students with hearing impairment currently receive special education services in special schools and in the regular school that organizes inclusive education. However, not all schools offer inclusive education provides a medium of learning that appropriate to the characteristics of students with special needs, such as accessibility services, learning services (materials, media and methods) that can accommodate the needs of students with special needs. Besides the competence of teachers in elementary schools not yet fully understand the characteristics of students with special needs (research result Murni Winarsih, 2012).

Based on the results of research on the use of media for students with hearing impairment (Murni Winarsih, et al 2015) showed that the media used by teachers for students with hearing impairment are divided into three; 2-dimensional visual media amounted to 36.36%, which is already used by teachers, 3 dimensional visual media amounted to 36.36%, which is already used by teachers, and audio-visual media at 27.28%, which is already used by teachers. It is clear that the visual media 2-dimensional and 3-dimensional still dominate in learning, well-shaped and shaped miniature pictures. The lack of use of audio-visual media in learning for students with hearing impairment caused by the use of audio-visual media requires infrastructure that is quite complex and the infrastructure is not yet available in the school.

Based on the research titled Effectiveness of Learning Using Visual Media to Improve Learning Results Students with hearing impairment Highlights Equality of ratio numbers (Lum Made Suriwati, Desak Putu Eka Nilakusmawati, I Wayan Sumarjaya, 2014) suggest that the study of mathematics by using visual media more effectively and can improve learning outcomes students with hearing impairment and can help to understand the abstract materials. This showed that visual media is very effective for students with hearing impairment who rely on vision as a primary tool in learning.

Based on those research results, the researcher is interested in developing words visual media that are specially designed to stimulate language of students with hearing impairment, the purpose of the development of this words visual media is to stimulate and improve the language skills of students with hearing impairment so with adequate language expected the subject matter presented by teachers in school inclusive school can be understood optimally.

Research Methods

This study uses research and development (R and D) Borg and Gall. In the first year carried out a preliminary study to obtain data on the ability of mastering vocabulary students with hearing impairment who attend inclusive elementary school in lower grade, grade 1,2, and 3. In second year developed words visual media that can stimulate students with hearing impairment language skills based on the results of the preliminary study in the first year. The development of words visual media before the field tests validated by media experts, subject of hearing impairment experts and Informatics and Technology experts. Based on research development steps Borg and Gall, and then tested one to one that is testing on words visual media to three students with hearing impairment, then conducted small group test and field test. In a field test on words visual media tested on 30 people of students with hearing impairment.

Students with hearing impairments are students who have lost the sense of hearing from the level of mild, moderate, severe and very severe and thus require special learning services to replace the function of the sense of hearing with a sense of vision. Due to non-functioning of the sense of hearing, students with hearing impairment experience minimum language and communication. Language that owned more dominant is non-verbal language.

To develop students with hearing impairments' language skills require special media designed specially according to their characteristics. Through the sense of sight then in the learning process teachers should use visual media to replace the sense of hearing that is not functioning. Teachers should use teaching strategies that can be accommodated by students with hearing impairment with their vision.

Findings and Discussion

The results of the research in the first year showed 30 students with hearing impairment in inclusive schools vocabulary is still low and still limited to the aspects of nouns, adjectives, verbs, numbers and pronouns. In each of the lower class where the 1st grade obtained the average score (mean) of 32 with a score percentage of 13%, in 2nd grade obtained the average score (mean) of 116 with a score percentage of 47% and in the 3rd grade obtained mean score 147 with a score percentage of 59%. Overall vocabulary percentage of deaf students achieved a score of 53%. That is, 47% of the vocabulary for students with hearing impairment needs to be improved and developed.

Based on observations in this study can be described the analysis as follows: (a) In terms of the structure of language, the subject of research in lower grade was already able to talk with the sentence patterns in accordance with the rules of Indonesian language, although some subjects of research still need to be corrected or warned by the teacher. (B) In terms of content, the subject of research already can speak or communicate with the material of the conversation or what was discussed in accordance with the mindset of their age. (C) In terms of spontaneity, research subjects can talk and talk spontaneously as children with hearing in general without thinking digest the meaning of the sentence that was captured and seeking responses, some respondents answering or responding to something with a choice of words that are relatively precise, without feeling fear of wrong in expressing the word. (D) In terms of pronunciation, it still needs more guidance; because the clarity of speech of some subjects of research sometimes still difficult to be understood by others, especially for people who rarely communicate with the respondent.

Acquisition of the vocabulary when compared with the acquisition of vocabulary in children aged 6 years with hearing already mastered a vocabulary of 3600, as submitted by Myklebust in Bunawan and Yuwati, then the assignment is still 'far behind' '. This theory can be prove if students with hearing impairment doesn't have any other disabilities. When educated with MMR by age of approximately 2 years and normal intelligence level, has just can understand the language symbol and rules of language in their environment ten years later and on a par with children aged approximately 4-5 years. besides, researchers also examine the results of research in the thesis written by Maria C. Susilo Yuwati that language skills 5th grader special elementary school for deaf equivalent to 3rd grade children, so the acquisition of the vocabulary of students with hearing impairment in Inclusive Elementary Schools in Jakarta area comparable with the results of the above studies, which is vocabulary of students with hearing impairment in lower classes are slower than hearing a child's age in general.

The results showed that vocabulary are based on aspects of nouns, adjectives, verbs, numbers and pronouns for lower grade students with hearing impairments is estimated at a percentage score of 53%. That is, 47% of the vocabulary for students with hearing impairment needs to be improved and developed. Based on that analysis and discussion, overall that the vocabulary assignment of students with hearing impairment in inclusive schools if taught well, given the appropriate services and in accordance with the needs, professional educators and using approaches, strategies, methods and techniques appropriate learning, sustainability and systematic then it will be equivalent to the mastery of the language in other students. However, the facts and circumstances on the fields found by research turns out specialized services for students with hearing impairment in some Inclusive Schools is not yet maximized. So that the mastery of language which should be

mastered which from 3600 words has just reach 53% estimated approximately 1908 words or with a percentage score of 19.08%.

Facts on the field that are being the obstacles that the service is not maximized, it is shown by the presence of some inclusive schools are not providing special programs, such as: BKPBI, Individual Learning Program, and Program Speech Development, for students with hearing impairment. In some inclusive schools also lack of continuous assessment to determine the characteristics and needs of students with hearing impairment such as knowledge of the degree of deafness, if the service assessment should be done in an inclusive school will help to develop the language and the deaf students can immediately be given any further intervention by the school.

Based on preliminary research results showed that learning process in inclusive school teachers do not use media that can stimulate students' with hearing impairment language skills, so language skills of students with hearing impairment do not develop optimally.

So that in the second year researchers made visual media word consisting of:
The contents of words visual media products to enhance the language skills of students with hearing impairment in inclusive schools include:

1. Word visual media design for students with hearing impairment in inclusive school.

a. Nouns

Noun that are contained in word visual media is divided into three categories, which is in school environment, in the home environment, and in the surrounding environment. Each category there are 20 nouns used in everyday life of students with hearing impairment. So in total there are 60 nouns.

b. Video

This video contains about a person skilled in the utter speech nouns contained in the words visual media, which is expected to students with hearing impairment can follow oral attitude of the model in the video.

c. Picture

Besides being equipped with video, words visual media also comes with a picture. The image used is an original photo of the object, and not the animation. Because students with hearing impairment still have a concrete way of thinking, so it must be provided with the original object image.

d. Cursive Writing

This words visual media used cursive writing. This writing style have been choosen so hearing impaired know that the name of the object consists of one or two words. In addition, the pronunciation of the name of the object that does not falter.

e. Practice Media

Words visual media also comes with a practice media. Media exercises contained in this media in the form of typesetting letter into a noun in accordance with the drawings provided.

Word visual media equipped with usage guidelines provided with books consisting of:

1) User handbook

User handbook consist of Guidelines for the use of participants and instructors.

a) Digital user handbook

Guidelines for the use provided in the word visual media software.

b) User manualbook

User manual book is a manual provided separately from word visual media software. This handbook contains, word visual media profiles, a list of nouns that are available in the word visual media, the function of each icon, how to use, and on words visual media.

- 2) Word card
Word card is a card that contains nouns contained in words video media, which is also equipped with the same image in the words visual media.

- 3) CD
CD contains software of word visual media

Characteristics of these words visual media products are as follows:

- 1) Word visual media said is designed and developed for lower grade students with hearing impairment by referring to the characteristics of students in inclusive school.
- 2) Word visual media is designed and developed with a systems approach, which is the analysis of needs, formulation of objectives, analysis of the vocabulary, the identification of baseline characteristics students with hearing impairment in lower grade in language skills, preparation of test refers to the curriculum mastery of vocabulary that must be mastered by learning Indonesian, development strategy of using media, and materials or noun vocabulary materials.
- 3) Word visual media was designed based on the needs analysis and packaged in a CD that makes students active learning, with collaboration on several methods, learning strategies using an individual approach that can stimulate the activity of students with hearing impairment in pronouncing vocabulary.
- 4) Word Visual media is designed and developed with reference to the specific skills that will be achieved by students with hearing impairment after training. The special abilities are skills in accordance with articulate pronunciation vocabulary, skills in understanding name corresponding image and pronunciation, vocabulary systematically arranged start one syllable, two syllables, and three syllables.
- 5) Word visual media developed based on vocabulary objects that are at home, at school and in the environment around, making it easier for students with hearing impairment to learn.
- 6) Target of this word visual media are students with hearing impairment who were in inclusive school by teachers accompaniment when they're in school and the parents if was at home.
- 7) Word visual Media consist of 60 vocabulary consisting of 20 vocabulary items in the house, 20 vocabulary item at schools and 20 vocabulary in the environment around.
- 8) Said visual media is equipped with sound, pictures, writing, and pronunciation examples of vocabulary in the form of articulation from the model.
- 9) Word visual Media is equipped with an usage guidelines to simplify teachers and parents in the learning and teaching vocabulary to students with hearing impairment.
- 10) This word Visual media is equipped with the capability test of each vocabulary at home, at school and in the surrounding environment, thereby assisting in evaluating the ability of the students after a given practice pronunciation of the noun vocabulary.
- 11) Word visual media arranged based on the shortest and easy which is starting of one syllable, two-syllable and three-syllable. If an error occurs letters assembled into words that correspond to the image noun, students with hearing impairment cannot proceed to the next word, so here students with hearing impairment must be able to arrange letters and correctly pronounce new words and then move on to the next word.

Inclusive education that exists today, especially in Jakarta has not fully provided services for students with hearing impairment. Students with hearing impairment acquire learning in an inclusive school are still equated with the general student/ regular student.

Teachers have not yet used the strategy and methods that correspond to the characteristics of students with special needs. In teaching teachers has not yet used the media to help students with hearing impairment to understand lessons that are delivered. Supposed to be with inclusive education, students with hearing impairment get appropriate service learning in accordance with the characteristics and can stimulate language skills students with hearing impaired that are still low. The need for specially-designed media is needed in inclusive schools, because of the limitations of time and finance teachers have not been able to make the right media with the conditions of the students in their class.

Through word visual media students with hearing impairment can learn while playing to get to know a noun that is in the classroom, at home and in the neighborhood. Word visual media is also equipped with word cards were very helpful in stimulating students with hearing impairment language skills and increase mastery of vocabulary. Visual media this word also comes with a guidebook for teachers and parents use so that it can be used at school and at home. Results of research conducted research results Pilemon Poly Maroa, Charles Kapile, and Abdul Hamid in 2014 resulted in that learning Civics using visual media can increase 18.66% in 5th grade elementary Instruction 012 Bajawali North Mamuju. This confirmed the results of research that has been conducted by researchers. In theory can be explained that the loss of the sense of hearing students with hearing impairment prefer the visual senses as a tool in learning to understand and recognize the surrounding environment.

In performing field tests of the word visual media it always be evaluated, both before students are trained, when the students are trained in the form of test capabilities and after the students learn the vocabulary in this media and then using the pre-test, post-test. The final result in the form of word visual media for students with hearing impairment improve language skills in inclusive school Jakarta area has some advantages and weaknesses:

1. Advantages

- a. Words visual media design with lots of color, making the appeal of students with hearing impairment
- b. There are 60 nouns in words visual media are divided into three categories.
- c. Nouns are selected in words visual media, is a noun that is often found in everyday.
- d. Words visual media are equipped with pictures of nouns exist.
- e. Words visual media equipped with a video that is a model of speech that can be followed his oral attitude.
- f. Words visual media using a cursive writing.
- g. There is practice media arrange letters into words as with images in words visual media, which can measure how far to which students with hearing impairment remember writing of the noun.
- h. In words visual media there are word cards that can be used in memorizing vocabulary manually.
- i. Students with hearing impairment can improve vocabulary, especially the vocabulary of objects in a fun way.

2. Weakness

- a. There are not yet striking images when students wrong sort the letters into words.
- b. Word visual media only intended for grade levels 1-3 inclusive elementary schools.

In the development of word visual media noun for students with hearing impairment to learning in inclusive school have limitations in research and development which include: (1) generalization of research results; (2) testing the model; (3) stages of research and development; and (4) facilities and pre means of supporting the implementation of field trials.

First, the generalization of research results. Many experts argue that, in effect generalize the results difficult to achieve as long as the research object cannot be removed completely from the influence of context in the study conducted. Guba and Lincoln say that the meaning of generalization should be replaced with a match. So if the context fits so that

research results can be used as a reference. Expert proposes that the term qualitative research 'transferability' is more appropriate than the generalizations that are widely used in quantitative research. Likewise with the results of research and development of visual media word derived from a small group of respondents deaf students in schools of inclusive education providers, can be applied to other groups during the relevant context or has much in common with the current setting of research and development of the training package conducted. However, further research on different groups, are the responsibility of other researchers who want to try to prove or extend the findings

Second, test the model. Because of the limited time, resources and funding, the test model used in this research and development include: expert testing, test one to one, small group test and a field test with the number 27 deaf students. We recommend to obtain test results more adequate and obtain maximum results of research needs to be done other tests with samples of a more diverse and larger number of samples and a wider range. Third, the stages of research and development. This model apply cycle of Borg and Gall only at the stage of research alone, while for words visual media design development is using the Research and Development. When the word visual media is feasible dissemination in nationally, it is still necessary stages of research and advanced development.

Fourth, supporting facilities and infrastructure in the implementation of word visual media for students with hearing impairment in inclusive school. In the application of this word visual media ideally requires a lot of computer or laptop in applying word visual media. With the limitations that exist, is expected in future studies can be overcome, to obtain maximum results and in accordance with the planned objectives.

Conclusion and Implication

Based on the results of this study concluded proficiency lower grade students with hearing impairment in inclusive elementary schools Jakarta area of 133 with a score percentage is estimated at 53% or 1908 words or with a percentage score of 19.08%. That is, 47% of the ability to speak is still low and need special handling.

The need for specialized services for students with hearing impairment, ranging from teachers who understand the characteristics of students with hearing impairment, were able to use teaching strategies that right, the special program developing language skills, the need for media that correspond to the characteristics of students with hearing impairment in the inclusive school to improve their language skills and the potential of deaf students learning outcomes.

Word visual media is one of the media that can stimulate language skills students with hearing impairment. It can be seen from the increasing ability of students with hearing impairment after using the language of word visual media in the learning process in an inclusive school. Word visual media are specially designed according to the characteristics of students with hearing impairment, this word visual media can be used at school and at home, so that students with hearing impairment can learn while playing with a nice atmosphere. If word visual media visual used continuously in various opportunities can stimulate and improve the language skills of students with hearing impairment.

The low ability of students with hearing impairments language ability in inclusive elementary school shows that inclusive elementary school in Jakarta has been able to receive students with special needs but has not been able to provide services in accordance with the characteristics of students with special needs are in school, so improvement of the ability of teachers and the school community in providing learning services in accordance with special needs students in schools are needed.

Low ability to communicate students with hearing impairment in inclusive elementary school implicate at the ability of teachers to use instructional media should match the characteristics of students, so that in the learning process is not only academic skills are developed by teachers but need development of language skills for all students, especially students with hearing impairment.

The students with hearing impairment language's ability needs to be enhanced by teachers through a variety of subjects related example in social studies, science and other subjects. The need for varied learning methods which should be used by teachers, so that students with hearing impairment can be involved directly in the learning process in the classroom, not just as a spectator.

The ability of teachers to recognize the characteristics of students with special needs should be developed through training, seminars, and workshops, so that the reception of students with special needs balanced with learning services provided by the teacher. Moreover teachers are expected not only to recognize the characteristics of students with hearing impairment alone, but can provide quality learning services through the media of learning designed specifically for students with special needs.

The development of word visual media can improve language skills of students with hearing impairment have shown that students with hearing impairment when given sufficient time and opportunity to learn to speak with the media in accordance with their characteristics of language skills can be improved. This gives confidence to all parties, especially the teachers to use the media that according to the characteristics of students.

The use of words visual media to be used in order to develop and stimulate language skills of students with hearing impairment should be continuously and set up a special time outside of school hours so that will be optimized in its success.

So, with the word visual media the language ability of students with hearing impairment in inclusive school should be able to provide an increase in the academic aspect. Through word visual media the language ability of students with hearing impairment increased and through language students with hearing impairment can learn a variety of knowledge by mastering diverse knowledge it is expected that the academic ability can also be increased.

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THE CHARACTER EDUCATION MODEL BASED ON LOCAL CULTURAL VALUES

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The aims of this research were knowing the cultural values in a tradition that is still maintained in Buton society, finding a character education model based on local cultural values that can be applied effectively in school. Design of this research is a Research and Development (R and D) which combined with action research to find a model of education. As for knowing the values of the culture in the local tradition Buton use descriptive qualitative approach by conducting surveys, document analysis, observation, interviews and focus groups discussions (FGD). This research was conducted in SMAN 3 models Baubau. Data were analyzed using the Delphi technique. It also uses data analysis techniques, including reduction data, display data, inference, and verification to obtain information about the cultural values of Buton. The informants as many as 15 people, the community and culture, education professionals, school principals, teachers, parents, school committees and students. The results of this study indicate that, first, the values of cultural traditions were well preserved in the Buton society. Second, character education in schools will be effective if, (a) the basic values of the characters from the culture of the school, family and society, (b) the character education implemented integrated in curricular courses and extracurricular, (c) the principal and teachers act as role models, substitute parents in schools, protective, controlling the behavior of the student's character, and (d) the implementation of character education in the school environment situation.

Keywords: Character Education, the Values of the Local Culture

Introduction

The main objective of the implementation of character education in schools is to build the nation's character. The term national character means "quality of collective behavior nationality of a typical well-reflected in the awareness, understanding, taste, intention, and behavior of the state and nation as a result of a thought, though of heart, taste and intention, as well as the exercise of a person or group of people." Understanding this definition, means the character of the nation needs to be built or established and related to this, Deputy Minister of Education and Culture, Wiendu Nurhayati, states that to build national character, ministry of education and culture has a series of programs.

The formation of character is intended, will be seeded to the Indonesian people who come from diverse ethnic groups, according to the results of identification of the 3000 tribal (see Boulding, 1990). Human is currently living in an era of globalized, and we all know, globalization other positive impacts, negative impacts. Negative impacts, such as the people distorted patterns of thought and behavior which impact on deprived of their cultural roots that make it up. As a result, a decline in the character that emerges behavior that is incompatible with the values of a culture that has been a tradition for centuries, such as a motorcycle gang, brawl, free sex, drugs, binge drinking among students and youth.

Moral crisis as it needs to be anticipated and warded. Considering, shifting attitudes and the way of life also occur in the field of art, fashion, appetite, lifestyle, interaction between children and parents, cultural secularism, pragmatism and hedonism. This

phenomenon is a sign of a shift in values leaving Indonesian cultural and switch to western culture (Ruyadi, 577: 2010). Meanwhile, schools are expected to educate students to behave noble through character education program which has been launched by the government since 2010, seems to have not run as expected. It is possible, Government policy regarding character education which have ups and downs implementation. According to the analysis Supriadi (2004: 162-166), the curriculum in 1947, 1964, 1968, 1975, 1984, 1975, 1984, mentions in a school of character education that implementation is sometimes integrated with other subjects or stand alone. Such as, curriculum SBC 2006 was not mentioned moral education as a separate subject, and in 2010 there were more changes, from the name of moral education into the implementation of character education was integrated in curricular and extra-curricular activities. Such policies have an effect on the lack of effective implementation of character education in schools.

The important thing to do, given every tribe has a culture that showed the hallmark of good character as a virtue base (basic goodness). To prove the truth of this statement, for example, may be cited cultural values possessed by the Bugis community, where, according to Rahim (2011: 56), in which there is a value "atempureng" (honesty), "amaccang" (scholarship), "asitinajang" (propriety), "agetengeng" (persistence), "reso" (effort), and "series" (shame, self-esteem).

Based on the above reasoning, the study seeks to make the nature of education can not be separated from the culture of the people or the nation of Indonesia's diverse. As the example above, each tribe in Indonesia is unity in diversity it has its own culture, values noble culture itself, and has the advantage of local or indigenous knowledge itself. According Alwasilah (2009: 16), which gives rise to education meaningful deliberative, that "every society tried to transmit the fundamental idea regarding the nature of the world, knowledge, and values, and there are a number of practices of traditional education that are proven effective, such as the indigenous peoples *Kampung Naga* and *Baduy* in preserving the environment (Alwasilah, 2009: 50). "Character education models made by both these communities, could be adapted into a model of character education in schools. And in this study the author tries to formulate effective character education model that can be implemented in schools by adapting ideas Buton society, which until now was to preserve the traditions and values of the local culture well. The values in the tradition of family and community school environment can be adapted into character values developed in school. Through character education in schools is expected to apply that is ultimately expected to alter the behavior and character of students. Fudyartanta (1995: 19), said character or character education is the education of character, morals, education and personality. And the effectiveness of the implementation of character education depends on the leadership of the school and the teacher as a figure who educate and control the behavior of school.

Method

The method that was used in this research was descriptive qualitative by conducting surveys, document analysis, observation, interviews and focus groups discussions (FGD), to explore the cultural values in the local tradition Buton. Meanwhile, to formulate a model of character education was used research & development (R and D). R and D use methods that adopted from Borg and Gall (1992), which combined with action research design. Data were analyzed using the Delphi technique to ask the opinion of experts and practitioners to assess the feasibility of the model, after it had carried out limited field trial with action research. It also uses data analysis techniques, including reduction data, display data, inference, and verification to obtain information about the cultural values of Buton. The research was conducted in SMAN 3 models Baubau. The informants have 15 people, the community and culture, education professionals, school principals, teachers, parents, school committees and students. Checking the validity of the data use triangulation techniques and discussions with colleagues.

Results and Discussion

The findings of the study, including: first, (a) the value of culture in Buton community traditions are well preserved and disseminated through the three forms of the local tradition of cultural values in the tradition of trust, Islamic rituals, and traditions of the human life cycle. While the pattern of inheritance of values to the next generation is done through charismatic leadership approach "lebe".

Cultural values in the tradition associated with the trust are well preserved in Buton, such as: (a) the tradition "Mata'a" by society Laporo Karya Baru subdistrict Sorawolio who routinely celebrated twice a year, the tradition "Bongkaana Tao" performed by community of Lipu Katobengke District of Betoambari and Lowu-Lowu District of Lea-Lea, and "Tuturangiana Andala" a community tradition Maritim Liwuto Makasu Island Kokalukuna Makasar Sub-district. The traditional ceremony either "Mata'a, Bongkaana Tao, Tuturangiana Andala" is a tradition of Buton results legacy of royal era / Buton sultanate which is still maintained and carried down for generations. Implementation of this traditional ceremony is none other has a purpose as a form of gratitude for rizki God-given crops or crops ("Mata'a and Bongkaana Tao"), and seafood ("Tuturangiana Andala"). Building the human characters from the beginning of human consciousness to every moment remembering his Lord and become people who always will be grateful for favors and gifts Maker.

Cultural values in other traditions preserved is (b) the value of cultural religious traditions of Islam, namely: a tradition to commemorate the birth of the Prophet Muhammad ("Haroana Maludu"), "Pakandeanana Ana-Ana Maelu" (feed the orphans), Ceremony commemorate the Month of Ramadan ("Malona Bangua , Malona Raraea, Qunua, Kadhiri), Haroana Rajabu (warning Rajab"). All Islamic tradition is still preserved to this day because of Buton very well known by the people who are religious. All of these traditions are an Islamic tradition of the Sultanate of Buton who inherited the noble intent that humans are required to always remember and give thanks to God at every event that happens on this earth. Besides thankful To God, also in this tradition is a means of forming attitudes and behavior of the young generation because this ceremony, the public are invited to reflect on the events of history to what is done by the Prophet Muhammad SAW that not only remember, but also it should be exemplary behavior.

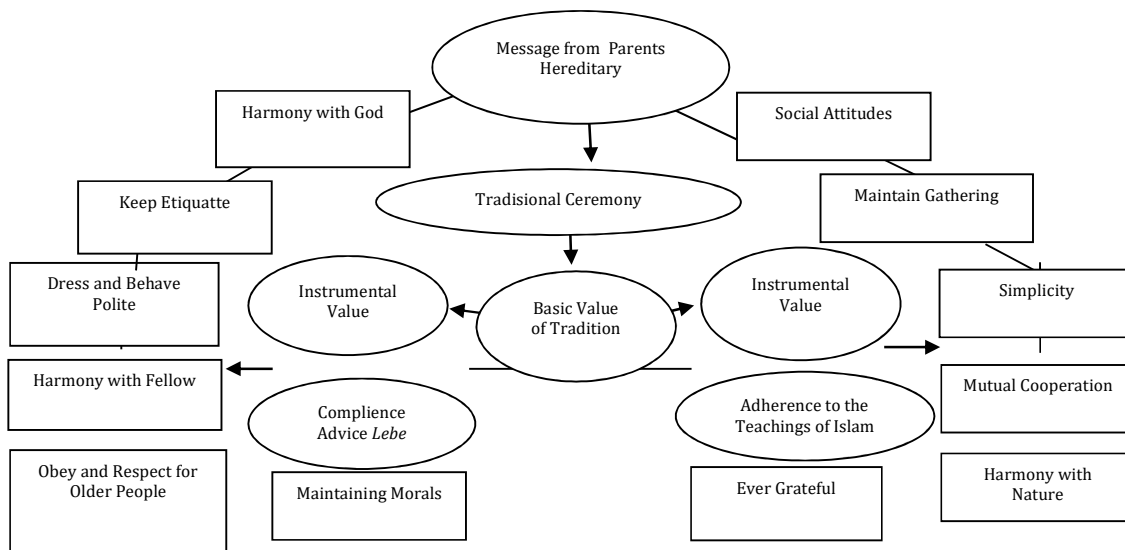
Cultural values in others, namely the tradition of the human life cycle. This tradition is a tradition to commemorate the cycle of human life from before birth to death comprising, ceremony Posipo (ceremony for the expectant mother's first child), "Alaana Bulua" (the removal of hair on a newborn baby), Dole-dole (ceremony in a child meant that the little boy to grow into a healthy child physical and spiritual. "Tandaki" (circumcision for men) and "Posusu" (circumcision for women), "Posuo" (seclusion) for a teenage girl who will be kalambe (big girl). Ceremony "Kawia" (marriage), ceremony "Mate" (funerals). Commemoration ceremony of the human life cycle by Buton none other than intended as a means of forming attitudes and behavior of every human being. Commemorating ceremony of the human life cycle from birth to death is expected to provide contextual learning to people who attend and celebrate to constantly reflect on their existence in the world that there will be life after death. By the nature of awareness itself is expected every human being will reflect any behavior to constantly run away from the commands and prohibitions.

Traditional values well within the tradition of beliefs, religious rituals of Islam or the human life cycle is a legacy of its predecessors which contains a message or advice delivered in traditional ceremonies. The values in the tradition contains the basic values that gave birth to instrumental value, namely, (a) the teachings of Islam, and (b) Compliance with the leaders of traditional ceremony that is Lebe.

As for the basic values in the local tradition Buton, namely: (1) adherence to the advice and counsel *lebe* which acts not only as master of ceremonies and the traditional ceremony Buton, but also where people ask for advice, treat the sick, ask do'a success / good luck / safety. For the people of Buton, all actions are exemplary *lebe*, every utterance of *lebe* of is a prayer that is believed to be a thing that is believed without question, so that the basic

values that gave birth to instrumental values, namely (a) harmony with his Lord and (b) harmony with fellow human beings, embodied in every act of tradition / ritual always recited prayers by indigenous leaders *lebe*. This attitude always reminds man as a servant of God. Humans should need to extend gratitude to the way each time and every time always remember the good Lord in a state of love or grief. Always remember God could become human filters in the act and behave. Thus, people are always keeping harmony with God and fellow human beings always behave and act in good (c) obey and respect for older people, such as: subservience to the advice of parents and respect for others by giving respect to others either living or dead, (d) keep the character, (e) to dress and behave, and (f) maintain ethics interaction, appears on the advice and counsel of the *lebe* and *bhisa* during traditional ceremonies *Posuo* who continues to provide mental development and physical against participants *Posuo* how to behave in society or his family, and (2) an order to implement the teachings of Islam that gave birth instrumental values: (a) the spirit to stay in touch, manifested in traditional ceremonies as a gathering place for relatives and friends, (b) kinship appears on familiarity in a ceremony held tradition, simplicity manifested in ways adapted to the traditional ceremony organizing ability, (c) mutual cooperation shown by togetherness and solidarity in conducting traditional ceremonies. They do *Pohamba-hamba* not only material but also energy and thoughts, (d) harmony with nature appears in people's ways Buton serving cakes "haroa" contents *tala* with processed by food products locals, such as bananas, potatoes and others , (e) social evident in the willingness to donate and reward "Pasali" at each ceremony tradition, (f) gives thanks to Allah SWT, appear on reading prayers and singing songs at the religious ceremony. "Maludhu" cultural values when is depicted schematically as shown in Figure 1.

Figure 1. Cultural Values in Buton Society Tradition in Baubau



From the description of figure 1 above, it was concluded that the Community Buton until today still maintain cultural values as well through both traditional ceremonies associated with public trust, religious rituals, and the human life cycle. Ceremony held tradition for generations has been the formation of mutually reinforcing traditional values at Buton. Cultural values in the local tradition Buton has preserved the traditional ceremony and ritual traditions have strengthened cultural values. In a traditional ceremony can be found cultural values are still held fast by Buton. There are basic values and instrumental values. The basic values are the values that underlie behavior manifested in the instrumental

values which can be seen as a phenomenon of society Buton. The fundamental values of the tradition conveyed from generation to generation according to the teachings of Islam.

The values in the local tradition Buton were very important to always be imparted to everyone, especially the younger generation. Values such as compliance and respect for the elderly, and social politeness are fundamental formation of attitudes and behavior of people how to be polite, respect others, and ethics in society. Value was not extravagant, simple life means no spending spree in goods. It can provide convenience in the form of resources for life-savers, not spenders and saving. For the younger generation of these values is essential to lunch in life in society. Those values need to be passed from generation to generation ago by preserving the traditions and ceremonies of cultural heritage of the parents.

If so, then it can not be denied that there is a relationship which significant between virtues and culture. Lawton and Cowen (2001: 18) states that "a good education in many cultures has been about the relationship of education to the Acquisition of virtue". Good values in the culture of Buton can be used as the target character education rather involves the affective domain are supported by cognitive and psychomotor domains. It is time for good values in society Buton adopted and transformed the generation to. Community schools can adapt the cultural values as values developed in character education in schools, since education is essentially a process of acculturation (Tilaar, 2000: 56). Thus, educational and cultural ties that can not be separated.

From the description on Buton society concluded that traditional values have strengthened and disseminated through the traditional ceremony of inheritance models carried down through the generations. The process of inheritance of cultural values and traditions of the community are in the neighborhood Buton IPO (input, process, output), which as a whole is in the cultural environment in the structure of the stratification of society Buton (*kaomu, walaka and Papara*) all carry out traditional ceremonies as a form of liability.

The input was the values of the local culture in the local tradition Buton. The process of inheritance of cultural values in society Buton conducted through three forms of tradition, the tradition of ritual ceremonies beliefs, Islam and the religious traditions of the human life cycle. The output is the inheritance of cultural values in the social structure, include: (a) inherit cultural values to society through traditional ceremony, (b) Sustainability process of inheritance values of the local culture, (c) the formation of attitudes and behavior in accordance cultural, (d) the sturdy structure of social processes in the face of outside influences.

Lebe as the master of ceremonies traditions and of prayer readers indirectly considered as an important agent that can affect people's behavior. Public confidence is so strong against the existence of cause *lebe* who featured role and be an example for the community. Charisma of a religious leader like *lebe* often breeds that make up the authority of their followers. A *lebe* in the community acting as mediator and control of public behavior as a result of the internalization process carried out by members of the public.

The values in the cultural elements and models of value investment from generation to generation on the findings of the first, adapted as an educational model based character of local cultural values in the school which is the second finding of this study. Adaptation of the inheritance model cultural values Buton has been tested in SMAN 3 Baubau and results of the validation of the experts is good. As for the characters in the school education model adapted from the inheritance model Buton illustrated with the following pattern.

Source value character derived from the cultural environment of the school, family and community. Given the existence of the school as a community of local community groups whose members interact constantly, repeatedly done in a long time within the scope of curricular activities, extra-curricular, social interaction, and other activities are controlled in the school environment, so the value- the traditional values into the value of school tradition.

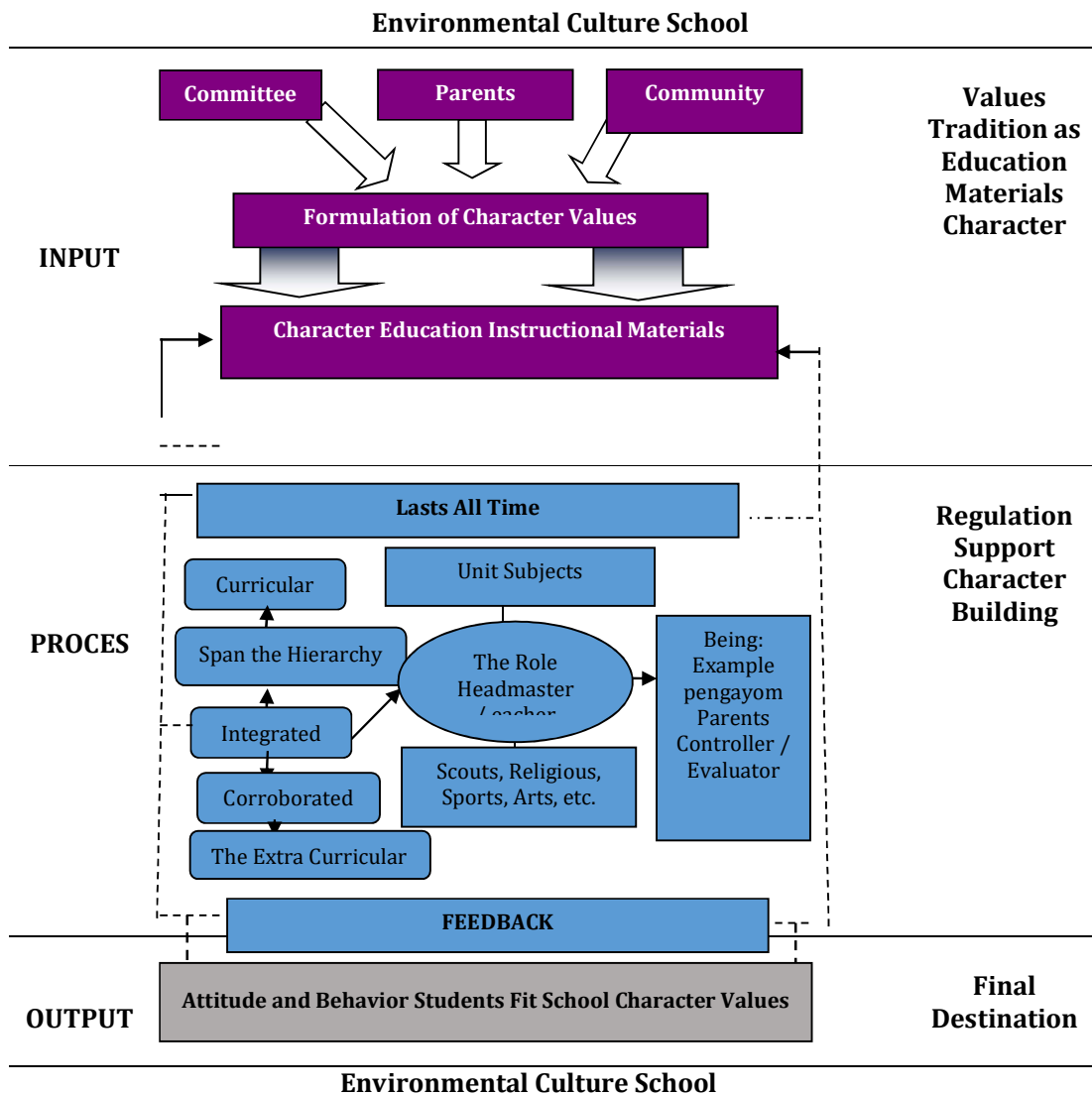
Cultural values into the charges, prohibition, injunction, and an obligation for all members of the school community. Members of the school community consists of principals, teachers, administrative employees, other employees, and students.

Principals and teachers play a role model, as a parent, educator, guardian, and control of the social structures and processes that occur at school. The role of the principal and all the teachers like it would be a determinant of the effectiveness of character education in the school environment. Good behavior of principals and teachers give birth charisma. The positive impact of charisma can be used to motivate and inspire people to do something more than usual (Daft, 2006: 340). If this is applied in character education in schools, it is someone who has the charisma to motivate others to follow and do take action because it believes the value of the charisma. Charismatic leadership approach can be used as an inheritance model character values of the school. It is appropriate that the study's findings illustrate that charisma principals and teachers have a very big role in the effectiveness of the delivery of value as well as social control student behavior.

To be able to produce this condition before teachers and principals received training mini about being an exemplary teacher, educator, guardian and control in the classroom. The teachers will be trained selected from teachers who have good social competence and personality. Teachers who have been assigned later to become a "model" for teaching in the classroom. In this study has been tested on subjects in class XI IPS mulog 1 SMAN 3 Baubau. Teachers mulog used as "model" that gives matter the theme of "traditional ceremony Buton". Then the teacher before class ended clarify the value contained in a traditional ceremony. The purpose of this exercise is the knowledge that the students understand the values contained from traditional ceremony Buton, then impregnating and implement those values.

Implementation of character education in schools, in addition to integrated in Mulog lesson, is also integrated and span the 'hierarchy in other curricular activities which are then amplified in extra-curricular activities. These conditions lasted throughout Wakyu. On the results of this study in a limited field trial obtained results are quite effective, from 7 character values set by the school, 88% of students have to live and practice it. Proof of its practices are evident in student motivation, sincerity students in participating subjects character education, students' learning activeness during the learning takes place, and the tendency of behavior and attitudes during the learning process. Answer is also corroborated by the results of respondents' answers as much as 90% of students who answered well. Changes in behavior of students in Class XI IPS 1 like: going to class discipline, ethical manners in school, respect and respect for others that tend to be in accordance with the values of the school code that is developed. The overall picture in the form of character education model scheme based local cultural values that have been conducted on school premises after being validated by a pretty good result.

**Figure 2. Model-Based Character Education Cultural Values of Local Schools
That Will Tested in the Field**



From Figure 2 above, it appears all the input, process and output must occur within the school culture which is ongoing in the long term in cybernetic mechanism. In addition, from the analysis of qualitative data, obtained by the cultural environment of the school, the family and the local community where the school is located can be considered a condition that can affect the effectiveness of character education in schools. The relationship between the school and the community are reciprocal exchange of information and energy that is named hierarchy sibernetis (cybernetic hierarchy) with the means to exchange information and energy "(Soekanto, 2002: 423).

The process of inheritance of tradition through cybernetic mechanism stages, including: institutionalization, socialization, internalization, and controls that take place in a system. The informant considers that the character profile of students who are expected to be in accordance with the culture of the school, family, and community. The formulation mechanism of character values need to be done by the school (bottom up) with the involvement of elements of parents, school committees, and local community leaders.

Delivery pattern of character values in the school do with the hierarchical and integrative manner. Hierarchical means a low level provide the necessary conditions for a higher level, a higher level integrative controlling lower. (Ritzer, 2005: 122-123).

From the results of qualitative analysis, the informant believes that the role of school principals and teachers is crucial for the success of character education in schools. The informant looked at schools need major figure for the students. Someone principals and teachers who can place himself like a character from "lebe 'will have a charisma that is treated as a leader. Karisma jets emerging from the charm of his personality qualities greatly admired by most people, as an honest, reliable, firm, consistent, brave, smart. All that can arouse the birth of magical charm and become power of man to have (Willner, 1990: 167). Charismatic leadership is recognized as one of the basis of the birth of legitimacy to a group of people (Weber, 1964: 358). The influence of charismatic leadership of school principals and teachers bore patron-client relationship between the principal, teachers and students. The school principal or teacher to act as a patron that serves to protect the students. A strong relationship occurs between students and teachers / principals. The strong patron-client relationship will shape and strengthen the role of the teacher and the principal as an exemplary figure for the students. And this will be the power of principals and teachers to be role to be: 1) as an example, (2) replacement of parents in the school, (3) guardian, and (4) of the controller and controlling student behavior. Roles like this will make it easier for teachers and principals in the socialization process values, reinforce the traditional values that have been set by the school.

Conclusion

Cultural values in the traditions are well preserved in the Public Buton, namely: cultural values in the tradition of beliefs, religious rituals of Islam and the human life cycle. Cultural values inherited by Buton community for generations through traditional ceremonies and traditional leadership figure "lebe". Inheritance model community values Buton adapted into a model of character education in schools and after piloted in schools was effective. Character education in schools to be effective because, (a) the basic values of the characters from the culture of the school, family and society, (b) the character education implemented integrated in curricular courses and extracurricular, (c) the principal and teachers act as role models, substitute parents in schools, protective, controlling the behavior of the student's character, and (d) the implementation of character education in the school environment situation.

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CIVILIZE LOCAL LANGUAGE TO IMPLANT THE ETHICS SINCE EARLY CHILDHOOD: A LITERATURE STUDIES

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Abstract

The purpose of writing this article is the author's desire to reveal again the values that contained in local language, however in this writing the author focus on Balinese language which can be made as guidance in implanting the ethics or deontology since the very early childhood. A reality can be seen at this era is the lack of communication ethics or dentology. This situation evocative the writer to reappoint nobleness of local language in this case we concern on Balinese language. This article is a review of the literature, and the results are (1) civilize Balinese language can be made as a media in implanting the ethics since the children early childhood because; (a) there are some rules in communicating with other people comformed to their position that named sor singgih basa. Through Balinese language rules that implanted to the children since their early childhood, they will understand in: how to communicate with person whose position is higher than theirs such as to priest, teacher, governor officer, older people; how to speak humble themselves; how to speak with the people who they meet for the first time, and how to speak with friends on the same age that they already known well, (b) children should be implanted the communication ethics. Children in their growing up need other helps, that makes children need to communicate to other daily, therefor ethics in communicating should be implanted since their early childhood and civilize the Balinese language is effective in implanting the communication ethics since their early childhood, and (2) the way in implanting the Balinese language culture as a ethics since their early childhood can be done and started from children home, society, and school.

Keywords: Civilize the Local Language, Ethics Implantation, Early Childhood.

Introduction

Ethics are the most important thing for everyone, if someone hold on tight to the ethics there will be no conflicts among the human being all around the world. Each region or area has their own liofe values that that they already made it as their life guidance in their society and interact to others. So their society life live and life in a good harmony and prosperity. Someone ethics can be seen at the first time from the way she/he is talking while she/he make communication with other people. Does she/he produce soft and polite wqay or otherwise she/he talks hurting others feeling. The ethics should be implanted since the early childhood age. So, at the time the kid in their growing up proses, they become a person who has a good ethics and manner. Therefore, since the child in the early childhood age shuold be taught good way in talking by using the polite and good words, means that the language has the important role in building and shaping the children personality since their early childhood age.

The purpose of this written article is that the writer has wishes to discover the values of local or traditional language such as Javanese, Sundanese and Balinese language, but in the context of this article, the writer choose Balinese language which can be made as a guidance in implanting the ethics values or deontology since thye children in their early childhood age, because of the implanting the ethic is very effective through the local culture that contained

environment of the child. Ethics is the part of the basic framework of Hindu religion, beside *tatwa* (philosophy) and the ritual (ceremony), so the impantation of the ethics values since the early childhood means that the religion values have been taught, intorduced and implanted to the kids since their early childhood age. Balinese language teahes that in communication to other has many different rules that should be obeyed in order to running it well smoothly.

The reality happens seen in our society is the lack of the ethics and manners in the way communicating, such as lack of ethics when the children talking to their parents, teachers and the person who meet at the first time, especially for the children who live in cities caused by they never taught the rule of communicating in Balinese language. This situation evocative the writer to reappoint nobleness of local language in this case we concern on Balinese language. As for the title that author was appointed is “Civile the Local Language to Implant the Ethics since the Early Childhood (study literature)”, there are some questions which deserve some answer such as: (1) how to civilize Balinese language as a media in implanting the speaking ethics since their early childhood?, and (2) how to implant the Balinese language culture to the children so it can be as a media in developing their ethics since their early childhood?

Author interest in reviewing this issue is also because the existing of a journal that written by Judy Clegg at al, titled “The contribution of early language development to children's emotional and behavioural functioning at 6 years: an analysis of data from the Children in Focus sample from the ALSPAC birth cohort”, concluded that The study identified that early language ability at 2 years, specifically expressive vocabulary and later receptive language at 4 years both made a moderate, but important contribution to emotional and behavioural functioning at 6 years of age (Judy Clegg at al, 2015: 75).

Balinese Language

The use of dialogue as a tool for scaffolding is only one example of the important role of language in a child's development, not for social communication, but also to help them solve tasks. Young child use language to plan, guide, and monitor their behavior. This use of language for self-regulation is called private speech, but for Vygotsky it is an important tool of thought during the early childhood years (Santrock, 2012: 192). Vygotsky said that language and thought initially develop independently of each other and then merge. He emphasized that all mental functions have external, or sosial, origins. Children must use language to communicate with others before they can focus inward on their own thought (Santrock, 2012:192). Furthermore Vygotsky said that language has a very important role in the growing up proses of children since their early childhood age, for society communication (Santrock, 2012: 191). Indonesian nation rich of vernaculars, such as Balinese, Sundanese, and Javanese language, where local language is the first language that has been introduced to the kids by their parents since their early childhood ages.

Balinese language is the local language that used by Bali people from their ancient as a delivery communication language in their daily life activities. Beside the unque of its diversity, its also has uniqueness of accent (logged). The other uniqueness of Balinese language is that its consist of several levels, and each level has its own function is used for communicating with who according to their position. The levels in Balinese language known by name *sor singgih basa* (low high language), where *sor* means low, *singgih* means high and *basa* means language. There are some opinions about Balinese language level, but by Pak Tinggen, Balinese divided into two levels, those are *basa singgih* and *basa sor*. *Basa Singgih* is the language that used to respect when communicating with: (1) *Tri Wangsa* (*Tri Wangsa* is the three highest classes in Hindu religion, actually it is called colour, consist of: *Brahmana*, *Ksatriya*, and *Waisya*), (2) governor officer, and (3) to the guess who meet at the first time, while *Basa Sor* used when communicating with: (1) the lower *wangsa*, (2) fellow *Wangsa Sudra* (*wangsa* or *Warna Sudra* is represent the lowest colour in Hindu religion), and (3) to close friends or when fighting or arguing (Tinggen, 1994: 3). *Asa* divided into four levels

which are: (1) Basa kapara, (2) Alus Sor, (3) Alus Mider, and (4) Alus Singgih (Asa, 1985: 20), while according to Suwija divided it into two parts which are Kruna Alus (smooth words) and Kruna nenten Alus (not smooth words) (Suwija, 2014: 27).

Next, Basa Singgih divided into four levels which are: (1) Basa Alus Singgih (a.si), (2) Basa Alus Sor (a.so), (3) Basa Alus Madia (a. ma), and (4) Basa Alus Mider (a.mi). Next, Basa Sor also divided into two parts, which are: (1) Basa Kasamen or Basa Kapara, and (2) Basa Kasar. Basa Alus Singgih used when communicating with the higher wangsa (colour, position) and to the person in respect, word example: seda (dead), mobot (pregnant), ngicen (give). Basa Alus Sor is the language that used to lower or humble when talking with other people, words example: padem (dead), abot (pregnat), ngwehin (give). Basa Alus Madia is smooth language that is in the middle, used to higher wangsa, fellow Tri Wangsa, and for the lower wangsa who need to respected words example: niki (this), tiang (I), ten (no). Basa Alus Mider is the language that used to respect person who people position higher and for the person who has lower position but need to be respected, words example: uning (know), lali (forget), eling (remember). Basa Kapara is the language that used by everyone which meaning is not to raise and lower, for example: pules (sleep), icang (I), madaar (eat). Basa Kasar is the language that used when talking to the friends at the same age that have been known for along time, and also used when fighting or arguing, words example: mamelud (sleep), kai (I), leklek (eat) (Suwija, 2014: 27-39, Tinggen, 1994: 3-6). Based on the opinion that has been mentioned above, the concluded that Balinese language is a language that consist of several levels that used when speaking and communicating to the Tri Wangsa, respected person, guess who meet at the first time and close friends.

Ethics

In etymology ethics come from Greek, “ethos” which means “moral characters or culture” (Atmaja, 2010: 40). According to Indonesian dictionary, Ethic is behavior, manners, politeness. Hindu religion also said that ethic as decency, where decency is the part of the three framework Hindu religion, which are: Tattwa, Susila and Ritual. Susila (decency) word came from Sanskerta, which Tata means that, in or spread, Śilā is stone, warangan, basic, principle, rule of life or norma, and Su means good, well, spring, many. So decency (tata susila) come to a meaning as life rules, good norma (Mantra, 2002: 3). Ethic is always connected with right and wrong which people will always be faced in this world. According to Graham that morality is not like science that connected with facts, but it connected with life values, where everyone has their own opinion, therefore there is no moral facts, this will explain why human never come to an universal deal about the ethic issues, by that means if the science is objective, then morality purely subjective (Graham, 2015:1). About ethic has so many differences in opinion between the Sophist and Socrates, where Sophist said that ethic is about good-bad, right-wrong is a reflection of desire and subjective opinion as a person in feeling something. Meanwhile, according to Plato and Socrates believe that the good and bad is the part of the nature condition between world facts and world values, between fissionable and nomos, the difference that connect with the values issue, so the right and wrong concept will have no meaning. But if Socrates said that there is a right-wrong answer to the good-bad issues, and human being can use this understanding power to find those answers (Graham, 2015: 2).

There are some differences between attributive goodness and predicative goodness. Attributive goodness refer to the goodness in expressing happiness or personal choices, otherwise, predicative goodness is the world goodness not the personal happiness. Aristoteles's concept about a good person and the good life use good predicative way (Graham, 2015:80). In Nichomachean Ethics mentioned that the good life is the soul activities which suitable with the values, a goodness expression. Translation of soul is psyche which the root of psychology word and refer to thoughts and rational faculty. Value is translated from arête which means perfectness, so the sentence that connected with value means with the very possible good ways, by this mean Aristoteles' concept about good life is the concept

that made by human thought to act, think and make something in a good way (Graham, 2015:81). Based on the opinions that has been mentioned above, it can be collaborated that ethic is the character or decency and everything that connected with morality and also about good-bad, right-wrong that will never be the same as sciences which are always about facts.

Children in Early Childhood Age

Early childhood kids are the kids who have uniqueness and they grow up just like their ages. The classification of early childhood spans birth to age eight, which includes infants, toddlers, preschoolers, kindergartners, and children in the primary grades (Essa, 2011: 11). Early childhood according to a scientific study is children from birth to eight years old (Roopnarinen, 2009: 3). Another source said early childhood education is education that began from pre-kindergarten through third-grade of elementary school (Morrison, 2012:139), and early childhood by Ki Hadjar Dewantara referred to childhood, until the age of 7 years (Dewantara, 2004: 80). Age of the child at this strategic period is often called as golden age (the golden period). John Amos Comenius believed that education should start at an early age, because "young plants can be transplanted, trimmed and shaped, but when it became a tree, these processes cannot be done" (Morrison, 2012: 62).

During toddlerhood, approximately eighteen to thirty-six months, language remains socially based. However, toddlers begin to mimic words and short phrases that their parents use. Adults, in turn, elaborate and extend the short phrases. Gradually, as their oral language abilities develop, toddlers acquire the tools for mental representation. The ability to attach names, or labels, to objects and processes is called verbal mediation (Estes, 2004: 61; Bredekamp & Copple, 1997). Thinking and speech continue to be co-constructed between children and adults, and eventually toddlers are able to think out loud (Estes, 2004:61; Vygotsky, 1987). Because of since the age of 18 months the kids have been started to get and understood the language. So, by the language ethic, the early childhood can be implanted by the parents and must be matched to the kids growing up proses.

Base on the opinion above, it can be collaborated that kids in early childhood age are the kids who since their birth to eight years old, or until they get into third grade of elementary school, by having the uniqueness in their growing up proses, motoric, cognitive, language and even their social emotion.

Methodology

This research is the literature research (Yin, 2011: 61) which is reviewing the local language, and in this written the author took Balinese language which is used by Balinese. The author interesting in balinese language's literature is because Balinese language has several levels in the usage while communicating to other person who has different society position, that is why, the author believe that Balinese loanguage can be made as a media in iomplanting the ethic and the deontology since the kids in their early childhood ages. Analyze by collecting language and words that used in different levels of society, and comes to conclusion that language can be used as media to implant the ethic since their early childhood.

Result and Discussion

Civilize the Balinese Language can be Made as Media in Implanting the Ethic to the Early Childhood Age

Throught analysis based on the literature, the author found that civilize the Balinese language can be made as media in implanting the ethic to the early childhood age, because: **(a) Balinese language has some rules in communicating with other people which callerd sor singgih basa.** Canakya Nitisastra Adhyaya16 sloka 17 Holy book said "everyone will be happy if they given nice and interesting words. Therefore, it is necessity to talk good and interesting things. Actually, what is the lack of the nice words?" (Darmayasa, 1992:2015). Base on that sloka, can be concluded that no one in this world will not like if they asked to

say, speak, greet with nice and polite words. Balinese language is a traditional language that still preserved and used as a delivery language by Balinese because the language has noble values that can be made as a media in implanting the ethic, by this means, its needed to introduce Balinese language since the early childhood age. Vygotsky's sociocultural theory asserts that infants and toddlers are engulfed in families and culture and that their intelligence results from a combination of social experience and maturation. From birth to approximately eighteen months, according to Vygotsky, intelligence is primarily nonverbal. Adults, literally, speak for babies (Estes, 2004: 61). Through using Balinese language, rules are implanted to the early childhood kids, the rules are: how to speak with someone in the higher social level position such as; priest, governor officer, teachers or to older people, how to speak with a close friend in the same age. Communication rules in Balinese language are: **Basa Alus Singgih**, in sentence example: sira sujatine **pesengan** Ratune?" (translation, "what is the real **name** of Ratune Queen/King?"); **Basa Alus Sor**, sentence example: "Titiang **mawasta** I Wayan" (translated as, "my **name** is I Wayan"); **Basa Alus Madia**, sentence example: "Tiang **nika** ngelah" (translated to, "**that** I have"); **Basa Alus Mider**, sentence example, "Ratu **punika** nuenang"(translated as, "**That** Queen has"); and **Basa Kasar**, sentence example: "aké **ento** ngelah" (translated as, "I have **that**") (Suwija, 2014:29-39). **Pesengan** and **mawasta** words have the same meaning which is showing the word **name**, but different in use. **Pesengan** addressed when asking someone name whose position is higher in society or to the respected person, meanwhile **mawasta** is for someone with the lower position when they mention their names to the respected person or the one who just meet at the first time. Likewise **nika**, **punika**, and **ento** words, they have same meaning **that**, but **punika** word is more polite than **nika** word, and used to people in respected, **nika** word position is neutral, otherwise **ento** word has rude meaning. When Balinese language put as a media in implantation of the ethic since the early childhood, then the kids must be taught to always speak use polite words and sentences or called *basa alus*, such as: when the children talk with a teacher, the kids must use the polite language (*Basa Alus Singgih*), the example sentence ": "pak guru sampun **merayunan**?" (translated, "sir, have you taken your **meal**?"). if the kids talk to their teacher but she/he point to her/himself, then the kids also must use the polite words instead (*Basa Alus Sor*), example sentence: "tiang sampun **nglungsur**" (translated to, "I have taken my **meal**"). **Merayunan** and **nglungsur** words has the same meaning which means eat, but they are different in use, because **merayunan** word is more polite and addressed to respected person, otherwise, **nglungsur** word is a polite word but also used to humble if she/he talking to more respected person. If since the early childhood has been implanted how to use polite word every time kids talking to older people, respected people and the people who they meet at the first time, so the kids automatically have the ethic in their daily life, because talking in polite way has become their habit to the kids since their early childhood ages. According to Vygotsky, language is an important tool of many years thinking from the early childhood (Santrock, 2012:191), so, the ethic can be implanted since the early childhood age through language, because language is the tool in their intercultural. Canakya Nitisastra Adhyaya 16, sloka 18 Holy Book said, "in the world full of misery, there is a tree with two fruits just like amerta. The one is sweet words and the other one is the intercommunication with holy man (Darmayasa, 1992:206). Sloka in Holy Book showed that human living in this world full of miseries because of their interesting in immortal things, or worldly things, but in the middle of the misery, there is something that can save their life, which is if the people always talk and speak the good and polite words. Good and polite words will save human being from suffering, because by those words someone will have good friends, by having good friends there will be no suffering; **(b) kids implanting communication ethic**. Balinese people has a unique society structure, which is the society that consists of four colours (society based on their skill), where the three colours are Brahmana, Ksatriya and Waisya are the respected colour, so when *warna sudra* talking or communicating with these types of society colour, they must use a very polite words or sentences (*Basa Alus*). Kids since their early childhood ages should be planted the

communication ethic, so they will grow up by having ethic in every part of their daily life, because the main factor in the relationship with others is the procedures and manners while they talk to others. Talking in the good words and sentences is the main things in implanting the ethic since the early childhood, where in Hindu Holy Book Canakya Nitisastra III.13 mentioned, "who is the stranger if they talk sweetly and polite" (Darmayasa, 1992:64), that sloka showed that if the children have been talking in good and polite words, then the kids will never feel fear with anyone, because everyone who has been asked to talk with will accept and pay attention to her/him in a polite way too. This happen because, if she/he talks to everyone, the kids will use the nice and polite words and sentences, then every one will rate those kids have ethic. Likewise if the kids always talk using polite and nice words, then people who she/he asked to speak will do the same. According to Vygotsky, maturation alone cannot account for children's new language and thinking abilities. Indeed, it is children's continued social and cultural interactions, combined with maturation, that foster cognitive development. Vygotsky (1978) contends that learning is continually mediated by adults or more able peers. Children need mental challenges in order to progress developmentally in their language and cognitive abilities (Estes, 2004:61-62). As according to Vygotsky that kids need helps from others in the developing of his/her language, so the kids must do some communication with the people around her/him. People around must ask the kids to communicate using Alus Singgih language or polite language, so the kids have been implanted the communication ethic since their early childhood age, and civilize Balinese language is effective in implanting the communication ethic since their early childhood. The ethic implantation through Balinese alus must be done, because in Kitab Kakawin Nitisastra mention, "Wasita nimittanta manemu laksmi, wasita nimittanta pati kapanggih, wasita nimittanta manemu duhka, wasita nimittanta manemu mitra" This means: by the words you will be happy, by the words you will meet death, by the words you will get trouble, by the words you will be a friend or friends (Compiler, 1999: 28). These rhymes clearly said that utterance has the important part in everyone's life in this world, because people will get their happiness and sadness based on the words that has been said or speak up and also thye manners;

Implanting the Balinese Language as a Communication Media since the Early Childhood

Implanting using the Balinese language as habit can be done at home and in society, because the kids get the implantation of ethic for the first time happen in the home environment, and next the implantation of the ethic through Balinese language can run continuously, so the society also has responsibility to implant the Balinese language since the early childhood age, so the ethic implantation since the early childhood can be reached. The ethic implantation since the early childhood need other people help, just like what has been said by Vygotsky, that the child development need help from the people around. Vygotsky has belief that the importance of the society influence in the early childhood cognitive development (Santrock, 2012: 190), the ability in choosing of the polite words is the part of cognitive development because it has society influences. Rogoff also said that, kids service just like apprentice in thinking through their participation guide in social activities and culture. (Santrock, 2012: 192), by this means that implantation of ethic through Balinese language is very effective through the local culture and get help from the people around. Children's individuality also is shaped by cultural, ethnic, religious, and economic background of the family (Essa, 2011:48), therefore, culture in one region very support the ethic development since the early childhood. Society with their culture take a part in developing the ethic through their local language since the early childhood, according to William, that in the culture sociology has three main components, which are, culture institutions, culture contents, and the culture effects or norms (Kuntowijoyo, 2006:6), in this case local language can be put into the culture contents, so it should be taught since the early childhood, next, the impact of teaching the local language in this case using Balinese language is that the kids have

ethic in their intercross with every one, because ethic is the third component which is norms. The implantation of the ethic happens because of the parents and society educate the early childhood to use the polite words (basa alus), instead Basa Alus Singgih, Alus Sor, Alus Madia and Alus Mider in every time they talk to every one and to their close friends. Because of the local language which is Balinese language with its levels, still has important and effective roles in implanting the ethic since the early childhood, so the society should continuously conserve and teach the Balinese language, so Balinese language will always be the part of culture contents can function optimally and continuously.

Conclusion

The resume based on the analyses result that has been mentioned before are as follows: **(1) Civilize Balinese language can be made as a media in implanting the ethic since the early childhood** because: **(a) Balinese language has some rules in communicating with other people which called sor singgih basa.** Through Balinese language, the communication rules which have been since their early childhood are: how to talk to the person who has higher position such as priest, governor officers, teachers, or older people, how to speak humbly; how to speak with someone meet at the first time; and how to speak with close friends. These speaking rules should be known since the early childhood to make this tradition become media in implanting the ethic by the kids ability in speak politely: **(b) kids implanted the communication ethic.** Kids since their early childhood should be planted the communication ethic so the kids will grow up be kids who have ethic in every acts that they made, because the main factor in relationship with others is the manners or politeness in talking. Talking with polite words is the main thing in implantation of ethic to the early childhood, where in Hindu religion Holy Book Canakya Nitisastra III.13 mentioned, "who is the stranger if she/he talks nicely and interesting". **(2) The ways in implanting the Balinese language as a communication media since the early childhood.** Implanting the Balinese language. Implanting Balinese language as habit can be done at home and in society, because the kids get the implantation of ethic for the first time happen in the home environment, and next the implantation of the ethic through Balinese language can run continuously, so the society also has responsibility to implant the Balinese language since the early childhood age, so the ethic implantation since the early childhood can be reached. The ethic implantation since the early childhood need other people help, just like what has been said by Vygotsky, that the child development need help from the people around. Vygotsky has belief that the importance of the society influence in the early childhood cognitive development.

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THE APPROACH ANALYSIS OF CHILD EDUCATION BAJO ETHNIC: STUDY IN FLOATING HIGH SCHOOL MUHAMADIYAH WAKATOBI SOUTHEAST SULAWESI – INDONESIA

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Abstract

Children's educational development Bajau ethnic in Wakatobi Southeast Sulawesi became important for three reasons; (1) which inhabit coastal islands Iron Southeast Sulawesi are children Bajau vulnerable to drop even do not go to school, (2) Wakatobi Islands as a world tourist destination is the central meeting of world's coral triangle and the treasurer of the biodiversity of the world that holds half the world's marine assets, (3) lack of public education to low awareness of the ecological impact on the coastal communities that often encourage people to be harsh on the environment such as bombings and anesthesia. This study aimed (1) to describe the education of children Bajau in Wakatobi, (2) to describe the approach to the education of children Bajau do teachers at High School of Muhammadiyah Floating in Wakatobi, (3) to describe the government and public participation to the development of the Bajau education. This study used a qualitative approach research. Methods of data collection are observation, interviews, and documentation. Sources of data, teachers, leader school, students and the community. Analysis of the data using the model of Miles & Huberman include; observations, data reduction, data display and data triangulation. The results of the study as follows: (1) The percentage of children's involvement Bajau in education in Wakatobi islands is still low, (2) education approach Bajau done by considering aspects of cultural, sociological and psychological, (3) the Government and the public to participate actively encouraging Bajau education development one of which is the establishment of SMU Muhammadiyah Floating.

Keywords: Education, Bajau, Floating Muhammadiyah High School

Pendahuluan

Pada masyarakat Wakatobi - Sulawesi Tenggara, hidup salah satu komunitas Suku Bajo. Mereka mendiami pesisir kepulauan tersebut sejak berpuluh-puluh tahun lamanya dengan mata pencaharian melaut, yaitu mencari ikan, teripang, budidaya ikan dan budi daya rumput laut. Mereka hidup berkelompok sesama Suku Bajo. Laut merupakan terminal kehidupan Suku Bajo bahkan seakan menjadi warisan nenek moyang mereka. Hampir separuh aktifitas kehidupan Suku Bajo menggantungkan hidup dengan mengais rezki di laut. Namun dalam upaya mencari kehidupan di laut, tidak jarang mereka melakukan tindakan kekerasan terhadap biota laut, seperti melakukan pemboman, pembiusan dan sebagainya. Cara-cara tersebut merupakan tindakan yang merusak lingkungan karena dilakukan dengan cara-cara kekerasan aliyas "tidak ramah lingkungan". Hal-hal tersebut mereka lakukan bukan "tanpa sadar" dan "tidak mempunyai alasan. Lemahnya pendidikan mereka menjadi salah satu alasan mendasar ketidaktahuan mereka dalam mengeksplorasi lingkungan laut. Selain itu, juga didorong faktor tuntutan kehidupan dan ekonomi untuk sekedar bertahan hidup, sehingga dengan terpaksa mengeksplorasi lingkungan laut dengan cara-cara kekerasan.

Dalam inter-relasi sosial antara Suku Bajo dengan masyarakat lokal, Suku Bajoseakan memposisikan diri sebagai masyarakat kelas dua. Hal tersebut diungkapkan oleh Madlan, dkk (2014) mengemukakan bahwa pemahaman dari kelompok etnis lain terhadap Suku Bajo berada di sisi yang lebih rendah. Sedangkan Suryanegara (2015:75) menjelaskan orang Bajo cenderung dinilai “negative”, sehingga kadang-kadang dilecehkan. Demikian pula dengan pola inter-relasi anak-anak mereka dengan penduduk lokal (penduduk asli). Dalam konteks pendidikan, anak-anak suku Bajo dalam berbagai kasus rentan putus sekolah, bahkan banyak yang tidak sekolah karena terpengaruh mengikuti kehidupan orang tua. Kalau orang tua mereka pergi mencari ikan, anak-anak merekapun turut ikut. Anak-anak suku Bajo tidak mau bergabung sekolah dengan penduduk lokal (penduduk asli). Dalam wawancara penulis dengan tokoh adat teridentifikasi ada beberapa alasan yang dikemukakan bahwa anak-anak suku Bajo tidak mau meninggalkan kebiasaan mereka melaut – “mengikuti orang tuanya”. Hal tersebut menjadi salah satu alasan untuk tidak mengikuti pendidikan aliyas “tidak mau sekolah”. Alasan lain adalah kasus-kasus perkelahian di Sekolah antara anak-anak Suku Bajo dan penduduk lokal. Anak-anak suku Bajo merasakan trauma sehingga mereka menarik diri untuk tidak mau sekolah.

Dalam Undang-Undang Sistem Pendidikan Nasional Nomor 20 tahun 2003 dijelaskan dalam pasal (1) dan pasal (2) tentang pendidikan, fungsi dan tujuan sebagai berikut:

Pasal 1:

Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

Pasal 2:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

Mengacu pada latar belakang tersebut di atas, penulis bermaksud untuk mengkaji dan melakukan penelitian dengan fokus pada pendekatan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kepulauan Tukang Besi (Wakatobi) Sulawesi Tenggara. Untuk menjelaskan fokus tersebut, penulis mengelaborasinya melalui beberapa pertanyaan penelitian sebagai berikut (1) bagaimana deskripsi pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi Sulawesi Tenggara, (2) bagaimana pendekatan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi Sulawesi Tenggara, dan (3) bagaimana partisipasi Organisasi Kemasyarakatan Muhammadiyah, Pemerintah Daerah dan masyarakat dalam pengembangan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi Sulawesi Tenggara.

Metode Penelitian

Penelitian ini menggunakan pendekatan kualitatif dengan metode kualitatif deskriptif yaitu menjelaskan pendekatan pendidikan anak-anak suku Bajo di Kepulauan Tukang Besi Sulawesi Tenggara dengan tujuan (1) mendeskripsikan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi - Sulawesi Tenggara, (2) mendeskripsikan pendekatan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi - Sulawesi Tenggara, (3) mendeskripsikan partisipasi Organisasi Kemasyarakatan Muhammadiyah, masyarakat dan Pemerintah daerah dalam pengembangan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi Sulawesi Tenggara. Penelitian ini dilakukan di salah satu Sekolah Menengah Atas Muhammadiyah Terapung di Kecamatan Mola Kabupaten Wakatobi – Sulawesi Tenggara dengan dasar pertimbangan bahwa (1) Sekolah ini merupakan salah satu lembaga pendidikan yang inisiasi pendiriannya adalah untuk memfasilitasi pengembangan pendidikan anak-anak Suku Bajo yang putus Sekolah di Wakatobi.

Selanjutnya dalam proses pembelajaran peserta didik dibekali dengan *life skill* berbasis kearifan lokal, (2) Daerah Wakatobi merupakan salah satu destinasi wisata dunia, harus ditopang oleh kekuatan sumber daya manusia yang kuat terutama anak-anak Suku Bajo yang mendiami pesisir pantai Wakatobi.

Data dan sumber data penelitian diperoleh dari guru-guru, kepala sekolah, tokoh adat, tokoh masyarakat, pemerintah daerah, peserta didik, dan pengurus Muahamadiyah Sulawesi Tenggara. Teknik pengumpulan data dilakukan dengan tiga cara yaitu: (1) melalui observasi, bertujuan untuk mendapatkan gambaran umum tentang situasi sosial, dan memudahkan untuk memetakan masalah-masalah sekaligus mencarinya, (2) wawancara, bertujuan untuk memperoleh informasi yang mendalam dari para informan (3) dokumentasi, yaitu untuk mendapat data-data pendukung berupa bentuk-bentuk kegiatan, serta dokumentasi aktifitas para guru maupun peserta didik. *Key instrumen* dalam penelitian ini adalah peneliti sendiri. Proses pengumpulan data dilakukan dengan teknik snowball sampling, yaitu teknik pengumpulan data yang dilakukan peneliti kepada informan dan berakhir apabila data yang diperoleh sudah terpenuhi.

Analisis data dalam penelitian ini menggunakan model Miles dan Huberman yaitu reduksi data, display data dan verifikasi data. Data-data yang sudah terkumpul diorganisasikan, selanjutnya dibuatkan kategori-kategori untuk dikembangkan, dideskripsikan dan mengkonfirmasi dengan teori-teori dan hasil-hasil penelitian yang relevan.

Pemeriksaan dan pengecekan keabsahan data dilakukan melalui empat cara, yakni: (1) **Triangulasi**. Pertama, triangulasi sumber, yakni mengecek keabsahan data melalui sumber yang berbeda dengan menggunakan teknik yang sama. Misalnya, hasil wawancara seorang informan dibandingkan dengan informan yang lain. Kedua, triangulasi metode, yakni menguji keabsahan data dengan cara mengecek pada sumber yang sama namun dengan teknik yang berbeda. Misalnya, data yang diperoleh dari hasil wawancara terhadap seorang informan dicek dengan hasil observasi terhadap informan tersebut. Ketiga, triangulasi waktu, yakni menggunakan teknik dan sumber yang sama dalam waktu yang berbeda. Kemudian hasilnya dibandingkan sehingga diperoleh kesesuaian. Kegiatan pemeriksaan data dilakukan secara terus menerus selama pelaksanaan pengumpulan dan analisis data. (2) **Peningkatan Ketekunan**. Artinya peneliti melakukan pengamatan secara teliti, rinci, konsisten dan berkesinambungan guna menghasilkan kedalaman data yang diperoleh. Sugiyono (2012: 124-125) mengatakan bahwa meningkatkan ketekunan berarti melakukan pengamatan secara lebih cermat dan berkesinambungan. (3) **Perpanjangan Keikutsertaan**. Perpanjangan keikutsertaan dalam penelitian ini dimaksudkan untuk memperoleh informasi guna mengurangi distorsi data yaitu (a) setelah peneliti mempelajari kembali fokus yang ada dikaitkan dengan kebenaran dan kedalaman informasi yang diperoleh, (b) adanya data yang perlu diteliti ulang karena terdapat kesalahan yang tidak disengaja baik yang disebabkan oleh peneliti sendiri maupun pada pihak informan. Dengan perpanjangan keikutsertaan berarti peneliti kembali ke lapangan, melakukan pengamatan dan wawancara lagi dengan informan yang pernah ditemui maupun yang baru. Dengan teknik ini diharapkan semakin terbentuk rapport, sehingga hubungan semakin terbuka dan data semakin mudah diperoleh. (4) **Member Checking**. Creswell (2012: 287) menjelaskan bahwa **member checking** adalah proses untuk mengetahui akurasi hasil penelitian dimana peneliti menanyakan pada satu atau lebih partisipan untuk mempelajari dan mengecek ketepatan laporan dengan membawa kembali laporan akhir/deskripsi-deskripsi/tema-tema spesifik ke hadapan partisipan apakah laporan tersebut sudah akurat. Tujuan uji ini adalah untuk mengetahui seberapa jauh data yang telah diperoleh sesuai dengan apa yang diberikan oleh informan. Moleong, (1997: 181) menyatakan bahwa *member checking* dalam proses pengumpulan data sangat penting dalam pemeriksaan derajat kepercayaan.

Hasil Penelitian dan Pembahasan

Profil Suku Bajo

Suku Bajo merupakan salah satu suku yang ada di Indonesia. Suku Bajo di Kabupaten Wakatobi merupakan populasi terbesar di Sulawesi Tenggara. Pada umumnya Suku Bajo mendiami pesisir pantai, dan mereka menggantungkan kehidupannya dengan memanfaatkan sumber daya laut. Karena kehidupan mereka di laut, hampir dipastikan suku Bajo dalam beraktifitas mencari kehidupan dengan melaut. Di laut tempat mereka mendirikan rumah, sumber kehidupan, dan tempat mereka beraktifitas setiap hari. Dalam beberapa kasus bahkan Suku Bajo melahirkan anak di perahu yang mereka jadikan sebagai tempat tinggal. Dalam hal memperkenalkan alam sekitar bagi anak-anak mereka, "laut" merupakan alam mereka yang pertama dan utama. Sehingga tidak heran sejak usia dini, anak-anak suku Bajo sudah pandai berenang, dan mereka tidak takut lagi dengan angin kencang dan gelombang laut yang tinggi. Karena fenomena laut sudah menjadi pemandangan indah dalam kehidupan anak-anak Suku Bajo. Oleh karena itu, anak Suku Bajo sejak usia dini telah dididik dengan kondisi alam yang menuntun mereka untuk hidup mandiri.

Menurut La Hewi (2015: 76), di Wakatobi Sulawesi Tenggara anak-anak Suku Bajo mendiami beberapa Kecamatan di antaranya adalah Kecamatan Mola yang terdiri dari sembilan desa yaitu desa Mola Selatan, desa Mola Utara, desa Mola Bahari, desa Mola Samaturu, desa Mola Nelayan Bakti, desa Mantingola Makmur, desa Horuo, desa Lohoa dan desa Lamanggau. Data statistik Wakatobi (2015) menunjukkan jumlah penduduk Suku Bajo yaitu; laki-laki 4.488 jiwa dan perempuan 3.843 jiwa. Jumlah sarana pendidikan, Sekolah Dasar di Kecamatan Mola sebanyak 4 unit, Madrassah Ibtidaiyah Negeri 1 unit, Madrasah Ibtidaiyah Swasta 1 unit, Madrasah Tsanawiyah swasta 1 unit, Sekolah Menengah Pertama satu atap maritim 1 unit, dan Sekolah Menengah Atas Muhammadiyah Terapung 1 unit. Anak-anak Suku Bajo yang berpendidikan strata sarjana (S1) berjumlah 77 orang, dan magister (S2) berjumlah 3 orang. Sumber ekonomi Suku Bajo untuk memenuhi kebutuhan sebagian besar menggantungkan hidup dengan menangkap ikan, teripang, budidaya rumput laut, dan budidaya ikan (karamba).

Analisis Pendekatan Pendidikan Anak Suku Bajo

Dalam konteks pendidikan anak-anak Suku Bajo di Wakatobi perlu mendapatkan perhatian serius dari berbagai pihak, terutama pemerintah daerah maupun lembaga/organisasi kemasyarakatan yang bergerak dalam bidang pendidikan. Anak-anak Suku Bajo memiliki potensi dan kemampuan terutama dalam bidang kelautan. Secara kultural anak-anak Suku Bajo memang besar dengan alam lingkungan laut, bahkan tetesan darah dari rahim Ibu tercinta barangkali turut menetes di laut. Lemahnya kesadaran anak-anak suku Bajo dalam menuntut ilmu bukan saja bersumber dari peribadi anak yang bersangkutan, tetapi, tetapi sikap orang tua suku Bajo yang masih bersikap apatis terhadap pendidikan. Sebagaimana diungkapkan oleh Abdullah (2014: 155) bahwa Orang tua suku Bajo belum menampilkan sikap yang positif terhadap sekolah dan belajar, baik dengan alasan kebebasan yang tidak mau diganggu dengan kegiatan belajar, maupun dengan alasan karena selalu mengikutkan anak-anaknya khususnya usia pendidikan dasar untuk mencari rezeki di laut.

Berdasarkan hal tersebut di atas, hasil wawancara dengan Kepala Sekolah, tokoh Adat, maupun tokoh organisasi Muhammadiyah, ada beberapa pendekatan yang harus dilakukan dalam hal pemenuhan hak-hak dan pengembangan pendidikan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi yaitu:

- a. **Secara sosiologis-antropologis**, lembaga Pendidikan harus didekatkan dengan lingkungan mereka. Mengingat pola interaksi anak-anak Suku Bajo hampir tidak bisa dipisahkan dengan lingkungan laut. Lingkungan laut menjadi tempat tinggal mereka, tempat mereka mencari rejeki untuk menyambung hidup, kemana dan dimana orang tua mereka pergi – anak-anak Suku Bajo mengikuti aktifitas orang tua. Hal tersebut menjadi salah satu penyebab anak-anak Suku Bajo putus sekolah atau tidak mau sekolah. Abdullah

(2014:155), dalam penelitiannya menjelaskan Suku Bajo berpandangan bahwa sekolah dengan aktifitas belajar secara disiplin dan ketat hanya akan membuat anak-anak suku Bajo menderita karena mereka merasa dikungkung dan tidak diberi kebebasan, sehingga anak-anak suku Bajo pada umumnya cenderung bersikap pembolos pada jam pelajaran pada waktu tertentu yaitu disaat orang tuanya tiba dari mencari ikan. Hal itu terjadi karena terbawa arus kebiasaan bagi anak-anak Suku Bajo selalu ikut serta membantu orang tuanya menurunkan hasil tangkapan sambil bermain di air. Maka untuk mendekatkan mereka dengan dunia pendidikan, anak-anak Suku Bajo harus didirikan Sekolah secara tersendiri di lingkungan mereka hidup yaitu di laut.

Pengembangan pendidikan anak-anak suku Bajo seperti hadirnya Sekolah Menengah Umum Muhammadiyah Terapung merupakan salah satu jawaban memfasilitasi hak-hak anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi. Dalam konteks inilah proses pengembangan pendidikan tidak terlepas dari aspek pendekatan sosiologi, psikologis, antropologis, maupun karakteristik demografi suatu komunitas. Karena dalam proses pendidikan dan belajar keterlibatan keseluruhan aspek psikologis maupun fisiologis menjadi ranah utama dalam menentukan keberhasilan capaian pendidikan. Oleh karena itu, Agung (2016: 22) menyatakan bahwa pendidikan diartikan sebagai proses belajar yang dijalani oleh seorang individu sepanjang hidupnya terhadap nilai-nilai, norma-norma, aturan-aturan yang didukung lingkungan sosial disekitarnya, sehingga menjadikannya sebagai pedoman bagi perwujudan tingkahlaku individu yang bersangkutan. Pendidikan dalam pengertian ini lebih mengarah pada makna internalisasi dan sosialisasi yang dilakukan seorang individu terhadap nilai-nilai, norma dan aturan dari lingkungan sistem sosial di sekitarnya, yang lebih lanjut menjadikannya sebagai bagian dalam diri dan mekanisme control bagi perwujudan perilaku. Melalui pendidikan berlangsung proses pewarisan nilai, norma, aturan budaya yang didukung oleh suatu sistem sosial.

- b. **Secara cultural**, anak-anak Suku Bajo yang mendiami pesisir pantai sangat perlu dibekali dengan *live skill* terutama dalam hal pengembangan potensi sumberdaya kelautan. Hidup melaut dan menangkap ikan sudah menjadi bagian dari kehidupan mereka. Di Sekolah Menengah Umum (SMU) Muhammadiyah Terapung pendidikan *life skill* dikemas dalam pembelajaran berbasis kontekstual. Artinya peserta didik dapat mengkontekstualisasikan pembelajaran dalam kehidupan nyata peserta didik. Dalam mengembangkan *life skill* peserta didik, guru melatih siswa membentuk kelompok kerja untuk membuat "karamba ikan kerapu". Dalam hasil wawancara dengan informan Hasan (2017) menjelaskan bahwa peserta didik di SMU Muhammadiyah terapung ini akan dikelompokkan untuk membuat *karamba ikan kerapu* sebagai bentuk *life skill*. Hasil dari panen karamba tersebut akan dijadikan sebagai biaya pendidikan peserta didik dan dapat dijadikan sebagai biaya yang mendukung pengembangan pembangunan sekolah. Sementara ini karamba ikan kerapu yang dibuat siswa baru beberapa buah, sebagai contoh pengembangan *life skill* peserta didik. Dalam konteks ini, Johnson (2002 : 25) menyatakan bahwa:

...an aducational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the contexts of their daily lives, that is, with context of their personal, social and cultural circumstance. To achieve this aims, the system encompasses the following eight component: making meaningful conections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

Di Sekolah Menengah Umum (SMU) Muhammadiyah Terapung di Kecamatan Mola Wakatobi peserta didik telah mengembangkan salah satu model pengembangan pembudidayaan potensi laut yang disebut "Karamba ikan". Peserta didik diberikan

pengetahuan tentang cara-cara pengembangan potensi kelautan. Disamping pengetahuan budi daya ikan – juga pengetahuan budidaya rumput laut dan pelestarian terumbu karang. Pengetahuan tersebut diberikan secara terintegrasi dalam kurikulum pembelajaran muatan lokal di sekolah, (wawancara dengan Hasan, 26/2/2017). Sekolah bertanggung jawab untuk menanamkan pengetahuan dan pemahaman yang mendalam tentang lingkungan biota laut kepada peserta didik. Tujuannya adalah untuk merubah *mindset* berpikir peserta didik agar mengeksplorasi laut secara benar berbasis ramah lingkungan. Dan hal tersebut harus dimulai dalam proses pembelajaran di sekolah dan diimplementasikan dalam kehidupan nyata peserta didik. Mereka belajar mengetahui, dan berbuat, sehingga pengetahuan yang didapatkan menjadi life skill peserta didik untuk hidup di masyarakat. (Wawancara dengan tokoh Adat, 26/2/2017).

Sejalan dengan temuan penelitian di atas, Delors (1998: 69) menyatakan bahwa UNESCO melalui *The International Commission of Education for The Twenty-first Century*, menyimpulkan bahwa memasuki abad ke 21, pendidikan kita perlu berangkat dari empat pilar proses pembelajaran, yaitu: *learning to know, learning to do, learning to be, learning to live together*.

- c. **Secara psikologis**, lingkungan sekolah hendaklah menjamin dan menciptakan rasa aman bagi peserta didik dalam belajar. Interaksi antar warga sekolah berlangsung secara harmonis dan komunikatif, baik antara siswa dan siswa maupun antara siswa dan gurunya. Demikian pula komunikasi antara warga sekolah dengan lingkungan sekitar. Di sini guru dituntut agar dapat menciptakan lingkungan yang kondusif dan humanis bagi warga sekolah. Lingkungan sekolah yang aman dan nyaman mendorong siswa untuk betah tinggal di sekolah. Sebab peserta didik merasa berada di dalam rumahnya sendiri. Kasus-kasus yang selama ini terjadi seperti kekerasan yang terjadi di antara siswa, sesungguhnya tidak hanya berdampak pada perilaku anak secara psikologis seperti menimbulkan trauma, dendam, dan bahkan tidak mau sekolah - tetapi juga sikap antipati orang tua terhadap pengelolaan pendidikan.

Hal tersebut di atas, menjadi salah satu alasan anak-anak Suku Bajo di Kecamatan Mola Kabupaten Wakatobi untuk tidak mau sekolah karena mereka merasa trauma dengan perilaku sebayanya. Ada perilaku kekerasan baik secara verbal maupun fisik. Secara verbal, misalnya mereka merasakan perkataan yang tidak menghargai keberadaan mereka sebagai sesama makhluk ciptaan Tuhan yang sama derajatnya di sisi Tuhan Yang Maha Kuasa. Mereka anak-anak suku Bajo dianggap sebagai kelas nomor dua dari penduduk lokal. Temuan penelitian ini menjelaskan bahwa Anak-anak suku Bajo tidak mau sekolah karena merasa trauma dengan perlakuan yang mereka alami. Demikian juga dengan kekerasan fisik yang pernah dialami oleh teman mereka. (Wawancara dengan Ibu Surni, 25/2/2017). Oleh karena itu membangun iklim sekolah yang nyaman, aman, ramah, dan humanis bagi sekolah menjadi suatu keniscayaan dalam proses pendidikan. Dan iklim kenyamanan sekolah dibentuk melalui budaya sekolah yang berdiri di atas nilai, norma dan aturan yang dibangun oleh sekolah itu sendiri. Dengan demikian keseluruhan aktifitas sekolah, hendaknya mengandung nilai-nilai yang dapat membentuk dan mengembangkan perilaku peserta didik secara positif, yaitu saling menghargai, menghormati, peduli, bertanggung jawab, dan sama-sama sebagai makhluk Tuhan.

Partisipasi Muhammadiyah, Masyarakat dan Pemerintah Dalam Pengembangan Pendidikan Suku Bajau

Dalam proses pendidikan terdapat supra system yang sangat berpengaruh dalam pelaksanaan pendidikan. Supra sistem yang dimaksud adalah sistem yang terdiri dari komponen-komponen yang berada di luar sistem instruksional. Walaupun berada di luar sistem instruksional tetapi dapat memengaruhi efektifitas dan efisiensi sistem instruksional yang dibangun oleh lembaga pendidikan. Suparman (2014: 54-58) terdapat empat komponen suprasistem dalam pendidikan yaitu: kebijakan pendidikan nasional, kebijakan pendidikan di daerah, perkembangan IPTEK dan globalisasi, manajemen dunia kerja, serta dunia

pendidikan pada jenjang yang lebih tinggi. Kebijakan pendidikan nasional adalah mengatur seluruh upaya untuk meningkatkan kualitas, relevansi dan pemerataan pendidikan. Salah satu di antaranya adalah kebijakan yang mengatur standarisasi pendidikan yang di dalam pelaksanaannya menghadapi berbagai kendala. Kondisi pendidikan di lapangan sangat bervariasi. Sekelompok kecil lembaga pendidikan tergolong berkualitas sangat baik sehingga kebijakan standarisasi pendidikan dapat diimplementasikan dan diwujudkan dengan lebih cepat. Kemajuan yang terjadi di sebagian kecil satuan pendidikan itu mempunyai efek samping, yaitu semakin besarnya kesenjangan antara kualitas mereka dan satuan pendidikan lainnya yang masih jauh tertinggal. Kesenjangan sebagai konsekuensi logis dari perkembangan yang tidak merata itu menjadi indikator ketidakadilan. Kesenjangan yang besar biasanya mengundang kecemburuan sosial di kalangan masyarakat. Oleh karena itu kebijakan pendidikan nasional tentang standar pendidikan nasional perlu diikuti dengan kebijakan lain yang banyak memihak pada satuan pendidikan yang masih tertinggal.

Sedangkan kebijakan daerah sangat penting karena lebih dekat lokasinya dengan satuan pendidikan, dan pengaruhnya langsung dirasakan dengan cepat. Bagi Pemerintah Wakatobi kehadiran Sekolah Menengah Umum Muhammadiyah Terapung yang berdiri di laut adalah merupakan wujud dari dukungan penuh Pemerintah Daerah terhadap dunia pendidikan anak-anak Suku Bajau di Kecamatan Mola. Demikian juga dengan partisipasi masyarakat, dan tokoh adat Wakatobi mendorong sepenuhnya pengembangan Sekolah Menengah Umum Muhammadiyah Terapung. Di samping itu peran organisasi kemasyarakatan dalam hal ini organisasi Muhammadiyah merupakan inisiator awal yang mendirikan SMU Muhammadiyah Terapung, patut mendapat apresiasi dalam mencerdaskan warga melalui poros pendidikan bagi masyarakat. Hasil temuan penelitian melalui wawancara dengan informan menyatakan bahwa “awal berdirinya SMU Muhammadiyah Terapung adalah inisiasi penuh dari Organisasi Muhammadiyah di Sulawesi Tenggara”. (Wawancara dengan Muh. Alifudin, 10 Maret 2017). Cita-cita Muhammadiyah sejalan dengan ungkapan *education for all and long life of education*. Konsep pendidikan untuk semua dan belajar sepanjang hayat menunjukkan bahwa setiap orang berhak memperoleh pendidikan, dalam hal ini pendidikan telah merupakan *basic needs* di dalam kehidupan manusia. Maka menurut Agung (2016: 35-36) peran serta masyarakat dalam melihat keberhasilan pendidikan jangka panjang pada dasarnya amat tergantung dari keterlibatan masyarakat khususnya masyarakat lokal yang mencakup orang tua, kepala sekolah, guru, tokoh adat dan masyarakat sekitar.

Simpulan

1. Angka partisipasi pengembangan kualitas sumber daya manusia khususnya anak-anak suku Bajo di Kabupaten Wakatobi Kecamatan Mola masih rendah.
2. Pendekatan pendidikan anak-anak Suku Bajo dilakukan dengan mempertimbangkan beberapa aspek yaitu; aspek sosiologis, antropologis, psikologis, dan aspek cultural. Artinya lembaga pendidikan anak-anak Suku Bajo harus di dekatkan dengan lingkungan mereka yaitu di laut seperti berdirinya SMA Muhammadiyah Terapung Wakatobi.
3. Partisipasi dan peran Organisasi Kemasyarakatan Muhammadiyah dalam mendirikan Sekolah Menengah Umum Muhammadiyah Terapung merupakan respon fasilitasi pencerdasan anak-anak bangsa bahwa *education for all dan long life of education* adalah hak asasi setiap warga Negara.
4. Pemerintah Daerah mendorong sepenuhnya pengembangan lembaga pendidikan bagi anak-anak Suku Bajo di Kecamatan Mola Wakatobi.

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STUDENTS' COMPREHENSION PROFILE ABOUT CHARACTER BASED ASSESSMENT OF PHYSICS EXPERIMENT

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Abstract

Initial observation was held towards thirty (30) Physics education students by providing them questionnaire which has four indicators on it, those are, response assessment instrument, eksperiment, report making, and presentation. There were twenty-two (22) statements obtained as the result of those four indicators. Those statements could measure some of students' character in performing the experiment in laboratory. All indicators are necessary to be tested because of the result of the questionnaire shows that the highest response was "Agree" while "Less Agree" and "Disagree" obtained a very low response, which is 0.5% - 9%. It can be concluded that there were 3 out of 30 students who choosed the negative response (Less Agree and Disaree categories).

Keywords: Students' Comprehension, Experiment Assesment, Character Based

Introduction

In Regulation of National Education Minister number 16, 2007 is mentioned that one of important thing that have to be mastered by an educator in the learning process is assessment. Assessment is an activity to determine students' learning accievement. Learning accievement could be divided into three spheres, those are, cognitive, psychomotor, and affective. These formulation has been the development basic of culture values and our nation character in schools and university which is based on Pancasila, UUD 1945 and Indonesian national culture.

Character education is a values cultivation system to the students which includes knowledge, awareness or volition, and action in applying those values towards God, themselves, society, envirotnment, and nation to be an "insan kamil" personality. In application of character education in schools or university, all the stakeholders have to be involved, including education components itself, for instance, curriculum, learning and assessing process, relationship quality, subject management, school management, co-curricular activities performance, fasilities and infrastructure empowerment, financial, and students' work ethic. In other word, character education could be interpreted as an effort to encourage the students growing and developing with thinking competence and holding thight into moral principals in their live as well as having courage to do the right thing even in the difficult situation. Character education does not limited to knowledge transfer of good values but it reaches the stage of how to make sure that those values is still planted and inveterated with their mind and their behavior (Himdani, 2015).

There are eighteen 18 (delapan belas) pillars of character based on Pusat Kurikulum, Balitbang Kemdikbud. All those pillars have tobe developed holistically through national education system in this country (Suparlan, 2004). But, based on the writer observation and information from some lecturers, specifically, there are some pillars which is needed more attention than other pillars due to its low quality. This is the main reason of the writer to draw a line of four characters that would be developed in assessment process of experiment in Physics laboratory. Those characters are intelligence in respons activity, cooperative in experiment activity, integrity in report cinstucting, and responsibility in presentation activity.

Intelligence is the ability to use knowledge or skills in giving response towards challenge or problem solving, ability to make a classification and categorization, thinking in causality order, and creating hypothesis. Integrity have to be "bolded" because of there are so many cases of KKN and corruption in this country. One of the main element to build a good character is honesty. Integrity has to be implemented in all aspects of life. Cooperative is an activity where people are working together to reach their goals. And responsibility is an action to do the task and obligation just how they should be done to ourselves, friends or lecturers. Those four characters are needed in experiment process especially in Fundamental Physics I.

Based on the intial observation towards the students of Muhammadiyah University of Makassar, it showed that those indicators are needed to be, All indicators are necessary to be tested because the result of the questionnaire shows that the highest response was "Agree" while "Less Agree" and "Disagree" obtained a very low response, which is 0.5% - 9%. It can be concluded that there were 3 out of 30 students who choosed the negative response (Less Agree and Disaree categories).

It was found as well that there is no character base experiment assessment instrument which is valid, effective, and practice yet. Number of student is large enough and the lecturer could not perform the experiment as a whole eventhough its subject is actually integrated with its experiment, it only measures the small part of students' abilities which are cognitive, remembering, application, analysis, synthetic, and evaluation. As the result, the valuation which is the benchmarks of student accievement is biased because it does not measure all the indicators. Lecturers have a hard time to give a category of character assessment because they do not have a criteria and indicators to determine it, some lecturers even have n idea of these indicators.

These description shows the reason of why we should develop a character based assessment form which could reach all experimental activities. This innovation is expected to solve the character problem of Physics students in Muhammadiyah University of Makassar.

Theory

The Meaning of Value

Value

Describes or discusses philosophy in three spheres, those are ontology, epistemology, and axiology. Axiology is a discipline which investigates the meaning oh values, from philosophy point of view (Supadjar, 1992: 108). According to Purwadi (2007: 16) knowledge could not be separated with values, especially moral. Moreover if it is associated with condition in Indonesia which holds tight into values system (culture) of our ancients. By this definition, rise a question of what is the real meaning v value? According to Kattsoff as mentioned by Supadjar (1992: 108), there are possibilities of answers, those are: (1) value as quality and could not be defined (2) value as an object of interest; (3) value as a result of assesment; and (4) value as essence.

Rokeah dalam Djahiri (1985:20) mentioned as well that value is a belief sourced in a personal value system about the right and the wrong thing to do or which one is valuable or not.

Approaches of Value Education

There are so many values education approach that had been developed by experts. According to Hersh, et. Al. (1980) there are six theories applied out of all theories, those are: rational developing approach, consideration approach, values clarification approach, cognitive moral developing aprach, and social behavior approach. In another side, values classification according to Elias (1989) who classified those theories into three, those are: cognitive approach, affective approach, and behavior approach. According to Rest (1992) these classification is based on three moral elements wich are psychology research concentration, those are behavior, cognitive, and affective.

Next approach is based on approaches that had been formulated clearly by Superka, et.al. (1976) those are:

1. Value cultivation approach
2. Cognitive development approach
3. Value analysis approach
4. Value clarification approach
5. Action learning approach

Assesment

According to Nuryani (2007:1), assesment is application of ways and instruments utilization to obtain informations about student accievement. assesment answers the question of how well a student learn. Assesment result could give a great benefit if applied by using assesment principles which had been assigned by formal assesment guidance of government, Depdikbud 1994 (dalam Mulyana, 2005:5) those are applied comprehensivelly, continuity, goals oriented, objective, open and considering the meaning aspect comprehensive assesment means obtained infirmation is concluding all students personality.

Character Education Strategy

Marten (2004:58) proposed an effective character education strategy which is have to be applied concretely. There ere three steps that have to be done: values identification, values learning, and giving a chance to apply those values.

Assesment in Physics Learning Process

Most of the students find it difficult in learning, especially the freshman students, even if they are equipped by hundreds or thousand physics books they still find it hard to learn physics (Samudra, 2014).

One of important aspect of affective sphere in learning process is behavior. Behavior is one of factor which influence the learning accievement. It means, a positive student could be predicted to be success in learning. Otherwise, the negative students would be difficult in learning process. Behavior could be seen as a motivation, that is the reason of why students behavior need to be developed so that we could expect that the student would have a more positive behavior than before (Popham, 1999).

Assesment in Character Based Physics Learning

Physics is a discipline that learn about things and interaction of its components. It has been known that physics is a "hard" and difficult subject. Physics is seen as a bunch of formulas which scares the students. This statement is supported by the fact that most students get the lowest grade in physics, in school even in university. This is so ironic because science is a basic discipline which have to be mastered to find the technology in this modern era.

Depdiknas (2006), mentioned that the aim of physics learning are: creating a positive behavior towards physics by being aware of regularity and magnificence as well as glorifying the mighty God. Growing the integrity of scientific behavior, objectivity, open, indomitable, chritical and ability to work together in a team to develop experience in order to formulatethe problem, prpose and test the hypothesis through experiment, designing and assembling experiment instrument, obtaining, processing, and describing data as well as communicating theresult of experiment orally or in writing form.

Followed characters are in the same track with the designed characters by Kemendikbud RI to be developed to students. Among those characters, there are four characters that need to be developed to physics students inperforming experiments of Fundamental Physics I, these are, intelligence, cooperative, integrity, and responsibility.

Fundamental Physics Experiment

According to Soekarno dkk (1990:14) “experiment methods is a way to transfer the knowledge by giving a chance to the students to find a fact they want to know”.

According Zaenuddin (1996) eksperiment is a strong form of learning to teach about skills, comprehension, and behavior. Experiment could be use to train the skills that students needed,give the students a chance to apply and integrate their knowledge and their ability in a real life, doing a scientific inquiry, as well as value the discipline and their abilities.

Based on the followed definitions, it could be concluded that experiment is a learning process which gives students the opportunity to discover facts by training their skills, comprehension and behavior so that they could proof things scientifically and real.

This subject is supporting subject of Fundamental Physics I. this subject is an experiment class with 2 credits. Experiments activities is an integrated subject of Fundamental Physics. The aim of this subject is to reinforce the fundamental physics concept and skill developing through experiences in which they solve the problem in the real life. Before performing the experiments, students would learn about uncertainty theiryin measurement and statistic or graph data analysis technique, and equipped by the knowledge of how to use the laboratory apparatus.

Research Method

Type of Research

The method of this research is survey descriptive which is mean that the reasercher have to obtain information about the experiment of Fundamental Physics I from a population by using questionnaire as an instrument.

Research Setting

This research was held in Education Penelitian ini dilaksanakan di Faculty of Tarbiyah and Teaching Muhammadiyah University of Makassar.

Population and Sample

Population of this research is all physics education students who programs Fundamental Physics I subject which is divided into four classes with 120 student.

Sampling technique of this research is done by using simple random sampling technique from research population, it was a class which consisted by 30 students.

Data Collecting Technique

The questionnaire was used to obtain the data about students’ responses towards experiment activities by using character based assessment instrument.

Data Analysis Technique

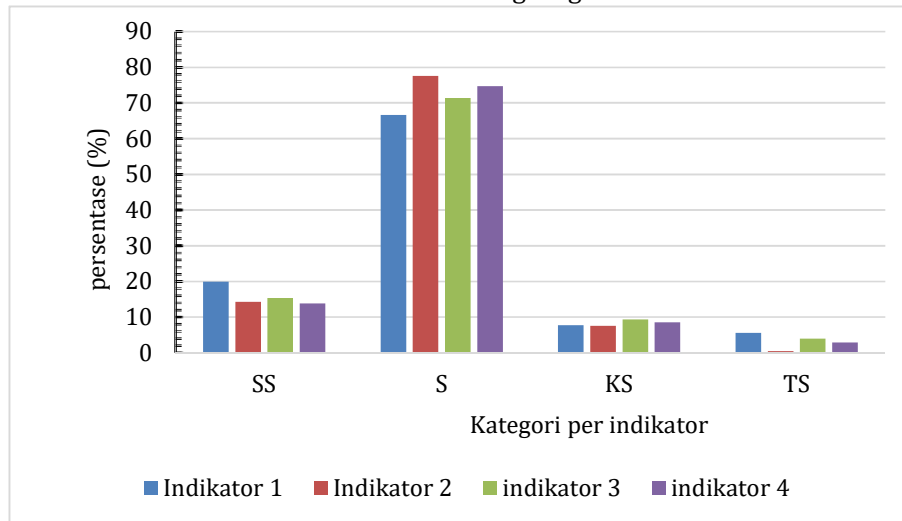
Data analysis is performed descriptively by identifying indicators of instrument quality from every point. Students’ responses data was analyzed by using descriptive statistic with percentages and Likert scale.

Result and Discussion

Initial observation was held towards thirty (30) Physics education students by providing them questionnaire which has four indicators on it, those are, response assessment instrument, eksperiment, report making, and presentation. There were twenty-two (22) statements obtained as the result of those four indicators. Those statements could measure some of students’ character in performing the experiment in laboratory.

The questionnaire was validated first by peers and then gave to the students to be answered based on the sign given.

Observation result could be shown in the following diagram:



Gambar 1.

Correlation Diagram Between Indicators and Percentation for Each Categories

Based on the diagram, it could be explained that:

1. According to the bar chart, it could be seen that there are three statements, indicator I got a high response for "Agree" with the number of 66.67%. indicator II which is consisted of 7 statements had response as well of 77.62%. indicator III which consisted of 5 statements in 71.33% and for indicator IV is in high position as well at 74.76%.
2. By the followed analysis could be concluded that all indicators are necessary to be tested because of the result of the questionnaire shows that the highest response was "Agree" while "Less Agree" and "Disagree" obtained a very low response, which is 0.5% - 9%. It can be concluded that there were 3 out of 30 students who choosed the negative response (Less Agree and Disaree categories).
3. However, there still students who gave nagetive responses as "Less Agree" and "Disagree" in some questions in each indicators. Based on interviews result, it is clear that, this is the effect of students' lack of confident, the fear to the lab assistants, and sometimes they are not prepared to do the experiment.

Conclusion

Based on the discussion, it could be concluded that all indicators are necessary to be tested because of the result of the questionnaire shows that the highest response was "Agree" while "Less Agree" and "Disagree" obtained a very low response, which is 0.5% - 9%. It can be concluded that there were 3 out of 30 students who choosed the negative response (Less Agree and Disaree categories).

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PROFESIONALISME GURU PASCA SERTIFIKASI DI SMA 1 BISSAPPU KABUPATEN BANTAENG

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Abstrak

Profesionalisme guru merupakan keahlian dalam mengajar sehingga mampu melakukan tugas dan fungsinya dengan maksimal yang meliputi kompetensi pedagogik, kompetensi profesional, kompetensi kepribadian dan kompetensi sosial. Tujuan penelitian ini adalah untuk menganalisis kinerja guru pasca sertifikasi dan pengaruh sertifikasi terhadap kinerja guru. Penelitian ini merupakan penelitian deskriptif kualitatif. Informan ditentukan secara purposive sampling, sebanyak 8 orang guru tersertifikasi dengan 4 orang guru yang belum sertifikasi. Teknik pengumpulan data yaitu observasi, wawancara dan dokumentasi. Teknik analisis data dengan melalui tahapan reduksi data, penyajian data dan penarikan kesimpulan, sedangkan teknik keabsahan data menggunakan triangulasi sumber, waktu dan teknik. Hasil penelitian ini menunjukkan bahwa Profesionalisme dan kinerja guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng berada pada kualifikasi baik, kinerja guru dapat dikategorikan tenaga profesional dengan melihat adanya peningkatan pada kinerja guru setelah lulus sertifikasi, misalnya guru menjadi lebih rajin, lebih disiplin dan selalu berusaha meningkatkan kemampuan yang dimilikinya selalu berusaha dengan segala cara agar nilai yang diperoleh peserta didik dapat meningkat setiap proses pembelajaran yang dilaksanakan.

Kata Kunci: Profesionalisme, Kinerja, Guru

Pendahuluan

Pendidikan merupakan aspek yang memberikan kontribusi besar dalam menghasilkan manusia yang berkualitas dan memiliki peranan penting dalam mengembangkan sumber daya manusia yang diperlukan bagi pembangunan disemua kehidupan bangsa. Salah satu unsur penting dari proses kependidikan adalah pendidik, karna pendidik merupakan komponen paling utama dalam menentukan sistem pendidikan yang harus mendapatkan perhatian sentral dan utama, dipundak pendidik terletak tanggung jawab yang amat besar dalam upaya mengantarkan peserta didik kearah tujuan pendidikan yang dicita-citakan. Mengingat pentingnya pendidikan dalam menciptakan sumber daya manusia yang berkualitas dan profesional, maka peraturan pemerintah sejak tahun 2005 berkomitmen melakukan perbaikan mutu pendidikan melalui peningkatan profesionalisme guru. Maka disahkan Undang-Undang Nomor 14 Tahun 2005 tentang guru yang tidak hanya diwajibkan memiliki kualifikasi akademik, tetapi juga kompetensi pedagogik, kepribadian, sosial, dan kompetensi profesional. Menurut Bahtiar, keempat kompetensi tersebut di atas bersifat holistik dan integratif dalam kinerja guru. Oleh karena itu, secara utuh sosok kompetensi guru meliputi: (1) pengenalan peserta didik secara mendalam, (2) penguasaan bidang studi baik disiplin ilmu (disciplinary content) maupun bahan ajar dalam kurikulum sekolah (pedagogical content), (3) penyelenggaraan pembelajaran yang mendidik yang meliputi perencanaan dan pelaksanaan pembelajaran, evaluasi proses dan hasil belajar, serta tindak lanjut untuk perbaikan dan pengayaan, dan (4) pengembangan kepribadian dan profesionalisme secara berkelanjutan. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen merupakan suatu ketetapan bahwa pendidik adalah pekerja profesional, yang berhak mendapatkan hak-hak sekaligus kewajiban-kewajiban profesional.

Dengan ketetapan tersebut diharapkan pendidik dapat mengabdikan secara total pada profesinya dan dapat hidup layak dari profesinya tersebut. Menurut Suparlan, kedua aspek tersebut ibarat dua sisi mata uang yang tidak dapat dipisahkan. Guru sebagai pendidik akan terpenuhi syaratnya sebagai profesi jika memiliki kedua aspek tersebut sekaligus. Dengan kata lain, tidak terpenuhinya salah satu dari kedua aspek tersebut akan mengurangi tingkat profesionalisme seorang guru.

Kajian Pustaka

Profesionalisme Guru

Profesionalisme berakar pada kata profesi yang berarti pekerjaan yang dilandasi pendidikan keahlian, profesionalisme itu sendiri dapat berarti mutu, kualitas, dan tindak tanduk yang merupakan ciri suatu profesi atau orang yang profesional. Dalam kamus besar bahasa Indonesia profesional artinya bersangkutan dengan profesi memerlukan kepandaian khusus untuk menjalankannya. Profesionalisme guru dapat diartikan guru yang profesional. Guru profesional yang di buktikan dengan kompetensi yang di miliknya akan mendorong terwujudnya proses dan produk kinerja yang dapat menunjang peningkatan kualitas pendidikan.

Kinerja Guru

Kinerja adalah *performance* atau unjuk kerja. Kinerja dapat pula diartikan prestasi kerja atau pelaksanaan kerja atau hasil unjuk kerja. (LAN,1992). Sementara itu menurut August W. Smit dalam rusman 2013; 50) yaitu kinerja adalah Hasil dari proses yang dilakukan manusia. Kinerja merupakan suatu wujud perilaku seseorang atau organisasi dengan orientasi prestasi. Berkaitan dengan kinerja guru, wujud perilaku yang dimaksudkan adalah kegiatan guru dalam proses pembelajaran yaitu bagaimana seorang guru merencanakan pembelajaran, melaksanakan kegiatan pembelajaran.

Standar kinerja perludirumuskan untuk dijadikan acuan dalam mengadakan perbandingan terhadap dengan apa yang dicapai dengan apa yang diharapkan, atau kualitas kinerja adalah wujud perilaku atau kegiatan yang dilaksanakan sesuai dengan harapan dan kebutuhan atau tujuan yang hendak dicapai secara efektif dan efisien. Dengan kata lain, standar kinerja dapat dikatakan sebagai patokan dalam mengadakan pertanggungjawaban terhadap apa yang telah dilaksanakan. Menurut Ivancevic (1996), patokan tersebut meliputi:

1. Hasil, mengacu pada ukuran output utama organisasi
2. Efisiensi, mengacu pada penggunaan sumber daya langkah oleh organisasi
3. Kepuasan, mengacu pada keberhasilan organisasi dalam memenuhi kebutuhan karyawan atau anggotanya
4. Keadaptasian, mengacu pada ukuran tanggapan organisasi terhadap perubahan.

Guru merupakan ujung tombak keberhasilan pendidikan dan dianggap sebagai orang yang berperan penting dalam pencapaian tujuan pendidikan yang merupakan pencerminan mutu pendidikan keberadaan guru dalam melaksanakan tugas dan kewajibannya tidak lepas dari pengaruh faktor internal maupun faktor eksternal yang membawa dampak pada perubahan kinerja guru. Beberapa faktor yang mempengaruhi kinerja guru yang dapat di ungkap antara lain:

1. Kepribadian dan dedikasi
Kepribadian adalah suatu cermin dari jiwa seseorang guru dan akan mempengaruhi interaksi antar guru dan anak didik, karna kepribadian guru akan tercerminkan dalam sikap dan perbuatannya dalam membina dan membimbing anak didik, ini berarti tercermin suatu dedikasi yang tinggi dan guru dalam melaksanakan tugas dan fungsinya sebagai guru. Oleh karna itu kepribadian merupakan faktor yang menentukan tinggi rendahnya martabat guru.
2. Pengembangan profesi
Profesi guru kian hari menjadi perhatian seiring dengan perubahan ilmu pengetahuan dan teknologi yang menuntut kesiapan agar tidak ketinggalan, karna profesi ialah

suatu jabatan atau pekerjaan biasa seperti halnya dengan pekerjaan lain. Orang yang melakukan pekerjaan profesi itu harus ahli, orang yang sudah memiliki daya pikir, ilmu dan keterampilan yang tinggi, disamping itu dia juga di tuntutan dapat mempertanggung jawabkan segala tindakan dan karya hasil yang menyangkut profesi tersebut. Pengembangan profesi guru merupakan hal yang penting untuk di perhatikan guna mengantisipasi perubahan dan beratnya tuntutan terhadap profesi guru pengembangan profesionalisme guru menekankan pada penguasaan ilmu pengetahuan atau kemampuan manajemen beserta strategi penerapannya.

3. Kemampuan mengajar
Untuk melaksanakan tugas-tugas dengan baik. Guru memiliki kemampuan merencanakan pengajaran, menuliskan tugas pengajaran, penyajian bahan pelajaran, memberikan pertanyaan pada siswa, mengajarkan konsep, berkomunikasi dengan siswa. Mengamati kelas, dan mengevaluasi hasil belajar.
4. Komunikasi
Komunikasi merupakan aktifitas dasar manusia-manusia dapat saling berhubungan satu sama lain dalam kehidupan sehari-hari dirumah tangga di tempat kerja, dipasar, dalam masyarakat atau dimana saja manusia berada tidak ada manusia yang tidak akan terlibat komunikasi
5. Hubungan dengan masyarakat
Sekolah merupakan lembaga sosial yang tidak dapat di pisahkan dari sekolah sebab keduanya memiliki kepentingan. Sekolah merupakan lembaga formal yang di serahi mandat untuk mendidik, melatih, dan membimbing generasi muda bagi peranannya di masa depan, sementara masyarakat merupakan pengguna jasa pendidikan.
6. Kedisiplinan
Kedisiplinan seorang guru menjadi tuntutan yang sangat penting untuk di miliki dalam upaya menunjang dan meningkatkan kinerja dan di sisi lain akan memberi teladan bagi siswa bahwa disiplin sangat penting bagi siapapun apabila ingin sukses.

Sertifikasi Guru

Sertifikasi berasal dari kata *certification* yang artinya diploma atau pengakuan secara resmi kompetensi seseorang untuk memangku jabatan profesional. Dalam Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang guru dan dosen, dikemukakan bahwa sertifikasi adalah proses pemberian sertifikat pendidik untuk guru dan dosen. Istilah sertifikasi dapat di artikan sebagai surat keterangan sertifikasi dan lembaga berwenang, yang di berikan kepada profesi, dan sekaligus sebagai pernyataan (lisensi) terhadap kelayakan profesi untuk melaksanakan tugas. Menurut Natamijaya dalam Cucu Suhana, (2014:150) bahwa sertifikasi adalah prosedur yang di gunkan oleh pihak ketiga untuk memberikan jaminan tertulis bahwa suatu produk, proses atau jasa telah memenuhi persyaratan yang ditetapkan.

Bagi guru agar dianggap layak dalam mengembang suatu profesi pendidik, maka ia harus memiliki sertifikasi pendidik. Sertifikat pendidik di beri kepada guru dan dosen yang telah memenuhi persyaratan. Sertifikasi tersebut dapat di ikuti oleh guru dalam jabatan yang telah memiliki kualifikasi akademik sarjana (SI) atau diploma empat (D-IV).

Mahmut (2012:136) sertifikasi guru memiliki beberapa tujuan diantaranya adalah sebagai berikut:

1. Menentukan kelayakan guru dalam melaksanakan tugas sebagai agen pembelajaran dan mewujudkan tujuan pendidikan nasional
 2. Meningkatkan proses dan mutu hasil pendidikan
 3. Meningkatkan martabat guru
 4. Meningkatkan profesionalitas guru
- Menurut Fajar (2006), manfaat sertifikasi guru adalah sebagai berikut:
1. Melindungi profesi guru dari praktik-praktik layanan pendidikan yang tidak kompeten sehingga dapat merusak citra profesi guru itu sendiri.

2. Melindungi masyarakat dari praktik-praktik pendidikan yang tidak berkualitas dan profesional yang akan dapat menghambat upaya peningkatan kualitas pendidikan dan penyiapan sumber daya manusia di negeri ini.
3. Menjadi wahana penjaminan mutu bagi LPTK yang bertugas mempersiapkan calon guru dan juga berfungsi sebagai kontrol mutu bagi pengguna layanan pendidikan.
4. Menjaga lembaga penyelenggaraan pendidikan dari keinginan internal dan tekanan eksternal yang potensial dapat menyimpang dari ketentuan-ketentuan yang berlaku.
5. Memperoleh tunjangan profesi bagi guru yang lulus ujian sertifikasi sehingga dapat meningkatkan kesejahteraan guru.

Pendidik diharapkan mengabdikan secara total pada profesinya dan dapat hidup layak dari profesi tersebut. Didalam UUGD ditentukan bahwa :

1. Seorang pendidik wajib memiliki kualifikasi akademik, kompetensi pendidik sebagai agen pembelajaran, sertifikat pendidik, sehat jasmani dan rohani serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional (*Pasal 8*).
2. Kualifikasi akademik diperoleh melalui perguruan tinggi program sarjana (S1) atau program diploma empat (D-IV) yang sesuai dengan tugasnya sebagai guru (pasal 9) dan S-2 untuk dosen (*Pasal 46*).
3. Kompetensi profesi pendidik memiliki kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, kompetensi profesional yang diperoleh melalui pendidikan profesi (*Pasal 19*).

Metode Penelitian

Dalam penelitian yang berjudul Profesionalisme dan kinerja guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng. Penelitian ini menggunakan penelitian kualitatif yang bersifat deskriptif, dalam penelitian ini peneliti menggunakan metode penentuan sampel dengan menemukan informan sebanyak 12 orang yang merupakan guru-guru yang mengabdikan di SMA Negeri 1 Bissappu Kabupaten Bantaeng dengan memilih informan 8 orang guru yang telah mengikuti program sertifikasi dengan 4 orang guru yang belum sertifikasi. Fokus atau titik perhatian dalam penelitian ini adalah Profesionalisme dan kinerja guru. Pada penelitian ini, penulis sendiri yang bertindak sebagai instrumen (*human instrumen*) dan alat-alat yang di gunakan pada penelitian ini adalah berupa alat-alat bantu untuk mengumpulkan data seperti kamera, dan alat tulis. Jenis data yang digunakan dalam penelitian adalah jenis data primer dan data sekunder. Data primer yaitu data yang diperoleh langsung dari responden melalui wawancara langsung dari sumber di mana peneliti akan berlangsung. Data sekunder adalah data yang diperoleh melalui penelusuran terhadap sumber-sumber informasi berupa buku-buku, internet dan catatan tertulis yang relevan dengan tujuan dan masalah penelitian. Data yang diperoleh dari hasil penelitian ini akan dianalisis secara kualitatif. Peneliti melakukan analisis kualitatif dengan cara memberikan gambaran informasi masalah secara jelas dan mendalam untuk menghasilkan data kualitatif yang baru.

Pembahasan

Profesionalisme dan Kinerja Guru

Profesionalisme guru merupakan kondisi, arah, nilai, tujuan, dan kualitas suatu keahlian dan kewenangan dalam bidang pendidikan dan pengajaran yang berkaitan dengan pekerjaan seseorang yang menjadi mata pencaharian. Sementara itu, guru yang profesional adalah guru yang memiliki kompetensi yang dipersyaratkan untuk melakukan tugas pendidikan dan pengajaran. Dengan kata lain, maka dapat disimpulkan bahwa pengertian guru profesional adalah orang yang memiliki kemampuan dan keahlian khusus dalam bidang keguruan sehingga ia mampu melakukan tugas dan fungsinya sebagai guru dengan kemampuan maksimal. Guru yang profesional adalah orang yang terdidik dan terlatih dengan baik, serta memiliki pengalaman yang kaya di bidangnya (Kunandar, 2007:46-47). Berdasarkan hasil wawancara dan observasi Profesionalisme dan kinerja guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng berada pada kualifikasi baik

kinerja guru dapat dikategorikan tenaga profesional. Hal ini dilihat dari hasil wawancara mengenai

1. Kompetensi pedagogik guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng telah memahami peserta didik tentang perencanaan pelaksanaan pembelajaran, evaluasi hasil belajar, pengembangan peserta didik untuk mengaktualisasikan berbagai kompetensi yang dimilikinya.
2. Kompetensi kepribadian guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng telah mencerminkan kepribadian yang mantap, stabil, dewasa, arif dan bijaksana serta berwibawa menjadi teladan bagi peserta didik dan berakhlak mulia
3. Kompetensi sosial guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng bahwa mereka mampu berkomunikasi dan bergaul secara efektif dengan peserta didik, sesama pendidik, tenaga kependidikan, orang tua wali peserta didik dan masyarakat sekitar
4. Kompetensi profesional guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng mereka menguasai materi pembelajaran secara luas dan mendalam yang mencakup penguasaan materi kurikulum mata pelajaran di sekolah dan substansi keilmuan yang menaungi materinya serta penguasaan terhadap struktur dan metodologi keilmuan.

Guru profesional dituntut mempunyai kapasitas keilmuan yang tinggi, maka dalam rangka memenuhi tugas tersebut seorang guru perlu dibekali beberapa persyaratan baik yang bersifat akademis maupun non-akademis. Menyangkut hal ini, banyak pendapat dikemukakan oleh para pakar dan konselor pendidikan yang intinya mengarah pada terealisasinya sosok guru yang ideal dan mempunyai kapasitas keilmuan yang memadai.

Pengaruh Sertifikasi terhadap Kinerja Guru

Kehadiran guru dalam proses pembelajaran merupakan peranan yang penting. Maka diperlukan guru-guru yang profesional yang mampu menanamkan nilai-nilai luhur dan kemampuan intelektual yang baik pada anak. Berdasarkan hasil wawancara dan observasi pengaruh sertifikasi terhadap kinerja guru pasca sertifikasi yaitu, dapat dilihat adanya peningkatan yang terbilang memuaskan yang dialami para guru yang telah mengikuti program sertifikasi dalam proses pembelajaran yang di laksanakan. Dan para guru sudah bisa menggunakan berbagai macam metode yang disebutkan dalam RPP, yang mereka dapat dari pelatihan-pelatihan setelah sertifikasi. Karna dulu sebelum sertifikasi hanya terpaku pada metode ceramah, diskusi dan tanya jawab saja. Pengaruh sertifikasi terhadap kinerja guru pasca sertifikasi yaitu, kesadaran tentang pentingnya pendidikan yang dapat memberikan harapan dan kemungkinan lebih baik dimasa yang akan datang. tugas guru ialah mengajarkan kepada murid. Guru tidak sekedar mengetahui materi yang akan di ajarkan tetapi memahaminya secara luas dan mendalam sebab guru adalah jembatan bagi lahirnya anak-anak cerdas dan dewasa dimasa mendatang. Lewat program sertifikasi yang dilaksanakan. selain pemerintah bermaksud ingin meningkatkan profesionalisme guru, juga ingin meningkatkan taraf hidup guru. Tak ayal mendapat sambutan hangat dikalangan pendidikan terutama terutama para pendidik agar dapat meningkatkan kinerja mereka karna disini jelas-jelas sertifikasi guru adalah sebuah upaya meningkatkan mutu guru di barengi dengan peningkatan kesahjatraan guru, sehingga diharapkan dapat meingkatkan mutu pembelajaran dan mutu pendidikan secara berkelanjutan. Bentuk peningkatan kesejahteraan guru berupa tunjangan profesi sebesar satu kali gaji pokok bagi guru yang telah memiliki sertifikat pendidik. Tunjangan profesi itu diperlukan sebagai syarat mutlak sebuah profesi agar menyandang profesi dapat hidup layak dan memadai. Sehingga dapat meningkatkan kesahjetraan hidup guru maupun dalam proses pembelajaran yang dilaksanakan.

Simpulan

1. Profesionalisme dan kinerja guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng berada pada kualifikasi baik kinerja guru dapat dikategorikan tenaga profesional. dengan melihat adanya peningkatan pada kinerja guru setelah lulus sertifikasi, misalnya setelah sertifikasi guru menjadi lebih rajin, lebih disiplin dan selalu berusaha meningkatkan kemampuan yang dimilikinya selalu berusaha dengan segala cara agar nilai yang di peroleh peserta didik dapat meningkat setiap proses pembelajaran yang di laksanakan.
2. Pengaruh sertifikasi terhadap kinerja guru pasca sertifikasi di SMA Negeri 1 Bissappu Kabupaten Bantaeng sangat berpengaruh hal ini dapat dilihat dari kinerja guru dalam proses pembelajaran yang dilaksanakan, dan kebutuhan ekonomi mereka jelas telah terpenuhi, sehingga dapat meningkatkan keprofesionalannya sebagai pendidik dan memberikan secara maksimal, setiap proses pembelajaran yang dilaksanakan. pastinya akan meningkatkan kesejahteraan hidup mereka sehingga mereka akan fokus memberikan yang terbaik sebagai pendidik.

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EXPRESSIVE SPEECH ACTS OF ETHNIC PAPUAN IN SURAKARTA

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Abstract

Papua has a number of languages and ethnic groups most in Indonesia. Therefore, Papua has a great potential to enrich the national culture. The purpose of this article are: (1) to describe the characteristics of the ethnic Papuan language in Surakarta, and (2) describe the use of language in speech acts expressive (accepting and rejecting) the ethnic Papuans in Surakarta. This research is a qualitative descriptive and the subjects are students of Sebelas Maret University Surakarta who came from Papua. Data collection techniques used were in-depth interviews and document analysis. The conclusions of this study as follows. First, the characteristics of the ethnic Papuan language in Surakarta, include (a) affixation, (b) variety of condensation, (c) the word order, and (d) the special vocabulary. Second, the use of language in speech acts representative (accepting and rejecting) the ethnic Papuans in Surakarta is basically the same as in the dialect of Papua do not know their level language like Java. In addition, these dialects also no variance rough or smooth variety. Rejected the speech act is divided into two, namely refusing directly and indirectly refuse.

Keywords: Speech Acts, Reject, Accept, Ethnic Papuans

Introduction

Language is a means of expression at the same time a tool to show identification. Language as a reflection of themselves, both as a nation and the self. This is in line with the opinion of Mey in (Shams & Afghari, 2011: 279) that the language is a part that can't be separated from daily life. Language is a tool that is used to send messages and communicate ideas, thoughts, and opinions. Language is a social phenomenon that creates and determines one's position in the social environment. When communicating, expressing one's ideas and opinions with a mutually understandable language. Therefore, we need to realize that all forms of interaction and activities in the community will not take place without the language.

In the practice of everyday language, it can't be denied that more than half the time owned by a man used to speaking and listening to the conversations of others in a variety of contexts and situations (Effendi, 2007: 141). A conversation can occur if a change of speech between speaker and hearer. Conversation process is very influenced by the context of the communication. Thus, the meaning behind the speaker or hearer speech can't be separated from the situation or context that accompanies it. The speech can be understood by someone with a good, if between the speaker and hearer have the same *background knowledge*.

Based on the above, social human beings are required to have conversational skills. Speaking skills are desired not just a concept or understanding only, but those skills that should be able to customize the context, situation and status in society. A communication can be effective in the event of togetherness and understanding between speaker and hearer, although the speaker expressed the intent or message in different ways. The purpose or the message may be an idea, opinion, or any expression of feeling, so that in every communication what is called speech acts. Mulyana (2005: 80) says that speech act / acts of said is a function of language as a means of action. Furthermore, Rani, Arifin, & Martutik (2006: 166) said that the speech act is the product of a sentence under certain conditions and is the smallest unit of the communication language that determines the meaning of a

sentence. Based on some of these opinions, it can be concluded that the speech act is the smallest unit in the form of communication someone (oral or written) to the context and purpose.

Speech act is the basic unit of the language used to express the meaning, words which express intentions. When someone speaks, it means he has to perform an action. Searle argues that there are five types of action: 1) the directive is a speech act that has the intention that the hearer do the actions mentioned in the speech, such as ordering, ordered, and asked; 2) commissive is a form of speech in which the speaker expresses a promise, such as guarantees, promises and vows; 3) expressive is one type of speech act that states what is perceived speakers, such as apologies, respect, regret, and welcome; 4) the representative is a form of speech that bind speakers of the truth of the proposition expressed, for example the conclusions, the description, and 5) is a declarative speech acts intended to change the status of native speakers or external situations with a greeting (Beads & Hutagaol, 2015: 155).

Speech act in several varieties. Searle in (Wijana and Rohmadi, 2009: 20-23) suggests that a pragmatic approach in at least three types of actions that can be realized by a speaker, the speech act locutions (*locutionary act*), illocutionary speech acts (*illocutionary act*), and acts said perlocution (*perlocutionary act*).

Locutions speech act is a speech act to declare something. Speech act is referred to as *the act of saying something*. The concept of speech acts locutions propositions relating to the sentence. Illocutionary speech acts is speech acts that used to do something. Illocutionary referred as *the act of doing something*. Illocutionary a central part to understand speech. Furthermore, the perlocution speech act is speech acts that intended to influence or effect the opponents said that hear. Speech act is referred to as *the act of affecting someone*.

Examples of locutions speech acts, illocutionary, and perlocution is speech "*Hit him!*" Spoken by one speaker to the other. "*Hit him!*" Was *the* speech act locutions. The speech can be understood by the word *at* the manifold verb (P) and the phrase *the man* who is a noun phrase (O). The phrase "*Hit him!*" also including acts illocutionary which means the command to the hearer to hit the man in question speakers. Speech "*Hit him!*" was also included perlocution speech acts. The speech may cause some effects, such as the fear to the man who would be hit and distress to the hearer instructed to hit.

Examples speaking skills are often encountered in the community is a skill reject and accept something. Reject or accept through spoken language not even a simple thing because a lot of things that must be taken to ensure that what comes out of the oral do not cause problems / conflicts triggered thereafter. Accept and reject speech acts belong to the expressive speech acts. Hermaji (2013: 5) states that the acceptance speech act is an expression in the form of a sentence or discourse which contain positive feedback (in the form of receipts) of what is conveyed by the speaker or the hearer, either individually or as a group. Refusal speech act is an expression in the form of a sentence or discourse that contains the information or responses reject delivered by speakers in a particular way. Gass & Houck (1999) adds that the rejection was a response to another speech act, such as a request, suggestion, offer or invitation. Refusal to communicate that the speaker did not agree to be involved in the proposed action by the opponent (Bhatti & Zegarac, 2012: 285).

Beebe *et al* (1990) divides the rejection strategy into two, namely *direct* and *indirect* or direct refusal or rejection indirectly. *Direct* or immediate rejection is a strategy that featured illocutionary acts, denial of a clear, unambiguous and not significantly more concise. Rejection delivered directly be submitted by: 1) using a performative verb (speakers reject the invitation using verbs that show action rejection), 2) just say no, and 3) the inability of expression.

Indirect or indirect rejection is a rejection strategy that is done in several stages, and it is understandable after the inviting captures the refusal of the response given. Rejection indirectly, such as: 1) a statement of regret or apology, used with the intent of the speaker expressed his regret for not being able undertakes solicitation or request hearer; 2) expectations, expressed the hope to be able to participate or to grant requests hearer; 3) reason, cause, explanation, used speakers to explain why the speaker can't satisfy

the desire (invitation or request) hearer; 4) The alternative bid, speakers proposed other alternatives as a substitute invitation rejected with the intention of maintaining good relations with the inviting, by: a) conditioning the time in the future and in the past, b) appointment to the reception in the future, c) states principle, d) conveying the philosophy, and e) attempt to block the hearer (threats or negative consequence statement to the applicant, guilt, criticized the request/ petition, request help and empathy, releasing hearer of responsibility, self-defense); 5) accepts the function as the rejection; and 6) avoidance, speakers use delaying tactics to respond to the invitation given, with verbal (changing the subject (topic), make a joke, repeating parts of a statement, delay, stall) and nonverbal (silent, hesitant, do not do what- what, turn our backs).

Each area has a variety of language, dialect or dialogue respectively. One of the provinces that has 268 local languages is Papua. Papua is a province in the eastern tip of Indonesia which has a variety of unique, ranging from natural features to the culture. Papua province area is 309,934.4 km² with a population of about 2,831,381 inhabitants (2002). The population consists of 52% of indigenous Papuans and 48% of outsiders, such as Javanese, Chinese, Bugis, Buton, and Sunda. Papuan tribe including melanesoid race that has the physical characteristics curly-haired, dark-skinned, and a sharp nose. Papuan indigenous groups composed of 255 parts, with different languages. Papua province bordering the province of West Papua in the west, the Pacific Ocean to the North, Arafuru Sea in the south, and Papua New Guinea in the east.

Research Methods

This study included descriptive qualitative study. Bogdan and Taylor states that qualitative methods is a research procedure that produces descriptive data in the form of words written or spoken of people and observed behavior (Moleong, 2010: 4). Furthermore, the approach used in this study is a pragmatic approach. This pragmatic approach aimed to describe the characteristics of expressive language and speech acts (accepting and rejecting) ethnic Papuans in Surakarta. Subjects in this research are students of Sebelas Maret University Surakarta who came from Papua. Data collection techniques used were in-depth interviews and document analysis.

Results and Discussion

Language diversity and multilingualism situation is very visible in Papua province. There are two language families spread across the province, namely family Austronesian and non-Austronesian language family. Both of these languages is the language in which the parent accommodate local languages in Papua (Mansoben in Gau, 2011: 22).

Characteristics language of Ethnic Papuan in Surakarta

The following are transcripts of conversations between Irha and Mey, Sebelas Maret Surakarta University students, who came from Papua. The conversation took place in their dorm room around 19:00 pm. After a visit from his room, Irha then returned to his room. Mey intend to take her to exhibit Irha computer but can't because many college assignments.

- Irha : *Ko bikin?*
(What are you doing?)
- Mey : *Makan toh, kenapa? Ko dari?*
(After eating, why? Where are you from?)
- Irha : *Ah, sa dari luar situ.*
(Ah, I'm from out there)
- Mey : *Ko bawa kue makan dulu, tadi tong baru beli di Luwes Bakery.*
(You eat this cake first, we had just bought in Luwes Bakery.)
- Irha : *Siapa yang beli?*
(Who was bought it?)

- Mey : Sa toh.
(I am)
- Irha : Ko pu uang banyak *eh*.
(Do you have a lot of money?)
- Mey : Iyo toh, habis *bulan jadi*.
(Yeah right, young date.)
- Irha : Oh.
- Mey : Irha, ko mau ikut *sa ka tra*?
(Irha, would you like to follow me?)
- Irha : Ke mana?
(Where?)
- Mey : Pameran komputer.
(Computer expo)
- Irha : *Pakai?*
(By what?)
- Mey : Motor toh.
(Motorcycle)
- Irha : *Siapa pu motor?*
(Whose motorcycle?)
- Mey : Sewa toh, di rental motor Gua Maria.
(We'll rent, at Gua Maria Motorcycle Rental)
- Irha : Aist, sa tra bisa.
(Aist, I can't)
- Mey : *Baru?* Kapan baru ko bisa?
(So? When will you be?)
- Irha : Besok kah. *Penutupan kapan?*
(How about tomorrow? When the last open?)
- Mey : Besok toh? Malam terakhir ini.
(Tomorrow? this is the last night)
- Irha : Sa tra bisa ini, *sa tugas* banyak.
(I can't, I have so many tasks)
- Mey : *Oke sudah, baru ko su makan?*
(Okay, have you eaten?)
- Irha : Belum, ko mau traktir?
(Not yet, do you want to treat?)
- Mey : Iyo toh, *tendua pi* makan.
(Of course, we go eat together.)
- Irha : Makan *di?*
(Where?)
- Mey : Bale Enak *ka*, Paragon ka.
(Bale Enak or Paragon.)
- Irha : Yang mahal sedikit ka. Itu terlalu murah.
(Which was a little expensive. It's too cheap.)
- Mey : Baru? Paragon?
(So? Paragon?)
- Irha : Iyo su.
(Yes)
- Mey : Oke, tongdua jalan.
(Okay, we both go)

Special Vocabulary

Papua language variant has a distinctive vocabulary that is functionally different from the Indonesian in general. Based on data analysis, vocabulary typical language found in Papua is *punya* 'have', *su* 'already', *baru* 'then'. According Suharno in (Gau, 2011: 33) says *punya* 'have' serves as emphasis or to attract attention. In the example (1), said *pu* serves as emphasis. Semantically, the word in a sentence *pu* 'have' (1) if omitted did not change the meaning. The word *sudah* or *su* 'already' is used as a marker or as a marker empathic imperative in certain cases. Example sentences number (2) shows the word *sudah* 'already' which serves as a marker empathetic. Furthermore, *baru* 'then' serves as a complement or confirmation sentence. In the example number (3), *baru* 'then' word also raises another sense, 'then' use of some typical vocabulary in Papua language variant seen in the following example.

- (1) ***Siapa pu motor?***
(Whose motorcycle?)
- (2) ***Oke sudah, baru ko su makan?***
(Okay, have you eaten?)
- (3) ***Baru? Kapan baru ko bisa?***
(So? When will you be?)

Language Selection in Accept and Reject Speech Acts on Ethnic Papuan in Surakarta

The use of language in speech acts accept and reject the ethnic Papuans in Surakarta is basically the same as in the dialect of Papua do not know their level language like Java. In addition, this dialect nor is there a wide range of rough or delicate.

Receiving speech acts of ethnic Papuans in the above conversation in the form of the following sentences.

- (1) ***"Oke sudah, baru ko su makan?"*** (Okay, have you eaten?)
This sentence includes receiving speech act because the word "Okay" indicating that Mey receive Irha reason cant come to the exhibition.
- (2) ***"Iyo su"***. (Yes)
Iyo su and *okay already* have the same meaning of "yes/okay". This sentence including speech acts receive as Irha finally approved places to eat recommended by Mey.
- (3) ***"Oke, tongdua jalan"***. (Okay, we both go)
This sentence includes receiving speech act because the word "okay" indicates that the Mey already understand that Irha willing treated to the Paragon, and then he asked her to go there.

Reject speech acts of ethnic Papuans in that conversation in the form of the following sentences.

- (1) ***"Aist, sa tra bisa"***. (Aist, I can't)
The sentence includes speech act directly because Irha refused to say "can't".
- (2) ***"Sa tra bisa ini, sa tugas banyak"***. (I can't, I have so many tasks)
The sentence included in rejecting indirect speech acts are accompanied by reasons. This is because the speaker does not just say the word is not in refusal but rejected the speech that is spoken along with the reasons being many tasks. Thus the sentence is classified refused indirect speech acts with reason.
- (3) ***"Yang mahal sedikit ka. Itu terlalu murah"***. (Which was a little expensive. It's too cheap.)
This sentence can be classified as indirect speech acts refuse. This is because the speaker does not say a word not in its defiance, but replace the word 'no' to offer an alternative to eating food at higher prices. Thus, the sentence can be classified into indirect speech acts refused to offer an alternative.

Conclusion

The conclusions of this study as follows. First, the characteristics of the ethnic Papuan language in Surakarta, include (a) affixation, prefix {Men-} that modified by zero morpheme / Ø /, (b) variety of condensation, such as *ko, sa, tong, pu, tra, su,* and *pi*, (c) the word order MD (explained-explained), and the pattern *Poss + punya + Head* for the construction of ownership; and (d) the special vocabulary, as *punya* 'have', *su* 'already', *baru* 'then'. Second, the use of language in speech acts representative (accepting and rejecting) the ethnic Papuans in Surakarta is basically the same as in the dialect of Papua do not know their level language like Java. In addition, these dialects also no variance rough or smooth variety. Rejected the speech act is divided into two, namely refusing directly and indirectly refuse.

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ECOFEMINISM FOR ETHICAL BEHAVIOR FIGURE MABEL IN THE NOVEL *TANAH TABU* BY ANINDITIA S. THAYF

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Abstract

This study aimed to describe the ethical behavior of leaders Mabel as a form of resistance based on the oppression of women as a result of production activities which impact on environmental degradation and livelihood of women in Timika. This research uses descriptive qualitative method. Sources of data in this research is the novel Tanah Tabu Anindita S. Thayf work consisting of 237 pages, published by PT Gramedia Pustaka Utama in 2009 and used a technique carefully consider and record, directed, and careful review of the literature as a form of targeted research Soil novel text Tabu to obtain the desired data. The results of this study indicate that the ethical behavior of leaders Mabel (1) simplicity, and (2) concern. Both of these figures show how the struggle Mabel in demanding rights and justice for women who suffer on their land as a result of greed rulers who do not care about the impact of environmental damage.

Keywords: Ekofeminsme, Ethics, Relationships Women and the Environment

Introduction

As a work of literature, the novel can be seen as a portrait or a reflection of the life of a community, as proposed by Stanton (2012: 112) that the creation of literary works linked to the world view of the authors formed by the experiences of his life. In line with the opinion of the Stanton, Teeuw (2013; 253), suggests that certain literary system does not grow and develop in isolation mutlak. Hal concluded that a lot of things that can be expressed through his literary writers, one about women and the environment.

Talking about women and the environment also emerged a movement ecofeminism. Ecofeminism movement emerged as a form of change in the environment with regard to the existence of a close relationship between women and nature that is based on institutional oppression by the patriarchy and men's roles are dominant, as well as positive identification of women with nature. So ecofeminism born out of growing concerns on the issue of environmental damage is considered to have a correlation with the discrimination experienced by women.

Ekofeminimse itself an offshoot of feminism, ecofeminism taunn leveled first time in 1974 by a French feminist Francoise d'Eaubonne, in the book *Le Feminism ou La Mort*. Through this book, Francoise d'Eaubonne uploading human consciousness, especially women, will be the potential for women to have an ecological revolution in saving the environment (Keraf 2010: 145). Ecofeminism was categorized as social ecology, while ecology studies the relationship between humans and the environment, linking the natural sciences with the humanities is interdisciplinary. Ecological consciousness about to see the reality of this world is integrally holistic, that the world is one that turned out to contain a lot of diversity Buntaran in (Astuti 2012: 50).

According to Des Jardins dala Keraf (2016: 153) even though there are many differences between ecofeminism and social ecology, both of them have some similarities. Similarities between the two main dai they both assume that the destruction and ecological crisis is basically caused by the logic of domination masyarakat modern, Western society especially with all the progress that has been achieved, including the fields of science and technology. This perspective is spawned the exploitative and destructive behavior towards

the environment. The statement reinforces that ecofeminism opposes the Western view, which is atomistic, mechanistic, dualistic, and reductionistic.

Ecofeminism rejected the starting point of the view of Francis Bacon recognition process knowledge. Bacon's famous motto "Science is power" to make aware of activity leads to the mastering process. Becoming acquainted devoted to mastering an activity that is inhumane because it can bring out the logic of oppression and exploitation. Activities to know and recognize the creative and humane is admired. The basis of a process to know, to know, to find out about something is awe. Admiration is the mother of all sciences (Woi, 2008). Admiration is the starting point for understanding social reality and the universe as a constructive and positive.

There are ethical principles developed ecofeminism in preserving nature. Ecofeminism considers that ethical principles are not a rigid obligation applies absolute but is contextual. Ethical principles that dimaksudkan ie, responsible for the integrity of the biosphere, cosmic solidarity, maintain harmony with nature, to establish similar relationships, caring, and simplicity.

The main contribution of ecofeminism is to help us understand the root causes of the environmental crisis, which is rooted in the dominance of any attempt to Saving the environment will not be a lot of results if not accompanied by efforts to remove the patriarchal perspective and hierarchical in modern society today. Along with the emergence of ecofeminism movement is also, then also born literary works especially novel that addressed issues of environmental crisis which affects the oppression of women.

Novel Land Tabu works Anindita S. Thayf is one novel that reveals the reality that occurs in the community, especially about the environmental damage that affects the lives of women in Timika. Natural damage occurs due to the production activities of the company's gold, resulting in a neighboring mine can not benefit from the forests, because the mountain is sacred and animal habitats have been destroyed. Seeing this, women can not do the job properly, because the rivers can no longer be used for washing and other purposes.

Environment and pemasalahannya not gender neutral. When there is damage to the environment, women are the most at risk. Not only because women close to nature, but because nature itself has a gender dimension. Inlah dimension that makes the relationship between women and nature is very strong, so when there is damage to the environment, women will feel pain for what happened anyway, because indirectly it is the women who will feel the impact.

As a result of the negative impact felt by women make the characters in the novel Land Mabel Tabu works Anindita S. Thayf explain their ethical behavior that shows how the struggle to demand rights and justice for women who suffer on the ground of their own. As a result of the greed of rulers who do not care about the impact of environmental degradation is mebuat role of women in Timika no longer properly.

Women should simply set the domestic economy unencumbered by the heavy workload, but from the story presented in the novel Land Tabu works Anindita S. Thayf the contrary, it is women who are burdened with heavy obligations, should be the backbone of the family, caring for children, even the humiliation of women often become the object of violence from the men who caused the family economy that is no longer sufficient to meet the cost of living.

Damage to the environment make local communities can not they just rely on nature, peindustrian influx has changed the way of life that naturally become more modern, but not all people can adapt to a new way of life. Not only the environment contaminated with industrial waste, but also a way of life had been contaminated by the bad effects of their gold company. On condition that the authors were interested in assessing novel from the perspective of ecofeminism with a focal point on ecofeminism as ethical behavior Mabel character in the novel Land Tabu works Aninditia S. Thayf.

Method

This study examines the ethical behavior ekofeminsem as *Mabel* character in the novel *Land Tabu* works Anindita S. Thayf. Sources of data in this research is the novel *Land Tabu* works Anindita S. Thayf. Thickness of the novel as a whole is 237 pages, published by PT Gramedia Pustaka Utama in 2009. Mechanical consider and note a key instrument in doing penyimakkan careful, focused and careful review of the literature as a research target in the form of text to obtain novel *Land Tabu* the desired data.

The results of these refer, then recorded to be used as a source of data to be used in the preparation of the study in accordance with the aims and objectives to be achieved. Technique performed after data collection is data analysis. The data analysis is an important factor in determining the quality of research results. The method used is descriptive qualitative method. This qualitative method aims to reveal all the problems that have been mentioned in the formulation of the problem. Descriptive method used to describe the problems that became a topic in the study of the sources of the data obtained in order to get a more detailed discussion.

Results and Discussion

Ekofeminsem For Ethical Behavior

Ecofeminism is a form of study of environmental ethics that want to sue, and to break the prevailing dominant perspective in modern society and also offers a perspective and new behaviors to cope with today's environmental crisis (Keraf 2016: 144). As a study of environmental ethics, ecofeminism is this part or branch of feminimse, in other words ecofeminism associated with ethical behavior of a person, and someone who dimaksudkan here of course is for women who struggle to demand the freedom over oppression caused by damage to the surrounding environment

Ecofeminism part of the environment, then the current view of human unity with the environment can be said that human beings have an independent value. According Suliantoro in (Endraswara 2016: 43) there are six ethical principles that must be developed ecofeminism in an effort to preserve the environment, namely: (1) is responsible for the integrity of the biosphere; (2) maintain harmony with nature; (3) establish similar relationships; (4) concern; and (5) simplicity. In line with the above principle sixth novel *Tabu Land Anindita S. Thayf* work also shows how the ethics pereilaku ekofeminsime affecting a person, namely the ethics of *Mabel* figure who became a central figure in the story. The ethical principles that seen in the story that is the principle concern and simplicity.

Simplicity

The principle of simplicity is the ability to control himself to things that are a pleasure lahiria, against the selfishness and greed of human attitudes in utilizing what is available in nature. Lifestyle *Mabel* in the novel was very sederhana. Although he lived and live in their ancestral land itself, but to stay even he had to rent a house belonging to migrants, potluck meal with a menu like tubers are planted himself in the garden

Our sacred soil, son. Taboo. Almighty created specifically for us, do you know why? Because He knows we can be relied upon to protect. "I told thee, Leksi, that is why our ancestors since the first simple life. As it is. Take necessary from nature to be kept as a legacy for children and grandchildren. You and turunanmu later. However, unfortunately, boy, there dianatara descendants of our ancestors that it gives our heritage to foreigners. Not only that, he also became involved as their mala "(TanahTabu page 74).

The principle of simplicity is very favorable to the preservation of the ecosystem. From the quote above shows how *Mabel* figures assume that the simple life is the right way to appreciate what God has given. Living simply does not mean people should not use the results of an ecosystem that is in the neighborhood, but need to be careful and keep in order to avoid extinction. This means that as human beings should certainly enjoy what nature has

been prepared, but just enough to enjoy a good manner and be responsible without abandoning any environmental ethics.

In basically humans have equal position and equal to nature and all other living creatures. This has encouraged the character *Mabel* prefer to live simply and embed these principles to children and grandchildren so that one day no human being greedy, but be a man who cares about the environment. *Mabel* believe that essentially the man has a moral obligation and responsibility towards nature, even though he can not change anything that has happened as a result of waste from gold companies, but through ethical behavior shown in figure *Mabel* in the story already shows how his opposition to parties Arafat was responsible for the environmental damage that has occurred.

"Let us just eat taro, petatas, and sago rather than eat rice and bread as gerson it, but forgot his own skin and curly hair and black. People are so de pu nature tralaku e"
(Tanah Tabu page 74)

Moral obligation and responsibility are believed *Mabel* to keep this nature can also be seen from the above quotation, though the obligations and responsibilities that he believes it is not the form of the act, but can shaped minimal to no action detrimental universe and everything in it, which is like life simple, utilizing the results of the natural taste for life. *Mabel* also vehemently opposed to anything that resulted become corrupted nature, the simple life rather than become traitors to their own ancestral nature. Here is an excerpt of the novel *Tanah Tabu* creation Anindita S. Thyaf describing how *Mabel* life in simplicity.

Mabel house rental house still belongs migrants, although built on the land of his ancestors. The food menu also remains the same: sago, petatas, taro and vegetables from the garden. The new rice and meat tasted when no additional income or a party invitation. The tersimapn shabby clothes in the closet already forgotten when he bought (Tanah Tabu page 147).

Despite living *Mabel* is very simple that is far from worthy of what land he lived was ground ancestors made her feel better than should be the one to mengiginkan live in luxury false at the expense of nature, for him to live in luxury at the expense of nature then not there will be more balance and mutual relationship between man and nature as it should be.

Mabel understand themselves as part of the integral nature and should take advantage of it is enough, there are limits to live decent lives as human beings, then the simple life a principle that is the basis and believe in the law of nature makes *Mabel* feel no need to be greedy like strangers who exploit their ancestral lands without limits.

Concern

Mabel figures have the value of caring for the environment so that he feels have the obligation to protect and preserve the environment are regarded as ancestral lands. It comes from the attitude or behavior of *Mabel* figures in bold express dislike of foreigners who considered damaging to the environment without charge.

*"If dogs and cats loyal to his master to his home, the company at the end of the road just stick with our gold. No matter whether soil, water, and the people we are so damaged karenannya, which is important all got their gold. They are so rich, we are left destitute. Poor to own land! "**(Tanah Tabu, page 108).*

From the quote above shows how *Mabel* hatred against foreigners who take advantage in their ancestral land degan a devastating effect on communities around the neighborhood. This gives rise to a sense of concern *Mabel* bravery in him, daring in the sense here showed through his behavior in talking mengeluarkan opinion about the bad things that happened regardless of the result of their actions.

Mabel Courage is a reflection of the attitude of reverence towards nature, because for *Mabel* respect for nature is a basic principle for humans, not only respect but also keeping is

an obligation, because human life depends with nature. So if the environment is damaged by the act of people who are not responsible, then Mabel would feel the pain.

Damage to the environment not only makes the surrounding habitat becomes damaged, but it also will have an impact on human life and of damage will cause a bigger problem, as happens in the novel *Tanah Tabu* creation Anindita S. Thayf that tell about the conflict caused by greed parties that harm the environment and human surroundings

"Jih .. those people do not have the kinds of pikirankah? Brothers kill each own when the wrong outsiders ".

"Who is wrong, Mabel?"

"Who else if not the gold company? They did so, son. Always make chaotic and violent. Tipu continues! And there! Because of them, people become a fight like this. Some are dead, sick, poor, suffering. They just want our gold, Leksi, regardless of whether we have to live hard or going to die all "(tanah Tabu, page 112).

Not only mngakibatkan conflict between siblings to be able to kill each other, poverty, hunger, illness and even too often often experienced by women and children. Endless suffering makes *Mabel* leaders dare to slit even scolding people who he feels partly responsible for what happened to the suffering menimpah herself and other women. Hatred *Mabel* made he did not want to believe the sweet promises given by the parties who are just looking for a profit and does not really care about their fate. *Mabel* attend and voice their opinions on this aversion occurs also when the elections where the local people were asked to choose candidates for regent and deputy regent, but he was always ready to hostility karanea he would not choose a single candidate between the regent and deputy regent.

"Those people do not realize? Instead, they are making smaller the oppressed people. Promises alone. Nonsense. Chi! If they really want to help, why should have to wait until the election is over? Do they think this could be full stomach if only disis Wind " (Tanah Tabu, page 146).

Mabel feels it is pointless to choose a leader because it did not reduce the suffering that exists, bahkan further increase the suffering of the common people. *Mabel's* scathing comments from making one among candidates for regent and vice regent felt anger and indignation over what he said

Pace Gerson shanties Mabel came with a group of burly men. They are bouncer paid, everyone knows, except Leksi. Pace Gerson was reprimanded Mabel met with tirades spiciness once again, until the man was going to leave a threat (Tanah Tabu, Page 173-174).

Knowing that *Mabel* did not care about the threats directed at her, because she just wanted to open the eyes of the community not to select a leader. He ignored all the risks that might be happening to her for one purpose: to protect 'land and lineage so as not to impact more severe by the greed of rulers greedy for position and power, so ignore the responsibilities that should be done is to maintain the land that has been passed.

"Soon Mabel pursue Gerson pace to make the calculations. "Humans can only threaten, but not able to make it really happen real. Even if I have to die today, cause it certainly was not because of male sycophants. But because my death was already arrived. Usa so do not be afraid "(Tanah Tabu, page 174).

From the above quotation proves that a *Mabel* cares about the environment and everything that happens around it. This occurs due to natural women and nature has a very strong relationship. *Mabel* inside there is a deep awareness that he is part of the elements of the biosphere. *Mabel* from any behavior that is based on the basic sense of concern is certainly not solely for his own benefit, he was one of the women who represent the voices of other women in utter a groan of misery which they have been natural for this. So there is a

struggle for a sense of caring, caring for the land, water, air and even lifestyle of the people, especially women who have been damaged by the waste of the gold company in the novel.

Conclusion

Ecofeminism is the literary context of glasses feminism explains the relationship of nature and especially women who became the focal point is the destruction of nature which are of direct relevance to the penindsan women. Based on studies that have been done in the novel *Tanah Tabu* creation Aninditia S. Thayf showed how ecofeminism as ethical behavior *Mabel* figure who became a central figure in the story. Ekofeminiseme as ethical behavior *Mabel* figure in the form of simplicity and caring. Simplicity in question is ethical behavior grateful for what God has given, oppose all attitude of selfishness and greed to control himself against all enjoyment of birth which impact on environmental degradation. Living simply does not mean people should not use the results of an ecosystem that is in the neighborhood, but need to be careful and keep in order to avoid extinction. Simplicity of character *Mabel* was born of a sense understands itself as an integral part of nature and should take advantage of it is enough, there are limits to live decent lives as human beings without being greedy man.

In terms of the care shown *Mabel* figures also intended to protect and preserve the environment damaged by parties who are not responsible. Ethics concern is born from the masculine perspective characterized by the dominance of that back confirming domination. Simplicity and this concern arose out of respect for nature, because for *Mabel* respect for nature is a basic principle for humans, not only respect but also keeping is an obligation, because human life depends with nature. When man can respect and appreciate nature that means man can receive take nature and everything in it has a moral status and rights, then as a real manifestation of the appreciation of human need to nurture, care for, emjaga, protect, and preserve the nature and all its contents.

Because if the environment is well preserved, we as human beings can feel the result is good too, but what if people are destroying the environment, the adverse impacts will be felt by humans senderi as commonly happens that warming global warming causes climate change is uncertain, causing penyebabnya various diseases or failed crops for farmers, logging and agricultural expansion overload can cause erosion, fishing in the sea on a large scale without giving a chance to breed causing endless reserves of food by humans and populations in the sea itself, and many again. Adverse effects that occur are also evident in the novel *Land Tabu* works Anindita S. Thayf where people, especially women and children have to experience to share patients, friends with poverty, not enough to eat, even ditingalnya house was far from decent. Many children who can not berkesekolah because of economic limitations. The women are often mengalamim domestic violence. All the bad things that happens is because of a lack of awareness of human ethics so ignore everything related to the environment.

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UTILIZATION MANAGEMENT LINOW LAKE AS NATURAL LABORATORY IN DEPARTMENT OF PHYSICS

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Abstract

Linow lake in Tomohon city with a variety of physical phenomena has been used as an object of study a student majoring in department of physics Faculty of Mathematics and Natural Sciences, State University of Manado but there is no systematic plan and has not carried out regularly as part of the lecture. This research is gradually developing the use of the lake as a natural laboratory integrated with lectures, which systematically and tiered build student competence, ranging from the observation of natural phenomena to study for a minithesis. Stages material and field activities developed adopt the learning cycle 5E (E1: engagement, E2: exploration, E3: explanation, E4: elaboration, E5: evaluation) as a reference for the development of competence, associated with the stages of field activities (K1: recognition and appeal of the object of study K2: exploration of the object of study and build skills: lab work, K3: deepening and elaboration of knowledge and skills in the field of geothermal through independent research (or collaboration), and K4: comparative research, applied and competency evaluation for the development of independent activity. Components of executive management activities include: leadership of majors and programs of study, the team of subject-related and the team of researchers, a graduate student whose minithesis and student groups mentor / facilitator and student groups target (first to forth semesters). Research generates formulation activities in the six zones varied manifestations associated geothermal physical phenomena and ecosystems. The results also showed that the development activities gradually adopt a systemic cycle 5E provides guidance to students to carry out field activities and the development of independent activity. Model mentoring (student participants in the previous year) were effective in building interaction, improve productivity and quality of field activities of the target student group.

Keywords: Laboratory of Nature, Physical Phenomena, 5E Cycle, Management

Introduction

Trumper (2003) noted the importance of laboratory and field activities for student activity observation, experimentation and testing. Observation activities, field measurements can improve their understanding / comprehension of students to the object being studied while building mastery of procedures and processes studied objects in nature. The procedure experimental activities using the steps in the research is a method of teaching and learning methods are most effective to build student mastery on innovations (Xiaolai and Qinghuai, 2011). The principles of constructivism in the development of learning authentic through experiments in the laboratory and in the field (Trumper, 2003) are: (1) cultivating the art or the pleasure of doing the experiment, (2) Build skills of experimentation and analysis, (3) study the concepts : lab helps students to master the basic concepts of physics, (4) Understand the basic knowledge in physics such as how to make direct observations, recognizing the process of building knowledge based on theory or experiment, (5) develop collaborative learning skills.

Results of research Nilsson et al (2006) showed that a wide variety of field conditions can effectively be used by students (students) to make observations, and compare the observations with one another. Importance of learning activities in the field, among others, proposed by Edwards (2003) which states that there is no knowledge without context and processes to build knowledge. Higgins (2002) suggested that learning in the field can increase knowledge and understanding about the real world, systems and processes in the environment so that it can build responsibility to the environment. Learning in the field have an impact long-term memory (longterm memory) that can strengthen the relationship between affection and cognition as well as a bridge to further learning. According to Popov (2008), the learning of science in the context of the real world more fun student to perform the learning process or inquiry skills such as: observe, measure, classify, test hypotheses, etc.). According Stohlmann et al (2012), learning approaches need to develop the students knowledge in order to capture the concept of the process. Slingsby (2006) points out his belief that the future will be based science learning field activities.

Utilization of the Lake Linow for field activities students of Department of Physics was developed through the stages of adopting the 5E learning cycle (E-1: engagement, E-2: Exploration, E-3: Explanation, Elaboration E-4 and E-5: Evaluation). Explanation 5E learning phase by Bybee (2006), are as follows:

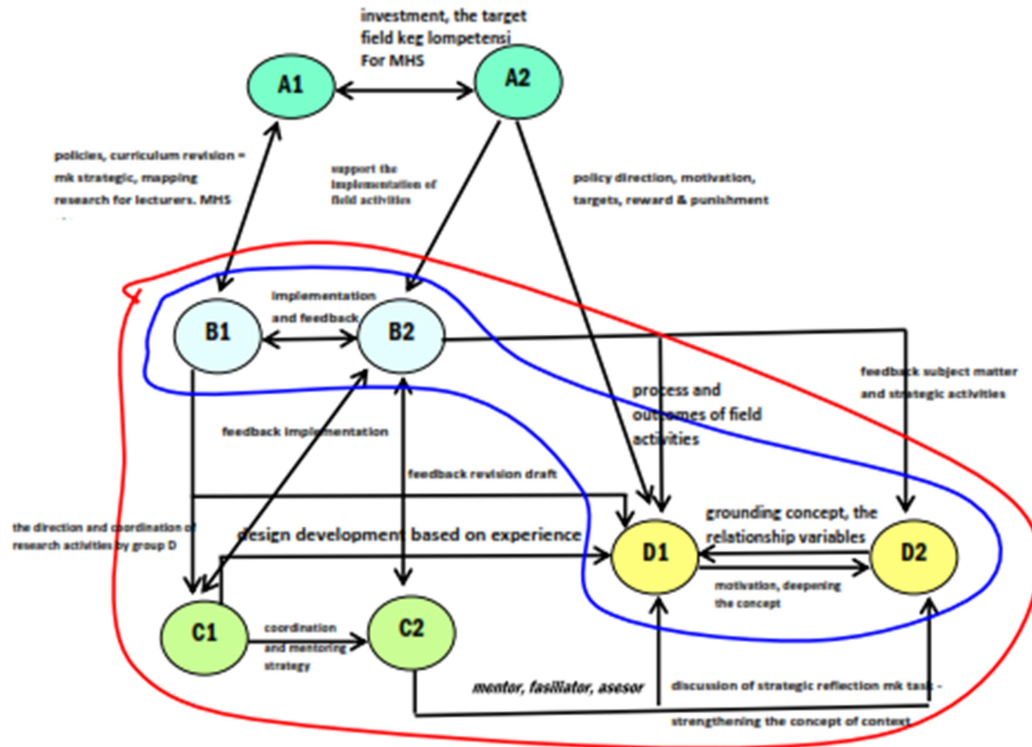
1. **Engagement (Preparation)**. In this phase, the teacher-assess prior knowledge (prior knowledge) students and help them to be interested in new concepts through the use of short activities to spark curiosity. Activities undertaken must connect between previous learning experience with a learning experience that will be performed, exposing the preconceptions that have been owned by the students, and organize students' thinking to achieve the goal of learning to be implemented.
2. **Exploration (exploration)**. In the exploration phase (exploration) students have the opportunity to do activities in which concepts they already have, misconceptions, the process of learning and skills identified and facilitated the conception change. Students can complete the laboratory activities that will help them use prior knowledge to generate new ideas, exploring the questions and the possibilities, and to design and carry out the investigation.
3. **Explanation (explanation)** . Phase explanation (explanation) focus student attention on a particular aspect of their learning experience in the engagement phase (preparation) and exploration (exploration) and provide the opportunity to demonstrate understanding of concepts, science process skills, or a certain behavior. This phase also provides an opportunity for teachers to directly convey the concepts, processes, or skills. Students explain their understanding of context-concept. Explanation of teachers can guide them to a deeper understanding, which is the most important part of this phase.
4. **Elaboration (elaboration)**. In the phase of elaboration (elaboration) teachers challenging and expanding the conceptual understanding and skills of students. Through learning experiences that new students build deeper understanding and broad, obtain information, and skills. Students apply their understanding of certain concepts by conducting additional activities.
5. **Evaluation (evaluation)** . In the last phase of this 5E learning cycle model, namely the phase of evaluation (evaluation), students attempt to self-assess their understanding and capacity. Also in this phase the teachers also had the opportunity to evaluate the progress of students in achieving the learning objectives that have been set.

Adoption 5E model for the development of natural lab is the stage to build competence in students through lectures task field with focus gradually from E1 s / d E-5. Adoption is an extension 5E learning cycle learning stages developed into a stage of development of competence of students of the first semester (E-1) to final semester doing research and describe the results of a comprehensive study (associated with the E-5).

Research Methods

The design stage of the development activities of natural lab includes components and roles are presented in Figure – 1.

Figure 1 . Stages, component management (roles and functions) in the development of the use of the lake Linow as a natural lab



Components which are in a closed curve in blue is a management component or implementing the research activities in 2014. The executive component consists of the team of researchers and students of the target (D). Students are students first half goals s / d IV. Activities include field-level activities 1 (K1: recognition and appeal of the object of study), and level-2 (K2: discover the object of study and build skills: lab work). Competence cycle development include E1, E2, and E3. the components of management development and implementation design lab activities in 2015 include the team of researchers and lecturers subjects related (B), student researchers (thesis) and student mentor (C) and students target (D) (component bounded closed curve in red). Student researchers are students who do research physics and physics education about physics objects in each zone of observation. Student mentors are students who join field activities in the previous year be a mentor to the student target (the participants in the 2015 first half of the student s / d VI). Scope of competence development cycle is E1, E2, E3, and E4 categories of activities K1, K2, K3. K3's core activity is the deepening and elaboration of knowledge and skills independently. Feedback management (implementation of the role and function of natural lab development component), the development of materials and activities into the revised management, materials and activities in 2016. The components of management and executive development activities and its role in nature lab and function of all components in Figure-1 , Components with implementing field activities, the leadership of majors and courses (A), the team of subject-related and a team of researchers (B), a group of student researchers and students mentor (C) student groups target. The student group researchers and students varies from year target, while a student who becomes a mentor tiered activities of the semester to semester of appropriate road map, participation in the activity levels of the previous year. In

each stage of development are evaluated and revised system management (the role of the components, activities supporting elements such as the availability of teaching materials, equipment, activity guides, evaluation instruments etc.), evaluated the range of material and alternative student activities.

Result

The results of the study described herein is the result of research in 2016 which includes the results of research and utilization of feedback study in 2014 and 2015. The management component of natural development lab in 2016 include all the components shown in Figure-1. The results of the study are as follows:

1. Formulation development activities on the lake Linow natural lab. Step lab development activities undertaken Linow natural lake in 2016, referring to the stage of development in 2014 and 2015 is as follows:
 - a. The formulation of the idea of research utilization d. Linow for field studies in stages, in accordance with the duties tiered lecture policy (Strategic Studies of Physics and Physical Education).
 - b. Elaboration of the draft field activities as a strategic task of the course (the Review syllabus)
 - c. Establishment of the research team and development team field activities, according to its competence and academic experience
 - d. Formulation cycle stages of field activities adopt 5E, perform initial and formulate draft zoning activities in each zone
 - e. The formation of student groups as targets for the development of a tiered activities, referring to 5E cycle.
 - f. Establish focus (reference, targets, criteria) activities of the field, including interaction lectures with field work, the role of the team management component lecturers and students subject strategic targets.
 - g. Formulating a conceptual area of research, includes all management components, roles and functions in supporting the design and implementation of design utilization Linow lake as a natural lab
 - h. Implementation of field activities, validation / revision of the scope of activities, forms of activities according to the characteristics of the zone, formulate alternative scenarios and guide each activity category (reference 5E), evaluate the process and the performance of groups of students
 - i. Analysis of field data about the object of study (ecosystem each zone: variables as well as the spatial distribution and temporal changes), as reference data for the implementation of regular activities
 - j. Analyzing the achievements of student group activities, and reflecting on the process and outcomes as input for the revision of the design and development of alternative activities. Data process and student achievement is also a lecture feedback (directly to the course and not directly related to the course).
 - k. Conduct research and formulation FGD tiered assignments (materials, activities, targets, according to the cycle from evaluating networks between 5E)
 - l. Establishment of policies to support the implementation of field activities

The stages of this activity can be used as reference for the development of natural laboratory, based on the stage of research using the framework of qualitative research approach that includes analysis and quantitative description.

2. Zoning and determination of competency development cycle as the reference activity

Table-1. Zone development lab activities, competency development cycle and alternative field activities

No	Zone	Cycle 5-E as milestones field activities	Alternative field activities (K)
1.	A. The western part of the lake	E1-E2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
2	B. The Northern part of the lake	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
3	C. The Eastern part of the lake	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
4	D. Steaming ground in the north of the lake	E-1, E-2	K1, K2
		E-3, E-4	K2, K3, K4
5	E. The land south of the lake	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4
6	F. wooded land (south of the lake)	E-1, E-2	K1, K2
		E-3, E-4, & E-5	K2, K3, K4

Notes : K1 = recognition and appeal of the object of study, K2 = discover the object of study and build skills: lab work, K3 deepening and elaboration of knowledge and skills in the field of geothermal through independent research (or collaboration), K4 = comparative research, applied and competency evaluation for the development of independent activity in the field of geothermal

3. Description form field activities on the lake Linow

a. Activity level-1 (K1): recognition and appeal of the object of study

1) Conducted in the first half - the target students are students of the first semester

2) The activities of (groups):

a) Scientific tourism, students are introduced to the first semester of geothermal phenomena, the public properties geothermal conditions, usefulness and utilization of geothermal energy and geothermal ecosystem - performed entirely on location (lake Linow)

b) discussion: the experience of the introduction and geothermal events, basic knowledge about the utilization of geothermal energy, knowledge about the utilization of geothermal ecosystem (travel, health, etc.) - implemented on site

c) Assignment: students read reference, describes the tourist experience and the results of the discussion associated partnered with reference, write down a plan personal development activity related to the development of knowledge, skills and affective competence fields of geothermal, write a personal commitment to follow a program of lectures and independent activity in the gradual development of competence in geothermal

3) Implementing activities: (1) the faculty team implementing field activities Level-1, (2) the team of subject that is directly related to the field operations level-1, (3) final year students (who are or have been following the activities of field level-4)

4) Timing of: adjusting the number of students of the first semester, with a target of a student attends twice fieldwork

5) Indicators of activity: developed based indicator E1-E2.

b. Activity Level-2: discover the object of study and build skills: lab work

1) Implemented in semester 3 to 6

2) Form of activity: lab

a) Students learn methods of measuring, determination of the transect, the principles of determining the location of measurement / sampling

b) Students take measurements of physical and chemical variables (directly on the ground or through the testing of samples in the laboratory)

- c) Students identify and perform measurements at multiple positions appearance (phenomenon in the field) are different, as well as explaining the discrepancy.
- d) Students do prepare reports practical activities, which includes (a) the background of practical activities, (b) the purpose and benefits (for the development of competencies and personality), (c) literature review (relevant to the material, activities and methods) (d) methods of measurement and data analysis, (e) results and discussion, (f) conclusion
- 3) Implementing activities: (1) the faculty team executive level-2 field activities, (2) the team of subject-related practical activities, (3) final year students (who are or have been following the activities of field-level 4)
- 4) Timing of: four semesters starting from the 3rd semester to 6 semester. Each student must conduct field-2 levels four times during the four semesters (semesters 3 to 6). Three activities implemented as practical activities of related lectures, and the project is implemented as an independent lab activities. Self-directed practicum as a pilot for a 3-level activities that thesis research. Independent lab activities can be done through the participation of students as personnel data collectors and data analysis more senior thesis student, or a faculty research.
- 5) Indicators of activity: developed based on indicator E2-E3.
- c. Activity Level-3: deepening and elaboration of knowledge and skills in the field of geothermal through independent research (or collaboration)
 - 1) It was held on the 6th semester s / d 8, depending on the readiness and progress of students study
 - 2) Form of activity: research for thesis
 - a. Students define the scope and focus of research independently, or translated from one study umbrellas (for the study design collaboration)
 - b. Students design a research scenario that includes the steps of research, study variables, research methods (determination of the transect and position measurements), methods of data analysis based on the results of a comparison study and general reference. The basic design is consulted with a team of field operations supervisor level-3, is for standardization of materials research thesis (especially research methods), controlling duplication of research, landing synergy with the framework research competence development of geothermal fields.
 - c. Students prepare proposals thesis under the direction of the team supervisors assigned by the Head of Geothermal Studies Program
 - d. Students conducting seminars proposal to get feedback on the draft research and thesis writing
 - e. Students planning field activities, conducting observations / measurements, analyze the data and compare it with previous research and references, and write a complete draft thesis
 - f. Student describes the results of research (the material scope of research, studies supporting references, research methods, research and discussion, conclusions and recommendations)
 - 3) Implementing activities: (1) the faculty team implementing 3-level field activities, (2) teams thesis supervisor, (3) final year students (who are or have been following the activities of field-level 4)
 - 4) Timing of: during the semester 6 semester 8.
 - 5) Indicators of activity: developed based indicator E3-E4.
- d. Activity Level-4: comparative research, applied and competency evaluation for the development of independent activity in the field of geothermal
 - 1) Event-Level 4 is directed as activities related internalization of student competence sensitivity, concern for the problems of geothermal.

- 2) The following activities: (1) research and development (comparative to experience in research thesis), (2) give assistance (counseling and guidance) for the other students in the field activities level-1, level-2 and level-3 (3) makes writing scciencetifically related research results, (4) made a study of the issues / problems geothermal. Each student must perform field activities (or the development of field activities) Level-3, by selecting one or more focus of the activities mentioned above
 - 3) Implementing activities: (1) the faculty team implementing field activities Level-4 and leadership courses, (2) the partner institutions directly related to the implementation of the research partnership activities, seminars etc.
 - 4) Timing of: during the semester 7 to 8 semesters.
 - 5) Indicators of activity: developed based indicator E4-E5.
4. The perception of students toward the object, activity design and implementation of field operations management
- a. The development phase E1 s / d E2 (activity K1, K2)

Table-2. Summary results of the evaluation to the category of the development cycle E1 and E2

Zone	Characteristics phenomenon	Activities and category 5E	Category appeal for location and activities by student groups					
			1	2	3	4	5	6
A	Manifestations of hot water, the temperature variation of 50 ° C - 70 ° C, the water changes color seen from a distance	Leisure (E1)	3	3	3	3	3	3
		Survey and observation of phenomena (E1 and E2)	3	3	3	3	3	3
B	Water with a low temperature, 22 ° C - 28 ° C, fluctuating because the sun shines, there are biota and habitat poultry	Leisure (E1)	3	3	3	3	3	3
		Survey, an observer physical phenomena, biota (E1, E2)	3	3	3	3	3	3
C	Hot spring small scale, on the edge of a shallow lake, with temperatures varying between 30 ° C - 70 ° C, with an area of: a radius of about 1 m	Leisure (E1)	3	3	3	3	3	3
		Survey, an observer phenomenon of physics, chemistry and water temperature measurements (E1 and E2)	3	3	3	3	3	3
D	steaming ground with a radius of 5 m center manifestations, is a limestone land without land cover	Leisure (E1)	3	3	3	3	3	3
		Survey and observation of phenomena of physics, chemistry (E1 and E2)	3	3	3	3	3	3
E	steaming ground with spatial variation of high soil temperatures characterized by grasses and small trees	Leisure (E1)	3	3	3	3	3	3
		Survey, observation of phenomena of physics and biology, measurement of physical variables (E1 and E2)	3	3	3	3	3	3

F	The land is overgrown with trees kind of microclimate influenced by thermal manifestations of the lake and surrounding land	Leisure (E1)	3	3	3	3	3	3
		Survey, an observer vegetation condition and identification of the type of vegetation, land ermukaan temperature measurement (E1 and E2)	3	3	3	3	3	3

Category scores appeal object (phenomenon) and activities: 3 highly motivated, 2 pretty motivating, one does not motivate

b. The development phase E3 s / d E5 (K2 activities, Ke, K4)

Table-3. Summary results of the evaluation to the category of the development cycle E3, E4 and E5

Zone	Characteristics phenomenon	Activities and category 5E	Category relevance of an object with field activities					
			Group					
			1	2	3	4	5	6
A	Manifestations of hot water, the temperature variation of 50 ° C - 70 ° C, the water changes color seen from a distance	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3 and E4)	4	4	3	4	3	4
B	Water with a low temperature, 22 ° C - 28 ° C, fluctuating because the sun shines, there are biota and habitat poultry	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3, E4)	3	4	3	4	3	3
		Research and comprehensive explanation of the phenomenon of the relationship between miscellany bell with biological and physical environment (E4-E5)	4	4	3	3	3	3
C	Hot spring small scale, on the edge of a shallow lake, with temperatures varying between 30 ° C - 70 ° C,	Observation / measurement of physical variables (E2-E3)	3	4	3	3	3	4
		Research and	3	3	3	3	3	3

	with an area of: a radius of about 1 m	explanations related to the measurement of the physical properties (E3, E4)						
D	steaming ground with a radius of 5 m center manifestations, is a limestone land without land cover	Observation / measurement of physical variables (E2-E3)	3	4	3	3	3	4
		Research and explanations related to the measurement of the physical properties (E3, E4)	3	4	3	4	3	3
		Research and comprehensive explanation of the phenomenon of the relationship between the physical variables and environmental biology (E4-E5)	3	4	3	4	3	3
E	steaming ground with spatial variation of high soil temperatures characterized by grasses and small trees	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3, E4)	3	4	3	4	3	4
		Research and comprehensive explanation of the phenomenon of the relationship between the physical variables and environmental biology (E4-E5)	4	4	3	4	3	4
F	The land is overgrown with trees kind of microclimate influenced by thermal manifestations of the lake and surrounding land	Observation / measurement of physical variables (E2-E3)	3	4	3	4	3	4
		Research and explanations related to the measurement of the physical properties (E3 and E4)	3	4	3	4	3	3
		Research and shifts comprehensive explanation of the phenomenon of the	3	4	3	4	3	4

relationship between
miscellany bell with
biological and
physical environment
(E4-E5)

Category scores appeal object (phenomenon) and activities: 4 highly relevant, relevant 3, 2 less relevant, one irrelevant.

5. The role and performance indicators designed development and management components implementation field activities on the lake Linow

Table-4. The role of components and component performance indicators in the management system development and implementation design lab activities natural lake Linow

Component	Role / learning conditions	Indicator / scope of indicators
A Leadership Programs / Prodi	1 Policy implementation of field activities	The formulation of the curriculum and the content field activities, the object mapping and form field activities (department of physics and an educator physics), the establishment of strategic mk for field activities, policies to support the dissemination of results of efficiency, competence development produktivity bag
	2 Tutorial and facilitating the development of field activities	Determination of strategic mk for field activities, the establishment of reference and allocation of field activities, targeting 5E cycles for competency development of students
B The team of lecturers	1 The design of materials and field activities	Determination of the object of study field and object characterization, formulation components fit the character object activities, formulation and appraisal targets according lectures 5E cycle, the formulation of a facilitating role by lecturers and mentoring by graduate student for each stage of the cycle 5E
	2 Implementation of field activities	Identification of facts and factors affecting physical phenomena, concepts and networking concepts are related as final year students prepare reference materials and field activities, facilitating / supervising research students,
C. MHS graduate student and the previous year's participants	1 The design of lecture material field	Examining the draft material (context - the concept) refers to the formulation of the material and activities by the faculty team, develop guidelines according to the stages of field activities 5E, formulate choice of activities, formulating targets and

		principles of science process		
		2	implementation activities	Directs and facilitates groups of students according to levels / cycle 5E, conducting the assessment process and the achievement of targets, evaluate and formulate draft revision, evaluation of activities and time allocation, formulating feedback for the development of materials and activities at other locations.
D	Students target (group 5E)	1	Implementation of field activities	Participation and the level of participation in group activities, initiatives to encourage the team to optimize the activities, initiatives to evaluate - reflection - correction and reporting of its activities, the intensity of the discussion (analysis and discussion of the results),
		2	Lecturing activities of strategic subjects	Participation and participation in lectures related strategic efforts to integrate the field operations with strategic tasks subjects, to reflect the contribution of field activities (each stage 5E) in the development of competence

Discussion

The results showed that the Linow lake region has a diversity of manifestations of geothermal and good physical variables on water, soil, vegetation and air as a whole showing the variation in the ecosystem. The diversity of objects and physical phenomena allows for gradual development activities ranging from the introduction of the phenomenon (activity K1) to the implementation of an integrated research, covering the ecosystem components (K4). The ecosystem approach enables the development of research between faculty and students in a physics major or majors / fields of Mathematics others in the neighborhood such as Biology, Chemistry and Mathematics. The development of field activities simultaneously substance (material and form of activity) to the management system has spawned six zones with translation activities and student competency development cycle through field activities. Research development labs this nature using a framework approach to qualitative focus is the implementation of the study subjects strategic interactive with field activities in stages, with the area of conceptual dynamic include: the role of the leadership of departments / study programs, the role of faculty courses and faculty researchers, the role of student researchers and students who become mentors and student goals (strategic course participants). Students perceive very positively to the material, design activities and management of field activities (especially with the role of mentor) in building competencies through the stages of 5E. Model development and natural lab management system will be improved in accordance dynamics of lectures, educational policies and conditions / needs of students..

Conclusion

Linow lake region has a diversity of manifestations of geothermal and its interaction with the ecosystem components as objects of the fieldwork and research in physics and physics education. Management development Linow lake as lab nature can be focused on the interaction of lectures with field activities, with regional conceptual management component that includes leadership roles majors and programs of study, the team of researchers and a team of course ideally, a graduate student who did thesis research and student groups mentor, and students target. Components are dynamic management that need development or adaptation continues in the area of conceptual management system, referring to lectures focus and field assignments.

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IMPLEMENTASI METODE SOSIODRAMA DALAM PEMBELAJARAN UNGGAH-UNGGUH BAHASA JAWA DI SMPN 2 JOGONALAN KLATEN

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Abstract

The study aimed to discuss the implementation of sociodrama method in teaching-learning Javanese language manners in SMPN 2 Jogonalan Klaten. The study used qualitative approach, while data collection was done through observation, interview, and documentation. The data analysis was done by using inductive technique through some steps those are data reduction, unitization and categorization, data display, and drawing conclusion. The study was done in two cycles that in each cycle consists of planning, action, observation, and reflection. The subject of this study was students class VII B SMP Negeri 2 Jogonalan Klaten. The data obtained by researchers was primary sources consist of students, teachers, and the headmaster of SMPN 2 Jogonalan Klaten. The result of this study was the students' competence in teaching-learning Javanese language manners has increased from the first cycle to the second cycle. It can be concluded that the use of sociodrama method is very effective to be implemented in teaching-learning Javanese language manners.

Keywords: sociodrama method, teaching-learning, Javanese Language manners.

Pendahuluan

Pendidikan merupakan salah satu hal penting di dalam kehidupan manusia. Banyak hal yang dapat diperoleh melalui pendidikan. Pendidikan juga memberi kontribusi yang sangat besar terhadap kemajuan suatu bangsa. Apabila pendidikan di negara Indonesia ini baik dan maju, maka Indonesia akan terbebas dari kebodohan, keterbelakangan, dan dapat meningkatkan kualitas sumber daya manusia agar bisa bersaing dengan bangsa lain. Adapun peran penting dalam proses pembelajaran adalah seorang guru. Pembelajaran dapat berhasil dan dilaksanakan dengan baik, apabila guru mempersiapkan rencana-rencana pembelajaran dengan baik pula. Selain mempersiapkan rencana-rencana pembelajaran, hendaknya guru juga memilih metode-metode yang sesuai agar materi dapat dicerna oleh siswa dengan baik. Keberhasilan proses pembelajaran tidak terlepas dari kemampuan guru mengembangkan model-model pembelajaran yang berorientasi pada peningkatan intensitas keterlibatan siswa secara efektif di dalam proses pembelajaran Aunurrahman (2012: 140).

Salah satu mata pelajaran yang diberikan di sekolah adalah bahasa Jawa. Mata pelajaran bahasa Jawa berfungsi untuk melestarikan dan mengembangkan budaya Jawa agar tidak hilang seiring dengan masuknya budaya asing. Budaya asing pada saat ini dianggap lebih menarik dibandingkan dengan budaya Jawa, karena hampir semua media sosial menggunakan bahasa asing sebagai bahasa pengantar. Bahasa asing yang sering digunakan tersebut menyebabkan generasi muda melupakan bahasa Jawa sebagai bahasa ibu mereka.

Bahasa merupakan cermin kepribadian seseorang. Bahkan, bahasa merupakan cermin kepribadian bangsa. Artinya, melalui bahasa (yang digunakan) seseorang atau suatu bangsa dapat diketahui kepribadiaannya (Pranowo, 2009: 3). Sama halnya dengan mata pelajaran bahasa Indonesia, di dalam mata pelajaran bahasa Jawa juga terdapat empat kompetensi saling berhubungan erat satu dengan yang lain dan harus dicapai siswa yaitu kemampuan menulis, menyimak, mendengarkan, dan berbicara. Keempat keterampilan berbahasa tersebut merupakan dasar untuk mengembangkan diri siswa dalam berkomunikasi di masyarakat. Pada saat ini, mata pelajaran bahasa Jawa masih menjadi mata

pelajaran yang kurang dikuasai bagi sebagian besar siswa di Jawa Tengah, Jawa Timur, dan Yogyakarta, termasuk di dalamnya siswa Sekolah Menengah Pertama (SMP). Mata pelajaran bahasa Jawa seringkali dianggap sulit padahal dalam kehidupan sehari-hari para siswa di Jawa Tengah, Jawa Timur, dan Yogyakarta menggunakan bahasa Jawa. Para siswa seringkali menganggap remeh mata pelajaran bahasa Jawa. Hal tersebut dikarenakan bahasa Jawa adalah mata pelajaran muatan lokal dan tidak termasuk dalam ujian nasional.

Dalam sebuah artikel berita yang dimuat dalam portal berita online kompasiana (02/11/2013) dipaparkan bahwa bahasa Jawa memiliki beberapa dialek yang memiliki perbedaan antara satu dialek dengan dialek lainnya. Perbedaan dialek ini sedikit banyak menyebabkan siswa kesulitan belajar bahasa Jawa yang sesuai standar seperti bahasa Jawa yang digunakan di DIY dan Solo. Kesulitan ini dialami oleh siswa berdialek Jawa Timur yang belajar bahasa Jawa. Kesulitan tersebut disebabkan bahasa yang mereka gunakan sehari-hari baik dengan teman, orang tua, ataupun lingkungan sekitar berbeda. Perbedaan ini menyebabkan siswa kesulitan mencerna kata, merangkai kalimat, memahami isi bacaan, dan yang paling sulit adalah memahami isi dari *geguritan* (puisi bahasa Jawa). Yang paling menyedihkan adalah ketidakmampuan sebagian besar siswa saat mengubah basa ngoko (bahasa kasar) menjadi krama (bahasa halus).

Fenomena dan gejala yang sama seperti yang telah dipaparkan di atas, terjadi dalam pembelajaran di kelas VII B SMP Negeri 2 Jogonalan. Pada saat melakukan survei awal, yaitu pada bulan April 2015, sebagian besar siswa kelas VII SMP Negeri 2 Jogonalan kurang memahami mata pelajaran bahasa Jawa, sebagian besar siswa tersebut juga kurang menguasai keterampilan menulis dialog sesuai *unggah-ungguh* bahasa Jawa. Dari semua kelas VII, yaitu kelas VII A, VII B, VII C, VII D, dan VII E, kelas VII B adalah kelas yang paling kurang menguasai keterampilan menulis dialog berbahasa Jawa. Menurut hasil pratindakan yang dilakukan di kelas VII B, dari 36 siswa hanya terdapat 12 siswa atau 33,3% siswa yang sudah memenuhi nilai Kriteria Kelulusan Minimal (KKM). Fenomena tersebut terjadi karena sistem pembelajaran di SMP Negeri 2 Jogonalan masih menggunakan metode pembelajaran konvensional. Minimnya kegiatan praktik menjadi salah satu faktor rendahnya keterampilan siswa dalam menulis. Siswa kurang mampu menumbuhkan imajinasinya apabila dihadapkan dengan topik yang tidak dikenal, hal tersebut membuat siswa kesulitan untuk melanjutkan tulisannya dan pada akhirnya tidak dapat melanjutkan kegiatan menulis.

Berdasarkan segi proses, pembelajaran masih dilakukan secara konvensional. Berikut langkah-langkah pembelajaran menulis dialog yang dilakukan oleh guru:

- (1) Guru menerangkan kepada siswa macam-macam *unggah-ungguh* bahasa Jawa, dalam hal ini adalah ragam *krama* dan *ngoko*.
- (2) Guru menugaskan siswa untuk menuliskan *unggah-ungguh* bahasa Jawa tersebut dalam buku catatan masing-masing.
- (3) Guru memberi contoh kalimat menggunakan *unggah-ungguh* bahasa Jawa kepada siswa.
- (4) Guru menugaskan siswa untuk menulis dialog sesuai *unggah-ungguh* bahasa Jawa.
- (5) Guru menilai pekerjaan siswa.

Dari paparan di atas, maka dapat diketahui faktor penyebab ketidakberhasilan pembelajaran menulis dialog, yaitu: pembelajaran *unggah-ungguh* bahasa Jawa masih berpusat pada buku ajar. Siswa yang belum paham dengan *unggah-ungguh* bahasa Jawa tidak mau bertanya kepada guru pada saat guru memberi kesempatan siswa untuk bertanya. Sebagian besar siswa tidak mau bertanya karena merasa malu dengan teman-temannya dan yang lainnya takut dengan guru. Selain itu, metode serta sumber pembelajaran yang bervariasi dan menarik minat siswa juga tidak nampak dalam pembelajaran. Hal tersebut membuat siswa menjadi jenuh dan tidak tertarik selama proses pembelajaran. Alokasi waktu yang tersedia juga menjadi permasalahan yang menyebabkan siswa tidak bisa memahami ragam bahasa Jawa sebagai indikator pelajaran. Berdasarkan diskusi yang dilakukan peneliti bersama guru, kegiatan pembelajaran menulis dialog berbahasa Jawa memerlukan metode yang relevan. Metode yang disepakati guru dan peneliti untuk mengatasi masalah pembelajaran tersebut adalah metode sosiodrama. Sosiodrama adalah sandiwara atau bermain peran yang bertujuan memberi informasi kepada masyarakat tentang masalah sosial

(Widiahening, 2012: 253). Metode sosiodrama dapat dijadikan alternatif untuk meningkatkan keterampilan menulis dialog berbahasa Jawa. Melalui metode sosiodrama siswa dapat mendramatisasikan sebuah masalah kemudian mempraktikannya dengan menulis dialog berbahasa Jawa, sehingga siswa dapat mencapai nilai Ketuntasan Minimal (KKM). Berdasarkan uraian di atas, peneliti ingin mengadakan penelitian dengan judul "Implementasi Metode Sosiodrama Dalam Pembelajaran Unggah Ungguh Bahasa Jawa di SMPN 2 Jogonalan Klaten"

Metode Penelitian

Dalam penelitian ini peneliti menggunakan metode Penelitian Tindakan Kelas (PTK) dengan empat tahapan kegiatan pada setiap siklus yaitu: (1) perencanaan, (2) pelaksanaan, (3) observasi, dan (4) refleksi. Penelitian ini bersifat diskriptif kualitatif. Diskriptif adalah metode yang menuturkan dan menafsirkan data yang ada, misalnya tentang situasi alami, satu hubungan, kegiatan, pandangan, sikap yang nampak, atau tentang satu proses yang sedang berlangsung, pengaruh yang sedang muncul, kecenderungan yang nampak, pertentangan yang meruncing, dan sebagainya. Kualitatif adalah metode untuk menyelidiki obyek yang tidak dapat diukur dengan angka-angka ataupun ukuran lain. Karena disini peneliti mengamati objek secara langsung dan menggunakan metode yang sistematis dan objektif. Dengan menerapkan rencana penelitian secara seksama diharapkan penelitian akan berjalan sesuai dengan yang diharapkan.

Pembahasan

Hakikat Pembelajaran

Pembelajaran merupakan proses interaksi antara peserta didik dan pendidik serta sumber belajar dalam satu lingkungan belajar. Pembelajaran berguna untuk membantu seseorang dalam mengetahui dan memahami suatu keterampilan yang baru. Melalui pembelajaran seseorang akan mengetahui suatu pengetahuan yang baru sehingga tujuan yang sebelumnya diinginkan dapat tercapai.

Pembelajaran adalah usaha yang dilakukan secara sadar oleh guru atau pendidik untuk membuat siswa atau peserta didik belajar (mengubah tingkah laku untuk mendapatkan kemampuan baru) yang berisi suatu sistem atau rancangan untuk mencapai tujuan tertentu (Khanifatul, 2013: 14). Pembelajaran (*instruction*) adalah upaya untuk membelajarkan seseorang atau kelompok dengan berbagai upaya, strategi, metode, dan pendekatan untuk mencapai tujuan tertentu yang sebelumnya sudah direncanakan (Majid, 2014: 4).

Berdasarkan beberapa pengertian di atas, dapat disimpulkan bahwa pembelajaran adalah suatu proses yang secara sadar dilakukan oleh guru atau pengajar kepada peserta didik untuk memberikan pengetahuan yang baru kepada peserta didik. Apabila peserta didik dapat menyerap pengetahuan baru yang diberikan dari guru, maka peserta didik akan dapat mengembangkan potensi yang dimilikinya, sehingga tujuan yang sudah direncanakan dapat tercapai.

Hakikat Metode Sosiodrama

Dalam proses pembelajaran, seorang guru harus dapat memilih metode-metode belajar yang tepat agar proses pembelajaran dapat dilaksanakan dengan lancar sesuai dengan harapan dan tujuan pembelajaran. Penggunaan metode yang kurang tepat dapat menghambat tercapainya tujuan pembelajaran. Pemilihan metode pembelajaran yang tepat, dapat mewujudkan tercapainya pembelajaran secara efektif. Metode yang digunakan harus disesuaikan dengan materi yang disampaikan (Roestiyah, 2008: 1). Metode digunakan oleh guru untuk mengkreasi lingkungan belajar dan mengkhususkan aktivitas agar guru dan siswa terlibat aktif dalam proses kegiatan belajar mengajar (Majid, 2014: 21). Dengan memperhatikan hal tersebut, maka guru dapat menggunakan metode yang tepat agar tujuan dari pembelajaran dapat tercapai. Ada beberapa metode pembelajaran, salah satu di antaranya adalah metode sosiodrama.

Sosiodrama adalah sandiwara atau bermain peran yang bertujuan memberikan informasi kepada masyarakat tentang masalah sosial. Metode sosiodrama dan bermain peran merupakan dua buah metode mengajar yang mengandung pengertian yang dapat dikatakan sama, sehingga pelaksanaannya sering bersamaan Widiahening (2012: 253). Istilah sosiodrama berasal dari kata *socio* (sosial) dan drama. Drama dalam arti luas adalah semua bentuk tontonan yang mengandung cerita yang dipertunjukkan di depan orang banyak, sedangkan dalam arti sempit, drama adalah kisah hidup manusia dalam masyarakat dipentaskan di panggung, disajikan dalam bentuk dialog dan gerak berdasarkan naskah didukung oleh tata panggung; tata lampu; tata rias; dan tata busana (Wiyanto, 2002: 3).

Sementara itu, bermain peran berarti memegang fungsi sebagai orang yang dimainkannya, misalnya berperan sebagai lurah, penjudi, nenek tua renta, dan sebagainya (Widiahening, 2012: 255). Sosiodrama adalah metode pembelajaran bermain peran untuk memecahkan masalah-masalah yang berkaitan dengan fenomena sosial. Sosiodrama memberikan pemahaman tentang masalah-masalah sosial dan mengembangkan kemampuan siswa agar dapat memecahkan suatu masalah (Majid, 2014: 205). Sosiodrama adalah bentuk pendramatisasian peristiwa-peristiwa kehidupan sehari-hari yang terjadi dalam masyarakat (Waluyo, 2003:56).

Metode sosiodrama memiliki banyak manfaat bila dilaksanakan dengan baik, di antaranya adalah sebagai berikut.

- 1) Dapat mempertinggi perhatian peserta didik melalui adegan-adegan.
- 2) Peserta didik dapat ikut merasakan perasaan dan pikiran orang lain.
- 3) Peserta didik dapat menempatkan diri pada tempat orang lain dan memperdalam pengertian mereka tentang orang lain (Anitah, 2009: 115).

Metode sosiodrama memberikan manfaat kepada siswa agar siswa lebih paham terhadap keadaan di lingkungan sekitar seperti lingkungan sosial dan lain sebagainya. Metode sosiodrama juga mengajarkan empati dan simpati terhadap masalah yang sedang dihadapi orang lain, misalnya merasakan sedih dan gembira yang sedang dirasakan oleh orang lain.

Hakikat *Unggah-Ungguh* Bahasa Jawa

Unggah-ungguh bahasa Jawa merupakan tata bahasa yang digunakan orang Jawa untuk menghormati orang yang lebih tua atau lebih tinggi pangkatnya melalui pemilihan kata dalam berbicara. *Unggah-ungguh* bahasa merupakan alat untuk menciptakan jarak sosial dan menggambarkan sopan santun dalam berbahasa Jawa. Berbahasa dan berperilaku santun merupakan kebutuhan setiap orang (Pranowo, 2009: 15). Seseorang berbahasa dan berperilaku santun sebenarnya lebih dimaksudkan sebagai wujud aktualisasi diri. Apabila seseorang menggunakan bahasa yang baik dan sopan biasanya orang tersebut lebih dapat menghormati orang lain apabila dibandingkan dengan seseorang yang menggunakan bahasa kasar apabila sedang berbicara dengan orang lain. Untuk menghindari adanya perilaku tidak sopan tersebut maka dalam bahasa Jawa terdapat *unggah-ungguh* bahasa.

Unggah-ungguh bahasa Jawa dibedakan menjadi beberapa macam, di antaranya sebagai berikut (Sofwan, 2011: 85).

- 1) Bahasa *Ngoko*
 - a) Bahasa *Ngoko lugu*

Bahasa *ngoko lugu* digunakan untuk bercakap-cakap antara orang yang tua kepada orang yang lebih muda, orang yang usianya sebaya, orang yang sudah akrab, dan orang yang sedang monolog (berbicara dengan dirinya sendiri).

- b) *Ngoko Andhap (Ngoko Alus)*

Bahasa *ngoko andhap (ngoko alus)* berupa bahasa *ngoko* yang bahasanya dicampur dengan bahasa *krama*. Bahasa *ngoko andhap* digunakan oleh saudara yang lebih tua kepada saudara yang lebih muda namun pangkatnya lebih tinggi, istri kepada suami, orang yang pangkatnya sama tinggi dan sudah akrab. *Ngoko andhap* dibedakan menjadi:

- (1) *Antya Basa*

Digunakan ketika orang yang lebih tua berbicara dengan orang yang lebih muda namun orang tersebut memiliki pangkat yang lebih tinggi, tetapi imbuhan tidak dikramakan. Ciri-ciri penggunaan *antya basa* yaitu:

- (a) *Aku*, tetap tidak berubah.
- (b) *Kowe*, berubah menjadi *panjenengan, ki, raka, kangmas* untuk menghormati seseorang.
- (c) Imbuhan *dak-, ko-, di-, -ku, -mu, -e, -ake* tidak berubah.

(2) *Basa Antya*

Digunakan ketika orang yang lebih tua berbicara dengan orang yang lebih muda namun orang tersebut memiliki pangkat yang lebih tinggi dan imbuhan dikramakan.

Contoh:

2) *Basa Madya*

a) *Madya ngoko*

Bahasa madya ngoko digunakan oleh orang yang pangkatnya lebih tinggi kepada bawahannya. Ciri-ciri penggunaan bahasa *madya ngoko* di antaranya:

- (1) *Aku* berubah menjadi *kula*
- (2) *Kowe* berubah menjadi *dika*
- (3) Imbuhan *tak-* berubah menjadi *kula*
- (4) Imbuhan *ko-* berubah menjadi *dika*
- (5) Imbuhan *di-* tidak berubah

b) *Madya Krama*

Digunakan oleh istri kepada suaminya, tetapi tidak mengkramakan imbuhan.

Ciri-ciri penggunaan *madya krama* yaitu:

- (1) *Aku* berubah menjadi *kula*
- (2) *Kowe* berubah menjadi *sampeyan* atau *samang*

c) *Madyantara*

Bahasa *Madyantara* yaitu percakapan antara orang bawah dengan orang bawah, atau antara saudara dengan saudaranya sendiri yang pangkatnya rendah. Ciri-ciri penggunaan bahasa *madyantara* adalah:

- (1) *Aku* berubah menjadi *kula*
- (2) *Kowe* berubah menjadi *sampeyan* atau *samang*
- (3) Imbuhan *tak-* berubah menjadi *kula*
- (4) Imbuhan *ko-* berubah menjadi *samang, mang*
- (5) Imbuhan *-ku* berubah menjadi *kula*
- (6) Imbuhan *-mu* berubah menjadi *sampeyan, samang*
- (7) Imbuhan *-e* tidak berubah

3) Bahasa *Krama* dapat dibedakan menjadi lima golongan, di antaranya:

a) *Mudha Krama*

Bahasa *mudha krama* ini digunakan oleh anak kepada orang tua. Imbuhan juga dikramakan.

b) *Krama Lugu*

Bahasa ini digunakan oleh orang tua kepada orang yang lebih muda, dan merasa lebih tinggi pangkatnya.

c) *Wredha Krama*

Bahasa *wredha krama* yaitu bahasa yang digunakan oleh orang tua kepada orang yang lebih muda tetapi imbuhan tidak dikramakan.

Contoh:

d) *Krama Inggil*

Bahasa *krama inggil* yaitu bahasa yang digunakan rakyat kepada raja dan anak kepada orang tua.

e) *Krama desa*

Bahasa yang digunakan orang di desa/pedalaman.

4) Bahasa *Kedaton*

Bahasa yang digunakan di lingkungan kerajaan.

5) Bahasa *Kasar*

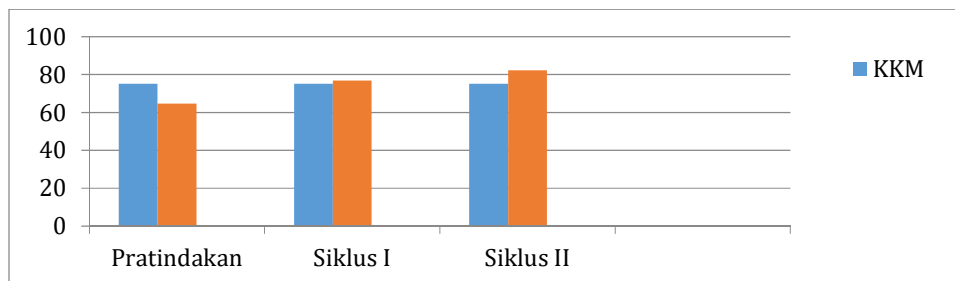
Bahasa *kasar* adalah bahasa yang merupakan bahasa *ngoko* yang digunakan oleh orang yang sedang marah.

Hasil Penelitian

Penelitian tindakan kelas ini dilaksanakan dalam dua siklus karena indikator keberhasilan sebesar 75% siswa mencapai kompetensi penilaian proses dan hasil pembelajaran telah tercapai dalam siklus yang kedua. Hasil penelitian pada siklus I yaitu siswa yang mencapai kompetensi menulis unggah-ungguh sebesar 72,26%. Siklus II yaitu siswa yang mencapai kompetensi menulis dialog sesuai *unggah-ungguh* sebesar 88,8%. Tiap siklus melalui empat tahapan yaitu: (1) perencanaan tindakan; (2) pelaksanaan tindakan; (3) pengamatan; dan (4) refleksi. Hal tersebut sejalan dengan pendapat Kurt Lewin (dalam Arikunto, 2013: 131) bahwa proses penelitian tindakan kelas yaitu menyusun bersama, bertindak, dan mengamati secara individual, dan bersama-sama mengadakan refleksi terhadap berbagai kegiatan yang telah dilaksanakan. Berikut perbandingan peningkatan kualitas hasil belajar siswa kelas VII B SMP Negeri 2 Jogonalan pada KD menulis dialog sesuai *unggah-ungguh* bahasa Jawa dari tahap pratindakan sampai dengan siklus II.

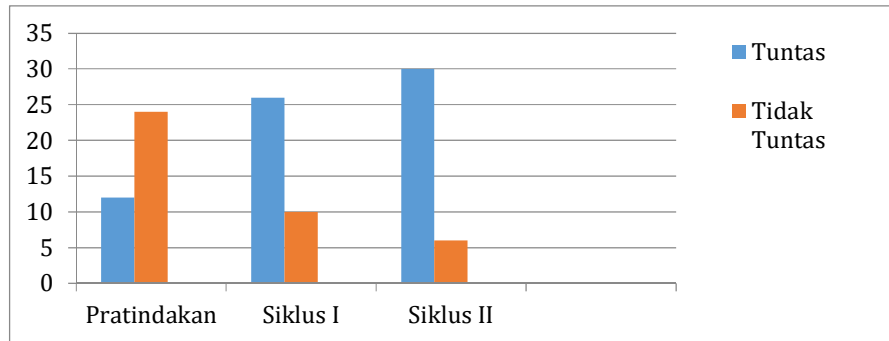
Pada tahap pratindakan, siswa terlihat pasif karena guru masih menggunakan metode ceramah. Pada siklus I dan siklus II, diterapkan metode sosiodrama dalam proses pembelajaran menulis dialog sesuai *unggah-ungguh* bahasa Jawa. Hasilnya pada setiap siklus, motivasi belajar siswa meningkat. Metode pembelajaran sosiodrama adalah metode pembelajaran yang dapat menjadikan siswa aktif bersama kelompoknya, sehingga siswa dapat belajar secara aktif dengan berinteraksi dengan kelompoknya maupun dengan guru. Berikut persentase kualitas proses belajar siswa dari tahap pratindakan sampai dengan siklus II.

Gambar 1 Histogram Perbandingan Kualitas Hasil Belajar Siswa Setiap Siklus



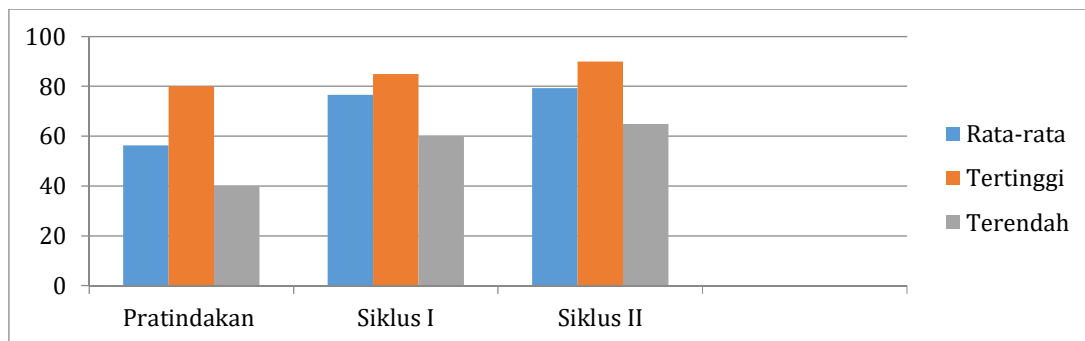
Selain terdapat peningkatan rata-rata dalam pembelajaran menulis dialog berbahasa Jawa, jumlah siswa yang nilainya memenuhi batas Kriteria Ketuntasan Minimal (KKM) juga meningkat pada setiap siklusnya. Sebelum dilakukan tindakan, jumlah siswa yang nilainya tidak memenuhi KKM lebih banyak dibandingkan jumlah siswa yang nilainya memenuhi KKM. Setelah dilakukan tindakan pada siklus I dan siklus II, jumlah siswa yang nilainya memenuhi KKM lebih banyak jika dibandingkan dengan jumlah siswa yang nilainya tidak memenuhi KKM. Peningkatan tersebut disajikan dalam gambar 2.

Gambar 2 Histogram Perbandingan Jumlah Siswa yang Memenuhi KKM



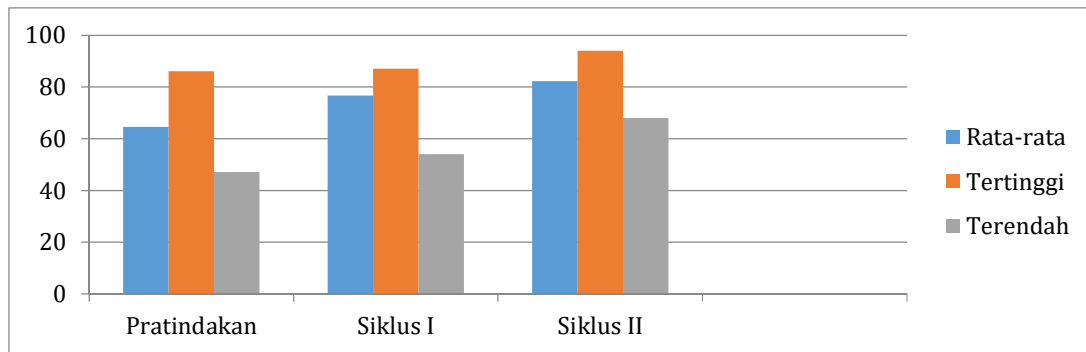
Peningkatan kualitas proses nampak dari peningkatan nilai proses siswa. Pada tahap pratindakan siswa yang mencapai kompetensi pada penilaian proses adalah 13 siswa atau 38,8% dari jumlah keseluruhan siswa, dengan nilai terendah 40 dan nilai tertinggi 80. Pada siklus I siswa yang mencapai penilaian proses hanya 23 siswa atau 63,8% dari jumlah keseluruhan siswa, dengan nilai terendah sebesar 60 dan nilai tertinggi sebesar 85. Pada siklus II siswa yang mencapai kompetensi pada penilaian proses sebanyak 30 siswa atau 83,3% dari jumlah keseluruhan siswa, dengan nilai terendah sebesar 65 dan nilai tertinggi sebesar 90. Rata-rata kelas mengalami peningkatan, pada pratindakan rata-rata kelas mencapai 56,25 kemudian pada siklus I rata-rata kelas mencapai 76,6 dan pada siklus II rata-rata kelas meningkat menjadi 79,36. Berikut gambar peningkatan proses pembelajaran menulis dialog berbahasa Jawa pada kelas VII B SMP Negeri 2 Jogonalan.

Gambar 3 Histogram Peningkatan Penilaian Proses Pembelajaran Menulis Dialog Berbahasa Jawa kelas VII B SMP Negeri 2 Jogonalan



Peningkatan kualitas hasil pembelajaran terbukti dengan peningkatan nilai hasil tulisan siswa dari pratindakan, siklus I, sampai dengan siklus II. Pada tahap pratindakan siswa mencapai kompetensi pada kualitas hasil hanya sebanyak 12 siswa atau 33,3% dari jumlah keseluruhan siswa dengan nilai terendah 47 dan nilai tertinggi 86. Rata-rata nilai pada pratindakan mencapai 64,5. Pada tahap siklus I siswa mencapai kompetensi pada kualitas hasil hanya sebanyak 26 siswa atau 72,2% dari jumlah keseluruhan siswa dengan nilai terendah 54 dan nilai tertinggi 87. Rata-rata nilai pada tahap siklus I mencapai 76,72. Pada tahap siklus II siswa mencapai kompetensi pada kualitas hasil sebanyak 32 siswa atau 88,8% dari jumlah keseluruhan siswa dengan nilai terendah 68 dan nilai tertinggi 94. Rata-rata nilai pada tahap siklus II mencapai 82,2. Peningkatan tersebut dapat dilihat pada grafik yang akan disajikan pada gambar 4.

Gambar 4 Histogram Peningkatan Hasil Penilaian Pembelajaran Menulis Dialog Berbahasa Jawa kelas VII B SMP Negeri 2 Jogonalan.



Penelitian ini memberikan gambaran yang jelas bahwa keberhasilan proses pembelajaran dan peningkatan hasil pembelajaran dipengaruhi oleh beberapa faktor. Faktor-faktor tersebut antara lain: guru, siswa, metode pembelajaran, media pembelajaran, dan sumber belajar. Keterampilan guru dalam mengelola kelas yang kurang akan menjadikan siswa tidak berminat, sehingga tidak memperhatikan pelajaran. Wawasan guru yang kurang terhadap metode pembelajaran yang lebih inovatif dan bervariasi menyebabkan guru lebih konvensional inovatif dan kemampuan siswa meningkat.

Faktor-faktor pembelajaran guru, siswa, metode pembelajaran, media pembelajaran, dan sumber belajar merupakan faktor-faktor pembelajaran yang saling terkait, sehingga faktor-faktor tersebut perlu diperhatikan agar kualitas pembelajaran dapat meningkat. Siswa harus memiliki minat, motivasi, perhatian, dan aktif dalam pembelajaran agar dapat menyerap materi yang disampaikan guru. pemenuhan faktor-faktor tersebut tersebut tercermin pada keterampilan guru dalam mengelola kelas.

Penelitian ini membuktikan bahwa kualitas proses dan hasil pembelajaran meningkat setelah diterapkannya metode sosiodrama. Metode ini dapat digunakan dan menjadi alternatif agar pembelajaran menulis dialog berbahasa Jawa menjadi menyenangkan. Penggunaan metode sosiodrama dapat meningkatkan keterampilan siswa dalam menulis dialog. Siswa dapat membedakan penggunaan unggah-ungguh antarteman, antarorang tua, dan sebagainya karena siswa merasakan sendiri dengan memperagakan peran tersebut.

Pemberian tindakan pada siklus I dan siklus II menggambarkan bahwa ada beberapa kelemahan dalam pembelajaran menulis dialog berbahasa Jawa, namun kelemahan tersebut dapat diatasi oleh guru. berdasarkan kegiatan analisis dan refleksi yang dilaksanakan setelah tindakan, diketahui terdapat peningkatan baik kualitas proses maupun hasil berupa keterampilan siswa dalam menulis dialog berbahasa Jawa. Dari segi proses, terdapat peningkatan pada keterampilan guru dalam mengelola kelas, perhatian siswa terhadap pelajaran, minat siswa, dan motivasi siswa dalam pembelajaran. Adapun dari segi hasil, terdapat peningkatan nilai rata-rata siswa siklus I sampai siklus II.

Simpulan

Berdasarkan hasil analisis data yang dilakukan dalam penelitian tindakan kelas yang dilaksanakan dalam dua siklus pada siswa di kelas VII B, pada materi pembelajaran menulis dialog berbahasa Jawa. Hasil analisis tersebut diperoleh kesimpulan bahwa metode pembelajaran sosiodrama dapat meningkatkan keterampilan siswa dalam menulis dialog berbahasa Jawa yaitu pada Kompetensi Dasar menulis dialog menggunakan unggah-ungguh bahasa Jawa pada siswa kelas VII B SMP Negeri 2 Jogonalan, Kabupaten Klaten pada tahun ajaran 2014/2015, seperti penjelasan berikut:

Hasil belajar siswa kelas VII B pada materi menulis dialog berbahasa Jawa sebelum menggunakan metode pembelajaran sosiodrama pada pratindakan diperoleh nilai rata-rata kelas sebesar 64,5 dengan persentase ketuntasan klasikal sebesar 33,3% atau terdapat 12

siswa tuntas belajar mencapai Kriteria Ketuntasan Maksimal (KKM = 75). Setelah diberikan tindakan pada kegiatan pembelajaran siswa yaitu dengan menerapkan metode pembelajaran sosiodrama pada siklus I, nilai rata-rata kelas yang diperoleh menjadi sebesar 76,72 dengan persentase ketuntasan klasikal sebesar 72,26% atau terdapat 26 siswa tuntas belajar mencapai KKM. Hasil analisis pada siklus I setelah menerapkan model pembelajaran yang dipilih, nilai siswa mengalami peningkatan namun belum mencapai indikator yang ditentukan. Selanjutnya, diadakan siklus II dengan diperoleh hasil yaitu nilai rata-rata kelas menjadi 82,2 dengan persentase ketuntasan klasikal sebesar 88,8% atau terdapat 32 siswa tuntas belajar mencapai KKM. Hasil pada siklus II sudah melebihi dari target indikator yang telah ditentukan yaitu penelitian dikatakan berhasil jika siswa yang mendapat nilai 75 atau lebih, minimal sebanyak 75%.

Berdasarkan hasil tersebut dapat disimpulkan bahwa penerapan metode pembelajaran sosiodrama berhasil meningkatkan keterampilan menulis dialog berbahasa Jawa siswa dalam Kompetensi Dasar menulis siswa kelas VII B SMP Negeri 2 Jogonalan, Kabupaten Klaten tahun ajaran 2014/2015.

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BOARDING SCHOOL MANAGEMENT AND GOVERNANCE TOWARDS WORLD CLASS: A CASE STUDY AT PONDOK PESANTREN UICCI SULAIMANIYAH INDONESIA - TURKI

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Abstract

Pondok Pesantren (Boarding School) is a model of classical education that is still recognized their work at the international level. As an indigenous institution, school emerge and continue to grow from the experience of sociological surrounding environment. Cultural roots is what makes schools can survive and is expected by the world community and government levels. The purpose of this study to describe the management of the boarding school both new and old to have a world-class quality that includes management and governance, and academic tradition of learning and methods Tahfidz. This study found that a boarding school who intend to go international to the world-class quality, should improve the universal institution both in terms of management and governance. Good management is to optimize the role of each of the management functions optimally with international quality and have a lot of network or networking both within and outside the country, and managed by the best human resources, means of pre facilities to support, funding sources are clear and adequate, the curriculum is designed according to the needs. Sulaimaniyah educational institution is an educational institution devoted to the study of the Al-Qur'an and memorize the Qur'an. Especially for the Qur'an by the institute using a method Tahfidz Ottoman Islamic Boarding School that is different from Tahfidz in Indonesia. In addition, the system of teaching in UICCI Sulaimaniyah Boarding School different in that in addition to emphasis on the activities of memorizing the Qur'an. This Boarding School also provides a teaching that emphasizes understanding of Arabic language books and supported by quality infrastructure as well as the international standard education system, currently own UICCI Sulaimaniyah have 6.000 branches spread across the country.

Keywords: Management, Sulaimaniyah Boarding School, World Class

Introduction

The term 'Pondok Pesantren' (Boarding School) is not limited to use in traditional Islamic educational institutions in Java but is also applied throughout the Malay world and region. Nevertheless, besides 'Pondok Pesantren', there are many other names assigned to traditional Islamic education. In Aceh, for example, the term used is 'Dayah'; in Minangkabau 'Surau' is the equivalent term; and in some parts of the Malay world the term 'Sekolah Arab' is commonly employed (Zamakhsyari Dhofier, 1984). In addition, in Southern Thailand (Hasan Madmarn, 2001) and in Malaysia (Ismail Ab Rahman, 1992), these educational institutions may also be referred to as merely 'Pondok'.

Pondok Pesantren is one of many forms of educational Islamic institutions and centres which advocate the spread of Islam and can be found in the hearts of communities throughout the country. As the oldest-existing Islamic educational institution, it has been recognized ever since the introduction of Islam in Indonesia. It is due to this reason that the position of Pondok Pesantren in Indonesia cannot be separated from the lives of Muslims in the nation.

The tradition of education in Pondok Pesantren in Indonesia possesses a lengthy history in its efforts to advance and improve the citizens and residents of the country (Kafrawi, 1978; Marwan Sarijo, 1984). This board of education also functions as a venue for the intensive study of religious knowledge, the preservation of Islamic traditions as well as preparation for potential Islamic scholars. This view is supported by Thomas Arnold (1980), who explains in his book, *The Preaching of Islam*, that Islamic education had already been in practice from the time when Islam arrived on the shores of Indonesia in the year 674, earlier than the practice of modern education which was brought over by Portuguese colonialists who spread Catholicism.

The history of Pondok Pesantren in Indonesia represents a part of the history of the growth and development of Indonesian society. This history began from the first century of Muslim government in Aceh, commencing from the first century of the Muslim calendar until the present day. In the history of Islamic rule in Indonesia, the position of Pondok Pesantren was always at the forefront. Pondok Pesantren also played a significant role in Indonesia's struggle for independence from colonial rule and the nation's eventual attainment of independence. From a historical point of view, Pondok Pesantren is not only associated with the definition of Islam, but also holds the symbol of authenticity of Indonesia.

This is due to the fact that this educational institution has been in existence ever since the era of Hindu-Buddhism being in power. Islam arrived soon after to continue these existing educational institutions as well as spread the influence of Islam within them. However, this does not imply that Islam played a small role in the struggle for education in Indonesia (Nurcholis Majid, 1997). The world of Pesantren is a traditional Islamic world, that is a world which has passed on and preserved the continuity of Islamic traditions cultivated by scholars from one era to the next with no limitation to precise periods in Islamic history (Hossein Nasr, 1987).

This boarding school also provides a teaching that emphasizes understanding of Arabic language books and supported by quality infrastructure as well as the international standard education system, currently own Sulaimaniyah Organization UICCI 6000 branches spread across the country. In Indonesia, Boarding School is moving below the United Islamic Cultural Center Foundation of Indonesia (UICCI). This organization is officially cooperating with the Ministry of Religious Affairs (MORA) of the Republic of Indonesia to provide free education to print theologion with educational experience in Indonesia and Turkey. Based on the above information, then boarding a classical education model exis world level remains to this day. However, weakness and lack of pondok pesantren is not inferior to its advantages and strengths. Starting from the member pondok pesantren of personal problems such as lack of love and care, health, safety, finance, until the agency issues such as management, dedication, financial, etc. Therefore, in this study will be discussed on how to manage the boarding school until deserves to be a world-class consumption.

Research Methods

The research method used was qualitative content analysis in both journals and conceptual research results regarding uniquely pondok pesantren, especially regarding the management of world-class boarding school. The research approach used is phenomenological, is an approach that does not just examine the social facts that are visible, but intends to reveal the meaning behind social facts seem. The research location is in UICCI Sulaimaniyah Boarding School, the data collection techniques by observation participation, interview and documentation. Analysis of data using individual case with a flow models developed by Miles and Hubermen (1992).

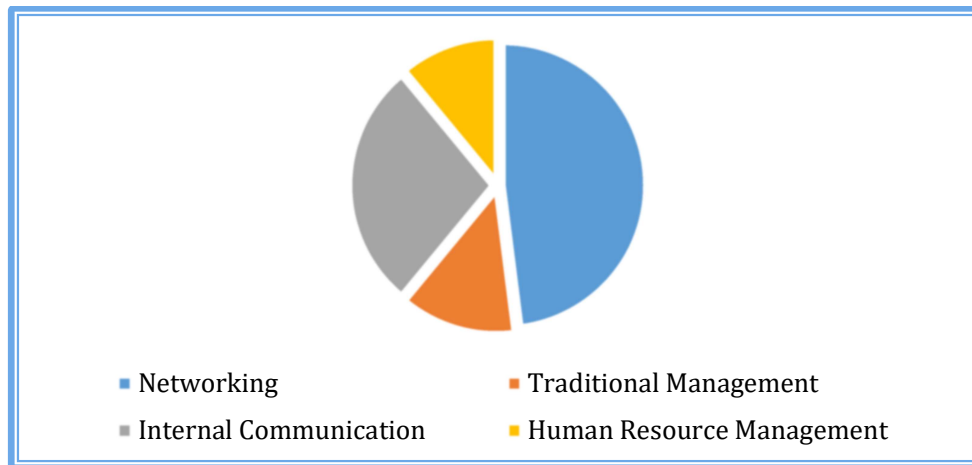
Result and Discussion

Management World Class UICCI Sulaimaniyah Boarding School

The success of an organization is strongly influenced by the style of leadership of its chairman. A manager's leadership style that is the keyword success of an institution / organization included in the boarding school. Although not all general theories of

management can not necessarily be applied just in the boarding school environment, but at least there is general theories of education management has been applied in UICCI Sulaimaniyah Boarding School thus supporting progress towards the boarding school world-class quality.

Figure 1. Management World Class UICCI Sulaimaniyah Boarding School



48% do networking / network, 28% conduct internal communications, 13% apply traditional management, and 11% of human resource management.

1.1 Function Institution UICCI Sulaimaniyah Boarding School

- As the central cadre of thinkers religion (center of excellence).
- As an institution that prints human resources (human resources).
- As an institution that has the power to empower the community (agent of development).

Boarding school institutional management UICCI Sulaimaniyah Boarding School managed by professional management development executive boarding school where the position is held by the chairman of the foundation along with other foundation members, vice chairman, treasurer and foundation field. As an executive, chairman of the foundation plays a central role in pursuing sustainability boarding school life both in terms of institutional management and governance.

As an executive, chairman of the foundation plays a central role in pursuing sustainability boarding school life both in terms of institutional management and governance. Chairman of the foundation's boarding school have a duty to seek donors to contribute financially to support school. The salaries of teachers, provision of teachers' residential facilities, as well as the needs of the boarding school everyday operations are the responsibility of the chairman of the foundation along with other members of the foundation.

They were selected from among professionals such as businessmen and successful entrepreneurs who have a spiritual attachment to the movement that became *Tarekat Naqshabandiyah* spirit Sulaimaniyah Boarding School education activities. These entrepreneurs generally have a very extensive network with other entrepreneurs so it is possible to look for a new charity donors from among them. With the spirit of this *Tarekat Sufi*, although the chairman of the foundation is not paid they still called to do service sincere dedication to the development of the propagation of Islam through education school.

Table 1 Strategic Management in the system of world-class UICCI Sulaimaniyah Boarding School

Strategic Management		
<p><u>Raw Input:</u> The percentage of local students and beyond 1: 8, there is a budget allocation of scholarships for foreign students, there are additional targets foreign students per year with increasing number of boarding school that each year continues to grow.</p> <p><u>Instrumental Input:</u> Vision, mission, goals, objectives, curriculum standards used, means of pre-prepared facilities, human resources recruitment, quality and financial management prepared all international scale.</p> <p><u>Environmental Input:</u> follow the development of technology for information systems management, criticism and suggestions from the public, government policy and UNESCO, etc.</p>		
<p><u>Outcome:</u> In this case the boarding school did collaborations abroad so graduates can be received at the destination either to study or work.</p>	<p><u>Output:</u> Graduates who excel in terms of cognitive, affective, psychomotor, and other targets that have been made in the beginning, whether it has to meet the target or not, to then be used as material for evaluation planning / input.</p>	<p><u>Process:</u> Improved quality in the form of internal and external Time Quality Management in the form of accreditation and ISO ongoing.</p>

Table 2. Data Fellowship Program Student To Turkey

Year Departures	Amount Student
2007	4 Person
2008	19 Person
2009	46 Person
2011	28 Person
2012	29 Person
2013	45 Person
2014	70 Person
2015	100 Person

Implementation at UICCI Sulaimaniyah Boarding School Wordl Class

- *Learning to know*
In the process, not simply knowing what is meaningful but also at the same time do not know what is useful in life. Learn directly from world class educators will bear students are ready to face the challenges as well as world conquered globally. Teachers, trainers, instructors, and other education personnel should be the inspiration in the development, planning, and development of education and learning.
- *Learning to do*
Learn to work. Implementing a learning system that have an impact on the quality of the learners' memory:
 - ❖ 10% of what we READ
 - ❖ 20% of what we HEAR
 - ❖ 30% of what we SEE
 - ❖ 50% of what we SEE and HEAR
 - ❖ 70% of what is DISCUSSED with OTHERS
 - ❖ 80% of what is EXPERIENCED PERSONALLY
 - ❖ 95% of what we TEACH to SOMEONE ELSE

Learning to do that in the rank 6 and 7 that 80-95% of science will survive in our memory.

- *Learning to be*
Mastery of knowledge and skills is part of the process of becoming self (learning to be). Therefore UICCI Sulaimaniyah Boarding School facilitate channeling of interest and talent of the students as well as the strong belief that every child is a unique individual with different needs.
- *Learning to live together*
Once you understand the concept of being a whole person expected that learners are able to learn how to live well with people in the neighborhoods, both nationally and internationally.
- *Learning to believe and convince the almighty God*
Learning to Faithful and cautious to god almighty One, this is the culmination of all science.

Governance in UICCI Sulaimaniyah Boarding School World Class

Governance of boarding school here are closely related to resource management boarding school as well as matters related to the daily life of schools. Sulaimaniyah is generally a boarding school students have a total of no more than 200 people on a full scholarship from the school. Pupils in Sulaimaniyah come from countries such as Britain, Indonesia, Kazakhstan, Yemen, Germany, the Netherlands, Georgia, Senegal and other countries. Sulaimaniyah Boarding School which in Turkey only consists of one-storey building. Overview of the Sulaimaniyah Boarding School outside the building looks like a luxury office building with seven floors.

Being in the middle of a residential apartment residents, Sulaimaniyah Boarding School stood firm with Turkish language text above the entrance "*Istanbul-Umraniye Ozel Gumussoy Vakfi Yukseik Ogrenim Erkek Ogrenci Yurdu*". In the lobby boarding school the visitors warmly welcomed by one of the students in charge of receiving guests. In the lobby boarding the visitors warmly welcomed by one of the students who on duty vacancy. Then these students show where visitor's shoes that are in one room next to the lobby entrance. Shoes visitors neatly on a shelf enclosed cabinet exclusively reserved for guests. While in boarding school visitors must wear special slippers provided in front of the entrance.

At the boarding school a fountain surrounded by ornamental plants to be right the first floor in the building boarding school. The fountain can be seen clearly by visitors both from the first floor to the seventh floor. To reach the top floor visitors can pass through a winding staircase sized right side of the pool and grand staircase in the building or can use the lift machinery. The whole floor is covered by a thick carpet boarding with brightly colored flower pattern which is very beautiful.

Each floor consists of several rooms that serve as a classroom, office space, a library, a mosque, a dining room and a common kitchen, meeting rooms for the guests, bedrooms students, cafeteria, bathroom and WC, laundry room and other etc. In contrast to the bedroom boarding school in Indonesia, the bedroom of students in one room that differ from the room where the wardrobe and books. In the room to the bedroom, there are about twenty bed (spring bed) were always neat.

Sulaimaniyah Boarding School around the world have a fairly high standard of cleanliness. Cleanliness and orderliness Sulaimaniyah Boarding School is not separated from the application of governance cleanliness very disciplined and rigorous. All hygiene tasks performed by the students with the guidance of a teacher strictly. Every day the students got a tour of duty cleaning each boarding area within a specified time.

For example, a group of students in a period of one month only cleaning the bathroom area, while another group of students who get a turn to clean up a meeting room and a library. A month later the group of students was alternately clean the other places that should be their responsibility. With hygiene pattern like this, each students get the same task to

clean all the boarding area in turn. This way is meant to teach the students self-reliant attitude that is needed when they return to society.

Besides the issue of cleanliness, other things that get attention, the daily governance is governance Sulaimaniyah Boarding School consumption for the students. Governance Sulaimaniyah Boarding School consumption in boarding school is done professionally like governance restaurant. Mealtime students neatly arranged and organized by their diet to consult a dietician so that students have the energy needed to learn without feeling drowsy.

Every day the students received food rations for three times. They gathered in the dining room on a regular basis. Food menu is served exclusively by students who have a duty serves food each day taken from boarding adjoining kitchen from the dining room is clean and tidy. The kitchen is also made with the boarding school meet strict hygiene standards.

Funding boarding school every day a lot depends on the ability chairman of the foundation and its members seek funds from donors. Boarding school fund is managed to meet the needs of boarding school such as the cost of meals, maintenance, teacher salaries and scholarship students. Some Sulaimaniyah Boarding School have even independent business entities such as hospitals, gas stations, car repair shops and mini market professionally managed so that profits can be used to meet the needs of schools.

Conclusion

Management and governance of the World Class boarding school like UICCI Sulaimaniyah Boarding has a lot of network or networking both within and outside the country. Management and governance UICCI Sulaimaniyah Boarding School optimize the role of each of the management functions optimally with international quality, managed by the best human resources, means of pre facilities to support, funding sources are unclear and inadequate, and the curriculum is designed according to the needs of international level. Boarding schools that intend to go international to the world-class quality, should improve the universal institution both in terms of management and governance of the boarding school.

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GOOD UNIVERSITY GOVERNANCE, IS IT NECESSARY?

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Abstract

Good Corporate Governance (GCG) is one of an idea initiated to develop the quality of Higher Education in the future. Although GCG was originally applied to the implementation of corporate governance practices of public companies, but in the context of Economic Education, higher education can be regarded as one of the places for–human resource investment. National Committee on Corporate Governance (KNKCG) in 2001 issued five basic principles of good corporate governance, including 1) Transparency; 2) Accountability; 3) Responsibility; 4) independency; and 5) Fairness. The most important principle that must be maintained in the application of good university governance is the awareness towards the goal of higher education as an educational institution. Therefore, it can be ascertained whether the university has implemented a good university governance by the extent to which universities are able to address the dynamics that occur in its implementation without betraying the noble values of education and adopting the mandate of the people, nations and countries that shelter them.

Keywords: GCG, Good University Governance, Higher Education

Introduction

In the Education World, especially Higher Education in Indonesia needs to straighten up in many aspects. Data Times Higher Education (THE) is The List of The Best Higher Education in the world 2016 shows that the position of Higher Education Indonesia is still low. In Asia, 19 Higher Education enter into the Big 200, of those 19 Higher Education, five are in Hongkong. The highest rank of Asia was achieved by National University of Singapore, which is ranked 24. In the long list THE, there are 2 Higher Education from Indonesia – University of Indonesia and Institute Technology Bandung – which is outside 800 of the world (www.bbc.com/indonesia). Although will not be used as the main criterion, but paying close attention to those figures cause serious concerned to the education quality, mainly in Indonesia. One of the issues raised in higher education reform is the important needs of a system that comprehensive and measurable. Then, it is important to give full autonomy for the Higher Education in developing their potencies in better ways.

Good Corporate Governance is one of the way out of this complicated education problems. This issue appears within the demand toward the quality improvement and to win global competition as well as the open information. This demand is not only addressed to government institution, but is also addressed to education institution. Muchlis R Luddin (20120) explained some strategies of education policy that have an objective is to win the market competition; (1) policies that direct to new commitments and understanding of education practices, education must be lead to develop and increase the public welfare; (2) Education policies must be focused on the increased awareness of quality in implementing education practices; (3) the involvement the qualified resources in education; and (4) the availability of infrastructures which are complete and up-to-date. Policies Strategy in organizing education proposed in current situation is providing more autonomy and processing good governance with more democratic ways to the Education Institution. This process is stated as convincing ways to give room for the academic freedom, which support independent education implementation, as well as research.

OECD and World Bank synonymized good governance with the implementation of solid and responsible developing management, UNDP defined good governance is a synergic and constructive relationship among the nations, private sector and societies. UNDP stated characteristics of good governance, as follows: : Participation, Rule of Law, Transparency, Responsiveness, Consensus Orientation, Equity, Effectiveness and Efficiency, Accountability, and Strategic Vision (LAN dan BPKP, 2000). World Bank defined Corporate Governance is "exercise of political power to manage a nation's affair" (Davis & Keating, 2000). Then they added normative characteristic of good governance, such as: "... an efficient public service, an independent judicial system and legal framework to enforce contracts; the accountable administration of public funds; an independent public auditor, responsible to a representative legislature; respect for law and human rights at all levels of government; a pluralistic institutional structure; and free press".

According to Indonesia Institute for Corporate Governance (ICG, 2001), good corporate governance is referred to: "*The process and structured used to direct characteristic of good (stakeholders)*" (Cadbury, 1999). Those understanding is also meant that its mechanism supports company in enforcing law and regulation, explaining the relationship among company's stakeholder. Concept of good corporate governance now days have been much discussed in the implementation of public company.

Education sector, especially Higher Education can be classified as one of public sectors. Since Education is commonly developed by both government and private sector, not for profit orientation, but for providing service to the society and infrastructures of higher education for developing the intellectual life of The Nation. Its primary motivation is providing higher education for Senior High School graduates who will continue their education to higher education. (Indrajit, 2006). The implementation of Good Corporate Governance in Higher Education will create good management and also reflect good working performance, furthermore can be responsible to the stakeholders (Warsoni, 2009)

The fundamental differences between business and education world is the Vision and Culture of the Organization. In education world, organization has clear vision and mission with high level of idealism, such as providing support in treating people as human being. Educational Culture consist of strong human values. This humanism process often free from vision for gaining profit as much as possible. Therefore application of modern management in business world should be adjusted with educational culture. Implementation of modern management in business world needs to be evaluated more deeply and prudent implementation. But it is acknowledged that modern management theories strengthen the importance of interaction in executing other educational activities (Tilaar, 2012)

Good Governance in Higher Education

The importance of good corporate governance implementation in Higher Education is often questioned in the future. Since as a concept, good corporate governance is considered to be able to bridge Higher Education to have a better quality by having an availability of the principles and its practices. In the other side, there are quite significant differences among education world, government world and company. The paradigm changes toward higher education with good governance is implemented along with the needs to adapt in the world changes. In this changes process, higher education remains focus on traditional mission in teaching, learning and research. Since today, society asks much more from universities in terms of their contribution. Thus, universities should switch from creating adaptation knowledge to produce generative knowledge, and to become learning organizations (Bratianu, 2011; Bratianu, 2014; Senge, 1999). That means for governance to become a strategic driving force of the university and a powerful integrator able to transform efficiently the potential intellectual capital into operational intellectual capital (Bratianu, 2014; Bratianu, 2015). Organizing a higher education institution can not be equated with organizing state nor company. There are certain corridors related to honor values, both academic and social values that should be maintained. Meanwhile, others in its implementation should be put as a means or tools to achieve those main objectives (www.unhas.ac.id/rhiza)

In simple ways, good university governance can be explained as an implementation of basic principles of “good governance” in the system and governance process in higher education institution. Its implementation is proceed by some adjustment based on values that must be highly respected in conducting education. Based on the aims of education development, academic knowledge and the whole human development. Tilaar (2012) stated that there are differences and similarities between higher education institution and business world. The similarities is on the efficiency and effectiveness. Both are willing to have a qualified output. While, the differences is on the vision and mission, where in higher education, the actor are professor, students and science/knowledge is as an object commodity.

In practice, the implementation of university governance is only applied in corporation model or with the collegium model if there is an authentic university autonomy like in the case of Oxford and Cambridge universities. Although there are connection between university governance and higher education rank system, but data described that world-class universities have been applied the model governance. . Looking up in the Academic Ranking of the World Universities for 2015 released recently we find that in the top 100 universities 51 are from USA, 9 from UK, 4 from Canada, 4 from Australia, and 4 from Japan. That means 72 universities from countries where there is a corporate governance model (Bratianu and Pinzaru, 2015). Other research, Fielden (2008) also showed that the applied good university need to be supported by giving full autonomy to higher education

Considering from the side of educational economics, educational process is admitted as a human resource investment that will finally give big contribution to develop social and economic life. Therefore efficiency and competition are needed in teaching implementation.

Educational process also makes sacrifices in term of cost that is directly related to components for getting a qualified education that can be achieved. Educational cost consists of routine and development financing (modal). Educational world recognize direct cost (school, students and or student's family, for example additional cost for rooms, writing boards, clothes, transportation, books, stationeries, sport equipment et cetera) and indirect cost (example opportunity cost). These cost are basis for consideration of the rising discourse of good university governance in running a higher education institution, as stated by Aristo A.D (2005). Since as a concept, educational economic is a kind of industry, then good governance concept is able and precise to be implemented in Higher Education. But in the implementation should be concerned on priorities of vision, mission and the objective of higher education.

Implementation of Good University Governance

National Committee Policy of Corporate Governance (KNKCG) in 2001 released 5 basic principles of good corporate governance. These principles includes 1) Transparency, openness in decision making process and present material and relevant information, 2) Accountability, clarity in function, structure, system and responsibilities to have an effective organization management, 3) Responsibility, to organize good corporation's principle that suitable with the valid constitution rules and 5) Fairness, fair and equal treatment in fulfilling the Rights of stakeholders based on commitment and also legislation applicable. The essential good corporate governance is to increase performance institution through supervision and management accountabilities towards stakeholders based on framework of rules and regulation supply.

Fundamental principles of good governance is very relevant to be implemented in good university governance. Since basically the conducting of higher university institution must fulfill principles of participation, consensus orientation, accountabilities, transparencies, responsiveness, effectiveness and efficient, equity and inclusiveness and honor law enforcement. These managerial principles are implemented to support functions and the objective of higher education. Function in education, teaching and research reflects the roles of higher education in the society.

Principle of good governance that can be used as reference according to UU No. 9. In 2009 regard to a legal educational entity, which are following:

1. **Autonomy**, authority and capability in implementing activities independently in both academic and non-academic.
2. **Accountability**, is an ability and commitment to be responsible in all activities conducted by educational legal entity to stakeholders according to the applicable legislation.
3. **Transparency**, is the openness and ability to providing relevant and time accurate information according to applicable legislation and report standard to stakeholders.
4. **Quality assurance**, is systemic activities in servicing formal education that meet or beyond standard of National Education and also increasing the quality of sustainable education.
5. **Service Excellence**, is orientation and commitment to give the best formal educational service for satisfying students as primary stakeholders.
6. **Equitable access**, is giving formal education service to prospective and existing students, regardless religion, race, ethnic, gender, social and economy status.
7. **Diversity**, is sensitivity and accommodative attitude to differences of interest which is based on religion, race, ethnic and culture specificities.
8. **Sustainability**, is capability in providing formal educational service to students continuously with implementing management pattern that is capable in ensuring sustainable services.
9. **Participation** and state responsibility, is the involvement of stakeholders in conducting formal education to increase quality of intellectual life of Nation which is responsibility of the State,

Participants in implementing University Governance is representative of stakeholders, educators, non-academic auditors and educational management (Warsono,dkk 2009). To monitor the implementation of Good University Governance in Higher Education, a series of evaluation is needed. One of the model developed is rating model and can be a benchmark for evaluation Good University Governance. Those rating results are expected to be evaluation standard and can be inputs for improvement in higher education concerned. Rating Model which is developed by Gajah Mada University based on two perspectives, Governance University Principles and participants.

Research of Bratianu and Pinzaru (2015) explained that implementation of Good Governance in Higher Education is a strategic driven force that support the higher education's vision mission achievement. This research explained that there are some differences application of good governance in some countries. Good University governance in US and UK have been granted full autonomy to both academic and management and also the financing of the higher education institution as long as they can be justified. Therefore government influence is relatively weak and vice versa, the authority of executive manager and Board of higher education are very strong. While in Japan in 2004 the national universities have been granted full autonomy and had to implement new corporate governance models. The same implementation were also in Australia. In Europe, Oxford University and Cambridge University benefit by a long and powerful tradition in successful governance models. In the continental Europe, the new legislation introduced in Austria in 2002 granted full autonomy to universities, and new forms of governing bodies have been designed to approach the corporate model. Trends toward more autonomy and university governance models able to develop strategic thinking manifested in Italy.

In Higher Education, awareness of demands to the implementation of good corporate governance actually should be developed, not only as an obligation but more for the needs. Since basically, the policy of good corporate governance in higher education is aimed to make every stakeholders organizes higher education with full understanding and run the all functions and roles according to authority and responsibility, so it can be a system that strengthen competitive advantage (alimuhi.staf.ipdn.a.id). Along with an increasingly tight competitive situation, higher education must do continuous effort to realize good

university governance as an inherent system with the dynamic of higher education. Implementation of good corporate governance values in university can be internalized to be a culture.

The important principles must be held in implementing good university governance is that higher education organization can't be equated with the organization of the country or corporation. Therefore what becomes the measure of a higher education have been implemented good university governance or not, is to which extent the higher education is able to respond the dynamic happened without betraying the noble values and mandate carried from society, nation and country that shelter. Tilaar (2012) stated that in business world was known corporate culture, while in university world was known university culture. Viewing the differences, prudent attitude should be needed in adopting management principles according to educational institution. If adopted the management principles for granted from business world to be applied to educational world can cause loss and failure in achieving vision and mission of higher education. Otherwise if higher education closes itself from the positive principles of business world can cause inefficiency and ineffectiveness in organizing the investment in large size in knowledge based society in 21st century. Based on the analysis that higher education in the future must be able to compete in the future, both in the process or output and also the magnitude of demands for performance improvement of higher education, so good corporate governance can be applied in all aspects of all levels in the higher education institution. The implementation of good corporate governance can also be used as one of the drivers for achieving the higher education strategic aims.

Conclusion

Globalization and transparent demands and the openness put educational world in crucial situation, so many governments that concern toward educational practices and strategy development to put education in frame of economy development. The objectives is to respond adequately of 1) the developing educational market competition 2) the developing demands of education world privatization 3) the rumble competitive individualism in educational practices and 4) the developing a strategy that put education in a locomotive economy development (Muchlis, 2012). Afterwards, this put education into an industry (in view of educational economy). This point of view will then generate demands of good university governance as applied in business world. It is just application of good governance in educational world needs prudence since there are fundamental philosophical differences between business world and educational world.

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THE EFFECT OF TEACHER'S COMPETENCY, ACHIEVEMENT MOTIVATION AND CREATIVITY ON THEIR TEACHING PERFORMANCE : A DISTANCE LEARNING EDUCATION PROGRAM

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Abstract

The national education achievement requires the improvement of education system quality. The most influence factor needed for educational quality improvement is teachers. Teacher competeness will enhance teacher's achievement motivation. This reaseach using path analysis, indicate that there is positive influence of teacher's creativity on teaching performance. In fact, there is no impact of competency and achievement motivation on teaching performance. Teacher's competencies and their achievement motivation influence teaching performance significantly through variable of creativity. The whole research showed competency and achievement motivation influence the education quality.

Keywords: Competence, Achievement Motivation, Creativity, Performance, Distance Learning Students

Pendahuluan

Pencapaian tujuan pendidikan nasional, memerlukan peningkatan kualitas komponen sistem pendidikan, baik *human resources* maupun *material resources*. Guru (tenaga pendidik), merupakan salah satu komponen sistem pendidikan yang bersifat *human Resources* yang selama ini masih mendapat banyak perhatian lebih banyak dari pada yang lainnya. Hal ini dimaksudkan agar tercipta guru-guru yang berkualitas (profesional), karena mereka mempunyai tugas sebagai pengajar, pendidik, dan pembimbing bagi peserta didik.

Untuk menciptakan kualitas kinerja guru, pemerintah telah berupaya dan memberikan perhatian yang besar kepada para guru melalui Surat Keputusan Menteri Pendayagunaan Aparatur Negara Nomor 26/MENPAN/1989, untuk naik pangkat sampai golongan/ruang IV/e melalui pengumupulan angka kredit; kenaikan pangkat otomatis; dan adanya tunjangan fungsional, tunjangan profesi. Di samping itu, pemerintah juga mengadakan beberapa kegiatan penataran, pelatihan, *workshop*, beasiswa untuk melanjutkan studi dan sebagainya. Meskipun telah dilakukan upaya oleh pemerintah maupun masyarakat setempat seperti tersebut di atas, namun kelihatannya belum menampakkan hasil yang menggembirakan. Indikasinya antara lain adalah, masih terdapat guru pada setiap jenjang pendidikan yang belum dapat melaksanakan secara utuh proses pembelajaran di kelas.

Indikasi sebagai mana di atas, diduga juga terjadi pada guru-guru di mana adanya kecenderungan para guru dalam melaksanakan tugasnya hanya sekedar rutinitas semata. Kompetensi dan motivasi berprestasi para guru diprediksi belum relevan dan masih rendah. Dari segi kualifikasi pendidikan dan kualifikasi pengalaman kerja tergolong memadai, namun kelihatannya para guru itu belum menunjukkan kinerja yang optimal dalam mengelola proses pembelajaran. Sikap apatis para guru ini terlihat, barang kali disebabkan adanya persepsi yang keliru bahwa tidak ada perbedaan penghargaan terhadap guru yang berprestasi dengan yang tidak berprestasi. Perlakuan yang tidak adil ini terhadap guru juga datang dari pimpinan sekolah yang membawa konsekuensi terhadap rendahnya kinerja guru. Kepedulian pimpinan terhadap mutu pendidikan relatif tidak ada. Kondisi ini terlihat dari kecenderungan perlakuan guru yang belum peduli dengan prestasi belajar siswa. Ada sebagian guru yang

hanya memberikan catatan kepada siswa waktu mengajar di kelas, proses belajar mengajar cenderung monoton. Hal ini berarti bahwa di Sekolah Dasar perlu diadakan upaya untuk mengetahui kinerja guru.

Untuk menimbulkan kinerja guru diperlukan adanya usaha mengefektifkan kompetensi guru dan mendorong tumbuhnya motivasi berprestasi guru. Kompetensi guru dan motivasi berprestasi guru diduga memiliki pengaruh dengan kinerja guru, karena dengan kompetensi guru dan motivasi berprestasi guru, serta kreativitas guru maka kualitas kinerja guru sebagai upaya dalam mencapai kualitas pembelajaran yang optimal akan dapat dicapai. Oleh karena itu, faktor-faktor ini perlu mendapat perhatian yang serius dari para pengelola pendidikan. Salah satu cara untuk mengetahui tingkat hubungan kedua faktor tersebut terhadap kinerja guru, perlu dilakukan pembuktian melalui penelitian. Berdasarkan latar belakang, maka penelitian ini akan mengkaji pengaruh kompetensi guru, motivasi berprestasi guru, dan kreativitas guru terhadap kinerja guru Pendidikan Dasar.

Tinjauan Teori dan Pengajuan Hipotesis

Kinerja Guru

Stephen P. Robbins., menyatakan kinerja sebagai analisis terhadap apa yang telah dan sedang dilakukan seseorang dalam pekerjaannya untuk membantu agar ia melakukan pekerjaan itu dengan lebih baik. Semantara James H. Donely, James L. Gibson dan John M. Ivancevich, (1987:328) menyatakan bahwa kinerja berkaitan dengan kepuasan dan tingkat imbalan. Kinerja yang baik dipengaruhi oleh keterampilan, kemampuan, dan sifat-sifat individu. Penghargaan terhadap kinerja individu berpengaruh lagi pada kinerjanya. Kinerja dalam menjalankan fungsinya tidak berdiri sendiri, berhubungan dengan banyak faktor, seperti harapan, kemampuan, tingkat imbalan, motivasi, kepuasan, dan sebagainya. Kinerja dapat dijadikan sebagai analisis dikarenakan kinerja itu memiliki standar-standar tertentu.

Menurut Simamera (1997:147-149) standar kinerja itu bersifat : 1) relevan dengan individu dan organisasi; 2) stabil dan dapat diandalkan; 3) mampu membedakan antara pelaksanaan pekerjaan yang baik, sedang, atau buruk; 4) dinyatakan dalam angka; 5) mudah diukur; 6) dapat dipahami; dan 7) tidak memberikan penafsiran yang menuduh. Sehingga dapat dikatakan bahwa standar kinerja berfungsi menjadi tujuan dan sasaran pemegang pekerjaan, dan merupakan kriteria pengukuran kesuksesan suatu pekerjaan. Robert M. Gagne (1974) mengemukakan kinerja guru yang baik terletak pada tiga fungsi yang diperankan oleh guru dalam melaksanakan pengajaran yaitu: guru sebagai perencana pengajaran, guru sebagai pengelola pengajaran, dan guru sebagai evaluator. Kinerja guru dapat diukur dengan melihat capaian nilai yang diperoleh oleh guru pada setiap tiga fungsi guru.

Kompetensi Guru

Kompetensi guru menurut Daniel Lenox Barlow (1985:51) adalah kemampuan seseorang dalam melaksanakan kewajiban-kewajibannya secara bertanggung jawab dan layak. Peran dan kompetensi guru dalam proses pembelajaran meliputi: guru sebagai demonstrator, pengelola kelas, mediator, fasilitator, evaluator, dan konselor. Kompetensi guru dapat diartikan sebagai kemampuan dan kewenangan guru dalam menjalankan profesinya yang berarti bahwa guru yang piawai dalam melaksanakan profesinya dapat disebut sebagai guru yang berkompeten.

Crow and Crow (1958:26) mengatakan bahwa kompetensi guru meliputi: a) penguasaan subjek materi yang diajarkan, b) keadaan fisik dan kesehatannya, c) sifat-sifat pribadi dan kontrolemosinya, d) memahami sifat-hakikat dan perkembangan manusia, e) pengetahuan dan kemampuannya untuk menerapkan prinsip-prinsip belajar, f) kepekaan dan aspirasinya terhadap perbedaan-perbedaan kebudayaan, agama, dan etnis, g) minatnya terhadap perbaikan profesional dan pengayaan kultural yang terus menerus dilakukan.

Dunia pendidikan di Indonesia mengenal "Pendidikan Guru Berdasarkan Kompetensi". Pada program S1 dikembangkan "Sepuluh Kompetensi Guru", yang dianggap sebagai profil kemampuan dasar bagi seorang guru. Sepuluh kompetensi guru yang dimaksud adalah a) kemampuan menguasai bahasa, b) kemampuan mengelola program belajar, c)

kemampuan mengelola kelas, d) kemampuan menggunakan media, e) kemampuan menguasai landasan-landasan kependidikan, f) kemampuan mengelola interaksi pembelajaran, g) kemampuan menilai prestasi siswa untuk kependidikan dan pengajaran, h) kemampuan mengenal fungsi dan program pelayanan bimbingan dan penyuluhan, i) kemampuan mengenal dan menyelenggarakan administrasi sekolah, dan j) kemampuan memahami prinsip-prinsip dan menafsirkan hasil-hasil penelitian pendidikan guna keperluan pengajaran. Menurut Depdikbud. Kompetensi guru akan memberikan hasil yang positif, antara lain berupa penambahan wawasan bagi guru dalam rangka mendinamisasikan materi ajar dan kemajuan pendidikan dan pembelajaran pada umumnya.

Motivasi Berprestasi

Menurut Tery George R. Terty, (1991 : 47) motivasi adalah keinginan dari individu yang merangsangnya untuk melakukan sesuatu tindakan. Motivasi juga merupakan daya penggerak yang telah menjadi aktif. Motivasi muncul karena adanya suatu keinginan yang belum tercapai atau tercapai tetapi belum terpuaskan. Motivasi mencerminkan interaksi antara sikap, kebutuhan, persepsi, dan keputusan yang terjadi dalam diri seseorang. Faktor penyebabnya adalah karena adanya faktor intern seperti, sikap, harapan, cita-cita, dan kebutuhan. Sedangkan faktor eksternal meliputi iklim kerja, situasi, budaya, dan sebagainya.

Porter (1963 : 141-148) mengemukakan bahwa motivasi individu dalam bekerja dipengaruhi oleh sifat-sifat individu, sifat-sifat pekerjaan, dan lingkungan kerja dan situasi kerja. Motivasi yang kuat dari guru maka guru akan melahirkan tingkah laku yang lebih baik, sehingga dapat membantu proses perkembangan siswa. Keberhasilan guru dalam bekerja menimbulkan kepuasan tersendiri. Mohamad Surya (1997 : 111-112) menjelaskan bahwa faktor-faktor yang mempengaruhi kepuasan guru menurut, adalah : 1) imbalan kerja atau sesuatu yang diperoleh dari melaksanakan tugas sebagai guru, baik imbalan yang berupa material ataupun nonmaterial, 2) rasa aman dalam pekerjaan, 3) kondisi kerja yang baik, 4) kesempatan pengembangan diri, 5) hubungan pribadi.

Kreativitas Guru

T.M Amabile (1983:31-33) menjelaskan bahwa kreativitas merupakan suatu produk atau respons. Seseorang dikatakan kreatif apabila menurut pengamatan atau para ahli mengatakan bahwa itu kreatif. Kreatifitas pada dunia pendidikan bukanlah apa yang dihasilkan dari proses tetapi kebermaknaannya dalam proses pembelajaran. Artinya proses pembelajaran yang kreatif sehingga tujuan pembelajaran akan tercapai. Segi pendorong, bahwa dalam pendidikan yang terpenting adalah bagaimana guru dapat mengkondisikan faktor eksternal sehingga mampu mendorong internal siswa untuk mengembangkan kreatifitas. Hal itu tercipta bila guru memberikan kondisi pada keamanan psikologis dan kebebasan psikologis. Kebebasan psikologis akan tercipta jika guru memberikan kesempatan pada siswa untuk bebas mengekspresikan pikiran-pikirannya atau perasannya sehingga siswa merasa bebas dalam berpikir sesuai dengan apa yang ada dalam dirinya.

Keamanan psikologis yang mendorong terciptanya kreatifitas akan tercipta bila guru (a) menerima siswa apa adanya dengan segala kelebihan dan kekurangannya; (b) percaya bahwa siswa pada dasarnya baik dan mempunyai kemampuan, apa pun prestasi yang dihasilkan siswa saat itu, berarti guru telah mendorong kreativitas siswa tersebut; (c) mengusahakan suasana penilaian yang tidak mempunyai efek mengancam. Usahkan agar siswa tidak merasa bahwa dirinya sedang dinilai dan diukur sehingga merasa tidak ada beban; dan (d) memberikan pengertian secara empati. Guru sebaiknya memahami dan ikut menghayati perasaan siswa, pemikiran-pemikirannya, tindakannya, serta mampu melihat dan sudut pandang siswa, sehingga betul-betul memberi rasa aman pada siswa.

Berdasarkan deskripsi teori di atas, maka dapat diajukan hipotesis penelitian sebagai berikut:

H1: Kompetensi guru berpengaruh langsung secara signifikan terhadap kinerja Guru Pendidikan Dasar.

- H2: Motivasi berprestasi guru berpengaruh langsung secara signifikan terhadap kinerja guru Pendidikan Dasar.
- H3: Kompetensi guru berpengaruh langsung positif secara signifikan terhadap kinerja guru di Sekolah Dasar Bogor, Tangerang dan Jakarta.
- H4: Motivasi berprestasi guru berpengaruh langsung positif secara signifikan terhadap kinerja guru di Sekolah Dasar Bogor, Tangerang dan Jakarta.
- H5: Kreativitas guru berpengaruh langsung positif secara signifikan terhadap kinerja guru di Sekolah Dasar.
- H6: Kompetensi guru dan Kreativitas Guru, secara bersama-sama berpengaruh langsung secara signifikan terhadap Kinerja Guru Pendidikan Dasar di Dasar.
- H7: Motivasi berprestasi Guru dan Kreativitas Guru secara bersama-sama berpengaruh langsung secara signifikan terhadap Kompetensi guru Pendidikan Dasar.

Metodologi Penelitian

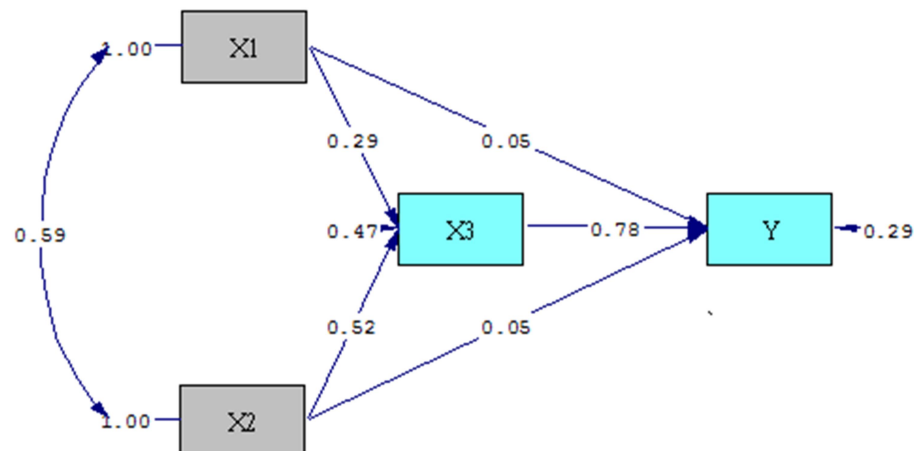
Penelitian ini dilakukan pada Guru-guru Pendidikan Dasar yang saat ini merupakan mahasiswa S1 Pendidikan Dasar Universitas Terbuka. Sampel responden terdiri dari mahasiswa dari UPBJJ-UT Bogor, UPBJJ-UT Bandung, UPBJJ-UT Jakarta, UPBJJ-UT Serang, UPBJJ-UT Pekanbaru, UPBJJ-UT Kupang, dan UPBJJ-UT Padang dengan total responden sebanyak 148 guru. Metode yang digunakan adalah metode penelitian survei (survey). Penelitian ini mengkaji hubungan sebab akibat (kausal) antar variabel bebas terhadap variabel terikat. Variabel bebas yang dimaksud adalah Kompetensi Guru (X1), Motivasi Berprestasi Guru (X2) dan Kreativitas Guru (X3).

Hasil Penelitian dan Pembahasan

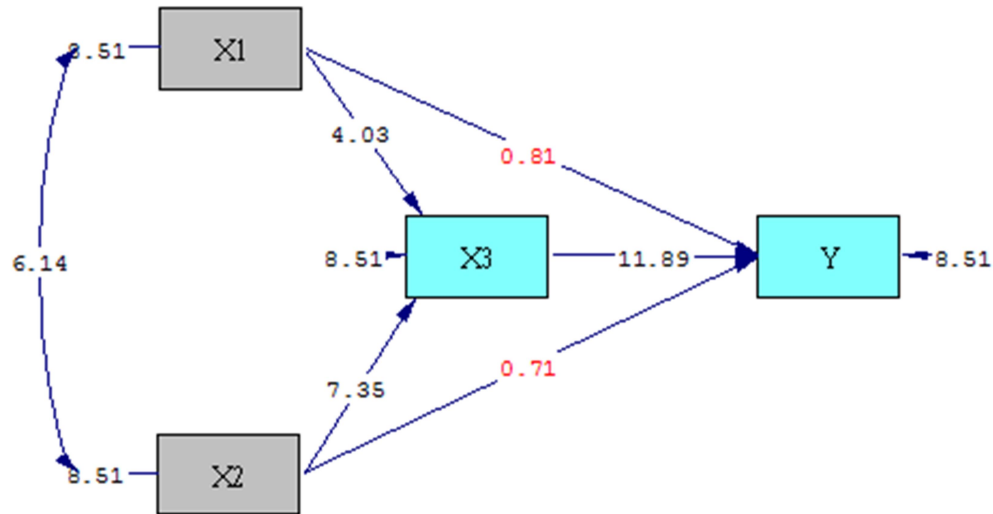
Hasil Uji Validitas dan Reliabilitas menunjukkan korelasi lebih besar dari r tabel untuk n = 30 dengan alpha 5% sebesar 0.361 sehingga semua pertanyaan valid. Nilai *alpha cronbach* (0,943) lebih besar dari *cutvalue* 0,70 maka dikatakan reliabel. Sehingga dapat disimpulkan bahwa pertanyaan sudah mampu mengukur variabel dan responden secara konsisten mampu menjawab pertanyaan dengan baik

Hasil Pengujian Hipotesis

Pengujian hipotesis dilakukan dengan Analisis Jalur (*Path Analysis*) untuk melihat hubungan antara variabel Kompetensi Guru (X1), Motivasi Berprestasi Guru (X2) dan Kreativitas Guru (X3) terhadap Kinerja Guru (Y). Hasil pengujian ditunjukkan pada gambar berikut.



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Gambar 1. Standardized Loading Factor

- H1: Kompetensi guru (X1) berpengaruh langsung positif secara signifikan terhadap kreativitas guru (X3) di Sekolah Dasar.
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,29 dan nilai t hitung 4,03. Nilai t hitung (4,03) lebih besar dari t tabel (1,96) artinya kompetensi guru berpengaruh langsung positif secara signifikan terhadap kreativitas guru (Hipotesis diterima).
- H2: Motivasi berprestasi guru (X2) berpengaruh langsung secara signifikan terhadap kreativitas guru (X3) di Sekolah Dasar
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,52 dan nilai t hitung 7,35. Nilai t hitung (7,35) lebih besar dari t tabel (1,96) artinya motivasi berprestasi guru berpengaruh langsung positif secara signifikan terhadap kreativitas guru (Hipotesis diterima).
- H3: Kompetensi guru (X1) berpengaruh langsung positif secara signifikan terhadap kinerja guru (Y) di Sekolah Dasar.
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,05 dan nilai t hitung 0,81. Nilai t hitung (0,81) lebih kecil dari t tabel (1,96) artinya kompetensi guru *tidak* berpengaruh langsung terhadap kinerja guru (Hipotesis ditolak).
- H4: Motivasi berprestasi guru (X2) berpengaruh langsung positif secara signifikan terhadap kinerja guru (Y) di Sekolah Dasar
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,05 dan nilai t hitung 0,71. Nilai t hitung (0,71) lebih besar dari t tabel (1,96) artinya Motivasi berprestasi guru *tidak* berpengaruh langsung terhadap kinerja guru (Hipotesis ditolak).
- H5: Kreativitas guru (X3) berpengaruh langsung positif secara signifikan terhadap kinerja guru (Y) di Sekolah Dasar
Berdasarkan hasil path, diperoleh besar koefisien sebesar 0,78 dan nilai t hitung 11,85. Nilai t hitung (11,85) lebih besar dari t tabel (1,96) artinya kreativitas guru berpengaruh langsung positif secara signifikan terhadap kinerja guru (Hipotesis diterima).

Pengaruh Tidak Langsung X1 dan X2 terhadap Y melalui X3 (*Indirect Effects of Xon Y*)

X1	X2
-	-
X3	-- --
Y	0.22 0.41 (0.06) (0.06)
3.81	6.25

- H6: Kompetensi guru dan Kreativitas Guru, secara bersama-sama berpengaruh secara signifikan terhadap Kinerja Guru Pendidikan Dasar.
Pengaruh tidak langsung X1 terhadap Y melalui X3 menghasilkan besar koefisien pengaruh sebesar 0.22 dengan t hitung 3.81. Nilai t hitung lebih besar dari t tabel artinya pengaruh X1 signifikan terhadap Y secara tidak langsung melalui X3.
- H7: Motivasi berprestasi Guru dan Kreatifitas Guru secara bersama-sama berpengaruh secara signifikan terhadap Kompetensi guru Pendidikan Dasar.
Pengaruh tidak langsung X2 terhadap Y melalui X3 menghasilkan besar koefisien pengaruh sebesar 0.41 dengan t hitung 6.25. Nilai t hitung lebih besar dari t tabel artinya pengaruh X2 signifikan terhadap Y secara tidak langsung melalui X3.

Berdasarkan hasil *Path Analysis* tersebut terlihat bahwa variabel kompetensi, motivasi berprestasi merupakan variabel yang berpengaruh terhadap kinerja guru, hanya saja besar pengaruhnya tidak sama. Kreatifitas guru merupakan variabel yang paling berpengaruh terhadap kinerja. Guru-guru yang memiliki kreatifitas yang tinggi cenderung memiliki kinerja yang tinggi. Tingginya kreatifitas guru didukung oleh kompetensi guru. Hasil ini juga terlihat pada Hipotesis 6, dimana kompetensi guru menghasilkan kreatifitas dan berpengaruh terhadap kinerja.

Variabel kompetensi dan motivasi berprestasi guru tidak berpengaruh secara langsung terhadap kinerja, tetapi dimediasi oleh adanya kreativitas guru. Artinya kompetensi dan motivasi menghasilkan kreativitas guru.

Hasil penelitian ini dapat dijadikan sebagai salah satu landasan bagi Kepala Sekolah dan pengambil kebijakan untuk meningkatkan kompetensi dan motivasi guru agar secara tidak langsung mempengaruhi kinerja guru-guru di Sekolah Dasar.

Simpulan

Berdasarkan hasil *path analysis*, pengaruh kompetensi guru dan motivasi berprestasi dan kreativitas guru terhadap kinerja guru, dapat disimpulkan bahwa:

1. Variabel kreativitas guru merupakan variabel yang paling berpengaruh positif terhadap kinerja guru
2. Variabel kompetensi guru dan motivasi berprestasi tidak berpengaruh signifikan terhadap kinerja
3. Pengaruh kompetensi guru dan motivasi berprestasi signifikan terhadap kinerja tetapi tidak langsung melalui variabel kreativitas guru.

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QUALITY MANAGEMENT BASED RELIGION AS ACADEMIC SUPPORT IN UICCI SULAIMANIYAH BOARDING SCHOOL

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Abstract

The purpose of this study was to describe the quality management system at the boarding school academic support based on religion, which includes boarding school quality management, human resources, infrastructure, facilities, finance and public participation. This study used a qualitative approach with a phenomenological orientation and design of multi-case. Data were collected through participant observation, in-depth interviews, and documentation. Individual case data were analyzed using path analysis models combined with multiple case study. The study found that religious-based quality management at UICCI Sulaimaniyah Boarding School is processing the input learners to become a quality output. Quality management education personnel includes recruitment, placement, increased competence, providing rewards for education staff so that they contributed to the quality of the educational process. Quality management facilities infrastructure that includes management of the infrastructure and readiness of the facilities to be used to support both academic and non academic implementation at the boarding school. Financial quality management that includes efforts for fundraising and budgeting are qualified and periodically chosen to support the quality and educational activities. Management quality of community participation includes activities to gather, engage and the driving potential of the community, especially parents, to support the education process and the activities carried out in the UICCI Sulaimaniyah Boarding School. Religion-based quality management as academic support in UICCI Sulaimaniyah Boarding School is an activity undertaken by a religious-based manager of the boarding school so that a variety of non-academic substance provides support to academic substance in the internal and external environment boarding school.

Keywords: Quality Management, Religion, Academic, Boarding School

Introduction

Indonesian human resources quality indicators reported by the United Nation Development Program (UNDP) in 2014. UNDP launched the Human Development Index ranking (Human Development Index), the composition of the level of achievement in education, health, and income per head. Indonesia launched a human development index ranks 110 of 188 countries, as table 1.

In 2014 UNDP report, Indonesia is ranked 110 in the world in the UNDP Human Development Index, after a Palestinian state was up 1 rank compared to 2006-2007. In this regard, Indonesia is still in the country with Medium Human Resource Development (Medium Human Development). Report of the World Competitiveness Report, published in 2008, also ranked Indonesia in alarming position, which is ranked 54 out of 144 countries in 2007, although it rose to 51 in 2008, as presented in Table 2.

**Table 1. The Human Development Index in Asean and
the Three Countries 2014 Human Development Index in ASEAN + 3 Countries**

Country	HDI Rank	Human Development Index	Life Expectancy (years)	Expected years of Schooling rate (years)	Mean years of Schooling (years)	GDP National Percapita (PPP US\$)
Brunei Darussalam	31	0.856	78.8	14.5	8.8	72.570
Cambodia	143	0.555	68.4	10.9	4.4	2.949
China	90	0.727	75.8	13.1	7.5	12.547
Indonesia	110	0.684	68.9	13.0	7.6	9.788
Japan	20	0.891	83.5	15.3	11.5	36.927
Korea	17	0.898	81.9	16.9	11.9	33.890
Laos	141	0.575	66.2	10.6	5.0	4.680
Malaysia	62	0.779	74.7	12.7	10.0	22.762
Myanmar	148	0.536	65.9	8.6	4.1	4.608
Philippines	115	0.668	68.2	11.3	8.9	7.915
Singapore	11	0.912	83.0	15.4	10.6	76.628
Thailand	93	0.726	74.4	13.5	7.3	13.323
Turkey	72	0.761	75.3	14.5	7.6	18.677

Source: UNDP- Human Development Index 2014

**Table 2. Level Global Competitiveness Indonesia Compared to Other Countries
The Power Level Global Competitiveness**

Country	Rank 2014	Rank2015
China	28	28
Indonesia	37	34
Japan	6	6
Malaysia	18	20
Philippines	47	52
Singapore	2	2
Thailand	32	31

The illustration of data at the international level in Table 2 clearly showed that the crucial issue of education faced by Indonesia is the low quality of education at any educational institution, including a religious-based elementary school. There are three factors suspected as the main cause, the first is, education management policy that utilized education production function approach that was not implemented consistently. Application approach, which in ideal condition requires total quality control in the whole sub-system input, process, and output, was evidently eliminated in process aspect. Second, education is managed centrally and bureaucratically, by placing the school as mere bureaucracy subordinate. It causes loss of school autonomy, flexibility, creativity and motivation to develop themselves and improve their quality. Third, the role of school society, especially school teachers, the community, and stakeholders, in decision-making processes concerning the improvement of the quality is very minimal. Based on such reality, then constitution number 20 Year 2003 on National Education System, mandated the need for improving the quality of education at all levels, types and educational pathways.

United Islamic Cultural Centre of Indonesia (UICCI) or the Association of Islamic Cultural Center Foundation in Indonesia, in cooperation with the Ministry of Religious Affairs of the Republic of Indonesia, was first established in 2005 with the vision of "Building knowledge and Devoted Generation", which was getting positive support from the people of

Indonesia. Until now, schools and foundations based in Rawamangun, Jakarta already has 26 branches in Indonesia, namely Jakarta, Banten, Aceh, Medan, Surabaya, Kalimantan, Yogyakarta, Semarang, Temanggung, Klaten, Bandung, Sukabumi, Bogor, Palembang, Sumenep, Lumajang. Even schools have branches almost all over the world, with the category of junior high school, students, Tadris and tahfizhul Quran.

Currently, UICCI Sulaimaniyah Boarding School as a boarding center, is one of the boarding schools that managed the increase of religious-based quality management in support of academic activity has a strategic role to improve quality of education. Because educational boarding school that laid the foundation and the basics of religion in education implementation. Therefore, the boarding school who excels in moving the quality of education, will be able to contribute input to the unit level school / advanced levels on it.

However, the academic field will not be able to drive well when things supporting the academic field (academic support system) do not run well as well. Religion-based quality management as an academic support is a process of managing quality on aspects of management that provides supporting substance for religious-based quality management. Religion-based quality management consists of academic support: management of learners, education personnel management, infrastructure management, financial management, and management of religious participation of the academic community (Stoops, E. 1981; Lipham, 1985; Sergiovanni, 1987; and Imron, 2004). Based on the description, the purpose of this study is to provide in-depth quality management based academic support religious boarding school in Sulaimaniyah UICCI. In detail, the purpose of the study is to describe about student quality management, quality management staff, quality management infrastructure, quality management and financial management of public religious participation.

Research Methods

The research method used is qualitative. The design used in this study is a multi-case study (multiple case studies). In this study, the technique used is a case study comparison (comparative case studies). The research approach used is phenomenological, an approach that does not just examine the social facts that are visible, but also intends to reveal the meaning behind social facts seem. The research location is in UICCI Sulaimaniyah Boarding School, data collection techniques by observation participation, interview and documentation. Analysis of data using individual case with a flow models developed by Miles and Huberman (1992) combined with the analysis of data across a case by Yin (2002).

Quality Management Based Religion as an Academic Support in UICCI Sulaimaniyah Boarding School

Academic support quality management is a top quality settings on the various activities that are non-academic in order to provide support for academic activities. Quality management UICCI Boarding School academic support Sulaimaniyah consists of student quality management, quality management staff, quality management infrastructure, the quality of financial management, and quality management of religious public participation

Student Quality Management

Student quality management is the effort made by the manager of the boarding school in the input process learners become output quality in accordance with the vision, mission and educational goals. Quality student management education consists of recruiting new learners, identification of potential academic and non-academic, potentially fostering academic and non-academic, the distribution for less potential in academic and non-academic, monitoring students who continue their studies.

Recruitment of new students is managed by the boarding school based on school capacity, which is preceded by the deployment of an announcement in the form of brochures. Identification of potential academic and non-academic learners and educators conducted by the task force was formed, in order to map potential learners academic, non-academic potential, and academic and non-academic interest. Learner potential academic is fostered

through pursued into the championship race courses, learners are potentially non-academic fostered through pursued into the championship race non-academic, and learners who are interested in academic and non-academic channeled its development through extra-curricular activities for variety and enrichment acquisition of learning in the field academic.

Students who excel and become champion in academic and non-academic award as well as the material and non-material displayed in various school activities in order to further boost spirit of their friend to get academic and non-academic championship next. In order to maintain the quality of the coaching, each manager gets incentive coaching, and upbringing kepeserta coaches who excel get a reward stratified according to levels of achievement. Based on quality coaching and mentoring to the students, then boarding a lot to get the championship honors both academic and non-academic Sulaimaniyah UICCI Boarding School monitor the continued study of its graduates and build a network of alumnus as a form of sustainable development and at the same accountability to condition the alumnus to contribute to the academic and non-academic school of origin.

Based on the findings, the research proposition is formulated as follows: (R1.1) Quality management academic support by the management UICCI Sulaimaniyah Boarding School influences on the quality of academic fields. (R1.2) Processing of input learners are qualified by the head of UICCI Sulaimaniyah Boarding School influence on the quality of output or graduates of boarding schools. (R1.3) Manager UICCI Sulaimaniyah Boarding School maps the potential academic and non-academic learners, it will facilitate in providing academic and non academic guidance as needed. (R1.4) Learners potential in academics get good coaching in the academic field, it will be narrowed to the championship or competition academic subjects in accordance with the potential and talent. (R1.5) If learners with huge potential in the field of non-academic get good coaching in non-academic fields, it will be narrowed to the championship of non-academic or non-academic competitions in accordance with the potential and talent. (R1.6) Learners acquiring academic and non academic championship were awarded both financial and non-financial, the more it will spur them weeks to achieve academic and non academic achievement. (R1.7) Choice of material and non-material provided by the organizer UICCI Sulaimaniyah Boarding School to the constructor of students in academic and non-academic, and sustainable effect on the spirit in giving guidance. (R1.8) Manager UICCI Sulaimaniyah Boarding School form a network and to provide guidance to the alumnus, the alumnus will contribute to the needs of boarding schools.

Education Personnel Quality Management

Education Personnel quality management are the activities undertaken by the manager of the educational institutions to recruit, assign, improve, giving awards to educators qualified to contribute to the educational process. Activities of quality management education personnel consist of recruitment, assignment, payroll, improving the qualifications and competence, promotions and awards.

Recruitment of academic staff at UICCI Sulaimaniyah Boarding School is done under strict selection, chairman of the foundation reference, and must be a graduate of UICCI Sulaimaniyah Boarding School so the recruit fulfill the qualification, academic achievement, dedication and special abilities in accordance with the characteristic of UICCI Sulaimaniyah Boarding School. Assignment of boarding school education personnel UICCI Sulaimaniyah, apart on the main task, also on additional tasks, in accordance with the qualifications, competence and special abilities that are possessed, and based on the real needs of students and the development of boarding schools.

Payroll boarding school education personnel UICCI Sulaimaniyah based on the type and amount of workload, qualifications and competence, class/space, tenure and allocation as well as capabilities. Upgrading the qualifications of educators UICCI Sulaimaniyah Boarding School through further studies, while improving the competence through supervision, scientific meetings, trainings, workshops, seminars, mentoring and partnerships with other institutions. There is the maintenance of loyalty and dedication of educators in UICCI

Sulaimaniyah Boarding School and there are efforts to increase or promotion of careers in a sustainable manner. Based on the findings, the research proposition is formulated as follows:

(R2.1) Manager UICCI Sulaimaniyah boarding school education personnel perform quality management (recruitment, assignment, payroll, improving the qualifications and competence, promotions and awards), then education personnel run will contribute to the quality of the boarding school. (R2.2) Qualifying education personnel UICCI Sulaimaniyah Boarding School can be enhanced through further studies, while improving the competence can be done through supervision, scientific meetings, trainings, workshops, seminars, mentoring, and partnerships with other institutions. (R2.3) Loyalty and dedication of educators in UICCI Sulaimaniyah Boarding School maintained, then they tend to be loyal and have high dedication.

Quality Management Infrastructure

Quality management infrastructure is in good quality infrastructure arrangements to be ready to be used to support the implementation of academic and non. Quality management activity UICCI Boarding School consists of: identification of the needs of infrastructure, provision of infrastructure, inventory, facilities, infrastructure use, care and maintenance of infrastructure.

Identification of infrastructure needs by the management UICCI Sulaimaniyah Boarding School with the help of staff, or by the task force set up by the manager. Procurement of infrastructure carried out based on the real needs of schools in both the academic and non-academic, and carried out by managers and educators UICCI Sulaimaniyah Boarding School. Procurement infrastructure UICCI Sulaimaniyah boarding school was done by the construction of buildings and rooms; purchase of equipment; get donations from parents, community and other stake holders schools. Inventory of infrastructures at UICCI Sulaimaniyah Boarding School performed after the infrastructure is held by means of labeling existing infrastructure, and notes on the book inventory boarding school and on the inventory list that is attached to each room.

The use of the infrastructure at UICCI Sulaimaniyah Boarding School done so that the optimal level of utility buildings, rooms, equipment and supporting learning at boarding school learning UICCI Sulaimaniyah is high during the hours of lessons. Repair, upkeep and maintenance of infrastructure facilities at UICCI Sulaimaniyah Boarding School always do every day so that the infrastructure provided remains viable, safe and comfortable to wear so it is always ready to be used for the sake of learning or other academic and non-academic interests. Based on the findings, the research proposition is formulated as follows: (P3.1) Infrastructure UICCI Sulaimaniyah Boarding School managed quality, will support the activities of academic and non-academic boarding school. (P3.2) Infrastructure UICCI Sulaimaniyah Boarding School often repaired, cared for and maintained, then the users feel safe and comfortable when wearing them either for the sake of learning or academic as well as for other non-academic interests and can be used in a sustainable manner.

Quality Management Finance

Finance quality management is an attempt extracting financial resources and expenditures of funds in good quality and selectively, to support the activities and the quality of education and learning. Activities of religious-based financial quality management consists of: budget planning, budget digs, the realization in the form of usage and spending budgets, and reports a defense response against the chairman of the foundation budget and donors.

Budget planning is to plan budget revenue and expenditure boarding school based on a strategic plan boarding school by involving stake holders boarding school, then submitted to the parties that could be a source of funding. Source of funding boarding schools, consisting of a permanent source and the source is not fixed. Source of funding remains consist of a base currency / incoming first-year students for the students who have received a scholarship at UICCI Sulaimaniyah Boarding School and funds from Centre of Boarding School located in Turkey.

Sources of funds are not fixed comprised of voluntary assistance of parents, government assistance, foreign aid, public assistance, assistance and cooperation partner cooperative business schools. Actual use of the budget for the purpose of the creation of quality learning, mentoring and student services; salaries, honoraria, education and training and educational personnel awards; procurement, repair and maintenance of infrastructure; excavation of new funds; working together with parents, community and cooperation partner. Budget reports as a form of accountability formulated in writing and communicated to parents, school committees and the institution that houses the government and donors.

Based on the findings, the research proposition is formulated as follows: (R4.1) UICCI Sulaimaniyah Boarding School designing draft budget revenue and expenditure, it will facilitate in preparing a cash flow strategy boarding school and have instruments to explore the various financial resources boarding school, either from fixed sources and source are not permanent. (R4.2) Manager UICCI Sulaimaniyah Boarding School able to dig in financing fixed and variable, and spend it in good quality and selective, it will support the activities and the quality of education and learning. (R4.3) Manager UICCI Sulaimaniyah Boarding School perform financial accountability in the form provide accountability reports, it will increase the confidence of its stakeholders in contributing funds to boarding school.

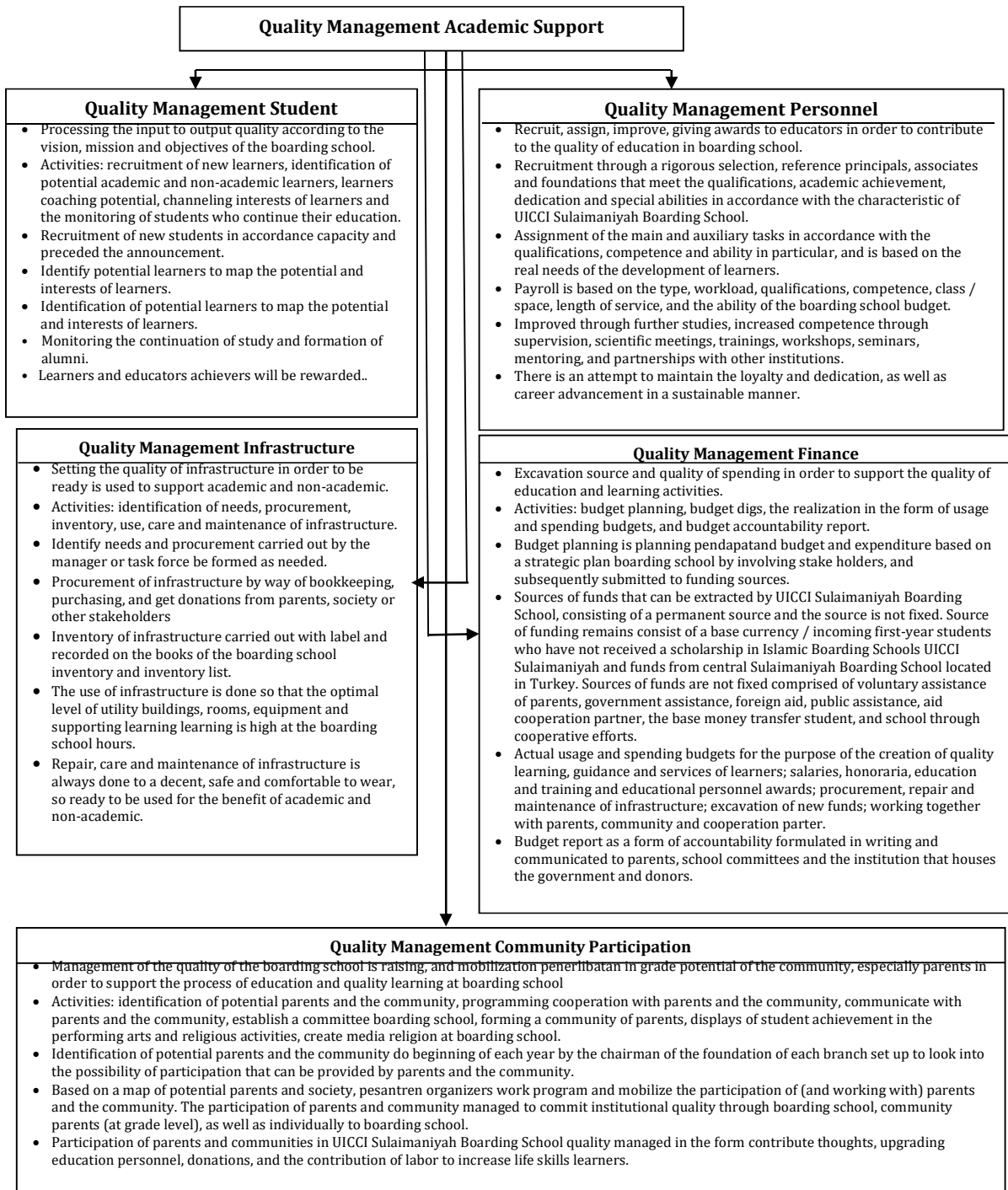
Quality Management Community Participation

Quality management community participation religious boarding school is a fundraising activity, penerlibatan and mobilization in grade potential of the community, especially parents in order to support the process of education and quality learning at boarding school. Activities of the quality management community participation boarding school consists of the identification of potential parents and the community, programmed in collaboration with parents and the community, communicate with parents and the community, to form school committees, formed a community of parents, displays of student achievement in the performing arts and activities religious, media make Islam boarding school.

Identification of potential parents and the community do beginning of each year by the chairman of the foundation every branch UICCI formed to look into the possibility of participation that can be provided by parents and the community. Based on a map of potential parents and the community, managing UICCI Sulaimaniyah Boarding School work program and mobilize the participation of (and working with) parents of learners and society.

The participation of parents and community is managed through institutional committees grade boarding school, the community of older people (at grade level), as well as individually to boarding school. The participation of parents and community in UICCI Sulaimaniyah Boarding School quality is managed in the form of thoughts and idea contribution, upgrading education personnel, donations, contribution of labor to increase life skills of students and non-fund contributions. Based on the overall findings of the study, the research proposition was composed as follows: (R5.1) Quality management community participation by UICCI Sulaimaniyah, affect the type, quality and amount of participation of parents and the community programs, activities and funding boarding. (R5.2) Manager UICCI Sulaimaniyah Boarding School mapping the potential of older people, it will be able to determine the type of participation that can be provided by parents, though not always able to mobilize the participation of older people as a whole according to its full potential. Overall the research findings emphasized in Figure 1.

Figure 1. Quality Management Based Religion as an Academic Support in UICCI Sulaimaniyah Boarding School



Conclusion

Some of the conclusions obtained from this study are as follows: First, student quality management boarding school UICCI Sulaimaniyah consists of recruitment of new students, the identification of potential academic and non-academic, coaching potential academic and non-academic, the distribution for less potential in academics and non-academic, and monitoring students who continue their studies. Second, education personnel quality management at boarding UICCI Sulaimaniyah consists of: recruitment, assignment, payroll, improving the qualifications and competence, promotions and awards. Third, the infrastructure quality management in Pondok Pesantren UICCI Sulaimaniyah comprises: identifying the needs of infrastructure, provision of infrastructure, inventory, facilities, infrastructure use, care and maintenance of infrastructure. Fourth, the quality of financial management at boarding UICCI Sulaimaniyah comprises: budget planning, budget digs, the realization in the form of usage and spending budgets, and budget accountability report. Fifth, the quality management community participation in Pondok Pesantren UICCI Sulaimaniyah consists of the identification of potential parents and the community, programmed in collaboration with parents and the community, communicate with parents and the community, establish a committee boarding school, forming a community of parents, displays of student achievement in art and religious activities, and create media boarding school.

Based on these conclusions, the suggestions given to various parties as follows: First, the foundation's president should reconstruct quality on an ongoing basis so that it will always be relevant to the needs of the realistic and dynamic stakeholders without losing the identity, characteristics and nice as a boarding school-based religious shelter under the Ministry of Religious Affairs of the Republic of Indonesia. Pondok Pesantren UICCI business Sulaimaniyah should optimize the quality management of academic support in order to become the optimal support like academic quality management. Second, the Department of Education, MORARA and Ministry of Education and Culture, need to make quality management academic support as one of the cores in the implementation of various training and workshop management and leadership of the head of the boarding school. Third, the education provider who wants quality boarding schools, should pay more attention to student quality management, quality management staff, quality management infrastructure, finance quality management, quality management and public participation.

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SLOW READING AND SPEED READING: TWO DIFFERENT TECHNIQUES IN READING COMPREHENSION

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Abstract

This article reviews about slow reading and speed reading; two different techniques in reading comprehension. There are a number of readers still have problems with their reading techniques and in the same time experience some difficulties in comprehending texts. Some readers prefer speed reading technique to overview or get the general information about a passage or text, but some tend to read slowly to more fully comprehend and appreciate a complex text they are reading. The two reading techniques; slow reading and fast reading both have the weaknesses and strengths. The reading rate may influence the readers' overall comprehension of passage. Effective reading requires a logical sequence of thinking and recognition of words is one of the important requirements to comprehend the text easily. Reading is a communication process requiring a series of skills. By understanding the layout of the materials we are reading, we can extract the information efficiently.

Keywords: Slow reading, Speed reading, Reading comprehension.

Introduction

Reading activities involves both slow reading and speed reading techniques. Reading is personal, private, and individually interpretive; each person is correct within their own frame of reference. Our reading habits are varied. The importance of personal control over the speed of reading or reading rate may influence the reader's overall comprehension of a text.

Nowadays, readers are experiencing difficulties in comprehending text messages due to their reading techniques. Many people are still performing reading based on their own habit or as the way they were trained (Shepherd, 1997: 4). In one hand, some readers will read much faster and at the same time, they try to remember more of what they have already read. On the other hand, some readers tend to read slowly and to more fully comprehend and appreciate a complex text or what they are reading. Regardless the aforementioned techniques, reading is an individual's total inter-relationship with symbolic information in which they make use of increasing their comprehending. In addition, effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind.

Speed reading is a technique to increase the rate of reading and absorbing information quickly. While slow reading is the intentional reduction in the speed of reading and performed to increase comprehension or pleasure. Reading is a visual and symbolic process of seeing an item or symbol and translating it into an idea or image (Bennette, 1997:23).

This article reviews about slow reading and speed reading; two different techniques in reading comprehension. It is initiated by explaining slow reading and speed reading techniques, discussion. Then, it is ended up by summarizing of several important points as final comments.

Slow Reading Technique

Reasons for reading are varied. When we read newspapers, journals, articles or any kinds of texts, we have our own techniques to comprehend the messages within paragraphs. Some readers tend to read slowly in order to control and adapt to their own needs and rhythms. When we begin to read, we of course have a number of purposes, like to get specific information from a text, including the main ideas, particular words, and phrases. Other readers pick up any sort of reading materials and read them for the purpose of pleasure. Most of the readers perform slow reading to get the information accurately and appropriately. As a practice for achieving balance, slow reading often involves reading light material at a relaxed pace for pleasure, and not just complex materials read slowly for insight. Slow reading allows us to scan the text, particularly if we need to find out a moderate level of information on a subject. What we have to do is just move our eyes slowly and check the passage thoroughly. In consequences, we may be able to pick out and understand key words and its concept in details.

The idea of slow reading is not merely about slowing down, but about controlling the pace of reading. Slow readers may speed up at times, and then slow down for the more difficult or pleasurable portions of a text. Therefore, slow reading is considered as a great way to achieve a comprehensive knowledge of the subject we are reading.

Speed Reading Technique

Some readers perform the speed reading because they just want to know the general information about a passage or text without spending much time on it. They just look at the reading materials at a glance and quickly draw the written information for their general comprehension. Speed reading will help the readers to overview texts or other reading materials. In this case, a reader can highlight and underline key information required by skimming them. In our daily life, we are required to provide our time for reading and most of us read regularly as part of our jobs, and to develop our skills and knowledge. In fact, there are a number of works, and social activities that take out huge portions of our reading time. It is not a big surprise that many of us have no much time to read. In addition, most of us feel pressure of time as we are facing with dozens of home works. How can there be enough time to conduct other activities? Some people found the answer through speed reading. It is an amazing way when we are able to consume reading materials quickly. Indeed, it is an act of absorbing written materials fast.

One of the primary tricks in speed-reading is to look at phrases and groups of words instead of individual words. Instead of reading word-by-word, you read in chunks of information. You don't have to say the word to understand what it means. A speed reader may not read every word on page. They may skip some sections as it has little overall consequence to the meaning. It emphasizes on basic information about text, then we put them in our mind, and will review the important points later. Where you only need the shallowest knowledge of a subject, you can skim material. In this case, you may read chapter headings, introductions, and summaries.

Speed-reading is a skill that can be learned. One of the most important tactics in learning how to read better and faster is in the eye movement and span of vision. Eye movements should be restricted to take in much information by moving the eyes only slightly. A person should aim to read large groups of words at the same time, rather than each word separately. To achieve this, we need increase our peripheral visual abilities. Peripheral vision is natural for humans, but most of us focus our vision to a much smaller degree when reading. A more in-depth approach may be needed to help with visual exercises and eye movements.

The recognition of words is also important to read faster because if a reader doesn't have good recognition of words then he would spend much time on reading small documents. On the other hand, a good reader who has good memory and recognition power will read those words in less time and comprehend them easily. So fast reading is a combination of good eyesight, regular eye movement, making larger blocks of words, spending short time in

reading those blocks, reading silently and having strong recognition power. Speed reading is about controlling your reading rate, not just going faster. The ability to control your speed will make you a much more efficient reader than just blazing through text. Some readers read faster because their visualization and memory is very good; they can visualize larger blocks of words in short time. If you think about reading faster, you will make an effort to pick up the pace. Reading speed is something you must work on and concentrate on until it becomes a habit.

Discussion

Slow reading is not merely about slowing down, but deals with controlling the pace of reading. The readers perform slow reading technique as it may help them create high level of comprehension. Since the readers focus their eyes on one word at a time, moving one space and focusing on the next words, it is considered as a time consuming. When a reader performs slow reading, he/she may have suffered from many bad reading habits such as; poor memory (quickly forgetting the information that we have read), and read word by word (focusing our eyes on one word at a time, moving one space and focusing on next word).

When we have to read a number of books, articles, journals and other printed reading materials, and at same time we have dozens of works and have a very limited of time to read them all, then speed reading technique can be helpful for us to save our time and absorb the information quickly. On the contrary, we sometimes skip some important words or phrases, and fail to pick out and understand key words and concepts. Speed reading does absolutely no good if the material is not remembered. There must be at least 50 % comprehension rate of the read material, and anything less is considered a failure. The goal is to read quickly yet still understand what the material and writer is presenting.

Succeeding in today's information-dependant global economy is directly linked to your ability to read and remember information. When you perform the speed reading techniques, you will confront two pleasant scenarios. First, you will be able to reduce markedly the time you are now required to do necessary reading. Second, you will be able to get much more done in the same amount of time (Cutler, 1993: 2). While reading, the eyes move in a series of quick jumps and still intervals. The jumps themselves are so quick as to take almost no time, but the fixations can take anywhere from a quarter to one and a half seconds. At the slowest speeds of fixation a student's reading speed would be less than one hundred words per minute (w.p.m).

Whenever we read passages that we want to understand and make use of, make sure never pass by a word or concept that we do not understand. If we do pass by a misunderstood word or concept, the rest of the text will probably become incomprehensible, and we will feel distracted and bored (Shepherd, 1997: 5).

The majority of us would like to know how to read better and faster to save time and benefit from all the information that is nowadays available. If a person has never researched any methods to improve their reading skills, it is often assumed that their reading speed is fixed, cannot be changed and the way we read is the way we read. Some people read faster and others slower. What needs to be realized is that the reason why some people know how to read better and faster is that they have taken the time to practice and implement some new strategies.

Many people read at an average rate of 250 words per minute. This means that an average page in a book or document would take you 1-2 minutes to read. However, imagine if you could double your rate to 500 words per minute. You could zip through all of this content in half the time. You could then spend the time saved on other tasks, or take a few extra minutes to relax and de-stress. Another important advantage of speed-reading is that you can better comprehend the overall structure of an argument. This leads to a "bigger picture" understanding, which can greatly benefit your work and career. Speed-reading is a useful and valuable skill. However, there might be times when using this technique is not appropriate. For instance, it's often best to read important or challenging documents slowly, so that you can fully understand each detail.

We often must read and comprehend a tremendous amount of material. Being able to read rapidly is an important skill that will make schoolwork easier, as well as help you advance in your career. Most speed-reading techniques are based on skim reading first and in reading groups of words. When applied correctly and practiced diligently, speed-reading can significantly improve your overall effectiveness, as it frees up precious time and allows you to work more efficiently in other areas.

It certainly is more enjoyable to be able to read something rapidly, instead of spending what seems like forever struggling through the words. Besides the enjoyment factor, students need to get through a lot of reading material in as fast a time as possible. Efficient reading skills will help them in their schoolwork and help to improve their grades. Workers must read reports, as well as research material, for their jobs. If they can read faster, with greater comprehension, their chance of a raise and a promotion is increased. Note that top executives usually have rapid-reading skills. Although it is difficult to speed-read a complex chapter in a Mathematics book, using speed-reading techniques can help to improve your comprehension. This is especially true when you have to read a large amount of material that can numb your brain. With some complex reading like Mathematics, you should still skim over the material, quickly looking at section titles and the equations and formulae. After you get an idea of what the material is about and where it is going, you can read it more carefully.

Conclusion

Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. Most people read in the different ways and reading take effort and therefore you yourself should make the effort. You can apply one of the reading techniques or may be combine both. In addition, vary your reading rate to suit the difficulty and type of writing of the text.

To sum up, poor readers always read at the same slow rate, and an efficient reader normally speeds up for easier material and slows down for the hard. Legal material and very difficult text for instance, should be read slowly, and easier material and magazines and newspapers can be read quickly. When applied correctly and practiced diligently, speed-reading can significantly improve your overall effectiveness, as it frees up precious time and allows you to work more efficiently in other areas. By understanding the layout of the material we are reading, we can extract the information we want efficiently.

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**ANALYSIS OF THE ROLE OF BOOK JOURNAL ACTIVITIES READING
RESULTS IN ORDER TO CREATE THE MOTIVATION CULTURAL
LITERACY: A CASE STUDY IN CLASS X SMK SANTO PAULUS
SURAKARTA 2016/2017 ACADEMIC YEAR**

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Abstract

Book read student journals activity results in this research are the diaries after the students *read the book*. *Diary of the results of students' reading will make students know the increase in reading. Reading will adding insight students through the material in the book. Reading students noted in a journal which contains the core of the knowledge that they can understand through reading. The reading activities included in the cultural literacy as a way to open the reader insights on technology and events develop according to the progress of time. Literacy can be defined as an ability to read and write, sometimes referred to as "literate" or literacy. The purpose of this research is to create student interest in reading as a form of implementation of literate culture through journals book reading activity results. This study uses content analysis method: the object of this research is the a journal result of reading activity grade 1 vocational high school Santo Paulus Surakarta. The results of this research is students who were given the task to read the books and records in the journal will be more motivated to read. Motivation of students seen in the journal that contains the result of the number of books they've read. Journal of the results of reading including one technology to cultivate literacy among students because the journals reading then the teacher will know the motivation literacy of emerging through reading activities.*

Keywords : Book Journal, Reading, Motivation, Literate Culture

Introduction

Instructional media becomes one of the things that are important in ongoing learning activities. All forms of media in teaching and learning processes aimed at that facilitate students to absorb information, message, purpose, and goals of the material being studied. Although there are many restrictions on the media, but many such restrictions are essentially no equality among them that the media is anything that can be used to distribute messages from the sender to the receiver so that it can stimulate the mind, attention, and the interest and attention of learners such that the process learning occurs (Sadiman, et al., 1986: 7).

Learning materials from the teacher will be easily conveyed when using appropriate instructional media. Media in this research is a journal the results of the students' reading. In a journal or can be called with a logbook helps students record the results of reading the book. Events like this make students must write activity, whereas at SMK Santo Paulus from observations and interviews show poor writing habits. Writing it self included in the activities of cultural literacy.

Reading and writing can not be separated from the activities of learning in any subject. It is also reinforced by the opinion of an expert, that it seems there is no activity during this time that can be separated from the read-write (Arswendo Atmowilopo, 2004: 6). This is in line with the opinion of Sumarwati (2010: 623), and writing is to inform potential ideas and thoughts in a very broad coverage (Sumarwati, 2010: 623). Reading and writing are always in teaching and learning activities, whether the discussion of what is being described

in a learning process. Read and write activity is included in the culture of literacy. Cultural literacy that can be termed 'literacy today is often discussed in a study that wants to benefit the repertoire of knowledge about cultural literacy. Literate culture can be defined in terms of reading and writing. With a lot of reading, the knowledge will be broader. Reading provides benefits that allow us to understand more about the science that is constantly evolving.

Student diary used in SMK Santo Paulus Surakarta help cultivate students in literacy. Culture of reading and writing that can help broaden each individual constructed in various ways according to the teacher's creativity. Reading and writing are used in communication has its share of each, it is presented by Tarin (2008: 129), that the time used to communicate is 9% for write, 16% read, 30% to talk, and 45% for listening. This shows that every language has the skills in each portion in communication and all the skills used in communicating.

Based on observations, it was the tenth grade at the time still a lazy student learning to read and write. Students are more likely to be explained rather than reading books for information. Then for the students' writing activities tend to lack motivation because they do not have the ingredients to be written. As for the cause of unqualified students in literate culture will have the motivation to make teachers look for ways or appropriate learning strategies. Here are some of the causes of reading and writing that is low in SMK Santo Paulus Surakarta are: 1) there are students who are passive in getting information, 2) there are students who are confused in determining reading books, 3) there is no motivation for the students to realize that knowledge gained from reading.

Based on the above problems researchers interested in conducting research with the title "Analysis of the Role Record Book Reading Event Results In Motivation Efforts to create a Cultural Literacy: A Case Study of Class X SMK Santo Paulus Surakarta Academic Year 2016/2017". General purpose in this study is to analyze the literate culture contained in SMK Santo Paulus Surakarta Academic Year 2016/2017. The benefits of this objective are: (1) To describe the implementation of learning had been reading and writing in class X SMK Santo Paulus Surakarta Academic Year 2016/2017; (2) To describe the ability to read and write in class X SMK Santo Paulus Surakarta Academic Year 2016/2017; (3) To describe the ways in which the ability of teachers to improve motivation in class X SMK Santo Paulus Surakarta Academic Year 2016/2017.

Result and Discussion

Each study is inseparable from the use of methods. According Nawawi (2012: 65) the use of appropriate methods in the study are as follows: (a) Avoid the ways of solving the problem and ways of thinking that is speculative in the search for the truth of science, especially in the social sciences that variable is strongly influenced by the attitude of human subjectivity that express; (b) Avoiding problem solving or ways of working that is trial and error as a way that is not favorable for the development of science that is needed in modern life; (c) Improving the nature of objectivity in knowledge of the truth, which is not only theoretically important but also very big influence on the practical usefulness in human life.

Methods can be defined as the means used to conduct research in order to achieve the research objectives. This study uses content analysis method: the object of this study is the result of reading a journal activity class X SMK Santo Paulus Surakarta. Researchers supported by the homeroom teacher X. Subjects in this study were students of class X Health Analysis and Grade X Chemical Industry which in aggregate 58 students. Data collection tools were used: (a) the observation sheet, (b) interview, and (c) documentation.

The learning process in general has a purpose in accordance with the lesson plan created by the teacher before the process learning. Each competency has a basic learning objectives are different. Good learning process requires manner or media appropriate learning to be able to achieve the learning objectives of each KD. Research conducted at the Vocational High School of St. Paul Surakarta have problems such as how to foster curiosity to read and write. Factors affecting this can be from internal and external factors. Internal factors are contained in the student, like lazy to dig up information through books, do not have the motivation in itself, and the lack of trained reading habits. External factors ie from

outside the student's own. As the medium used to motivate students in reading and writing that have not met. Lack of motivation of students in reading and writing make teachers must find ways to foster a culture of literacy among students. So that teachers use journal providing results of reading to students. teachers at these schools find the right way to cultivate motivation literate culture. Cultural literacy itself has a purpose that can be called with literacy or reading writing.

This study shows motivation literate culture with their record book. Student motivation can be seen with the assessment of a student made a journal. The motivation for learning should be owned by every student so that the student is able to receive learning materials to the maximum. According to Uno (2007: 1), motivation is a basic impulse that drives a person to behave. The word motivation comes from the word meaning motive force contained in a person and cause individuals to act something.

In general the results of interviews with subject teachers can be inferred motivational factors causing cultural literacy of students in SMK Santo Paulus Surakarta Academic Year 2016/2017 is still low. Students tend to have a habit of just want to listen or explained by the teacher. Teachers try to explain the importance of cultural literacy that can be said reading and writing skills that can be associated with KD every learning process. Based on the interview can be concluded that in the process of learning the teacher has to do their jobs properly in accordance with the syllabus and lesson plans have been made, learning to use the media, learning tools are sufficient, the enthusiasm of the students to follow the study, provide an assessment, and teachers held a continuous learning assessments and assist students in dealing with learning difficulties, especially in reading and writing.

Based on observations made during the process of learning Indonesian in vocational high schools Santo Paulus Surakarta shows activity lesson would like to cultivate literacy by giving them assignments such as reading a book on Indonesian literature in the library and then after they finish reading the students are given a journal activity results read and students filling the journal in accordance with the contents of the book that has been read. Each student may choose reading books as they wish, for the results obtained from the reading will be better. This reading activity can be attributed to KD understand the text contained in KD 3.1 in the chapter text learning exposition. In textbooks recommended by the government in the chapter there is an introduction to the negotiating text in the form of literature as an introduction to the text material to the exposition. Text exposition itself has a sense as text that contains the author's presentation of the text itself. Literary association with this text is in literature such as poetry, short stories and even novels it is a story in which there are the opinion of the author.

The process of learning to use the media in the form of a journal in the act of reading a book, then write down the core of the book written by the students and in the form of student opinion regarding the appropriateness of books that have been read can be associated with text learning exposition. Students in observation enthusiastically in reading because students feel vying to quickly fill a journal or the notebook. Teachers in this process observe students in selecting books and read and write the contents of the book into the record book. Occasional teachers help students who have difficulty in understanding the word or phrase in the books they read.

The books students read the book is directed towards literary Indonesia, this is because, enables teachers to assess the results of a journal written by the students. teachers of subjects studied Indonesian has been reading a book that became a child reading material in making a journal or notebook. Teachers will know the motivation level of cultural literacy of students to see the results of the record book. Here is a journal that made the teacher to know the motivation of students' cultural literacy.

No	Day / Date	Titles are read	The contents of the books read	Feasibility of books by students
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Filling in the form of a journal written description in accordance with what is read by students and according to his own judgment. From the results of students' writing in a journal that can be judged the emergence of the motivation of the students. More and more the result of the students' understanding that book was written in the column contents of the book, the student can be said the emergence of a culture of reading and writing are already visible in the students themselves. This record book as an object that is analyzed in this study in order to know the culture of literacy which is owned by the students. thus expected teachers can expand their knowledge about the proper way for students in the learning process may have its constraints of each KD.

Conclusion

Based on the results of research in general on the analysis of literate culture motivation of students learning Indonesian (case studies in class X SMK Santo Paulus School in the academic year 2016/2017) can run well and smoothly as expected. The results of the research can be specifically described as follows: (1) the learning process is already well underway in accordance with the learning objectives in the RPP prepared by the subject teachers. It can be seen from the activities of teachers when teaching by using the media in a learning journal. But when there is a learning process of students who can not understand the intention of reading material they chose. (2) The level of motivation literate culture existing in students already visible and enthusiastic students begin to read books and write in a journal. But of the 58 students who look motivation in reading and writing somewhat hindered because some students there who do not understand some words contained in books, thus inhibiting their time in understanding the content of the books they read. (3) the efforts of teachers in finding a way to motivate the students are very creative literate culture that the teacher made a journal the results of the reading or in other words a logbook. It is very helpful to have motivated students in the culture of reading and writing. Based on this study creative teacher can motivate students in reading and writing. It would be better and more teachers are able to find ways to overcome the problems experienced by students in language skills.

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PENGUATAN JATI DIRI BANGSA MELALUI PENGINTEGRASIAN NILAI-NILAI KARAKTER BANGSA INDONESIA DENGAN STRATEGI PEMBELAJARAN *CONTEXTUAL LEARNING*

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Abstrak

*Secara historis kemerdekaan Indonesia mempunyai latar belakang nilai-nilai perjuangan yang penting untuk diwariskan kepada generasi muda di masa depan. Semangatnya menjadi nilai-nilai karakter yang tidak pernah lekang sebagai perilaku dalam kehidupan sehari-hari. Oleh karena itu menjadi tugas yang penting melalui pendidikan dilakukan penguatan jati diri bangsa yakni melalui internalisasi nilai karakter yang bersumber dari agama, Pancasila, budaya, dan tujuan pendidikan nasional dengan strategi pembelajaran *contextual learning*. Rangkaian pengembangan model penguatan dapat dirinci menjadi tiga tahapan sebagai berikut: 1) tahap pendahuluan yaitu dilakukan studi literatur yang dikonfirmasi dengan kondisi pembelajaran kontekstual di sekolah yang saat ini dilakukan guna menyusun deskripsi dan analisis temuan sebagai model faktual; 2) tahap pengembangan desain model; dan 3) tahap validasi model, dilakukan dengan metode eksperimen kuasi (*pretest-posttest with control group design*), yaitu dengan melakukan tes awal, implementasi model, dan tes akhir sehingga diperoleh model akhir (*final model*). Penguatan jati diri bangsa dalam pendidikan sangat tergantung pada cara guru menggunakan metode pembelajaran, karena suatu strategi pembelajaran hanya mungkin dapat diimplementasikan melalui penggunaan metode pembelajaran.*

*Kata Kunci: Penguatan, Jati Diri Bangsa, Nilai-Nilai Karakter Bangsa, Strategi Pembelajaran *Contextual Learning*.*

Pendahuluan

Sejarah yang melatarbelakangi kemerdekaan Indonesia yang sarat dengan nilai-nilai perjuangan menjadi warisan bagi generasi muda yang harus dipelihara semangatnya sehingga akan menjadi karakter yang tampak dalam perilaku dalam kehidupan sehari-hari. Dalam kondisi bangsa yang saat ini carut-marut, nilai-nilai persatuan sangat urgen untuk diapresiasi, dilabuhkan, dan dikontekstualisasikan ke dalam kehidupan konkret. Untuk itu, seluruh anak bangsa dituntut untuk menjwai nilai-nilai karakter bangsa dengan memahami sumber-sumber nilai karakter yakni UUD Tahun 1945, Pancasila, Agama, Budaya bangsa Indonesia, Negara Kesatuan Republik Indonesia (NKRI), dan tujuan pendidikan nasional.

Secara tekstual, berdasarkan hasil kajian yang dilakukan oleh Pusat Kurikulum dan Perbukuan Kementerian Pendidikan Nasional tahun 2009, dalam rangka lebih memperkuat pelaksanaan pendidikan karakter telah teridentifikasi 18 nilai yang bersumber dari agama, Pancasila, budaya, dan tujuan pendidikan nasional, yaitu: (1) Religius, (2) Jujur, (3) Toleransi, (4) Disiplin, (5) Kerja keras, (6) Kreatif, (7) Mandiri, (8) Demokratis, (9) Rasa ingin tahu, (10) Semangat kebangsaan, (11) Cinta tanah air, (12) Menghargai prestasi, (13) Bersahabat/komunikatif, (14) Cinta damai, (15) Gemar membaca, (16) Peduli lingkungan, (17) Peduli sosial, & (18) Tanggung jawab. Produk pendidikan di Indonesia, idealnya secara karakter baik dari Pendidikan Anak Usia Dini (PAUD) sampai dengan Perguruan Tinggi, baik negeri maupun swasta seharusnya menghasilkan lulusan yang berkarakter. Lulusan yang berkarakter ini secara positif diharapkan dapat menjadi ciri jati diri bangsa Indonesia.

Tinjauan Konseptual Pembelajaran Berbasis Berkarakter

Secara mendasar, pendidikan karakter didasarkan kepada totalitas psikologis yang mencakup seluruh potensi individu manusia (kognitif, afektif, dan psikomotorik) dan fungsi totalitas sosiokultural dalam konteks interaksi dalam keluarga, satuan pendidikan, dan masyarakat (Desain Induk Pendidikan Karakter Kemdiknas, 2010: 8-9). Ini berarti pendidikan karakter harus dipahami sebagai proses yang bersifat holistik, antara keluarga, sekolah dan masyarakat saling melengkapi sehingga potensi individu manusia di dalam perilakunya yang dijiwai oleh nilai-nilai luhur yang didalamnya terkandung sejumlah nilai karakter dapat diimplementasikan dalam kehidupan sehari-hari.

Di dalam Desain Induk Pendidikan Karakter yang disusun oleh Kemdiknas (2010: 28), strategi kebijakan pendidikan karakter ditempuh melalui tiga jalur, yakni: 1) *Stream Top Down*, yaitu kebijakan yang dikembangkan oleh pemerintah/Kemdikbud dan didukung secara sinergis oleh Pemerintah Daerah dalam hal ini Dinas Pendidikan Provinsi dan kabupaten/Kota; 2) *Stream Bottom*, yaitu jalur yang inisiatifnya berasal dari satuan pendidikan yang didukung oleh pemerintah melalui bantuan teknis kepada sekolah-sekolah yang telah mengembangkan dan melaksanakan pendidikan karakter sesuai dengan ciri khas di sekolah; dan 3) *Stream Realisasi Program*, yaitu merevitalisasi program-program kegiatan pendidikan karakter di mana pada umumnya banyak terdapat pada kegiatan ekstrakurikuler yang sudah ada dan sarat dengan nilai-nilai karakter. Ketiga pendekatan tersebut dapat dilaksanakan secara integratif dalam keempat pilar penting pendidikan karakter di sekolah, yaitu: kegiatan pembelajaran di kelas, pengembangan budaya satuan pendidikan, kegiatan ko-kurikuler, dan ekstrakurikuler.

Menurut Pedoman Pelaksanaan Pendidikan Karakter, Pusat kurikulum dan Perbukuan, Kemdiknas (2011: 6-7), strategi pelaksanaan pendidikan karakter di satuan pendidikan merupakan suatu kesatuan dari program manajemen peningkatan mutu berbasis sekolah yang terimplementasi di dalam pengembangan, pelaksanaan, dan evaluasi kurikulum oleh setiap satuan pendidikan. Strategi tersebut diwujudkan melalui pembelajaran aktif dengan penilaian berbasis kelas disertai dengan program remediasi dan pengayaan. Dijelaskan lebih lanjut, kegiatan pembelajaran dalam kerangka pengembangan karakter peserta didik dapat menggunakan pendekatan kontekstual sebagai konsep belajar dan mengajar yang membantu guru dan peserta didik mengaitkan antara materi yang diajarkan dengan situasi dunia nyata, sehingga peserta didik mampu untuk membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan. Pembelajaran kontekstual akan membawa peserta didik akan lebih memiliki hasil yang komprehensif tidak hanya pada tataran kognitif (olah pikir), tetapi pada tataran afektif (olah hati, rasa, dan karsa) serta psikomotor (olah raga). Pembelajaran berbasis karakter memberikan kesempatan kepada peserta didik mengaitkan antara nilai-nilai karakter dan materi yang diajarkan oleh guru dengan situasi dunia nyata, sehingga peserta didik mampu untuk membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan.

Strategi Contextual Learning

Strategi pembelajaran sebagaimana diungkapkan oleh David (1976) yang dikutip Sanjaya (2006: 126) sebagai *a plan method, or series of activities designed to achieves a particular educational goal*. Strategi pembelajaran dapat diartikan sebagai perencanaan yang berisi tentang rangkaian kegiatan yang didesain untuk mencapai tujuan pendidikan tertentu. Demikian juga, menurut Kemp (1995) (dalam Sanjaya, 2006: 130), strategi pembelajaran adalah suatu kegiatan pembelajaran yang harus dikerjakan guru dan siswa agar tujuan pembelajaran dapat dicapai secara efektif dan efisien. Guru harus mampu memilih strategi yang dianggap cocok dengan keadaan. Oleh sebab itu guru perlu memahami prinsip-prinsip umum penggunaan strategi pembelajaran. Strategi pembelajaran memperhatikan: 1) berorientasi pada tujuan, 2) aktivitas, 3) individualitas, dan 4) integritas.

Menurut teori Bandura dalam Reigeluth (1983: 40-41), proses pembelajaran terjadi dalam tiga komponen, yaitu: perilaku model, pengaruh perilaku model, dan proses internal

siswa. Individu melakukan pembelajaran dengan proses mengenal perilaku model (perilaku yang akan ditiru), kemudian mempertimbangkan dan memutuskan untuk meniru sehingga menjadi sendiri. Perilaku model ialah berbagai perilaku yang dikenal dilingkungannya. Apabila bersesuaian dengan keadaan dirinya (minat, pengalaman, cita-cita, dan tujuan) maka perilaku itu akan ditiru. Fungsi perilaku model ialah: 1) untuk memindahkan informasi ke dalam diri individu, 2) untuk memperkuat atau memperlemah perilaku yang telah ada, dan 3) untuk memindahkan pola-pola perilaku yang baru.

Menurut Reigeluth (1983: 255), strategi pembelajaran kontekstual (*Contextual Teaching and Learning* atau CTL) adalah suatu strategi pembelajaran yang menekankan kepada proses keterlibatan siswa secara penuh untuk menemukan materi yang dipelajari dan menghubungkannya dengan situasi kehidupan nyata sehingga mendorong siswa untuk dapat menerapkannya dalam kehidupan mereka. Strategi CTL banyak dipengaruhi oleh filsafat konstruktivisme yang mulai digagas oleh Mark Baldwin dan selanjutnya oleh Jean Piaget. Piaget berpendapat, bahwa sejak kecil setiap anak sudah memiliki struktur kognitif yang kemudian dinamakan "skema". Skema terbentuk karena pengalaman. Sebelum ia mampu menyusun skema baru, ia akan dihadapkan pada posisi ketidakseimbangan (*disequilibrium*) yang akan mengganggu psikologis anak. Manakala skema telah disempurnakan atau anak telah berhasil membentuk skema baru, anak akan kembali pada posisi seimbang (*equilibrium*), untuk kemudian ia akan dihadapkan perolehan pengalaman baru.

Pandangan Piaget tentang bagaimana sebenarnya pengetahuan itu terbentuk dalam struktur kognitif anak, sangat berpengaruh terhadap beberapa model pembelajaran, diantaranya model pembelajaran kontekstual. Menurut pembelajaran kontekstual, pengetahuan itu akan bermakna manakala ditemukan dan dibangun sendiri oleh siswa. Pengetahuan yang dipeoleh dari hasil pemberitahuan oleh orang lain, tidak akan menjadi pengetahuan yang bermakna. Pengetahuan yang demikian akan mudah dilupakan dan tidak fungsional.

Untuk itu ada beberapa catatan dalam penerapan CTL sebagai suatu strategi pembelajaran, yaitu sebagai berikut: (1) CTL adalah model pembelajaran yang menekankan pada aktivitas siswa secara penuh, baik fisik maupun mental. (2) CTL memandang bahwa belajar bukan menghafal, akan tetapi proses berpengalaman dalam kehidupan nyata. (3) Kelas dalam pembelajaran CTL bukan sebagai tempat untuk memperoleh informasi, akan tetapi sebagai tempat untuk menguji data hasil temuan mereka di lapangan. (4) materi pelajaran ditemukan oleh siswa sendiri, bukan hasil pemberian orang lain (Reigeluth, 1983: 257-258). Menurut Slavin (1995) dalam Sanjaya (2006: 242), pembelajaran dengan strategi CTL dipahami sebagai: (1) pembelajaran sebagai proses pengaktifan pengetahuan yang sudah ada (*activating knowledge*), (2) belajar dalam rangka memperoleh dan menambah pengetahuan baru (*acquiring knowledge*), (3) belajar adalah pemahaman pengetahuan (*understanding knowledge*), artinya pengetahuan yang diperoleh bukan untuk dihafal tetapi untuk dipahami dan diyakini, (4) belajar adalah mempraktikkan pengetahuan dan pengalaman (*applying knowledge*), dan (5) Dalam belajar melakukan refleksi (*reflecting knowledge*) terhadap strategi pengembangan pengetahuan.

Pembelajaran *kontekstual* mencakup beberapa strategi, yaitu: (1) pembelajaran berbasis masalah, (2) pembelajaran kooperatif, (3) pembelajaran berbasis proyek, (4) pembelajaran pelayanan, dan (5) pembelajaran berbasis kerja. Kelima strategi tersebut dapat memberikan *nurturant effect* pengembangan karakter peserta didik, seperti: karakter cerdas, berpikir terbuka, tanggung jawab, rasa ingin tahu (Pusat Kurikulum dan Perbukuan Kemdiknas, 2011: 8).

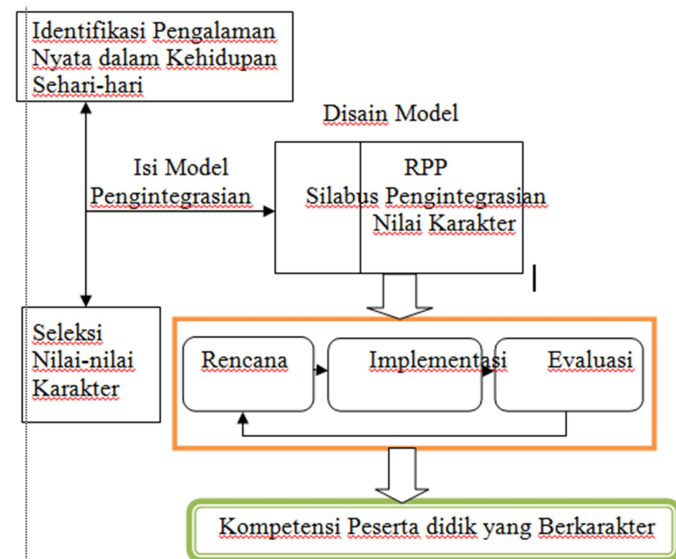
Berdasarkan deskripsi konseptual di atas, maka dapat disintesis bahwa strategi *contexstal learning* adalah pembelajaran yang didesain dengan proses pengaktifan pengetahuan yang sudah ada (*activating knowledge*), yang memungkinkan diperoleh dan menambah pengetahuan baru (*acquiring knowledge*), pemahaman pengetahuan (*understanding knowledge*), mempraktikkan pengetahuan dan pengalaman (*applying knowledge*), dan melakukan refleksi (*reflecting knowledge*) terhadap strategi pengembangan pengetahuan.

Kerangka Berpikir Pengembangan

Sejarah masa lalu menjadi landasan yang mendasar bagi terbentuknya karakter yang menjadi jati diri bangsa Indonesia, yakni: Agama, UUD Tahun 1945, Pancasila, Negara Keatuan Republik Indonesia (NKRI), budaya bangsa, dan tujuan pendidikan nasional. Nilai-nilai karakter yang saat ini telah digali oleh Pusat Kurikulum dan Perbukuan Depdiknas (2011) berjumlah 18 nilai karakter seharusnya menjiwai perilaku segenap bangsa Indonesia. Harapan ini akan mudah dilakukan dengan cara menanamkan dalam diri peserta didik melalui proses pembelajaran di sekolah.

Pembelajaran di sekolah selain memberikan pengalaman teoretik juga dapat dipadukan dengan pengalaman-pengalaman nyata kehidupan sehari-hari sehingga pembelajaran menjadi lebih bermakna. Bangsa Indonesia yang lahir melalui berbagai ujian perjuangan sehingga dapat merdeka memiliki nilai-nilai karakter yang telah digali dari sejarah masa lalu. Dalam konteks ini, maka nilai-nilai karakter diintegrasikan ke dalam model pembelajaran dengan menerapkan *contextual teaching and learning* (CTL) ke dalam mata pelajaran di sekolah.

Dengan pengembangan model pembelajaran berkarakter maka selain aspek kognitif peserta didik ditingkatkan maka diperoleh efek penyerta (*nurturant effect*) dapat dikembangkannya perilaku berkarakter di kalangan peserta didik. Mengacu kepada deskripsi konseptual dan kerangka berpikir di atas maka dapat dikembangkan model hipotetik sebagai berikut:



Gambar 1. Model Hipotetik Pembelajaran Berkarakter

Teknik Pengembangan Desain

Teknik pengembangan model meruju kepada metode yang digunakan dalam penelitian dan pengembangan (*Research and Development* atau R & D). Rangkaian pengembangan model dapat dirinci menjadi tiga tahapan sebagai berikut (diadopsi dari Sugiyono, 2009: 314-316):

Tahap Pendahuluan

Pada tahap ini dilakukan dengan pendekatan deskriptif kualitatif, yaitu dilakukan studi literatur yang dikonfirmasi dengan kondisi pembelajaran kontekstual di sekolah yang saat ini dilakukan guna menyusun deskripsi dan analisis temuan sebagai model faktual.

Tahap Pengembangan Desain Model

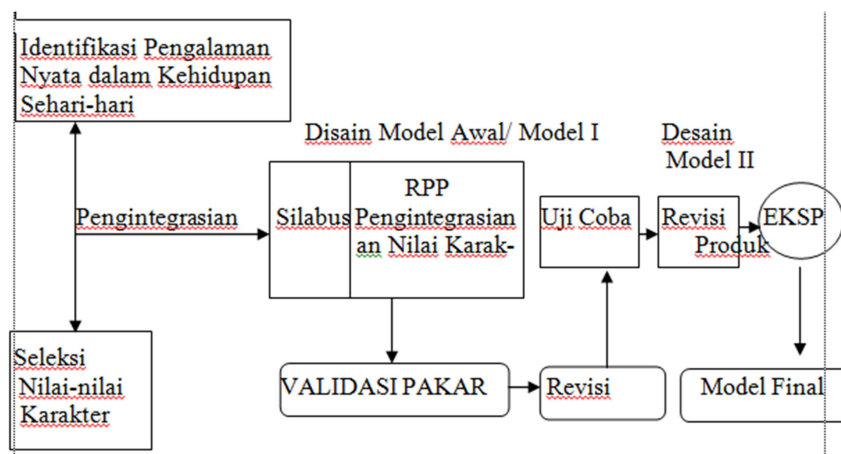
Kegiatan yang dilakukan di dalam pengembangan desain model sebagai berikut:

- (1) Menetapkan mata pelajaran yang menjadi focus pengintegrasian nilai-nilai-nilai karakter.

- (2) Mengidentifikasi pengalaman-pengalaman nyata dalam kehidupan sehari-hari yang dapat diangkat dalam pembelajaran CTL.
- (3) Menseleksi nilai-nilai karakter yang akan digunakan untuk mengembangkan pembelajaran berkarakter.
- (4) Menyusun model pembelajaran berkarakter dalam silabus dan RPP pengintegrasian nilai-nilai karakter.
- (5) Memvalidasi disain pembelajaran berkarakter yang sudah disusun dalam bentuk silabus dan RPP, yakni mengevaluasi komponen rancangan, implementasi, dan evaluasi dengan melibatkan pakar pembelajaran.
- (6) Melakukan uji coba produk (disain pembelajaran berkarakter) secara terbatas dengan melakukan pembelajaran di kelas.
- (7) Merevisi rancangan model pengembangan pembelajaran berkarakter sesuai dengan hasil evaluasi hasil uji coba terbatas.
- (8) Melakukan uji coba yang lebih meluas dengan metode eksperimen untuk menguji produk dengan metode eksperimen *one group pretest-postests*.

Tahap Validasi Model

Validasi model dilakukan dengan metode eksperimen quasi (*pretest-posttest with control group design*), yaitu dengan melakukan tes awal, implementasi model, dan tes akhir sehingga diperoleh model akhir (*final model*). Keseluruhan langkah-langkah penelitian dapat digambarkan sebagai berikut:



Keterangan:

EKSP= Eksperimen

Gambar 2. Alur Pengembangan Model

Simpulan

Model pembelajaran berkarakter melalui penintegrasian nilai-nilai karakter dengan menggunakan strategi *contextual learning* demikian mendesak untuk dikembangkan di segala jenjang pendidikan. Hal ini sejalan dengan amanah Bab IV Pasal 19 Peraturan Pemerintah No. 19 Tahun 2005 dikatakan bahwa proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik, serta psikologis peserta didik.

Namun demikian patut diingat bahwa keberhasilan implementasi strategi pembelajaran sangat tergantung pada cara guru menggunakan metode pembelajaran. Implementasi model pembelajaran dengan pengintegrasian nilai-nilai karakter dimungkinkan dapat memperkuat jati diri bangsa lulusan sehingga menjadi lebih berkompetensi dan berdaya saing di kancah persaingan global.

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PRINCIPAL LEADERSHIP IN IMPLEMENTING SCHOOL BASED MANAGEMENT IN FACE OF THE CHALLENGES OF SOCIETY IN THE 21st CENTURY

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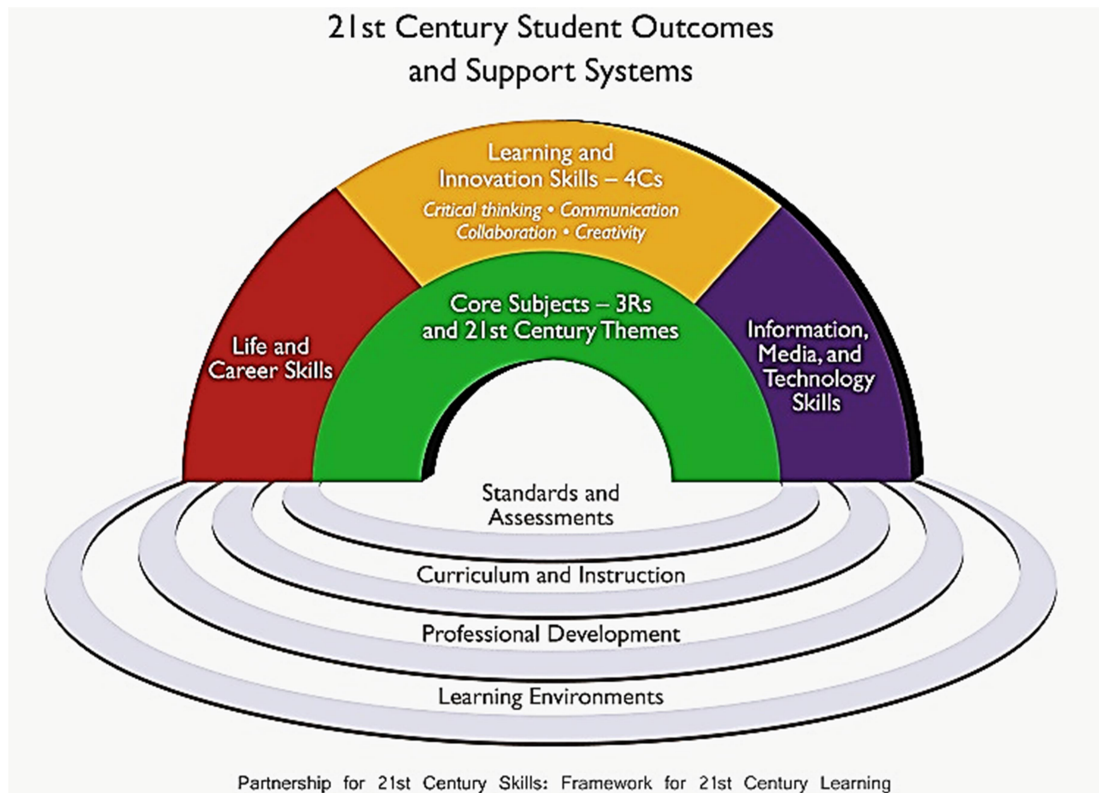
Abstract

In order to face the challenges of society in the era of the 21st century needs a principal who is able to lead all personnel involved to the school to work together to make schools as agents of change to deliver all of their students become the generation that is ready to face the challenges of society in the 21st century. Through management school-based, principals are expected to be able to involve all the competent authorities in making a school program that could respond to the challenges of society in the 21st century. School-based Management is a new paradigm of education that gives wide autonomy at the school level (public participation) within the framework of national policies, and the one form of reform better education and adequate for the learners. Autonomy in management is the potential for schools to improve the performance of staff, offering direct participation of the groups involved, and to increase public understanding of the education. The aim of this study was to obtain an overview of the principal's leadership Elementary School Madania Bogor Indonesia, knowing the school-based management in the school, and to find out the principal's leadership in implementing school-based management. The data obtained by interview, observation and documentation. The analytical method used, there are three stages of data reduction, data presentation, and verification. The results of this study indicate that the principal's leadership in implementing school-based management in primary Madania Bogor, Indonesia, has been running well, when seen from the application of the principals in implementing school-based management to solve problems and develop potential, to respond to the challenges of society in the century 21st.

Keywords: Leadership Principal, School Based Management, 21st Century

Introduction

Basic Education Program, is a program of the Government's One prayer known with program of compulsory basic education (compulsory basic education) that aims to improve access and equity review of Basic Education quality and affordable. In implementing the Compulsory Basic Education Program, the Government set a standard set of Basic Education GRADE Operates nationally and internationally. (Research and Development, 1998). P21 (Partnership for 21st Century Learning) develop a framework for learning in the 21st Century The demands learners to review the skills, knowledge and abilities in the field of technology, media and information, skills Learning and innovation As well as skill Life and career (P21, 2015, Florence, 2016). Also singer explains ABOUT framework of skills, Knowledge and Skills Should ruled that students can be successful hearts Life And his job.



Picture 1. The 21st Century Learning Framework

And thus in the 21st century we are required to more learn in different ways, both the techniques, methods, infrastructure and information technology. In the literature (Pinto, A., & Escudeiro, P, 2014), states that in the 21st century students are required to have the ability and knowledge required include: Communication skills, critical and creative thinking, Information / digital literacy, Inquiry- reasoning skills, interpersonal skills, Multicultural-multilingual literacy, problem solving, skill Technology and others. According to (Jeanette Novakovich, 2016), a wide range of expertise and knowledge in the above is a hallmark of the demands of graduate education in the 21st century, so it is necessary in response to an educational model that is able to produce graduates who have these characteristics in realizing the success of the learning objectives in the face of public demands in the era of the 21st century. For the role of the principal as school leaders will determine the success or failure of these objectives. One alternative school management which can be done by the principal in accordance with the demands of the times in the era of the 21st century is to implement a school-based management.

The concept of School Based Management

Decentralized management of education showed the delegation of authority in education management from the central government to the autonomous regions, which puts the district / city as the center of decentralization. The shift in power is closely related to the concentration of policy formulation and decision-making. (Alejandro J. Ganimian, 2016) That is, the authority granted to the lower hierarchy of policy formulation and decision-making is an important hallmark decentralization. Decentralization in government order also implies the delegation of authority of local government to the people. In the management of education in schools, this means that the delegation of authority to the people or parties with an interest in education (education stakeholders) to participate responsible in promoting the school.

When linked with the practice of school-based management, it contained the delegation of authority for policy formulation and decision-making to the school and its stakeholders. Therefore, the idea of autonomy leads to the practice of school management. Of primary importance is the appearance of school autonomy format independence of schools to improve their own performance, to accommodate a variety of potential school resources, which in turn is intended to improve the quality of education in the form of the quality of student outcomes. Thus, the study of MBS should be in the context of creating a school as a place that is conducive to learning services, which can further improve its performance to improve the quality of learning outcomes.

School Based Management is an idea that puts the authority of school management in the integrity of the system entities. It contains the decentralization of authority given to the school to make a decision. As a social institution, then the meaning of decision-making authority should be viewed in the perspective of the real role of the school. Therefore the idea of MBS is often considered as an effort to reposition the role of a real school "back to back". In this context, the aspirations of the parties with an interest in the school accommodated in various interests aimed at improving school performance, among other things reflected in the formulation of the vision, mission, objectives and priority programs of the school.

Thus, each school will have the characteristic of each of which is reflected in the formulation of the vision, mission, program priorities and goals to be achieved in the development of the school. The characteristics of each school is also reflected in the condition of educational facilities, the quality of human resources and financial support for the development of the school in accordance with the aspirations of the parties with an interest in the school (stakeholders). (G. Valliamah Shoma Vally, Khadijah Daud, 2015).

Under these conditions, the realization of the idea of School Based Management will give birth to the attitude of ownership (ownership) of the stakeholders of the school. This condition is very important, because this is the proprietary attitude that will support competitive and comparative development of excellent each school. From this perspective the idea of School Based Management to position the school. As stated above, the concept of School-Based Management in practice describe the properties of school autonomy, and therefore often referred to as Web Based Management, which refers to the need to pay attention to the conditions and potential of local institutions in managing the school. Meaning in the concept of school-based management did not leave the strategic policies set by the central government or autonomous regions. For example, the standard of student competence, material standards of the core curriculum, standards mastery minimum, minimum service standards, establishment of educational calendar and the number of hours of study effectively each year, and others (PP number 25 of 2000) on the authority of the Central Government and the Province as Regional autonomy. Purpose of applying school based management is to empower schools through authority (autonomy) to schools and encourage schools to pull through participatory decision-making. The purpose of MBS which greater detail is as follows: 1) improve the quality of education through self-reliance and initiative of schools to manage and empower the resources available, 2) Increasing people's awareness of the school and the community in education through shared decision-making, 3) increase the responsibilities school to parents, communities and governments about the quality of schooling, 4) Increase healthy competition among schools about the quality of education to be achieved. (L. Santibanez, R. Abreu-Lastra, Jennifer L. O'Donoghue, 2014).

Principal Role in Implementation of School Based Management

The role of the school principal who is a manager at a school, then a school principal should be able to manage all aspects in the school to achieve the objectives of the school that has been made. In connection with that, Edwin (1984) states that the principal's role as an educator is to establish a culture conducive to teaching and learning. The headmaster implement mental development by fostering educational staff on matters relating to the inner attitude and character. (Hadiri, 1989). In this case the palm of the school to create a climate conducive for any educational personnel capable of carrying out their duties properly,

proportionally and professional. To that end, the school principal should seek to complete the facilities, infrastructure and learning resources in order to provide convenience for teachers and students in the ultimate task of teaching / learning. Manager principal is a manager at the school. (Saeid Moradi, Sufean Bin Hussin, Nader Barzegar, 2012).

The role of the principal in connection with the implementation of school-based management as a manager of education according Nurkholis (2003) are (1) planning carefully about objectives and strategies for achieving goals, (2) organizing potential sources of existing education, (3) implement activities, and (4) conduct regular control of the implementation and outcomes of education. According to Alex (1982) as manager, the main authority of the principal is to take a decision. Because of that role, the principal is required to have the ability to: (1) hold a future prediction of the school, for example on the desired qualities of society, (2) be innovative and to take the initiative and activities of creative activities for school improvement, (3) create a strategy or policy to succeed minds innovative mind, (4) planning, both strategic planning and operational planning, (5) find sources of education and providing education facilities, (6) exercise control over the implementation of education and results.

As leaders, principals also carry out tasks like a manager. In the framework of implementing its duties as manager, the principal should have the right strategy to empower educators (staff and business) through cooperation, providing opportunities for educators to improve the profession and encourage the involvement of all educators in a variety of activities that support school programs. As stated Fred C. Lunenburg & Allan C. Ornstein (2007), Bandur (2012). The ability to empower educators in schools should be realized in the provision of landing dynamically, coordinating educational personnel in the execution of the task, giving a gift (reward) for those who excel and penalties (punishment) for the lack of discipline in duty. Fielder, F.E. (1965) talked about the leadership of the school in two contexts. The first leadership educator in learning. Both principal's leadership in managing schools. Fielder also explained the educator or teacher as *a school administrator. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

The term principal leadership by Fielder referred to as *principal leadership. "...have established proficiencies that they believe to be critically important to principal leadership."* He argues that the principal is the leader and manager of the school. As described. Cunningham (2003), instructional leadership focused on curriculum, teacher development, supervision, and improving the quality of teaching and learning. Effective school principals tend to communicate matters related instructional, discuss curriculum, concerned with student test results, as well as improving the quality of teaching and learning. says that Keating, C.J. (1986) the term has a sense of leadership, among others: leadership is interpersonal influence, exercised in a situation, and directed through the communication process toward the attainment of a specified goal or goals. This notion describes are as follows: leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal. As a leader in school, a school principal is required to have the ability to lead effectively. Effectiveness of school leadership in the context of educational leadership in this study, researchers focus on understanding submitted by Starratt, RJ. (2007): There are at least three components or dimensions at stake in implementing any new program or policy: (1). the possible use of new or revised materials (instructional resources such as curriculum materials or or technologies), (2) the possible use of new teaching approaches (i.e. new teaching strategies or activities) (3) and thee possible alteration of beliefs (e.g. pedagogical assumption and theories underlying particular new policies or programs). Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal.

Research Methods

This type of research used in this paper is a kind of naturalistic qualitative research. This study was designed to understand the phenomenon of principal leadership role in the implementation of school-based management in primary school Madania Bogor in natural situations, as is, without manipulation, without experimentation, as well as promoting ways of thinking, inductive. That is the concept, the views and understanding comes from the shape of the existing data, then make a conclusion or the end result. Activities starting from the collection of empirical data, then data processing, and ends with a conclusion determination activities.

Result and Discussion

School-Based Management Implementation Strategies in Primary Schools Madania Bogor Indonesia

Strategy implementation of school-based management in primary school Madania include the following aspects: the socialization phase, the formulation of the vision, mission and objectives of the school, identify real challenges of school, goals / objectives situational, SWOT analysis, alternative measures problem-solving, planning and program quality improvement, program implementation and evaluation, and formulate new quality objectives. (Masci, 2016). Implementation of School-Based Management are at least four important aspects that must be taken into consideration, namely the quality (quality) and relevance, fairness, effectiveness and efficiency, and accountability. (MBS aims to achieve the quality and relevance of education as high, with benchmark assessments on results (outputs and outcomes) rather than on the methodology or process. One of the main emphasis in school-based management in primary school Madania is to implement a curriculum that can respond to the challenges of society in the century - 21, the curriculum of a combination of the curriculum in 2013 with the International curriculum, the International Baccalaureate.

International Baccalaureate program truly international standard in the real sense, because in this program in addition to applying the lessons of English as one of their course, Mother, in this case Indonesia language when applied in Indonesia, still has to be used. The player must still be introduced to the local culture and should remain invited to think about what was around her local. But at the same time, this program makes students to think internationally by bringing them to care about the situation in the outside world - Act locally, think globally. Also by teaching to the students the differences between each other, and by applying human profiles that lead into a better life. Profile of students in the International Baccalaureate is a 'knowledgeable (knowledgeable); have curiosity (Inquirer) who dared to take the risk (a risk-taker); who care (caring) but still principled (principle); true thinker (thinker) open-minded (open minded); balanced physical-mental-spiritual (well-balanced); able to communicate (communicator); also can reflect (reflective).

Integrated studies in International Baccalaureate (as interdisciplinary) with a fine. Between the language lessons (both Indonesian and English), Social and Scientific Education, Art and Physical Education and Skills established a good correlation because it is composed by the learning unit. There are six units are studied students at the different levels in one school year, ranging from discussing human selves up with a discussion of our life on earth to share and maintain the resources are limited nature of this with others. Six such unit is Who We Are, Where We At Place and Time Specific, How We Express Ourselves, How The World Works, How We Organize Ourselves and How We Share The Planet.

In learning, the International Baccalaureate to use all that is in the classroom (both teachers and friends) and outside the classroom (family and environment) as learning resources. So the source of learning is not limited to books only. Often we do not expect the environment as a learning resource, it can be an amazing learning resource. A concrete example is when the discussion unit How We Express Ourselves, on the procedures for communicating either with or without words, then on the occasion of the learners were invited to visit friends shortcomings (who can not hear and speak / deaf-mute and also who can not see - the blind). In his interactions with students who lack this, in addition to learning

about how to communicate in different forms, the students in the Baccalaureate International indirectly learn how to accept differences and shortcomings of others. Direct and real, all students (both deficient and which are not) learn to share in the true sense. They share a sense, sharing stories and of course share the experience. International Baccalaureate put learning students as subjects, not as objects. Protege is placed at the very top level, students as the center of learning, students also have to play an active role. The students are invited into the learning setting had designed to see the capabilities and competence of students individually, because each student is different. Every child is unique.

In the International Baccalaureate curriculum implement activity-based learning / learning-based activities. So that the students are active duty 'work' to gain knowledge, discover the concept and honing skills, without forgetting the values of behavior / attitudes. International Baccalaureate has the goal of educating students to become real human beings, who have the ability of individuals are resilient and able to solve problems (problem solver) without having to wait given, also people who did not leave the sides of the value of humanity (profile humanity) are open minded and internationally , In the International Baccalaureate curriculum there is the term 'inquiry based learning' is learning by inquiry. Said inquiry means 'rather find out'. Its application in teaching and learning activities are the learners are invited to have a curiosity of things that did not already know through active learning and terseting in an atmosphere of research / basic research. The students will be encouraged to think, and experience it yourself. By doing it yourself, then learners will be able to interpret the meaning of true learning. Inquiry - rather find out by studying. To have properties like learning, learners should be placed into an atmosphere that is safe, comfortable and enjoyable. Enjoy-ful atmosphere, fun but healthy is setting International Baccalaureate classroom atmosphere. Students will enjoy learning. Learning is not out of necessity, because they have to memorize the contents of the pages, and not just because there will be a repeat on the next day, but they really enjoy learning. These students will be the man who enjoy learning throughout his life (life-long learners). International Baccalaureate is an internationally recognized qualification and is accepted in many well-known universities in the world. This is because the International Baccalaureate provides a solid foundation in understanding the concept of each subject, and in addition it also emphasizes adjustment to globalization, namely to understand and respect every culture is different. In the International Baccalaureate program students are required to be trained for critical thinking and independent learning, so it will be able to be the generation that become public demands.

The components of the International Baccaulaureate

Each student will be allowed to choose six subjects from the fields of mathematics, the arts, social studies, language and experimental experience. Assessment of each subject will be divided into three components.

Extended Essay

The students will be given a topic and asked to settle the essay (a type of paper) for 4000 words. To accomplish this task, the students have to perform a research, either through articles, journals, surveys, and other methods in accordance with subjects taken. Here students are required to be independent, apply the knowledge they have learned to discuss and analyze a given topic. Settlement process extended essay is very helpful for students to adjust to college graduates. Because sema undergraduate lectures, such a task would be held for all subjects as part of the assessment process.

Theory of Knowledge (TOK)

This process addresses six areas: ethics, history, art, math, science and social studies. Here students are trained to express opinions, argument, along with the theories they have learned, or supported by relevant news that they have read (both articles, television, journals, etc.). Here students will be tested on how they understand the lessons they have learned, and how they can apply them in analyzing and solving real case that happened in the world or in

everyday life. Each student may have a different view on an issue. Often the answers are not judged on right and wrong, but through how students express their viewpoints and how students express and strengthen their arguments. From here other than to see how the students understand the concept of lessons delivered, the emotions of each student can also be seen and assessed.

CAS (Creative, Action, Service)

CAS is a project conducted outside the classroom. The students can choose the subjects they take. Students determine the topic is desirable and appropriate to the subject, the student must organize the implementation of the project. It trains students to jump into the field, interaction with people, conduct surveys and research, and then present it in a report. Thus, the students will be more open-minded and have the opportunity to apply the theories they learn in the classroom in the real world.

Obstacles Faced Principal in Implementing School-Based Management in Primary Schools Madania

Constraints faced by principals in implementing school-based management in Madania Elementary School may be identified by the following indicators, namely: school management, community participation around. Judging from the school management, the problem of school-based management, among others, the school has not involving all stakeholders in making decisions. Sometimes in a particular decision did not involve the school outside the school in making decisions. Implementation of design models in school sometimes assume the School Based Management is an abstract concept and difficult implementation, thus affecting the running of the school-based management to the fullest. In addition to applying the International standard curriculum it takes everything pretty much and needs a lot of financing. For it to be accepted on the basis of Madania required school entrance and tuition fees are quite large, so not all children can have the opportunity received at the school. Therefore the amount of money coming in and tuition in primary schools Madania quite large, making this school into a school eksklusif and could not be reached by all levels of society. Coupled with its location far enough away from the highway, makes this a more exclusive because it must require the vehicle to reach the school district.

Conclusion

The work program principals in realizing the educational activity in Bogor City Elementary School Madania already functioned properly, only in aspects of management education personnel are sometimes still not run optimally. Strategy implementation of school-based management in primary school Madania city of Bogor done through: the socialization phase, the formulation of the vision, mission and objectives of the school, involving a number of educational resources for the achievement program school, conducted a SWOT analysis of the educational programs that have been implemented, plans and programs of work quality improvement, program implementation and evaluation.

Constraints faced by principals in implementing school-based management in Madania Elementary School may be identified by the following indicators, namely: school management, community participation around. Primary School of Madania apply a combined curriculum of 2013 and the curriculum International Baccalaureate, this makes the school forward with various achievements in general or individually both in competition achievements lessons, art and sport at national and international levels. The principal constraints faced in implementing school-based management is d school management, community participation around. (Armenia Androniceanu, Mihaela Mescu Uda, 2015). To the principal's role in empowering the community and the surrounding environment, is key to the success of school-based management in primary schools Madania, Bogor. Because the principal is not only required to carry out various duties at the school, but also be able to establish a partnership with the community in order to foster private optimally learners to prepare students to meet the challenges and demands of society in the 21st century.

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THE ATTITUDE OF THE MAIN CHARACTER TO LOVE FORM ON NOVELS ENTITLED *AYAT-AYAT CINTA* BY HABIBURRAHMAN EL- SHIRAZY AND *DI BAWAH LINDUNGAN KA'BAH* BY HAMKA: A PSYCHOLOGICAL LITERATURE STUDIES

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Abstract

*The aim of this qualitative research is to explain the attitude of the main character in *Ayat-ayat Cinta*, a novel by Habiburrahman El-Shirazy and *Di Bawah Lindungan Ka'bah*, a novel by Haji Abdul Malik Karim Amrullah (Hamka). By using Psychological Literature, this research conducted by a theory of attitude from Krech Crutchfield and theory of love from Erich Fromm. Based on Crutchfield's theory, there are three aspects of attitudes: motive, emotion, and perception while theory of love from Fromm has four aspects: knowledge, care, respect, and responsibility. The conclusions of the analysis are (1) the male main characters on both novels show the attitude of low self-esteem, perceiving the physical issue, and protecting the person they love, (2) the female main characters on both novels show the attitudes of accepting the distinction of social status and perceiving the morality from whom they love, (3) there are some differences of sacrifice and the compulsive of love between the two novels, sacrifices in *Ayat-ayat Cinta* emphasizes material sacrifices while in *Di Bawah Lindungan Ka'bah* emphasizes self-sacrifice, the compulsive of love in *Ayat-ayat Cinta* is: the subject of love forces the object of love, while in *Di Bawah Lindungan Ka'bah* the compulsive of love has different output, (4) Habiburrahman in *Ayat-ayat Cinta* is indicated to be influenced by Hamka in *Di Bawah Lindungan Ka'bah*. This research can be applied for 12th grade of secondary level in 2013 Curriculum as Indonesian formal education curriculum on Bahasa Indonesian subject. Particularly on basic competencies 3.1 understanding the meaning of fiction and 4.1 interpreting the meaning of fiction in both written or oral form.*

Keywords: Psychological Literature, Attitude, Love, Main Character, Novel

Introduction

During the human development stages, adolescence is one of phases which is marked by the increased sexual attraction and impulse. the symptom of being attracted to the opposite gender is defined as a feeling of 'feeling in love' by the adolescents. According to this, the teaching of literature by using novels as the media in helping pupils to understand the love can be utilized. Besides, pupils will also be able to perceive the novels' characters as a self representation and an understanding of psychological things, particularly, the character that is related to love and affection.

This phenomenal novels, *Ayat-ayat Cinta* by Habiburrahman El-Shirazy and *Di Bawah Lindungan Ka'bah* by Hamka become the role model of love which is considered an ideal love, because they are favored and accepted by people. To recognize what kind of ideal love that is accepted by the community, the research about love from that two phenomenal novels from different era is needed. That becomes important thing to study in this research. By choosing Hamka and Habiburrahman with *Di Bawah Lindungan Ka'bah* and *Ayat-ayat Cinta*, this research is conducted by the opinion, "Habiburrahman is little Hamka". That is aimed to look for the possible influence of Hamka to Habiburrahman.

Theoretical Frame

Psychological literature is a study of a literary work in terms of psychological aspects of the author, a figure in the literature, and the reader. It is because the literature is a reflection of psychological mechanism of occurrences in the real life and represented events in the fictional world. Despite, psychological literature is an interdisciplinary study between psychology and literature, but both of them can be connected. Discussing human will always involve the psychological aspects that need adequate psychological theories.

The attitude theory which is used in this research is Krech Crutchfield's theory, according to that, the attitude is formed by some fixed components which is called the organization that consists three processes, they are the motive, emotion, and perception [Ahmadi, 1999]. In addition, the motive has three types, they are biogenetic motive, sociogenetic motive, and theogenetic motive. While emotion is separate by two types, they are positive emotion and negative emotion perception is also divided in two types, self-perception and environmental perception. In relation to love, Erich Fromm believes that, there is an active effort as the establishment of the lovers to the things they loved. The effort of love is defined by the form of giving. Love is an activity, not a passive effect, it is a 'standing in' not a 'falling for'. In the most general way, the character of love can be described by stating that love is primarily giving, not receiving. Love, based on Fromm statement consist of four aspects, they are knowledge, care, respect, and responsibility [Fromm, 1990].

By using psychological literature, the study of main character's attitude can be done. Not only the main character but also the comparative literature of the novels from different era can be compared to find how they relate the love in their era to the current era. The two different novels from different era primarily contain two different culture which becomes one of pre-requirement for comparative literature study. The character of the main figure that is emerged by the attitude, in this research is examined by associating the conjunction with love that is influenced by differences cultural background from each novel. The conclusion of this research's result can be utilized for teaching literacy as one of important things in character education.

Research Method

The general aim of this research is to study the attitude of the main character to love definition in *Ayat-ayat Cinta* novel by Habiburrahman El-Shirazy and *Di Bawah Lindungan Ka'bah* novel by Hamka by using psychological literature. For the specific aim, this research was especially done to know its implication for study literature in high school in relation to prose teaching. This qualitative method research is done since January up to July 2015.

Result

In *Ayat-ayat Cinta* novel by Habiburrahman El-Shirazy, the attitude of the main character that shows up is soft, faithful, sacrificing, force, inferiority, passive or less initiative, and lacking of boldness. A soft found in a figure of Fahri as the main character in *Ayat-ayat Cinta*. Fahri shows his romantic love against Maria. That attitude appears on figure Fahri after he marries Maria as his wife. But, before marrying Maria, Fahri having much consideration until willing married Maria. This shows that romance of Fahri against Maria tempered by an altruistic love.

Loyalty contained in figure Fahri to his love for Aisha, his first wife. It was proven with rejection Fahri to love Noura and Nurul. Fahri has ever love Maria as a woman, but he ignores his feelings because he felt have no right to love Maria consider that they were not married yet. Although in finally Fahri marry Maria, but he still loves Aisha fully, the woman who make him in love from the first time he saw her face.

Attitude sacrificing contained in character Maria and Aisha based on their love for Fahri. Maria and Aisha do a lot of sacrifices to Fahri selfless. This shows that romance love from Maria and Aisha against Fahri tinged with an altruistic love for do not ask back what they have given. In addition, Fahri also sincere to help Noura yet Fahri's love to Noura excluding romance but brotherly love.

In contrast, Noura shows her enforcement to Fahri's love in a defamatory manner Fahri. It does to make Fahri marry her but it did not work. Thus, Noura's love including the romance love colored by love having because obtrude to the one she loves.

Different to Fahri's love to Nurul. Before married Aisha, Fahri had love Nurul. But, he becomes inferiority as distinction social status between himself and Nurul so Fahri acts passively. It means that Fahri unaccepted the distinction about his social status to Nurul consider to his lower position than Nurul. Same as Fahri's love to Maria, the romance love for Fahri against Nurul was tempered by pragmatic love. Attitude lacking boldness express love also showed by Nurul to love on helping Fahri. She has been in love with Fahri since long time ago but not dare verbalize express her own feeling to Fahri. She gets influence from her culture, about social norms between male and female interaction.

In *Di Bawah Lindungan Ka'bah* novel by Hamka, attitude from the figures to love that shows up is inferiority, sacrificing, and passive. All that attitude is shown by a figure Hamid. Hamid shows low self-esteem for realizing the distinction social status between himself and Zainab, the person he loves. The low self-esteem translated as an inferiority that makes Hamid has no bold to express his love and so does he makes a sacrifice of his own feelings by choosing leave Zainab. The leaving of Hamid consist of self-sacrificing in this context. A sacrifice done has is in its refusal to an arranged marriage planned her mother because she loved Hamid. But, she did not voice it out that she has in love to Hamid, it can be said that Zainab is also passive. In the other hand, Hamid admires the Zainab's beauty, this is similar to Fahri in *Ayat-ayat Cinta* who felt in love to Aisha since the first time he saw her face. In this two different circumstance, there are differences in beauty admiration between Fahri and Hamid. Fahri admits the beauty of Aisha before he finally states that he is in love, while Hamid admit the beauty of Zainab after he felt in love to her.

The results can be applied in teaching literature in schools both theoretically and practical. Theoretically pertaining to victuals 2013 curriculum class 12 in secondary level contained in topic 3.1 Understanding the structure and rules of the story fiction text and 4.1 Interpreting the fictional story in a novel either through orally or in writing. This can be done by linking entanglement interelement forming a literary work. The other advantage, students can also learn more deeply about the figure in a novel.

Conclusion

Based on the results, it can be argued that there is the possibility for *Ayat-ayat Cinta* got the effects from *Di Bawah Lindungan Ka'bah* in terms of attitude inferiority owned the main character man as social class distinction and perceiving the physical issue due to admiring physical beauty. In addition, the acceptance of the difference social and moral judgments about time as shown the female main character. It can also in terms of sacrifice, *Ayat-ayat Cinta* novels influenced by *Di Bawah Lindungan Ka'bah*. *Ayat-ayat Cinta* lift up the theme of polygamy who made Aisha must do sacrifice while *Di Bawah Lindungan Ka'bah* lift up the theme of romance against the social distinction that makes the figure of the character from the novel not able to unite. It becomes Habiburrahman's distinctive in his *Ayat-ayat Cinta*. This side not affected by Hamka from his *Di Bawah Lindungan Ka'bah*. Perhaps this was related to the problems raised during their work so very allow variation the stories and creativity author difference.

Suggestion

Based on conclusion research and the implications of literature teaching in this study, researcher advising this research be put forward namely:

1. For another researcher, the results of this research are suggested can be used as a point of reference or reference in investigating novel by using Psychological literature perspective relating to attitude of character and love.
2. For Bahasa Indonesia teacher, the result of this research are suggested can be used as a teaching material in school. Teacher absolutely needs to read both novels comprehensively before decide to bring it to the class and serve it to students.

3. For secondary students, this research is suggested as knowledge improvement about love and how to put the feeling considerably due to adolescence psychology.
4. For Indonesian Language and Literature students, hoped the result this research can be used as material input for the benefit of learning literary to be more variation in introducing literary the reflection human psychology especially with regard to comment on love.

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CONFLICT MANAGEMENT AT UNIVERSITY OF SARIPUTRA INDONESIA TOMOHON

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Abstract

Conflict management is one of the approaches used in managing conflict in organizations. Conflict is an unavoidable thing in the organization even conflict is always present in every working relationship between individuals and groups. Conflicts can impact positively or negatively depending on the approach to conflict management performed. This research aimed to identify, to describe and to assess conflicts that exist in University of Sariputra Indonesia Tomohon. Qualitative research methodologies, research procedures begin data collection, data reduction, data display, making conclusions. Results of the study: 1) understanding of the academic community, view the conflict as something to build 2) the types of conflicts that exist among others: individual conflicts between individuals, individuals and groups. 3) the views led to conflict, leaders addressing the conflict as something natural and should be completed and dramatize so it does not disrupt the activities of the entire academic community. 4) The cause of the conflict. The changes occurred in the organization by switching leadership functions and ownership to heirs. 5) The efforts to conflict management. Leader approach problem solving.

Keywords: Conflict Management, University

Introduction

Conflict management is one of the approaches used in managing conflict in organizations. Conflict is an unavoidable event in organization even conflict is always present in every working relationship between individuals and groups. As the era of globalization impact on accelerating development of science and technology is going very fast, so it is very influential on human life in particular and the organization in general. Every human being or organization should be able to adjust to the circumstances and should be able to anticipate the changes that occur. It badly needs a strong preparation in dealing with the impact of globalization.

Faced with this change of course in the organization certainly needs to be more focus on identifying the strengths (strength), and weakness (weakness), and to identify all opportunities (opportunity) that develop and become a trend at that time and to anticipate threats (threats) current and forthcoming. Organizations must be able to prepare and anticipate the changes that will occur later.

In this case according to Sondang P. Siagian (1979: 12), the organization is any form of alliance between two or more people working together for a common goal and something formally bound. As a form of cooperation, in which there will always be a relationship between a / group of people called a so-called leaders and subordinates is an advanced member of the organization. While Greenberg and Baron (2003: 3) argues that organizations are structured social system composed of groups and individuals working together to achieve some of the goals agreed upon.

From the opinions above it can be seen that the organization has elements related mutually cannot be separated from each other. This means that every organization requires good management so that the organizations can function properly. In organizations, companies or institutions in general to achieve the goals of the organization, many of the

problems that occur so that the opportunity for conflict is huge. Conflict is an unavoidable event in organization even conflict is always present in every working relationship between individuals and groups. The conflict can impact positively or negatively.

More clearly the view of number of management experts believes that the conflict within the organization cannot be avoided and its existence can improve job performance as a result of the competition group. As stated by Gibson, J.L. Ivancevich, J.M. & Donnelly, J.H. (1996: 436) quoted by Wahyudi, (2011: 4), said conflicts between individuals and between groups within an organization cannot be circumvented, performance optimal organization goes a level of ongoing conflict, and they assume that no conflict means organizations no change, Hence, according to Cummings, (1980) quoted by Wirawan (2013: 4), explained that the conflict does not always interfere, because a certain number of conflicts is necessary to form a group and maintain the life of the working group.

Based on the description above conflict will always be present in large and small organizations and conflict can give positive and negative impact on organizational performance depends on the nature of conflict and its management. And there is no reason to eliminate all forms of conflict, unless the conflicts that hinder the achievement of objectives. Organizations are required to be able to adjust to the situation and attempt to anticipate the changes that will happen in the future.

The study is to examine the management of conflicts among the academic community of private universities. The ability to manage conflicts required by all leaders of the organization includes the leadership of the University of Sariputra Indonesia Tomohon in creating a conducive atmosphere in the organization. So many differences lead to conflicts among other characteristics of each individual is different, the mindset, worldview, perceptions, status, background, job position, so there are differences of interest. To be able to understand and manage conflict, how conflict is managed, so in this case need to first identify what it is, why there is a conflict and how the conflict can be managed associated with the various efforts by the University of Sariputra Indonesia Tomohon in facing the conflict. In this study, researchers will focus on how the conflict management at the University of Indonesia Tomohon Sariputra.

The Theoretical Study

The Concept of Organizational Conflict

Conflict in everyday life is a fundamental and essential. Organization comprises a variety of different parts and each of it has dependence in the process of working together to achieve certain goals. There are differences in the organization often causes a mismatch that eventually lead to conflict. This of course caused when something happens within the organization in fact there are many possibilities for future conflicts. And conflict can be a serious problem in any organization, regardless of the size of the shape of the conflict if allowed to drag on without a settlement will have an impact on all the elements that exist within the organization itself. Therefore it needs a leader who has expertise in managing conflicts that exist within the organization.

In general, the conflict is something that is unavoidable in life. Even during life, people always confronted and wrestled with the conflict. Likewise with organizational life are always faced with conflict. According Killman and Thoman cited by Wijono Djoko (1993: 4), the conflict is a mismatch between the value of the condition or objectives to be achieved, both in the individual and in relation to others. Conditions that have been raised can be disturbing even impede the achievement of emotion or stress that affects the efficiency and productivity of work. Stoner explained further organizational conflict include disagreements about the allocation of scarce resources or dispute over the status of interest, values, perceptions or personality.

From both the above opinion concluded, when the conflict in the organization can make the perception and understanding the purpose of the establishment of the organization and objectives of the organization must be able to reduce conflicts by uniting agreement with reference to the policies that exist in the organization. The characteristics of the organization

according to Wijono Conflict (1990: 37), characteristic of organizational conflict as follows: 1) there are two parties as individually or groups involved in a conflicting interaction. 2) a conflict arises between the two parties individually or group or organization in achieving its objectives play a role and their values or norms of opposites. 3) the emergence of interaction which is characterized by behavior that is planned to cancel each other out, reducing, and pressed against the other party in order to gain such status, job title, responsibilities, fulfilling a wide range of physical needs. 4) the emergence action against each other as a result of the protracted conflict. 5) the emergence of imbalances as a result of the efforts of each party related to the position, social status, rank, class, dignity, power, dignity, prestige, and so on.

Understanding of the conflict within the organization

Conflict in everyday life is a fundamental and essential. Conflict has the power to build due to the movement of the same dynamic. In this case the conflict is a natural process occurring in a group or community. According to Killman and Thomas cited Rusdiana, (2015: 162), the conflict is the incompatibility between the values or goals to be achieved, both in the individual and in relation to others. Furthermore, according to Stoner, cited Rusdiana, (2015: 162), includes organizational conflict disagreement over resource allocation step or disagreement about goals, status, values, perceptions, or personality. According to Indonesian Wikipedia, conflict is motivated by differences in the characteristics that brought the individual in an interaction. The differences include the following concerning the physical characteristics, intelligence, knowledge, customs, beliefs, and so forth. By brought the characteristics of the individual in social interaction, conflict is a normal situation in any society and any society is not one who has never experienced a conflict between its members or with other community groups, the conflict will only disappear with the loss of society itself. From the above understanding of the conflict must greatly need good communication within the organization. where communication is a tool in achieving organizational goals. By communicating the characteristics of individuals, groups, organizations can understand.

Types of Conflicts

Each organization has a different conflict, so that each organization has its own way of dealing with conflict there because each leader has his own perspective on the conflict. In this case the conflict is not picking large organizations or small organizations because different types of conflicts that need skills in managing conflict itself.

As according to Polak, (1982), cited Wahyudi, (2011: 30), distinguishes the conflict into 4 types: 1) conflicts between groups, 2) internal conflict group, 3) individual conflict to defend the rights and wealth, and 4) internal conflicts individuals to achieve their goals. Furthermore Handoko, TH (1992), quoted by Wahyudi, (2011: 31), distinguish the conflict into five types, namely: 1) the conflict of individu. 2) conflicts between individuals within the organization, 3) the conflict between the individual primarily to groups, 4) conflicts between groups, and 5) conflict among the organizations. Cambell with different expressions, Corbally and Nystrand (1983), classifying the conflict over: "intrapersonal conflict, interpersonal conflict, individual institutional conflict, intra organizational conflict, and school community conflict".

Conflict is an event which concerns to human behavior in organizations. As for the types of conflicts can be seen and studied in terms of the relationship between individuals or groups involved. Various types of conflicts that arise in every organization so the need from conflict management styles in this case the leadership is able to manage it properly so it can have a positive impact on the effectiveness of achieving the goal.

Opinion Leaders Conflicts

Every leader has a different view of the conflict, so that it has the means to strategically in the face of conflict in the organization. A leader must know the factors underlying the conflict so as to anticipate the impact of the conflict itself.

As according Rusdiana, (2015: 164), the factors underlying the conflict is as follows: 1) a simple problem-solving, where the focus is only focused on problem solving and people did not get attention. 2) adjustment / compromise, both parties are willing to give and take, but always directly fixed on the real problem, so both parties are satisfied. 3) did not agreed, which is marked with the opinion of the debate. 4) stage win, this is a disagreement with a very strong competitive position. In this case the opinions of others less appreciated. 5) the fight, in this case the people involved to shoot from a distance and then retreat to in saving themselves. 6) stubbornly, in this case retains its own way or not at all. 7) denial, this is one of the most intractable conflicts because there is no open and frank communication.

As a leader in managing the conflict would have to view conflict as a carrier change, in addition to the much-needed ability and skill in communicating in stimulating conflicts, reduce or degrade, and handling conflict. Thus, the goal of conflict management is to achieve goals in an effort to reach a common perception that the optimal way to preserve the conflict remains functional without compromising the dysfunction. Strategy of a leader based on the factors submitted by the experts of course very important in view of the conflict so that it can distinguish between thoughtful and conflict where conflict is dysfunctional. Besides that the leader must be able to distinguish the types of conflicts that understanding does not widen.

Causes of Conflict in Organizations

Every human being has a difference in terms of ability, skill, intelligence, attitude, talent, knowledge, personality, aspirations, interests, and needs. These differences are very attached to each individual so it is necessary to unify the perception of a pattern, and must be directed and managed properly in order to encourage development of the individual and the group.

The task of a leader is very influential for the survival of the organization and should have the ability (power) in managing the conflict. Besides that communication skills of a leader, because of a communications failure would be difficult to be understood by members of the organization would be difficult to integrate perception. More clearly stated by Stoner and Freeman (1992) and cited by Wahyudi, (2011: 34), the communication failure due to the communication process cannot take place either, the message is difficult to understand by the employee because of differences in knowledge, needs, and values that are believed to be leaders,

With the study of the causes of conflict in organizations is intended as a basis for the leader in managing and controlling the conflict. If the conflict can be managed and controlled properly, it can be utilized as a means of conflict mediation conducive to making the organization.

Organizational Conflict Management Approach

To minimize conflicts hence the need for conflict management where the goal of conflict management is to establish and maintain cooperation, communication within the organization with all those involved in the organization.

Rusdiana (2015: 171), the main goal of conflict management is to build and to defend cooperation cooperatively with subordinates, peers, superiors, and outsiders.

In connection with the Fisher, Simon et al, (2001: 7), used the term conflict transformation is more general in describing the situation and the overall goals are as follows: 1) the prevention of conflict aims to manage the emergence of violent conflict, 2) conflict resolution aims to an end to the violent behavior through a peace agreement. 3) the management aims to limit the conflict and avoid violence by encouraging positive behavior change for parties included. 4) conflict resolution addressing the causes of conflict and seeks to build new relationships and durable among conflicting groups. 5) conflict transformation tackle sources of social conflict and politic wider and trying to change the negative force of war becomes a social and political forces are positive.

In addition the conflict management goal is to be reaffirmed by Rusdiana, (2015: 173), namely: 1) to prevent disruption to the organization's members to focusing on the vision, mission and goals of the organization, 2) increased creativity. 3) facilitated the

implementation of activities through participation, mutual understanding and cooperation, 4) establish procedures and mechanisms for resolving conflicts based on the situation of conflict. Then Rusdiana added, proactive conflict management and emphasis on prevention efforts. In this case the conflict management system should be comprehensive. So that leaders manage conflict should view the conflict in detail so that the role of conflict management can be put where the prevention, treatment, because basically the goal of conflict management to establish and maintain cooperation and good communication within the organization.

Research Methodology

The method used in this study is naturalistic inquiry research. The prominent feature of qualitative research is a way to observe and collect data that is done in the background or any means without manipulating the natural setting of the subject, and to understand social phenomena reasonable. This was stated by Nasution, (1988: 31), qualitative research to learn a number of social problems in a reasonable neighborhood in a natural setting like in the world of reality.

In gathering key data, the researcher herself who becomes the main instrument in line with the opinion of Sugiono, that qualitative research methods are often called naturalistic research methods for research conducted on natural conditions (natural setting); referred to as qualitative research, because the data collected and the analysis is more qualitative.

The study design was expressed with determination focus is How Conflict Management at the University of Indonesia Tomohon Sariputra. The research instrument is the researcher himself where researchers serves to fix the focus of research, selecting informants as a source of data, collecting data, assessing quality data, analysis of data, interpret the data and make conclusions on the findings. While data collection techniques and procedures The procedure of this qualitative study refers to what is recommended by Nasution, (1988: 42), quoted by Sugiyono, (2015: 310), that there are several stages. The first stage is called the orientation stage, the next stage of exploration and member phase check. In carrying out the above activities, the researchers used data collection techniques as follows: 1) observation, 2) interviews, 3) documentation) field notes. At last topped off by checking the validity of the findings of the institute on the credibility (confidence data), transferability (transfer value can be applied), dependability (suitability data), confirmability (objectivitas data).

Results and Discussion

Understanding the academic community about the conflict? Researchers previously had an understanding view conflict in the narrow sense, but the conflict has a wider meaning and complex. At the beginning of their understanding of the conflict is all that is devastating, painful, deprivation, and all were negative. It was necessary to disseminate to all of the academic community. With the socialization of understanding the conflict to the entire academic community so that the various interpretations of the conflict can be understood as an attempt of the organization in achieving the goals, the conflict could have a positive impact if managed correctly and a negative impact if the leadership was still glued to the long view. From the results of their interviews to understand and assume conflict is basically not be good or bad, but it be good on depending on how conflicts are managed effectively. Understanding the conflict in general conflict as something to build on.

The types of conflicts that occurred at the University of Sariputra Indonesia Tomohon, the findings of the conflict at the University of Sariputra Indonesia Tomohon including the type of individual conflicts between individuals and groups of individuals. In this case no conflict between leaders and subordinates, but rather the conflict between individuals and groups.

The views led to conflict. With the above problems led to manage conflict well. It is not easy to find solutions to problems that can at least satisfy fully the opponent in this case the interests competing for even more power. As a leader, let alone a woman of course many strategies used between attitudes relented, withdrew, silent action is the first step that is

used as well as the reference of the Chairman of Dharma Bakti Indonesia Tomohon Foundation. So if the view conflict as a matter of turning off step is a misconception, but the conflict as a leader must have the power to manage conflict well and always view the conflict as a means of evaluation and institutional strengthening. From interviews with the Chairman of the Foundation as well as structurally officials they view the conflict as something natural and should be completed and able to dramatize that do not interfere with the activity of the entire academic community.

Causes of conflict, which occurred at the University of Indonesia Tomohon Sariputra, is a change of leadership in this regard over the function to the heirs. After pendirinnnya died there conflicts between individuals as described in these types of conflicts. There are two groups in the struggle for possession of Yayasan Dharma Bakti Indonesia Tomohon. In this case the one that grabs the University Sariputra Indonesia Tomohon. So the impact on the temporary closure Forlap PD-DIKTI. And included in one of the private university that is considered problematic. Leaders in this case the Chairman of the Foundation has been using various means to integrate perception but from the opposition, but the opposition still feel they are positioned correctly. And culminate in the handling of the authorities. Basically the causes of the conflict are over the leadership and ownership to heirs. Efforts conflict management approach. In this case the conflict management approach is a tool used leaders manage conflict well to have a positive impact in the survival of the organization.

Overall the finding obtained in the study at the University of Sariputra Indonesia Tomohon is how the leadership abilities in this regard the Chairman of the Foundation manage conflict, so that conflicts do not interfere with the entire academic community activity. And in September 2016 PD-Higher Education University of Indonesia Tomohon Sariputra reactivated.

Conclusion and Suggestion

Conclusion

Based on the results of conflict management research at the University Sariputra of Indonesia Tomohon, the role of conflict management approach is how the conflict can bring change to the organization. With an understanding of the conflict if we explain and inform well will certainly understandable olrh entire academic community. So that they can find out where the conflict is positive and which are negative conflict. As well withdrawn in dissent, narrowing differences and eliminates the difference unnecessary or unimportant.

With the role of conflict management is a key element in managing the conflict, because it avoids a conflict is impossible, then the resolution of conflicts in various positive ways will have a positive impact as well. As this study could be the study of conflict management leadership as an evaluation tool and a tool to strengthen the management of Univeritas Sariputra Indonesia Tomohon.

Suggestion

Based on the conclusion, it can be suggested as follows: (1) each of the academic community should view the conflict as a functional conflict, 2) leader should be able to categorize, distinguish the conflicts that exist so that it can respond to and manage it well. 3) the views led to conflict. A leader always views conflict as a functional conflict. 4) the causes of conflicts leader must be able to analyze the causes of the conflict from different perspectives. 5) the efforts of the leadership by using the application of conflict management approach.

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PENERAPAN NILAI KARAKTER PESERTA DIDIK DI SATUAN PENDIDIKAN DITINJAU DARI GAYA KEPEMIMPINAN, SIKAP GURU, DAN BUDAYA SEKOLAH

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Abstrak

Pendidikan karakter telah menjadi perhatian semua pihak dalam rangka mempersiapkan generasi yang berkualitas, bukan hanya untuk kepentingan individu warga negara, tetapi juga untuk warga masyarakat secara keseluruhan. Pemerintah dalam hal ini Kementerian Pendidikan Nasional mencanangkan adanya pendidikan yang berbasis karakter. Dan ini diharapkan berlaku pada setiap peserta didik mulai dari PAUD, tingkat SD sederajat, SMP sederajat dan SMA/SMK sederajat dan sampai ke perguruan tinggi. Dengan sebuah harapan bahwa generasi kedepan akan memiliki karakter sesuai dengan harapan. Untuk menanamkan nilai-nilai karakter kepada peserta didik, dibutuhkan peran aktif dari semua pihak, baik dari lingkungan keluarga, masyarakat, bahkan lingkungan sekolah dimana peserta didik tersebut menuntut ilmu. Di lingkungan sekolah, adanya gaya kepemimpinan kepala sekolah yang partisipatif dan menganut prinsip semua yang ada di sekolah adalah satu bagian keluarga, sikap dan perilaku guru, serta budaya sekolah yang menerapkan nilai-nilai karakter akan memberikan dampak yang signifikan bagi penanaman nilai karakter peserta didik.

Kata kunci: Nilai Karakter, Gaya Kepemimpinan, Sikap Guru, Budaya Sekolah

Pendahuluan

Pendidikan karakter sebenarnya bukanlah hal yang baru di dalam masyarakat Indonesia. Sejak kemerdekaan Republik Indonesia, mulai dari masa orde lama, orde baru bahkan masuk pada era reformasi pendidikan karakter ini sudah ada namun dengan nama dan bentuk yang berbeda beda. Dalam Undang-Undang Sisdiknas no. 20 tahun 2003, pendidikan karakter itu telah ada. Namun belum menjadi fokus utama. Karena pendidikan karakter ini hanya dititip kepada guru – guru agama dan juga guru PKn. Sehingga tidaklah mengherankan ketika pelaksanaannya tidaklah maksimal. Ini dapat kita lihat dari merosotnya nilai karakter anak bangsa yang ditandai dengan tawuran terjadi di mana-mana, pergaulan bebas masih mewarnai para mahasiswa bahkan juga pada siswa usia sekolah SMP dan SMA sederajat, kasus plagiat yang terjadi pada mahasiswa di Perguruan Tinggi, jual beli ijazah, dan masih banyak lagi fenomena-fenomena yang terjadi dalam kehidupan sehari-hari seperti pencurian, pemerkosaan, pembunuhan dan masih banyak lagi yang semakin memperkuat asumsi bahwa nilai karakter itu sudah mulai merosot bahkan sudah mulai pudar. Sehingga Pemerintah dalam hal ini melalui Kementerian Pendidikan dan Kebudayaan melakukan berbagai upaya pelatihan-pelatihan, sosialisasi-sosialisasi dalam upaya untuk memperbaiki karakter generasi muda pada khususnya, bahkan karakter bangsa pada umumnya. Maka tidak mengherankan kalau akhir-akhir ini begitu banyak buku-buku baru yang terbit tentang karakter, semua itu dalam upaya memperluas pengetahuan bahwa pendidikan karakter itu merupakan hal yang sangat urgen bagi masa depan bangsa. Karena masa depan bangsa ditentukan oleh generasi sekarang ini.

Pendidikan Karakter

Pendidikan adalah suatu proses yang berfungsi mewariskan nilai-nilai dan prestasi masa lalu ke generasi mendatang. Nilai-nilai dan prestasi masa lalu itu merupakan kebanggaan bangsa dan menjadikan bangsa itu dikenal oleh bangsa-bangsa lain. Menurut IG.A.k.Wardani (2009) bahwa selain mewariskan, pendidikan juga memiliki fungsi untuk mengembangkan nilai-nilai budaya dan prestasi masa lalu itu menjadi nilai-nilai budaya bangsa yang sesuai dengan kehidupan masa kini dan masa yang akan datang serta mengembangkan prestasi baru yang menjadi karakter baru bangsa. Oleh karena itu pendidikan budaya dan karakter bangsa sangat dibutuhkan bagi setiap generasi muda.

Pengertian karakter dapat kita lihat dari dua sisi, yakni sisi kebahasaan dan istilah. Menurut bahasa (etimologis) istilah karakter berasal dari bahasa latin *kharakter*, *kharassaein*, dan *kharax* dalam bahasa Yunani *character* dari kata *charassein*, yang berarti *membuat tajam* dan *membuat dalam* (Heri Gunawan, 2012:1). Sementara itu dalam Kamus Besar Bahasa Indonesia (KBBI), pusat bahasa Departemen Pendidikan Nasional kata karakter berarti sifat-sifat kejiwaan, akhlak atau budi pekerti yang membedakan seseorang dengan yang lain atau bermakna bawahan, hati, jiwa, budi pekerti, perilaku, personalitas, sifat, tabiat, temperamen, watak, dan lain sebagainya. Maka istilah berkarakter artinya memiliki karakter, memiliki kepribadian, berperilaku, bersifat, bertabiat dan berwatak.

Hornby and Parnwell (1927) mendefinisikan karakter adalah kualitas mental atau moral, kekuatan moral, nama atau reputasi.

Hermawan Kartajaya (2010) mendefinisikan karakter adalah ciri khas yang dimiliki suatu benda atau individu (manusia). Ciri khas tersebut adalah asli atau mengakar pada kepribadian benda atau individu tersebut dan merupakan mesin pendorong bagaimana seseorang bertindak, bersikap, berujar, serta merespon sesuatu.

Imam Ghazali menganggap bahwa karakter lebih dekat dengan akhlak, yaitu spontanitas manusia dalam bersikap, atau melakukan perbuatan yang telah menyatu di dalam diri manusia sehingga ketika muncul tidak perlu dipikirkan lagi.

Menurut Suyanto (2010) karakter adalah cara berpikir dan berperilaku yang menjadi ciri khas tiap individu untuk hidup dan bekerjasama, baik dalam lingkup keluarga, masyarakat, bangsa dan Negara.

Bedasarkan beberapa pendapat diatas, dapat dimaknai bahwa karakter adalah keadaan asli yang ada di dalam individu seseorang yang membedakan dirinya dengan orang lain.

Adapun pendidikan karakter secara ringkas berdasarkan definisi sebagaimana diuraikan adalah pendidikan yang menanamkan dan mengembangkan karakter-karakter luhur kepada anak didik, sehingga mereka memiliki karakter luhur itu, menerapkan dan mempraktikkan dalam kehidupannya, entah dalam keluarga, di lembaga pendidikan, sebagai anggota masyarakat dan warga Negara .

Pendidikan karakter sebenarnya bukanlah hal yang baru di dalam masyarakat Indonesia. Sejak kemerdekaan Republik Indonesia, mulai dari masa orde lama, orde baru bahkan masuk pada era reformasi pendidikan karakter ini sudah ada namun dengan nama dan bentuk yang berbeda beda. Dalam Undang-Undang Sisdiknas no. 20 tahun 2003, pendidikan karakter itu telah ada. Namun belum menjadi fokus utama. Karena pendidikan karakter ini hanya dititip kepada guru - guru agama dan juga guru PKn. Sehingga tidaklah mengherankan ketika pelaksanaannya tidaklah maksimal. Ini dapat kita lihat dari merosotnya nilai karakter anak bangsa yang ditandai dengan tawuran terjadi di mana-mana, pergaulan bebas masih mewarnai para mahasiswa bahkan juga pada siswa usia sekolah SMP dan SMA sederajat, kasus plagiat yang terjadi pada mahasiswa di Perguruan Tinggi, jual beli ijazah, dan masih banyak lagi fenomena-fenomena yang terjadi dalam kehidupan sehari-hari seperti pencurian, pemerkosaan, pembunuhan dan masih banyak lagi yang semakin memperkuat asumsi bahwa nilai karakter itu sudah mulai merosot bahkan sudah mulai pudar. Sehingga Pemerintah dalam hal ini melalui Kementerian Pendidikan dan Kebudayaan melakukan berbagai upaya pelatihan-pelatihan, sosialisasi-sosialisasi dalam upaya untuk memperbaiki karakter generasi muda pada khususnya, bahkan karakter bangsa pada umumnya. Maka tidak mengherankan kalau akhir-akhir ini begitu banyak buku-buku baru

yang terbit tentang karakter, semua itu dalam upaya memperluas pengetahuan bahwa pendidikan karakter itu merupakan hal yang sangat urgen bagi masa depan bangsa. Karena masa depan bangsa ditentukan oleh generasi sekarang ini. Apa jadinya jika generasi sekarang ini tidak dibekali dengan pendidikan karakter. Tentunya apa yang diharapkan bahwa generasi ke depan akan lebih baik dari sekarang itu jauh dari harapan.

Pendidikan karakter ini menyentuh setiap satuan pendidikan, mulai dari kelompok bermain (PAUD), tingkat SD sederajat, SMP sederajat, SMA/SMK sederajat bahkan sampai pada Perguruan Tinggi. Tentunya timbul suatu pertanyaan, apakah pendidikan karakter ini hanya merupakan tanggungjawab satuan pendidikan? tentu tidak. Sebab harus dipahami bahwa anak usia sekolah waktu berada di sekolah hanya mulai dari jam 07.00 -14.00 (hanya ada 7 jam) sementara 17 jam dia berada di lingkungan keluarga dan masyarakat. Itu sebabnya penulis mengatakan bahwa pendidikan karakter itu harus terlihat dan dilaksanakan melalui 3 sektor pendidikan, *pertama* melalui pendidikan informal di rumah, *kedua* melalui pendidikan formal di sekolah dan *ketiga* melalui pendidikan non formal di masyarakat. Sehingga mata rantai dalam membina generasi muda tidak terputus atau tetap berkesinambungan.

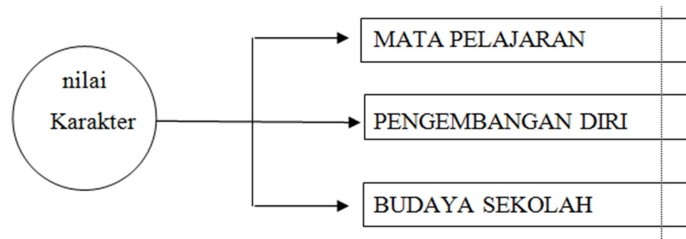
Pendidikan Karakter adalah suatu konsep dasar yang diterapkan ke dalam pemikiran seseorang untuk menjadikan akhlak jasmani rohani maupun budi pekerti agar lebih berarti dari sebelumnya sehingga dapat mengurangi krisis moral yang menerpa negeri ini. Menurut para ahli pengertian pendidikan karakter haruslah diterapkan ke dalam pikiran seseorang sejak usia dini, remaja bahkan dewasa, sehingga dapat membentuk karakter seseorang menjadi lebih bernilai dan bermoral. Pada kenyataannya moral adalah faktor utama yang mendukung pendidikan karakter seseorang tetapi masih ada beberapa faktor yang menyebabkan siswa tidak dapat menyerap pendidikan karakter yang diberikan. Sebagian besar dikarenakan terbentur dari sisi latar belakang ekonomi dan sosial, kemampuan seorang siswa sebenarnya ada akan tetapi karena terbentur oleh faktor di atas maka terbentur pula kemampuan seorang siswa untuk dapat menyerap apa yang telah diberikan kepadanya.

Demikian juga dengan faktor dari dalam, yaitu faktor orang tua. Sebagai orang tua haruslah menaruh kepedulian yang sangat tinggi terhadap pendidikan karakter anak-anaknya karena faktor orang tua juga merupakan salah satu kunci sukses dalam dunia pendidikan. Namun yang penulis tulis dalam jurnal ini terfokus kepada pendidikan formalnya.

Pelaksanaan Pendidikan Karakter

Pendidikan karakter di sekolah

Sekolah adalah wadah tempat peserta didik menuntut ilmu seyogyanya harus menciptakan generasi-generasi yang bukan hanya pintar secara ilmu pengetahuan (kognitif) saja, tetapi juga mampu mencetak generasi yang memiliki moral dan akhlak yang baik patut dipuji dan layak dijadikan contoh. Sehingga pelaksanaan pendidikan karakter di sekolah merupakan suatu hal yang sangat penting dan segera dilaksanakan. Adapun proses pengembangan nilai karakter itu, tidak menambah mata pelajaran khusus tentang pendidikan karakter, tetapi nilai dari karakter itu terintegrasi pada setiap mata pelajaran apapun. Selain itu juga melalui kegiatan-kegiatan pengembangan diri berupa ekstrakurikuler. Dan tidak ketinggalan juga bahwa nilai karakter ini dapat ditanamkan melalui budaya sekolah, budaya antri, budaya memberi salam, budaya disiplin, bertanggungjawab, dan lain sebagainya.



Gambar 1. Pengembangan Nilai-Nilai Karakter di Sekolah

Ada 18 nilai-nilai dalam pengembangan pendidikan budaya dan karakter bangsa yang dibuat oleh Diknas. Mulai tahun ajaran 2011, seluruh tingkat pendidikan di Indonesia harus menyisipkan pendidikan berkarakter tersebut dalam proses pendidikannya.

18 nilai-nilai dalam pendidikan karakter menurut Diknas adalah:

Religius

Sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, dan hidup rukun dengan pemeluk agama lain.

Jujur

Perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan, dan pekerjaan.

Toleransi

Sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap, dan tindakan orang lain yang berbeda dari dirinya.

Disiplin

Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.

KerjaKeras

Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.

Kreatif

Berpikir dan melakukan sesuatu untuk menghasilkan cara atau hasil baru dari sesuatu yang telah dimiliki.

Mandiri

Sikap dan perilaku yang tidak mudah tergantung pada orang lain dalam menyelesaikan tugas-tugas.

Demokratis

Cara berfikir, bersikap, dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain.

Rasa Ingin Tahu

Sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajarinya, dilihat, dan didengar.

Semangat Kebangsaan

Cara berpikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya.

Cinta Tanah Air

Cara berpikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya. Apalagi di daerah perbatasan yang berada di Kabupaten Kepulauan Talaud, yang merupakan daerah perbatasan dengan Filipina, hal ini sangat penting untuk diterapkan, sehingga peserta didik sejak dini paham dan tahu bahwa NKRI (Negara Kesatuan Republik Indonesia) merupakan tanggungjawab semua pihak.

Menghargai Prestasi

Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain.

Bersahabat/Komunikatif

Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain.

Cinta Damai

Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain.

Gemar Membaca

Kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan kebajikan bagi dirinya.

Peduli Lingkungan

Sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam di sekitarnya, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi.

Peduli Sosial

Sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan.

Tanggung Jawab

Sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajibannya, yang seharusnya dia lakukan, terhadap diri sendiri, masyarakat, lingkungan (alam, sosial dan budaya), negara dan Tuhan Yang Maha Esa

Pembangunan karakter bangsa ini merupakan kebutuhan asasi dalam proses berbangsa, karena hanya bangsa yang memiliki karakter dan jati diri yang kuat yang akan mampu menjadikan dirinya berkualitas. Masyarakat dan keluarga pada khususnya masih banyak berharap pada sekolah, karena mereka beranggapan dengan pendidikan di sekolah dapat secara langsung, sistematis dan sistematis akan diberikan sejumlah pengetahuan dan dididik dengan nilai-nilai positif dalam kehidupannya.

Menurut Djihadono dalam Sapto Aji Wirantho(2011) pendidikan nilai ditujukan pertama pada penanaman nilai-nilai untuk menangkis nilai-nilai negatif atau yang cenderung mendorong nilai-nilai negatif dalam artian moral yang merupakan akibat arus

Gaya Kepemimpinan

Menurut Arismunandar (2006 : 31), kepemimpinan adalah proses untuk mempengaruhi individu atau kelompok agar secara sadar dan harmonis bekerja untuk mencapai tujuan organisasi. Kata "sadar" menunjukkan bahwa kepemimpinan didasarkan oleh kerelaan bukan paksaan. Hal ini berbeda dengan kekuasaan yang diterima sebagai suatu keterpaksaan. Pengakuan terhadap konsep kepemimpinan dalam organisasi telah menjadi dasar dari berbagai kalangan. Dari analisis tersebut terungkap pentingnya strategi kepemimpinan yang dirumuskan dalam berbagai bentuk perilaku kepemimpinan yang efektif. Teori kepemimpinan perilaku (Hersey&Banchard,1982) yang sudah lama dikenal, misalnya memandang kepemimpinan yang efektif (yang mendorong kinerja bawahan) adalah kepemimpinan yang memperhatikan dua aspek secara bersamaan, yaitu orientasi terhadap tugas dan orientasi terhadap manusia. Orientasi terhadap tugas melahirkan kepemimpinan yang memiliki visi yang jelas, tugas yang jelas dan sistem komunikasi yang permanen. Orientasi terhadap manusia melahirkan kepemimpinan kesejawatan, kemauan pemimpin mendengarkan suara hati bawahan dan mendorong partisipasi bawahan dalam berbagai aspek kehidupan organisasi.

Menurut Iskandar Agung dalam Benny Binilang (2010: 35) Kepemimpinan merupakan proses untuk mempengaruhi dan menggerakkan seseorang atau sekelompok orang kepada tujuan-tujuan yang umumnya ditempuh dengan cara yang tidak memaksa

Gaya kepemimpinan adalah perilaku pemimpin untuk mempengaruhi bawahan secara situasional dalam mencapai tujuan organisasi dengan pendekatan memberikan pengarahan, dukungan, mengikutsertakan bawahan dalam pengambilan keputusan, memberikan penghargaan kepada bawahan yang berprestasi.

Menurut Tjong dalam Arismunandar (2006:33), bahwa kompetensi kepemimpinan yang diperlukan di sekolah yang efektif tercermin dari beberapa karakteristik di bawah ini :

1. Kepala sekolah yang adil dan tegas dalam mengambil keputusan
2. Kepala sekolah yang membagi tugas secara adil kepada guru
3. Kepala sekolah yang menghargai partisipasi staf
4. Kepala sekolah yang memahami perasaan guru
5. Kepala sekolah yang memiliki visi dan berupaya melakukan perubahan
6. Kepala sekolah yang terampil dan tertib

7. Kepala sekolah yang berkemampuan dan efisien
8. Kepala sekolah yang memiliki dedikasi dan rajin

Gaya kepemimpinan seorang kepala sekolah juga sangat memberikan dampak bagi penanaman nilai-nilai moral peserta didik yang ada di sekolah tersebut. Kepala sekolah yang mempunyai gaya kepemimpinan yang partisipatif dan menganut prinsip kekeluargaan akan memberikan kontribusi bagi penanaman nilai-nilai karakter pada siswa di sekolah tersebut.

Sikap Guru

Faktor lain yang mendukung pendidikan karakter anak adalah guru, guru tentunya harus tahu tujuannya sebagai guru, bukan alasan utama untuk menjadi profesi guru untuk mencari nafkah demi keluarganya saja, tetaplah berpedoman bahwa seorang guru adalah pahlawan tanpa tanda jasa, bukan pahlawan dengan banyak tanda jasa. Guru memiliki tanggung jawab untuk membentuk hubungan yang baik dengan para siswa dan orang tua. Guru juga harus mampu berkomunikasi secara efektif dengan kedua orang tua dan siswa dalam rangka untuk memastikan bahwa tidak ada kesalahpahaman atau katidaktahuan tentang pendidikan anak-anak. Seorang guru yang baik menyadari setiap kebutuhan khusus untuk membantu siswa menyesuaikan diri dengan kurikulum yang sesuai. Dan sudah pasti, diperlukan kesabaran ekstra bagi seorang guru dalam berhadapan dengan para siswa. Jadi haruslah ada keterkaitan faktor-faktor tersebut agar terjalin kesinambungan pendidikan yang baik bahkan mencapai ke tingkat kesempurnaan.

Menurut IG.A.K.Wardani, 2009:93 bahwa tenaga kependidikan pada semua jenjang pendidikan seyogyanya harus mempunyai tanggungjawab yang sangat penting dalam membangun karakter bangsa. Seorang guru yang tidak memiliki kepribadian yang dapat diteladani dan kemampuan bersosialisasi yang memadai, tidak akan mampu membentuk karakter peserta didik. Dia tidak mungkin menjadi model kepribadian yang dapat ditiru oleh peserta didik.

Bahkan pada jenjang pra sekolah dan pendidikan dasar (SD), pendidik merupakan figur yang paling bermakna bagi peserta didik yang masih berusia sangat muda. Mereka lebih percaya kepada gurunya dibanding orang tuanya. Dalam kaitan inilah figur guru sebagai orang yang patut digugu dan ditiru benar-benar menjadi kenyataan. Dan ini merupakan kesempatan yang baik untuk menanamkan budi pekerti luhur seperti sopan santun, disiplin, kejujuran, ketulusan, saling menolong, saling menghargai.

Elias et al dalam IG.A.K.Wardani, (2009:89) mengatakan bahwa mengajar melalui model atau contoh langsung dari guru merupakan teknik mengajar yang paling efektif untuk semua jenjang pendidikan terlebih untuk anak-anak. Ini berarti bahwa anak lebih percaya pada apa yang dilakukan oleh gurunya disbanding apa yang dikatakan oleh gurunya.

Budaya Sekolah

Menurut Miner dalam Prim Maskoro Mutohar (2007) bahwa organisasi yang memiliki situasi kerja dengan iklim terbuka menunjukkan tingkat kepercayaan dan keefektifan lebih tinggi dari pada yang menggunakan iklim tertutup. Dan ini sangat mempengaruhi kinerja setiap komponen yang ada di organisasi tersebut.

Seorang kepala sekolah yang menganut prinsip iklim kerja terbuka (selalu melibatkan guru dan staf dalam setiap pengambilan keputusan) sangat mempengaruhi kinerja guru dan staf yang ada di sekolah tersebut. Sebaliknya kepala sekolah yang selalu tertutup akan membuat situasi sekolah menjadi kurang efektif dan kurang nyaman bagi guru dan stafnya, dan ini tentunya akan berpengaruh juga bagi situasi, kondisi dan budaya dari sekolah tersebut. Dan inipun akan berpengaruh bagi penanaman nilai-nilai moral setiap peserta didik.

Menurut Ig.A.K.Wardani (2009:85) bahwa budaya yang menyebabkan peserta didik tumbuh dan berkembang dimulai dari budaya di lingkungan terdekat (kampung, RT, RW, desa) berkembang ke lingkungan yang lebih luas yaitu budaya nasional bangsa dan budaya universal yang dianut oleh umat manusia. Melihat tumbuh dan berkembangnya berawal dari budaya di lingkungan terdekat, maka peran sekolah (satuan pendidikan) sangat menentukan.

Sekolah yang dipimpin oleh kepala sekolah yang efektif akan menghasilkan suasana, iklim dan budaya di sekolah tersebut sarat dengan suasana kekeluargaan, saling menghargai, saling mempercayai dan ini bukan hanya terjadi kepada guru dan staf, namun juga akan terjadi di lingkungan peserta didik. Dengan iklim dan budaya sekolah yang baik akan menjadikan mereka lebih kreatif, ada rasa toleransi, saling menghargai, saling menghormati baik terhadap bapak/ibu guru juga terhadap rekan-rekannya. Dengan demikian dapatlah dikatakan bahwa kepemimpinan kepala sekolah akan mempengaruhi budaya di sekolah tersebut, yang juga pada akhirnya akan mempengaruhi karakter dari setiap peserta didik yang ada di sekolah tersebut.

Penutup

Untuk menanamkan karakter yang baik, diperlukan adanya keteladanan, tidak cukup hanya sebagai pengetahuan yang bersifat kognitif namun harus menjadi suatu keyakinan yang ia ingin terapkan dalam kehidupan sehari-hari. Oleh karena itu dibutuhkan kerjasama semua pihak baik itu keluarga, sekolah dan masyarakat. Sekali lagi dibutuhkan keteladanan semua pihak secara simultan.

Untuk mengoptimalkan peran pendidikan sebagai wahana pembentukan karakter maka sangat dibutuhkan peran aktif dari semua pihak yang ada dalam dunia pendidikan dalam hal ini sekolah dimana peserta didik itu dibentuk. Kepala sekolah, guru, tenaga administrasi, serta stake holder lainnya harus mampu menjadi panutan bagi peserta didik. Gaya kepemimpinan kepala sekolah sangat berpengaruh terhadap karakter peserta didik. Kepala sekolah yang partisipatif, tidak otoriter sangat memberikan kontribusi positif bagi pelaksanaan karakter peserta didik, sebaliknya kepala sekolah yang otoriter, akan membuat suasana tidak nyaman bagi guru-guru, pegawai dan peserta didik itu sendiri. Dan tentunya ini akan menghambat penanaman nilai moral / karakter kepada peserta didik. Demikian juga dengan budaya lingkungan sekolah. Sekolah yang memupuk nilai-nilai karakter melalui pembiasaan dan budaya sekolah, akan sangat berkontribusi bagi perkembangan nilai-nilai karakter peserta didik.

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**THE TEACHING AND LEARNING OF THE SITI ZUBAIDAH VERSION OF
DULMULUK (DMSZ) PERFORMING ARTS FOR STUDENTS OF
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY:
AN EFFORT TO PRESERVE TRADITIONAL CULTURE ARTS**

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Abstract

This study tries to describe the efforts of preservation of cultural arts performances of Siti Zubaidah Version of Dul Muluk (DMSZ) through its teaching and learning which describe the preparation, implementation, and evaluation. The research subjects were students of Indonesian Language and Literature Education Study Program FKIP Sriwijaya University. This is a descriptive qualitative study the data of which were collected using observation, interview, documentation, and questionnaire. The results showed that the efforts of preservation of cultural arts performances of DMSZ through learning for student teachers were very effective and efficient. The logic is if there were 40 student taking DMSZ study, there will be 40 teachers who have the knowledge of DMSZ. It is expected that in the end, the efforts to preserve DMSZ as traditional culture performing arts will come to a realization. The results also showed that the preparation, implementation, evaluation of learning in the classroom were very encouraging. Furthermore, the knowledge of student on DMSZ after following this course was better than before. The different in pretest and posttest strengthen the information of their knowledge. Their interests were steeped. This was shown by their activity in preparation for staging DMSZ. They were very enthusiastic preparing this performance.

Keywords: Learning, Performing Arts, Dulmuluk, Preservation

Introduction

The conditions of Siti Zubaidah Version of Dul Muluk (DMSZ) as the arts traditional are no different from other. As a result of create, work, and intention (cultural) the communities, it needs attention. Each of groups of people have different opinions and views on culture. There is a view of culture as a value that must be observed and preserved its existence. Some of them likens culture as a part of the growing body, develop, and change in accordance with the development of age.

Nurhayati, (2014:11) in a focus group discussion(FGD)about the show Dulmuluk obtain input from artists, arts practitioners, and activists of performing arts of Dulmuluk. In the FGD it is advisable to consider the duration of the show, the performing arts for conservation purposes, the existence of an artistic director, cosmetology supporting role, audition players based on role, fashions in accordance with the character, the arrangement of the stage, the lighting designer that supports the story, their stylist sound including supporting music stories, and their audience.

FGD results above informed that component performing arts of Dulmuluk has not been a concern of the artists of performing arts. Dulmuluk bring cultural functions. It is necessary to revive the existence of Dulmuluk and introduced as a performance art to the younger generation. The efforts to preserve and revitalize must be done and that effort can not be separated from the younger generation.

Currently Dulmuluk not very well known among the younger generation. This is demonstrated by the data obtained in 2012 (check Nurhayati, Subadiyono, and Suhendi, 2014:6). From the 115 students who were given the questionnaire, only 23 students (15%) who never watched Dulmuluk. This means that not many students, the younger generation, know Dulmuluk.

Admittedly, the existence of DMSZ growing and developing since the 1960s, until today still exist. The DMSZ is cultural products of community supporters. The DMSZ also is a relic of the past therefore supporting community tried to give her attention.

The DMSZ is the one of performance art. Because of the performing arts, this art must be presented to the public. The DMSZ was born and developed among the society. Its means, DMSZ in the middle of the dynamics of society in which there are, the social system, the power, and the belief that existence is impossible not to be colored by that system.

As with other performing arts, DMSZ also face threats that can destroy even gave remodel the existing system on this tradition. In order to survive in the face of this threat DMSZ must strengthen the system to remain intact and in accordance with its own identity.

The traditions that have a reliable resistance, that is the tradition that strong and able to face challenges and threats. Such tradition can be developed and can be more varied, more widespread and can determine a better position in the context of life. Good tradition is a tradition that can experience life situations in their context and are always there and present in society (Rusyana, 2008:4-5)

As a traditional art, the presence of DMSZ must be maintained in order not displaced by the emergence of other performing arts emerging-by do not mean to downplay-the one man band (*organ tunggal*, for example. The one effort that can be done is to bring it in to the class and present it as a teaching material on courses for prospective teachers (students of language and literature department). Thus, when these students become teachers, they will pass it on to their students.

From the FGD on 6 August 2016 along with artists, practitioners, academics and activists of performing arts of Dulmuluk obtained information that the existence of performing arts should be maintained. The one way is through education and the most effective is through educational institutions of educational personnel (*lembaga pendidikan tenaga kependidikan*), especially in the Department of Language and Arts Education, The Faculty of Teacher Training and Education University of Sriwijaya.

From the lecturer of Literature Workshop (*sanggar sastra*), Literature of Indonesia Studies Program, Department of Language and Arts Education, The Faculty of Teacher Training and Education University of Sriwijaya obtained information that one of the lecture material of this course is DMSZ.

Therefore, researchers are interested want to know and to describe the preparation, implementation, and evaluation of learning DMSZ. This is the purpose of this study.

Research Methodology

Based on the purpose, this research used qualitative descriptive method. That is, the researchers describe all the symptoms that exist in the field covering the preparation, implementation, and evaluation of learning DMSZ, in this case, the class of subjects of Literature Workshop of Study Program of Indonesian Language and Literature, Department of Language and Arts Education, The Faculty of Teacher Training and Education University of Sriwijaya.

The instrument used in this research is the researcher themselves. The technique used to collect the data were observation, interviews, documentation, questionnaire and triangulation.

Observation techniques conducted to obtain the data during in the class, during the learning of process and practice of staging. By helping observation sheets, all of the aspects observed were covered. The observation made in this study is participatory observation (Sugiyono, 2010). The researchers involved in the classroom and practice (Check also! Moleong, 1996).

Interviews were conducted in the classroom and outside the classroom. Interviews were conducted to student and lecturer of the course. The students were interviewed did not know that they were being interviewed. Thus, the data obtained completely trustworthy and accountable validity. Interviews using an interview guide.

Document is a record of events that had passed. In this study, the data obtained through the documentation is the preparation of teaching and faculty, DMSZ manuscript, the work of students, the results of paraphrasing of DMSZ poem into a play, and the record of assessments made by the lecturer.

Results and Discussion

Result

Here are the results of research of DMSZ performing arts learning for student teachers. The results includes the preparation, implementation, and assessment of learning.

Learning Preparation of DMSZ

In this phase, the lecturer makes the syllabus and units lesson. The syllabus contains a summary of the activities to be conducted during one semester, including: (1) introductory courses, (2) an explanation of material globally, (3) writing rhymes and poems. (4) discuss the poem of DMSZ (5) paraphrasing manuscript of Siti Zubaidah, (6) playwriting DMSZ, (7) practice for staging DMSZ, and (9) staging DMSZ.

Lesson plans Unit (Satuan Acara Perkuliahan) was created based on the syllabus. The content of syllabus of literature workshop are activities and applications of literature. In a relatively short time, with a variety of methods such as lectures, discussion, performance, training, performing art and other activities, the students get chances to creativity.

After following this course students are expected to write the various genres of literature include: writing rhymes, poems, short stories, and plays. In addition, students are expected to present them in a variety of performance.

The creativity of students were challenged. They were asked to change the lyric or paraphrasing DMSZ became prose. Here are some examples of paraphrasing they made.

Sultan Darman Shah is the king of Kembayat State. His son Zainal Abidin was crowned king of Kembayat, and his name became Zainal Abidin Shah (Couplet 1—139).

The manuscript of prose paraphrasing result was made into a play of DMSZ. The manuscript was staged in front of the audience as the final project of workshop literature courses. Before staging the manuscript, they got lecturer direction of the course. They must take steps to arrive at a staging.

Learning Implementation of DMSZ

Learning activities carried out in several places, namely: lecture hall RC 2.4, multimedia room of FKIP Unsri, Language Institute of Unsri, and theater of Gabi. Learning activities take place in accordance with the agenda of lectures which have been agreed between lecturers and students.

The material of literature workshop is the script of Siti Zubaidah (DMSZ). This script still in poetry. This text is paraphrased into prose and then converted into a play.

The lecture material delivered by various methods, among others, lectures, discussions, question and answer, task, and demonstrations. Lecturer once a while told the story of Siti Zubaidah. He also uses storytelling.

Armed with dramaturgical theory and management of performing arts and under the guidance of lecturer of literature workshop courses, student can display a show DMSZ were greeted with lively applause. Witnessed by no less than 500 audience the student performed totally. In a relatively short time, less than three months they can demonstrate the show that received boisterous applause.

Learning Assessment of DMSZ

The DMSZ learning assessment carried out as the other learning subjects. Assessment is done comprehensively. Lecturers have progress reports of competency cognitive, affective, and psychomotor. Cognitive domains measured using an instrument of multiple-choice tests. Cognitive domains measured by using a multiple choice test instruments.

The affective learning assessment using observation sheet which is the components include responsibility, cooperation, creativity, and the task to write a script, do the exercises, and carrying out staging. Overall, students' attitude toward the learning activities DMSZ very good. Simply put, this can be proved through the final performance. Impossible the staging will happen if they do not have an attitude of responsibility, cooperation, creativity, and the task to write a script, do the exercises, and carrying out staging.

The rate of DMSZ learning more focused on psychomotor domains. The average of results of cognitive assessment of this course is 65. We may doubt the results of the evaluation given by lecturers. It's no secret, the tendency of lecturer give subjective assessments to students who attend the lecture there. However, this time the subjectivity that arise in our minds is disproved by the comments was given by the representing of audience at a performance at *Graha Budaya* South Sumatra.

After the performance, some audience members commented. The Chairman of the Department of Language and Arts Education, FKIP Unsri say that overall the show was incredible. This performance will be better if setting the stage, the background, can be adjusted by computer-aided media. Jungle atmosphere, for example, is not the same as in the kingdom. The ambiance of war would be alive if it is supported by a stage background (screen) that describes the atmosphere of war.

The artists of Dulmuluk from Pemulutan commented on this show. He was proud to the Dulmuluk appointed classy community, students. Dulmuluk who had only appeared in the villages, it can appear in the middle of well-educated generation.

The same thing also delivered by Sugeng, artists and art activists Dulmuluk. Comments from other spectators in essence the same that they were satisfied. The praise also delivered by Muhammad Yahiyah, students of Dharma Siswa from Sudan. He is student of Study Program of Indonesia Literature and Language of FKIP of Unsri. He congratulated and hopefully always successful.

This is a real authentic assessment. Such assessments should be done to assess the performance of each student/pupil.

Discussion

Making the DMSZ as scientific talks make DMSZ increasingly exist and can be aligned with other performing arts. Bring the DMSZ to scientific meetings, festivals, and activities of the art is the right step. Thus, the toughness of the existing tradition in DMSZ will not have problems (Check Rusyana, 2008:4). From Rusyana (2006:206-7) obtained the information that the Strategic Plan of the College of Arts of Indonesia (STSI) Bandung 2005-2009, carried out an assessment of the existing tradition in his environment, define actions to preserve and develop it in the form of 'breeding power of life and usability of the art in its environment'.

The steps taken by the College of Arts of Indonesia (STSI) Bandung seems to be used as an example. Efforts FKIP Unsri bring the DMSZ into the classroom is right. In the course of literary workshop the DMSZ used as learning materials.

Bring the DMSZ in to the classroom and plan it becomes a learning material is a step that is quite right to preserve the existence of the traditional performing arts. The traditional performing arts will be more powerful. Even though this time was able to survive until now because of the faithfulness of the supporting community-cast and music players-even though they are only are farmers, day laborers, and less predictable income. They live in deprivation. Poverty facilities do not turn off their creativity, because the arts have the doubles of power (See Riantiaro, 2005:281).

The traditional arts as an art that originated and rooted and has been perceived as belonging to their own community environment. The management is based on the ideals of

community supporters. Results traditional arts generally accepted as tradition, inheritance devolved from the older generation to the younger generation. The DMSZ recognized by the community of supporters as traditional art. The DMSZ has been long in the community, of the past society, and have continuity from generation to generation.

Since the 1840s until today, the DMSZ remain. It shows that the DMSZ is a formidable tradition. Rusyana (2008:4) argues that a strong tradition is tradition alive, that there is in the community, present in community activities, and to perform its functions to the context of life.

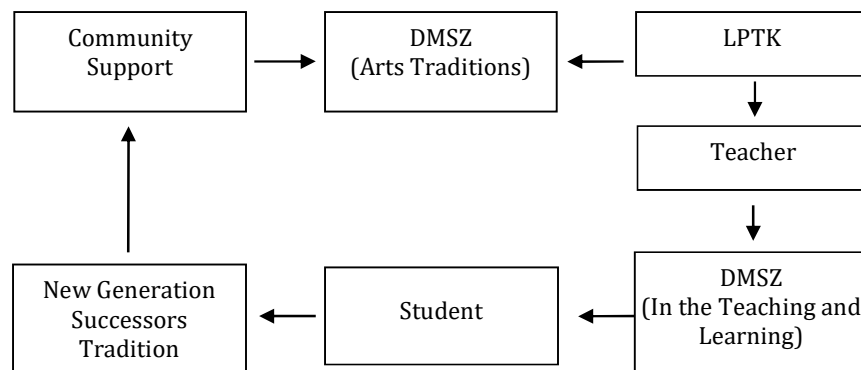
The certain types of performing arts shows that most of the perpetrators are adults or the people who are relatively old (Kusmayati, 2003: 208). In connection with the preservation of DMSZ in the community, the students of English or Bahasa as a prospective teacher should be considered. The existence is not simply to multiply the count, but it really should be taken into account. They will be the successor who would take the place of adults in preservation the existence of DMSZ. In other words, they will be become agents of change-agent of preservation (Read also! Ramlan, 2008:271-6).

Along with the change of DMSZ process as a result of the dynamics of society and the challenges of era, we must show identification with the art of intellectual quality. It's mean that, the DMSZ is not only the consumption of communities. The DMSZ must be discussed at the honored event, criticized constructively and appropriately appreciated by the observer and connoisseur of art including student of teachers at the Study Program of the Language and Literature of Indonesia. (See!, Ruchimat, 2008: 20—21; Check also!, Caturwati 2008:96—100).

Therefore, under the guidance of lecturer of the course of Literature Workshop the DMSZ will be positioned parallel to the respectable and other performing arts. The student teachers who will become teachers in schools potential to become agents of preservation of DMSZ. Can you imagine how many young people who would know DMSZ through graduated of FKIP, The Study Program of Language and Literature of Indonesia. Thus, the DMSZ will be a phenomenon that can not be separated from social and cultural activities of the community.

According to the observations, students who attend the lectures of Literature Workshop is very enthusiastic. Interactive Class discussion among lecturer and students, and discuss between students DMSZ indicates that this material is intresting to talk about. Knowledge, attitudes, and skills of the DMSZ students possessed increasingly showing that the step brings DMSZ into the class become one of the tips that are right preservation of DMSZ traditional performing arts. Simply put, the logic in this study are as follows figure.

Figure 1 The Flowchart of Thinking of Preservation of the DNSZ Performing Arts



Conclusion

Traditional Art is not something static, because the art is the expression of the perpetrators are change from time to time. The inability of the artist to adapt the new situation, as well as lessening the fans the kind of art because they feel have gained a new kind of entertainment that is more practical, could eventually dampen the existence of traditional art. To maintain the existence of traditional arts face of the modernization, the traditional arts supporters and stakeholders should be able to utilize the modernization was to modernize the traditional art. One way that can be taken is to bring DMSZ into the classroom.

Bring the DMSZ into the classroom is the most effective way to keep it as a traditional art. Lesson preparation is done carefully, the implementation of the learning that takes place in accordance with planning and handled by lecturers who really competent and comprehensive evaluation of learning further strengthen the presence of DMSZ.

In the class, DMSZ will be talk. Put it into the material in language learning, as a learning material literature increasingly provide opportunities DMSZ familiar with student teachers who in turn through them anyway pupils were expected not only know DMSZ but more than that is appreciated DMSZ as the art of traditions are they should maintain. Finally, the efforts of preservation of DMSZ as traditional art and as a regional identity will be realized.

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BOOK REPORT TO PROMOTE READING INTEREST AND ACCESSING KNOWLEDGE AND SKILLS FOR THE STUDENTS OF SENIOR HIGH SCHOOL OF SEMINARY OF MERTOYUDAN, MAGELANG, CENTRAL JAVA

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Abstract

Book Report is a compulsory activity of reading books that is carried out by students which at the end of a certain period of time they are to submit reports in the form of summaries or résumés of the books they have read. Book Report aims at developing, stimulating, and creating a reading society during the students' learning process. This activity proves that the students' knowledge, imagination, and creativity improve significantly. This activity also proves to be able to increase skills and background knowledge that support the learning process, that is the learning of English, such as linguistic competence (grammar, syntax, conversational phrases, vocabulary mastery, cross-cultural understanding, and so forth). An observation over 180 students of Classes X, XI, and XII indicated the students' great enthusiasm to read books. Every student was obliged to read a book and to make a summary for every book they read; one student read at least one book of minimum 50- page length. The available books for this activity are graded according to their difficulty indices, from Stage 1 (with the least difficulty) up to Stage 8 (with the highest difficulty). The skill of making summaries encourages the students to apply their background knowledge, i.e. learning composition in English. Book Report activity also functions as an assessment instrument to curricular tasks. The effect of this activity may also function as advantageous 'killing-time' toward the students' personal development. The handicap for the students is the limited time to perform consultations to their teachers, and for the teachers, Book Report is an extra work, such as to make corrections to the students' worksheet so that it is necessary for the stakeholders to design it perfectly and to involve English teachers in a teaching teamwork.

Keywords: Book Report, Stage, Résumé/Summar

Introduction

The Research and Development Institution of the National Education Ministry (Litbangkemdiknas) reported on April 27, 2007, that the literacy achievement of Indonesian Children was very low. In 2006 Indonesia participated PIRLS (*Program in International Reading Literacy Study*) and in that year the literacy was seeded at 41st place (scoring 405) among 45 participants, one rank below Iran (scoring 421) and one rank above Qatar (scoring 353), Russia to be at the highest position (scoring 565) and South Africa the lowest (scoring 302). The international average score was 500 with Standard Deviation 100. With that situation, it is quite urgent for Indonesia to improve its reading literacy achievement through various ways in education and teaching of reading at schools.

In the Rule of the Ministry of National Education number 22 of 2006 about the Content Standard, the stress of reading is to give skills to students to be able to access as much information as possible from English written materials. That is why, students need to be taught to gain that skills, and this should be the basic to be further developed.

This paper aims at developing the students' skill of reading English books or texts so that they own reading habits to build a reading community through the activity of Book Report. The development of English reading comprehension at Senior High Schools (SMA) through Book Report is expected to give a large benefit through scientific approach in the Curriculum 2013. Through reading books, the students' knowledge and imagination increases. Book Report improves the students' creativity as well.

Book Report

Book report is one of the methods of teaching reading to school-students. This activity is designed by presenting a task to the students, i.e. reading a book for a certain period of time, say one month, and the students write the summaries of the books they have read to be submitted at the end of every month. The tasks will be checked and scored by the teacher(s). The rules of the Minister of Education and Culture (Permendiknas) number 81A/2013 about the principles of the development of Instructional Plan states that teaching language is to develop reading habit, understanding various reading texts, and expressing ideas in various forms of writing.

Book Report encourages students to possess what is called 'artful thinking' (Barahal, 2008), or creative thinking, including reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring viewpoints. Thinking critically means being capable of thinking profoundly and logically (Lloyd & Bahr, 2010). Logical thinking includes the skills of comparing, classifying, sequencing, thinking cause-and-effect, patterning, reasoning, thinking deductively and inductively, guessing, planning, making hypotheses, and posing criticism, etc. Similarly to critical thinking skill, reasoning is a thinking activity through comparison, classification, cause-and-effect relation, finding patterns, planning, building hypotheses, and criticism. In Curriculum 2013 it is mentioned that learning process and scientific approach in learning support creativity, which is achieved through activities, such as observing, questioning, associating, experimenting, and networking.

In the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001), it is stated that ability to create is the capability to generalize new ideas, new products or new viewpoints from an event through the phases of understanding problems and thinking of the possible solution, designing the accomplishment and also planning to complete the solution. The process of creating includes thinking and choose of possible and apt finishing, to make hypotheses toward the solution, thinking of the finishing methods toward accomplishment, designing the strategy of problem solving, and carrying out the plans or designing things to solve problems.

Curriculum of English for SMA

Curriculum 2013 (C-13)

Just like in the previous Curriculum, Curriculum 2006 – known as KTSP – teaching of English obliged students to be active learners in the teaching process, in the current Curriculum 2013 (C-13), the learning approach utilized here is scientific approach, i.e., the approach through Exploration, Elaboration, and Confirmation (EEC) that is then broken down into five phases: observing, questioning, exploring, associating, and communicating. C-13 stresses the language competence as a means of communication, knowledge carrier, and logical, systematic and creative thinking. Another approach applied in this curriculum is discovery learning, that is a teaching approach of which the activity is leading the students to understand necessary things in life.

In learning a language, one will learn four macro-skills (Suwarsih Madya, 2000), namely, reading and listening (as receptive skills) and speaking and writing (as active skills). The four skills are supported by two important aspects, namely grammar and vocabulary. However, the two last aspects are taught integrally with the macro-skills.

Reading skill is a crucial skill in learning and communication (Alshumaimeri, 2011). Reading competence to be attained in general is "to understand the meaning of the short

written functional texts in the daily life context and to access knowledge by responding the meaning of the short written functional texts accurately, easily and acceptably in the daily life context and to access knowledge.” And therefore, through the activity of reading comprehension, especially Book Report, students are expected to own the competence to respond meanings and to access knowledge.

Suwarsih Madya (2000) mentioned that one of the main goals in reading is to acquire information (general information, and detailed information) through micro-skills, i.e. 1. *skimming*: reading text rapidly top-down and applying background knowledge about sentence structures and vocabulary mastery, 2. *scanning*: reading text carefully to identify main ideas with its important details, e.g. information of time setting, place of events, people’s names, etc. by using the background knowledge, and 3. *intensive reading*: reading intensively and carefully to get conclusions from the information in the text, such as to recognize the *genre* of a text.

Theories on Reading Comprehension

Process in Reading

The thinking process in the activity of reading is as follow.

1. Reading is looking at letters, numbers, punctuations, symbols, words or vocabulary – including the meanings through context, understanding or getting the meaning.
2. Comprehending means creating meanings based on the background knowledge. A reader pays a great attention to a writing (series of letters, words, or numbers, parts of speech, sentences, syntactic and semantic patterns, lexical and grammatical knowledge, paragraphs, texts, keywords to identify the main ideas or topics of texts, characters, and setting), to understand the meaning implied in the text and associating it with the background knowledge, that is the knowledge of the language competence and the outer knowledge related with the content of the reading passage.
3. Reading comprehension involves a lot of complicated components. In the activity of reading comprehension interactive process takes place, namely involving interactions between the reader and the writer (Alderson, 2000); or interaction between the reader and what is presented in the text (preference to the text, understanding of the kind or *genre* of the text) so that the reader can find out something new (product) through the inference skills, for instance, drawing conclusion, generalization, applying methods, analyzing-synthesizing, and so forth.
4. The basic process of reading comprehension includes three steps: skimming, scanning (Alderson, 2000; Suwarsih Madya, 2000), learning and memorizing (using the supporting knowledge of linguistics, i.e. grammatical knowledge, cohesion of lexical and grammatical knowledge, vocabulary, and so on).
5. Making inferences (Alderson, 2000), especially attained through the activities of skimming and scanning (Suwarsih Madya, 2000).
6. Interactive process between the reader and the text: the reader understands the meaning of the text comprehensively and then associating with the concept or knowledge/experiences he/she has had.

What is meant by Suwarsih Madya (2000) and Kuder (2009) with interactive approach is comprehending/understanding texts through bottom-up approach and top-down approach, or (Alderson, 2000) higher-up and lower-down as follow.

1. Bottom-up approach is a reading process by using knowledge of linguistic signs, such as letters (Brown, 2001), morphemes, syllables, words, phrases (Kader, 2009), vocabulary and English grammatical rules (Suwarsih Madya, 2000). So, the reader needs to master vocabulary and grammar appropriately and to analyze form units to grasp the meaning. Top-down approach is skimming (Suwarsih Madya, 2000). A reader reads a passage from top downwards, from general knowledge and meaning toward the more specific information in the text (Kuder, 2009). The reader looks at the context of discourse, i.e. reads the whole text at a glance to know the main ideas of the text.

2. Another example of strategy in reading comprehension is through annotation (Suwarsih Madya, 2000), namely a reading strategy by giving special signs to certain parts of the text (Porter-O'Donnel, 2004).
3. According to Alderson (2000), the aspects of reading ability are, among others, a) general verbal ability, that is the factor of vocabulary knowledge as this knowledge plays a very great role in comprehending or understanding a text. b) understanding of implicit meaning that supports reasoning in reading, and c) appreciation element to the reading passage. The reading text itself, according to Ali (2011), consists of syntax, lexicons, grammar, morphology, phonology and semantics.
4. Rupp and Lesaux (2006) states that effective reading comprehension depends on the factors of readers, texts, and the action of comprehending itself. The efficiency and effectiveness of reading (comprehension) depends on the skills, such as absorbing the meaning during reading, reading the words accurately and efficiently, recognizing phonological and syntactic information, concluding the meaning of words and background knowledge, memorizing what has been read, understanding the purpose of reading a text to draw conclusion in different complexity levels.

From the above-mentioned explanation, it can be concluded that it is of great necessity that students should be trained to be able to gain reading skills through various methods, techniques or strategies and various facilities to be able to read well, such as the system of speed-reading, the techniques to grasp the main points of the presented texts in their various forms. A reader should learn to read accurately and analyze what he/she reads, to be able to view the relations of interideas, and to find out the implicit information (Liu, 2010). The process of basic reading comprehension is to understand the referents, to conclude cause-and-effect relationship and to understand sequence of ideas. Ideas will be understood better and easier to memorize when the reader is capable of organizing the ideas coherently. When reading, a reader will apply his background knowledge and make inferences of the main points that is explicitly mentioned in the text. In general, it can be concluded that special skills and strategies have to be taught to the students consistently (Alderson, 2000). Besides, language competence as the important factor in gaining the reading skills in the targetted language must be presented to students.

Methods

Method of Research

The research was performed through observation to the students' activities, their interactions, and their works. The observation was performed in September 2016, in the first semester of the Academic Year of 2016 – 2017. The objects were the students of SMA Seminari of Mertoyudan, Magelang, Central Java, involving 113 boystudents (= seminarians) of Classes X, XI, and XII. The observer was close to them from time to time during the school hours through portfolio method. Consultations occurred intensively.

Research Instruments

The instrument used in this research is special books that are appropriate for the purpose. The total books of 446 titles are available in the school library (SMA Seminary). They are categorized according to their difficulty, from Stage 1 to Stage 9. Books marked Stage 1 are intended to the very beginners of English who have mastered 1,000 words. Such a book also contains simple sentence structures. Books marked Stage 2 are a little bit more difficult than those marked Stage 1, still with simple vocabulary and sentence structures. These are intended to students with vocabulary mastery of 2,000 words. And so, Stage 9 books are the most difficult, with a lot of difficult words or special expressions, and more complicated sentence structures. The tenth graders are only allowed to read books of Stage 3 and above, while the eleventh and twelfth graders should only read books of at least Stage 4 and above.

Table 1. The Books Available for the Seminararians

Stage	Total of titles	Examples of books	Author
1	86	The Noble Koling Lumanau	Markus Mardius
2	59	A Dangerous Paradise	Jo Hugh Jones
3	65	Police	Richard Musman
4	69	Jane Eyre The White Mountains The Black Tulip	Charlotte Bronte John Christopher Alexandre Duma
5	44	Allan Quatermain Some Travels of livingstone Adventure of Tom Sawyer	Sir H. Rider Haggard J.M.Winterbottom Mark Twain
6	18	The L-Shaped Room Tales of the Caliphs The Time Machine	Lynne Reid Banks A. Butros H G Weils
7	114	The Wooden Horse The Mill of the Floss	Eric Williams George Eliot
8	61	The Mackenzie Raid The World Above Twelve Tales	Col. Red Reeder Guy Murchie Nathaniel Hawthorne
9	30		
Total	446		

The books also vary in their thickness, between 20 to 400 pages. In general, the books of lower stages are thin enough, between 20 to 40 pages. The higher stages are thicker, up to 400 pages. Seminararians are only allowed to read books of at least 50 pages.

While reading, students pay attention to and take some notes on the characters, their behaviors, the plot of the story, the settings of place and time. They are also required to identify the moral teaching of the story or the writer's purpose through his/her writing. Later, students are to make the summaries of the stories.

In the heading of the report, it writes the title of the book, its author, level or stage, the number of pages, and the main characters of the story. In the body of the summary, the students are to write the plot of the story with the setting of place and time. The diction, the grammar, and the coherence of sentences will be the main points of scoring. At the end, students present the moral teaching or the writer's purpose by his/her writing as a reflection.

Results

From the interviews, it can be inferred that students feel satisfied with the activity. They reported that Book Report is quite helpful for their significant development of their competence of English and their reading skills. Their lack of vocabulary and low mastery of grammar are handicaps. However, through intensive consultations to the instructor and some discussions among them they feel their efforts very advantageous. And therefore, it is very important that teaching of English should be supported by appropriate teaching instruments in a conducive condition and situation.

The total students are 179. 66 students did not submit the works. Out of 113 students who submitted their works, 1 student read 5 books, and so submitted 5 summaries; 4 students each read 4 books; 5 students each 3 books, and 17 students each read each 2 books, while others read one book. Consultations took place during the break of the schooldays and after school hours, usually on the matters of complicated English phrases, special expressions, and complicated long sentence structures, and some cultural matters. Consultations occurred intensively from time to time, in high frequencies, usually during classes, during the breaks, and after school. It is noted that books of Stages 4, 5, and 6 are the most preferred by students.

It seems that there is a linear correlation between students who did not work in Book Report activity and those who did it. The more book one reads the better achievement in the final reported marks of semester as can be seen in Table 2.

Table 2. The Students' Average Marks in the End of 1st Semester 2016/2017

No	Books read	Total	Average mark
1	0	66	79.10
2	1	86	88.72
3	2	17	91.35
4	3	5	94.80
5	4	4	96.00
5	5	1	98.00
Total		179	

Conclusion

Book Report results in encouraging students to have the habit of reading books and so building a reading society. It also stimulates an attitude of critical and creative thinking. And so, Book Report is easily implemented as one of the various teaching methods in teaching English, especially in teaching of reading comprehension.

It is highly recommended that

1. Book Report should be implemented as one of the methods in English teaching and learning process at schools, especially in the teaching of English Reading Comprehension.
2. It is necessary that schools afford and provide appropriate and suitable books to support Book Report activities.
3. If there are more than one English teacher at a school, synergy among them is required to handle the activities, especially in the case of consultations and correcting the students' workpieces.
4. Teachers of English also need to read and understand the contents of each book used as the facility in reading activity, book report.
5. Viewing the students' workpieces, teachers can assess the improvement of their progress of achievement of their English competence, how critical and creative they are, and their general knowledge as well.

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AKTIVITI KESUKARELAWANAN KE ARAH PEMBANGUNAN MODAL INSAN DI MALAYSIA

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Abstrak

Aktiviti kesukarelawanan adalah sangat penting ke arah pembangunan modal insan di Malaysia. Oleh kerana itu, kajian ini dijalankan untuk meneroka pemupukan semangat kesukarelawanan dalam kalangan sukarelawan di bawah persatuan sukarela yang aktif menjalankan aktiviti kesukarelawanan di Malaysia. Aspek-aspek yang diselidiki dalam kajian ini ialah latar belakang sukarelawan, ciri-ciri sukarelawan, cabaran dan impak yang dihadapi sukarelawan. Kajian ini adalah kajian kualitatif dan kaedah temubual digunakan untuk mengumpul data. Data telah dianalisis menggunakan analisis tematik. Setelah mencapai tahap ketepuan, seramai enam orang sukarelawan telah menjadi responden kajian ini. Hasil dapatan kajian menunjukkan faktor menjadi sukarelawan adalah kerana pengaruh rakan, keinginan diri sendiri dan bagi membentuk perilaku yang baik. Selain daripada itu, ciri-ciri yang perlu ada pada seorang sukarelawan ialah memiliki sifat ikhlas, mempunyai kemahiran komunikasi yang baik dan proaktif. Tema pengurusan sukarelawan dan pemupukan semangat kesukarelawanan pula merupakan cabaran yang dihadapi oleh sukarelawan. Hasil analisis bagi impak kepada sukarelawan ialah perasaan kesyukuran dan kepuasan. Ini menjelaskan aktiviti kesukarelawanan memberi hasil yang positif ke arah pembangunan modal manusia di kalangan generasi muda. Oleh kerana itu, semangat sukarelawan harus diterapkan kepada semua masyarakat bagi membangunkan modal insan di Malaysia.

Katakunci: Aktiviti Kesukarelawanan, Modal Insan, Pembangunan

Pengenalan

Sistem masyarakat di sebuah negara terdiri daripada tiga sektor utama iaitu kerajaan yang dikenali sebagai sektor pertama, perniagaan atau swasta yang dikenali sebagai sektor kedua dan masyarakat sivil yang dikenali sebagai sektor ketiga. Masyarakat sivil yang merujuk kepada sektor bukan kerajaan atau perniagaan berfungsi sebagai tulang belakang kepada pembangunan negara. Pertubuhan sukarela merupakan sebuah organisasi yang juga menjadi sebahagian daripada masyarakat sivil. Sebahagian besar ahli pertubuhan ini terdiri dari organisasi lain dan ia dikendalikan oleh pekerja tetap yang bekerja secara sepenuh masa. Keanggotaan ahli sukarelawan sememangnya bergantung kepada kerelaan ahli-ahli tersebut menjalankan tugas secara sukarela tanpa apa-apa paksaan (Azizi Yahaya *et al.*, 2006). Walaupun pengurusan masyarakat adalah salah satu daripada bidang kerja kerajaan, semangat kesukarelawanan juga dilihat mampu membantu masyarakat dan kerajaan dalam mengurangkan beban terhadap pihak yang terbabit (Pearce, 1982). Ini kerana sektor kesukarelawanan juga dapat memberi sumbangan terhadap pembangunan masyarakat di sesebuah negara (Muhammad & Alauddin, 2013).

Aktiviti kesukarelawanan bukanlah perkara baru di Malaysia, malahan aktiviti ini telah dan semakin berkembang di kalangan masyarakat Malaysia (Hamzah, Suandi & Hamzah, 2015). Menurut Persatuan Bangsa-Bangsa Bersatu (PBB), kesukarelawanan merujuk kepada aktiviti yang dijalankan bukan untuk mendapatkan ganjaran

kewangan. Suandi (2009) menyifatkan keusahawanan sebagai tindakan yang dilakukan untuk membantu individu tanpa mengharapkan imbuhan material ataupun disebabkan oleh keterpaksaan. Kesukarelawan mempunyai empat unsur definisi iaitu keikhlasan, pendidikan, pengupayaan dan penglibatan (Alias & Balakrishnan, 2016). Justeru, dapat disimpulkan di sini bahawa kesukarelawan adalah mana-mana aktiviti yang dilakukan secara ikhlas dan sukarela yang dapat memberi manfaat kepada individu dan masyarakat yang dibantu. Kesukarelawan juga dilihat sebagai amalan sosial yang menghubungkan individu-individu yang ingin memberi manfaat kepada individu dan makhluk lain.

Menurut Hussain dan Yasin (2016), semangat kesukarelawan sekiranya dihayati dengan baik mampu mewujudkan keharmonian dan keamanan di kalangan masyarakat. Sukarelawan berperanan menjayakan pelbagai program dan bantuan kemasyarakatan di seluruh dunia. Sebagai contoh, fenomena banjir yang melanda kawasan di negeri-negeri pantai timur dan utara semenanjung Malaysia saban tahun amat memerlukan bantuan anggota sukarelawan untuk membantu mangsa banjir menyelamatkan harta benda dan nyawa serta memberi sokongan moral (Zakariah M. S., 2009). Selain itu, skuad sukarelawan Malaysia juga sentiasa menghantar bantuan ke tempat-tempat terjadinya peperangan, gempa bumi, tsunami, tanah runtuh dan sebagainya sama ada di dalam mahupun di luar negara.

Masyarakat belia di Malaysia telah memaparkan semangat kerjasama, cinta negara dan prihatin kepada dunia. Semangat kerjasama, cinta negara dan prihatin yang ada dalam masyarakat belia di Malaysia dilihat sebagai sesuatu yang istimewa. Sehubungan itu, YB Menteri Belia dan Sukan telah melancarkan Rakan Muda Sukarelawan Antarabangsa yang memberi peluang dan membolehkan pelajar-pelajar Malaysia di luar negara menimba pengalaman dalam melaksanakan kerja-kerja kesukarelawan semasa menuntut di luar negara. Program ini juga memberi peluang kepada pelajar-pelajar untuk meluaskan "networking" atau jaringan kerjasama antara pelajar dengan masyarakat, badan-badan mahupun persatuan-persatuan tempatan yang akhirnya membolehkan pelajar-pelajar Malaysia menjadi "duta" dan mampu memberikan tanggapan positif masyarakat tempatan di luar negara kepada Malaysia (Zakariah M. S., 2009). Menurut Bang dan Ross (2009), dasar pembangunan belia yang dirancang kerajaan ataupun NGO tidak akan berjaya tanpa sokongan tenaga sukarelawan. Dasar Belia Malaysia menekankan kesukarelawan sebagai keperluan dalam membantu untuk melahirkan modal insan yang berupaya untuk menyalurkan sumbangan di pelbagai peringkat (Norshafawati, 2014). Menurut Alias & Balakrishnan (2016), aktiviti kesukarelawan dapat memberi impak positif terhadap pembentukan personaliti, jati diri dan peribadi individu sekaligus menjadikan mereka agen sosial yang terbaik dalam membantu pihak kerajaan menangani masalah-masalah sosial.

Setiausaha Agung PBB, Ban Ki-moon, telah menekankan nilai sumbangan para sukarelawan kepada pembangunan dari aspek ekonomi dan sosial. Pada majlis sambutan Hari Kesukarelawan Antarabangsa 2012, beliau menyatakan:

"Berasaskan nilai perpaduan dan kepercayaan bersama, semangat kesukarelawan menyeberangi semua sempadan budaya, bahasa dan geografi. Dengan mengorbankan masa dan kemahiran tanpa mengharapkan apa-apa ganjaran berbentuk material, sukarelawan disatukan oleh satu tujuan."

Menurut Azizan (2011), kesukarelawan telah menjadi suatu aktiviti yang semakin mendapat perhatian disebabkan oleh impak yang diperoleh terhadap kehidupan bermasyarakat, maka satu kajian perlulah dilakukan supaya dapat memberi kesedaran bahawa aktiviti kesukarelawan penting kepada setiap individu. Menteri Kebudayaan, Belia dan Sukan di Brunei, Yang Berhormat Pehin Orang Kaya Pekerma Laila Diraja Dato Seri Setia Awang Haji Hazair Haji Abdullah semasa menyampaikan ucapan beliau pada Majlis Perasmian Festival Sukarelawan 2014 menyebut bahawa konsep kesukarelawan perlu dijadikan sebagai satu tanggungjawab setiap anggota masyarakat terutamanya golongan belia dan generasi muda. Ini kerana penglibatan belia dalam aktiviti

kesukarelawan dapat membantu memelihara kepentingan dan kesejahteraan pelbagai pihak (Azizan, 2016).

Seterusnya, persatuan sukarela yang kecil biasanya mengalami masalah apabila tidak mendapat sumbangan atau derma yang mencukupi daripada orang ramai dan pertubuhan kerajaan mahupun bukan kerajaan. Keadaan ini amat berbeza dengan persatuan sukarela yang besar di bawah pimpinan seseorang yang mempunyai kuasa dan pengaruh. Mereka lebih mudah dan cepat menerima sumbangan kewangan daripada orang ramai.

Oleh kerana itu, kajian ini memberi fokus kepada aspek kesukarelawan kerana ia adalah penting kepada pembangunan modal insan di Malaysia. Kajian ini bertujuan untuk mengenal pasti aspek-aspek yang boleh menggalakkan aktiviti kesukarelawan di Malaysia seperti tujuan menjadi sukarelawan, ciri-ciri yang perlu ada pada seorang sukarelawan, cabaran yang dihadapi oleh para sukarelawan dan impak yang dihadapi oleh para sukarelawan semasa menjalankan aktiviti. Kajian ini dijalankan berdasarkan kepada objektif berikut:

1. Mengetahui pasti persepsi sukarelawan terhadap tujuan terlibat dalam aktiviti kesukarelawan.
2. Mengetahui pasti persepsi sukarelawan terhadap ciri-ciri yang perlu ada pada seorang sukarelawan.
3. Mengetahui pasti cabaran yang dihadapi oleh para sukarelawan dalam menjalankan aktiviti kesukarelawan
4. Mengetahui pasti impak yang dihadapi oleh para sukarelawan dalam menjalankan aktiviti kesukarelawan.

Metodologi Kajian

Responden kajian adalah sukarelawan-sukarelawan yang menyertai pertubuhan NGO yang dikenali sebagai Projek Rakyat JB. Mereka terdiri daripada sukarelawan yang mengajar tuisyen percuma dan sukarelawan yang menguruskan aktiviti kesukarelawan untuk anak-anak yang kurang bernasib baik dan kurang berkemampuan dalam akademik dan pendidikan di sekolah. Data dikumpul dengan menggunakan kaedah temubual semi-struktur dan dianalisis dengan menggunakan kaedah analisis tematik.

Data Kajian

Persepsi sukarelawan terhadap tujuan terlibat dalam aktiviti kesukarelawan

Analisis tematik ke atas data temubual menghasilkan tiga tema bagi objektif kajian yang pertama. Menurut responden kajian, tujuan menjadi sukarelawan adalah kerana pengaruh rakan, keinginan diri sendiri dan bagi membentuk perilaku yang baik. Pengaruh rakan kerana para sukarelawan mempunyai pengalaman berjumpa dengan seorang sukarelawan yang telah lama melibatkan diri dalam aktiviti kesukarelawan dan ini membantu mereka yang berminat untuk menjadi sukarelawan mengetahui langkah dan peluang yang ada untuk menyumbangkan sesuatu kepada golongan yang memerlukan. Kenyataan salah seorang responden dinyatakan di bawah:

"Pengalaman pertama saya menjadi sukarelawan, bila mana saya dan team Buku Jalanan UTM buat program untuk para gelandangan, itu pertama sekali saya join sukarelawan. Kemudiannya, kawan saya, Aslam ajak saya untuk menyertai sukarelawan dalam akademik dan join Projek Rakyat JB..."-Yana

Selain daripada itu, tema yang kedua ialah responden mengatakan mereka menyertai aktiviti kesukarelawan atas kehendak mereka sendiri. Khidmat dan sumbangan yang diberikan adalah atas kesedaran mereka sendiri. Kenyataan yang menyokong tema tersebut adalah seperti di bawah:

"So pendorong sebenarnya adalah diri sendiri. Saya tertarik sebab ada satu senior saya di Sek Sains Muar tu dia suka post aktiviti sukarelawan dia dengan Projek Iqra and then saya fikir mula-mula rasa macam menarik and then ada kawan satu batch dengan sains muar dia pun suka post benda yang sama so daripada situ saya terus contact dengan NGO yang diorang join iaitu Projek Iqra."-Fatin

Persepsi yang sama juga diberikan oleh Zarin iaitu:

"...aktiviti yang saya buat ni kebanyakannya lebih kepada menyantuni asnaf ataupun golongan - golongan macam sakit, susah, anak yatim. Jadi, saya pernah berada dalam situasi diorang ni. Saya pernah susah. Jadi, saya dah rasa susah saya macam rasa simpati tu lebih rasa macam berminat nak tengok lepas tu bila kita pergi oh rupanya ada orang susah dari aku."-Zarina

Hasil daripada analisis data, tema ketiga bagi objektif kajian yang pertama ialah responden mengatakan mereka menyertai aktiviti kesukarelawanan bagi membentuk perilaku diri yang baik. Tema ini ditonjolkan oleh seorang responden seperti berikut:

"Pertama sekali ada beberapa perkara yang memberi sebab saya berminat untuk melibatkan diri dalam aktiviti kesukarelawanan ini. Pertama sekali adalah bila mana kita melibatkan dalam aktiviti kesukarelawanan ini kita dapat merasai sendiri pengalaman ataupun kesusahan mangsa ataupun orang yang kita bantu itu sendiri tak kisahlah mangsa ke ataupun orang yang kita memberi khidmat tersebut kita dapat merasai keadaan dan situasi dia dan ia memberi satu keinsafan ataupun muhasabah kepada diri kita sendiri yang mana kadangkala nikmat itu Allah bagi kepada kita bukan untuk kita semata tapi untuk membantu orang lain."-Asyraf

Persepsi sukarelawan terhadap ciri-ciri yang perlu ada pada seorang sukarelawan

Data bagi objektif kajian kedua menghasilkan tiga tema iaitu ciri-ciri yang perlu ada pada sukarelawan ialah sifat ikhlas, memiliki kemahiran berkomunikasi yang baik dan proaktif. Analisis data menunjukkan sukarelawan yang terlibat di bawah Projek Rakyat JB perlu mempunyai sifat ikhlas dalam diri masing-masing bagi membolehkan mereka menjayakan aktiviti kesukarelawanan. Ini menjadikan mereka lebih fokus tentang hala tuju mereka ke arah memberi bantuan atau bimbingan yang secukupnya kepada kanak-kanak yang memerlukan. Tema ini ditonjolkan oleh salah seorang responden seperti ditunjukkan di bawah:

"Pertama sekali dia kena ada sifat ikhlas, itu yang paling utama sekali sebab daripada ikhlas itu sendiri menjadikan seseorang itu sanggup melakukan apa sahaja, sanggup berkorban apa sahaja baik dari sudut tenaga, kewangan, masa, harta dan sebagainya, itu yang utama yang perlu ada pada seorang sukarelawan."-Syafi

Aktiviti kesukarelawanan yang dijalankan dapat melatih keupayaan seseorang daripada sedia ada kepada yang lebih baik ataupun daripada tiada kepada ada. Kemahiran berkomunikasi yang baik adalah suatu kemahiran yang banyak digunakan dan penting dalam menjalankan aktiviti kesukarelawanan. Ini adalah kerana sukarelawan perlu bersosial dengan kebanyakan sukarelawan lain yang juga pertama kali menyertai aktiviti kesukarelawanan di samping mendekati golongan-golongan yang susah dan memerlukan bantuan. Menurut Zarina:

"... sebenarnya kemahiran untuk liase dengan pihak yang boleh membantu contohnya sebab saya lebih kepada mendekati asnaf, fakir, anak yatim, belajar tahfiz semua. Bagi saya, kemahiran boleh berkomunikasi dengan baik. Tak semua orang akan berkongsi masalah atau apa dalam hati dia, bila kita boleh selami perasaan dia dan dia boleh bercerita dengan kita, itu satu markah besar untuk kita ..." -Zarina

Selain daripada itu, aktiviti kesukarelawanan yang dijalankan memerlukan sukarelawan yang proaktif supaya mereka dapat bekerjasama dan berinteraksi dengan sukarelawan yang lain. Ini adalah kerana sukarelawan-sukarelawan yang terlibat datang daripada pelbagai golongan usia dan latar belakang yang berbeza. Kenyataan ini ditonjolkan oleh Fatin:

“Sekarang ni bidang sukarelawan ni sangat digemari oleh anak-anak muda especially dekat mahasiswa mahasiswi di universiti dan anak-anak muda ni bagus sebab dia semangat memang tinggi tapi adakalanya mereka macam fikir they do not know how to actually be a volunteer dan di situ berlakunya permasalahan jugalah sebab on our side kita macam mengharapkan sukarelawan kita bersikap tahu, assertive, bersikap proaktif tapi adakalanya ciri-ciri anak muda zaman sekarang ni lebih suka disuap dan diarah tapi dengan semangat yang tinggi bila kita kata jom datang, jom involve mereka akan buat dan mereka akan hadir.”-Fatin

Cabaran yang dihadapi oleh sukarelawan dalam menjalankan aktiviti kesukarelawanan

Bagi objektif kajian yang ketiga, analisis data menunjukkan cabaran yang dihadapi adalah bertemakan pengurusan sukarelawan dan usaha memupuk semangat kesukarelawanan. Kejayaan aktiviti sukarelawan yang dirancang bergantung kepada pengurusan yang baik oleh mereka yang menjayakannya. Antara contoh aktiviti pengurusan sukarelawan yang dikatakan adalah mendaftarkan butir-butir peribadi sukarelawan seperti nama, alamat dan nombor telefon. Bilangan sukarelawan dan jenis aktiviti juga perlu dirancang dan diuruskan dengan baik bagi mengelakkan kesulitan semasa program. Responden kajian mengatakan antara aktiviti utama yang memerlukan komitmen sukarelawan pada hampir setiap minggu adalah memberi tuisyen percuma kepada anak-anak di asrama. Bagi memastikan aktiviti dapat dijalankan dengan teratur, terdapat sukarelawan yang datang menyediakan sendiri bahan bercetak atau pun latihan serta buku aktiviti membaca, mengira dan sebagainya untuk digunakan oleh anak-anak yang tinggal di asrama Ar-rayan. Tema tersebut ditonjolkan oleh Fatin:

“Cabaran yang saya hadapi dalam aktiviti kesukarelawanan adalah lebih kepada maintain dan manage bilangan sukarelawan dalam NGO yang saya sertai ni sebab pada pemikiran ideal saya, aktiviti kesukarelawanan ni kita perlu bagi komitmen, ianya bukan on off namun kebanyakan yang sertai aktiviti kesukarelawanan ni menganggap aktiviti sebegini seperti perkara yang on off maksudnya mereka nak datang, mereka datang...”-Fatin

Selain daripada itu, dapatan kajian menunjukkan sukarelawan turut menghadapi cabaran dalam memupuk semangat kesukarelawanan dikalangan generasi muda. Program kesukarelawanan akan lumpuh sekiranya tidak terdapat penglibatan yang berterusan dari para sukarelawan. Kenyataan ini ditonjolkan oleh salah seorang responden:

“So instead of orang lain yang memberi peranan ataupun orang lain yang memupuk semangat kesukarelawanan ini saya rasa mahasiswa yang patut berperanan untuk memupuk sendiri sebab akhirnya usaha kerja-kerja yang mahasiswa buat dalam alam universiti ini lama kelamaan akan menjadi satu habit dan benda tu saya yakin dan percaya benda tu akan terbawa-bawa sehingga ke luar universiti dan akhirnya mahasiswa ni menjadi contoh kepada masyarakat kat luar sana sebab tak semua orang boleh masuk dalam universiti...”-Asyraf

Impak yang diperolehi sukarelawan dalam menjalankan aktiviti kesukarelawanan

Data bagi objektif kajian yang keempat menghasilkan dua tema iaitu impak dari aktiviti kesukarelawanan ialah sukarelawan merasa bersyukur atas nikmat yang diperolehi dan pelajar menunjukkan respon yang memberangsangkan. Aktiviti kesukarelawanan memberikan impak yang besar dalam diri sukarelawan. Asyraf menjelaskan:

“Selepas saya melalui beberapa misi sukarelawanan saya dapatlah beberapa perkara yang penting yang saya kira memberi kesan yang mendalam, dalam kehidupan saya sendiri terutamanya pertama sekali dari sudut sifat kita sendiri. Barangkali dulu bilamana kita hidup seorang ibarat katak di bawah tempurung kita tak tahu tentang apa yang berlaku pada dunia luar. Sekarang dimana kita mendedahkan diri dengan aktiviti sukarelawanan ini kita dapat tahu tentang kesusahan orang lain menjadikan kita jugak merasai mensyukuri dengan nikmat Allah dan nikmat itu kena guna untuk bantu orang lain...”-Asyraf

Peningkatan pembelajaran dalam kalangan penghuni asrama turut menjadi sesuatu perkara yang memberi kesan kepada sukarelawan yang datang ke asrama Ar-Rayyan. Menurut Aslam, rasa puas melihat perkembangan pelajar di asrama menyebabkan sukarelawan terus komited untuk menyertai aktiviti kesukarelawanan. Aslam menyatakan:

“Perkara yang saya suka dalam aktiviti kesukarelawanan ini yang pertama adalah rasa puas apabila kita selesai menjalankan sesebuah program seperti program mengajar setiap malam. Jadi kita dapat melihat prestasi anak-anak daripada mereka tidak boleh membaca kepada mereka boleh membaca. Daripada mereka tidak boleh mengira kepada mereka boleh mengira...”-Aslam

Simpulan

Peranan gerakan kesukarelawanan dalam pembangunan negara adalah amat penting. Masyarakat perlu menyedari peluang yang disediakan untuk terlibat secara langsung dalam pembangunan tersebut, di samping memberi sumbangan ke arah pembangunan demokrasi dan keadilan sosial dalam kehidupan bermasyarakat (Azizan, 2005). Oleh kerana itu, bantuan kewangan perlu disalurkan secara berterusan sama ada daripada kerajaan mahupun swasta bagi menyokong program kesukarelawanan. Selain itu, sektor swasta boleh menyumbang secara lebih signifikan dalam konteks merealisasikan tanggungjawab sosial korporat dengan bekerjasama atau memberi tajaan golongan asnaf, anak yatim dan sebagainya. Selain daripada itu, aktiviti keusahawanan mempunyai potensi yang besar sebagai medium dalam membawa masyarakat Malaysia yang berbilang kaum ke aras perpaduan (Alias & Balakrishnan, 2016).Dapatan kajian menunjukkan bahawa aktiviti kesukarelawanan memerlukan sukarelawan yang sentiasa bersedia untuk memberi bantuan kepada semua golongan. Tugas ini menjadi tanggungjawab masyarakat yang sentiasa prihatin terhadap pembangunan modal insan ke arah kesejahteraan dan keharmonian negara. Bagi sukarelawan tiada istilah putus asa dan sentiasa proaktif untuk membantu mereka yang memerlukan.

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LIFE PHILOSOPHIES OF *BANYUMAS* PEOPLE IN THE AHMAD TOHARI'S NOVELS

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Abstract

The researcher focused on idea, way of life, and deed of Banyumas people which were represented by characters in the Ahmad Tohari's novel. This research was regarded as preservation of Banyumas values, moralities, and local wisdoms. The descriptive qualitative method was considered as the best method. The literature anthropology theory was used as the appropriate method. The researcher concluded that life philosophies of Banyumas people in the novel were the actualities of sangkan paraning dumadi (a gaining process of God, all the divine sources or journey towards God as human derived). This philosophy is described through six major life stance, namely: (1) nrima ing pandum; (be grateful of everything); (2) wani ngalah luhur wekasane (be freedom from war, be peace in the end); (3) urip mung sakdrema nglakoni (life was only destiny fulfillment); (4) ngunduh wohing pakarti (be responsible for all the consequences and risk); (5) sumarah (be sincere and acceptable); and (6) eling lan waspada (be careful and alert). All are one unified wholly and simultaneously as the highest form of human awareness about the essence of life.

Keyword: Banyumas People, Life Philosophies, Novel, Literary Anthropology

Introduction

Banyumas is the most important part of Java. *Banyumas* culture was being cultural root of Javanese wisdom. Javanese wisdom was reflected in *Banyumas* morality. These morality and wisdom were adapted and adopted from ancient manuscript which contained the highest and noble values. The Javanese impression was coming from cultural, humane, and local wisdom. Since several times ago, cultural researchers used Javanese philosophies, cultural manners, and local wisdom as the research object and focus (Geertz, 1961; Mulders, 1986; Suseno, 2001).

Local wisdom means that human's ability in certain entity to explore the cognition, to behave, to think, and to respond something in the certain time and place. These certain people represented the values as habitual activities and manners. They also regarded the values as base of making decision. These values and local wisdom also have been used as true philosophies, way of life, and absolute idea.

Locality has been limited by time and place which will have been being the place for human's interaction at certain system. According to anthropological perspective, the human's interaction has been divided into four components: (1) relation of human and human, (2) relation of human and living environment, (3) relation of human and universal nature, and (4) the most primordial ones; the relation of human and God (Tilaar, 1999: 56; Hills, 2002; Koentjaraningrat, 2009: 154-157; Sedyawati, 2014: 188).

Those patterns have been accumulated, and then they became value system. This system became behaviour rule which had been obeyed continuously. The social value as an influence for writers to produce literature products. Therefore, the ethnic writers could represent local wisdom and value as their literature products. Writer was active ethnic member who had produced local values which were obeyed by his/her successors.

The local philosophy could be reflected from literature manuscript and text. The writers considered literature products as cultural products. These products contain all the things related to their life entity and identity such as value system, belief/ faith, religion, social rule, career ethics, and so on. The literature products had never born to be vacuous culture. The products have been regarded as manifestation, *mimesis* or reflection on writers' cultural and environmental entity. We can call them as products that have educational and cultural value. As cultural product, literature must be explored intensively. The one way is that the literature anthropology. This exploration could be called as cultural conservative (Endraswara, 2013: 13; Maynard, K. & Cahnmann-Taylor, M, 2010; Ratna, 2007: 25; Ratna, 2011: 31; Setyobudi, 2009; Sutarno, dkk., 2014; Teeuw, 1983: 11).

As verbal symbol, literature products have three roles in constructing: (1) mode of comprehension, (2) mode of communication, and (3) mode of creation. Basically, Indonesian literature was local literature. The literature issues that have been revealed by Indonesian writers were coming from local culture. The issues had Indonesian mood because they have been written in Indonesian language. Local literature exploration means that: (1) learning life philosophies, and (2) preserving the noble values and wisdom (Kuntowijoyo, 2006: 171; Sayuti, 2014: 1-3; Triwikromo, 2014: 1-4).

Based on *Banyumas* context, cultural value was being main issue and message construction in the Tohari's novel. His writings were sublimation of life philosophies which have been derived from local culture. Ahmad Tohari represented writings as noble values which based on his surrounding life. His novels were sociable and contextual. Tohari's writings were *mimesis* and life philosophies representation of *Banyumas* people. Therefore, according to *Banyumas* context, the release of Tohari's novel was so significant because it was life philosophies conservation which based on local wisdom (Budiman, 1985: 95, 323-324; Heryanto, 1985: 43; Saryono, 1998; Priyadi, 2007: 155-166, 2013: 7-16; Ratna, 2014: 292 Suhardi, 2013: 37-46; Yudiono, 2003: 53).

The goal of this study is to describe perspective, way of life, and manner of *Banyumas* people which were represented by characters in the Ahmad Tohari's novel. This study is the conservation for local wisdom, value, and noble message.

Research Method

This research was descriptive study. The findings were the descriptive data. The literature anthropology was the appropriate approach. The researcher used the literature products as exploration to reveal ethnographic component. This component focused on the representation of past and noble value which have been narrated in the literature manuscript. The ethnographic component was used by the researcher because I want to explore certain entity by characters' certain perspective (Tatlow, 2000; Levi-Strauss, 2005; Spradley, 1980, 2007: 3-23, 63-306; Moleong, 2007: 3; Endraswara, 2008: 109; Ratna, 2011: 31, 32).

The primary data were the Tohari's novel: 1) *Di Kaki Bukit Cibalak* (DKCB), by Gramedia, in the year of 2005, (2) *Kubah*, by Gramedia, in the year of 2005, (3) *Ronggeng Dukuh Paruk* (RDP) by Gramedia, in the year of 2009, (4) *Bekisar Merah* (BM) by, in the year of 2013, dan (5) *Orang Orang Proyek* (OOP) by Mahatari, in the year of 2004. The secondary data were journal, proceeding; seminary articles; books; and the previous research report.

Findings and Discussion

The nature of life means that life philosophy or human's absolute mood. According to cultural perspective, the nature of life can be divided into three derivations: (1) life is broken; what if people got difficulties or failures, (2) life is beautiful; what if people regard those troubles as positive sides for their life, (3) life is bad; but people must take or do effort so that their life will be better (Tilaar, 1999: 56; Koentjaraningrat, 2009: 154-157; Sedyawati, 2014: 188).

However, in *Banyumas* people's opinion, the life is not the case of terms "good" and "bad". They also could not call the nature of life as process or the effort to gain change. The

life destiny means God's making or God's willing. The kindness or the badness; the result of all the efforts (to gain change) was God's destiny.

Banyumas people considered life as process to gain *sangkan paraning dumadi* (absolute place where people come from). Ahmad Tohari represented them as definite deeds and moralities: (1) *nrima ing pandum*; (be grateful of everything); (2) *wani ngalah luhur wekasane* (be freedom from war, be peace in the end); (3) *urip mung sakdrema nglakoni* (life was only destiny fulfilment); (4) *ngunduh wohing pakarti* (be responsible for all the consequences and risk); (5) *sumarah* (be sincere and acceptable); and (6) *eling lan waspada* (be careful and alert). All are one unified wholly and simultaneously as the highest form of human awareness about the essence of life.

***Nrima ing pandum* (be grateful of everything)**

Be grateful of everything was a noble attitude. This motion came from deep consciousness or appreciation of God's destiny; all people must be grateful of God's willing and making.

In the novel *Di Kaki Bukit Cibalak (DKCB)*, Tohari stated that the people of Tanggir Village obey the term of *nrima ing pandum*. This philosophy means that the core of local intelligence which was taken from idea, attitude, and certain moment. This philosophy is not sudden. *Nrima ing pandum* was the accumulation of all the previous and certain phenomena.

Tanggir Village people came from two tribes. The community of *kawula* were people who have been forced by The King of Mataram to conduct a life in the swamp of Cibalak bottom hill. Tanggir people were as like as their ancestors; they still had the soul of *kawula*. Their life philosophy was *nrima ing pandum*. They had children who had been being servant or helper and low worker in suburb (DKBC, 10).

The descriptive origin of Tanggir Village told that their philosophy was derived from their ancestors who have gotten a lot of phenomena. *Nrima ing pandum* was described and explained simply. However, not everyone could practice this philosophy. Only the people who have simple thinking and deep feeling could understand and practice it. The practice of this philosophy could be seen through the sugar cane farmers in the Tanggir Village.

The sugar cane famers had never respont at all except by revealing head move. They (as *kawula*) always be grateful of everything (*nrima ing pandum*). They also can not say everything although the mimic of Mbok Sum had been changed (DKBC, 11).

The *kawula* people who had been called as sugar cane farmers were part of social entities in the village. They feel sure of the term "*nrima ing pandum*". This philosophy was represented as their life. They had been never against the bad destiny. According to them, the destiny is fix; the badness and the kindness in their life were usual and regular problems. All the things could be happened to everyone everytime everywhere. For that reason, the best response was being grateful of everything/*pandum*.

This philosophy also was represented as the character of Pambudi. He was the main character in the novel of DKBC. In early season, Pambudi could be called as the committee in the granary. He collaborated with Poyo; they have been controlled by The head of village namely Dirga. The head wanted to strengthen his succession.

Pambudi was able to know why his colleague got everything he wants. Poyo collaborated with Mr. Dirga in order to made up the harvest rate decreasing. They wanted to gain the over profit and money. The another way is that they asked black marketer (*tengkulak*) to manipulate the sale cost in the coop. They could get more earnings for this fraudulence. They was familiar to do corruption because there were no supervision and inspection. Moreover, the people of Tanggir were the successors of *kawula* community. They were grateful, even really grateful (DKBC, 18).

Pambudi was familiar with the characters of Tanggir Village who had been the successors of *kawula* tribe. They were really grateful of their destiny. Pambudi also the man who was grateful of his life. Although he had disagreed with fraudulence of his village, finally he defeated in the condition. He had been defeated in the corruption to reach the top of kindness. He was defeated after he had managed his anger.

This consciousness also was happened to Karman (*Kubah*). After the communism period, he has really know that the material thing is not everything. The goal of life is not only gaining money. Asset or wealth is not the only standard of life. Karman considered this value after he had listened the song/*kidung* of life philosophy. A song by Kastagethek, a boatman from Sikura River/ Kali Sikura.

Kastagethek has done effort to turn on fireplace. He took the pan on fire because he wanted to boil water. The fireplace was already on and in his harborage, Karman had listened the song of Kastagethek. It is about *sangkan paraning dumadi*; the absolute and divine source of everything.

In the last time, I had not been born// Now, I was already existed// In the next time, I will have been already gone// I will be back for *Rahmatullah; Aku mbiyen ora ana/ Saiki dadi ana/ Mbesuk maneh ora ana/ Padha bali marang rahmatullah*//(*Kubah*, 152).

The song by Kastagethek contained the life wisdom and value. According to Banyumas people, this ethnic song was called as praise/*puji-pujian*. The prayers/ *jamaah* have sung this song in the mosque. The songs of praise were represented as the values of Quran. This way is another way to gain life wisdom and value. The poetry was the paraphrase of the chapter of Al Baqarah verse 156 '*innalillahi wa innailaihi raji'un*'; all the things will have come in the God/ Almighty Divine Source.

The song/poetry by Kastagethek was succesful in directing Karman (to the right way). Karman was prevented from comunism by Margo. The meet of Karman and Kastagethek was Karman's turning back point so that he could get the true way.

Karman had been totally silent. He was offended.

"Ya. Ya. What if your wife felt lonely? "

Kastagethek laugh away. Karman even also laugh away although his heart was being flavourless.

"Lho , How can be like that, Kang?"

"Ah, I also often feel lonely. However, I could do nothing at all. I was grateful of those situations. Lho, I was grateful that God made me a boatman. *Nrima ing pandum*. I was peaceful at my condition. Dan..." (*Kubah*, 159).

After he had deep conversation with Kastagethek, Karman got the real life philosophy. He regarded all the Kastagethek's words as great truth. He thought that all the Kastagethek's words were meaningful and wise. Although Kastagethek had not directly advised him, Karman finally found the real life philosophy. This meet made him thankful and thoughtful. The real life and the only way to God were *nrima ing pandum*.

Being grateful of God's making and God's willing was the real and the great wisdom. This point was the the real accumulation of the highest philosophy. At the same condition, this point would be the human's deepest contemplation. It would be solution for all the humanist problems. These descriptions also have been described as the character of Srintil in the novel of RDP.

Srintil was the Ronggeng dancer from Dukuh Paruk. Srintil described the character of Banyumas person. This character was so deep and real. The character was represented as idea, attitude, and deed. Her gratefulness of humanist problems also was represented as Banyumas character. Srintil was described as a lady with a lot of ironies. Being popular lady did not make her life smooth. She got many problems and conflict. Nevertheless, she thought that she could be only grateful of God's plan and destiny.

Srintil was too young to understand her troubles. In the early time, she felt sad and hopeless. She had remembered the Dukuh Paruk's advice. Dukuh Paruk said that she only could accept all the God's destiny. Basically, she was only grateful of everything; whether it is good or bad (RDP, 141)

Srintil had enjoyed all the hard sequences in her life. Her story was humanist tragedy. Her destiny was exhausted. She was described as her own characteristics, the female ones, a person with deep and soft feeling, and the marginal person who got exhausted and complex problems. She has built complex relationship with Rasus. She was represented as Ronggeng dancer who had bad destiny. However, she might face all the problems in her life. She considered as the true reality that was written by God. The bad stories had been fix and true. She might face them. Srintil was thankful; she was sincere.

Dukuh Paruk community was described as social and simple entity. Dukuh Paruk culture was not exhausted. Although their problem may be complex, they regarded it as the simple ones. They represented a failure as the true destiny. They rarely think all the complex problems. Based on them, *nrima ing pandum* was an absolute rule in their life.

Out of Dukuh Paruk's village, Bakar announced a lot of exhausted problems. These problems were difficult to understand. Bakar supported (the low workers/ the helpers) to gain their rights. The effort, struggling, and right may be informed frequently in the Dukuh Paruk Village. Yet, these problems would be complex problem which were difficult to understand. Dukuh Paruk people believed that God had stated all the stories and destiny. It could not be changed at all. So, struggling and effort were not obligatory. Finally, based on the concept of *nrima ing pandum*, human right will be only abstract thing (RDP, 230).

According to Dukuh Paruk's people, the concept of "*pakem hidup*" was used as fix rules. In the term of habitual activities, they had obeyed these rules. They understood the rules deeply. The term of *nrima ing pandum* (in the story) was represented as solution for all problems. Dukuh Paruk will not be able to explore the exhausted and complex problem. The more difficult the problem they faced, the more sincere they have to be. They really understood that everything were God's making. People or human only could be grateful.

Wani ngalah luhur wekasane (be freedom from war, be peace in the end)

The term of *wani ngalah luhur wekasane* means that people who had avoided fighting and harrasment, they finally would have gotten kindness. This was the second wisdom. This philosophy was a way to practice the first ones, *nrima ing pandum*. Person will be called as *nrima ing pandum* what if they avoid the fighting and gain peace. So, finally they got kindness in their life.

Pambudi was the representation of this second term (DKBC). Pambudi not only got his own personal conflict but also he had gained disagreement with The Head of Dirga and his servant, Poyo. Pambudi was accused of *lambung padi* corruption. This lie was announced and spreaded by The Head of Dirga and Poyo because Pambudi was regarded as obstacle to them. Although Pambudi was angry and wanted to gainst them, finally he only could be calm and silent. He used the peace was as the best way to win.

..... In the early times, Pambudi had listened his father's voice. "*wani ngalah luhur wekasane*" Be freedom from war, be peace in the end. Next, the voice of Topo was revealed. "Remember that only the little Arjuna could beat up the giant Nirwatakawaca; only the little Daud could successfully hit the monster Goliath" Don Quichote could not uproot windmill although he had worn the iron cloth and the sword of *jenawi*. Finally, please understand "I have not begun to fight yet." (DKBC, 116-117).

All the Pambudi's attitude, deed, and word were the results of the wisdom of life philosophy. These manners were response and emotional intelligence. They were represented as the best

solutions for all the life phenomena. Absolutely, life is only scenario that had been written by God for all the human beings.

Definitely, the term of grateful was used as wisdom. People must believe in God and they also must be sure that badness will be changed into kindness. They represented it as truth; part of religiosity. They were sure that everybody who had avoided fighting and harrasment, they finally would have gotten kindness and honor. *Nrimo ngalah luhur wekasane*.

This deed was also reflected in the character of Mbok Wiryaji in the novel of BM. Mbok Wiryaji was the mother of Lasiyah (Lasi). She was the main character in the novel of BM. She showed Lasi the wisdom of *nrimo*. Mbok Wiryaji had played role as wise mother and she had faced all dramatic stories in her life. So, she needs to show Lasi the life philosophies in order to Lasi could face reality sincerely.

“Las, they had been known well who you are and what you are. However, I do not understand that they prefer lie to truth. They may want to beat us up. We should only be grateful. Based on ancestors, *nrimo ngalah luhur wekasane*; we were sure that everybody who had avoided fighting and harrasment, we finally would have gotten kindness and honor” (BM, 31).

Lasi was born to be the native person of KarangSORA Village. Her mother was married to Japanese army. Consequently, Lasi was as like as combination the tribes of Javanese and Japanese. This condition made her different. Her skin was bright; her eyes were slanted but her character was really KarangSORA. Actually, this condition might be honor, and made her more beautiful. However, her friends mocked at her physical appearance and she was called as Lasipang/ Lasi Jepang (Japanese Lasi; Lasi was the daughter of Japanese army).

Lasi was the true *rambon* woman. *Rambon* means that the children who come from different tribes. Mbok Wiryaji had known well about this condition and she could not reject it. For that reason, she regarded it as the absolute destiny from God. She announced that everybody who had avoided fighting and harrasment, they finally would have gotten kindness and honor. *Nrimo ngalah luhur wekasane*.

Urip mung sakdrema nglakoni (life was only destiny fulfilment)

The Banyumas life philosophies were united and intact. The term of *nrima ing pandum* was the foundation of *wani ngalah luhur wekasane*; everybody who had avoided fighting and harrasment, she/he finally would have gotten kindness and honor. Banyumas people represented these two philosophies as noble wisdoms. They called life as the fulfilment of God destiny.

The representation of this wisdom was Mbok Wiryaji, the main character in the novel of BM. She had faced the dramatic stories in her life so that her stories shaped her into wise human.

Some neighbours, female and male had spoken. They entertained Mbok Wiryaji. They remained her as KarangSORA people were. Life was only destiny fulfilment. Lasi was described as already explosive bomb; but she was silent at all. Be quiet; the condition would be awkward and tense. Eyang Mus wanted to call Darsa but she/he finally canceled it. She wanted to arrange meeting for Darsa, Lasi, and Mbok Wiryaji. However, she had understood that the meeting as like as she arranged the meeting for dog and angry cat. (BM, 57).

Mbok Wiryaji was really angry. She felt angry that Darsa built relationship with Sipah. However, Mbok Wiryaji will not be angry with Sipah because Sipah was abnormal woman who was impossible to seduce her son in law. For that reason, she was really angry with Darsa, the Lasi's husband. Actually, Lasi who had been the only patient woman. She cared her injured husband because Darsa had fallen from coconut tree. Yet, the reality was so unpredictable. Darsa had been recovery and he seduced Sipah even Sipah was being

pregnant. All the dramatic stories have been made by God because Sipah was abnormal woman, she was not really attractive to Darsa. This reality was being reminder. Life was only destiny fulfilment. All the realities in the world have been managed by God.

In the another occasion, Darsa recognised his fault. However, he was so confused and unconscionable of his fault. He asked Eyang Mus about impossible reality. Actually, he was conscious that he was not allowed to do the fault but the situation was so direct and smooth. He asked Eyang Mus the God destiny.

Pan karsa manira iki/ Sampurnane ing Pangeran/ Kaliputan salawase/ Tan ana ing solahira/ Pan ora darbe sedya/ Wuta tuli bisu suwung/ Solah tingkah saking Allah.

According to me, God is the Only Perfection. Humans do not have willing and decision. Human was deaf, dumb, and empty. All the manners were from God. (BM, 83-84).

Part of Sunan Bonang poetry was being reminder for Eyang Mus. Eyang recognised that the reality (between Darsa and Sipah) was God's destiny. Darsa's fault influenced to Lasi and Mbok Wiryaji. Nevertheless, all the stories have been happened and the destiny could not rejected.

She affirmed that life was only destiny fulfilment. Sunan Bonang poetry was used as medium (for this philosophy); *urip mung sakdrema nglakoni*. So, people should recognise *sangkan paraning dumadi*; a gaining process of God, All the Divine Sources. This philosophy was the mainstream of humanist deed. People could not reject all the God's making and destiny.

If I were you, I would recognise my fault, and I would be ready to accept punishment and responsibility. This way was the best way to make problem easier and we can get the solution. According to you, Lasi would make judgement on your marriage. (BM, 85)

Eyang Mus advised Darsa that honesty and obedience were so important. Darsa must recognise his fault. This wisdom was representation of *urip mung sakdrema nglakoni*. So, Darsi must be ready for Lasi's decision. Based on Eyang Mus, Lasi was the judge for their marriage. In another hand, Darsa was also responsible of his fault.

Ngundhuh wohing pakarti (Be responsible for all the consequences and risk)

Ngundhuh wohing pakarti means that be responsible for all the consequences and risk. The foundation of this philosophy were consciousness, morality, and spirituality. Being responsible for all the consequences and risk was accumulation of the term "*nrimo ing pandhum*", the result of *wani ngalah luhur wekasane*; everybody who had avoided fighting and harrasment, she/he finally would have gotten kindness and honor; because the life is only life fulfilment "*urip mung sakdrema nglakoni*"

The responsibility must be actualized clearly. This meaning was represented to Darsa, the character in the novel of BM. Darsa was described as man who was responsible for his fault. In the early time, he was doubt about decision that was contrary to his willing.

"I must marry Sipah although I do not want to do it"

"Ya. You had not been impossible to leave your responsibility; it is result of your fault and all the committee of village agreed. Moreover, *suweng ireng digadhekna, wis kadhung meteng dikapakna*. Have you understood?" (BM, 85).

The concept of *suweng ireng digadhekna, wis kadhung meteng dikapakna* was the Banyumas poem / *parikan*. The Banyumas short poem was called as *karmina*. The *karmina* had one introduction and one substance. The Indonesian translation of that poem was '*Anting-anting hitam digadaikan, sudah terlanjur bunting -mau- diapakan*'; the black earrings have been sold; the woman had been pregnant, so what should you do?"

Finally, Darsa considered Eyang Mus' advice. He must marry Sipah and he must be ready getting a divorce. These consequences were called as *ngundhuh wohing pakarti*. Be responsible for his fault. Actually, this term was logic consequence; the acceptable risk.

Being responsible for the fault and risk was actuality of consciousness, morality, and spirituality. Banyumas people succeed this concept continuously and simultaneously. *Ngundhuh wohing pakarti* was the noble and preservative wisdom. People are not allowed to loose their responsibility. If they do something, they will take responsibility. This wisdom told us that people must be responsible for consequences and they must be honest.

Pasrah/ Sumarah (Be Sincere)

Sumarah means that be sincere grateful. People reflected *sumarah* as the actuality in their life. They was grateful of God's destiny. The term of *sumarah* was reflected in Banyumas culture by Banyumas people. This wisdom was one of Javanese philosophies.

This philosophy was described as the main character in the novel of *Kubah*, Marni. In the early time, Marni married to Karman. He was also the main character in the novel. Karman participated in comunism, he was sent to prison in the island of B for 12 years. Marni lived with her children in Pegaten Village. Marni have to live without her husband; finally she had married to Parta. She had married although she has not gotten divorce yet from her husband, Karman. In the period of freedom, Karman come back to his village, Pegaten. Marni was doubt and really confused. She got dilemma about what he should do and which ones she should choose. She had married to Parta although she still loved Karman. This problem and dilemma made her conscious. Life was only destiny fulfilment.

In her praying, she really wanted to reach her God. She had given in and she got deep weakness. Nevertheless, this weakness made her sincere. "Tomorrow, I will be sincere. I will let everything flow in."

Marni was relieved. Her sincerity made her relieved and grateful. (*Kubah*: 50)

Marni's attitude was actuality of Banyumas culture. Banyumas people were sincere, grateful, and thankful of all the God's making and destiny. Those attitudes were components of *sumarah*. She decided to be grateful of God's decision. Marni was personification of the real human. She recognised that she was the real and weak human while God had been the Almighty Strongest. Therefore, she decided to be sincere of all her problems. She had come back to her God.

Tawakkal means that be grateful and sincere of God's destiny. People could practice this wisdom by having deep consciousness and belief. People must be conscious that everything have been made by God; the Almighty Creator.

Eling lan waspada (Be Careful and Alert)

People would get kindness in her life if they were careful and alert. They must believe in God's righteousness. In this situation, Darsa was described as *eling* man. He believed that God was Almighty Righteous. Finally, he recognised that the wisdom of *nrima pandhum* had influenced to his life; his life would be more peaceful.

The importance of life philosophy was reflected in the dialogue between Mr. Kabul and Mr. Tarya in the novel of OOP. Kabul was the main chacarter in the novel of OOP, she controlled all the dramatic stories. In the other hand, Tarya had played role as wise mas who delivered the moral messages. Tarya sometimes delivered those messages directly and clearly. Yet, in the different moment, he represented his messages as the *song of macapat*.

"Nora gampang wong ngaurip/ Yen tan weruh uripira/ Uripe padha lan kebo/ Angur kebo dagingira/ Kalal yen pinangana/ Pan manunga dagingipun/ Yen pinangan pasthi karam//. Poma-poma wekas mami/ Anak putu aja lena/ Aja duwe kareman/ Marang papaes dunya/ Siyang dalu dipun emut/ Yen urip manggih antaka//. (OOP, 196).

Definitely, Mr. Tarya announced that people might understand the truth of life. He quoted the song of *asmaradana* by Pakubuwono IV from Surakarta. This song contained the truth of life. "Life will be really difficult if people do not understand the life philosophy. People were as like as buffalo if they would not know the life philosophy. Buffalo will be better than human because the animal was allowed to eat; while the human was not.

"Mas Kabul, Ki Hadjar Dewantara had ever said something. Which ones do you choose? *Numpak motor sinambi sawan tangis atau mikul dhawet sinambi rengeng-rengeng*. Abstractedly, Ki Hadjar advised people to choose the second ones. People should live simply and they could develop their passion. By choosing the second ones, people could live peacefully. The first choice was worse than the second ones. People could be anxious that they got forbidden wealth (*OOP*, 198).

Those statements were the confirmation of truth of life. Those statements also advised people to understand and to apply life wisdom clearly. People will be like as buffalo if they do not understand the life philosophies. Their life only were about physical and material necessities. The true life was spiritual passion and need. Be grateful of all God's making and destiny. The soft heart and being thankful, *nrimo ing pandum*.

Conclusion

Ahmad Tohari is a man of letter who lives in the Banyumas community. His works are sublimation of Banyumas cultural philosophy values. He presents the *adi luhung* (noble) philosophy through the figures in his novel. His novels contain noble values rooted in Banyumas cultural wisdom. Noble values become the manners of the people in working out the thought, the sense, the attitude, and the act. These values are passed down from generation to generation as a way of fundamental life that is philosophy. Ahmad Tohari's novel is the source of the values of the community life philosophy of that need to be studied and preserved.

Through the characters in Ahmad Tohari's novels we will know how the nature of views of life of Banyumas community is. That life philosophies of Banyumas people in the novel were the actualities of *sangkan paraning dumadi* (a gaining process of God, all the divine sources or journey towards God as human derived). This philosophy is described through six major life stance, namely: (1) *nrimo ing pandum*; (be grateful of everything); (2) *wani ngalah luhur wekasane* (be freedom from war, be peace in the end); (3) *urip mung sakdrema nglakoni* (life was only destiny fulfilment); (4) *ngunduh wohing pakarti* (be responsible for all the consequences and risk); (5) *sumarah* (be sincere and acceptable); and (6) *eling lan waspada* (be careful and alert). All are one unified wholly and simultaneously as the highest form of human awareness about the essence of life.

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DEVELOPMENT DESIGN AND THEMATIC TASK IMPLEMENTATION OF WATER CYCLE FOR INTEGRATION PROCESS CONCEPT – LOCAL CONTEXT – GLOBAL CONTEXT TO XI IPA 1 SMA NEGERI 1 MANGANITU STUDENTS

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Abstract

This research develops instructional design of thematic task which integrated local context – concept – global context for water cycle theme. The aim of this research is to: describe students' learning process in working on thematic task's water cycle instruction with concept – local context – global context. Data accumulation technic is using observation form for students' learning process. Quantity analysis is used as data analysis method. Quantity analysis is used for describing research variable indicators, material plan implementation (students' learning process). The result of this research shows that at thematic learning process which integrated concept – local context – global context, students, teachers, parents, and society, students are involved actively in working on thematic task's instruction, discussion, also interview. According to the result of this research, it comes to conclusion that learning based on thematic task could help to build an interactive learning process and giving knowledge to students in relating concept – local context – global context based on experience.

Keywords: Thematic Task, Water Cycle, Approaching of Concept, Local Context, Global Context

Introduction

Human life is very dependent on the availability of clean water. Hydrological cycle is where the water undergoes a process that never stops from the atmosphere to the earth and back to the atmosphere through condensation, precipitation, evaporation and transpiration. According Sumarno (2014), the hydrological cycle is a related process, where water is transported from the ocean to the atmosphere (air), ashore and return to the sea. This process occurs continuously. Soil water balance are now starting disturbed by human activities that exploit natural resources. Eg illegal logging and no replanting resulting in lack of water infiltration into the soil so that rain water can not be absorbed into the soil but flows directly into the sea and eroding topsoil caused flooding and landslides. In addition, a trend that occurred during the dry season is the reduced availability of water due to lack of water catchment areas

Learning to recognize the importance of preserving nature in order to support the process of the water cycle should be applied in education in order to build knowledge and awareness in protecting the environment, utilize water efficiently and controlling factors that determine the availability of fresh water. Education according to Dewey (2002) is the process of establishing the fundamental skills intellectually and emotionally more towards nature and fellow human beings. Education also needs to be raised learning materials sourced from the surrounding environment. According Kazempour (2014) about collaborative learning environment can be emphasized in scientific practice, critical thinking and problem solving.

Thematic task is a task that is drafted and implemented in an integrated or interactive cross-field of study, involving components of learning implementers (teachers, students, parents and community). Material assignment focuses on the theme of the environment (physical, social, cultural), relevant global issues, and concepts related to the field of study

(Medellu 2013). Thematic approach to the themes of learning, allowing students to make a natural relationship between learning subjects. The model in this study was developed from a basic thematic instructional tasks with a model that includes three main components: (1) the elements of the local context, (2) concepts, and (3) the context / global information. Students can apply the concepts into everyday life by identifying local context that allows activities such as observation, experimentation, discussion of local issues etc. Based on local context identified concepts and networking concepts formulated. Further events are identified that correspond to local contexts that occur globally or for a wider context At this stage have done the enrichment of local learning context with global information found with instructional media such as the Internet, newspapers, television, etc.

Results of a survey by the development team at Sangihe, thematic task shows that learning materials come only from books and did not take advantage of the surrounding environment as a learning resource (Mandang, 2013). Students are not faced with the object of science learning in the form of the real world around him. This causes difficulties students apply the concepts into everyday life. The design of materials and learning activities connecting context with the concept to develop an integrated manner: knowledge, skill and affection (Medellu, 2014).

Thematic learning creates a learning atmosphere of democracy. Definition of learning democracy is a learning process that is based on values - values of democracy, the respect for the ability, uphold justice, implementing equality of opportunity and pay attention to the diversity of students (Soeyasa 2012). The learning process is the need for an open atmosphere, intimate and mutual respect. Instead needs to avoid the stiff learning atmosphere, full of suspense and loaded with orders and instructions that make students become passive, listless, bored quickly and experience fatigue. Democratic atmosphere in many learning will also provide the opportunity for students to practice and develop to realize the rights and obligations or their ability.

Research Purposes

This study aims to: Describe the process of student learning in the work assignment instructions thematic water cycle by integrating the concept - the local context - the global context.

Research Methods

Research Design

This research is basically a research and development (Research and Development). Sugiyono (2011) states that research is the development of research methods used to produce a specific product and test the effectiveness of the product. The development of thematic task-based learning device includes two stages of learning software design tasks thematic basis, and the development of thematic task learning device.

Research Subject

Subjects were students of SMA Negeri 1 Manganitu, according to the design assignment instructions thematic themed water cycle using a model of integration of the concept-context (includes three main components: (1) the elements of the local context, (2) concepts and networking concepts, and (3) context / global information), is assumed to have been or are being followed regularly in the classroom learning about the concept of science subjects Physics, so the implementation of the thematic task instructions into contextual enrichment of the concept of learning is carried out regularly in the classroom.

Research Time and Place

Time: January-February 2014

Place: SMA Negeri 1 Manganitu

Stages of Development, Research and Indicator Variables

Activities and students productivity in the learning process (follow tutorials, group interaction). The indicator used to measure these variables are: 1) The percentage of students who attend group learning activities over 80%. 2) The percentage of students who attend the tutorial activities over 80%. 3) students ask questions relevant to the material tasks / activities. 4) The percentage of students answer questions correctly asked the teacher or other students. 5) The percentage of students correctly answered questions posed parent / community. 6) The percentage of students who are actively involved in more than 80% in conducting observations. 7) The number of groups that include the task on time. b. activities of groups of students in the development of materials (thematic task) independently. The variables used include: 1) A large variety of activities developed by groups of students based on the material and thematic task scenarios. 2) The number of the relevant context defined groups. 3) Frequency of implementation of learning activities outside scenario as initiative groups in the context of mature mastery of tasks or procedures.

Data Collection Techniques

Data is collected using: a). Student assignment sheet for data collection mastery of concepts, relationships between concepts, linking concepts and contexts across fields of study, the identification of relevant concepts with issues / problems within the theme. b). Format observation for data: student participation in the design, student learning. c). Format observation for data: the ability of students (developing draft thematic material duty cycle theme of water according to the characteristics of local / neighborhood school) and teacher productivity (carrying out tasks and learning activities, thematic).

Data Analysis Techniques

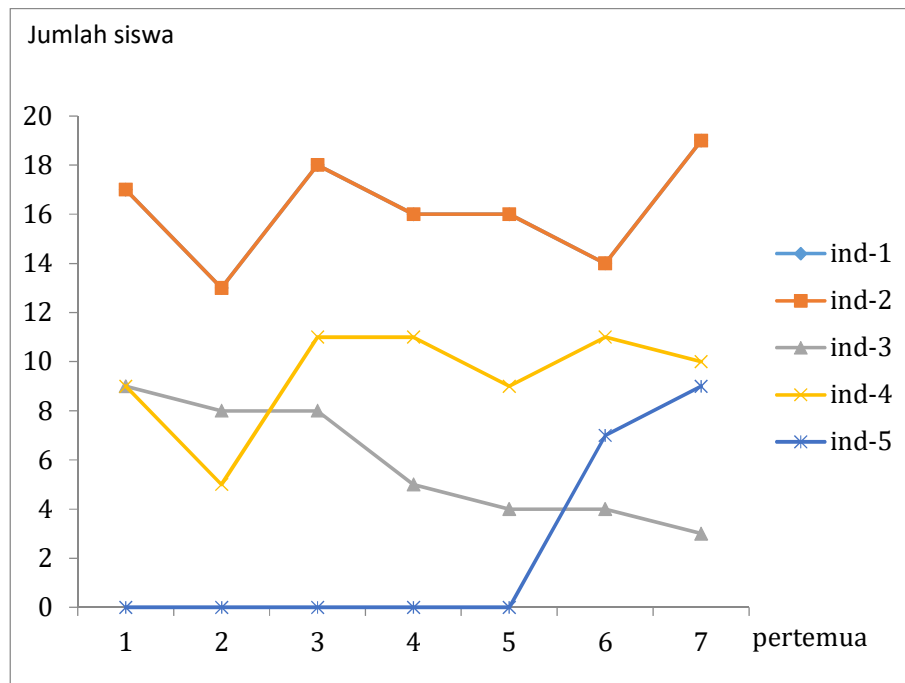
Methods of data analysis using quantitative analysis. Quantitative analysis is used to describe the indicators of research variables, implementasi design of materials (student learning). Data for each indicator were obtained and analyzed descriptively percentage with the following formula:

$$\text{Score} = \frac{\text{total score indicator}}{\text{number of students}} \times 100 \%$$

Research Results

Results of research tasks thematic learning in SMA Negeri 1 Manganitu for student learning are as follows: a. Activities and productivity of students in the learning process (follow tutorials, group interaction): 1). The percentage of students who attended the study group was 78.95%. 2) The percentage of students who attended the tutorial is 78.95%. 3) Students ask questions relevant to the material tasks / activities is 0%. 4) The percentage of students answer questions correctly asked the teacher or other students is 21.05%. 5) The percentage of students correctly answered questions posed parent / community is 15.79%. 6) The percentage of students who are actively involved in more than 80% in the conduct of observation is 84.21%. 7) The number of groups that include the task on time is 78.95%. b. Activity groups of students in the development of materials (thematic task) independently. The variables used include: 1) A large variety of activities developed by groups of students based on the material and thematic task scenario is 0%. 2) The number of relevant contexts that defined the group is 74%. 3) Frequency of implementation of learning activities outside scenario as initiative groups in the context of mature mastery of tasks or procedures is 0%. Based on the basic instructional materials, there are seven activities that integrate concepts - Local context - the global context. Indicator - an indicator of student learning process variables were observed in this study to approach the concept - the local context - solid global context are presented in Figure 1, as follows:

Figure 1. Graph Indicator of Student Learning



Discussion

Based on the results, it can be described as follows: a). Graph of the student learning process for indicators 1 and 2 (1 students who attend learning activities group), (2 students attending the tutorial activities) meeting on 1 to 7 meeting is not stable or up and down, because at the meeting of 2 and 6 presentations of students attend tutorial activities decreased because there were some students who were absent for reasons vary due to the location of a home away from the place of study and some are absent due to illness. b). Graph of the student learning process for indicator 4 (students answer correctly questions the teacher / others) From the graph above the indicator 4 is not fixed, the activities 3, 4, and 6 students are more enthusiastic to answer questions from teachers and parents. d). Graph of the student learning process for indicator 7 (The number of groups that include the task on time) is good, each member of the group has always put the task on time at every meeting. In this study, parents and the community play a role in learning. Democratic schooling or learning needs the support of all personnel involved in the management of the school (Ozcan, 2005). Parents play an important role in the learning process of democratic child (Bekoe and Quartey, 2013). So in this study for the students' learning process, show the student activity in learning, good discussions, questions and answers, as well as interacting with parents, teachers, and community

Conclusion

The student learning process for thematic task water cycle by integrating the concept - the local context - the global context, showing activity of students in the learning process and the involvement of teachers, parents and the community in learning activities. Students are also involved in working on the task of thematic instruction, discussion, and question and answer session conducted between researchers and students, fellow students in a group, students with parents. In the process of field training, students are actively involved in the activities of observation and practice.

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THE USE OF *PUZZLE GAMES* MEDIA IN DEVELOPING TGT TYPE COOPERATIVE LEARNING MODEL TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT IN LOGARITHM

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Abstract

Mathematics is an exceedingly important subject that it is necessary to learn by students from the elementary to the ones in higher education level to provide them with logical, analytical, systematic, critical, and creative thinking, as well as cooperation. Unfortunately, in the classroom a certain number of students are still less active, creative, and cooperative during Mathematics learning. One of the causes is that the teaching method tends to be monotonous. The effect is low mathematics learning achievement, among others in exponent and logarithm topics in particular. One of the learning model alternatives applied to cope with the difficulty is Teams Games Tournament (TGT) learning model developed by Slavin (1995). This model offers many advantages as well as drawbacks. As a consequence, development of TGT learning model using Games Puzzle media is required. Syntactically, Slavin's TGT is similar to Puzzle Games TGT; it is just Slavin's TGT makes use of cards in the tournament, and Puzzle Games TGT takes well-designed puzzle. The result of learning experimentation using Puzzle Games TGT concludes that mathematics learning achievement for logarithm topic raises proved by more than 75% students whose test results meet the benchmark. Learning with Puzzle Games Media can enhance students' learning motivation. The learning atmosphere shows students' active participation. They are happy and convenient during the learning process. Puzzle Games TGT learning is expected to be one of the learning model alternatives to improve students' motivation and Mathematics learning achievement.

Keywords: TGT, Puzzle Games, Mathematics Learning Achievement

Introduction

Mathematics is an exceedingly important subject that it is necessary to learn by students from the elementary to the ones in higher education level to provide them with logical, analytical, systematic, critical, and creative thinking, as well as cooperation. Unfortunately, in the classroom a certain number of students are still less active, creative, and cooperative during Mathematics learning. The competency is needed so that students can gain the ability to provide, manage, and make use of information to survive in always changing, uncertain, and competitive circumstance.

Unfortunately, in the classroom a certain number of students are still less active, creative, and cooperative during Mathematics learning. One of the causes is that the teaching method tends to be monotonous. In other words, the implementation of teaching learning process minimally involve students' activities so that they are bored, drowsy, less enthusiastic, and lowly motivated in learning.

As development in education takes place, there are researches in education stating that new learning models can significantly provide better mathematics learning achievement than what direct learning can. Therefore one of the solutions conducted by teachers to involve students more maximally is by implementing various approaches and learning models.

Constructivism approach is one of the approaches adopted by teachers. Vygotsky opines that emphasizing interpersonal interaction in learning is necessary to obtain *Zone of Proximal Development* (Muhammad Nur,1999:3-5).

One of the cooperative models implemented by teachers to cope with those hindrances is Teams Games Tournament learning model developed by Slavin (2015). This learning model is considered being able to improve students' motivation and their learning achievement since they can learn it with more fun, and can grow responsibility, honesty, cooperation, healthy competition, and learning involvement.

According to Michael M Van Wyk (2011:284) in his research TGT learning model obtains students some opportunities to develop skills and group interaction as well as cooperation with others; skills that are significantly required nowadays.

Taniredja in Alawiyah (2013) states that besides its advantages this model results in some weaknesses, i.e. a possibility that students do not contribute any ideas during the discussion, longer span for learning, and a possibility of noises in the classroom.

In line with the previous research, the one conducted by Irwanti (2014) concluded that learning implementing *Teams Games Tournaments* (TGT) with *Realistic Mathematic Education* (RME) approach did not yield better learning achievement than *Numbered Head Together* (NHT) learning model in linier program learning material.

Other than the previous drawbacks, another one which appeared during the practice of mathematics learning using TGT was Tournament level where teachers provided problems and the answers in flashcards which was considered less appealing so that students were less motivated in learning mathematics, which further caused low learning achievement.

Besides learning model, learning media is one of the factors affecting whether or not a learning model is successful. Puzzle is one of them that can be used in TGT cooperative learning model. According to Colin Thomas,*et.al* (2013:122), Puzzle which is a riddle can improve students' learning by developing their skill of overcoming problems and independent leaning and can improve their motivation to learn mathematics.

Therefore, the writer would like to develop TGT cooperative learning model using an attention grabbing learning media to improve students' motivation in learning. The writer's media experiment on this TGT learning model is Puzzle. It is expected that students are more active and motivated in learning mathematics to love it more when the problems and answer key are provided in Puzzle.

The writer is a mathematics teacher at Public senior High School 2 Sragen. Based on the data of students' daily tests in several years there were some of them who did not meet the bench mark; those with score 75 were less than 50%.

Based on the problems exposed previously TGT cooperative learning model needs developing by using Puzzle as the learning media for logarithm material. In this paper, Puzzle as the learning media is considered as a strategy with a planning pattern giving some assistance for students so that they could be more motivated to be active and to love mathematics for optimum teaching and learning process.

This paper discusses how developing TGT cooperative learning model using puzzle games for logarithm topic can improve students' mathematics learning achievement.

Development Results

Literature Review

Team Games Tournament is developed by David DeVries and Keith Edwards. The literature review of TGT is Slavin's cooperative theories, Dienes' mathematical game theories, and Piaget' and Vygotsky's constructivism theories.

The development of mathematical concept according to Dienes can be attained by simultaneous pattern where each series in the teaching and learning process learns thing from the concrete to symbolic matters. The learning level is an interaction planned between one structural segment of knowledge structure and active learning, conducted by particularly designed mathematical media. According to Dienes, mathematical games are important

because mathematical operations in the games present rules in concrete, guiding, and sharpening mathematical definition to students.

Furthermore, psychology will provide theoretical review to TGT. Piaget dan Vygotsky possess an instrumental role in developing constructivism concept which significantly becomes cooperative learning supports, including TGT. Piaget delivers that knowledge is not static, but experiences evolution and constantly changes as long as students construct new experience forcing them to base themselves on and to modify their schemata.

In line with Piaget, Vygotsky believes that intelligence develops as an individual faces new confusing experience and when students try to deal with inaptness emerging from the experience. In efforts of finding new experience, an individual relates their new knowledge to their schemata and constructs the new one.

Vygotsky's beliefs, however, differ from Piaget's in some essential matters. When Piaget focuses on the levels of intellectual development experienced by children aside from their social and cultural contexts, Vygotsky emphasizes the importance of social aspects in learning. Vygotsky believes that social interaction with others promotes construction of new ideas and improves students' intellectual development.

According to Hughes (1999), an expert of students' development, in his book "*Children, Play, and Development*", playing is somewhat different from learning and working. Puzzle game is the most commonly used one and including one of the games in rudimentary learning can be used at schools

Teams Games Tournament (TGT)

According to Slavin (2015:166), there are five components of Teams Games Tournament learning models, i.e. class presentation, teams, games, tournament, and team recognition.

The procedures of TGT learning models (modified by Robert E. Slavin) consist of four learning steps as follows:

1. *Class-Presentation*

In the beginning of the learning process, the teacher conveys the materials in class presentation, commonly conducted in direct learning, where the discussion is led by teachers. In the meantime, students really have to pay full attention and understand the materials presented by their teacher. It will assist them to be better during the group work and game since the score will determine the groups' score.

2. *Teams*

Each team usually consists of 4 to 5 students in heterogeneous viewed from their academic achievement, type, and ethnic. Group function is to reinforce materials together with their peers, and particularly to prepare every group member so that they can work well and optimally during the game and tournament. In this level, students learn together with other group members to accomplish tasks and exercises given to them. Students are free to learn together and help each other with their peer to deepen the lesson materials. During the study group, the teacher functions as facilitators by directing students having difficulties in accomplishing their tasks, as well as guiding the study group's function well during the process.

3. *Tournament-Games*

Each student plays the game in homogeneous ability. In the first tournament, the teacher splits students into several tournament tables. Students in each group ranked from the highest to the lowest academic level are grouped together with students from other groups having the same academic level to form homogeneous groups. Students from each group compete to contribute the highest point for their own team. In tournament, students with average or low academic level can be the ones who achieve the highest point in their tournament group. Points from each group member are accumulated into the team point. Tournament is usually held in the end of the week after the teacher makes their class presentation and groups practice with tasks. In the

first tournament, the teacher groups students with the homogeneous ability representing each of their teams.

4. *Team –Recognition*

In cooperative learning, recognition is given to groups not individuals so that group success is determined by each member. It is given based on the groups' average points obtained from game and tournament. The teacher, then, announces the team winner. Each team will get certificate or present if the average score meets the criteria. Team has their name according to the score they get. After the game and tournament, each team will get the point. The average point from those will be used as the standard of team recognition. The syntax of TGT cooperative learning model is as follows:

Table 1. Syntax of TGT Model

Phases	Teacher's Activities	Students' Activities
Phase 1 Class- Presentation	Teacher conveys the targeted general lesson objectives and motivates students to learn.	Students listen to teacher's explanation and take notes on the objectives.
Phase 2 Team	Teacher splits students into heterogeneous teams of 4 – 5 students.	Students join the team determined by teacher.
Phase 3 Tournament- Games	Teacher splits student on behalf of each team to take cards with numbers and asks them to discuss the problems they get. Teacher divides them into several tournament games to play it.	Representation of each team gets ready on their table. There are cards with numbers connected to the number of questions on the game sheet which must be solved by them Then, each team gets themselves ready in the tournament table.
Phase 4 Team Recognition	Teacher gives recognition to each team with high points.	Students listen to team names which deserve to get the recognition.

Puzzle Games

According to Kamus Besar Bahasa Indonesia *puzzle* is riddle or 'teka-teki'. According to Hamalik, an image is something to be visually actualized in two dimensional forms as the flow of feeling and mind.

According to Patmonodewo (Misbach, Muzamil, 2010) puzzle derives from an English word which means riddle or knock-down, puzzle game is a rudimentary game played by knocking it down. Puzzle in bahasa Indonesia is defined as 'tebakan'. So, puzzle game is an educative game which can lure students' cognitive ability and skill, which is played by knocking down its items based on the matched pairs.

As a result, puzzle game is an image game categorized in visual form because it can be sensed by sight only. Among other games implemented in the learning process, puzzle game is the most common and rudimentary one that can be used at school.

Teams Games Tournament Using Puzzle Games Media

Teams Games Tournaments Cooperative learning model using *Puzzle Game Media* has the same syntax as common TGT model. The difference is the common Team uses flash cards for the problems and solutions for Tournament, while this TGT uses puzzle game media to provide both problems and solutions in the form of application.

The game model played by students consists of questions designed to examine students' knowledge after the class presentation and team study. In developing this model, the phases are developed by using puzzle as the learning media. Each team has an application of puzzle game in their laptop. Each of them is given the same amount of time to accomplish

the puzzle. Those teams compete to each other by gathering the highest score from giving correct answers of the puzzle. Syntax for *Teams Games Tournaments* learning model using *Puzzle Game* is as follows:

Table 2. Syntax of TGT Puzzle Game

Phases	Teacher's Activities	Students' Activities
Phase 1 <i>Class-Presentation</i>	Teacher conveys the all lesson objectives in general and motivates students to learn.	Students listen to teacher's explanation and take notes on the objectives.
Phase 2 <i>Teams</i>	Teacher splits students into heterogeneous teams of 4 – 5 students.	Students join the team determined by teacher.
Phase 3 <i>Tournament-Games</i>	<i>Teacher splits students as the behalf of each team to take problems in the puzzle application, and asks them to discuss the problems. Then teacher splits students into several tournament tables to play the puzzle game.</i>	<i>Students work on the problems in the puzzle application and each team prepares their behalf on the tournament tables. Then each group enters the tournament tables.</i>
Phase 4 <i>Team-Recognition</i>	Teacher gives recognition to each team with high points.	Students listen to team names which deserve to get the recognition.

Class Management

Class management is an activity of creating and maintaining an optimum condition for learning process. There are several specific managements for teachers who implement TGT learning model with puzzle.

1. **Monitoring puzzle game playing during team discussion**
After students have discussed logarithm concept in group with structured student book or Lembar Kerja Siswa or well known as LKS, they accomplish logarithm problems in the puzzle game. Each team gets 10 problems from the puzzle game application, and finishes them in counting down system. Teacher has to monitor which team which gets the highest score. The game will be over by itself if the time allotment is automatically up.
2. **Coping with tournament Situation**
To create a favorable class atmosphere during the tournament, students have to understand the rules of playing puzzle. Teacher has to give them directions about TGT learning model using puzzle. All students will come to the tournament table in turns to finish puzzle game. Scores of each student will be accumulated as team scores. Teacher has to monitor each student's progress or each team during the tournament situation.
3. **Monitoring and Analyzing the Process of Students' Tournament**
During the tournament, teacher actively guides and analyzes the flow of the tournament so that it will be good and efficient. Puzzle game media is designed with macro flash. Students can see the whole image in the puzzle if they are able to finish a problem in every piece of puzzle. Every piece has different level of difficulty, and will open if students can answer it correctly. If they cannot answer the piece of puzzle, it will be offered to the group members who are not in the tournament table. It is expected that those ones in the non-tournament table will not only become supporters of the ones of the same group in the tournament tables, but they also get themselves in the activity of solving the given problems in the puzzle game. Consequently, every member makes some efforts to accomplish the same problem in order to be responsible for the maximum team score, and to practice so that in their turns in the tournament table they can get maximum score for the team. In the end, all

students will have to be in the tournament tables, and get their best shot for the team. It builds responsibility and cooperation among team members.

Figure 1 and 2 are examples of *games puzzle* application in the team discussion and tournament.

Figure 1. Puzzle Game Application in Team Discussion



Figure 2. Puzzle Game Application in Tournament



Framework

An important component in curriculum implementation is the learning process execution which is conducted inside or outside the classroom to help students attain the competency of behavior, knowledge and skill. The learning process is directed to empower students' all potentials to expected competency. Therefore, the learning process has to center on students, develop students' creativity, create favorable and challenging condition, and provide various learning experience through the implementation of various learning model and strategies.

Therefore, learning process has to focus on students. One of the models is *Team Games Tournament*. It is developed based on Vygotsky's social constructivism which finds students easier to acquire and understand difficult concepts if they have peer discussions. In the reality, TGT possesses its weakness so that some efforts to cope with is necessary to do; i.e. using puzzle as the learning media. Puzzle is a learning media in the form of mathematical game given by the teacher to the students who are expected to gain more learning motivation.

Team Games Tournament using puzzle learning media is expected to be able to increase students' motivation, participation, and creativity so that as expected students' learning achievement in logarithm material can also increase.

Experimentation Result

Before *puzzle games* was experimented, validation was conducted first by some field validators. The criteria of validation analysis of the *puzzle games* media instrument contents comprised the material aspect, *puzzle games* media, and media advantages in learning. The analysis was carried out in check list (✓) sheet by three validators; namely: (1) Drs. Sugiyanto, M.Si, a lecturer of Faculty of Mathematics and Natural Sciences of Sebelas MAret University Surakarta who analyzed the material aspect, (2) Rahmad Astika Triprasetya, S.Pd, a teacher of Technic Vocational School 2 Sragen who analyzed about *puzzle games* media, and (3) Drs. Paidi, M.Pd., the Headmaster of Public Senior High School 2 Sragen, in the field of mathematics who analyzed the advantages of media in learning.

In addition *puzzle games* media had also been validized in terms of its aspect of TGT learning model development by Dr. Budi Usodo, M.Pd., a lecturer of Graduate Program of Mathematics Education of Sebelas MAret University Surakarta who is an expert of learning model. The result of the validation presented the development of TGT learning model with *puzzle games* media had meet the required criteria.

The writer experimented on TGT puzzle game learning model in Public Senior High School 2 Sragen where the writer teaches mathematics. Samples were taken from two classes; i.e. Grade X Mathematics and Natural Sciences 5 and X Mathematics and Natural Sciences 6; both consisted of 32 students. The learning model was implemented based on the syntax. The experimentation on logarithm material with syntax was as follows:

Table 3. Syntax of TGT Puzzle Game Experimentation

Phases	Teacher's Activities	students' Activities
Phase 1 <i>Class-Presentation</i>	Teacher conveys the targeted general lesson objectives and motivates students to learn.	Students listen to teacher's explanation and take notes on the objectives.
Phase 2 <i>Teams</i>	<ul style="list-style-type: none"> • Teacher splits students into heterogeneous teams of 4 – 5 students. • Teacher asks students to discuss logarithm concepts and natures with the assistance of the well-structured students' sheet (LKS). • Teacher asks students to present their discussion results and other teams give responses. 	<ul style="list-style-type: none"> • Students join with others in the group designed by the teacher. • Students discuss logarithm concepts and natures in groups. • Each team presents the results of the discussion.
Phase 3 <i>Tournament</i>	Teacher asks the behalf of each team to take problems in the puzzle application and to discuss the problems. Then teacher splits students into several tournament tables to play the puzzle game in which the score will be accumulated in each team.	Students work on the problems in the puzzle application in groups and each team prepares their behalf on the tournament tables. Then each group enters the tournament tables.
Phase 4 <i>Team Recognition</i>	Teacher gives recognition to each group with high points.	Students listen to team names which deserve to get the recognition.

Students were very enthusiastic to join puzzle game learning model. They would accomplish the problems in the pieces of puzzle to see what image appears later. Some rules, such as no turning back on the same problem if they answered it incorrectly, and certain time allotment for each problem, made them solve the problem as precise and thorough as possible. Students made their effort to understand the problems and accomplish them with the correct concept. Puzzle game in the tournament was another challenge for them. They prepared themselves well to be able to finish tournament problems on the tournament table on behalf of their group. They were effortful to get the highest score for their team as the

score would be accumulated as the team score. Several values appeared from the game, among others cooperation and responsibility. To end the learning process, the writer administered an achievement test about logarithm where the instrument had been validated by some experts; two lecturers and a principal who is a senior mathematics teacher. After getting some revision and recommendation and considered reliable, the test instrument was applied to examine students' achievement on the material discussed.

The test results on logarithm showed that students, meeting the benchmark of ≥ 75 were 16 students or 50% for Grade X Mathematics and Natural Sciences 5, and 25 students or 75% were from Grade X Mathematics and Natural Sciences 6. The results had increased compared to the previous ones which were always less than 50%. In the phase of puzzle game, students who well understood the rules of the game would put their best shot to their team. Their expectation was to be the team winner. Furthermore, students were more motivated, active, creative, cooperative, and had more responsibility so that they would be ready to accomplish the achievement test. The result was expected to be the maximum one.

Conclusions and Recommendations

Conclusion

There are some conclusions of the research, among others:

1. TGT learning model developed by using puzzle game media can increase students' motivation, activity, creativity, cooperation, and responsibility.
2. TGT learning model developed by using puzzle game media can increase students' mathematics achievement test result in learning logarithm.

Recommendations

1. For teachers
 - a. During the process of teaching and learning, teachers should involve students; acting as motivators and facilitators. For example, teachers chooses a more student center learning activity, such as TGT and TGT Puzzle media.
 - b. Teachers should implement TGT Puzzle media as the learning model, which motivates students to learn mathematics topics, and to reflect their learning to get the optimum achievement.
2. For students
 - a. Students should pay a good attention to the learning scenario so that they can process it maximally.
 - b. Students should maximally cooperate and discuss the learning materials with their peers during the learning process to get better learning achievement.
 - c. Students should take advantage of puzzle game to reinforce the learning materials. Puzzle game can be very easily used any time necessary.

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STUDENTS' PROBLEMS IN TRANSLATING TEXTS

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Abstract

Translation is a process of producing equivalent texts from source language (SLT) into target language texts (TT). The degree of equivalence of the resulting TT depends on degree of translator's mastery of both linguistic and cultural backgrounds pertinent to both languages. The present paper reports a study of students' problems in their efforts to translate English texts into Indonesian texts in an undergraduate course. This interlanguage study involved 10 representing 33 sixth semester students of the English Education Department of Sarjanawiyata Tamansiswa University in the 2015/2016 academic year. Data were collected from students' work sheets in MID-Term and Final tests of Translation and Text Analysis subject and backed up with interview. Data were analyzed using Glass and Hopkins (1984) theory. The findings show that there are ten classifications of students' problems. Their percentages of frequency of occurrence are presented as follows. Structure Shifts (SS)24.01, Level Shifts (LS)24.01, Wrong Alternate Meaning of a Word (WAMW)17.71, Loss of Information (LI) 12.99, Gain of Information (GI) 8.26, Class Shifts (CS) 5.11, Wrong Terms of Address (WTA) 3.93, Unit Shifts (US) 2.36, Wrong Assumption of the Background Knowledge (WABK) 1.18, and Intra System Shifts (ISS)0.39. The three most frequently committed problems SS, LS, and WAMW are closely related to the translator's mastery of TL system and vocabulary which result in less accurate and thus less equivalent translation.

Keywords: Structure Shifts, Level Shifts, Wrong Alternate Meaning of Word

Introduction

Translation is a process of producing equivalent texts from source language (SLT) into target language texts (TT). To master two different languages between source language to target language especially English to Indonesian, it needs linguistic and cultural backgrounds. Linguistics backgrounds are built through process of Second Language Acquisition (SLA). With learning a lot, students can build a highest level of competence to master the two languages.

In translating source language, the students have problems to produce the target language. Problem can be caused by some factors. These factors are very important in equivalence translation; it includes equivalence between form and meaning. It can be lexical meaning, grammatical structure and other factors. The present paper reports a study of students' problems in their efforts to translate English into Indonesian texts and find out the most frequently problems in translating the text in an undergraduate course.

Translation and its Problems

Bassnett (in Apriyanti, 2016:38) Translation is "a product of transferring source text into semantically and stylistically equivalent target text." Translation is distinguished from translating which means the process of transferring source text (ST) into target text (TT) which involves translators and the psychological and intellectual functioning of their mind. Supporting the definition above, Nida and Taber (in Apriyanti, 2016:38-39) tend to see translation as a reproduction of a text which aims to compose the closest natural equivalent meaning and style of the ST into TT.

Translation needs linguistics competences to convey ideas for ST to TT. In linguistics competence includes second language. O'Grady (in Pojprasat, 2007:6) explains that both first and second languages have a strong influence on learners' second language acquisition. The second language learner always "develops their own version of the second language which they speak as they learn called interlanguage" (Spartt, 2005:44). Interlanguage (IL) is a term for the linguistic system that underlies learner language. We see that system when the learner tries to use learner language in unrehearsed communication. Selinker (in Triningasih, 2013) stated clearly that "interlanguage consisted of utterances produced by second language learners (foreign learning)". When they were trying to communicate meaning in the TL, however, their end product may not match the TL entirely, and it may have flaws in it because they have not mastered their language. So it can causes problems in translation.

Translation problems are the concern of all translators; either novice translators or professional ones. Ghazala (in Benfoughal, 2010:17) argued that a translation problem is any difficulty which makes us stop translating to think about it. It is when the translator cannot render the source text into the target language easily; without checking his dictionaries, monolingual or bilingual, or making a lot efforts to retrieve, exploit his linguistic and cultural knowledge, in addition to his life experiences.

There are many problems in translation; they are lexical meaning, grammatical structures and other factors to produce the target language in translation.

Lexical Meaning

Lexical meaning includes propositional meaning and translating expressive meaning. The propositional meaning refers to the relationship between a word and what it refers to or describes as conceived by the speakers as true or false (Baker, 1992:13). In the propositional meaning includes Wrong Alternate Meaning of a Word (WAMW). For example SL in English, The *Land* and the people into TL in Indonesian, *daratan* dan masyarakat. In the example, the word *land*. It is primary meaning/ translation of the word *land* in Bahasa Indonesia. But the word above does not ask for that meaning. The meaning or the translation for that word is the secondary meaning, and the secondary meaning is *tanah* (Hathi, 2007).

In translating expressive meaning includes Wrong Terms of Address (WTA). For example, *artisans* as SL in English into *tukang kayu* as TL in Indonesian. The word *artisans* are meant to be *one of profession which is not suitable for dentistry*, but it is translated as *handyman* or *craftsman* (Students' translation, 2016).

Translation Shifts

Translation shifts are small linguistic changes occurring in translation of the source language into the target language. Catford categories this into level shifts and category shifts.

Level Shifts (LS)

Level Shift means that a source language item at one linguistic level has a target language translation equivalent at a different level (Catford in Aisyah, 2015:10). For example SL in English: Roni *has completed* an assignment into TL in Indonesian, Roni *telah mengumpulkan* tugas. In the example, there is a shift from *grammar* to *lexis* in which patterns which is in English if *has* contiguous with past participle of *complete*, and then it indicates that the act of *completing* has begun before the time of speaking. The form *has + past participle* (grammar) in English translated into *telah* (lexis) in Indonesian language. There is a shift in rank of grammatical unit into lexical unit (Machali in Aisyah, 2015:10).

Category Shifts

According to Catford (in Prawita, 2014), category shifts refer to unbounded and rank-bounded translation. It includes structure shifts, class shifts, unit shifts, and intra-system shifts.

Structure Shifts (SS)

Structure shift is a change in grammatical structure between source language into target language (Ibid in Aisyah, 2015). For example, *New shirt* as SL in English into *Baju baru* as TL in Indonesian. In the example, the noun phrase *new shirt* in the source language text is constructed of modifier (new) + head (shirt), meanwhile in the target language it becomes *baju baru* which is constructed of head (baju) + modifier (baru) (in Aisyah, 2015:11).

Class Shifts (CS)

Catford (in Prawita, 2014:25), defines class shifts following Halliday's definition that "grouping of members of a given unit which is defined by operation in the structure of the unit next above" (quoted in Hatim and Mundy in Prawita, 2014:25). For example, *Medical student* as SL in English into *Mahasiswa kedokteran* as TL in Indonesian. In the example, *medical* in the source language is an adjective shifted into *pendidikan* which is the target language is noun (in Aisyah, 2015:11).

Unit Shifts (US)

Unit shifts occur when translation equivalent of a source text unit at one rank is a unit at a different rank in the target language. It includes shifts from morpheme to a word, word to phrase, clause to sentence, and vice versa. For example, *Friday* as SL in English into *Hari Jumat* as TL in Indonesian (in Prawita, 2014:27).

Intra-System Shifts (ISS)

Intra-system shifts happen when a term is singular in the source text and its textual equivalent is plural, or vice versa. For example, *Trousers* as SL in English into *Celana* as TL in Indonesian (in Prawita, 2014:26).

Loss and Gain of Information

Loss of Information (LI)

Baker (in Prawita, 2014:28) refers to loss as "omission of a lexical item due to grammatical or semantic patterns of the receptor language".

Gain of Information (GI)

According to Newmark (in Prawita, 2014:29), gain of Information information added to the translation is normally cultural (accounting for the differences between the source language and the target language culture), technical (relating to the topic), or linguistic (explaining wayward use of words).

Methods

This paper reports an interlanguage study which describes a separate linguistic system evidence when adult second language learners attempt to express meaning in a language they are in the process of learning. This linguistic system encompasses not just phonological, morphology, and syntax, but also the lexical, pragmatic, and discourse levels (Selinker, 1972). Data was collected by means of documentation and interview. The study improved students' translation in class A of the sixth semester. They translated English text into Indonesian in *Translation and Text Analysis subject* of English Education Department at Sarjanawiyata Tamansiswa University Yogyakarta in academic year 2015/2016. The students' translation were analyzed through descriptive analysis technique proposed by Glass and Hopkins (1984) which describes events and then organizes, tabulates, depicts, or describes the data collection with visual aids such as graphs and charts. The researcher randomly took 30% of population the data.

Results

Findings of this study cover problems of students' translation MID-Term and Final Tests and the frequency of occurrence.

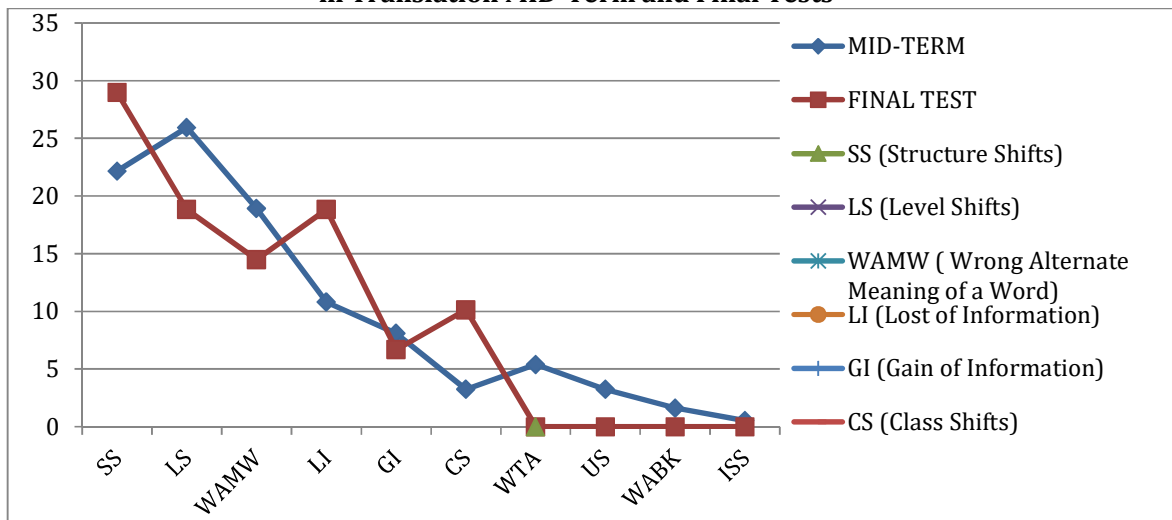
Problems of Students' Translation

Based on data analysis in the appendices, the following table is presented to summarize it.

Table 1. Students' Problems in Translation MID-Term and Final Tests

No	Types of Students' Problems	MID-Term Test		Final Test		Total percentage of MID-Term and Final Tests
		Frequencies of each Problems	Percentage (%)	Frequencies of each Problems	Percentage (%)	
1.	SS	41	22.16	20	28.98	24.01
2.	LS	48	25.94	13	18.84	24.01
3.	WAMW	35	18.91	10	14.49	17.71
4.	LI	20	10.81	13	18.84	12.99
5.	GI	15	8.10	6	8.69	8.26
6.	CS	6	3.24	7	10.14	5.11
7.	WTA	10	5.40	0	0	3.93
8.	US	6	3.24	0	0	2.36
9.	WABK	3	1.62	0	0	1.18
10.	ISS	1	0.54	0	0	0.39
Total		185	100	69	100	100
Total Frequencies of each Problems in MID-Term and Final Tests		254				

Diagram 1. The Percentage of Students' Problems in Translation MID-Term and Final Tests



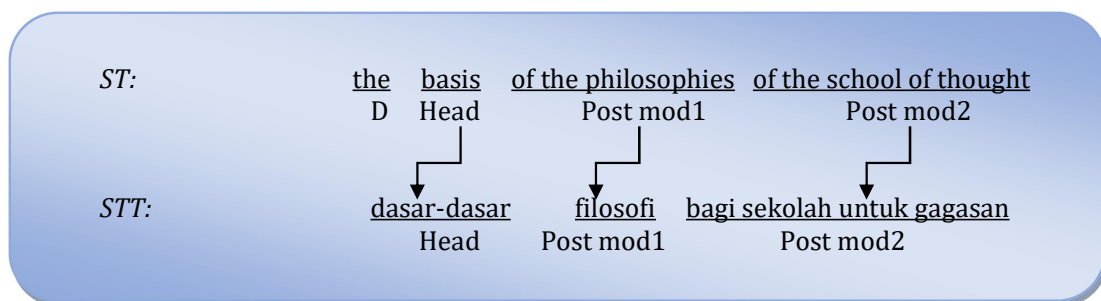
Most Frequently Problems of Students' Translation

Based on findings, the students' most frequently faced problems are Structure Shifts (SS), Level Shifts (LS) and Wrong Alternative Meaning of Word (WAMW).

Structure Shifts (SS)

Structure Shifts (SS) are part of category shifts in translation shifts. Based on the findings in students' translation, the students were difficult to arrange good structure especially of MID-Term and Final Tests texts. According to Catford (1965), structure shift is a change in grammatical structure between source language into target language. They were difficult to choose correct word translation especially for *head* and *modifier* with literal translation. Based on interview data, The student said "*masalah besar bagi saya **structure** sama kosa-kata mbak, apalagi MID kemaren*". The word "**structure**" means the student was difficult to arrange good structure. Good structure has large meaning; it includes problems of grammatical in the sentences.

Figure 1. Student's translation

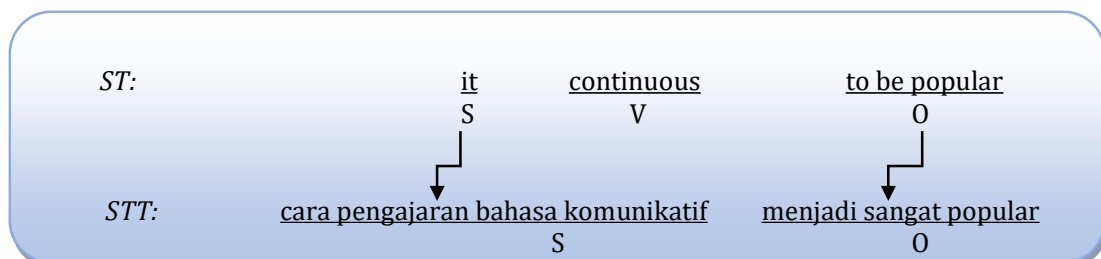


Modifier (Post mod 1= *philosophies (filosofi)*, *school (sekolah)*, *thought (gagasan)*, Head (noun, *basis = dasar-dasar*). They translated word for word translation in their translation. The students should translate *basis of the philosophies of the school of thought* as ST into *basis filosofi dari sebuah aliran pemikiran* as TT. Modifier (Post mod 1= *philosophies (filosofi)*, *school (aliran)*, *thought (pemikiran)*, Head (noun, *basis = basis*).

Level Shifts (LS)

Level Shifts (LS) are part of translation shifts. Based on the findings, the students found difficult to arrange good sentence especially in the MID-Term and Final Tests texts. They found difficult to choose correct word translation, especially to change *verb* from grammar to *lexis* and changing *word levels* in the sentences which it could cause problem translation shifts and wrong meaning of sentence. According to Catford (1965), level shifts as a shift from grammatical unit in source to a lexical unit in target language. Based on interview data, they were difficult to changing *word levels* in structure of the sentences. The student said "*kalau saya menyusun kalimat dengan ada memang **tingkatan-tingkatan** kata yang harus digunakan dalam kalimat mbak, kan di kamus gak ada jadi harus jago nganalisinya, sepertinya saya harus banyak berlatih*". The word "**tingkatan-tingkatan**" means level shifts in the sentences.

Figure 2. Student's translation



The word *popular* as ST into *sangat popular* and (superlative) and as STT; the sentence is not complete because there is not verb. They translated word for word translation in their translation. The students should translate *it continuous to be popular* as ST into *pendekatan ini terus berkembang dan popular* as TT. The form S + V present + O (grammar) and the students translated *it* (subject) as ST into *pendekatan ini* as TT and *continuous* (verb) as ST into *terus berkembang* as TT, then *to be popular* (object) as ST into *dan popular* (verb) as TT, there is addition *dan* (lexis).

Wrong Alternate Meaning of a Word (WAMW)

Wrong Alternate Meaning of a Word (WAMW) is very important role in translating the text English into Indonesian. The incorrect pattern was mainly with their assumption meaning of a word. Based on the findings of students' translation text especially for MID-Term and Final Tests, the students found difficult to choose correct word of each sentence. The findings could tell us that they found difficult to translating word such as, noun and verb (past tense and passive), where specific terms are required to produce natural sense, and of context in which different situations needed different terms. According to Baker (1992), propositional meaning, it includes wrong alternate meaning. It refers to the relationship between a word and what it refers to or describes as conceived by the context of the situation. Based on interview data, they lacked attention in choosing correct meaning of the word. The student said "*masalahnya pemilihan kata yang tepat, ada kosa kata yang baru dan menyusun kalimat yang benar*". "**Pemilihan kata yang tepat**" means the student was difficult to select the best meaning in translating the word.

Source Text: Despite a number of criticisms, it continuous to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

Student's Target Text 1: *melihat* refers to *directly object*

Student's Target Text 2: *gagasan atau gambaran* refers to *ideas*

Student's Target Text 3: *meninjau* refers to *flash back to something*

The students translated based on meaning in the dictionary directly. The students should translate *views* as ST into *pandangan-pandangan* as TT, it is refers to *evaluation about something*. It is suitable for the context meaning of the text. It is the best meaning in translating for the word.

Conclusion

It can be concluded that there are ten classifications of problems in students' translation in translating English into Indonesian texts. They are Structure Shifts (SS), Level Shifts (LS), Wrong Alternate Meaning of a Word (WAMW), Loss of Information (LI), Gain of Information (GI), Class Shifts (CS), Wrong Terms of Address (WTA), Unit Shifts (US), Wrong Assumption of the Background Knowledge (WABK), and Intra System Shifts (ISS). The students' problems in translating text English into Indonesian for SS 24.01%, LS 24.01%, WAMW 17.71%, LI 12.99%, GI 8.26%, CS 5.11%, WTA 3.93%, US 2.36%, WABK 1.18%, and ISS 0.39%. Then, the most frequently problems in students' translation are Structure Shifts (SS) 24.01%, Level Shifts (LS) 24.01%, and Wrong Alternative Meaning of Word (WAMW) 17.71% are closely related to the translator's mastery of TL system and vocabulary which result in less accurate and thus less equivalent translation.

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COMPARISON OF LINEAR METHOD AND EQUIPERCENTILE EQUATING BASED ON LENGTH OF TEST ON SMALL SAMPLE SIZE

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Abstract

This study is aimed at determining differences in variance of score from equating between the linear method and the equi-percentile method on a sample size of 100 with a test length variation of 20, 25 and 30. The value of score variance is indicated as the image of the diversity of values on the device data. The greater the variance score, the greater the distribution of data. This research is a comparative quantitative research with experimental method. The dependent variable is the variance of scores and the independent variables are equating method and length of the test. In this study, the test device used is a test that was designed to measure the ability of students in the Chemistry subject with the scope of colloidal materials for class XI of Senior High School. The population of this study are all answer of participants who undergo a coupled test device encoded with a package of 20X, 20Y, 25X, 25Y, 30X, and 30Y, each totally amounting to 150. The study samples are response of the students on each package totaling to 100 responses which is determined by using the random sampling technique with replacement and replication of as many as 31 times. The hypothesis was tested using comparative hypothesis testing with t-test analysis. The results showed that the variance of the score from the equating using equipercetile method is greater than the linear method for the test length of 20, 25 and 30 on a sample size of 100.

Keywords: Score Variance, Equating, Equipercetile Method, Linear Method

Introduction

Poor learning outcomes are closely related to the ability of educators in implementing the learning process and designing the learning evaluation tool, which ultimately results in low quality of education. The evaluation of learning cannot be separated from the assessment and measurement of learning outcomes. The occurrence of error in measuring to the competence of learners may occurs due to the measuring instruments used and the security or confidentiality of the test during the implementation process, especially for schools with parallel classes.

Educators have prepared more than one set of tests to avoid such problems, even if the test instrument is composed of the same topics, it has varying difficulty levels which cause problems in the measurement and assessment. To solve this problem, it is necessary to equate scores (equating) between instrument of different tests which measure the same subjects so that different learners using different tests may be compared and receive fair treatment of the results of the learning evaluation.

In classical score equating, there are two methods of equating, such as linear equating method and equipercetile equating methods. According to Dali (2013), on linear equating, the relationship of equal scores and original scores is linear whereas in equipercetile equating, the percentile rank of the equal scores is equated with percentile ranking similar on the original score so that their relationship became generally non-linear.

Based on Dvorak's research, the method of equating scores is performed quite well by varying variables such as the length of the test, the percentage of anchor items, and sample size. One of score equating designs that can be used in addressing many parallel classes is by

using anchor item group design. The number of anchor items which is used as connector, according to Kolen and Brennan (1995) is at least 20% of the total test. Likewise, Crocker and Algina (1986) stated that the minimum length of coupled item is 20% of all items. Angoff (1984) also recommends the same thing, namely coupled items has a proportion of 20% of the total number of tests and is part two of the test instruments. The research conducted by Harris in Kolen and Brennan (1995), indicated that based on the results of unidimensional model simulations, the amount of coupled items that are required is greater than 20% of the test device which consists of 40 rounds or more to achieve equality, since educational tests has heterogeneous distribution of contents. While the research conducted by Yetti Supriyati (2003) showed that the variance of score equating is most stable on test instrument set with coupled item proportion of 20%. Based on the description of the above theory, the proportion of coupled item recommended minimum is 20% of the total items.

According to Skaggs (2005) one of the requirements in the equating is a quite large sample to produce a stable and accurate equating. However getting a large enough sample for the equating is not possible due to various reasons. There are several studies on equating but only a few researches has been conducted on a small sample, such as in Livingston (1992) who found that the pre-smoothing technique improves accuracy of equipercentile equating as much as twice the size of the sample. Parshall, Houghton, and Kromrey (1995) found a substantial increase in the standard errors when the sample size is reduced. Skaggs (2005) found that for sample number of over 50, mean equating is more accurate than other methods for over average scores, but it is not as accurate as other methods for scores above the average. Kim, von Davier, and Haberman (2008) found that the synthetic function may be a better choice than the chained linear equating method when the sample is not large enough and the results are not representative. Livingston and Kim (2010) by using a sample of 50 to 400, found that the circle-arc method provides the most accurate results for all sample sizes studied, especially above average score distribution. Based on these studies, there are no certainty with respect to small sample size in equating and the minimum and maximum limit to declare a sample as small, the used number of samples most frequently used ranges from 25-200. Based on these descriptions, the study is conducted on a small sample in which the number of samples used is 100.

The effect of changes in length of the test is the change in the number of test items. The change in the length of test will not only change the mean and variance of test scores but will influence their reliability and validity. According to Azwar (2015) the addition of test items leads to an increase in the coefficient of test's reliability. Thorndike (1982) stated that if the length of the test increases, reliability of the test will increase. According to Rashid and Mansur (2009), determination of the length of the test is generally based on a range of material and fatigue of test takers and for basic test, the timing is based on the test results, but for test in the classroom, the timing is based on the experience of each teacher. Meanwhile, according to Mardapi (2012) test length include the time needed to complete the test and number of items. Determination of the amount of test items also depends on the length of time used to take the test. For middle school, the time is set limited at 90 minutes or 120 minutes. According to Fitzpatrick and Yen (2001), the number of test items may affect the stability, accuracy, reliability and validity of test scores and suggested that the test should have at least 8 items or at least a 12 items. Hambleton and Cook (1979) recommended that it takes at least 200 participants and 20 test items that should be tested if a stable results are required. Based on these descriptions, the study used an objective test of multiple choice tests with varied lengths of 20, 25 and 30 items.

Research on the comparison of equating method has been done quite frequently, including by Ongge Samuri Admodipuro M. R. M. (1993) who compared the linear and equipercentile methods showing that equipercentile method is more suitable than the linear method in terms of the magnitude of the standard error of equating. Tri Rijanto (2012) who studied the effect of score equating methods and the number of samples against variance of scores from Equating in National Standard School Final Examination (UASBN) in science subjects with a sample size of 200, 400, and 800. The result of the research shows that the

variance of equipercentile scores equating method is greater than the linear method on a sample size of 800. Ariani Arsad (2014) studied the ratio between the linear equating method and the equipercentile method against variance of scores based on the results of National Examination (UN) in mathematics for junior high school students with a sample size of 250. The tentative conclusion of the study shows with $\alpha = 0.5$, there are variance of difference research scores using linear methods with methods equipercentile. Anne R. Fitzpatrick and Wendy M. Yen (2001) studied the effect of the test length namely 2, 4, 8, 12 and 20 test items and a sample size of 200, 500 and 1,000 against the reliability and equating test based on Item Response Theory. The results of their study showed that the minimum length of test for accurate and reliable score equating is 12 items. Sugeng's Research (2010) using vertical equating method against minimum sample size, showed that the effect of the test length and the length of anchor indicated increases in equating accuracy as the length of test increases. The study also indicated that the required length of anchor tests is minimum 5 for 20 test item and 3 for 10 item test. Research on the comparative method of score equating is only done for for modern measurement or IRT (item response theory), thus it further reiterate the need for a research.

To view the stability of equating between linear and equipercentile methods by using value of score variance indicated as the image of the diversity of values on the data instrument. The greater the score variance, the greater the distribution of data. Based on the description above, the researchers are interested in comparing classical test theory of score equating between the linear and equipercentile methods and see the effect the length of test to score equating. Thus, this study aims to determine differences in the score variance from the equating between the linear and the equipercentile method based on the length tests on a small sample size.

Method

This research is a comparative quantitative research with experimental method, which uses the data in the form of answers of the learners taking the chemistry formative test within the scope of the colloidal material. The independent variables in this study is the equating method and the length of test. The equating method being compared is linear and equipercentile equating methods, while the variable of tests length used are 20, 25 and 30. The dependent variable is the score variance from the equating.

The population of this study are students of Public Senior High Schools in Cilegon in the 2015/2016 academic year. The population is divided into six parts, which are taking the test with the code 20X, 20Y, 25X, 25Y, 30X and 30Y. The test instruments are arranged in three pairs, namely with the length of the test of 20, 25 and 30 including a coupled items with a proportion of 20%. As many as 100 matrices are taken as samples from the answer of the students on coupled test instrument on each different test length. Random sampling with replacement is used to take the samples. In this sampling, replication or excerpts are taken as many as 31 times. X test scores is equated with the score of the Y test instrument by using a linear method, to obtain a new score from the equating (Y^*) for each length of test, while for equipercentile method, smoothing technique is used before before the equating. Equating using the version 3.3.1 of R program to calculate the results of equating and score variance of equating results.

Results and Discussion

From 150 scores (population) each instrument codes is then clipped into a 100 score (sample) by using random sampling with replacement method with the help of Minitab 17.0 program as many as 31 times. Furthermore, score equating is done from the score of the group taking the instrument X against the score of the group taking instrument Y for each length of test with the help of the version 3.3.1 R program to obtain equating results and score variance value.

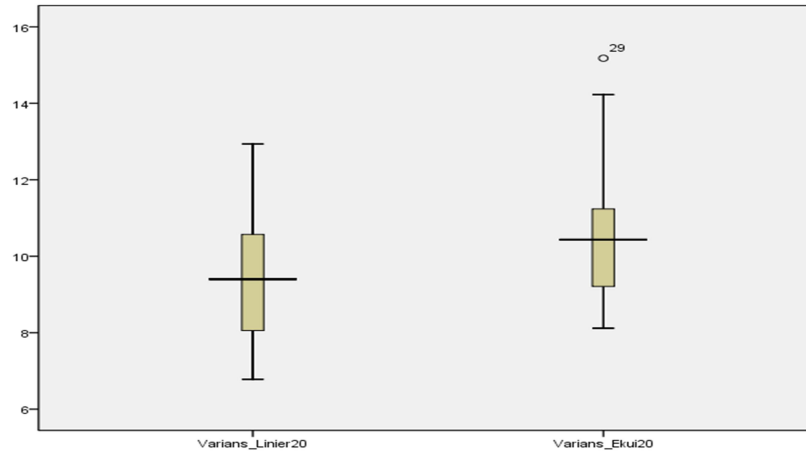


Figure 1. *Boxplot* Variance of Scores from Linear and Equipercentile Equating Method for Test Length of 20

Boxplot on Figure 1 shows that the median score variance of equipercentile method is greater than the linear method. The distribution of data skewness for the linear and equipercentile method with test length of 20 is positively skewed which means that the distribution of the data of the value of the scores variance tend to accumulate in the smaller values. At score variance value obtained by using a linear method there is no outlier, but there is a value on the equipercentile methods which far too differs from the other values so that it becomes an outlier of 15.179. Based on the boxplot, it can be seen that the score variance from the symmetric linear equating method and data is centered on the median. While the score variance of equipercentile method is not symmetrically shaped. Boxplot above also shows that the spread of the data variance score of the two methods is almost the same.

Figure 2 showed that both boxplots indicated that the median score variance of equipercentile method is greater than the linear method. The data distribution skewness for the linear and equipercentile method with test length of 25 is positively skewed. The value of score variance using linear method has no outlier but in equipercentile methods there are outliers. Based on the boxplot, it can be seen that the score variance from linear and equipercentile equating method tends to be symmetrical and centered on the median of data. The boxplot above also shows the spread of data of score variance from linear method tends to be concentrated while data distribution of equipercentile methods have larger score variance.

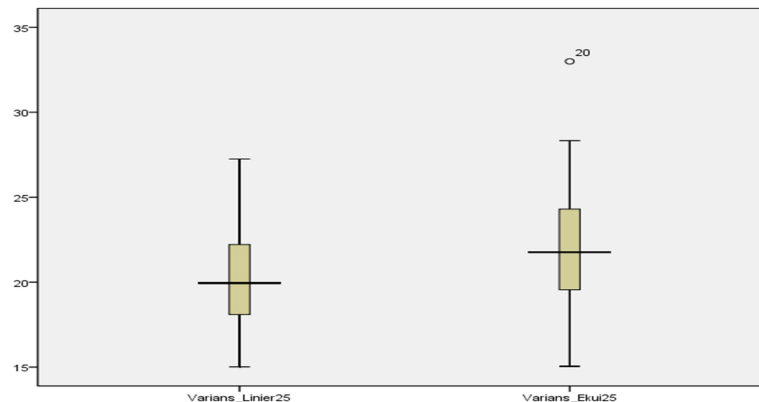


Figure 2. *Boxplot* of Score Variance from Equating with Linear and Equipercentile Method for Test Length of 25

Figure 3 shows that the boxplot indicated that the median score variance of equipercentile method is greater than the linear method. The data distribution skewness for the linear and equipercentile methods with test length of 30 is positively skewed. On score variance value obtained by using a linear method there are two outlier value which is 10.890 and 27.437, while the equipercentile methods only has one outlier value of 34.822. Based on the boxplot, it can be seen that the score variance from linear equalization method and equipercentile tends to be symmetrical and centered on the median of data. The boxplot above also shows the spread of data of score variance form linear method tends to be concentrated, while the equipercentile method has a larger distribution of variance score data.

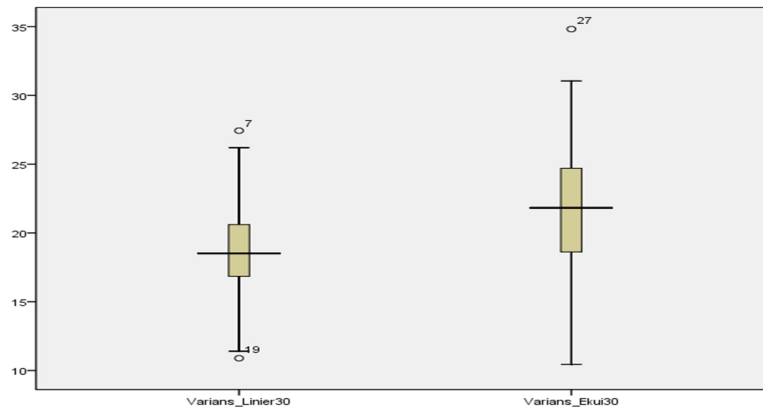


Figure 3. Boxplot of Score Varians from Linear and Equipercentile Equating Methods for Test Lengths of 30

There are three hypotheses proposed in this study, the first hypothesis stated that the score variance from equating using the equipercentile method is greater than score variance from linear equating method for a test length of 20 a small sample size. Based on the results of analysis, t_{count} of (2.514) > t_{table} (2.000) is obtained, hence the score variance results from the equating by using equipercentile methods is greater than linear equalization method for 20 long test on a small sample size.

The second hypothesis stated that the score variance from equating by using equipercentile method is greater than score variance from linear method of equating for test length of 25 on a small sample size. Based on the results of analysis t_{count} of (2.164) > t_{table} of (2.000) is obtained, hence the score variance from equating by using equipercentile method is greater than score variance from equating by using linear method for a test length of 25 on a small sample size.

The third hypothesis stated that the score variance from equating by using equipercentile method is greater than score variance from linear method of equating for test length of 30 on a small sample size. Based on the results of analysis t_{count} of (2.265) > t_{table} of (2.000) is obtained, hence the score variance from equating by using equipercentile method is greater than score variance from equating by using linear method for a test length of 30 on a small sample size.

Based on the testing of the three hypotheses it can be concluded that the score variance from equating by using equipercentile method is greater than the score variance from linear method test length of 20, 25 and 30 with a significant difference. Change in the length of tests will have an impact on the mean and variance of test scores and it will affect the reliability and validity of the test. According to Azwar (2015), the higher the proportion of the variance of apparent score which is a pure score variance (meaning that there is higher reliability), the greater the proportion of the variance that is equally owned by tests and the criteria (meaning that there is higher the validity). This shows that the longer the test, the better the reliability and validity and the greater the score variance will be.

Linear methods had an evenly distributed sensitivity along the linear line while the equipercentile method formed a non-linear lines, which has a low sensitivity at the tip and base, while at the center, it has high sensitivity. So, the longer the test items, the greater the score variance from equating with equipercentile method. Thus the use of equipercentile methods is less stable and accurate compared to the the linear method for test length of 20, 25 and 30.

Research on methods of equating and the length test can be seen as an effort to improve the quality of measurements as part of the evaluation process of learning. Some suggestions to consider, among others are, the need to conduct a research using other approaches namely item response theory approach, (IRT) and the need for further research to compare different equating methods. If comparison is made on equating by using equipercentile method and linear methods, the length of the test should be more varied.

Conclusion

Equating using a linear method is more accurate than the method ekuipersentil for the long test of less than 30 on a sample size of 100. This is shown on the variance score equating results using methods ekuipersentil greater than the linear method for the long tests 20, 25 and 30 on a sample size of 100.

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TRAINING MODEL AGILITY FOR BEGINNERS ATHLETE PENCAK SILAT

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Abstract

The purpose of this research and development is to produce a model of agility drills for beginners athletes sport Pencak Silat. In addition, research and development is conducted to obtain in-depth information on: the development and application agility training models for for beginners athletes sport Pencak Silat and examine the effectiveness, efficiency and attractiveness of the model athlete. Research and development using research methods development Research & Development (R & D) from Borg and Gall. Subjects in research and development are beginners athletes sport Pencak Silat POPKI Cibubur many as 30 people. Instruments used in this research and development is a questionnaire, a questionnaire, as well as test instruments "agility t test" used to collect the data level of agility athlete, while the stages in research and development are, at this stage: (1) analysis of the needs of, (2) the expert evaluation (initial product evaluation); (3) small group testing; and (4) the main trial (field testing). In this research resulted in 45 training models Item. Test the effectiveness of the model using the test "agility t test to determine the level of agility beginner athlete sports Pencak Silat. Data were analyzed using "t-test" of the value of the average pre-test average 1657.0667 and 1502.9667 post test, the standard deviation of the pre-test and post-test 106.47858 85.42508, the average pre-test and post test and standard deviation 154.1000 50.55918. t 16.694 level signifikasni 0.05 For H_0 , Based on the information it can be said that this type of training agility for beginners athletes sport Pencak Silat that is developed effectively and can improve the agility of Pencak Silat athletes.

Keywords: Training, Agility, Pencak Silat

Introduction

*Pencak Silat Sport is an original martial sport of Indonesia, which has its own peculiarities which consists of attack, evasion and in its implementation has aesthetic value and harmony with emphasis on the beauty of motion. A *Pencak Silat* fighter should have skills to display motion using all his/her entire body to express ideas and feelings, and skills to use his/her feet and hands to create or modify gestures quickly and accurately. For beginner fighters they usually have not made any right moves in performing *Pencak Silat* motion.*

*Thus it affects their performance when they display standard steps such as a lack of beauty, flexibility and harmony in motion. Researchers are keen to develop several models of agility exercises for beginner athletes in *Pencak Silat* sport. These models of exercises are models that can support the exercise beginner fighters to reach achievement of fighters. With such models a coach can provide various exercises accordingly and provide motivation in an exercise so that students can easily master the exercise materials.*

Exercise

Exercises can be defined as a systematic participation and aim at improving the physical functional capacity and exercise endurance. In the field of sports one of the goals of the exercise is to improve achievement in sports. Exercise is a systematic exercise process and carried out repeatedly by increasingly adding the amount of exercise load and the

intensity of exercise, Tangkudung (2012: 42). Physical activities carried out by a person do affect the physiological, anatomical, biomechanical and psychological conditions. In an exercise process one of the things that must be held firmly by a coach is the knowledge of exercise principles. James Tangkudung (2012: 58) suggests seven exercise principles, namely active and earnest, holistic development, specialization, individualization, variations in exercise, model in the exercise process and overload principles.

Richard A Schmid (2000 : viii) You'll find a variety of exercises and activities that guide you to actively connect the concepts and principles you are reading about with real-world problems and situations. Powell M.A (2011 : 58) The training is a repetition of loads to achieve a result with structural, biomechanical and functional changes. Exercise is a systematic process and practices carried out repeatedly by increasingly adding the amount of load and intensity. In a correct exercise there should be an increase, both in terms of load and intensity as mentioned by James Tangkudung (2012: 42). By performing repeated shuttle sprints not only can players stress the appropriate physiological capacities but they can also develop acceleration and agility, Gregory (2006: 109)

From the opinion has been described and can be said that exercise is a media to help clarify a concept of activities intended to improve a condition desired both the physical condition and the achievement. Creating this type of exercise can be based on the needs on the ground and in consultation with experts or trainers.

Pencak Silat

Pencak silat is an Asian martial arts, comes from the Malay culture is defined as activities of self defense, the fight using the techniques, Khamdani (2010 :66). Pencak silat is known as the martial arts (the arts of self defense) cognate of Malay cultural heritage that contains four main aspects, namely: mental and spiritual development aspects, aspects of martial arts skills, the arts and cultural aspects, and aspects of the sport. Overall aspects are integrated and can not be separated from each other, become one within a fighter. The warrior and martial arts experts believe that the Malay community to create and use martial arts since prehistory, because at that time humans must face the harsh nature for the purpose of survival by fighting wild beasts. Naharsari (2008 : 2). It is essential to understand that Pencak-Silat is based on the meaning of its two components. One, Pencak, is a training method for self-defense: it consists of a wide range of controlled body movements directed to that purpose. Silat, the second component, is the application of the training method-the actual fight. There can be no Silat without Pencak. On the other hand, Pencak without Silat skills as its objective is purposeless. Howard (1977: 12)

Step in PencakSilat : **Stance:** Stance is a basic position in carrying out further techniques of *Pencak Silat*. Stance is a technique that shows an attitude of both legs in a static state. This technique is used to support a ready position in *Pencak Silat*. Stance is also used as a basic exercise of Pencak Silat to strengthen leg muscles. **Step Pattern:** Step is foot motion techniques in the removal and alteration of position to approach or move away from the opponent in order to get better position or beneficial position combined and coordinated with hand gestures and attitudes. **Defense:** Defense is an attempt to thwart an attack with parrying or evasion. Defense is divided into two, namely parrying and evasion. **Parrying:** Parrying is a defense technique to thwart an opponent's attack by taking an action to withstand the opponent's attack with arms, legs and body. **Evasion:** Evasion is a technique to thwart an opponent's attack without touching the opponent's body. **Attack:** Attack is composed of two types, namely hand attack and legs and feet attack. **Catch:** Catch is a technique to catch hands, feet or limbs of opponent with one or two hands and will be followed by other moves. **Locking:** Locking is a technique to control an opponent or make the opponent powerless by using feet, hands or other limbs beginning with catch techniques. **Kickback:** Kickback is a technique to drop by lifting an opponent's limbs, begins with catch techniques.

Agility in Sport

According Widiastuti, Agility is an ability to change direction or position of body quickly and made together with other movements, Widiastuti (2011: 125). Don Gordon (2009: 2002) *menyatakan Agility as, 'a rapid whole-body movement with change of velocity or direction in response to a stimulus' (Sheppard and Young, 2006)*. Diperkuat dengan pendapat (Abernethy et al, 1999) *agility is a combination of what have been termed decision-making components*. Werner W.K. Hoeger, (2010 : 455) *Agility The ability to quickly and efficiently change body position and direction*.

Werner W.K. Hoeger, (2010 : 15) Fitness components important for success in skillful activities and athletic events; encompasses agility, balance, coordination, power, reaction time, and speed.

Figure 1. Motor skill-related components of physical fitness. Werner W.K. Hoeger (2010 : 16)



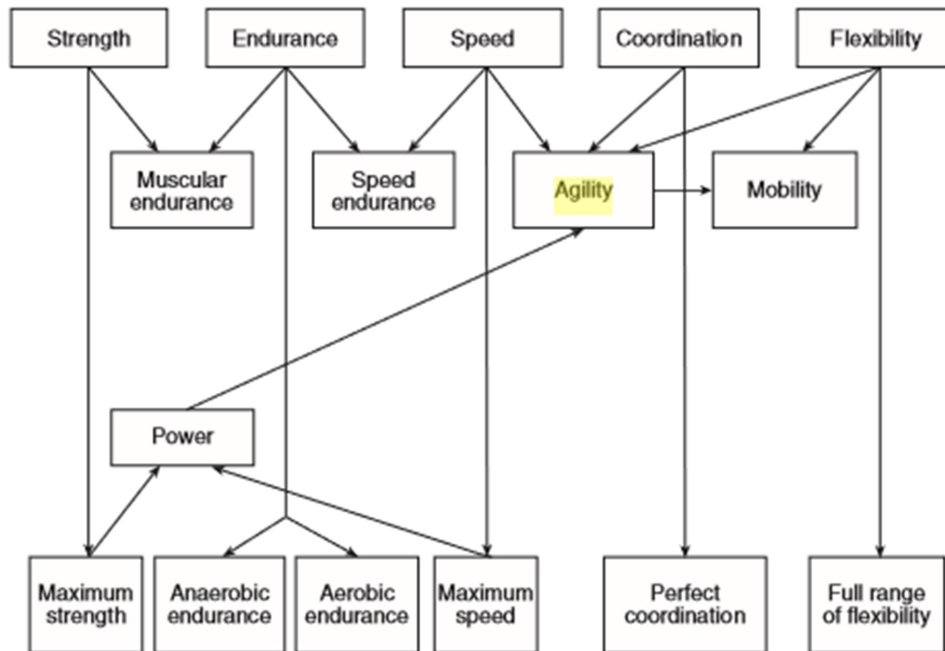
Furthermore, female athletes who participate in jumping and agility exercises tend to exhibit less muscular-stiffness protection of the knee than males do (Wojtys et al. 2003). Involuntarily, females allow their knees to drift inward (knock knees), which places more stress on the knee joint and can aggravate or strain the anterior cruciate ligament, Bompa (2015 : 119).

Agility, then, is the ability to accelerate quickly by using concentric strength; to decelerate by using eccentric strength, as in stop-and-go movements; and to change direction or perform the cuts that are so important in many sports, especially team and racket sports, Bompa (2015 : 270) Some agility instructors or coaches have their athletes perform similar agility drills and quickness exercises throughout the year of training—thus disregarding the concept of periodization—and with pretty much the same duration, intensity, and number of repetitions Bompa (2015 : 271)

Picture 2. Periodization of Agility Bompa (2015 : 270)

Training phase	Preparation			Competitive	Transition
Periodization of strength	Anatomical adaptation	Maximum strength	Conversion to power	Maintenance: maximum strength, power	Compensation training
Periodization of agility	No agility drills	Learning phase: repeating known agility drills, learning new ones	Increasing velocity of agility drills	Increasing velocity of agility drills	No agility drills (not in scope of training for this phase)
Benefits to agility	Low	Good to high	Maximum		Low

Figure 3. Interdependence among the biomotor abilities ; Bompa(2015 : 7)



So a person who has high agility allows him/her to have a quick move easily and can move quickly in all directions. Gains in agility exercise include: doing difficult moves easily, uneasily to fall or get injured and supporting techniques used.

Approaches in agility exercise should be focused on the first two aspects, namely physical and cognitive aspects. These two aspects are crucial because an exercise process is not just physical aspects but also cognitive aspects. Agility exercise should be adjusted to the characteristics of the sport a person occupies diligently.

Method

The method in this study using a design method development of Borg and Gall, and following the steps of the design of the model : 1) *Research and information collecting*, 2) *Planning*, 3) *Develop preliminary form of product*, 4) *Preliminary field testing*, 5) *Main product revision*, 6) *Main field testing*, 7) *Operational product revision*, 8) *Operational field testing*, 9) *Final product revision*, dan 10) *Dissemination and implementation*.

Results

The results of the model product development agility exercises for beginner athletes sports Pencak Silat for this beginner acquire 45 items agility training models for the beginner athlete sports Pencak Silat.

Tested the product by using the study subjects were 30 athletes in Pencak Silat club Arena Porki Cibubur

In this research resulted in 45 training models Item. *Test the effectiveness of the model using the test "agility t test to determine the level of agility beginner athlete sports Pencak Silat. Data were analyzed using "t-test" of the value of the average pre-test average 1657.0667 and 1502.9667 post test, the standard deviation of the pre-test and post-test 106.47858 85.42508, the average pre-test and post test and standard deviation 154.1000 50.55918. t 16.694 level signifikasni 0.05 For H0, Based on the information it can be said that this type of training agility for beginners athletes sport Pencak Silat that is developed effectively and can improve the agility of Pencak Silat athletes.*

An example of the model exercises :



Conclusion

Based on data obtained, from the results of field trial and discussion of the results of this study can concluded that with: (1) an agility exercise model for beginner athletes of *Pencak Silat* sport can be developed and applied in the exercise of *Pencak Silat* sport branch. (2) an agility exercise model for beginner athletes of *Pencak Silat* that has been developed, effectively increases the agility of *Pencak Silat* athletes.

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IMPROVEMENT OF RHEUMATOID ARTHRITIS ON ELDERLY POSYANDU MEMBERS THROUGH HEALTH COUNSELING

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Abstract

The study aims to find out the level of knowledge of public health about Rheumatoid Arthritis to Elderly members of the Posyandu. Research results are expected to be useful for the development of policy guidance as a basis to improve the knowledge of members of the Elderly so that they can recognize the Posyandu symptoms and do the treatment of Rheumatoid Arthritis. Research conducted at the Elderly Posyandu Nur Kinasih RW 08 Sub District, Assembly Hall, Kelurahan Paseban, Kecamatan Senen, Jakarta Pusat. This research uses quasi experiment method with design research one group pretest – posttest design and lasted for about 4 months. Results will be measured from the pretest activities that is before counseling and post test activities are the activities after counseling. Affordable population is 124 people and 42 people with sampling incidental sampling. Media used in health education is turning sheets and leaflets with the lecture method. Piror it was done normality test using Lilliefors formula at significant level $\alpha = 0.05$ indicates that the data are normally distributed populations derived either group pretest results obtained $L_h 0,115$ and posttest groups $L_h 0.127$ of $L_t 0.137$. The next test of homogeneity of two variance can also be concluded groups of data of pretest and posttest groups are homogeneous, with the result $F_h = 1.24$ is smaller than $F_t = 1.69$. Results of study using test-t one sample with a significance level of $\alpha = 0.05$. The results obtained through one test-t one sample is $t_{count} = 12.08$ and $t_{table} = 2.02$, because of $t_{count} > t_{table}$ then H_0 is rejected which means that there is an increase in knowledge about Rheumatoid Arthritis to the elderly posyandu members.

Keywords: Knowledge of Rheumatism, Elderly Posyandu, Health Counseling

Introduction

The stage of life of elderly (hereinafter abbreviated as lansia) is currently the central attention of the government. Population projections by the Central Bureau of Statistics shows that between 2005-2010 the number of elderly population is about 19 million people or 8.5% of the total population.

The elderly period is vulnerable old age plagued by various problems as a result of their physical limitations. One of these is degenerative diseases that limit the independence of the elderly is Rheumatoid Arthritis disease or commonly known as rheumatism. Rheumatism is one of the causes of joint pain, especially the small joints in the wrist and fingers.

Rheumatism symptoms (Rheumatoid Arthritis) by the local people perceived as the common disease and does not cause death. Breedveld a rematolog from the University of Leiden, The Netherlands (Junaidi, 2013: xxii), said half of the 2,800 people from 5 countries in the Netherlands, Netherland (Junaidi, 2013: xxii), said that of 2.800 orang from 5 countries asked in a survey conducted by "European Public Opinion Survey" do not think that Rheumatoid Arthritis disease with joints may impair their ability to work, even about 55% do not realize that it can reduce life expectancy. Rheumatoid Arthritis that is not treated immediately can make limb function is not normal, the joints will be stiff, difficult to walk, and even cause lifelong disability, so that the daily activities of elderly is limited. In addition to

quality of life, Rheumatoid Arthritis also improve socio-economic burden for patients and will certainly cause problems for the family. Lack of attention to the people of Indonesia against rheumatic diseases evidenced by data from the Rheumatology Clinic RSCM Jakarta show, the number of visits of patients with rheumatoid arthritis during the period of January to June 2007 as many as 203 of the total number of visits as many as 1,346 patients (Afriyanti, 2009: 22).

Based on data from the Ministry of Health study in 2009 in Health Science Journals volume 59, on the prevalence and determinants of rheumatic diseases in Indonesia is as follows:

Table 1. Rheumatism Prevalence Based on Diagnoses or symptom According to Characteristics

Variabel	Rematik		Nilai p
	Ya N=21 7393 (%)	Tidak N=458 002 (%)	
Jenis Kelamin			<0,001
a. Perempuan	34,0	66,0	
b. Laki-laki	30,2	69,8	
Umur			<0,001
a. 65 + tahun	63,1	36,9	
b. 55 - 64 tahun	56,7	43,3	
c. 45 - 54 tahun	47,2	52,8	
d. 35 - 44 tahun	34,5	65,5	
e. 25 - 34 tahun	20,8	79,2	
f. 15 - 24 tahun	8,0	92,0	
Pendidikan			<0,001
a. Rendah	36,9	63,1	
b. Menengah	19,0	81,0	
c. Tinggi	18,9	81,1	
Indeks Massa Tubuh			<0,001
a. Kurus	31,4	68,6	
b. Berat badan lebih	36,0	64,0	
c. Obes	40,0	60,0	
d. Normal	30,7	69,3	
Klasifikasi Daerah			<0,001
a. Desa	35,4	64,6	
b. Kota	28,1	71,9	
Sosial Ekonomi			<0,001
a. Miskin	33,4	66,6	
b. Tidak Miskin	31,2	68,8	
Pekerjaan			<0,001
a. Tidak kerja	34,8	65,2	
b. Pegawai	20,5	79,5	
c. Wiraswasta	31,5	68,5	
d. Buruh/ petani/ nelayan	39,0	61,0	
d. sekolah	6,2	93,8	

Pendidikan rendah (tidak sekolah, SD), menengah SMP, SMA), tinggi (perguruan tinggi); Berdasarkan IMT (kurus: <18,5; normal: 18,5- 24,9; BB lebih: 25- 29,9; obesitas >30; miskin (kuintil 1-2); tidak miskin (kuintil 3-5); PNS/ BUMN/ POLRI/ TNI/ Swasta, pedagang/ pelayan jasa; jumlah sampel

Source :Ministry of Health RI Study, 2009

Table 1 shows that the prevalence of arthritis sufferers of female is more with the percentage of 34% compared to 30.2% of male. Aspects of socioeconomic status shows that the lower economic groups of respondents have a high prevalence that is 33.4% compared

to the low economy. Similarly with the categories of education, respondents with lower education that is 36.9% higher compared to the middle and high respondents.

Paseban is the name of Sub District and also the name of District surrounding the area of Central Jakarta. Based on the data obtained in 2012, Sub District Paseban including in a Sub District with no 1 population and has the highest number of elderly of District Senen, Central Jakarta. Education level of Paseban Sub District community dominated by the education level of junior high school, AK / DIPLOMA / PT, preschoolers, and elementary school.

Generally Rheumatoid Arthritis education for the elderly is done in the form of counseling by institutions / agencies outside the scope of the school, such as the BKKBN and the Ministry of Health. More counseling provided by the community with teens and adults than with the elderly. Yet we know that knowledge of Rheumatoid Arthritis more in demand by the elderly.

Therefore, elderly age also does not hurt to be given health education so that the elderly can prepare and take their decision in a safe and prudent in their life.

Direct target of elderly Posyandu is pre elderly (45-59 years old), the elderly (60 years and above), and the elderly with high risk (70 years and above) (Notoatmodjo, 2007: 292). According to Health Science Journals vol 59, Rheumatoid Arthritis disease usually suffered at the age of 40-60 years, but there is no doubt of any age can be affected by Rheumatoid Arthritis to prevent the high risk of Rheumatoid Arthritis performed on all members of the Elderly Posyandu with the type C of independence. Therefore, Elderly Posyandu is an appropriate place to provide physical health knowledge such as Rheumatoid Arthritis for its members.

Similarly with the Elderly Posyandu Nur Kinasih located in RW 08 Paseban Sub District, District of Senen, Central Jakarta. Elderly Posyandu Nur Kinasih is also routinely provide counseling in the category of physical health packed with the conditions and situations that laid in the form of questions and answers (sharing) as consultation alone without any general and specific objectives as well as the media in its delivery with the hope knowledge of his physical health was conveyed to remember the target they are the elderly extension potential with the type of C independence. In other words, the theme of the material will be tailored to the question posed by one of the members of posyandu and so on without structured. Extension materials are usually delivered by health workers of Health Center of Senen district.

Carolus Hospital, or cadres. Counseling in physical health categories performed at the 3rd week for the potential elderly. The researcher also held a short interview with some cadres, while the results of these interviews is the potential of the elderly around the Sub District of Paseban RW 08, the majority experienced physical health problems such as high blood pressure, gout, joints (arthritis), osteoporosis, and diabetes. Number of patients with rheumatoid arthritis in the Sub District of Paseban reach \pm 80% of the total number of elderly in RW 08, that is 152 people.

The scene of physical health counseling that has been presented over the years of 2013 then includes 3B menu, osteoarthritis, balanced nutrition, diabetes disease, high blood pressure, preservatives and harmful dyes, osteoporosis, non-communicable diseases, gout, cholesterol and heart.

Based on the background and the data above, a study was conducted to determine the effect of education, in this case by extension, the level of rheumatism knowledge (arthritis Arthritis) on members of Elderly Posyandu Nur Kinasih Paseban Sub District of Senen, Central Jakarta. This research is expected to increase the knowledge of rheumatism (arthritis Arthritis) by way of counseling tailored to the age of the elderly.

Research Methodology

The place of research conducted in the Elderly Posyandu Nur Kinasih Posyandu RW 08, Sub District of Paseban, District Senen, Central Jakarta for four months from November 2014 until March 2014.

The method used in this research is quasi-experimental (quasi-experimental). The study design used is one group pretest-posttest design. The awareness program implemented in a short time frame for the results that can be measured only assess the effect on the ability of the subject of the material provided by conducting a written test before and after the extension by giving the same test.

The elderly population as a whole amounted to 152 people, but the population has affordable elderly Posyandu card is 124 people. Posyandu members present in arthritic extension activities were research sample numbering of 42 people.

The research instrument used in the form of multiple-choice questionnaire with 16 items of questions consists of understanding question, causes, signs and symptoms, treatment of arthritis. The instrument has previously conducted trials and validity test the items using a correlation formula biserial point, power testing different matter, about the difficulty level, and reliability testing using the formula KR-20.

Data collection techniques using primary sources collected from the result of pretest and posttest while secondary sources obtained from the archives of Elderly Posyandu activities Nur Kinasih Sub District of Paseban and District of Senen.

This study uses descriptive data analysis techniques to compare the level of knowledge of arthritis (Rheumatoid Arthritis) member elderly Posyandu before and after counseling.

a. Data Analysis of Prerequisites Test

Accept H_0 : if $p >$ than F value

Reject H_0 :if $p <$ than F value

Data Normality Test Performed by using Lilliefors test aimed to see whether the data held normal distribution or not. Criteria normality is if: $L_{count} < L_{table}$, then the data is normally distributed.

b. Homogeneity test

Equality test variables in this study using Fisher's exact test by comparing the greatest variance with the smallest variance. Its testing criteria is

Accept H_0 : if $p >$ than F value

Reject H_0 if $p <$ than F value

Statistical hypothesis using test -t one sample to compare the value of *pretest* dan *posttest*. The result of the hypothesis based on comparative hypothesis as follows:

$H_0 : \mu_1 = \mu_2(\text{not different})$ $H_0 : \mu_1 \neq \mu_2(\text{different})$
--

Remarks :

H_0 : The knowledge level of Elderly Posyandu members is **not different** before and after counseling of Rheumatoid Arthritis.

H_a : The knowledge level of Elderly Posyandu members is **different** before and after counseling Rheumatoid Arthritis.

Criteria for hypothesis testing is

Accept H_0 if $t_{count} < t_{table}$. Reject H_0 if $t_{count} > t_{table}$

Research Result

Activities resulting from this study is obtained the following data:

1. The Character of Elderly Posyandu

Pretest activity followed by 46 members of Elderly Posyandu posttest activity followed by 42 people. The difference is because there are 4 number of samples drop out in the pre test group that did not follow the activities of posttest.

Based on age, Elderly Posyandu members who attended the health education activities are dominated by members of Elderly Posyandu group aged of 60-69 years. Theoretically, that age has a greater tendency to suffer from rheumatism and started having health problems both physical, spiritual and social.

Members of elderly Posyandu dominated by the level of education on the educational level of Elementary School (SD) and the elderly who do not attend school. The level of elementary education and not in school are classified at a lower education level, where the elderly and less educated are less understood health problems he was experiencing (see page 3), and should receive health knowledge, especially regarding rheumatic through health education.

Judging by the work of members of Elderly Posyandu dominated by elderly people who do not work. Seniors who do not work have the risk of arthritis and other health problems is greater.

2. The result of *Pretest* and *Posttest*

Activity process that has been done has resulted calculation of the minimum value, maximum value, and the average value of pretest and posttest as follows:

Table 2. Results of pretest and posttest

Value	<i>Pretest</i>	<i>Posttest</i>
Minimum Value	37,5	62,5
Maximum Value	81,3	100
Average Value	58,95	80,98

The above results can be interpreted that there is significant difference between a minimum value and a maximum value of pretest-posttest. Some of the factors that cause average value of pretest group much different from the post test group that is in the group of pretest, the elderly has trouble seeking information about various diseases, lack of curiosity, lack of motivation to maintain health, and there is suspicion that the disease easily heal itself without treatment. Factors that cause the average value of post test is higher is newly acquired information arthritis, the symptoms of the disease according to their condition, counselor language that is easily understood, and their ease when answering a posttest question for the previous question has been given a pretest.

Results are converted through a distribution table with several categories as follows:

Tabel 3. Frequency Distribution

Level of	Remarks	<i>Pretest</i>		<i>Posttest</i>	
Mastery		n	%	n	%
80-100%	very good	3	7,1%	24	57,1%
66-79%	good	10	23,8%	14	33,3%
56-65%	enough	14	33,3%	4	9,5%
40-55%	less	12	28,6%	0	0,0%
30-39%	fail	3	7,1%	0	0,0%
Total		42	100	42	100

The above data shows that the level of mastery of the most widely in pretest group is 56-65% with sufficient information, whereas in the group of posttest is 80-100% with a very good description. In accordance with the previous explanation that there is ease of Elderly Posyandu members in answering the posttest questionnaire because after being given counseling, they can fix the troubles when the pretest activities.

3. Test Result of Data Analysis Requirement Conducted Data analysis as follows:

a. Normality Test

Table 4. Normality Test Result

N	A	Variable	Conclusion
42	0,05	<i>Pretest</i>	0,115 0,137 Normal Data normal
42	0,05	<i>Posttest</i>	0,127 0,137 Normal Data normal

The above data indicates that produces research data distributed normal data both pretest and posttest.

b. Homogeneity test

Based on calculations of data of pretest and posttest group data obtained F_{table} of $F = 1.24$ and $= 1.69$, because F_{count} is smaller than it otherwise data F_{table} of pretest and posttest groups are homogeneous.

c. Hypothesis Test Result of One Sample

Tabel 5. Average, Variance, and the Difference of Pretest and Posttest

Group	N	Average (\bar{X})	Varian s	Difference (\bar{D})
<i>Pretest</i>	42	58,95	162,26	12,74
<i>Posttest</i>	42	80,98	131,37	11,46

After it is conducted calculation it obtained $t_{count} = 12.08$ and $t_{table} = 2.02$, so it can be interpreted H_0 rejected and known to have increased knowledge of Elderly Posyandu members of the rheumatism.

4. Activity Analysis Activity

Mastery and absorption ability Elderly Posyandu members vary according to the educational background and intelligence.

Testing the hypothesis resulted in an increase in significant knowledge, this is influenced by several things such as extension materials that are relevant to the conditions of members of Posyandu then, there are goals to be accomplished by the counselor, using methods and media outreach to facilitate the achievement of information in accordance with the provisions of experts, answer sheet in accordance with the standards in consultation by a specialist and the Ministry of Health, as well as the most important measures of health counselor activity has been done according to the procedure of extension.

Conclusion

Health education activities that have been performed in elderly Posyandu RW 08 Nur Kinasih Sub District of Paseban, District of Senen, Central Jakarta has produced the values obtained from the average value is 58.98 and the value pretest posttest is 80.98. This significant increase in value is influenced by fairly good level of knowledge of Elderly Posyandu members of the rheumatism.

The results of the frequency distribution has been known by several groups category mastery level the percentage is very good at pretest group amounted to 7.1% of the control of posttest is 57.1% then an increase of about 50%, in the group of pretest percentage of 23.8%, while at posttest group was 33.3%, the percentage is enough in the group of pretest was 33.3% whereas in the group of posttest at 9.5%, a percentage is less in group of pretest was 28.6% whereas in the group of posttest 0%, the percentage of failure in group of pretest is 7.1% of the control group posttest by 20% and may imply a significant positive happening around 7.1%.

From the analysis above, it can be concluded from the group of pretest and posttest on one sample has been running well, which means that an increase in knowledge between before and after being given Health Counseling.

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THE ACCURACY OF VERTICAL EQUATING WITH EQUI-PERCENTILE METHOD BASED ON SAMPLE SIZE AND TEST LENGTHS

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Abstract

The aim of this study is to obtain the accuracy of vertical equating using equi-percentile method in small sample sizes (100 and 200) when the test lengths used are 25 and 30. The method used is experimental method with sample sizes and test lengths as independent variables, while the dependent variable is the accuracy of vertical equating which showed by the value of Root Mean Square Error (RMSE) from 30 replications. The source of the data is the score of Mathematics achievement test for Geometry topic at VII and VIII grade of Junior High School in 2nd semester of 2015/2016 academic year. The data is collected by using equating design named common-item of non-equivalent group design with 20% internal common-item from the test length used. Whereas, data is processed to equate by using software R 3.3.1 with chained equi-percentile method and log linear pre-smoothing technique. The result of this study is when small sample size (100 and 200) are used, there's difference in vertical equating accuracy using equi-percentile method for test length of 25 and 30, however there's no difference of vertical equating accuracy using equi-percentile method when the test length used is 25 and 30 for sample sizes 100 and 200.

Keywords: Vertical Equating, Equi-Percentile Method, Small Samples, Test Length, RMSE

Introduction

The results of assessment may be used as material for an evaluation of the implementation educational process and achievement of educational goals. Therefore, one of the efforts to improve the quality of learning is to improve the quality of assessment systems. One of the improvements in assessments quality which must be done is assessment in Mathematics subject. The knowledge contained in mathematics have a basic abstract object, based on the truth that is consistent, structured hierarchically and in accordance with the rules of logical reasoning. These characteristics lead to mastery of mathematics of the students in during learning process which is influenced by their ability to master the previous mathematical concepts. Therefore, the competence tracking capabilities in each grade at level of education is needed so that the development or change in the level of student ability can be measured. It means, the test must be done continuously and sustainably. However, continuous assessment in the subjects of Math is not an easy matter. This is related to differences in the ability of students which is being measured. Extreme differences in the ability of students in a class would make teachers encounter problems in the measurement. Students who have a high ability will likely be able to answer all the items on that the level. There is even a possibility that they can solve the problems for the material in the level above. But, students with low ability will not be able to correctly answer almost all the test items. As a result, information about the student learning outcomes are minimal. Therefore, to determine the ability of the students at that level a scores adjustment in the lower layers must be done. The objective is to make test results taken from the different level and scale of scores can be compared on the same or equivalent scales. Equating performed on a test that has a different level of difficulty and grade but measures the same trait is called as *Vertical Equating* (Crocker & Algina, 2008).

Vertical equating may be done at two levels of classes in the same field of study by using items that measure the same concept that allows students at lower grades to solve items with the material for the grade above their grades, and vice versa (Sugeng, 2010). Therefore, the vertical equating is applied to subjects that have the characteristics of vertical reasoning and not memorizing, such as Math. Vertical equating is done to see the continuity of the test (Zhu, 1998). Continuity of the test refers to the sustainability of the tests used to measure progress or changes in the level of students' abilities.

To obtain accurate information on the results of equating, the errors in the equating must be minimum. There are two types of errors in equating, namely random equating error and systematic equating error. Random error in equating arises because the data used to estimate the equating relationship is data from a sample, instead of the entire student population (Kolen & Brennan, 1995). Therefore, when higher number of samples are used, random error caused by sampling error can be minimized. It means, the smaller the random error in the equating, the more accurate the information obtained. However, the situation on field ground does not always allow the use a large sample in equating. So to reduce the equating error, especially if the sample size used in the equating is small, the curve rank and raw scores are generally smoothed by using the smoothing analytical procedures (*smoothing*) (Zhu, 1998).

Smoothing is a statistical procedure that can be applied to the distribution being studied to reduce the sampling error which will result in a smooth distribution that can be used to estimate the distribution of the population by assuming that the distribution of the population is quite smooth (Cui & Kolen, 2009). In addition to increasing the sample size, another effort to minimize the number of errors in the equating is to choose the appropriate equating methods and design (Kolen & Brennan, 1995). In the Classical Theory approach, equating can be done by two methods, namely the linear and equi-percentile methods. When a group of test participants which will be compared have different capabilities, then the equi-percentile equating method which is appropriate to determine the equating relationship is a the chained equi-percentile method (Kolen & Brennan, 1995).

Chained equi-percentile equating method is also called as direct equi-percentile method. This is called chained equi-percentile equating method because they contain a chain of two equi-percentile equating where the scores of a new is converted to a scale score by a chain containing the old test form. Specifically, in order to find the score on test Y which is equivalent to the score on test X, the following equation may be used: $eY(chain) = e^2 [eF1(x)]$

Equating designs which can be used in the equating is random group design, single group design, and common-item non-equivalent group design. To measure the progress of the two groups which are not equivalent, the common-item non-equivalent group design is the appropriate equating design to be used (Zhu, 1998). This design is useful in measuring the development of the two groups which are not equivalent because the test taker groups in this design has different distribution capabilities. Thus, this design is suitable when being used on vertical equating process with groups of test takers having varied distribution capabilities characteristics. When equating design used is the common-item non-equivalent group design, the number of articulated items plays a very important role in the process of determining the results of the test equating. The number of articulated items needed in equating is 20% of the length of the test used (Crocker & Algina, 2008).

In addition to minimizing error in equating, another thing which must be minimized is the error in the measurement. Measurement error in education is also divided into two types, namely random error and systematic error (Mardapi, 2012). Systematic errors are caused by people who performing the measurement or the measuring instrument. Meanwhile, random errors can be caused by physical and mental conditions which are varied, and selection of measurements materials to be used. Material selection is generally done by choosing samples, complex material, and the scope which will require a broader range of items than the easy and simple material. It will then affects the number of item (test length) being tested to fit the allotted time.

Thus, to be able to provide exact information about the student's ability in a continuous manner in the subjects of Mathematics, a high level of accuracy in score equating score. The accuracy of a method of equating can be seen from the average value of the Root Mean Square Error (RMSE) (Sugeng, 2010). The smaller the RMSE and RMSE value, shows that equating methods is more accurate and the quality equating is improving.

Several studies on the effect of sample size on the accuracy of equating is conducted by Skaggs on equating with a random group design with very small sample sizes (25, 50, 75, 100, 150 and 200). Similarly, a research is conducted by Livingston on equating with a small sample size using the log linear smoothing. Another study which is conducted by Mark and Lindsay and Fitzpatrick and Yen address the influence of number of items on a test, the sample size and reliability of the two forms of tests in determining the accuracy of the test equating. Meanwhile, a research conducted on the vertical equating accuracy is done by Antara and Bastari that examines the comparison of accuracy of vertical equating with the classical approach and Item Response Theory (IRT). Other research on the accuracy of vertical equating is done by Sugeng by using partial credit model (PCM).

Therefore, with a realization that the level of accuracy of equating is influenced by the amount of random errors caused by sample size and the length of tests used in score equating, hence it is necessary to investigate the effect of the small sample size and length of the tests used in vertical equating to its accuracy. However, compared to previous studies, this research needs to be more specific in the use of equi-percentile and common-item non-equivalent group design on a vertical equating. Thus, the purpose of this study was to determine whether there are differences in the accuracy of vertical equating with equi-percentile method for tests with the length of 25 and 30 on a sample size of 100, for tests with the length of 25 and 30 on a sample size of 200, for a sample size of 100 and 200 on test with the length 25, sample size of 100 and 200 with the length of the test of 30.

Method

The method used in this study is an experimental method using a sample size of (100 and 200) as well as the length of the test of (25 and 30) as the independent variables and the dependent variable is the accuracy of vertical equating with equi-percentile method which is expressed by the value Root Mean Square Error (RMSE) obtained from 30 replications. Samples used in this study were students of class VII and VIII with stratified random sampling technique. Two groups of classes will be selected from each sample at each grade level that will be used as a sample to take the test with a length of 25 items and 30 items randomly to meet the amount of sample size sufficient used in this study.

The procedures for conducting research on Accuracy of Vertical Equating with Equi-percentile Method Based on Sample Size and Test Lengths which is commenced with the determination of Graduates Competence Standards, Standards of Competence, Basic Competence and indicators that will be developed into a grid of test at each grade level to measure cognitive aspects and sets out the outlines of the test that have been made in the form of test items. Afterward, the content validity and legibility of items are tested by experts in the field of mathematics and measurement in order to assess the suitability of items with indicator and accuracy in language used in the items are done. Further, the instrument test is done empirically to find out the characteristics of the test items prepared to allow selection of good items. Items that have been selected are then assembled into a mathematics achievement test which were used as data collection instruments. The collection of data by providing Mathematics learning outcome test to 2 (two) sample size groups with test length of 25 and 30 items. Data from Mathematics learning outcome test are processed to obtain the overall test scores where the articulated items subsequently used for replication and equating. The process of score equating using chained equi-percentile method through log linear pre-smoothing technique is done using the R 3.3.1 program. Based on the results of equating with the R program, RMSE data is obtained for each replication, the next stage is the analysis for the purposes of research hypothesis testing.

Result

The results of validation of learning outcome test instrument of Grade VII and VIII by 20 experts concluded that each items used are considered as good because the CVR value is > 0 , in terms of both indicators and legibility. While the results of test instrument of Mathematics learning outcome of Grade VII showed that from the 40 items used, there are 5 items that are not valid, hence the 5 items should be discarded. Meanwhile, the value of the reliability coefficient of the test instruments of Mathemaics Learning Outcome for Grade VII which are calculated by using the formula KR-20 is 0.89. It means, the Mathematics Learning Outcome Test of Grade VII is classified as Good so it can be used as instruments for research. As for the results of the test instrument of Mathematics Learning Outcome for Grade VIII, showed that there are 4 items that are not valid, hence the 5 items must be be discarded. Meanwhile, the value of the reliability coefficient of the test instruments of Mathematics Learning Outcome for Grade VII which are calculated using the KR-20 formula is 0.89. It means, the test instrument for Mathematics Learning Outcome of Grade VIII is considered as good, so it can be used as a research instrument.

The research data obtained is in the form of test scores of students' mathematics learning outcome which consist of the total score and scores of articulated items on the Geometry topic for Grades VII and VIII junior high school level. Data on total score and articulated item score of Grade VII and VIII are then grouped based on the same test length (25 and 30 items) and as many as 100 and 200 samples will then be randomly selected for each length of test. Randomization was performed 30 times. Data of total score and articulated item score on each randomization is equated by using chained equi-percentile method through log linear pre-smoothing technique using R 3.3.1 Software.

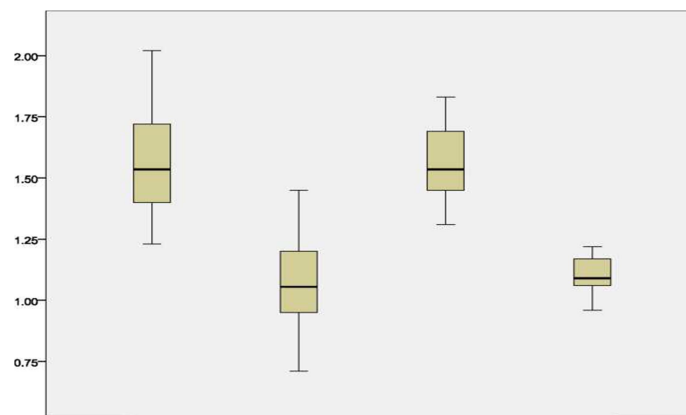


Figure 1. Distribution of RSMD Score

The average RMSE for the length of test of 25 is greater than the average RMSE for the length of test of 30 on a sample size of 100. Similarly, the average RMSE for the length of the test of 25 is greater than the average RMSE for the length of test of on a sample size of 200 . However, the average RMSE for a sample size of 100 is relatively not different from the average RMSE for a sample size of 200 on the length of the test of 25. Similarly, for a test with the length of 30, the average RMSE for a sample size of 100 is relatively not different than the RMSE for the size of sample of 200.

Based on results of analysis requirements test, the four groups of data is normally distributed. Data group on a sample size of 100 for a test length of 25 and 30 is homogeneous while the data on a sample size of 200 for the length of test of 25 and 30 are not homogeneous. Meanwhile, a group of data on a test length of 25 and 30 with a sample size of 100 and 200 are not homogenous. Thus, hypothesis testing is done in two (2) ways, namely for t test for independent samples for normally distributed and homogeneous data and t test for independent samples normally distributed but not homogeneous (Kadir, 2015).

The results of the first hypothesis testing generate $p_{\text{value}} = 0.000 < 0.05$ so that H_0 is rejected. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on test length of 30 with 100 samples. The second hypothesis testing results shows $p_{\text{value}} = 0.000 < 0.05$ so that H_0 is rejected. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of the test of 30 with 200 samples. The third hypothesis testing results generate $p_{\text{value}} = 0.4065 > 0.05$ so that H_0 is accepted. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of the test of 25 is higher or equal to the accuracy of the vertical equating with equi-percentile method on the length of the test of 30 with 100 samples which obtained $p_{\text{value}} = 0.201 > 0.05$ so that H_0 is accepted. It was concluded that the accuracy of the vertical equating with equi-percentile method on the length of test of 25 is higher or equal to the accuracy of the vertical equating with equi-percentile method on the length of test of 30 with 200 samples.

Discussion

Based on the results of hypothesis testing, the the first and the second hypothesis testing concluded that there is a difference between the average value of RMSE on the length of the test of 25 and 30, both with the total samples of 100 and 200. Based on the results of the hypothesis testing, it can be concluded that the accuracy of the vertical equating with equi-percentile method on the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of test of 30 with 100 samples, and hypothesis testing results for a sample size of 200 indicates that the accuracy of vertical equating with equi-percentile method on the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of the test of 30. It indicates that the scale of error in the measurement can be minimized by increasing the length of the tests used. This is because the accuracy of equating is also affected by errors of measurement caused by the amount of items used in the test instrument (length of test). Thus, one way to improve the accuracy of the results of score equating is by increasing the length of the tests used.

Meanwhile, the results of the the third and fourth hypothesis testing concludes that there is no difference between the average value of RMSE on a sample size of 100 and 200, both for a length of tests of 25 and 30. Based on the results of such hypothesis testing it can be concluded that the accuracy of the vertical equating with equi-percentile method on a sample size of 100 is greater than or equal to the accuracy of vertical equating with equi-percentile method on a sample size of 200 for the length of the test of 25, and the accuracy of the vertical equating with equi-percentile the vertical on a sample size of 100 is greater than or equal to the accuracy of vertical equating with equi-percentile method on a sample size of 200 for the length of the test of 30.

The hypothesis testing results shows the addition of a small sample size for a particular length of test does not affect the accuracy of the vertical equating with equi-percentile method. In equi-percentile equating, a minimum of 1,500 data is required in order to produce accurate equating (Asiret & Sunbul, 2016). The more samples used, the equating created will be more accurate. However, the need for a large number of samples cannot meet. We need an analytical procedure that can improve the accuracy of equating if the number of sample used is small. Analytical procedures to minimize the number of errors in equating resulting from the use of small sample is smoothing techniques (smoothing). However, Cook and Petersen stated that the smoothing method will become more complex when equating design used is the Common-Item Non Equivalent Group Design (Cook & Petersen, 1987). Thus, the smoothing process is not appropriate to use on equating with this design. This is because the smoothing of each distribution of the four groups of data which will be synchronized independently may deteriorate the bivariate relationships between each test form with the anchor.

A research conducted by Tumilisar found no significant difference between the accuracy of equating with chainend equi-percentile method using the log linear pre-smoothing techniques with the accuracy of equating with chained equi-percentile method without smoothing on a 300 samples (Tumilisar, 2005). The effect of smoothing method has no effect despite the use of larger sample. Random errors can be minimized by increasing the number of samples, but it does not reduce systematic errors in the equating. Smoothing technique applied correctly can reduce the number of random errors, but if applied in excess it will result systematic errors. Therefore, a more comprehensive review is needed on smoothing techniques and the degree of smoothing techniques used in equating using Common-Item non equivalent group design. More comprehensive elaboration is also needed to assess the vertical equating with the involvement of other relevant variables. The variables in question may include equating methods, smoothing techniques, the proportion of articulated items, and the number of replication.

Conclusion

The accuracy of vertical equating with equi-percentile method with the length of the test of 25 is lower than the accuracy of vertical equating with equi-percentile method on the length of the test of 30, either with a sample size of 100 or 200. The accuracy of vertical equating with equi-percentile method between equating with a sample size of 100 is the same as the accuracy of vertical equating with equi-percentile method between equating with a sample size of 200, both on the length of the test of 25 or 30.

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COMMUNICATION STRATEGY OF INDONESIAN STUDENT TO FOREIGN SPEAKERS

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Abstract

Indonesian is the national language of Indonesia. Currently Indonesian has been progressing up to the international level. Many developing countries that have made Indonesian as a subject and several leading universities have opened majoring in Indonesian. Indonesian development must have been the main attraction for foreigners. Some interest, namely the diverse culture of Indonesia, Indonesia's natural resources are abundant, and foreign economic activities that require the exchange of business, and so forth. There are currently many foreign students studying in Indonesia, some of which follow Darmasiswa Program, Partnership Developing Countries, and Independent. Developing Countries Program usually reserved for foreign students studying Indonesian for academic purposes at the university level. The material taught to students of Indonesian foreign speakers, namely vocabulary, word formation, the language of communication, scientific papers, and so forth. The foreign speakers have communication strategies in both languages. Some of the strategies that do usually influenced by the level of proficiency of students, personality, cultural background, and learning situation. The strategy undertaken by students Indonesian Foreign Speakers are usually done with the use of Indonesian with their Mother Tongue. In addition, many who use sign language to the opponent he says.

Keywords: Communications Strategy, Learner, Indonesian, Foreign Speakers

Introduction

Communication is done everyone in the family life, school, and community. Communication in this world can be done in the form of oral and written. The purpose of communication is to convey a message or information to someone on purpose. BIPA learners are strangers who learned Indonesian either inside or outside the country. The need to learn Indonesian is needed by some countries in ASEAN. Currently Indonesian has been used as a language of ASEAN, this makes Indonesian studied by strangers. Indonesian learning needs is for the world of work, travel, and education. The communication strategy is widely used by foreign speakers, foreign speakers terumata Indonesian. The strategy used intends to continue to communicate with the opponent he says, so that the conversation can continue to run well so that the opponent he says can understand the intent and purpose to be conveyed well.

Each language has a habit respectively. For example, the Indonesian word 'dead' can ber- light sanding with being a 'light off'. The word 'dead' is synonymous with the word 'died', 'died', 'ber- return to Rahmatullah', but a synonym of the word 'dead' unorthodox joined with the word 'light' (Said, 2010: 206). Indonesian has a unique or distinctive characteristics with the language of other countries. Indonesian has a lot of wealth, that is a synonym diverse, Indonesian also been adopted by some process of foreign language and region, and the Indonesian usage coinciding with the context of use.

Methods

The method used in this research is descriptive. In this study, the authors use the research methods literature study or Library Research. Literature study is data collection techniques to conduct a study review of books, literature, records, and reports that had to do with the problem being solved (Nazir, 2003: 27). Researchers obtained the materials and relevant information to be collected, read and studied, recorded and used as a guideline in this study. In this study, researchers used comparative analysis, ie by comparing objects with the concept of comparative research. Library Research aims to provide an overview of the subject matter to the reader, to convince the reader that the writer knows a lot about the subject matter being studied, and develop insight into the subject areas studied. This research also conduct interviews and observations in the field to obtain valid data.

Result and Discussion

Learning

The learning process related to interactions made by teachers and students inside and outside the classroom. Learning a second language (B2) had some difficulties faced by teachers in teaching and students in acquiring the material. Learning basically requires good and structured implementation. Learning programs must prepare learning strategies in the classroom from the planning, execution, and output achievement of learning outcomes. Collecting information on the progress of learning, both formal and non-formal held in an integrated manner, in a pleasant atmosphere, and always allow the best opportunity for students to demonstrate what they know, understand, and capable of doing the student (Suwandi: 2011: 17).

Lessons need to consider some important components, especially teachers as the main media must meet the needs of students. Learning Indonesian has four aspects that need to be applied in the learning process, namely listening, speaking, reading, and writing. These aspects can be developed through basic competencies to be able to test the ability of students to certain aspects.

Bahasa Indonesia Foreign Speaker

Indonesian foreign speakers are learning Indonesian for foreign speakers in Indonesia and abroad. Page hall Indonesian agency informs BIPA there are 251 institutions that are inside and outside the country. The number of countries in the world that has had BIPA institution is 22 countries. Countries program providers BIPA, namely Indonesia 104 agencies, United States 13 institutions, Philippines 13 institutions, France 3 institutes, Poland 2 institutions, Japan 38 institutes, Germany 12 institutions, Netherlands 15 institutions, Azerbaijan 2 institutes, China 2 institutes, Australia 38 institutions, Italia 10 institutions, Russia 5 institutes, England 2 institutes, Saudi Arabia 2 institutes, South Korea 2 institutions, Bulgaria 1 institution, Suriname 1 institution, Hongkong 1 institutions, Iraq 1 institutes, India 1 institutes, India 1 institution, and Chile 1 institution.

BIPA teaching objectives that really stands out is (1) to communicate daily with Indonesian speakers (general purpose), and (2) to explore the Indonesian culture in all its aspects (special purpose) (Soewandi, 1994: 4-6). BIPA need teaching planning material and also an evaluation in any learning takes place. BIPA is aimed at the foreign speakers who have a need to learn Indonesian. BIPA learning requirement is for purposes of employment, an excursion in Indonesia, and was educated in Indonesia.

BIPA learners from different countries, so that they have the language and cultural backgrounds are different. In addition, overall they also have differences in language and culture with the language and culture of Indonesia to be learned (Suyitno, 2007: 67). Communications made by BIPA learners can also be influenced by culture learners BIPA different cultures that exist in Indonesia.

Bahasa Indonesia

Indonesian is the national language of the Republic of Indonesia. Indonesian born through the upheaval of the young Indonesian Youth Pledge on October 28, 1928. Indonesia has many natural resources, ethnicity, culture, and language. Indonesian as the national language and serves as a unifying language milestones or communications mast nation Indonesia. Indonesian era AEC has undergone significant development. Currently in Southeast Asia many are already able to use Indonesian fluently. This is certainly influenced by the free market economy in the countries of Southeast Asia.

Indonesian has formal and informal language. Indonesian formally used in the academic world in Indonesia and the official forums in the life of society and state. Indonesian informally used in conversations in everyday life. Indonesian both oral and written are used based on the context of use. Its use customized place, time, and the opponent he said.

First Language (B1)

Discussing first language is certainly related to the mother language (B1). Mother Language is the language first acquired when someone first raised in a family environment. There are three views or theories of language development of children, namely the view nativism, behaviorism view, and the view Cognitivism (Chaer, 2009: 221). The views nativism have ratings that children are natural language mastery. The views of behaviorism assumes that child language acquisition is mouthful Cognitivism view is the view of the European Piaget who found language skills derived from the maturation of knowledge.

The first language is a language that someone obtained the first person to know the language. Introductory language usually acquired through both parents. A person's first language acquisition greatly influenced the language used by one's parents. All children are normal or reasonable growth would acquire a language in its development process is the first language or mother tongue in the early years of life (Syafroni, 2016: 67). Every normal child growth B1 or her mind will learn the mother tongue in the early years of his life, and this process takes place until approximately the age of 5 years. After that the onset of puberty (around 12-14 years) to adulthood (18-20 years), the child will still learn B1. After puberty the child's language skills are not a lot of progress, although in some instances, for example in the vocabulary, he learned B1 continuously throughout their lives. B1 acquisition we consider the primary language for the child because the language is the most stable of knowledge and its use (Muzaiyanah, 2015: 115). Language acquisition in children is influenced by several factors put forward by Chomsky, Piaget, Lenneberg, and Slobin (in Ulumuddin et al, 2015: 3), namely natural factors, factors of cognitive development, factor of social background and heredity (Intelligence and how personality)

The Natural Factors

Children born with any set of procedures and rules language teaching, what is called by Chomsky Language Acquisition device (LAD). Potential basic fundamentals of that will Evolving Operating maximum taxable income received stimulus from the environment. Counterfeit Singer acquisition process through its Natural. Because natural nature, so in spite of children not get stimulated to review the language, the Kids will be able to accept what is happening in the surroundings. Slobin said that Yang brought born singer is not a set of categories of linguistic knowledge The universe, as stated by Chomsky. Procedures and rules that brought from birth that which allows a child for the review process of linguistic.

Factors Cognitive Development

The development of one's language in line with the cognitive development. Both have a complementary relationship. In the language acquisition process is aided by the development of cognitive, reverse cognitive abilities will develop with the help of language. Both are grown in scope of social interaction.

Factors Social Background

Social background includes family structure, social group affiliation, and cultural environments allow serious differences in child language acquisition (Vygotsky, 1978). The higher the level of social interaction of a family, the more likely family members (children) acquire language. Conversely the lower the level of social interaction of a family, the less the chances of family members (children) acquire language.

Heredity Factors Intelligence

Child language acquisition is also influenced by intelligence co-owned child. This relates to the capacity of children to assimilate something through his mind. Every child has a brain structure that includes IQ different between one another. The higher a person's IQ, the more quickly acquire language, conversely the lower the IQ, the slower acquire language.

Heredity Factor Personality and Style / How Language Acquisition

One's creativity in responding to something very decisive acquisition of language, speak and behave into a person's personality has influenced somewhat variations in said language. A child does not suddenly have the first grammar in the brain, complete with all the rules.

Second Language (B2)

Regular second language acquisition obtained child when the child began studying in school. Second language learning acquired during formal contact. Classes in linguistics, such as applied linguistics, sociolinguistics, and second language acquisition (SLA), regularly form part of language teacher education programs, even though the relationship between theory and practice and the role of linguistics in second/foreign language (Abreu, 2015 : 136). In the study of linguistics, such as applied linguistics, sociolinguistics, psycholinguistics and is part of language teacher education programs, although the relationship between theory and practice and the role of linguistics in language use for foreign speakers. Teachers understanding of the process of speech perception could inform practice in classrooms listening Zoghbor (2015: 13). Teachers understanding of the process of perception can inform practice talking listening in class. Teachers have an important influence in the process of acquiring a second language through the process of teaching and learning in the classroom. In this case, teachers affect students listening skills of children in the classroom to the introduction of a second language.

Erikson gave birth to the theory of effective development consisting of eight stages, namely (Nuraeni, 2015: 16): Trust vs Mistrus or a trust basis (0-1 years), Autonomy vs. Shame and Doubt or autonomy (1-3 years), Initiative vs. Guilt or initiative (3-5 years), Industry vs. inferiority or productivity (6- 11 years), identity vs. Role Confusion or identity (12-18 years), intimacy vs. Isolation or familiarity (19-25 years), Generativity vs Self Absorption or the next generation (25-45 years), and integrity vs. Despair or integrity (45 and over). Jodai (2011: 3) Psycholinguistics that means psychology of language is the study of the Psychological and neurological factors that enable humans to acquire, use, comprehend and produce language. Psycholinguistic is the study of factors of neurological and psychological logical that enable humans to acquire, use, comprehend and produce language. Psycholinguistic is the study of mental processes by humans in language (Darwowidjojo in Mayasari, 2015: 125).

Experimental teaching showed increased the level of independent behavior in the process of foreign language study; The work in small groups on solution of linguistic tasks to the fullest extent actualizes potential linguistic abilities of students; the satisfaction with the learning process of the subject Foreign Language has also Increased (Panfilova, 2015: 176). Teaching experimentally demonstrated an increased level of independent behavior in the process of learning a foreign language who work in small groups on the solution of the task of linguistics to fully actualize the potential linguistic abilities of students' satisfaction with the learning process also increases.

Muzaiyanah (2015: 123) in his research entitled Language Acquisition Son revealed the results of his research, that children can experience the language disorder is the linguistic incompetence in the acquisition and processing of linguistic information. For example fluency problems that occur in children who stutter and talkative or physiological disorders involving the formation and processing errors articulation organs (such as the mouth, tongue, palate, the base of the throat and others.). In addition, children can face problems reading and writing. Here is necessary to distinguish between dyslexia and dysgraphia. Dyslexia or reading difficulties often followed with dysgraphia or difficulty writing. The degree of abnormality and symptoms vary between individuals. Most dyslexics also have limited phonological instance can not guess how to distinguish misspelled words or not words. Other patients simply memorize the spelling of words and can not remember the spelling of the words of others. In general, people with dyslexia have difficulty in certain cognitive areas, including distinguishing left/right, west/east; Also the concept of time such as day, date, month, year; and mathematically processing.

Shaheed (2013: 107) on research concluded there is a different between first language acquisition or others being called the mother tongue (mothers language) and acquiring a second language (second language) or a foreign language (foreign language). In some countries, among second language and foreign language have different meanings. As in Malaysia, besides the Malay language as the language of daily conversation (mothers language), English became the second language as a language of everyday conversation so that in this case the English language is no longer categorized as a foreign language it is called with a second language. This reveals the pedagogical application of Wikipedia functions better than the conventional method in terms of learners' lexical acquisition (Shi, 2015: 175). In the study Shi get results in his study of 2 (two classes) experiments that tested using Wikipedia and conventional applications. The results suggest the use of either Wikipedia applications used in learning for learners in learning acquire a second language.

A speaker is a communicator, who has a history belonging to a certain kind of anthropological character traits as well as socio cultural upbringing, having a certain kind of psychological mental states. The psychological mental states that naturally develop a linguistic psyche are actually constructed. Further when a speaker or a communicator performs a speech act s/he is having a private linguistic affair what we call linguistic experience. Language psyche and its natural outcome linguistic experience are the two very crucial concepts that need to be critically assessed (Mishra dan Singh, 2012: 14). This study obtains the results of the speakers is a communicator, who has a history of anthropological character specific cultural and social education, has a certain psychological mental state. Psychological mental condition that is experienced by developing building the spirit of linguistic truth. When the speaker or communicator perform speech acts he has the linguistic relationship personally called linguistic experience. Soul language and natural result of linguistic experience are two very important concepts that need to be assessed critically. In the development of children in the future influenced by his experience in the activities of linguistics since the child was premature. Cultural and psychological factors to build the character of children in communicating.

Strategy Communication

Oral conversation or write both need a strategy to be able to interact well with the opponent he says. Communication as a means to convey information through language as a means. The communication process can be described as a process related to the significance of the system (Eco, 2011: 45). Communications directly related to the elements of the sign of the speakers in expressing his ideas. Some of the signs that arise regarding the intent and purpose of communication.

Communication strategy regards to a person's ability to speak activities. The factors influence the communication strategy BIPA is the first language learners (B1). Indonesian predominant use in the event of speech as the language of instruction in learning the Indonesian language. The English emerged as the language of mediation between faculty and

students if there are difficulties in learning (Sadhono, 2012: 176). Based on multiple sources of data are performed in this study, researchers obtained data therein relating to communication strategies pemeeajar BIPA inside and outside the classroom. BIPA learners basic level still has good ability to conduct a conversation using Indonesian. It makes learners use communication strategies. Communication used is usually done with the teachers, said cross beam in the classroom in a learning process that requires the learners to use Indonesian, and direct contact with indigenous people in Indonesia. According to the typology of Torone (1980) using interactional perspective that he considers that the communication strategy is to work to bridge the gap between the linguistic knowledge of second language learners with the interlocutor in real communication situations (in Ghazali, 2010: 141).

Conclusion

BIPA learners are foreigners who studied Indonesian at home and abroad. As a second language learning language learning Inonesia not easy. In learning, teachers need to use a special strategy so that the learners can learn Indonesian with ease. Indonesian studied as a student needs to be able to communicate inside and outside the classroom. dituntut learners in the classroom can be oral or written communication by using Indonesian. Outside the classroom learners are also required to be able to use Indonesian well. Intended use Indonesian as communication outside the classroom is for BIPA learners can interact with native speakers Indonesian. In addition, the communication needs of others is when learners studying in Indonesia, with Indonesia can berbahsa they can learn about Indonesian culture well. Konukasi done is not easy and requires a process. The strategy undertaken by students Indonesian Foreign Speakers are usually done with the use of Indonesian mencakup with their Mother Tongue. In addition, many who use sign language to the opponent he says.

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TEEN MAGAZINE IS A TEACHER: MAGAZINE AS THE STRATEGY TO TEACH HOW TO BE A “GOOD” WOMEN THROUGH HEGEMONY

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Abstract

Many strategies of gender based education are still discussed until today. It is undertaken in order to reach gender equality especially for women so that they can be free from any kinds of oppression and have access to public sphere. However, the writer views that currently, the oppression experienced by women is basically influenced by how the women define themselves which gets much influence from gender hegemony. That is why the solution for gender inequality is counter hegemony. This paper attempts to investigate the counter hegemony strategies of Kawanku magazine in the effort to rise women equality which can be adopted in applying gender based education. The research methodology used is descriptive qualitative method. The material object is Kawanku magazine while the formal objects are Gramsci's hegemony theory and gender theory. The results found that the magazine does hegemony to the readers by using two strategies: through provocative and persuasive language and by providing many articles which have close relation with young woman's daily life.

Keywords: Teen Magazine, Hegemony, Ideology

Introduction

The efforts to improve woman equality has been undertaken since long time ago. The government makes a variety of strategies and policies to open up opportunity for women's self development. The opening access of education and politic for women indicate that women have been given space to show their existence. LSM and many other organizations which are focused on woman prosperity also actively make many woman empowerment programs with the purpose to make women free from oppression, brave, confident, firm, independent, smart, open-minded, and competitive.

Nevertheless, based on the writer's observation, this problem will not be completed only by providing skills training programs or opportunity for education and politic. There is a difference between the oppression experienced by women in 20th century and today. Recently the oppression is not in the form of masculin domination in the public sphere anymore. It actually comes from the women themselves related to how they define themselves.

The above assumption is proved by the writer's interview with a group of woman. They define themselves different from man in which they are the feminine ones with all of its attributes that Connell (2000) calls it inferior characteristics compared with man. They do not attempt to resist because in their mind they believe that those characteristics are the same as woman's nature. By maintaining those characteristics, it means they have done what should be done by a good woman. They do not realize that actually by limiting themselves like this, they have oppressed themselves.

What is women experience is the effect of hegemony. Gramsci characterized hegemony as the "cultural influence" (Femia, 1983), means that it consensually dominate through moral and intellectual leadership (Sugiono, 1999). Hegemony is a kind of social control efforts which is done by dominant group. In this effort, there is so-called consensual control is when the individual "deliberately" or volunteered" assimilates the dominant group's world view or hegemony (Strinati, 2004). It means that the individual does not feel pressured

and/or realize that he is influenced to follow a particular ideology. After a historical process in the form of continuous repetition, masculin domination then turns into a kind of hegemony which continuously influences women's point of view even after being free from domination. That is why, even though they have been free from domination, their thought is still shackled by the old fashion construction.

Therefore, to liberate them from a narrow thinking about women and encourage them to be more active as an individual, we have to scrap the gender hegemony from their mind. Certainly the solution we need is not just giving skills training or access to public sphere. There must be a counter hegemony that brings out new hegemony to counter the ruling hegemony (Stillo, 1999). We need persuasive actions through discourses in order to gradually influence women's mind and to free their mind from gender hegemony. In other words, we try to refill their mind with the new different ideology.

Recently there is a teen magazine namely *Kawanku* which is believed that it clearly states its mission to do counter hegemony to change teen's point of view of how to be a good woman. Gramsci suggested that media also can be utilized by *civil society*, in this case woman freedom fighters to spread and strengthen the ideas of liberation (Stillo, 1999: 5). The idea about the characteristics of 'good' woman is shown through article which its topic is close to the teenager's life and through attractive and persuasive slogans. The female celebrities who are the teen's idol featured as active, dynamic, and smart women. This magazine uses strategies that make the readers enjoy what they read and to be unconscious that they are being leaded to follow a particular ideology.

We can apply the model of counter hegemony strategy used by this magazine as the effort to expose gender based education in order the women can accept the new perspective about being woman that we offer to improve their lives. Therefore in this paper the writer formulates the problem about what strategies of hegemony used by *Kawanku* magazine in order to influence the readers to follow the ideology the magazine offered. The purpose of this paper is to give information related to hegemony strategy used by *Kawanku* magazine so that it can be adopted in the gender based learning strategy. By borrowing the hegemony strategy of this magazine, gender based education can be integrated into the texts which is beneficial to be applied in the teaching and learning process. Besides, it is more flexible to be implemented in all levels and types of education.

Method

This paper employed descriptive qualitative method. The data were collected from reviewing *Kawanku* magazine as the material object. The data then presented qualitatively with Gramsci's theory about hegemony and ideology as the main formal object and gender theory as the companion to help the writer in describing the data.

Discussion

Good woman according to *Kawanku* Magazine

Kawanku magazine deconstructs the characteristics of femininity by showing the characteristics which are contradict with the characteristics of hegemonic femininity constructed by conventional gender discourse. By using hashtag #CewekBanget, this magazine wants to show that "here are the characteristics you must have in order to be a real woman!". They are what all this time are considered owned by men. Connell (1987:67) said that every one either man or woman both of them have masculin and feminine side within them. Meanwhile gender forces them to choose one category, masculin or feminine. Actually, this magazine is doing resistance to lift the women welfare.

"... hak perempuan atas tubuh juga harus dihormati oleh para laki-laki. di masa depan saya juga merasa dunia akan semakin semarak bila cewek mengenali kekuatannya yang #CewekBanget"

(page 6 rubric Dari Redaksi, Edition 16, 03 – 17 August 2016)

According to this magazine, the real woman is the one who is brave, confident, active, dynamic, independent, smart, open-minded, rational, and competitive. There are three slogans which always appear in every edition of this magazine such as quoted below. Every slogan is printed in large letters on one page.

Berani itu #cewekbanget
Pintar itu #cewekbanget
Pantang menyerah itu #cewekbanget

Hegemonic masculinity which is pun on man are physical power, domination, endurance, action, control, and independency (Barker, 2011: 241), competitiveness, rationality, daya saing, ketangguhan emosional, ability in facing conflict, and the owner of authority (Connell, 1995: 65). Accordingly, it can be concluded that in gender discourse those three characteristics mentioned in the quotation above are the properties of men, something that make them different from women. However, in this magazine, by using hashtag #CewekBanget, those characteristics just turn into the prerequisite to be a real woman.

The realization of the nature of brave, smart, and never give up are in the form of articles in the variety of rubrics such as being quoted below. Those rubrics provide examples of how actually a brave, smart and optimistic woman is. This example latter can be used by the readers as the a guidance and inspiration . Thus, the magazine indirectly plays the role of a teacher who gives explanation and then provide examples.

#CEWEKBANGET ITU...
Berani mengikuti kata hatinya, walaupun orang lain menganggapnya aneh
Tahu kalau rasa takut itu bukan berarti tanda harus menyerah
Ketika ada orang yang bilang “pasti enggak bisa” nakalan jawab “kita lihat aja nanti!”
(page 63 rubrik inspirasi, edition 19, 14 – 28 September 2016)

#CewekBanget
Selama ini, perempauan dianggap punya kodrat terbatas. Padahal perempuan bisa melakukan segala hal walaupun jadi ibu rumah tangga atau apapun nantinya, kita harus memaksimalkan yang bisa kita lakukan sebagai perempuan saat ini.
(page 61 rubrik cewek keren, edition 23, 9 – 23 November 2016)

We get so worried about being “pretty”.
Let’s be :
Pretty kind, pretty funny, pretty smart, and pretty strong
(page 65 rubrik inspirasi, edition 20, 28 sept – 12 oct 2016)

Besides, another woman characteristic constructed by this magazine is to no longer judge the women from the body proportion. It means that the quality of woman can not be judged from a slim body, straight hair, or soft white skin. Some quotations below show this motion.

“Semua tipe badan bisa jadi model di kawanku” (in all edition)
“is fat really the worst thing a human being can be? Is fat worse than vindictive, jealous, shallow, vain, boring, evil, or cruel? Not me” J.K. Rowling
I feel like young girls are told that they have to be a princess and fragile. It’s bulshit. I identify much more with being a warrior—a fighter” Emma Watson.
Pretty is not the rent you pay to exist in the world as woman
(Page 6 rubric Dari Redaksi, Edisi 15, 20 Juli – 03 Agustus 2016)

KARENA MEMUJI PENAMPILAN CEWEK BUKAN SEGALANYA
Ini beberapa hal yang bisa kita puji dari cewek lain:
Kepintarannya, Kreativitasnya
Sisi humornya, Kerja kerasnya
(page 6 rubrik dari redaksi, edition 17, 17 – 31 Agustus 2016)

Rather than pay attention to body shape, women are encouraged to develop their creativity, talent, and knowledge. The rubrics in this magazine are made to educate the girls to be the next generations who have different mind set from the previous generation. The rubric '*Perlu Tahu*' contains general knowledge articles. It shows the vision of this magazine to create a smart and broadminded women by refilling the girls brain with various knowledges that can open their horizon. Besides there is also a rubric which shows the girls' creative and exciting events.

The more exciting rubrics are '*kawanku online*' and '*tentang kita*'. These two rubrics really become such a teacher for the young women. In the rubric "*kawanku online*", the readers are invited to show their opinion and participation for any cases of woman discrimination in the society. This rubric educates the readers to be more responsive to any social issues and develop young women's critical thinking. Meanwhile, rubric '*tentang kita*' talks about the problems related to women's body and behaviour. Most of articles in this rubric teach the readers that the feminine inferior characteristics are not good ones and it should be begun to be neglected because it just makes the women faint. The magazine provides many solutions that can be done by the young women in order to be a good woman. For instance, in the article entitle "*stop mengatakan 7 kalimat menyebalkan ini*" the readers are asked to stop making themselves looked weak.

The above explanations and examples prove that the hypothesis is accepted that *Kawanku* magazine deconstructs the characteristics of hegemonic femininity—the femininity which culturally affects the definition of a good woman in society and considered as the perfect femininity (Connell, 1995)—by constructing new characteristic of good woman. This magazine wants the women are no longer confined to the gender stereotypes but transform themselves into more daring, confident, active, smart, creative, rational and competitive.

To Teach Means to Hegemony

Gramsci said that religion, school, and media are some of hegemony agents. In Gramsci's concept, mass media is interpreted as the instrument to spread out and strengthen the dominant hegemony, but at the same time it can be used as the tool to spread and strengthen the ideas of counter hegemony movement (Stillo, 1999:5). Seeing what *Kawanku* magazine does, this magazine plays the role as the the agent of counter hegemony in this case fight for the ideology of minority group (women) to win the battle of ideas against the more dominant masculin hegemony.

“...Gambar #CewekBanget yang saya buat merupakan kerisauan terhadap konstruksi sosial yang membelenggu perempuan. Saya harap sejak remaja kita tahu pentingnya persamaan gender antara laki-laki dan perempuan”

(Page 4 Rubric Dari Redaksi, Edition 15, 20 Juli – 03 Agustus 2016)

Kawanku magazine does hegemony through two strategies: persuasive and provocative language and articles which have close relation with teenagers' life as the target readers. Language as the tool of communication is usually used as the tool of hegemony. Through the discourses, language is treated to emphasize moral awareness where someone is made aware of the purpose of the hegemony. After that, he or she will not feel that he or she is in hegemony anymore thus he or she will consciously do what he or she asked to do (Eriyanto, 2001). Through the provocative language the women is made aware of the purpose of this magazine and then by using persuasive sentences they are invited to follow the ideology.

Provocative and Persuasive Language

The editorial staff of *Kawanku* chooses Hastag #CewekBanget as the icon and it is put almost in every article, poster, and slogan. In this way, it will give significant effect for the readers. Hastag #CewekBanget makes courage, intelligence, and optimistic are felt to be

trully owned by women and only women thus there is no place for man. The phrase “cewek banget” will lead to a sense and passion to perform those characteristics.

Moreover, Dworkin & Wachs, 2004 said that what makes women vie to match the characteristics of hegemonic femininity is because of their desire to get the recognition of society. It is because a woman who get recognition from the society is the one who can perform her gender perfectly. That is why the women keep trying to follow what is said to make them "a real woman" or "a good woman". By this reason, hastag #CewekBanget seizes woman’s attention and brings them to be more deeply scrutinized.

Furthermore, the language used in the discourses in this magazine provoke the readers by placing the women in the center of oppression position and men as the oppressor such as seen in the quotations below.

Karena setiap cewek berhak mendapatkan hak yang sama seperti cowok sebagai **sesama manusia**

Prety is not the **rent** you pay to **exist in the world**.

I feel like young girls are told that they have to be a princess and fragile. **It’s bulshit**. I identify much more with being a warrior—a fighter” Emma Watson.

(Page. 6 Edition 15, 20 Juli - 03 Agustus 2016)

“keperawanan adalah sesuatu yang sangat pribadi dan bukan urusan orang lain untuk mengetahui cewek itu perawan atau enggak. Bandingkan dengan cowok. **Andai cewek harus melakukan tes kperawanan, logikanya cowok pun harus melakukannya**.

(Page 51 rubric Sehat, edition 21, 12-26 October 2016)

The hegemony that works using language as did by *Kawanku* magazine runs by dramatizing discourses in order to make the dominant discourse and marginalize other discourses (Eriyanto, 2001). The words in bold in the above quotation gives the effect of provocation by presenting a comparison between the benefits received by male and disadvantages faced by women.

The rubric ‘*perlu tahu*’ in edition 15 is filled with the article entitled “*hak perempuan terbaik*”. This article also include the data from world organizations such as unicef, unesco, PBB, and World Bank to more emphasize the ignorance and provoke the women. In this rubric, this magazine consistently publish the variety of articles which can arouse women’s empathy. It publishes the problems of women from around the world, for example about why woman must do virginity test or the women killed by their family and allowed by their culture.

Pernahkah membayangkan enggak kalau ada perempuan-perempuan di luar sana yang dengan sengaja dibunuh oleh keluarganya dan diperbolehkan oleh tradisinya

(Page 51 Rubric Perlu Tahu, Edition 15, 20 July - 03 Aug 2016)

This magazine publishes the phenomena of inequalities experienced by women to provoke women’s empathy. This is an important point in the strategy of counter hegemony. According to Gramsci, counter hegemony will be success if there is support from all parties especially from women themselves as the civil society who is struggling for their right in developing *collective will* based on women’s subjective power (Shvedova in Azza Karam, 2001). By seing other women’s pain, it will rise woman sense and awareness that they must make change then create a movement and fight for their rights. The unpredictable things will open their horizon and rise empathat among women.

The Articles which are close to teen’s world

The content of media texts is not only like as the trend of all this time where it is influenced by the construction of patriarchy culture and capitalist ideology but it can also rise alternative media contents and impressions with various perspectives thus enable ‘public’

debate about ideas, concepts, and even ideology about what is appropriate for the society (Wahid, 2016: 4). *Kawanku* magazine utilizes the image of celebrities who become the teens' idol. These celebrities are presented in particular perspective which can represent the ideology this magazine persuades the readers to follow.

The celebrities who have style and image of freedom and independency such as Emma Watson, Lady Gaga, Demi Lovato, and Selena Gomez are chosen to present quotes which represent the ideology, ideas, and characteristics categorized as #CewekBanget. As we know that in the teenagers' daily life, celebrities they idolize are arguably their guidelines. Their daily life is spent to adore their idol. Therefore this strategy will profoundly seize young woman attention.

5 seleb muda cewek ini jadi aktivis!

Shailene Woodley: anggota Standing Rock Xious di north Dakota memprotes pembangunan pipa minyak melalui sebuah sumber air bersih

Emma Watson: ditunjuk PBB sebagai duta pemberdayaan perempuan muda

Hayden Panettiere: Aktivis lingkungan hidup

Selena Gomez: duta UNICEF

Miley Cyrus: mempersembahkan penghargaan yang ia dapatkan dalam ajang MTV Video Music Awards kepada seorang tuna wisma bernama Jesse.

(page 88 – 89 rubrik Serba Serbi Seleb, edisi 23, 9 – 23 November 2016)

I feel like young girls are told that they have to be a princess and fragile. It's bullshit. I identify much more with being a warrior—a fighter” Emma Watson.

(page 6 rubrik dari redaksi, Edisi 15, 20 Juli – 03 Agustus 2016)

Besides celebrity figures, this magazine uses hashtag '#CewekBanget itu...' at the beginning of articles title and the idea about "good woman" is inserted in the content of articles which talks about young women's daily life. It is what the writer called the strategy of habituation. When they are young, they applied those departments in the trivial things such as friendship or dating like as the examples given in this magazine. Moreover, over time this will become a habit that they carry to ultimately fill every step in their lives.

For example in the rubric '*tentang kita*' edition 15, there is an article entitled '*Fallen idol: saat idola bikin kita kecewa*'. This article talks about the phenomenon of young women excessively idolize the celebrities then they feel upset because their idol is not as well as what they expect. Then in the last page of the article, there is a solution that young women should do if they experience fallen idol syndrom. At glance, the content of this article is not essential. But in the solution part the young women is actually taught to control their emotion and to be more rational. The solution given to the young woman is not only used for fallen idol syndrom but also it can be used for any big problems in general. But it brings into the simple example of case in order to make the young woman easily understand how to control their emotion and to be rational.

Similarly, it is also presented in the rubric 'inspirasi' edition 15. The content of this rubric is quoted below:

#CewekBanget itu...

Enggak sedih terlalu lama karena gagal ujian masuk perguruan tinggi

Berani memarahi sahabat yang selalu curhat tentang cowok yang sudah sering menyakiti dia

Enggak masalah menolak ajakan nongkrong dari teman karena lagi pengen malas-malasan di rumah

Berani memarahi sahabat yang selalu curhat tentang cowok yang sudah sering menyakiti dia

Memutuskan enggak suka film horor karena bisa bikin kita ketakutan enggak jelas.

(page 32 rubrik Inspirasi, edisi 15, 20 July – 03 Aug 2016)

It may seem so simple. But actually this magazine is teaching the young women to be brave to make decision and to be independent which is explained rigidly and theoretically, the young women will get bored or they may feel confused how to apply it. But when it brings in to their favorite daily activity, it will be easy for them to understand and apply it.

Conclusion

Considering the above explanation, the writer concludes that media can easily do hegemony in the society because it is more flexible to enter the society daily life. *Kawanku* magazine does hegemony through provocative and persuasive language and articles that have close relation to teenagers' lives thus it is easier to influence the young women's mind. If we can make our education more flexible rather than dictate, the educational goals would be more acceptable to our learners at all levels of education. Because mass media is not free from economic interest, the writer suggests that we can adopt the strategy of hegemony applied by this magazine in the lesson plan of gender based education rather than used the magazine directly as the tool.

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