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Preface

Praise and gratitude always we pray to the Lord of Universe, GOD Almighty (ALLAH SWT), who always gives a mercy and blessing for mankind. Thus, we can attend the international conference in healthy and halcyon conditions without any obstacles.

First of all, on behalf of Rector of Muhammadiyah University of Metro warmly welcomes for the presence of keynote speakers and the participants of international conference in various colleges, either domestic or overseas. Especially for a chairman of Indonesian's People Consultative Assembly or MPR-RI, Mr.Zulkifli Hasan; and a chairman of Higher Education Assembly of the Central Board of Muhammadiyah, Prof.Lincoln Arsyad.

Secondly, we do apologize if in providing services to the keynote speakers and the participants of the international conference are below of your expectations, all of those are caused by our capability limitation.

Thirdly, through this international conference, intended as a reflection of our commitment consistently improve the quality of education and accommodate more opportunities in academic collaboration.

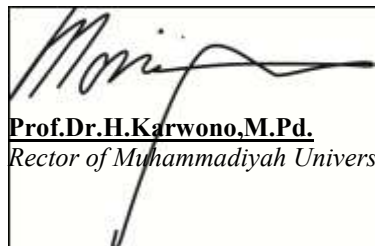
Therefore, I believe that this international conference will be able to present an interesting discussion on the topics, by prominent speakers from Malaysia, Indonesia, Brunei and Thailand, which contribute to the development of knowledge and hopefully will encourage more research on this region.

In this beautiful occasion, I would like to congratulate to the organizers of international conference who have organized this event, hence, the event can be held most efficiently. Perhaps, it will support Muhammadiyah University of Metro to actualize its mission to become one of *international standard universities* in the near future.

Finally, once again I would like to say, welcome to all the distinguished guests and participants of the international conference.

Muhammadiyah University of Metro will give the best to help you recognize this Lampung land. Please enjoy our hospitality and have a pleasant experience in the international conference. Thank you.

Metro, November 7th, 2016



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Law and Human Rights in ASEAN Countries: Challenges and Prospects

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Abstract

Traditionally, the rule of law has not been viewed as a unifying concept amongst ASEAN countries. ASEAN was established principally as a political organisation. It did not set out to be an organisation focused on human rights. Its formative instrument- the 'Bangkok Declaration' 1967- did not mention the term 'human rights', and the term itself was viewed with many hesitation by various governments in the region. They viewed the idea incompatible with their principles for social unity and stability, effective economic development and sovereignty. However, the position has changed with the establishment of the ASEAN Inter-governmental Commission on Human Rights (AICHR). The paper aims to examine the relationship between law and human rights in ASEAN countries addressing the challenges and prospects in promoting and protecting human rights. This paper adopts a legal library research methodology focusing mainly on primary and secondary legal sources. The paper argues that unlike the European Union (EU), ASEAN is a strictly inter-governmental organisation. This means that the enforcement of citizen's rights and rule of law are entirely a prerogative of the member states. The paper also argues that the ASEAN Charter framed human rights as goals of the organisation but did not specify the concrete means by which those goals would be achieved or the sanctions that would follow non-compliance. The paper concludes that to secure human rights in ASEAN, consensus on human rights issues among member states is urgently needed.

Keywords: ASEAN, EU, Human Rights, Rule of Law

1. INTRODUCTION

The Association of South-East Asian Nations (ASEAN) was formed as a regional inter-governmental organisation in 1967 through the Bangkok Declaration. The ASEAN was established principally as a political organisation. Its formative instrument- the Bangkok Declaration 1967- did not mention the term 'human rights', and the term itself was viewed with hesitation by various governments in the region [1, 2]. Regardless of what has been said here, the idea for an ASEAN human rights body was not particularly new. It emerged in 1993, after the UN World Conference on Human Rights adopted the Vienna Declaration and Programme of Action and called on member states to establish regional human rights where they did not already exist [3]. ASEAN Foreign Ministers convened soon afterward and agreed that "ASEAN should also consider the establishment of an appropriate regional mechanism on human rights [4]". Hence, it is important to note that a regional human rights body took 16 years to come to fruition in Southeast Asia. On the other hand, looking at law per se in ASEAN, it is vital to note that the degree of application of the rule of law in individual ASEAN countries varies according to their specific contexts and capacities. These variations do not reflect 'competing conceptions' as much they are different notes on the same normative register for the rule of law in ASEAN [5]. Bearing all this in mind, developing an institution dedicated to human rights was challenging in an institution with a long-standing commitment to strong state sovereignty and a weak record of human rights enforcement.

The paper aims to examine the relationship between law and human rights in ASEAN countries focussing on the challenges and prospects in promoting and protecting human rights in the region. The paper is divided into four parts excluding the introduction. The first part addresses the relationship between law and human rights in ASEAN. This part of the discussion is important in order to understand the role that law can play in terms of promoting and protecting human rights. The second part deals with the challenges faced by ASEAN in the context of promoting and protecting human rights in the region. The third part addresses the future prospects in promoting and protecting human rights in ASEAN. Under this part, the discussion will revolve on the issue of future prospects despite the availability of the challenges faced by ASEAN in its quest to promote and protect human rights in the region. The fourth part shall focus on the conclusion. This part will embrace some recommendations bearing in mind that from the very beginning ASEAN developed a set of diplomatic norms and practices designed to discourage political interference.

2. RELATIONSHIP BETWEEN LAW AND HUMAN RIGHTS IN ASEAN

Unlike the European Union (EU), ASEAN is a strictly inter-governmental organisation. This means that the enforcement of citizen's rights and rule of law are entirely a prerogative of the member states. Given the great diversity of political systems in the region, rights granted to citizens and the enforcement of citizens' rights vary markedly. Limited space allows only for exemplary evidence as far as the rule of law in individual member

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countries is concerned. Traditionally, the rule of law has not been viewed as a unifying concept amongst ASEAN countries, but as a “protean” one. As mentioned earlier, while the degree of the application of the rule of law in individual ASEAN countries varies according to their specific contexts and capacities, recent global and regional developments have helped to crystallise a growing but firm consensus about the basic elements of the rule of law [6]. These developments include broad global acceptance for a UN definition of the rule of law linking the concept to human rights and democracy; the incorporation of the rule of law (and this linkage) in the ASEAN Charter; and the entrenchment of the rule of law and human rights as part and parcel of ASEAN’s move toward becoming a rule-based and integrated community with shared values [7].

Regardless of the approach taken by the ASEAN countries in terms of the relationship between law and human rights, there is no doubt that there appears to be a growing consensus on the constitutive elements or central principles of the rule of law as a principle of good governance; and acceptance that the rule of law is compatible with strengthening democracy and promoting and protecting fundamental human rights. Thus, the advent of the ASEAN Charter opened the door to integrating human rights into ASEAN framework. For example, in the national context, certain ASEAN countries have made human rights a part of their national agendas by setting up human rights commissions. At the international level, individual ASEAN member states have displayed a greater openness to acceding to human rights conventions and have participated vigorously in human rights debates within United Nations fora [8]. This may be seen as an unequivocal acceptance that human rights are a matter of legitimate international concern; how this concern should be expressed, however, is still open to question. At the sub-regional level, ASEAN states have departed from previous practice by discussing the issue of human rights in formal meetings, albeit stressing that human rights are contingent upon distinct economic and cultural conditions of the region [9]. Though all these may sound to be good news in promoting and protecting human rights in the region, it is sad to note that Article 1(7) of the ASEAN Charter identifies human rights as an explicit goal of the Association but again places that objective in dynamic tension with the rights of sovereign member states. The espoused goal is: “to strengthen democracy, enhance good governance and the rule of law, and to promote and protect human rights and fundamental freedoms, with due regard to the rights and responsibilities of the Member States of ASEAN”. The provision treats human rights as norms to be reconciled with sometimes balanced against norms of sovereignty and non-interference [10].

From the foregoing discussion above, it is undeniable fact that although the legal systems in the region seem to be different and to a certain extent maybe a hindrance in promoting and protecting human rights, the ASEAN Charter marked a significant step in the establishment of a formal ASEAN human rights system, which may help to form a solid foundation for the development of those legal instruments and independent mechanisms required to strengthen human rights protection in the region.

3. CHALLENGES FACED BY ASEAN IN PROMOTING AND PROTECTING HUMAN RIGHTS

As stated earlier that ASEAN was established principally as a political organisation, there is no doubt that it did not set out to be an organisation focused on human rights. However, the advent of the ASEAN Charter in 2007 has raised hopes in the region for the promotion and protection of human rights. Regardless of the ASEAN Charter, the following are some of the challenges faced by ASEAN countries in promoting and protecting human rights in the region:

3.1 Non-Interference and Sovereignty in Southeast Asia

The non-interference principle seems to remain a permanent fixture of ASEAN as it made its way into the ASEAN Charter, and constrains the ASEAN Inter-governmental Commission on Human Rights (AICHR’s) mandate. Although used interchangeably, non-interference seems to suggest a wider application than non-intervention as described in the United Nations Charter’s Article 2(4). The Article stipulates that all UN member states shall refrain from the threat or use of force against the territorial integrity or political independence of any state. Hence, it would suffice to note that non-interference is a core component of sovereignty. Sovereignty is an institutionalised legal or juridical status, not a viable or sociological condition [11]. In the context of this paper, it is important to note that criticisms of traditional understandings of sovereignty commonly point to globalization as having eroded or fragmented state sovereignty practically and judicially [12]. In this paper, the author will use the term non-interference since this is the preferred term of ASEAN.

Having said all that, it is important to make reference to Article 2 of the ASEAN Charter. The Article provides that the Commission will promote and protect human rights in a manner consistent with the norm of non-interference, with deference to the primary responsibility of states and “avoidance of double standards and politicisation”. Instead ASEAN will pursue a “constructive and non-confrontational approach,” stress “cooperation,” and take an evolutionary approach [13]”. Based on the principle of non-interference, we are bound to face some pertinent questions. How shall for example the AICHR “contribute to the realisation of the purposes of ASEAN as set out in the ASEAN Charter in order to promote stability and harmony in the region, friendship and cooperation among ASEAN [14]” when the purposes, on the one hand, is “to promote and protect human rights and fundamental freedoms of peoples of ASEAN [15]”, and on the other, “to respect the principles

of ASEAN as embodied in Article 2 of the ASEAN Charter, in particular: (a) respect for the independence, sovereignty, equality, territorial integrity and national identity of all ASEAN Member States”?

In addition to the above, it is important to note that the principle of non-interference is hardly something unique to ASEAN, but finds prominent places in other organisational structures as well, most notably other regional human rights regimes organisations such as the Organisation of American States by virtue of Article 3(e) and the African Union as a result of Article 4(g). Despite the principle of non-interference remains strong in other regional human rights regimes, they have been able to consolidate it, at least to some extent, with the abilities of human rights organs to scrutinise and render binding decisions [16]. So in principle at least there does not have to be a complete contradiction between accepting, by the political will of a state, the decisions of an international body and the principle of non-interference. However, when it comes to ASEAN, it is obvious that the principle is interpreted and applied quite rigidly, especially when it comes to human rights. This is one of the major reasons why pushing human rights under ASEAN has been a very difficult process [17].

Still on the principle of non-interference as one of the challenges faced by ASEAN countries in promoting and protecting human rights in the region, Eberhard Ronald pointed out that the ASEAN Human Rights Declaration would have run counter to the ASEAN Charter had it adopted the universality principle in accordance to the Vienna Declaration [18]. Furthermore, Lee Jones argued that the non-interference principle in ASEAN is not as static as it seems. ASEAN’s history of interference and intervention, and its current process of integration, point to a more dynamic and flexible approach to non-interference and sovereignty than what is commonly perceived [19]. Jones argued that ASEAN has undergone a diverse range of sovereignty regimes, and that when ASEAN states intervene militarily it was primarily to protect domestic order [20].

In discussing the principle of non-interference, reference must be made to Article 1(7) of the ASEAN Charter as well. This Article is also seen as a hindrance in promoting and protecting human rights in the region. The Article treats human rights as norms to be reconciled with and sometimes balanced against norms of sovereignty and non-interference. Thus, the ASEAN Charter appears to be inadequate to bring about any real changes in terms of promoting and protecting human rights in the region.

3.2 The Consensus Requirement

The principle of consensus-based decision making is hardly controversial in the operation of ASEAN. The officials who comprise the commission are government appointees (normally from foreign ministries) and accountable to their host governments [21]. They are called “Representatives” rather than “commissioners,” which puts emphasis on their loyalty to home capitals [22]. With this kind of atmosphere in place, it makes it difficult to reach a conclusive decision bearing in mind that the problem lies in the fact that within ASEAN, no lower standard exists- no two-thirds majority or simple majority is prescribed in cases where consensus cannot be reached [23]. In short, the Southeast Asian ‘culture’ of dealing with one another- the ASEAN WAY- will make it very difficult to move forward in sensitive issues such as human rights. The ASEAN Charter procedurally provides that decision-making in ASEAN shall be based on consultation and consensus without any real dispute settling mechanism. Perhaps, it is important here to make reference to Article 20 of the ASEAN Charter [24], which provides that the Commissions decisions shall be based consultation and consensus. The problem with this provision is that, such an arrangement means that each state would be able to reject any criticism of its own human rights record by veto. Clearly, this could either lead to hampered progress or to adoption of weak positions based on the lowest common denominator [25].

3.3 The ASEAN Values Debate

This debate has been used in ASEAN as a blanket means not to codify core human rights norms (or the first-generation civil and political rights) in its constitutive instruments, the Treat of Amity and Cooperation (TAC) and the Bangkok Declaration. Its declarations, treaties, and protocols across its forty-year history have likewise denied express codification of these norms. Instead, ASEAN has focused much of its effort towards codification and enforcement of “second-generation” human rights norms on economic and social rights throughout the region [26]. This lack of codification of “first-generation” rights fuelled the “Asian values” debate in the 1990s, led by some Southeast Asian heads of state who decried “Western imperialism” through “Western imposition of rights” deemed antithetical to “Asian values” [27]. Because of this approach, accession of ASEAN countries to international human rights treaties is still unsatisfactory. Several ASEAN states, including Brunei Darussalam, Malaysia, Singapore and Thailand, have entered substantial reservations on certain provisions of the international human rights treaties. Singapore, for instance, has made all its international obligations subject to the city state’s law and constitution, while Malaysia and Brunei Darussalam have subjected obligations to Islamic and domestic law [28]. Spokesmen from some ASEAN states, particularly Singapore and Malaysia, buoyed atop a wave of impressive economic development and growth rates, have challenged the Universalist pretensions of human rights law. Under the relativistic banner of “Asian values,” they champion an alternative model of domestic governance and development [29]. It could be argued that the “right to culture” has been invoked as a competing right that qualifies, if not exempts, observance of core human rights norms on civil and

political rights as far as some ASEAN countries are concerned. This has indeed hampered the promotion and protection of human rights in the region.

3.4 Lack of Enforcement Mechanism

The AICHR does not possess any compliance or enforcement mechanism, which means that there is no mechanism for submitting complaints and receiving binding judgments and remedies. For example, ASEAN declarations putatively strengthening citizens' rights suffer from a key problem member states sought to remedy with the Charter. They are of a non-binding nature and without any legal mechanisms to enforce them. The call of ASEAN reformists to establish an ASEAN Court of Justice has not made it into the Charter. Neither have proposals to impose sanctions on member countries failing to comply with the obligations the Charter entails. As mentioned earlier, the AICHR does not install mechanisms for human rights victims to complain. Neither does the ASEAN Commission for Women and Children (ACWC). It is indeed sad to note that the Charter framed human rights as goals of the Association, but did not specify the concrete means by which those goals would be achieved or the sanctions that would follow non-compliance [30].

3.5 Weak Independent Authority

This point is closely related to the lack of enforcement mechanisms addressed above. There is no doubt that regional human rights bodies can serve as independent adjudicators and enforcement agencies when they are given sufficient autonomy and backed by enough political muscle [31]. For example, they can serve as "norm incubators" that provide fertile institutional ground for the development and dissemination of human rights principles. Perhaps it is important to point out that the European Court of Human Rights and Inter-American Commission and Court of Human Rights are the best regional examples of courts that can indeed promote and protect human rights. Both courts can investigate cases brought by private citizens and issue judgments against states. Some have argued that Southeast Asia merits a similar regional court that could offer Southeast Asian citizens fairer hearings than many could get at home [32]. However, as mentioned earlier, the AICHR is far from that model, both in terms of political independence and institutional power.

4. PROSPECTS FOR ASEAN IN PROMOTING AND PROTECTING HUMAN RIGHTS

Regardless of the challenges discussed in this paper, it is pertinent to note that we cannot totally deny the fact that there are some positive prospects for the future in terms of promoting and protecting human rights in the region. Change will not happen overnight; regional institutions cannot soar too far above the plane of relevant political will without getting their wings clipped [33]. Those that have developed real teeth—such as the European Union (EU) earned its influence gradually. If ASEAN is to build influence, it will have to do the same. The following are some of the future prospects for ASEAN in promoting and protecting human rights in the region:

4.1 Impact of the Asian Charter in The Region

With the signing of the ASEAN Charter in 2008, the Charter added democracy, respect for human rights, rule of law and good governance to the sovereignty norms dominating the ASEAN Way, the grouping's established repository of cooperation norms. The subsequent formation of a human rights body and the enactment of an ASEAN Human Rights Declaration (AHRD) created new avenues for strengthening citizen's rights in the region. In other words, the adoption of the Declaration represents a significant milestone in the development of the ASEAN human rights system and underlines both its current significance and future possibilities [34]. Despite the criticisms levelled against the Charter, it is important to note that regional human rights systems are not fixed products, established at particular points in history, but rather are works-in-progress, evolving over time. The European Convention on Human Rights (ECHR), for instance, was adopted in 1950 and came into force in 1953, but it evolved slowly over the next sixty years with the cumulative addition of substantive protocols [35]. It reached an important milestone in 1998, for instance when Protocol 11 abolished the European Commission on Human Rights, eliminating its filtering of cases sent to the European Court of Human Rights and subjecting national parties to the compulsory jurisdiction of the Court by eliminating optional derogations [36]. What began as a political construct, therefore, evolved gradually to become a powerful judicial mechanism. It would suffice to note that the ASEAN human rights system is on a similar road, in many respects, starting out as a political project, but evolving along the path to becoming, potentially, an authoritative law-making and law-enforcing body.

4.2 Application of International Human Rights Conventions in the Region

All ASEAN states have ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC), the provisions of which ASEAN states pledge to uphold in the Terms of Reference of the ASEAN Commission on Women and Children (ACWC). Among other rights, CEDAW guarantees equal rights for women [37], including rights to property and rights regarding marriage and family planning [38]. CEDAW also prohibits trafficking in women [39] and grants women equal rights to participate in government [40]. The CRC guarantees children the right to life, a broad range of rights relating to legal processes, freedom of association and assembly, freedom to practice

religion and culture, and rights to asylum, expression and information, health, education, and privacy. Both conventions guarantee the right to nationality [41]. Although the two conventions have been signed by all the ASEAN states and even making some reservations to certain provisions as mentioned earlier, this should not be used as a ground to deny the impact of these two conventions which can clearly be seen in several ASEAN State's national constitutions. For instance, the right to life can be seen in Article 5(1) of the Malaysian Federal Constitution, Articles 32 and 38 of the Cambodian Constitution, Article 353 of the Myanmar Constitution, and Article 9(1) of the Singapore Constitution etc.

4.3 Parliamentary Role

One of the longstanding features of the ASEAN is that it is basically an inter-governmental, inter-State organisation. Despite the many references to people's participation in its various instruments, there is still no people's organ in the structure of ASEAN itself [42]. There is no ASEAN Parliament or Assembly. This invites reflection on how to 'popularise' ASEAN in the more people-centred sense both structurally and substantively. The ASEAN Inter-Parliamentary Assembly (AIPA) now has representation from parliamentarians from all ten ASEAN countries, and it may, one day, sow the seeds and open the door to the much needed presence of a regional parliament in the ASEAN structure. On a forward-looking note, the dynamic which could be propelled as the next crucial step for ASEAN is to take the quantum leap to set up formally in the ASEAN structure a regional Parliament or Assembly, and the AIPA could be a platform for this. This would help to respond to the need for checks and balances at the ASEAN level in regard to human rights protection and be a possible voice of the peoples of the region in this regard [43].

4.4 Better Implementation of Existing Domestic Laws

The future looks bright in terms of narrowing the gap between legislation and implementation in the region. As the Association moves forward, we are likely to witness some positive developments in the area of promoting and protecting human rights. In order to promote and protect human rights in the region, apart from focusing mainly on the ASEAN Charter, the best protection for ordinary people will be better implementation of existing domestic laws, strengthening of legal bodies and improvements in legal education, which, in turn, will facilitate effective implementation of ASEAN mechanisms. In this regard, the region to a certain extent is moving towards that direction with the establishment of Human Rights Commissions at national level or into their domestic laws and they are tasked with promoting and protecting human rights. Interesting, four ASEAN countries (namely, Indonesia, Malaysia, Thailand and the Philippines) now have national human rights commissions which are accepted internationally as independent, and they act as promoters and protectors of human rights in the most direct sense [44]. Furthermore, every ASEAN member state has existing domestic laws if routinely and robustly implemented could be strong tools to promote and protect human rights, even if not couched in specific human rights language. In almost all ASEAN countries, the grounds and procedure for arrest, trial and detention are prescribed by law. Employing right-based language, their criminal procedure codes expressly provide for, at least in theory, the fair and equal enforcement of due process protections.

4.5 Presence of Civil Society Actors and Networks in the Region

The number of civil society actors, such as NGOs, working on the issue of ASEAN and human rights has grown considerably throughout the years [45]. While some take a low-key approach, others adopt a more assertive role. While some are linked with academic institutions, others are more grassroots-oriented. While some are more local in inputs and networking, others are more from the international field [46]. A key message concerning the role of civil society is that in their plurality, they act as an important check-and-balance for the promotion and protection of human rights in the region and they deserve to be well supported as part of the building of a comprehensive human rights system for the region. Generally, civil society groups are in a position of applying pressure on the government to succumb to the will of the citizens or members of the public. Hence, civil society groups and other citizens or collectives could change the cost-benefit calculation of their national leaders even if reshaping their leaders' normative beliefs proves too formidable a task.

5. CONCLUSION

The discussion in this paper shows that the challenges of promoting and protecting human rights in ASEAN do not end with the adoption of the ASEAN Human Rights Declaration. Ensuring the effective implementation of the Declaration and mainstreaming the values contained therein remains a crucial challenge, particularly for the AICHR and all relevant mechanisms in ASEAN. The commitment to promote and protect human rights in ASEAN is high. ASEAN and its member states have striven to bring their constitution and rights legislation in consonance with international standards and long term improvements of citizens' rights can be identified. Noteworthy in this respect are the more recent political reforms in Myanmar. Of recent, we have witnessed some positive developments in the area of human rights. In Malaysia, the Internal Security Act 1960 has been abolished as the law allows for detention without trial. In Singapore, a relaxation of security-related limitations of citizens' rights can be observed. It cannot be denied that loopholes and weak enforcement still account for

serious gaps between norm and reality even in more democratic countries. However, most constitutions of the region provide for essential citizens' rights. They guarantee a broad range of fundamental freedoms, political and civic rights as well as economic and social rights [47]. Most ASEAN countries grant rights of political participation, press freedom, freedoms of association, assembly, speech and information, freedoms of thought and conscience, the protection of privacy, habeas corpus rights, and protection from arbitrary treatment by state authorities, due process and equality before the law.

In addition to the above, at the international level, individual ASEAN member states have displayed a greater openness to acceding to human rights conventions and have participated vigorously in human rights debates within the United Nations. However, there is no doubt altogether that the process of the enhancement and protection of human rights has started slowly with the formation of the AICHR. The future looks bright, but concerted effort is needed from the regional body. Hence, to secure human rights in ASEAN, some initiatives have to be taken such as: a process of community building; awareness enhancement through various channels of communication, consensus on human rights issue among member states; adopting compliance and enforcement mechanisms; establishing ASEAN Parliament or Assembly; introduction of a review process for monitoring member states to see their performance in the promotion and protection of human rights; support from the international community in the development of civil society; focusing attention on establishing the groundwork for an institutionalised human rights culture at the grassroots level, line by line, precept by precept and government action must be called to account first through the internal check of an active civil society, and then through the external check of the international community.

As a concluding remark, it is inevitable to point out that the expectations facing ASEAN are thus high, especially as a consequence of the Charter and the birth of the various bodies mentioned in this paper. The challenge now is to progress beyond the legitimisation of human rights through those entry points to the actualisation of human rights in terms of genuine protection and implementation of human rights in the region.

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Challenges and Solutions of Higher Education Institutions in Asia in the Face of the ASEAN Economic Community (AEC)

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Abstract

This paper identifies challenges and solutions of higher education in the ASEAN economic community. The discussion is divided into human index development followed by the development of higher education in ASEAN. The article then discusses the challenges faced by ASEAN countries concerning ASEAN economic community. The final part of the discussion focuses on several solutions for a higher education institution. The most important aspect is to develop a real framework of cooperation among ASEAN countries. This comprises four important aspects, namely the establishment of an ASEAN Research and Development (R&D) Centre; improvement of the quality of publication and university ranking; reformation of educators and researchers; and standardisation of academic programmes among ASEAN higher education institutions.

Keywords: Solutions of Higher Education Institutions, ASEAN Economic Community, Human Index Development

1. INTRODUCTION

The Association of Southeast Asian Nations (ASEAN) was established on August 8, 1967, in Bangkok. It consists of five original member countries, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. The membership has expanded and currently includes five additional member countries, namely Brunei, Myanmar, Cambodia, Laos, and Vietnam. The total population in the ASEAN region is more than 600 million people with a cumulative gross domestic product (GDP) of US\$1.8 trillion and total trade valued at \$2 trillion [1]. The main emphasis of ASEAN has been regional cooperation for the benefit of all member countries. To obtain this regional cooperation, in January 2007, the ASEAN leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Economic Community (AEC) by 2015. The main objective of AEC is to transform ASEAN into a region with free movement of goods, services, investment, skilled labour and the free flow of capital [2]. In addition, it is hoped that the close cooperation through the AEC will decrease economic and development gaps between ASEAN countries. Disparities exist in term of national income levels and access to technology, urban and rural inequalities, and gender gaps in some countries and regions within countries. Poverty in rural areas, where the majority of ASEAN members live, has been difficult to address and has a significant impact on the educational and economic opportunities available to the populations in these areas.

Even though ASEAN countries are diverse in size, the level of development, language and religion, they share the goal to be united as one. Regardless of their differences, these ten countries share a similar emphasis on human resource development. Human resource development is the important key in developing ASEAN to enter the knowledge-based economy and global environment. Education, as a fundamental human right, is considered critical and strategic for developing their human resources to increase integration and competitiveness [3]. Governments play a role by providing high-quality education and learning to all people. However, opening access to quality education and learning the opportunity to all people is not always easy as there are a number of challenges. Therefore, the main objective of this paper to identify challenges and solutions for higher education in the ASEAN economic community.

2. HUMAN DEVELOPMENT INDEX

Human development is a development of expanding an individual's options. It places importance on three essentials; for individuals to lead a lengthy and good life, to obtain knowledge, and to have rights to use resources required for a respectable living standard. The Human Development Index (HDI) has become a standard for measuring human development. Its element indices assess life expectancy, literacy and education, as well as GDP per capita. The HDI is a statistical tool used to measure a country's overall achievement in its social and economic dimensions. The social and economic dimensions of a country are based on the health of people, their level of education and their standard of living. The 2015 Human Development Report (HDR) keeps the same cut-off points for the four categories of human development achievements that were introduced in the 2014 HDR: 1) very high human development (0.8 and above); 2) high human development (0.700–0.799); 3) medium human development (0.550–0.699) and 4) low human development (below 0.550). Table 1 shows

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the education index for ASEAN countries from 1990-2014. Column one revealed the HDI rank by country. Singapore is the highest ranking for HDI followed by Brunei. On average, both Singapore and Brunei are categorised under very high human development. Meanwhile, Malaysia and Thailand are categorised under high human development. Indonesia, Philippines and Vietnam are categorised under medium human development. Laos and Cambodia are under low human development. Overall, the indices showed an increasing pattern throughout the period.

Table 1 Education Index: ASEAN Countries

HDI Rank	Country	1990	1995	2000	2005	2010	2011	2012	2013	2014
31	Brunei Darussalam	0.78	0.80	0.82	0.84	0.84	0.85	0.85	0.85	0.856
143	Cambodia	0.36	0.38	0.42	0.49	0.54	0.54	0.55	0.55	0.555
110	Indonesia	0.53	0.56	0.60	0.64	0.67	0.67	0.68	0.68	0.684
141	Laos People's Democratic Republic	0.39	0.42	0.46	0.50	0.54	0.55	0.56	0.57	0.575
62	Malaysia	0.64	0.68	0.72	0.73	0.77	0.77	0.77	0.78	0.779
148	Myanmar	0.35	0.39	0.43	0.48	0.52	0.52	0.53	0.53	0.536
115	Philippines	0.58	0.59	0.62	0.64	0.65	0.65	0.66	0.66	0.668
11	Singapore	0.71	0.77	0.82	0.84	0.89	0.90	0.91	0.91	0.912
93	Thailand	0.57	0.61	0.65	0.68	0.72	0.72	0.72	0.72	0.726
116	Viet Nam	0.47	0.53	0.58	0.62	0.65	0.66	0.66	0.66	0.666

(Source: UNDP, International Human Development Indicators, 2015).

Download the data: <http://hdrstats.undp.org/en/indicators/default>.

3. DEVELOPMENT OF HIGHER EDUCATION IN ASEAN

Education plays a vital role in creating a knowledge-based society and contributing to the enhancement of ASEAN competitiveness [4]. The main objectives of education in the ASEAN community are to advance and prioritise education and focus on creating knowledge-based society; achieving access to primary education; promoting early child care development and enhancing awareness of ASEAN to youth through education [5]. The government of each member country has taken key steps in the development of their higher educational policies. Table 2 shows the policies and objectives of higher education for each country in ASEAN. Most of the ASEAN countries like Brunei, Cambodia, Indonesia, Laos, Myanmar, Vietnam and Philippines focus on improving the quality of higher education. Singapore plans to mould its human capital with cross-cultural skills, critical and inventive thinking and communication skill. Meanwhile, Malaysia and Thailand focus on becoming regional hubs for higher education in ASEAN. ASEAN countries face several challenges in achieving these objectives.

Table 2 Development of Higher Education Policies in ASEAN

Countries	Policies	Objectives
Brunei	The 21st Century National Education System (SPN 21) - 2012	1. Equip students with necessary skills and knowledge that is necessary for them to compete in both local and international job market. 2. Gear nation towards quality education and better economic performance.
Cambodia	Educational Strategic Plan (2006 -2010)	1. Increase opportunities for higher education among prioritised students (poor students, female students, students from remote areas). 2. Improve quality and efficiency of education service and institutional development and capacity building.
Indonesia	Higher Education Long Term Strategy (2003 - 2010)	1. Integrate internal and external quality assurance by developing the HEI database. 2. Implement new paradigm in education management and quality improvement.
Laos	Higher Education and Skills for Growth in Lao PDR -2012	1. Improve the quality of higher education. 2. Improve functional skills among students that are required to be employable in the future. 3. Prioritise underfunded fields such as science and engineering.
Malaysia	National Education Strategic Plan (NHESP - 2020)	1. Make Malaysia a hub of higher education excellence. 2. Develop human capital with first class mentality. 3. Reposition country's higher education to meet current and future challenges.
Myanmar	Long Term	1. Generate a learning society capable of facing the challenges of the

	Education Development Plan (2001 – 2030)	knowledge-based society. 2. Development of human resource, expansion of research, promotion of quality education, and preservation of national identity and values.
Philippines	Long Term Development Plan (2010 – 2020)	1. Broaden the access of disadvantaged groups to higher education. 2. Improve the quality of HEIs, programmes and graduates to match the demands of domestic and global markets. 3. Strengthen research activities in HEIs. 4. Expand alternative learning systems/modality in higher education.
Singapore	21st Century competencies in academic curriculum (2012 – 2014)	1. Prepare students to thrive in a fast-changing and highly connected world. 2. Develop civic literacy, global awareness, cross-cultural skills, critical and inventive thinking and communication skills. 3. Refine teaching approaches and assessment methods. 4. Develop tools for holistic feedback and assessment.
Thailand	Long Term Higher Education Plan – Phase 2 (2008 – 2022)	1. Focus on education ethics. 2. Focus on linking education with employability. 3. Development of Thailand as a regional hub for higher education. 4. Innovation to improve national competitiveness. 5. Liberalisation of trade in education services and the future employment in AEC. 6. Encourage educational institutions to produce graduates who are equipped with professional skills, language skills and inter – cultural skills
Vietnam	Education Development Strategy (2008 – 2020)	1. Develop high-quality human resource to match the socio-economic structure and modernisation of country. 2. Enhance national competitiveness in the regional economic integration. 3. Focus on linking educational training with job placement and demands of employability.

4. CHALLENGES IN HIGHER EDUCATION FOR ASEAN COMMUNITY

The following discussion will focus on challenges by ASEAN countries:

4.1 Brunei Darussalam

The Ministry of Education continues to work hard to develop and prepare the nation’s youth for employment in realising its vision 2035. Every citizen and residence are given opportunities to equip themselves with knowledge and skills required by the industry. Various departments within the Ministry of Education have been coordinating and collaborating with relevant stakeholders in addressing the needs and implementation of inclusive education in Brunei. Ensuring support for the different at-risk groups poses a challenge in terms of manpower, resources, information, understanding and acceptance [6].

4.2 Cambodia

Higher education in Cambodia still faces significant challenges in term of access, equality, quality, relevance, funding and management and administration. A drastic increase in enrolment for higher education in Cambodia caused triple challenges to build a mature core system in order to assure the minimum levels of quality [7].

4.3 Indonesia

One of the key challenges faced by the Indonesian higher education institution is the inability to support the number of enrolments due to the small size of the institutions [8]. Besides, [9] Indonesia also faces challenges in term of financing, quality of teaching and research, difficulties of access and equity and limited accreditation. Comparing with neighbouring countries, the relatively low research outputs are correlated with the insufficient budgets allocated for research. The majority of institutions do not have the financial and academic basis to conduct research; thus, they should concentrate their efforts on developing high-quality, relevant teaching. Furthermore, Indonesia only allocated 0.08 % of its GDP for research in 2013. An accreditation system is necessary to access the progress and quality of Indonesian higher education. The biggest challenge is that approximately 20% of institutions or study programmes are unaccredited.

4.4 Laos PDR

In the case of Laos, the major challenges faced in higher education are to produce and provide good quality human resources to meet the needs of the country’s socio-economic development. Currently, higher education in

Laos is described as lacking a clear vision, appropriate policy, strategy, and master plan to meet regional and international quality and competitiveness [10].

4.5 Malaysia

To become a regional hub of educational excellence, Malaysia must first and foremost address the challenges within Malaysian universities. The fall in the position of premier Malaysian universities like Universiti Malaya and Universiti Sains Malaysia in the Times Higher Education (THES) 2005 and later in THES 2007 signifies a crisis within Malaysian universities. If higher education in Malaysia is to reach its aspirations laid out in the National Higher Education Strategic Plan (NHESP), then these rankings must be viewed as an important wake-up call for the country to tackle the fundamental problems within institutions of higher education in Malaysia. It is hoped that with the rating system for Malaysian higher education institutions in place for all local universities, both public and private, it will work towards achieving a Band 6 (outstanding) on the ranking. HE in Malaysia needs to reposition the country's higher education to meet current and future challenges through the internalisation policies. The NHESP has outlined a number of strategies that will be adopted to transform Malaysia's higher education in order to provide a solid foundation for the future.

4.6 Myanmar

One of the key challenges of higher education in Myanmar is to create strong research activities by expanding activities of research to international collaborations [11].

4.7 Philippines

As for higher education in the Philippines, local, regional and international stakeholders collaborate toward improving the country's higher education sector by implementing reforms that enable the acquisition of knowledge, development of skills, values and attitudes which will enhance productivity, globalisation and competitiveness of graduates [12] and address the challenges arising from unanticipated environmental, social, and economic change [13].

4.8 Singapore

To become an educational hub for the ASEAN region, the government of Singapore has broadly promoted the internationalisation of national policy and recruited prestigious foreign universities to establish local campuses. This strategy is important to expand access for the local students to develop their potential.

4.9 Thailand

To become the regional education hub in South-East Asia, one of the key challenges of the Royal Thai Government is to upgrade the quality of Thai universities while upholding their academic freedom and social responsibility [14]. Ultimately, Thailand aims to attract more foreign students to continue their study in Thailand. In addition, to ensure their students stay competitive in the international market place, the Kingdom of Thailand aim to accelerate the development of university research activities nationwide to enhance national competitiveness.

4.10 Vietnam

The main concern in Vietnam's higher education is the lack of quality. Most university graduates do not have the adequate capacity to cope with rapid industrial and technological changes [15]. In order to improve the quality of higher education, Vietnam underwent structural adjustments including improvement of higher education programmes and teaching and learning methods, development of lecturing staff and higher education managers, increase in research, etc [16].

5. SOLUTIONS HIGHER EDUCATION FOR ASEAN COMMUNITY

Research education is central to any education system since it will provide significant data for the success of the process of teaching and learning. Today, there are a lot of issues regarding education which need to be explored or studied especially in higher education. Several important aspects of higher education should be reviewed together or reformed collectively by the educational experts and authorities. This issue can be seen from several perspectives such as research, publication, consultation, curriculum design, teaching and learning as well as evaluation and assessment. A significant number of books, journals, reports and documents should also be published.

There is a pressing need to promote a platform in which researchers in ASEAN countries should work together in terms of research. Given its shared community and interest, ASEAN members should work together to enhance the quality of education in their countries. All best education practices should be based on research, and this aspect could be distributed and conducted by universities and other higher education institutions across ASEAN. Cultivating research through various fields of research of education and developing international networking are some of the steps that can be promoted by all scholars, experts and academicians in higher education institutions.

Globalisation has created unprecedented challenges. In terms of higher education, [17] emphasised that most of the Southeast Asia countries lack qualified faculty staff, declining academic community, limited experience of quality assurance processes, lack equitable access for all students, lack infrastructures, geographic spread and diversity of universities, have poor use of English, and limited research expertise. AEC poses similar challenges to the higher educational institutions in ASEAN. The education system in ASEAN countries is diverse; therefore, students involved in the intra-regional movement may face many problems in terms of cultural diversity, language and communication barriers, instructional practices and curriculum incomparability.

A real framework of cooperation should be established by ASEAN countries, particularly among their higher educational institutions. In facing the ASEAN economic community, it is hoped that this framework will enable all higher educational institutions to work together to achieve these objectives:

- a. To encourage and carry out joint research and studies among ASEAN experts and academicians.
- b. To disseminate findings of research, knowledge, skill and experience.
- c. To publish journals, books and materials among academicians and researchers.
- d. To support the development of the educational system and policy of every ASEAN member especially the less developed countries.
- e. To promote cooperation and create greater networking and smart partnership among researchers in various fields of education.

Several aspects should be taken seriously into consideration by scholars, experts and academicians to develop the ASEAN regional framework of educational networking and collaboration. Firstly, it is very important to establish an ASEAN Research and Development (R&D) Centre to raise funds and coordinate research and publication for scholars, experts and academicians for ASEAN higher education institutions. This R&D centre will mainly organise research and publish material based on niche areas needed by ASEAN countries. Therefore, teachers, educators or lecturers will be involved in active debates, forums, discussions, seminars and workshops which are frequently organised. They could be able to freely give their ideas, opinions and suggestions to improve and strengthen their research, training, modules and courses based on the research conducted. A research-based institution at the ASEAN level should be jointly established by the governments, universities as well as non-governmental organisations. Every ASEAN country should actively play their roles and financially assist the development of this research institution. They should invite other researchers from ASEAN higher education institutions to participate in research. They could receive research funds from governments, private sectors and NGOs to do joint research regarding important aspects of ASEAN such as the economy, politics, society and education. It is imperative that the philosophy of research education is based on the ASEAN context to improve the quality of education. For example, religion and religious values should be considered seriously in the ASEAN educational system and to eliminate negativities that may influence ASEAN youth.

Secondly, improvement of the quality of publication and university ranking. Today, only a few numbers universities in ASEAN were included in the world's highly ranked universities. In the context of Malaysia, from nearly 500 higher education institutions in 2016, there were less than ten universities included in the top best universities such as UM, UPM, UTM, UKM and UTP. Several factors influence the rankings such as the lack of research funds, indexed journals and books, English language barriers as well as the number of academicians and researchers. Publishing in SCOPUS and ISI indexed journals requires a high level of English writing proficiency. There are thousands of higher education institutions in ASEAN producing a large number of academicians and graduates. This indicates that these higher educational institutions have their quality standards despite not having been included in the world top universities. Thus, there is a need to develop an ASEAN ranking system and criteria as well the ASEAN publications index to promote academic writing and ensure quality standards. Many academicians and researcher are trapped by the current trend of writing in ISI and SCOPUS journals or publications. This issue has become more serious since there are irresponsible people who have manipulated the academicians' eagerness to be published in ISI and SCOPUS publications. Unfortunately, the fee rates of some of the journals are exorbitant and fake journals have emerged. These journals have been blacklisted by the authorities. One solution is that all ASEAN higher education institutions should engage more actively in regional journals and book publications. There should be more MOUs and MOAs among these institutions to increase the number of quality journals and books. A series of discourses and seminars should be organised by ASEAN higher educational institutions to form and produce the ASEAN University Index and the ASEAN Index for Publication and Research.

Thirdly, reformation of educators and researchers. To improve abilities to face challenges as well to provide solutions to higher education institutions, all scholars, experts and academicians should actively carry out research regarding in planning and implementing the integration of knowledge. The development of technology and ICT provide new approaches to developing the education system. Cultivating research among academicians should be one of the main agenda in the higher education system. Research lends support to theories and provides data for interpretation. A correct understanding among educators is essential to ensure that they are able to fulfil their duties based on facts and not based on personal perception or assumption.

In educating the 21st century generation, academicians should use the latest pedagogy and approaches in the process of teaching and learning. Besides research and publication, every academician should become effective educators in and outside the classroom. In a borderless world, access to information is critical. *E-learning, blended learning, MOOC, mobile learning, modular, workplace*, etc. are some of the current approaches used in many higher educational institutions. Strong networking among higher educational institutions within ASEAN countries will provide wider educational opportunities to their students. Students will be able to share and obtain knowledge from other universities in ASEAN as well as from other countries via the internet and open sources information. As a result, it will enhance the students' knowledge and information. Students' mobility is another effective mechanism to improve students' knowledge, social skills, experience and international networking.

Fourth, standardisation of academic programmes among ASEAN higher education institutions. Thousands of higher educational institutions exist in ASEAN offering various levels and types of programmes. A standard quality assurance should be developed and recognised by every ASEAN country. This standard will give a new way for student exchange, joint awarding programmes, guidelines for transfer credits and degree recognition by all ASEAN countries. This standard will directly improve the quality of academic programmes offered in these higher educational institutions, and it becomes the benchmark academic standard of ASEAN. It will also be very helpful for the stakeholders, educational authorities and industries to evaluate and improve the quality of the programmes offered by these higher educational institutions.

6. CONCLUSION

In ASEAN countries, education is a critical and strategic approach to developing human resources. The government plays a role by providing high-quality education and learning to all people. However, providing access to quality education and learning the opportunity to all people is not always easy and every ASEAN country has different levels and quality of education. Each country has its challenges, and there is an urgent need to develop practical solutions. To achieve the goals of the ASEAN economic community, a real framework of cooperation should be established by ASEAN countries. It is hoped that the framework will encourage joint research among ASEAN experts and academicians. This will promote disseminating the research findings, knowledge, skill and experience as well as to publish journals, books and materials among academicians and researchers. This framework will also support the development of the educational system and policy of every country of ASEAN especially the less developed countries and to promote cooperation and create greater networking and smart partnership among researchers in various fields of education.

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هذه المنّة التي امتن الله بها على عباده أعظم المنن وأكبر النعم بل أصلها وهي الامتنان عليهم بهذا الرسول الكريم الذين أنفذهم الله به من الضلالة والهلكة إذ كانوا في ضلال ومن أهم مهمات الرسول هو توريث ورتتهم إلى أمته من خلال ثلاث طرق:

سواء كانت تلاوته في الصلاة أم في خارتجها بث [أولاً:

يعني تصفية أفكارهم ونفوسهم وخلقهم من الشرك والذنس والخبث وسائر مساوئ الأخلاق والحياة التي كانوا متلبسين بها في [خارتجها بث [ثانياً:

يعني تعليم الناس معاني القرآن وحقيقة السنة التي هي ترجم [ثالثاً:

تلك عملية نبوية لتوريث الكتاب والحكمة وهما ورثة الأنبياء وذلك بالوسائل والطرق والأساسية التالية:

1 - التلاوة على الأمة

2 - والتزكية أو التربية

3 - والتعليم لمعاني القرآن والسنة المشتملة على جميع احتياجات الناس على مستويات الفرد والأسرة والمجتمع والدولة والدنيا كلها.

وبذلك يتمكن الناس من الوصول إلى الطريق المؤدي إلى السعادة في الدنيا والآخرة والخروج من الظلمات إلى النور ومن الضلال إلى الهدى

فبدلوه وغبروه وقلبوه وخالفوه واستبدلوا بالتوحيد شركا واليقين شكاً وابتدعوا أشياء لم يأذن به الله [وكانوا كذلك العرب كانوا قديماً متمسكين بدين إبراهيم الخليل

أهل الكتاب قد بدلوا كتبهم وحرفوها وألوها محرفين الكلم عن مواضعه فبعث الله محمد صلوات الله وسلامه عليه بشرع عظيم كامل شامل لجميع الخلق فيه هدايتهم لجميع ما يحتاجون إليه من أمر معاشهم ومعادهم والدعوة لهم إلى رضوان الله وجنته والنهي عن سخط الله وناره.

4 - ختاماً

من خلال هذا البحث العاجل توصلت إلى عدد من الحقائق التالية:

أولاً: إن من رحمة الله وربوبيته لخلقه أن خلق لهم الحياة وأنزل لهم الرزق وأكرمهم بالقرآن كمنهج حياة طيبة الذي هو دين الله الحق وهو الإسلام

ثانياً: إن إكرام الله لعباده بالدين القويم بإنزال الكتب، وأخر كتبه وأفضل شرائعه هو القرآن الكريم. وإرسال الأنبياء والمرسلين من أولهم آدم ونوح إلى آخرهم وأفضلهم النبي الخاتم محمد بن عبد الله ×.

ثالثاً: للوراثة والتوريث في الدين سنتان من سنن الله يجب أن نعتني بهما في أمر إقامة الدين في حياة البشر.

رابعاً: هم أعمال ورثة الأنبياء هو توريث وراثة النبوة وهي القرآن والسنة لمن بعدهم بالطريقة النبوية الصحيحة، وهي التلاوة والتزكية والنزول

وَصَلَّى اللَّهُ عَلَى نَبِيِّنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. وَسُبْحَانَ رَبِّكَ رَبِّ الْعِزَّةِ عَمَّا يَصِفُونَ، وَسَلَامٌ عَلَى الْمُرْسَلِينَ، وَالْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ



Development Strategy of Petroleum Engineering Department Trisakti University in Globalization Era

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Abstract

This study proposes for reviewing development of Petroleum Engineering Department in Trisakti University and determining the strategy in order to improve quality of graduates in globalization era. The existence of global changes in the world, especially the expansion in communication and information technology era, will indirectly affect the system of engineering education in preparing of human resources. Nowadays, oil and gas reserves in Indonesia even worldwide scale, is declining so that affect the production of oil and gas in Indonesia and worldwide. The declining of oil and gas production will affect to job availability in oil and gas industry to increase the oil and gas production. Therefore, it is needed human resources that expert in oil and gas industry. Petroleum Engineering Department, Trisakti University is one of private university that wants to take a role in educating the human resources to be future expertise in oil and gas industry. The methodology used is determining the strategy for improving and developing the quality of graduates, consists of organization revamping, improvement of lecturer quality or academic staff, recruitment of students, control of curriculum, practical work for students. These strategies are proposed in order to create high quality human resources (academic staff) and quality assurance, so that graduate students have good ability and quality to face the future challenging of oil and gas industry.

Keywords: Quality Of Graduates, Quality Assurance, Practical Work, Teamwork

1. INTRODUCTION

In the era of ASEAN Economic Market (MEA) and a globally, all countries of the world without exception are required to change the way of thinking and acting. A country's education system has a huge effect toward global change [2]. For example, from the failure of the system of higher education in the United Kingdom which affect the market of work [5]. The existence of a single currency in Europe in 1986, forcing Member States to equate each stride motion in all areas (Schuller, 1995). Both in the field of education, research or way of doing business has almost the same rules of each State. So, they have the financial system (banking) firm and industry. As a result, the financial crisis hit the banking world in 1997 and in 2008 in European countries is almost not at all memorable, except for Russia and Eastern Europe. This is not to say we don't have caused the technology, but rather caused by "soft skill" and communication. Interesting development with the changes the agency implementing the upstream oil and gas activities expected Belgian-national private company able to be the motor driving the national economy. The national economy is now being lethargic after the oil boom (Sawidji, 1992). Whether retreat our economy due to the failure of the education system are there? Next in the world of new petroleum discoveries of new oil and gas field in General towards offshore or deep sea exploration activities and results mostly produce natural gas. In addition, the optimization of the production of oil from old fields those are on the level of mature (mature), i.e. the stage of secondary and tertiary oil earnings. The existence of these global changes and technological developments above gradually will induce a system of technical education. How should strategies undertaken in increasing educational. The existence of these global changes and technological developments above gradually will induce a system of technical education. How should strategies undertaken in increasing educational.

2. THE STATE PROGRAM OF STUDY PETROLEUM ENGINEERING AND PROBLEMS ENCOUNTERED

As known, the courses of petroleum engineering of Trisakti University have been established since 1980. By 2015, has had its accreditation B applicable for 5 years. The academic year 2015/16 courses petroleum engineering has more than 1000 students are taken care of with 30 teaching staff remains, the 10 teaching staff and 8 support staff. Organizational structure the Petroleum engineering course led by Chairman courses aided by Secretary academic field study programs and Student Affairs field study program Secretary. In addition the

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staff he supervises studies program Chair Professor, head of laboratory and Coordinator-Coordinator of courses and supporting personnel. The following will be explained about the State of the course and the problems encountered.

2.1 Students and Alumni

As a college student taking private, depends very much upon the prediction of industrial use and economic limits of the operational costs of the course. The student later retrieval is very concerned with the quantity and quality of the resulting graduates (Sandeen, 1976). According to our observations only revolves around 60-70% of graduates are occurs absorbed occurs in the oil gas industry. The remainder works in other fields. This can be due to the oil gas & job scope is limited and highly competitive within the country. So this is a challenge in the effort to improve the quality of graduates. As a comparison, this problem has also been experienced by the education system in the United Kingdom in the 1970s until the 1980s (Hussey, 1988) where many graduates not getting jobs and in the twentieth century, due to the education system is considered incompatible with the purposes of their industry. So that the necessary thoroughly revamping effort

2.2 Curriculum and Teaching

Judging from the curriculum with 144 credits can already be said as "world class" or up to the College that is outside of the country. On the basic education courses petroleum engineering focus to knowledge, understanding and skills on the terrestrial Sciences (geoscience) and its application in answering the secrets of nature. Guidelines program College has been set up in "of Academic-Faculty of Earth and Energy Technology of Trisakti University".

Table 1. Student intake and alumni

Year	Graduate Selection	New student	Graduated	Average GPA
2010/2011	385	308	129	2.97
2011/2012	446	373	138	3.03
2012/2013	342	244	213	3.06
2013/2014	440	241	242	3.08
2014/2015	400	220	240	3.15
2015/2016	240	210	260	3.2

2.3 Laboratory Facility

There were 7 laboratory techniques on courses on Petroleum Engineering. Table 2 is laboratories facility in Petroleum Engineering Department Trisakti University. Review of second-order priority scale, because in line with the development of the program of studies need to be done "upgrading" thoroughly and gradually (Sugiatmo, 1998).

2.4 Practical Work Place

Due to the number of students who work practice is quite large in number and amount of work practices in the petroleum industry. Then the implementation of work practices during the last 5 years this was done at PT. PERTAMINA EP and PT. Cepu, so the job practice is still in question. The solution by doing work practices collectively and individual task is without leaving for one until two months.

Table 2. Laboratory Facility

No.	Laboratory	Aras	Year
1	Reservoir fluid laboratory	C	1983/84
2	Reservoir rocks laboratory	C	1983/84
3	The Technique Of Drilling/Production	C	1983/84
4	Conservation Equipment Drilling/Production	C	1983/84
5	Enhanced Oil Recovery	C	2004/05
6	Formation evaluation	C	1983/84
7	Computers and simulation of Reservoir	C	2004/05
8	The Development Of Oil And Gas studio	C	2008/09
9	Earth physical laboratory	C	2016/17

2.5 Research and Community Development

From this aspect, in line with the step of the Trisakti University in the future want to realize a "University Research and Development of Technology". At this point, it has not produced a lot of quality research. There may be no motivation for developing staff caused the University funds are limited and the industrial circles

have not felt sure of expertise of courses and research topics do not lead to the problems faced by the industry. But through the Agency of Affiliation has done some consulting projects in the oil and gas industry.

3. EDUCATION DEVELOPMENT STRATEGY

There are 6 strategies that need to be done in improving the quality of graduates, i.e. adjustment of organizational structure of courses, faculty, taking new students, curriculum adjustments-teaching, Practicum, student curricular activities co-operation and collaboration in the education infrastructure utilization and development of technology.

3.1 The organizational structure of the courses of petroleum engineering

In an effort for the development of major courses required is revamping the course organizational structure so that it can optimally conduct basic tasks and functions of the organization can take place.

3.2 Academic Staff

Further development, almost all Petroleum engineering department academic staffs have had education S-2 or up. In the plan by 2020 later had a composition of teaching staff to 10% S-1, S-2 40% and 50% S-3. The minimal owned III C to GB (Professor) so it is expected to have the opportunity to move ahead again. To improve the skill of teaching staff suggested in turn got the internship training in PT. PERTAMINA EP or the company services approximately for 3-6 months and join research or in operation drilling operation, production techniques in the field, also in the studio or reservoir modeling Laboratory.

3.3 Taking a New Student

In an effort to improve the quality of graduate students needed a new breakthrough in the search for prospective new students in the school's flagship throughout Indonesia. Promotion still performed from year to year, although prospective interest to petroleum engineering never deserted during this economic crisis. By doing the promotion courses will get a good candidate. As known that the cost of education in university education is very expensive, so it is a duty of course to serve the students in getting the best quality of education.

3.4 Curriculum and Academic

Curriculum program S-1 study of petroleum engineering can be said to have been steadily, but needs to be improved by "soft skill" students through the giving of the English language, computer application and leadership in a comprehensive manner. Besides the need to insert the elected subjects like advanced reservoir engineering, assessment information, formation of offshore technology, surface chemistry, material and knowledge of sports where the process of teaching is given a field project issues of oil, gas and geothermal. In the process of implementation of the lecture: lecture material and implementation schedule will be monitored by the lecturer Coordinator. It is expected the extent to which the curriculum and teaching of courses can be more flexible and implementation with industrial use can be known with certainty. Academic curriculum will be reviewed every 3 years periodically.

3.5 Practical Work

To reduce the problem of job training has been done with steps such as work practices in PT PERTAMINA EP and foreign companies. For the learning of integrated oil and gas field development program (Field development study), a number of geological data, reservoir, drilling, formation evaluation, and production will be processed and developed for the field. In implementation, students will be mentored by professors for supervising the course and the field. By doing this will indirectly benefit the joint between industry and University.

3.6 Activities of Co-Curricular Students

Student curricular activities are aims to create self-development and leadership. At Trisakti University there are 35 student activities units.

3.7 Cooperation

Cooperation between oil and gas companies and university of Trisakti, especially Petroleum Engineering Department has to continue to develop.

4. CONCLUSION

From the explanation above it can be concluded that:

- a. The global Development needs to be taken lessons in an effort to improve the quality of graduate education curriculum adjustment by performing and teaching.

- b. An increase in educational infrastructure and laboratories equipped with multi media system need to be done immediately and gradual programmatically.
- c. Delivery of the teaching staff to the rank of S-3 will continue to be increased in number.
- d. Documentation and multimedia any academic activity and non-academic.
- e. Manufacture of modules for scientific teaching and writing books.
- f. Ready and up date data alumni studies program.
- g. Uphold the rule of law is clear for the academic staff and Students in violation.
- h. Punish and Reward must be strictly enforced.

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Education Curriculum for Indonesian Chinese Muslim in Masjid Lautze Jakarta

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Abstract

The number of Indonesian Chinese ethnic who convert to Islam is increasing in several years. It is welcomed by Lautze Mosque of Jakarta as the mosque of Chinese Muslim community which is very helpful for the Chinese convert who wants to study and explore the religion of Islam. Therefore, the mosque developed several activities that are expected to make the Chinese Muslim community be as true Muslim, both of the vertical aspect to Allah and the horizontal aspect to fellow human beings in general. This study analyzes how are the forms of activities and curriculum undertaken in Jakarta Lautze Mosque in educating and coaching of the Chinese Muslim community; as well as the extent to which the activities and the existing curriculum at Lautze Mosque of Jakarta can improve the understanding about Islam for Chinese Muslim.

Keywords: Education Curriculum, Masjid Lautze, Chinese Muslim, Islamic Education

1. INTRODUCTION

In education, all activities that become the learning experience can be categorized as a curriculum. This is in accordance with the modern outlook education experts who look at the curriculum is more than just a lesson plan or field of study that is all that actually occurred in the educational process. Thus, the curriculum can be arranged for any form of education that is conducted by the man in proportion to the needs of man himself.

For the scientists of Islam, the curriculum is used as a tool to achieve educational purpose, where the purpose led to the goal of man creation on earth. Therefore, the main principle in Islamic education curriculum should be oriented to Islam, including the doctrine and values. Likewise curriculum activities that in the form of the philosophy, goals, methods, procedures, the way to do, and the relations prevailing in the institution, all of them should be based on Islam. Referring to the concept, even the simplest education needs to have a curriculum. The function is to achieve the educational goals that want to be assigned and can be the standardization in assessing the success of an educational process.

One form of education that requires such planned and organized curriculum is education at the mosque. As one of the non-formal education institutions, mosques have an important role in Islamic education in the community. In the context of Indonesianness, the mosque has a function to the coaching that is formalism of religious rituals, plus the *da'wah* activities through *Tabligh* or *halaqah*. In some areas, such as in rural areas, the educational function of the mosque was very involved in formal education, especially in the field of teaching Qur'an for children and adults.

This is supported by the spirit of Indonesian Muslims in recent years in building mosques. Even mosques and *musholla* are almost in every place; no exception in the office area, business, and education, public services and travel. The rapid growth of the mosques and *musholla* is positive because at least reflects the tendency of strengthening of religious consciousness and religious spirit among Muslims in Indonesia.

One of the mosques that reflect the increasing of religious awareness spirit is Lautze Mosque in Jakarta. It is the first mosque of Chinese community in Indonesia, which became one of symbols of the Chinese Muslims history in Indonesia. The existence of this mosque has its own history as it relates to the history of Chinese ethnic in Indonesia. At least this mosque keeps a history of two different cultures, namely the Islamic culture (native) and the Chinese culture which are live peacefully since hundreds of years ago.

As the mosque of Muslim community, the mosque is very helpful for the Chinese convert who wants to study and explore the religion of Islam. With the mosque environment following the Chinese culture, they did not hesitate to come and join coaching which is done in the Mosque. The activities were held at the Mosque expected to make the Chinese Muslim community be as true Muslim, both of the vertical aspect to Allah and the horizontal aspect to fellow human beings in general.

However, as the Chinese ethnic, they have strong ancestral cultural in daily life and tend to assume that all religions are equal. Thus, they still often to make habits of their ancestors even though it was contrary to Islam.

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Additionally, most of them still tend to be exclusive and close themselves to the public. They have not dared to mingle with the people and appear to be a pioneer in religious events in the community.

Referring to this problem, the mosque needed a good and directed curriculum in order to maximize the Lautze Mosque function as a place of education and development of the Chinese Muslim community, considering the trends that are owned by them. Therefore, this study analyzes how are the forms of activities and curriculum undertaken in Jakarta Lautze Mosque in educating and coaching of the Chinese Muslim community; as well as the extent to which the activities and the existing curriculum at Lautze Mosque of Jakarta can improve the understanding about Islam for Chinese Muslim.

As for education, this study is expected to be useful to seek learning curriculum as part of the educational process in the mosque-centered community. The expectation is that the formulation of appropriate and focused curriculum in Lautze Mosque of Jakarta can be used as a pilot project for other Muslim communities as a means association of Indonesian Muslims.

2. CONCEPTUAL FRAMEWORK

2.1 Islamic Education Curriculum

A curriculum consists of the components of the objectives, content, methods or learning processes, and evaluation. Each of these components are interrelated and become an integral part of the curriculum. Components of the purpose are directing or showing something that is intended in instructional process. In it there is the content (material) that is relevant to the purpose of teaching, while the components of the learning process consider the activities of the students and teachers in the learning process.

According to Ash-Syaibani, curriculum in Islam can be characterized as follows:

- a. Islamic education curriculum should highlight the subjects of religion and morality that comes from Qur'an, *Hadith* and *shalâf al-Salih*.
- b. Islamic education curriculum should pay attention to the holistic development of students' personal aspects, namely the aspect of physical, spiritual, and resourceful.
- c. Islamic education curriculum should pay attention to the balance between the private and societies, the world and the Hereafter, as well as the physical, spiritual and human reason. This balance is certainly relative because it cannot be objectively measured.
- d. Islamic education curriculum should also pay attention to sculpture, carving, beautiful writing, drawing, and the like.
- e. Islamic education curriculum should consider the cultural differences that are different every era.

In Surah Al-Fussilat (41): 53, it is mentioned three contents of Islamic education curriculum that is integrally between religious sciences and general sciences, namely:

- a. The curriculum that is oriented to 'divinity'. The formulation of the curriculum related to divinity, nature, actions, and their relation to humans and the universe.
- b. The curriculum that is oriented to 'humanity'. The formulation of the curriculum related to human behaviour, whether human as individual beings, social creatures, cultural creatures and intelligent beings.
- c. The curriculum that is oriented to 'naturalistic'. The formulation of the curriculum related to the phenomena of the universe as mandated creatures and for the benefit of mankind.

All three curriculum content is presented integrally without separation. For instance when talking Allah and His character, this will also related to the relation of Allah to humanity and the universe; Talking about *asma' al-husna* as an explanation *tawhîd fî al-shifat* (Oneness of Allah in His character) also specify how humans behave towards His creatures and the universe. Thus the content of the curriculum will discuss the nature of God, man and the universe.

2.2 Mosque and Education

In Indonesia, the mosque is an element that is inseparably linked with *pesantrens* and regarded as the most appropriate place to educate the students, especially in the practice of five daily prayers, sermons and Jum'ah prayer and the teaching of classical Islamic books. Position the mosque as a centre of education in *pesantren* tradition is a universalism manifestation of traditional Islamic education system.

In daily life, the mosque becomes a community centre that is transformed into a non-formal educational institution. The results of Proceedings Conference of the Mosque in Mecca 1975, states that the mosque could be a non-formal education centres throughout the mosque have adequate facilities and infrastructure. As a non-formal education centres, mosques have considerable implications levels, including:

First, educate people to have spirit of devotion in all of their activities to Allah Almighty. Second, instil a love to the science and instil the social solidarity, as well as to realize the rights and obligations as a personal human, social and citizens and the state. Third, provide a sense of serenity, strength, and prosperity and developing human potential through patience education, sincerity, optimism, and other noble morals. Thus the alumni of the mosque institution will have qualified intellectual, emotional and good spiritual as the moral basis of society.

Within the scope of the social community, the mosque is the most strategic place in fostering and mobilizing Muslims' potential to embody tough and qualified Human Resources. As a community development centre, the existences of the mosques are now faced with various changes and challenges that are keep rolling in the society. The issue of globalization and information is a phenomenon that cannot be ignored. The more dominant the information sector in society, it will certainly give a lot of implications, including the opportunities and challenges to the Muslims to socialize and actualize in larger communities. Correspondingly, the central role of mosques increasingly required to be able to accommodate and follow all developments that occurred in society. On the other hand, to realize the role of the mosque as a central activity, the mosque needs to be balanced with the quality of physical planning and professional managerial.

2.3 Chinese Muslim in Indonesia

According to Sie Hok Tjwan, the presence of Chinese Muslims in the archipelago had occurred long before the arrival of the colonial nation, which is about the 15th century in the end of the T'ang Dynasty (618-907 AD). The Chinese immigrants had come to Palembang, South Sumatra, where at that time the kingdom of Sriwijaya had trade relations with China (Cantonese). The arrival of Chinese ethnic and Chinese Muslims from China to the archipelago has a goal to improve their economic life, not to conveying Islam or preaching. In general, they are from Zhangzhou areas, Quanzhou and Guangdong provinces. The arrivals of Chinese Muslim immigrant to the archipelago in the era of kingdoms in the archipelago or previously done individually, mostly by collective way (group) and their respective families. Most of them are non-Muslims. They also live apart from local resident and stayed in the Chinese special area known as Chinatown (Pecinan).

Despite the arrival of Chinese ethnic Muslims are not to preach, but their presence has an impact in the development of *da'wah*. For one thing, the process of assimilation, marriage with locals that later became Muslim. Chinese Muslims in the archipelago were from Muslim immigrants of Chinese origin and settled in the archipelago, some are embracing Islam because the interaction between ethnic Chinese who are already in the archipelago with Muslims. According to Slamet Mulyana obtained from research of GW Skinner, when the trade relations between China and the kingdom of Samudera Pasai on the coast of Sumatra, many Chinese Muslim merchants came to Samudera Pasai, married local women and Chinese descent women, and sedentary there. This fact shows that the Chinese Muslim community already exists in the coastal of the archipelago and its presence indirectly participate to spread Islam in Indonesia.

The most historic spread of Islam in 15th century is the goodwill carried by Admiral Ceng Ho with his men. Besides Admiral Cheng Ho there are still some nomads, sailors, and influential Chinese Muslim settlers in Islamization of the archipelago, but their history is very difficult to be accurately verified.

In pre-colonial times, the people or the Chinese community and their cultural element gradually fused with the local culture, along with the growth and development of the Muslim community in several cities in Java. The process of assimilation continues to run and embedded in social and cultural life of local communities. There is no problem regarding the 'native' or 'non-indigenous' and the issue of ethnic prejudice and stereotypes that arise. Chinese Muslims or non-Muslims mingle with residents of various ethnic.

Entering the 18th century, the 'intimacy' of Chinese-Javanese was decline. The harmony of their lives was bothered by the arrival of the Dutch colonial nation that controlled the archipelago. The Dutch was worried with the harmonious relationship that exists between the Javanese community with Chinese ethnic, both in economics, social, and political, and feel unrivalled in terms of trade. Dutch then use *divide et impera* in destroying the harmony by make the Chinese people as a liaison in trading nation colonial with indigenous communities. The collapse of Indigenous Muslim community economic was due to monopolistic practices after the Dutch were assisted by Chinese ethnic gradually growing the antipathy of the natives against the Chinese people's offspring.

The colonial government efforts to keep the Chinese from the indigenous population and Islam reached its peak in 1855 by the release of the decision that for Chinese people all applicable laws of European Civil and Commercial Law, except the Family Law and laws of governing the inheritance. Then in 1919, applies a ruling to declare that the family law contained in the Civil Code for the class of Chinese law with the exception of some chapters of Book I, added by stating the enactment of a the civil registry law.

This means that the legal position of the Chinese people is higher than the indigenous people and the rights obtained by Chinese people are also different. Consequently the relationship of the Chinese, including the Muslims, with natives became increasingly tenuous unlike the early development of Islam. Further, the cultural and religious associations with the Netherlands, as well as Christianity (Protestant and Catholic) were growing among the offspring. In all this process there was the establishment of reciprocal prejudices among the citizens of Chinese descent with indigenous Muslim communities. Those prejudices and cultural bias also includes the religion of each community. Even within their relationships with Muslims has deteriorated in the early 20th century. Antagonism, violence, even riots aimed at terrorizing the Chinese people happened everywhere. This event coincided with the rise of Islamic United Organization (SI) locally in 1913 and 1914 that have a tendency to anti-Chinese.

Up to 20th century, the position of the Chinese Muslims continued to fade. They are absorbed back into the main community and become a completely Chinese. Even if there were Chinese who consciously embrace Islam, they were no longer called Chinese descent, but converts. Their reasons to embrace Islam were varied, ranging from social reasons, marriage, formality, but not a few who embraced Islam sincerely because they expect the pleasure of Allah SWT. They who sincere are in addition obedient to worship also develop the message of Islam to the family and the surrounding community. One of them was Haji Yap Siong who comes from the town of Moyen, China. After learning Islam he became a Muslim in 1931 and set up a *da'wah* organization named Chinese Islamic Association (PIT) in the town of Deli Serdang, North Sumatra. His mission began from North Sumatra to South Sumatra and cross over the West Java to East Java. Preaching in Mandarin and obtained *da'wah* permission at the time from the officials of the Dutch colonial.

In 1950 together with Haji Abdul Karim (Oei Tjing Hien) who was born in Bengkulu and become Consul Muhammadiyah for South Sumatra in 1930. The two met in Jakarta and develop PIT. In 1953, Kho Guan Tjin also founded *da'wah* organization namely the Chinese Muslim Association (PMT), in Jakarta. In 1954, the two *da'wah* organizations were fused. But the journey, the organization disbanded because of differing views ahead of the first general election in 1955.

Furthermore, H. Abdul Karim (Oei Tjeng Hien) initiated the establishment of the Indonesian Chinese Muslim Association (PITI) on April 14, 1961 in Jakarta. PITI is a combination from the Chinese Islamic Association (PIT) led by deceased H. Abdusomad (A Siong Yap) and the Association of Chinese Muslims (PTM) led by deceased Kho Guan Tjin.

PITI founder, Haji Abdul Karim Oei (1905-1988) was a prominent Chinese Muslim who was very instrumental in the spread of Islam in Indonesia. He converted to Islam in 1926 and became the close friend of President Sukarno and Buya Hamka. At the time it was very rare that Chinese who converted to Islam, so that the figure of Karim Oei (Oei read: ui) became the public spotlight from both native and Chinese ethnic. He got a lot of derision from the Chinese ethnic who thought that anyone who converted to Islam would be slumming in the sight of all the Chinese people, especially in the sight of the conventional Chinese.

In addition, the Chinese who converted to Islam is also considered by other Chinese people as inlander, at which time it was a low-level position or a "third-class" in society at that time. But for them (the Chinese who converted to Islam) especially those who were the upstanders will not worry about the problem. In fact, they were grateful that by becoming a Muslim they could be fused with a lot of people that the majority were adherents of Islam. Now, their number has increased and spread all over Indonesia.

3. RESEARCH METHOD

The research is conducted in Lautze Mosque, Jl. Lautze 87-89 *Sawah Besar*. The reasons for selecting the mosque as the research site is because Lautze Mosque is the only mosque that is managed by the Chinese Muslim community and almost the entire congregation is Chinese ethnic Muslims.

This research is conducted over six months, starting in March 2012 until September 2012. The object of this research is a case study on the application of Islamic education curriculum for the Chinese Muslim community in Lautze Mosque Jakarta, with emphasis on the analysis of activities carried by the Lautze Mosque in Jakarta.

The research on Islamic Education for the Chinese Muslim at Lautze Mosque uses a qualitative approach, which is a research procedure that produces descriptive data in the form of speech or writing and behaviours that can be observed from the (subject) itself. As a qualitative research, this research is not to test the hypothesis but rather to present the data and process it descriptively about the problem formulation. Therefore, the researchers record the activities that occur at the Lautze Mosque Jakarta, observing the condition of the mosque, as well as to collect data from both direct and indirect sources.

The data from this research are all the data and information obtained from informants that are considered important and to know clearly and in detail about the problem formulation posed. The source of primary data in this research are the words and actions of the imam, board of trustees, the board of the mosque, remained worshipers, not remained worshipers, and the preachers. In addition to supporting the primary data is also needed the secondary data obtained from the documents relating to the activities carried by Lautze Mosque Jakarta and the form of curriculum, some websites, and books that support this research.

In this research, data collection techniques done by using observation to determine the curriculum implemented in Lautze Mosque Jakarta. Researchers chose passive observation because researchers are not involved directly in the object activities. In addition, researchers also conduct in-depth interviews with the imam of the mosque, board of trustees, the board of the mosque, remained worshipers, not remained worshipers, and the preachers to find out more about the activities that take place in Jakarta Lautze Mosque. In the interview will be used guidelines for the interview.

4. DISCUSSION

Lautze Mosque stands now under Foundation Haji Karim Oei. Haji Karim Oei Foundation was founded in 1991 by a Chinese Muslim figures such as Jusuf Jahya, Masagung, and some Islamic leaders of Muhammadiyah, NU, Al-Wasliyah, KAHMI, HMI, ICMI as well as a number of Chinese descent who had converted to Islam. The foundation was established to commemorate the services of Abdul Karim Haji Karim Oei Tjeng Hien (1905-1988), a prominent of Chinese Muslim who was very instrumental in the spread of Islam in Indonesia and spread Islam in the midst of the Chinese community. For them, Islam—that is *rahmatan lil 'Alamin*—can unite people regardless the race, culture, ethnicity, and social. This philosophy is based on the QS. Al-Hujurat (49): 13, which further upheld by Karim Oei Foundation.

The location of Jakarta Lautze Mosque located on the street Lautze no. 87 District of Sawah Besar, Karang Anyar village, Central Jakarta. The layout of this Foundation is located just behind the train station in Sawah Besar. The distance between the Sawah Besar train station with the Haji Karim Oei Foundation is about 400 meters which can be achieved by motorcycle because it is quite far if reached by foot. According to the Haji Karim Oei Foundation board, one of the reasons for selecting this place is because Sawah Besar areas inhabited by Chinese ethnic. This is not out of the Glodok historical city which is known as *pecinan* or Chinatown. The Chinatowns influence spread to the surrounding areas, such as Gunung Sahari, Pasar Pagi, Gajah Mada, and also includes Sawah Besar where the Lautze mosque stand. Therefore, as an Islamic information centre targeting the Chinese ethnic population, Lautze mosque was established in Sawah Besar in order to make the Chinese citizens who want to learn Islam easy to come there.

Because the location is in the business centre as well as the worshipers are the business people. Jakarta Lautze Mosque is not open to serve the worshipers at any time of the prayer. The mosque is only open during the day, and by itself is only two obligatory prayers held in mosques is the *dzuhur* and *Asr* prayer and of course the obligatory Friday prayers on every Friday. Special for the month of Ramadan Lautze mosque has its own schedule by holding *tarawih* prayer. As well as iftar with figures, once a week.

Since its founding in 1991, the mosque's congregation estimated more than a thousand people, 99% of them are converts of Chinese descent. Their Islamization process is usually done in this mosque. After becoming a Muslim, they will follow the activities of the mosque to deepen the Islamic religion. They not only come from Jakarta and surrounding areas, but also come from several areas outside Jakarta, such as Bogor, Bandung, Cirebon, and others. Usually when they return to the region, they opened the branches of Lautze Mosque which has the same function as the mains.

4.1 Activities in Jakarta Lautze Mosque

As the mosque of Chinese community, the board of Lautze Mosque directs the activities of the mosque to help the Chinese descent in knowing their new religion. This is in accordance to the mission and goals that are carried by Haji Karim Oei foundation, that is build and increase the numbers of Karim Oei in Indonesia through the Islamic Centre and mosque.

From the observations, the data obtained on the activities which are conducted in the Lautze mosque. These activities are divided into two, namely internal and external activities. External activities are such as Islamic *syi'ar* in general, including:

- a. Provide the Islam information to the citizen of Chinese descent.
- b. Establishing and managing Lautze mosques in Indonesia.
- c. Held the study, guidance of the Qur'an, guidance of prayer, and others.
- d. Organizing *silaturrahim* (open house) between converts to the Muslim in the context of ukhuwah Islamiyah.
- e. In the month of Ramadan in particular come for the iftar invitation, *tarawih* prayers with the Islamic and national figures.
- f. On the day of *Eid al-Fitr* and *Eid al-Adha*, the *Eid* prayer is held in the front yard of Lautze Mosque in Indonesia.
- g. Distribute Gifts and *qurban* to the converts in Lautze Mosque and citizens around the mosque.
- h. Distribute *zakat fithrah* and *infaq* to the natural disaster victims in disaster areas.
- i. Helping people around the stricken.
- j. Help researchers and scholars in making thesis/dissertation on the development of Islam in the neighbourhood of Chinese descent.
- k. Receiving guests/people from home and abroad.

While the internal activity is a routine activity held in the mosque as a form of education and guidance for the congregation, including the regular Worship (*dzuhur* and *Asr* prayer), Sunday study, Friday Khutbah and Friday prayers, Tarawih Prayer, *Tadarus Qur'an* (Ramadan), Iftar together (Ramadan), Islamization, al-Qur'an Guidance, Islamic Religious Consultation, marriage Implementation, *Salah Eid al-Fitr* and *Eid al-Adha*, mosque Islamic youth, Hajj Invitation, Incidental Activity.

There are also some incidental activities program that is introduced by Jakarta Lautze mosque, those are:

- a. Conducting English courses for children every Sunday for free.
- b. Conducting Basic Training for the Lautze mosque's congregation.
- c. Conducts course of Imam that are held in the offices / agencies.
- d. Manage business contacts.
- e. In collaboration with the Oxford in opening English courses.
- f. Holding a Mandarin course.
- g. In cooperation with the local government of DKI in coaching converts.
- h. Conducting the training of *asma'ul husna*.
- i. Holding a moral movement by opening a relief centre for flood and fire disaster.

Despite being loaded by the nuances of China, Lautze Mosque is opened to everyone. So, anyone can follow the activities carried by the mosque. Even, this mosque does not rule out the possibility for non-Muslims to participate in helping the foundation or participate in various activities. This is conducted as a Islamic *syi'ar* for non-Muslim Chinese community to get to know the real Islam.

So far, any activity undertaken by the mosque followed not only by the Chinese people but also people around the mosque that are non Chinese. They blend together and follow the mosque activities peacefully. Especially when Ramadan came, the whole congregation of various ethnic groups and layers involved in activities held by the mosque.

4.2 Islamic Education Curriculum in Jakarta Lautze Mosque

The curriculum which is the reference in this research is all activities that actually occurred in the educational process in the Jakarta Lautze mosque. Such activities indeed have the purpose to give an understanding of Islam to the congregation which is almost entirely the new Muslim (convert). Therefore, the method used in the curriculum of the mosque is the Islamic basic recognition method for the beginner level in the form of understanding the prayers, the procedure of prayer, and memorizing short *surah* for prayer. The next method is the recognition and understanding theology and jurisprudence, followed by studies of Islam each week. These methods can be classified as follows:

- a. Islamic basic introduction methods; This method is used after the converts say two sentences creed. During four days, they are given a basic knowledge about worship and the Qur'an.
- b. Introduction to Islamic Advanced methods; The method is an advanced of the introduction of Islamic basic stage. This method is given regularly, that is every first and third Saturday of the month. In this method, the Lautze Mosque in cooperation with the *Muara Tauhid* Foundation in holding the Islamic studies with the global theme '*Tafakur*, the understanding of DBAS (World Happy Hereafter Heaven) based on the Qur'an'.
- c. Islamic understanding methods; Usually, after those two methods of basic and advanced, congregation already have a basic knowledge of Islam in the areas of worship, jurisprudence, theology, but only a general understanding. Thus, through this method the Jakarta Lautze mosque's congregation start to be given Islamic knowledge in deep.

As for the curriculum content that is provided to the Jakarta Lautze mosque's congregation, the results of the observation and analysis of the data obtained that the contents of the curriculum used in every Lautze mosque activities in doing Islamic education of the congregation is not systematically arranged. That is, they do not have a standard curriculum as a basic form of coaching worshipers. The mosque only gives a magnitudes theme in each method to the religious teacher.

As the mosque which has 99 percent of the congregation of converts, Lautze Mosque Jakarta is more focused on the themes of education about the strengthening of faith, sharia, worship / jurisprudence, and the introduction of the Qur'an. However, that does not mean other areas are not considered, merely the portion provided is not as these three areas. Typically, other materials such as the Qur'an *tafseer*, *hadith*, material of *ukhuwah Islamiyah* is given in weekly teaching activities and the Friday sermon with different religious teacher.

4.3 The Analysis of Islamic Education Curriculum and Activities in Jakarta Lautze Mosque

All forms of activity are conducted by the Jakarta Lautze mosque could be said is the implementation of the functions of the existing mosque. Such activities are very instrumental in improving the quality of faith of Chinese Muslim congregation. The Lautze mosque quickly respond to the needs of the converts who need knowledge about their new religion. Which may need to be considered here is in terms of the psychology of the converts. Chinese ethnic has a strong cultural attachment to the heritage of their ancestors.

As already explained, that the majority of the Chinese in carrying out a religious ideology is not pristine. They tend to take all the elements of the existing beliefs. If they declare a religion, it is a symbolic statement to be a self identification with the family tradition. They feel free to choose their belief and practice various mixtures of confidence, especially in honouring ancestors. The plurality of ancestral beliefs leads the Chinese people to be not too fanatic to the religion. In other words, Chinese people religion is very complex and varieties.

Thus, Lautze Mosque task is to eliminate the effects of attachment to their ancestral culture so that worshipers can enter the Chinese converts in kaffah Islam. The activities are indeed good enough to change the perspective and way of life, but the researcher says that it is not maximized. It is required method called the mosque management towards the empowerment of the mosque. It includes a vision, mission, and the strategic steps of the mosque management, supported by professional manager of the mosque, including structured activities. With these three elements, the educational function of Jakarta Lautze mosque are expected to be optimized and the presence of the mosque in the middle of the Chinese Muslim community can embody the superior and qualified Muslims.

In this case, the activities that have a structured and systematic curriculum could be the spearhead in providing knowledge about Islam for Chinese Muslim. With a systematic curriculum and have been prepared according to the needs of congregation, as well as the provision of the religious teachers in accordance with the field, the activities that are conducted in the mosque will be more focused and the development is more visible. For example, in the provision of worship material would be better if prepared curriculum appropriate to the level of knowledge of congregation.

In principle, the mosque curriculum approach is expected to be based on the significant commitments that must be comprehended by every Muslim. The important issues of the mosque curriculum is not simply oriented to the physically design of the mosques, but the stressed is how to formatting the structure of Islamic societies in harmony with the progress, as well as to answer the challenges of the times. If the Muslims are still swept up in the conversation ranges of the beauty and grandeur of the mosque or the accuracy of its use merely, it can be assured that the design of the mosque will not be able to meet the problems of society substance especially to touch the spirit of the existence of the mosque itself as a symbol of the triumph of Muslims.

An educational process in the midst of society ideally have some important things in coaching a knowledgeable, worship, responsibility and high personality Muslim, at first, a Muslim needs to understand the individual's responsibility as a Muslim related to the aspects of understanding and practicing the worship, as well as the responsibilities on families, neighbours and communities. The mental of Muslim should be formed so that he could be more critical to seek, understand and assess the knowledge and not merely depend on one single source only.

Second, a Muslim should be aware about the responsibility as people of a country that became their homeland by understanding the context of the social, political, economics and culture so that every Muslim can be more actively participate in building the country.

Third, a Muslim should be aware of how their responsibilities towards their fellow Muslims in other countries so that geographic and political boundaries do not separate *ukhuwah Islamiah* of the religion that is demanded by Islam.

Fourth, A Muslim needs to know and appreciate their responsibility to broadcast the Islamic religion to the people who have not accepted Islam by good explanation. True Muslims should be willing to be a preacher whose role is to explain the harmony of Islam that is practiced and not to force them.

Fifth, a Muslim must have good moral values and can become a leader both for themselves and for the people. In this case the group of young people should be given special attention as the Islamic generation who have the responsibility to continue and run the ongoing educational process.

5. CLOSING

Phenomenon of ethnic Chinese convert to Islam is indeed attractive and has long been heard since the new order, although historically they who spread the Islam in Southeast Asia. Chinese Muslim community needs a place to ask about Islam because they feel ashamed and afraid to ask the indigenous Muslim community. Similarly, there is a sense of reluctance if it should go to the mosque and learn in it. The deficient stereotype of Chinese in the sight of indigenous Muslim communities also affected public perceptions so it seems that there are still cynicism and suspicion on them.

The existence of Jakarta Lautze mosque in the middle of the Chinese minority provides the precious insights towards the understanding of Islam among the Chinese. As if the problems such as embarrassment, fear, or reluctance are missing by existence gathering forum for them to ask, learn, understand, and explore their new religion. The activities in the mosque also respond to spiritual needs required by those converts thereby increasing their love for Islam.

The activities undertaken by the Jakarta Lautze Mosque has been represented the function of the mosque as Islamic education institutions, in addition to its primary function as a place of prostration to Allah, a place for prayer and worship Him. This is consistent with the function of the mosque as a place of worship, a place to learn, coaching a congregation, as a preaching and Islamic cultural centre, and the centre of community regeneration. As a congregation coaching and people leadership, Jakarta Lautze Mosque requires activists who struggling for Islam as steadfastness and continuous. Broken grew missing changes. Therefore, the promotion of cadres should be prepared and focused in this mosque. As a centre of *da'wah* among the Chinese ethnic, Lautze Mosque is the heart of Chinese Muslims that is always pulsating to disseminate Islamic *da'wah* and Islamic

culture. In this mosque the Islamic *da'wah* and Islamic culture is also planned, organized, assessed, implemented and developed to fill their needs. Hence, the mosque acting as centres of cultural activity and *da'wah*.

In addition, as a congregation coaching, the Jakarta Lautze mosque also became a coaching of faith, worship, and morals of society. As a place to study, Lautze mosque serves as a place for learning, especially religious knowledge which is *farḍlu 'ain* for Muslims. Beside, the other sciences as well, both social sciences, humanities, and other skills can be taught in mosques.

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Implementation of Quantum Learning Subjects on Speaking Mandarin

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Abstract

This study aims to determine the application and barriers experienced lecturers and students in planning, implementing and evaluating the quantum learning course on speaking Mandarin Chinese literature department of the University of Al Azhar Indonesia (UAI) 2 semesters (two).

This research is a qualitative descriptive study. Subjects consisted of 1 supporting lecturers and 19 students of the 2nd semester of data collection techniques used were observation, interviews, questionnaires and documentation. Data were analyzed using data reduction step, data display, and conclusion. Mechanical examination of the validity of data using is a triangulation method.

The results showed that at the planning stage lecturers initially still needs a lot of adjustments for quantum learning is still very rarely applied in teaching in the classroom. During the implementation phase quantum learning, classroom learning activities of students feel positive, feel learning to speak Mandarin very pleasant. In the assessment phase, lecturers have been using a special assessment of learning to speak which consists of five components, namely assessment, pronunciation, grammar, vocabulary, and comprehension ability fluent level. Assessment is done individually when the practice of speaking in front of the class at the end of each meeting. Obstacles encountered by the lecturer is not able to control the class well.

Keywords: Implementation, Quantum Learning, Speak Mandarin

1. INTRODUCTION

Learning Chinese in Indonesia is very diverse, from traditional methods to methods that are hits. The method has not been widely used in the learning of foreign languages, especially Mandarin namely quantum learning methods. According DePorter quantum learning stems from an educator named Dr. Georgi Lozanov who experimented on "Suggestology", a suggestion that may affect the results of the learning situation, a brief word suggestion can positively or negatively affect the learning process educators to absorb the lessons.

Learning the quantum also covers important aspects in neurolinguistic programming (NLP), is a study of how the brain organizes the information received. The program is a relationship between language and behavior used to establish a good relationship between students and teachers. And also to know how to use positive language to enhance the positive actions that can stimulate brain function most effectively. All of this can show and create the best learning style of each person.

It can be concluded that the quantum learning or learning incorporates a new quantum theory suggestologi, accelerated learning techniques, and NLP with the theories, beliefs, and methods. The third addition to the theoretical basis there are still other concepts, namely: the right or left brain theory, holistic education (comprehensive), learning from experience, learning with symbols, and simulations or games.

Hamdayama say there are three kinds of major principles which establish the figure of quantum learning.

- a. The main principle of quantum learners brings world reads them (learners) into our world (teachers) and delivers our world (teachers) into their world (learners).
- b. In quantum learning also applies the principle that learning is a game of a symphony orchestra. The basic principles are five kinds: 1) Know that everything speaks. 2) Know that everything aims. 3) Be aware that the naming precedes experience. 4) Acknowledge every effort made in learning. 5) Be aware that something worthy of study worthy also celebrated.
- c. In quantum learning also applies the principle that learning should be an impact on the formation of excellence. Eight key advantages as follows: 1) Talk nicely. 2) Apply live in integrity. 3) Affirm commitment. 4) Acknowledge failure can lead to success. 5) Stay flexible. 6) Be owner. 7) Maintain balance.

Quantum Learning is one of the innovative learning model oriented learners student centered. Quantum Learning can be seen as an ideal learning model, because the emphasis on cooperation between students and faculty to achieve a common goal. The learning model is also very effective because it allows learners can learn optimally, which in turn is expected to improve the achievement of learners significantly.

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TANDUR is a quantum approach to lesson planning framework. TANDUR which is an acronym for: *Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi, and Rayakan*. TANDUR quantum learning design framework as follows:

- a. TUMBUHKAN: Grow interests satisfactorily "Do it for me" (WIIFM), and take advantage of student life.
- b. ALAMI: Create or bring common experiences can be understood by all students.
- c. NAMAI: Provide keywords, concepts, models, formulas, strategies; an "input".
- d. DEMONSTRASIKAN: Provide opportunities for students to "show that they know".
- e. ULANGI: Show students ways to repeat the matter and asserted, "I know that I do know this."
- f. RAYAKAN: Recognition for completion, participation, and the acquisition of skills and knowledge.

According to experts view China teaching speaking skills are demanded of students to understand basic conversations, all can talk, all want to talk, for example, requires students how to speak, requires students how to speak, is the difficulty in learning a foreign language. According to Li Xiao Qi main task in teaching speaking skills is *to* develop students' skills verbal communication oral teachings, through the expression of a desire to stimulate students to guide students to apply knowledge of language and speech material, do a real verbal communication.

According to Cai Zheng Ying speaking skills is a kind of very important lesson because in real life speaking skills or oral communication abilities that can be seen clearly in language learning. The nature of the speaking skills, there are two things:

First, the skills that promotes the ability to speak, not only acquire knowledge alone. Primarily practice teaching Mandarin speaking not only acquire knowledge alone. Content teaching of speaking is the ability to speak Mandarin, not the knowledge of the Chinese language in general; teaching methods which aim to convey knowledge.

Second, the objective of the speaking skills is to develop the ability to communicate, with a focus on training students verbally in the classroom, "speaking" as a core training. But this does not mean that the class requires students to speak only kept talking. Because communication is not only done one person, but the speaker and the listener both sides should work together. In communication, people not only to express their ideas, you also need to understand the purpose of each speaker, which also has a "listen" capability, therefore, in learning to speak, "talking" This training is often associated with "listen" combination, but it is also combined with read and write, say and hear, also read to say, say and write.

Yang Hui Yuan said the aim of teaching speaking skills are: 1) To help students with language also speaks, and experience as a component that is stored in the memory of their brain to interact, 2) By repeating the input, output repeatedly language information, skills training micro-verbal, will improve the ability of activation code cortex fluent, 3) Training articulator accurately deploy voice signals to the outside world, 4) Allows students to say the words a clear theme, content-focused, well-organized, structured, said that accurate, the word eloquent.

The principle applied Yang Hui Yuan in speaking skills is a lecturer in the classroom should make students learn a foreign language they have learned and trained to communicate, Encourage them to use words and text in order to express what they want to say, to express ideas were their idea.

It can be concluded speaking skills (speaking skills) in Mandarin is a skill someone to convey the desires and thoughts to anyone with an oral, but, speaking skills difficult to grow if not trained continuously and can be done with peers in the classroom, Chinese professors, lecturers or others who can speak Mandarin. The objective is to facilitate conversation skills, enriches vocabulary usage, improve order of speaking, and enhance the utterances vocabulary, sentences Mandarin, and train hearing so easily grasp the message of the speaker.

2. RESEARCH METHODS

This study used qualitative methods, with qualitative descriptive. Subjects consisted of 1 supporting lecturers and 19 students of the 2nd semester of data collection techniques used were observation, interviews, questionnaires and documentation. Data were analyzed using data reduction step, data display, and conclusion. Mechanical examination of the validity of data using is a triangulation method.

3. RESULTS AND DISCUSSION

Quantum Learning is considered most effective in the application of learning to speak Mandarin because there was a significant increase in the ability to speak Mandarin students. Here are the details of the planning, implementation, and assessment Mandarin speaks any language by using the quantum approach.

3.1 Plan

Before learning takes faculty prepare syllabus and RPS in his teaching guides, syllabi and RPS certainly adjust curriculum and approaches used in teaching and learning. The curriculum used is based KKNi that a new curriculum that is used in the world of education in Indonesia. Here's a sample syllabus and RPS in quantum learning subjects talk.

The Example of Syllabus

SILABUS			
Nama Mata Kuliah	Berbicara II/Keterampilan Pemahaman Lisan II	Prasyarat	Berbicara I/Keterampilan Pemahaman Lisan I
Bobot	3 sks		
Semester	II (dua)		
Capaian Pembelajaran	Mahasiswa dapat percaya diri berinteraksi dengan cara sederhana dan mampu berbicara bahasa Mandarin dengan bertanya dan menjawab pertanyaan, juga mampu menghasilkan ungkapan dan kalimat yang sederhana.		
Bahan Kajian	Memperkenalkan, hobi, membuat janji, menanyakan arah, jual beli/tawar menawar, dan menggunakan telepon.		
Pengalaman Belajar Mahasiswa	Pendekatan Kuantum: Tumbuhkan (5 menit), Alami (50 menit), Namai (50 menit), Demonstrasikan (25 menit), Ulangi (15 menit), Rayakan (5 menit)		
Penilaian	Mencakup 5 komponen: pelafalan 语音, tata bahasa 语法, kosakata 词汇, tingkat fasih 流利, kemampuan pemahaman 程度理解能力.		
Referensi	快乐说汉语 kuai le shuo hanyu Senang Berbicara Bahasa Mandarin		

The Example of RPS

No	Kompetensi Dasar	Bahan Kajian/Tema	Pengalaman Belajar	Waktu	Media/Metode Pembelajaran	Indikator Evaluasi	Bobot (%)	Buku Sumber
1	Mahasiswa mampu berbicara dan berkomunikasi bahasa Mandarin dengan percaya diri, mampu menceritakan kembali isi dialog, menceritakan gambar juga mampu melakukan tanya jawab dengan nada, intonasi, pelafalan dan tekanan yang baik dan benar.	Apakah kamu hari ini sudah makan pagi?	Tumbuhkan (5'): Dosen memberikan motivasi & tujuan disetiap tema. Alami (50'): Dosen memberikan kebebasan mahasiswa dlm menentukan gaya belajarnya sendiri berkaitan dgn tema. Namai (50'): Dosen menentukan kelompok pada mahasiswa dlm mengerjakan & membahas latihan yg terdapat di dalam buku. Demonstrasikan (25'): Mahasiswa mendemonstrasikan latihan-latihan di depan kelas. Ulangi (15'): Mahasiswa mengulang latihan yg perlu perbaiki. Rayakan (5'): Dosen & Mahasiswa merayakan keberhasilan belajar.	150'	Student Centre; Kuantum (TANDUR) Buku, Video youtube dan rekaman CD	Latihan Praktek variasi individu dan kelompok. <ul style="list-style-type: none"> • Pelafalan • Kosakata • Tingkat fasih • Tata Bahasa • Kemampuan pemahaman 	30 % 30% 40%	

3.2 Implementation

After faculty prepares syllabus and RPS, the next step is a lecturer teaching the quantum approach. Quantum approach in the first step is nurtured, that raises or build student interest in learning begin by providing the motivation, purpose or benefits in learning the theme. The role of lecturers in this step is to determine whether or not students would be interested in following the lecture.

The next step is ALAMI, at this step, students can define their own style of learning, for students who prefer to learn while listening to music are welcome to listen to music, for students like to read given text reading, for students love to see a video welcome to view the video, though the learning styles the free student keep up with what is being discussed at each meeting. Students must experience the topic being discussed with the style of their own, once they learn on their own professors asking them to discuss in a group that has been determined by the lecturer, discuss what they can from the results of their own learning and give his experience to the friends group of her, after they discuss the group leader of the group presented the next class, to share experiences group of their friends to other groups, as well as other groups. This situation will build the students' social interaction with their classmates. In this step the lecturer in charge of seeing and judging whether delivered by the chairman of the group remains on the topics covered and can contribute to the topics discussed.

NAMAI, at this step the student stays in the group and lecturers provide training to each student, they can exchange ideas or discuss on fellow group can even ask the professor if they have difficulty in doing the exercises. Once they have finished the exercise, the exercise lecturers discuss with students and each student must provide the results of the answers they wrote. At this stage not all exercises are discussed there is 1-2 exercises that will be discussed in the next step.

The next step is DEMONSTRASIKAN, these step students all speak up in the classroom either individually or in groups according to the type of exercise that faculty specify. At this stage the faculty and students to provide input and advice to his friend, this is done so that the student focused on his friend who was speaking in front of the class.

ULANGI, after the students speak up in classes according to the type of training provided by the lecturer, then given advice as well as input from faculty and classmates, they repeated the exercise are considered unfavorable, of course, only exercise that really required to be repeated according to the lecturer.

The final step in the system quantum approach is RAYAKAN, after the students ended each topic discussed each day lecturer celebrate every success of students and provide recognition positively to students so that students can get a positive aura in the end of each lesson, so that students can be encouraged kept in each learning.

3.3 Appraisal

The assessment system that researchers use in this research is the theory of Cai Zheng Yin namely 语音 Yuyin pronunciation, grammar 语法 Yufa, vocabulary 词汇 whoopee, fluent level 流利 程度 Liuli chengdu, and the ability of understanding 理解 能力 Lijie nengli. Each appraisal items are 20 points so that the total of votes is 100 votes.

This research was done once a week face to face with the allocation of time of 150 minutes per face, the study conducted 10 meetings by discussing three topics varying from 6 topics available. Researchers also made observations at the time lecturer in class. Classroom observation following guidelines:

Classroom Observation Guidelines

No	Aspek yang diamati	Indikator	Ya	Tidak
1	Berpusat pada mahasiswa	<ul style="list-style-type: none"> Mahasiswa diberikan kesempatan untuk bertanya Mahasiswa diberikan kesempatan untuk menjawab pertanyaan Mahasiswa diarahkan untuk menemukan sendiri apa yang dipelajari dengan gaya belajarnya sendiri Mahasiswa diarahkan untuk belajar berkelompok untuk mengerjakan latihan dan mempersiapkan latihan untuk maju ke depan kelas Mahasiswa diberikan kesempatan untuk berdiskusi Mahasiswa diberikan kesempatan untuk mendemostrasikan latihan berbicara di depan kelas 		
2	Berpusat pada dosen	<ul style="list-style-type: none"> Dosen menggunakan metode <i>teacher centre</i> Dosen menggunakan metode <i>student centre</i> Dosen menyampaikan materi dengan pendekatan kuantum secara jelas, sistematis, baik dan benar Dosen memberikan <i>review</i> pada mahasiswa sebelum 		

		<p>pelajaran baru dimulai</p> <ul style="list-style-type: none"> • Dosen membantu penuh mahasiswa dalam mengerjakan latihan • Dosen memberikan suasana yang menyenangkan di dalam kelas (merupakan tujuan pembelajaran kuantum) 		
3	Berpusat pada kemampuan mahasiswa	<ul style="list-style-type: none"> • Mahasiswa percaya diri dalam berbicara bahasa Mandarin di depan kelas • Mahasiswa aktif berbicara bahasa Mandarin di dalam kelas • Kemampuan berbicara mahasiswa telah sesuai dengan tingkat 1 • Mahasiswa dapat menggunakan kalimat tanya dengan tepat • Mahasiswa dapat menggunakan kosakata dengan tepat • Mahasiswa dapat memahami lawan bicara dengan baik dan benar • Kemampuan pelafalan mahasiswa sudah mengalami peningkatan dengan baik dan benar 		

From the observation above student has been learning better by using teaching materials developed as can be seen students in addition to increasing his speaking ability is also given the opportunity to ask, the opportunity to answer the question, directed to determine for themselves what they learned with their individual learning styles, geared to learning groups and socialize well with classmates in working out joint exercises in order to advance in front of the class with a good, other than the group doing exercises with friends can also discuss with classmates and the latter are students given the opportunity to demonstrate the exercise speak for themselves and dialogue in front of the class along with his classmates.

The weakness of this study looks lecturers still provide full assistance to the students in doing the exercises that is in finding new vocabulary they use in doing exercises that are not on teaching materials are developed, both new words or meanings of new words that they find themselves in dictionary electronic English. Additionally, lecturers initially still needs a lot of adjustments for quantum learning is still very rarely applied in teaching in the classroom and cannot control the class well.

Nonetheless, students in this study provide good progress and showed a positive effect on learning proficiency oral comprehension II / talk II as shown by the results of tests that exceeded the expected targets.

4. CONCLUSIONS

Quantum approach is not a new approach to education in Indonesia but an approach that is rarely used by the teachers. The approach is very effective and suitable quantum done to improve the ability to speak Mandarin and make students more like the Chinese because this approach gives a new color, a new spirit, and can contribute well for learners.

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Islamic Based-Life Skill Education on State Vocational High Schools in Metro

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Abstract

Education is intended not only to equip the students to have academic achievement but also to enable them in facing real life. Therefore, life skill education is necessarily implemented at schools. In this case, Islamic education must be able to play a strategic role in providing the students the life skill as well as Islamic foundation. This descriptive qualitative study is attempting to investigate: 1) the implementation of Islamic based-life skill education 2) the efforts carried in Islamic based-life skill education development and 3) the obstacles in Islamic based-life skill education development at State Vocational High School (SMKN) in Metro city.

Keywords: Islamic Education, Life Skill Education, State Vocational High School (SMKN)

1. INTRODUCTION

Educational environment at schools does not merely teach or transform knowledge and skill and sensitivity of taste (culture) or religion. Education should also be able to equip the students with ability to solve the problems they face today and in the future. In other words, education is oriented to the future. As stated by Umar bin Khattab, "Educate your children, truly, they were born for different era from your whole life."

Islamic education is trans-internalization of knowledge and Islamic values to learners through the efforts of teaching, habituation, supervision and potential development in order to achieve perfection and harmony of and living in the world and hereafter (*akhrat*). Islamic education is also an attempt or process, search, formation, and development of attitudes and behaviors to look for, develop, maintain, and use knowledge and technological equipment or skills for the sake of human beings' needs in accordance with Islamic teachings. Therefore, in essence, the process of Islamic education is a process of preservation and improvement of Islamic culture that is always developing in a continuous process of cultural transformation on the constant revelations which are universal values.

The concept of Islamic education offers many virtues, among others are because it comes from a scientific truth (revelation), which covers all aspects of human life, which is universally applicable, but not limited to a particular nation, as well as valid forever. Furthermore, the spirit is in accordance with human nature, and even set up development of the instincts of humanity in order to reach the ultimate happiness.

One of social problems occurring in many big cities is the growing number of street children who are lately more worrisome. To make an example, in Jakarta the number of street children was only about three thousand people, but by 2011 the number of street children quintupled. Moreover, it was reported Erwin Siregar from the Indonesian Street Children Community (ISCC) Batam, in Batam island population of street children is also growing very fast. At the beginning of 1998, a new population of was about 150-200 people, in the second month in 1999, it had increased to 500-600.

According to the government's official explanation, the number of street children in various major towns in the country has now reached about 50,000 more. This figure is still arguable accuracy, because there is a strong impression not to consider the situation of economic crisis that started to take effect in July 1997. Based on predictions of Social Affairs, in 1997 it was estimated that there was approximately 50,000 children who spent their productive time on the street. So, it can be concluded that in each area, the number of street children is predicted to soar over four to five times more than the previous number each year. Therefore, it is not impossible that the number of street children in Indonesia has risen to approximately 100,000-150,000 people, or maybe even more.

According Wahono, high dropout rates and grim job prospects are not just a figment. Statistical data on the unemployment rate shows the sad fate of generation's hope of the nation, the number of unemployed among the largest of the year to know is the general and vocational secondary graduates. From the year 2005- 2010 ranged from 2,106,182 votes to 2 886 216 people. The latest in 2012 increased to 3,208,102 people.

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Islamic education which is one of components of the national education should contribute in handling various problems of nation. Unfortunately, as mentioned above, those problems have not been answered seriously. This is because Islamic education is only concerned purely on cognitive aspects of a growing awareness of religious values, and ignoring the coaching aspect of affective and cognitive and psychomotor, namely the willingness and determination to practice the values of religion. Islamic education should serve as a tool for change, innovation and development through knowledge and new skills and to train workers to find a productive human social and economic change.

Life skills education is needed to prepare learners with life skills provision, both to administer and control himself to interact in the school environment and society as well as skills for work that could serve as a source of livelihood. Because life skill education is education that is oriented towards life skills, to make the students the courage to face life's problems naturally without feeling pressured, then creatively find and be able to handle it. Through debriefing with personal skills, social skills, academic skills and vocational skills that work synergistically and are holistic. Because after all, the ability of life skills is required by a person as a provision of life, so he is able, capable and skilled in maintaining viability. Thus the offered concept is able to solve various problems of life and be able to improve the Human Resources to compete at both national and international level.

This research attempts to answer some research questions, namely: 1) How is the implementation of life skills education based on Islamic education applied in SMKN in Metro city? 2) What efforts are carried in life skills development based Islamic Education at SMKN in Metro City? 3) What are obstacles in life skills development based Islamic religious education at SMKN in Metro city?

As this study is expected to provide contribution for parties associated with this research, among other things: This study will expand the horizons of thought and experience of the authors in the field of education to be more observant in analyzing every opportunity there is to then be used as a vehicle for improving the quality of out-put education. For SMK Kota Metro, the result of this study can serve as a reference to repair and add hours of lesson development of Islamic based-life skill education. And to the general readers, the result of this study could be the information and consideration for the Islamic community in improving the quality of education in general, and send their children to schools that can improve life skills but still keep them being Islamic.

2. LITERATURE REVIEW

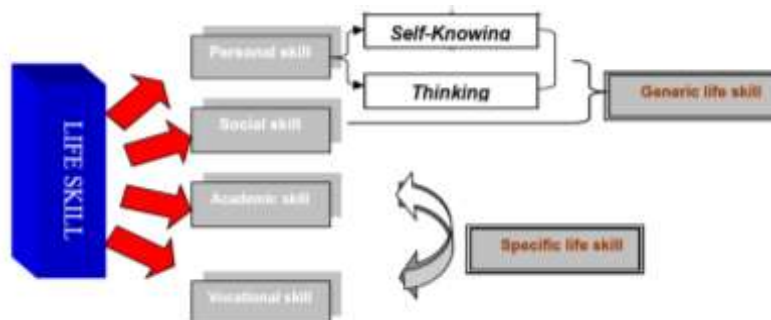
2.1 Life Skill Education

National education serves to develop the ability and character development and civilization of the nation's dignity in order to educate life of the nation, which is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble character, healthy, skilled, creative, independent, and become democratic and responsible citizens, in accordance with what is the purpose of life skills education. Explicitly, life skills education is able to provide a personal benefit for learners and social benefits for the community. For learners, life skills education can improve the quality of thinking, the quality of the heart, and physical quality. Conceptually, life skills can be divided into two main types, namely:

- a. Generic life skills (GLS), and
- b. Specific life skills (SLS)

Each of these types of skills that can be divided into sub-skills. Generic life skills consist of personal skills, and social skills. Personal skills include proficiency in self-understanding (self-awareness skills) and thinking skills. Proficiency know ourselves basically an appreciation of ourselves as creatures of God Almighty, as a member of society and citizens, as well as realize and appreciate the advantages and disadvantages as well as their capital in improving themselves as individuals that are beneficial to the environment. Proficiency thinking skills include, among others, to identify and find the information, process, and make decisions, and solve problems creatively. While the social skills include communication skills and proficiency in collaboration skills.

Life skills are skills specific to the job or face certain circumstances. These skills consist of academic skills or intellectual faculties, and vocational skills. Academic skills associated with occupations that require more thought or intellectual work. Vocational skills are associated with occupations that require more motor skills. Vocational skills are divided into basic vocational skills and special occupational skill.



According to the above concepts, life skills is the ability and courage to face the problems of life, then proactively and creatively search for and find solutions to overcome them. Life skills-oriented education for students is preparation in facing and solving life's problems, both as an independent person, community residents, as well as citizens. If this can be achieved, then the dependency on the availability of jobs, resulting in increased unemployment, can be lowered, which means the national productivity will be increased gradually.

The concept of life skills as described above, can be illustrated as follows:

Portrait of a person well educated through life skills education Life Skill. So in this case these skills include: (a) lifelong learning, (b) complex thinking, (c) to communicate effectively (d) collaboration or (e) citizen responsible (f) can be employed (g) character development / ethics or morals.

An individual who may be employed is well prepared to get and keep a job or maintain in accordance with the interests and capability of changing careers and looking for additional training as required, with the characteristics:

- a. Planning a career, include (1) identify their interests, abilities and personal character qualities that bring better career, (2) acquire knowledge to choose among various track record, (3) is responsible for personal growth.
- b. Effective function in a system, includes: (1) analyzing and evaluating organizational culture and structure of the system, (2) evaluate the role of itself in system, (3) attachment to the intended purpose, value and ethical system, (4) work within the system to lead changes, (5) work together to achieve the objectives of the system.

On the other hand, Slamet PH formulates life skills into two categories, namely the life skills that are basic and instrumental. Basic life skill is that skills that are universal and applicable throughout the ages, is not dependent on changes in time and space, and is a foundation for graduate school in order to develop the life skills that are instrumental. Life skills that are instrumental skill that is relative, conditional, and can change according to the changes of space, time, situation, and should be influenced by ongoing basis in accordance with the pace of change.

3. RESEARCH METHOD

The approach used in this study is a qualitative research approach, which describe the value of the changes that cannot be expressed in numbers. This approach is used to determine the strategies of schools in the development of Islamic based-life skills education in SMKN in Metro City. While the type of research that is in use is the kind of descriptive research. This descriptive study is aimed to describe anything that is currently in effect. There is the attempt to describe, record, analyze and interpret the conditions that now happens. Data collected in the form of words, pictures, and not numbers. This is caused by the application of qualitative methods. Moreover, all that is collected is likely to be the key to what had been observed.

4. RESULT AND DISCUSSION

4.1 Sources of Data and Research Informant

The samples in the qualitative research done when researchers began to enter the field and during the study. Determination of the sample is intended to encompass as much as possible information or a variety of sources.

The sampling technique in this research is the snowball sampling technique sampling data source that starts withsmall number in the beginning and bigger in the end. This is done because of the amount of resources as the data still could not provide satisfactory information, then look for another datasource until data becomes full (though plus samples again does not produce new information). That is way, the information can be more complete. While, informant is reliable respondent who will become informants in this study are:

- a. Head SMKN City Metro
- b. Deputy Chief SMKN City Metro
- c. Religion Teacher SMK Kota Metro
- d. Students SMKN City Metro

The key informants was the Principal and Deputy Head of SchoolDivision of curriculum.

4.2 Data Collection Techniques

In qualitative research, data collection techniques is the main participant observation, interviews and documentation studies in combination of all three or triangulation.

4.2.1. Observation

Observation is a researcher as an observer as well as a research participant. Observation is a technique that is based on direct experience, supported by the collection and recording of data systematically against the object studied. Spradley divides the observations into several stages; among others is descriptive observation phase (descriptive observation) which describes the situation of activities and activities that occur in the field. After an analysis of the recording in general, and then narrowed the selection of data.

4.2.2 Interview

The interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interviewer who asked questions and interviewee who answer the questions. The interview method is used, at least for two reasons: first, through the interviews, researchers were not only able to dig up what is known and experienced by a person / subject of research, but also what is hidden deep inside the research subject; second, what is asked of informants could include the matters that cut across time linked with the past, present and future. From this interview method, researchers can obtain data directly in the form of experience, ideals, hopes of respondents (school management, teachers and students), as well as an attitude or anything else that is asked by the researcher. With this research technique, researcher and observe directly the various reactions that appear on the respondent, facial expressions and gestures in providing answers. However, it does not mean researchers could absolutely interpret the reaction.

In this research, interview technique is used to gather information about school strategies in the development of life skills-based education Islam and whatever method is used by teachers PAI in the development of PAI learning to support life skills as well as whether students are happy with the education PAI to develop the skill of his life. A purpose of the interview is to deepen the study of the documentation. Documentation Method is to note or quote from a document or principles necessary to supplement data obtained directly from respondents.

5. CONCLUSION

The documentation used in this study, include: First, personal documents which is self-expression, self-view about his experience. Usually this is contained in the diaries, photographs, autobiographies and personal letters that there should be linkage with research. Second, official documents, better known by written communication, and archive. This form of the book activity reports, memos, announcements, instructions and so on. This study can be obtained from the quantitative data and qualitative data about school strategies in developing Islamic based-life skill education.

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Overview Application Approach Student Centered Learning in Higher Education Based on the Principles Andragogy Fatahillah ^{*1}

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Abstract

Learning Approach used in Higher Education properly use Student-centered approach that is based on scientific principles Andragogi, but in implementation was not using that. This research attempts to provide an overview of how the student-centered approach running by lecturer, In orde to Illustrated of Image Learning Implementation in the Department of Mathematics education STKIP Muhammadiyah Pringsewu Lampung. This Research is a qualitative study with the case studies tradition and using domain analysis, that is try to provide specific picture as a generalization for the same case, but the results do not apply in the same case. The conclusion of this study is; 1) The using of student-oriented approach were not formally they implemented, but in reality, Strategies and methods that they did appear to be those approach, 2) obstacles in the implementation student oriented approach include; constraints in the implementation of technical nature, and constraints on the things that are supporting the implementation of learning approaches; 3) The solutions offered by the lecturers to overcome all obstacles include; facility improvements, Improvements in steps and methods of learning, Improvements in steps and methods of learning, Improvements in the way we communicate with students, expand the involvement of students in learning searching materials resources.

Keywords: Higher Education, Student Centered Learning approach, Principles Andragogi

1. INTRODUCTION

College is a unit of Educational Institutions, were held with the aim to developing student potential ability, so he has character who is devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, competent, and cultured for the nation. In order to make it happen, College charged implementation Tridharma form, such as; Education, Research, and Community Service. Education as the implementation of the first “Tridharma” is the most important aspect, in which related to how the teaching and learning implemented. For a long time Teaching and Learning is always associated with a paradigm that is used. Education Paradigm will bring learning towards the goal of which is directed. There were 2 (two) Paradigm in Education is always the opposite (Rosyada et al, 2004:3-4); namely; 1) Feodalistic Paradigm, and 2) Humanistic Paradigm. Paradigm feudalistic had the view that the lecturer is the only resource in the classroom, so this paradigm tends to be authoritarian and bureaucratic. Learners positioned as mere objects without a note of the situation and the prevailing conditions. Learning Feudalistic paradigm learning materials arranged in a rigid, thus limiting the creativity of learners. While humanistic paradigm assumes that learners are humans who have the potential and diverse characteristics. Student was positioned as subjects rather than objects that was not have free will and do.

Lecturer is positioned as a facilitator and partner in charge of preparing a materials learning so flexible. Application of paradigm in the education system depends on the background of nation political and social life. If politics where in a situation of authoritarian and bureaucratic, the paradigm used feudalistic, but if the political life tend to be democratic, humanistic paradigms to be employed. Unlike what happened when Indonesia during the New Order regime that is authoritarian and bureaucratic, which then drastically changed when the reform period. Before Orde Baru regime collapse is very subtle paradigm feudalistic seen in our educational system. but after was collapse Orde Baru regime demands for democratization in all fields making the humanistic paradigm becomes a demand that must be realized. Therefore we have to change the strategy of approach to learning, which according to the humanistic paradigm.

Humanistic paradigm requires the student to be the center of attention in learning, then everything to do with the student must be considered if we want to choose what strategy fits in learning. That’s important to threat a student as a focus intention in Learning, Firdaus et all (2007:105-106) said Student centered Learning through accommodating the needs to balance between academic excellence and Fitness for quality purpose, so they realize where learning take places and then Student can synchronize what they need and environment need. Teachers who embrace student centered learning encourage student to: take responsibility for their own learning, involve student directly in the discovery of knowledge, use materials that challenge students to use their prior knowledge to create new and deeper understanding of concept, embrace the concept that learning is enhanced through social activities such as cooperative learning, problem based etc.

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Reality is not like what has been described above, many lecturers who treat students like to a child in primary and secondary schools, whereas College Students is a man of about 18-30 years with the majority of the age group 18-25 years, so they can be classified as the late teens to adults. As a Youth, he always shows the existence of the self in the midst of their environment, and sometimes look excessive. This is because Youth is a stage towards maturity. Aside from being a teenage student considered an adult because biologically has been able to reproduce, seen from the physically separated from the characteristics of children and adolescents, socially students have been able to perform social roles, and psychologically has had the responsibility before decision taken for the future. And psychologically students have been able to perform its function in society as a human being that is intellectual and academic. For a long time this treatment process for a student learning to use strategies and approaches rooted in theories about how to educate children, but students are adult human figure. This is an error in the world of learning in our Higher Education. We must find an effective approach and the right proportion to their level of development Psychological. Knowles explained (Sudjana, 2007: 140-150) treatment study in humans that an adult should be able to develop the dimensions of attitudes and behaviors grow up.

Table 1. Dimensions Attitudes and Behavior Grow Up

Change Of Attitude and Behavior		Moving towards attitude and Behavior
1. Drape Value	➔	1. Autonomous
2. Passive	➔	2. Active
3. Subjective	➔	3. Objective
4. Receiving Information	➔	4. Providing Information
5. Limited Proficiency	➔	5. Extensive Skills
6. Limited Responsibility	➔	6. Extensive Responsibility
7. Has A Limited Interest	➔	7. Having Diverse Interests
8. Selfish	➔	8. Caring For Others
9. Self-Denying Reality	➔	9. Accept Yourself
10. Lacks Integrity	➔	10. Integrity
11. Technical Thinking	➔	11. Thinking Principle
12. Horizontal View	➔	12. Depth View
13. Imitate	➔	13. Innovate
14. Attitudes And Behavior Tend To Be Similar	➔	14. Tolerant Of Differences
15. Emotional And Physical	➔	15. Emotions and thoughts

The dimensions of this transition should be considered in any decision to select strategies and approaches used in teaching in Higher Education. Thus it would need to Learning in Higher Education basing itself on the principles of andragogy and not pedagogy principles as applied in Elementary and Secondary Schools.

Andragogy is a science and art to learn how to provide adult learning (Knowles, 2004:8, Abidin, 2005: 76), while the pedagogy is the study of how to guide a child toward maturity (Saadulloh, 2007:2).

Andragogy is a model of the learning process which learners are adults who want help to learn about; a) how to identify whether he needed to know, b) how to formulate learning objectives which he did, c) how planning, learning experiences, and d) participate evaluate learning activities.

Further developments Andragogi be an alternative model in an effort to teaching for adults extensively, such as what is proposed UNESCO (Razak et al, 2007: 89) that andragogy is a whole of the methods used in the school or outside the school to form the adult learners to have attitude and character so that he was able to take part in social, economic and cultural development

There are principles that must be considered when applying Andragogi in learning (Sudjana, 2007:139), namely; 1) Adults have a self-concept, Adult learners are motivated by their own desires, so he or she can directed self about what he want to learn; 2) Adults have accumulated experience, So that Adult learners often uses his experience as a materials of knowledge; 3) Adults have the readiness to learn, Readiness of adult learning will be in tune with the role are displayed both in society and in everyday tasks; 4) Adults want can immediately take advantage of learning outcomes, therefore, Adult Learners simply choose existing knowledge with the relevance of learning goals; 5) Adults have the ability to learn, so that Adult learners like a practical thing; 6) Adults Learners always want to be valued and respected.

According to the explanation Finger and Asun (2004:87-88) Knowles in principle explain

- Learner, if in pedagogy relies on the role of the Master, but in Andragogy learners have an independent status.
- Need to know, in Pedagogy need for learning is determined by the teacher, while in andragogy self-determined needs and Teachers must be able to satisfy their needs.
- The role of experience, According to Knowles in principle Pedagogy experience doesn't play a critical role in learning, while Andragogi experience is a learning resource.

- d. Learn, if the determined teacher in learning pedagogy andragogy learning comes from necessity.
- e. Lesson contents, if in pedagogy, what is learned is determined through the program and curriculum applied. An Andragogy content of the subject matter is a question of life.
- f. Motivation, Pedagogy found motivation comes from outside of the learners, is in principle Andragogi learning motivation come from within him.

The principles Andragogy used as a benchmark and limits for educators in determining the model, strategies and methods in teaching.

The application of models, strategies, and models should be able to face any obstacles in the implementation of learning in Higher Education

Fatahillah (2009:377-381) said various causes of the failure of the learning process. learning in general in universities are often encountered in the form; 1) Less maximum lecturers as educators to explore the learning materials in the classroom, because of time constraints, and the gap mindset Educator with the student audience; 2) Lack maximum in the use of tools or learning media; 3) Lack of Lecturer (Educators) intercourse or relations with the participant students. 4) Innovation is lacking in the classroom so that seemed stiff and boring.

Difficulties or problems in learning in higher education can be identified through the factors that affect the learning that comes from self-learner, or from outside the student. The general trend described many ways of delivering learning sensitizes themselves to lectures, often of low quality and learning just a mere information recording activities.

According to Knowles (Finger and Asun, 2004:85) Based on the principles of andragogy he advances. Teacher or educator is the facilitator who helps the learner to direct itself towards a better, therefore, must have the attitude: 1) considers the learner as a human being who is able to direct themselves, and were able to pay attention to the process of self-development; 2) considers the learner as a human being who is able to direct themselves, and were able to pay attention to the process of self-development; 3) assume the role of facilitator be a source for someone to exert themselves; 4) believes that the motivation of learners do for themselves. 5) Emphasizes the formation of a conducive learning climate and kinship. 6) Involve learners in learning activities ranging from planning to evaluation; 6) Always use teaching techniques that can involve learners actively.

Seeing the description you have given with regard to the approach to be used in teaching in Higher Education, presumably Learning Approach oriented students are very compatible with the principles of andragogy which have been mentioned above. but that there is a question Is it right this time lecturers have been using student-oriented Learning Approach? If It have, whether it is in accordance with the principles of Andragogy? Then how is the implementation on the field.

In order to answer these questions, there needs to be clarification of how the implementation of learning in higher education practically. For that let us see the picture of the situation learning conditions in the Department of mathematics Education College Of Teaching Training and Education Pringsewu Lampung.

As directives in this study, there are 4 (four) formulation of the question;

- a. Is mathematics lecturer of the Department of Education has been using Student oriented approach in teaching and learning activities in the classroom? What kind of picture is ?
- b. Is the implementation of teaching and learning activities using the Student Oriented approach in accordance with the principles of Andragogy?
- c. What are the obstacles encountered in the implementation Lecturer Student Application Oriented Principle based Andragogi? and what kind of solutions to confront and solve them?

2. RESEARCH METHODE

The assessment in this study used a qualitative approach with case studies tradition. That is try to provide specific picture as a generalization for the same case, but the results do not apply in the same case. Case studies such as what is proposed Cresswell (1998: 15): Case studies, in which the researcher explores a single entity or phenomem (“the case”) bounded by time and activity (a program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time. The working process is done emic perspective by trying to express the phenomenon is based on what is known, felt and acted by the academic community in Mathematics Education Departement “Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Pringsewu Lampung” (STKIP MPL) During the second semester of the academic year 2015-2016. Nevertheless taking into account the perspective of Ethics with the interpretation put forward a third party.

The subject of this research are lecturers Subjects who served in the Semester, Academic Year 2015-2016. While the object of study include; all forms of learning activities undertaken lecturer of subjects.

Table 2. Total Distribution Courses are taught in the Even semester year academic of 2015-2016 In Departement of Mathematics Education STKIP MPL

No	Semester	Amount Of Subject	Amount Of Lecture who served
1	Second	10	
2	Fourth	11	
3	Sixth	10	
Amount Of All		31	

Sources of data in this study can be categorized as follows; 1) Source materials field data form field observation records, records of interviews, and records the results of the questionnaire recapitulation; 2) Source of printing materials (literature) in the form of Documents lesson plans, academic Guidance Document, Document guide curriculum, syllabus, Documents Unit Class Events, Education Text Book, Textbook, Modules, and diktat; 3) The source material from Respondents in the form; the results of the responses and the information obtained from the lecturers, students, educational Administrative Staff, officials curriculum policy makers, and other parties concerned. Data collected by qualitative data collection techniques such as;

- Documentation is the first step study conducted by researchers to take advantage of sources of written data, namely; Documents lesson plans, academic Guidance Document, Document guide curriculum, syllabus, Documents Unit Class Events, Education Text Book, Textbook, Modules, and diktat.
- An interview subject of the interview is lecturers, students, educational Administrative Staff, officials curriculum policy makers, and other parties concerned.
- Observation technique used this research using observation technique mere field, where researchers are trying to act as an observer at the executive in a variety of learning and teaching in the Department of Mathematics Education in STKIP Pringsewu Lampung Muhammadiyah.

After the data obtained are then collected, the next will be analyzed by Domain analysis methods, Emzir (2011:165) describes the domain analysis method is a form of qualitative analysis presented Spradley to obtain a general overview and a thorough study of the object.

This Analisis through a stage; 1) look for common characteristics of each domain; 2) sorting out the similarities and differences of each domain; 3) look for the terms of reference and the term parts suitable to each domain; 4) Describe the findings based on the direction of research questions.

3. RESULT AND DISCUSSION

Teacher Training and Education Muhammadiyah College of Pringsewu Lampung (Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pringsewu Lampung/ STKIP MPL) is a Higher education Institution where located in the capital of Pringsewu Distric Lampung Province Indonesia. STKIP MPL is higher education under the auspices of the Islamic Organization "Persyarikatan Muhammadiyah". The school has 4 (four) courses of study namely; 1) Guidance and Counseling, 2) Mathematics Education, 3) Indonesian Language and Literature Education, 4) English Education

Department of Mathematics Education have Lecturer 20 who qualified educational background S2 and S3, they are taught for 59 Subjects were divided into groups, Such as; personality development courses (Mata Kuliah Pengembang Kepribadian/MPK), courses Scientific and Skills (Mata Kuliah Keilmuan dan Keterampilan/MKK), Work Skills Courses (Mata Kuliah Keahlian berkarya/MKB), Courses Work Behavior (Mata Kuliah Prilaku Berkarya/MPB), Courses Bohemian society (Mata Kuliah Berkehidupan Bermasyarakat/MBB), General Basic Courses, Basic Skills Courses (Mata Kuliah Dasar Umum/MKDU), Electives Course (Mata Kuliah Pilihan/MKP).

Table 3. Distribution of the number of each group Lecturer Course in the Even semester year academic of 2015-2016 In Departement of Mathematics Education STKIP MPL

NO	SEPTEMBER	MKP	MKK	MKB	MPB	MBB	MKDU	MKDK	MKP
1	Second	1	4		1		1	3	
2	Fourth	1	4	3	1				2
3	Sixth	3	4	1	2				1

Before implementing Learning Lecturer developed the Plan and Scenario Learning as advice and guidance in the implementation of teaching and learning activities.

In this research, planning and scenarios will be based on several reasons; 1) Because it is the duty; 2) because of Instruction Leadership; 3) to maintain the continuity of learning; 4) Provision of materials to be easily understood. Some lecturers provide the opportunity for students to participate preparing lesson plans and learning scenarios by providing an opportunity to provide feedback, criticisms, and suggestions about it. Lecturer believes students need all need to participate in the preparation of Contract Subject so that he as adult learners can determine their own needs on what he had learned. Students are hoping if professors want to open on Contracts Subject to be implemented, so that students can prepare to participate in learning activities. but

according to them only a few lecturers who are open about their contract Lecture, most are not open. This condition, if we compare with the principles Andragogi principle that "Education should determine what should be learned, and the teacher must seek to fulfill".

For it is based on principle Andragogi It is important to include students in the drafting of the lecture and learning scenarios. Lecturers will always give instructions to the students to look for Literature and teaching materials that will he learn. very important for students to gain experience of learning, of his search for material of lectures by his own efforts. it is one of the principle of learning Andragogi.

Lecturers have to understand and know the learning strategies that should be applied based on his experience to conduct classes in the classroom. he knew the guidelines issued by the ministry regarding the approach to what he should do in learning. But in Practical Lecturer adjusting to the situation and learning conditions in the classroom.

The study found Lecturer for Courses based in exact tend to vary in the use of learning strategies, even in the learning. while for Non-based Courses Exact tend to be contextual learning, and there are some that use Cooperative Learning. Exact Course is that the assessment of subject through a mathematical calculation, while Course the Non-Exact Course material is not through mathematical calculations.

Table 4. Lecturer strategies used in the classroom.

No	Group of Courses	Strategy		
		Contextual Learning	Cooperative Learning	Variety
1.	Exact Courses Subject	√		√
2.	Non Exact Courses Subject	√	√	

Approximately 90% Lecturer in the Department of Mathematics Education most know and understand about the student-centered learning approach, and is interested to implement it, mainly after attending various trainings and workshops. only 10% who do not understand the student-oriented approach, but in fact they have implemented, but do not know the name of the approach used.

Based on the research results have revealed that more frequent lecturer lectures, question and answer, and discussion without knowing the methods included in the Learning Approach.

Understanding the concept of learning about Andragogi, interviews and observations, Lecturer often do not understand its meaning, because they are used to getting treatment based learning pedagogy principle when previously they were still studying.

Nevertheless, according to observations conducted in classes they often provide more opportunities for students to actively participate in learning, such as; 1) Provide an opportunity to question and criticize the Teaching and Learning Scenarios created Lecturer; 2) Providing opportunities for students to ask questions, and denied in learning; 3) Provide the opportunity to discuss in the classroom; 4) Provide the opportunity to work in groups in the execution of tasks.

After applying the learning strategies, professors do Evaluation of Learning, both in the process, nor on the results, but so far not encountered Researchers do research lecturers conduct evaluation of the process, after investigation they assume that the evaluation of results is under the authority of the Institute, not them. Evaluation of results they did, using classical methods in the form of Written Test ratings are objective and subjective to, Exam, Quis, and Tasks. Besides how is the implementation of teaching and learning activities, it can be seen how, Lecturer outlines the obstacles faced by learning what he is doing.

In General, Lecturer believes the problems he faced in learning in the classroom include; 1) Lack of facilities that support learning; 2) Difficulty communicating personally to Students; 3) Difficulty to motivate students for lacking enthusiasm in learning; 3) Students lacking prior knowledge, because of low student input. 4) Lecturer ability to meet students' curiosity in learning.

Departing from the constraints represented by the lecturer. Researchers compared with the observations that have been made. Lecturers can not apply for student-oriented learning approach, Because;

- Facilities are not supported to perform student-oriented approach, making Lecturer reluctant to do so.
- Lack of understanding Lecturer in Development of Learners, so he could not place a student as Adult.
- There is a delay of student self to grow emotionally as human adults, so that lecturers often assume that students are still children.
- The level of knowledge about how to educate students Lecturer based Andragogi principle, it is still lacking.

Table 5. The attitude of student learning in the classroom.

No	Attitude	MKP	MKK	MKB	MPB	MBB	MKDU	MKDK	MKP
1.	Student Learning Motivation	X	X			-	X	X	X
2.	Active in asking	√	√			-	X	X	√
3.	Active in discussions	√	√			-	√	√	X
4.	Focus on learning	√	X			-	X	√	X
5.	Active in working groups	√	X			-	X	√	X
6.	Students in the willingness to cooperate	√	√			-	√	√	√
7.	Willingness to communicate with lecturers	X	X			-	X	X	X
8.	The students' enthusiasm in search of lecture material	X	X			-	X	X	X
9.	Social sensitivity student	√	√			-	√	√	√
10.	Compliance Students in the line of duty	√	√			-	√	√	√

Table 6. The process of teaching and learning activities undertaken Lecturer

No	Information Needed	MKP	MKK	MKB	MPB	MBB	MKDU	MKDK	MKP
1.	Lecturer deliver lesson plans and scenarios	√	√			-	√	√	√
2.	Preparing and Using Learning Media	√	√				√	√	√
3.	Prepare and Develop Teaching Material	X	X				√	√	√
4.	Explain Contract Class	√	√				√	√	√
5.	To give students opportunities to question and criticize the Contract Subject	√	√				√	X	√
6.	Make or provide socialization of Literature and teaching materials to be used.	√	√				√	X	√
7.	Guiding students in group discussions and class	√	√				√	√	√
8.	Give motivation to students	√	X				√	√	√
9.	communicate personally to the students	√	X				√	X	X
10.	Monitor the activities of the group discussions	√	X				√	X	X
11.	Report on Student Assessment	X	X				√	X	X

There are some notable differences are owned by several lecturers in fulfilling their teaching and learning activities, Such as;

- a. Conducting Spiritual reading the Qur'an before learning.
- b. Using Audio visual learning media in learning, such as; screening Movie.
- c. Coaching in scientific discovery.

Once we know what the lecturer on the approach to learning. The study tried to explore what was done to evaluate all his work.

- a. Lecturer feel that the teaching materials that he has made today a lot of shortcomings, therefore the next semester he can fix
- b. Lecturers will try to correct errors in the Learning by based on the reflection that he has made every semester.
- c. Lecturers will attempt to further engage students in science digging activities from various sources.
- d. Lecturer believes he will be more attentive to the situation and condition of Students in determining the approach he would wear, for which he will try to further communicate with the students.
- e. Lecturer expect infrastructure for learning can be better prepared than half now.

Evaluation of the lecturer did then he will use as a benchmark to address the problems in the university where he runs the task. Once we get an idea of how the implementation of the Learning in Higher Education, then let us summarize what has been done by the lecturer of the Department of Mathematics Education STKIP MPL has been in accordance with principles of andragogy as the science of how to educate students in the educational environment.

4. CONCLUSION

Broadly speaking we have been learning about how to run the Department of Mathematics Education STKIP MPL based on the description before in this article. Lessons we can draw conclusions that are used by the Department of Mathematics Education Lecturer STKIP MPL generally uses Contextual Learning Model, but the collaborative learning model still also be used, and there is also a varied rely on a single model

It can be seen from the use Method Lecture and Q & A often they use, but the faculty also give students an opportunity to explore a lecture by giving instructions to them to find learning resources other than face-to-face in class results. Lecturer understands what is meant by learning-oriented approach or a student-centered, but honestly they do not want to say their approach is the approach, but unconsciously they have applied. This is seen when he treated students to more actively participate in the learning

So, if you want to answer whether Lecturer in the Department of Mathematics Education STKIP MPL has been implementing the Student-oriented approach based on principles of andragogy, then the answer is Lecturer officially not done it, but in practice he has done about the obstacles faced by lecturers in applying oriented approach to the student or student-centered, after seeing the above description can be summed up as follows;

- a. Technical difficulties associated with the application-oriented approach to student-based or centered on the principle of Andragogy. for these constraints include; 1) providing learning difficulties due to passivity of students, 2) lack of understanding of the lecturer to student-centered approach to learning.
- b. Constraints relating to matters that support learning, such as; 1) Condition of Infrastructures that do not support; 2) The difference in the level of emotional students maturity; 3) Communication Skills Lecturer to Student.

Broadly speaking, solutions and suggestions put forward in breaking Lecturer Learning Implementation issues include; Amenities, Improvements in steps and methods of learning, improvements in the way we communicate with students, and expand the involvement of students in search of learning resource materials. Such an idea of how the application of student-centered approach which is based on the principles of Andragogy.

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Philosophical Concept of Islamic Studies for Teens

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Abstract

The research does in some adolescents in Metro City. Consisting of ten RISMA as respondents. Qualitative this research is descriptive in the form of case studies. The sampling technique used was purposive sampling. The author uses the test documentation and interviews as methods of data collection and data analysis using the Miles and Huberman models. The research methodology using the paradigm of qualitative research literature, the design also uses design library research (library research). The process of accumulation of data is done by the use of content analysis (content analysis) for further once collected approached critically with hermeneutic and descriptive methods. The conclusion of this study is: Muslim personality was also formed through a process of education which is implemented in schools or non-formal institutions such as *RISMA*. The characteristics of someone who has a personality that is faithful Muslim or has faith in Allah, always adhering to the virtues and religious orders of Islam and turn away from evil, morality and sociality high and responsible. Muslim personality as a whole can be defined as the overall mental and moral attitude of a child who develops as a result of their interactions with others. Muslim personality was also shaped by innate factors, the environment, either religious environment, family environment, natural environment, social environment, and also from the school environment.

Keywords: Philosophical Concept, Islamic Studies, Teens

1. INTRODUCTION

Teenagers are the future generation who has the potential vitality. Teenagers are young people who will hold the baton to enforce and coloring ideals of the nation and religion in the future. In the search for identity, teenagers often feel upheaval, both with yourself and those around circumstance, adolescence a time of difficulty sometimes made her want to be the person who was given the freedom of an adult, but one side of the teenagers still want to be treated like children children, he has not dared to bear all of the problems that happen to him like an adult in general.

Nowadays we find behaviors of adolescents who did not conform with the principles and teachings of Islam, for example, a lot of teens who often drinking, drugs, crime and the most severe longer is involved in a crime or free sex, which is where the behavior or this act is extremely damaging behavior of teenagers today. If we see a phenomenon that now there will arise the question is how the concept of Islamic education in fostering adolescent personality, what has been in accordance with the values contained in the Al-Quran and As-Sunnah and why the personality of today's youth, why a lot of behavior -prilaku incompatible with the concept of Islamic education.

Islamic education means an education system that can give a person's ability to lead their life in accordance with the ideals and values of Islam that has colored shades of his personality. Therefore, Islamic education are the subjects *Aqeedah* of Islam and the teachings of Islam that is easily understood and implemented. And it is quite clear what is at argued above that Islamic education is the formation of individual Muslim, Islamic education is one way to shape a child into a man whose piety and proper morality. So the purpose of the is aware of education in guiding teens to understand of appreciate and practice the commendable behavior in their daily lives. And remember it is very important Islamic education it should be taken on an ongoing basis in accordance with the ability of these teenagers, so the predicate *taqwa* will be ingrained in teenagers.

Talking about education cannot be separated from the Al-Quran and Al-Hadith. As the hadith below:

لُ مَوْلُودٌ يُوَلَّدُ عَلَى الْفِطْرَةِ، وَإِنَّمَا أَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجْسِنَانِهِ (رواه مسلم).

Meaning: "Every child is born in a state of nature and his parents will make it Jewish, Christian, or Zoroastrian." (HR. Muslim). [1]

From the Hadith above explained that the child was going to be anything it depends also on the juvenile's parents, because the parents who will determine the child became something to be desired. The family or the parents are not in harmony then it will greatly affect the teen psyche, and its impact would be seriously for teenagers who start growing, because if he sees a lot of violence in the family then he will imitate or do that. In addition to family, neighborhood or community may also be a cause for the outbreak of juvenile delinquency, particularly communities that lack to implement the teachings of their religion. In the religious teachings are

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many things that can help the development of children in general and youth in particular. But follow-action community as members of society are sometimes contrary to the norms of religion in their daily lives, then people who are less religious are a source of crime such as violence, extortion, robbery and so on. Such behavior would easily affect teenagers who are in development.

Based on the description of the background of the problem, the authors will focus on research that is how the personality of young people in the Islamic educational perspective. In connection with the extent of the problem, then it should have been the authors conducted limitations problem as follows: Personality adolescents in Islamic education and coaching personalities referred to in this research is personality development for young people in the Islamic perspective.

Based on the background of the research problem, the focus of this research is "How can a philosophical review of Islamic education to young people in Metro City?" The purpose of this research was to determine how the philosophical review of Islamic education to young people in Metro City. The results of this study are expected to provide benefits both theoretically and practically, which is as follows: In theoretically results of this research may contribute to the development of Islamic education, especially science education; In practical terms the results of this research may provide insight to policy makers in education, students, and youth on the importance of Islamic education for the development of scientific studies in Indonesia.

2. RESULT AND DISCUSSION

2.1 Personality of Teens

2.1.1 Definition of Personality

Personality according to the Dictionary of the Indonesian is "intrinsic nature which is reflected in the attitude of a person or a nation that sets it apart from other people or other nations." [2] Personality is the nature or character of every person and the character too, which will be owned by teenagers, and therefore how can direct how the adolescent personality in order not to adolescent one step that will greatly affect the personality of the juvenile is a person who their beside and around the teens themselves as parents, friends, school, and neighborhood.

Dictionary of English personality called "Personality".[3] Which comes from the Latin personal meaning guise or "mask". [4] Namely the front cover and is often used by players stage meant to describe the behavior, character or one's personal.

Sigmund Freud was the one who discovered the theory of psychoanalysis while according to Freud "personality is the integration of the id, ego, and super ego" three systems are seen as elements separate, but a name for a variety of psychological processes that have system principles different. These three systems work together as a team which is governed by ego and is driven by *libido*. Therefore, the essence of personality is the integration, several specific personality system. "*Id*" a biological component of personality, "ego" as a component of psychological personality and "super ego" as a sociological component.

Personality is a psychophysical system that determines the behavior and thoughts of individuals are typical for his personality is something unique and characteristic peculiarities of personality as a person. Because here's personality is very important or necessary in this case to educators as educators must have or understand the personality of a person because it would help deliver the potential of students become a better person and perfect.

The various opinions on the above, it is understood that the definition of personality is a human nature either physical or psychological, that distinguish between one human and the other human beings, which is formed as a result of interaction with the environment, or lifestyle actions that exist within oneself be it mental activities as well as the philosophy of life and belief showed devotion to Allah SWT and can distinguish between himself and others.

2.1.2 Factors Affecting Personality

Personality was developed and experienced changes in its development but it then forming patterns that remain unique, so are the traits that are unique to each individual, the factors that affect the personality according to M. Ngalim Purwanto can be divided as follows: (a) Biological factors (b) Social factors and (c) factors Culture. [5] On the other hands according H.Syamsu LN Yusuf. In the mentioned factors affecting personality is: (a) Physical, (b) Intelligence, (c) Family, (d) Peer, (e) of Culture.

2.1.3 Teen and Development

2.1.3.1 Definition of Teen

Teens are a period where some experts are defined as a transition children but not the adult child. Zakia Daradjat members sense that "adolescence is a period of transition between childhood to adults, where children experiencing rapid growth in all areas. They are no longer children, well-shaped body, attitude, way of thinking and acting, not the adults who have matured; this period began approximately at the age of 13 years and last approximately from 21 years ". Meanwhile Hunlock give the age range of adolescents in their teens at the age of

13-21 were Zakia Daradjat found as adolescence or in a transitional period at the start approximately at the age of 13 years and ended approximately 21 years of age.

2.1.3.2 Characteristics of Teen

Generally adolescence is divided into three parts, as follows: Early adolescence (12-15): At this time people began to abandon the role of children and trying to develop they as a unique individual and not dependent on parents, the focus of this stage is the acceptance of the form of physical conditions and their strong conformity with peers; Middle adolescence (15-18): This period is characterized by its development capability of thinking. Peer still has an important role, but the individual was more self-directed (self-directed). At this time began to develop maturity adolescent behavior, learn to control impulsivity, and make decisions relating to the initial vocational objectives to be achieved. Besides the reception of the opposite sex to be important for the individual; Late Adolescence (19-22): Adolescence is marked by the final preparations for entering the adult roles. During this period adolescents are trying to consolidate and develop the vocational objectives sense of personal identity. A strong desire to be mature and be accepted in a group of peers and adults is also a characteristic of this stage. [7]

2.1.3.3 Needs of Adolescents

In a book entitled Sofyan S. Willis teenagers and the problems here explained that there are three needs of adolescents, namely:

Biological needs, often also said to need "psychological drive" or "biological motivation", understanding the needs or motives is every reason that encourage the creatures to behave achieve something desirable or in the heading (goal). Biological needs (biological motif) motif is derived from the biological drives. This motif has been taken since birth, so learned, can be said that the motive of this biological instinctive (instinctive). Motif biology is equally shared by all creatures of God such as hunger, thirst, breathing, drowsiness, sex drive. Motif biology is universal, meaning that possessed by humans and animals. And for the more obvious biological motif is divided into 2 parts: Motif to eat, drink, breathes and rest and sex drive (sex motif). The damaging irregularities occurring teens, the necessary sex education (sex education) a systematic and focused and age-appropriate materials development.

Psychological needs is all psychological impulse that causes people to act to achieve its objectives, this individual needs, including psychological needs: the religious needs and security needs.

Social needs are needs that relate to others or inflicted by other people / things outside themselves. This needs a lot of among other things: the need to be known; needs groups; habit (habits); adjustment in the family; adjustment in school; adaption of themselves in society. [8]

According to Mohammad Ali and Mohammad Asrori explained that there are a number of major needs teens is important to be met, namely: the need for love; the need for participation and accepted within the group; the need for stand-alone; need for achievement; the need for recognition from others; needs to be appreciated; and the need to obtain a whole philosophy of life.

2.2 Islamic Education

2.2.1 Definition of Islamic Education

To get a clear understanding of Islamic education is first necessary to understand the sense of general education. According to Arief Armei "Education is a conscious effort and clearly has a purpose, which is expected in practice he does not lose direction and footing". While education by Marimba is guidance or leadership consciously by educators against the physical and spiritual growth of the students towards the establishment of a major personality. [9]

From the opinions of experts education above, it can be an understanding that education is a process of value investment deliberate and conscious to help the students in order to develop (mature) physical, and moral sense. So as to achieve its purpose as a human quality, both as individuals and in community life.

Then, according to the law No. 20 In 2003, the education system of the National Chapter II, Article 3, which reads: National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. [10]

Thus it is clear that education is carried out by the organization of institutions should be able to develop all fields, both intellectual and spiritual (religious intelligence). Because education is an integral part of life and the life of mankind and is a never-ending process to obtain it.

In the context of Islam, the term education is more widely known by using: *Al-Ta'lim*, *Al-Tarbiyah* and *Al-Ta'dib*. The word *Al-Ta'lim* a masdar of the word, which means teaching that, is the provision or delivery of knowledge, understanding and skills. [11] The word *Al-Tarbiyah* is masdar of *rabba* word that means caring for, educating and nurturing. While the word *Al-Tadib* is masdar of *addaba* word, which means the process of

educating that is more focused on the development and refinement of morals or manners of learners, the orientation of the Koran says. *Al-Ta'dib* focused on the efforts to establish the individual Muslim morality.

Based on some of the term (*Al-Ta'lim*, *Al-Tarbiyah* and *Al-ta'dib*) experts tried definition of Islamic Education Islamic Education as follows:

M. Arifin said that the Islamic Education is "Enterprises adults pious Muslims who consciously direct and guide the growth and development of the fitrah (basic proficiency) students through the rules of Islam toward the point of maximum growth and development [12]."

The foregoing convey the same disclosed by Bukhari Umar that "Islamic Education is a process of transformation and internalization of knowledge and values to the students themselves through the growth and development of the potential of nature to achieve harmony and perfection of life in all its aspects [13]." While Zakiah Daradjat defines that: "Education is the establishment of Islam that Muslim personality [14]."

From some sense, it can be taken notion that Islamic education is an educator efforts to shape the character of students to conform to the Quran and Sunnah (in accordance with the teachings of Islam).

2.2.2 Basic of Islamic Education

Each activity is intended to achieve the objectives to be achieved must have a foundation or basis for a strong foothold. The objectives can be achieved with good, and then we need a guideline that can be used to prosecute on its accomplishment. Within a basic set of human activities are always guided by the views of life and the basic laws which it adheres. If the view of life and the basic laws adopted different humans, it is different also the basis and purpose of the activity.

Basic is the foundation for the establishment of something. The basic function is to provide direction to the objectives to be achieved and at the same time as the foundation for the establishment of something. Each state has its own basic education. It is a reflection of the philosophy of life of a nation. Based on the basic education of a nation that is prepared. And therefore the education systems of each nation is different because they have a different philosophy of life. [15]

Likewise in the activities of Islamic Education, Islamic Education to achieve the purpose, shall be guided by or based on a solid footing and strong so that the goal can be achieved with the maximum.

Basic Islamic Education was another case on the basis of Islam is the Qur'an, Sunnah and Ijtihad. As has been stated several experts including:

Every business, activities and deliberate action to achieve a goal must have a foundation footing good and strong. Therefore, Islamic education as a form of human effort, must have a foundation to which all activities and all the formulation of educational goals of Islam is connected. The cornerstone was composed of Al-Qur'an and the Sunnah of the Prophet Muhammad that can be developed with ijihad, al maslahah al mursalah, istihsan, qiyas and so forth. [16] Meanwhile, according to Ramayulis slightly different from the views expressed by Zakiyah Darajad, he argued that the Basic Education Islam can be divided into three categories: (1) Basic Principles, (2) Basic Supplement, and (3) Basic Operations. Fundamental basis consisting of: Al-Qur'an and Sunnah.

The two opinions mentioned above, it can be a statement that the basic Islamic education was essentially based on the Qur'an, Sunnah and Ijtihad. As for the other basics that can be used when there is a basic conflict with the Qur'an, Sunnah and Ijtihad.

2.2.3 The Aim of Islamic Education

Islamic education objectives to be achieved by a person or group of persons who perform an activity. Because the goal of Islamic education is an arrangement that will be achieved by a person or group doing Islamic education. According to Al-Abrasyi, Islamic education objectives are: To organize the formation of a noble character to the Muslims of the past and present; Preparation for the life of the world and the hereafter; Preparations to seek good luck and maintain in terms of benefits or more powerful by the name professionalism; Cultivating scientific spirit to the students and formulate the want to know and allows him to examine the science itself; Preparing students in terms of professionals in order to master certain professions in order to seek good luck in life in addition to maintaining the spiritual aspect. [17]

According to An-Nahlawi Abdurahman Islamic educational goals there are 4: education intellect and prepare the mind, God gave reflected on the heavens and the earth to be faithful; Cultivate the potential and talents of origin of the child; Paying attention to the strength and potential of young people and educate them as good men and women; Strive to develop all the potential and human talent. [18]

Abdurrahman Saleh Abdullah said in his book "Educational Theory a Quarians Outlook" that Islamic education seeks to shape the personality as the Caliph of Allah or at least prepare the beaten path refers to the final destination, the main purpose of the caliph of God is to believe in Allah and the subject and obedient in total to her. [19] More details Fadlil Al-Jamaly, formulate the goals of Islamic education in more detail as follows: Knowing people will role of amongst (creature) and his individual responsibility in this life; Introduce human social interaction and responsibility in the governance of social life; Introduce human and teach them to

know the wisdom of creation as well as giving them the possibility to take advantage of such nature; Introduce human of this universe (God) commanded to worship him. [20]

3. KIND OF RESEARCH

This type of research is the research library (library research) is research to description is a qualitative research, "qualitative research is: a study seeking to express a holistic phenomenon by describing through non numbering language in context and paradigms" [21]. So in this study the authors tried to reveal the phenomenon through data provided in the form of language and words and actions contained in the books in the library.

3.1 Data Source

The source of data used by the writer is twofold: Primary Sources; and Secondary Sources.

3.2 Technique of Analysing Data

The process of accumulation of data is done by the use of content analysis (content analysis) for further once collected approached critically with hermeneutic and descriptive methods. It is hoped the data collected can be reduced and be carefully interpreted in making conclusions are not merely descriptive, but are also presented in a critical format. The hermeneutic method used in interpreting the data collected is philosophical hermeneutics [22] i.e. a process of interpretation that seeks to produce a new meaning and is not to reproduce the initial meaning. As revealed by Mukhtar Hadi according to one of the crucial offered by hermeneutic method is that the interpretation or the interpretation of the text does not merely reproduce the meaning but also produce new meanings in the face of community dynamics. Fawaizul Umam interpret as an attempt hermeneutic process of interpretation that does not mean taking the original meaning that laid the author (the author) into the text (the text) made, but featuring a new meaning corresponding to the current condition interpreter (the reader). [23]

4. CONCLUSION

Based on the descriptions that have been the writer suggested in previous chapters then one can draw a conclusion as follows: Islamic Education is one concept of the formation of one's personal teenagers are private moslem people who is able to interact with the community with the norms and values to Moslem. Islamic education is also a determinant of how nature and human behavior and how to interact with the surrounding environment. And in order to have a strong faith in Allah, in order to avoid negative actions. To always execute the command and away from the prohibition of Allah and to become a teenager who was good morals; Muslim personality also formed through a process of education which is implemented in schools. The process is the implementation of the curriculum, the use of the right strategy, and the presence of a teacher who always make himself as role models for their students; The characteristics of someone who has a personality that is faithful Muslim or have faith in Allah, always adhering to the virtues and religious orders of Islam and turn away from evil, morality and sociality high and responsible; Muslim personality as a whole can be defined as the overall mental and moral attitude of a child who develops as a result of interactions with others; and Personality Muslims are also formed by factors of nature, the environment, either religious environment, family environment, natural environment, social environment, and also from the school environment.

Because of the importance of parents' role in shaping the personality or fostering a teenager so have Muslim personality, the authors say a few suggestions through this thesis is as follows:

- a. In order to obtain a perfect private, then form a Muslim personality that early on is to introduce God to him.
- b. To parents to always keep their students to have a perfect private, by giving a good example. Do not become educators who provide advice but do not execute
- c. Maintain individual Muslim who had been possessed by *ma'ruf* and forbidding the evil is also always respect the higher and lower appreciate.

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The Important of Entrepreneurship Education in Educational Institution Trough Aprentice Model

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Abstract

Entrepreneurships education in Educational Institution or also known as *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) is important to create LPTK's graduations which have skill and the spirit of entrepreneurship through the intern model. There are some important things that have to be noticed that is LPTK's graduation is cannot directly be a teacher before they got the certificate Educational Teacher's Profession (PPG). It must be found the solution in order to anticipate the amount of unemployment. Therefore, entrepreneurship education in LPTK must be prepared well related with some aspects, namely syllabus and curriculum, learning material, instructor, facility and infrastructure, strategy and learning method, the competence that want to be achieved. To realize the LPTK's graduation which is capable and have the entrepreneurial spirit need a full support from LPTK's organizers.

Keywords: Entrepreneurship Education, Educational Institution, Aprentice Model

1. INTRODUCTION

Educational Institution (LPTK) is an institution that produce teachers candidate at school from education for learners in the early childhood to the high school. LPTK in doing its role and its function has produced the candidate of teacher which fills up the lack of teacher's formation in the nation's corner. Presently, the lack of teacher's problem has been solved and the available formation has been filled. So, the new formation will only change the position of pension's teachers and teacher's formation in the new school, another side LPTK produced teachers candidate continuously and it cannot be accommodated in the job opening because the minimum of teacher needs, a graduate which is not relevant with the available formation, so the teacher formation which is not balance with the increase of LPTK's graduate. Even to fill the teacher's formation assigned for the teacher's candidate who has teachers certificate generated by the Educational Teacher's Profession (PPG) organized by the LPTK. To follow the Educational Teacher's Profession must not be LPTK's graduation, even the non LPTK's graduation can follow the Educational Teacher's Profession if wants to be a teacher, so LPTK's opportunity constricted and having a potential in creating the unemployment.

According to Anyon in Jimmy Ph. Paat in Tilaar (2012: 104) university's graduation is not guarantee in getting the appropriate job. Many of LPTK's graduations is not work as a teacher and many of its graduation also work as honorary teachers or even work as voluntary teachers. It will produce many unemployment and increase amount of deprivations. Deprivation relates with Anyon opinion is not about the workers' in-proficient or because of the low score got from the school's test, but the workers is not hired advisably. Besides, there were an issue about most of university's graduation was not work or unemployment. It caused by the job opening which is not appropriate with the graduation competence. Data from the statistic office centre or BPS 2008 in Wiratno (2012:454) the available unemployment in Indonesia reached 7.87%. The quantity or amount of the population which is work based on their high level of educational background reached 4.66 billion (4.44%). From year to year, amount of the unemployment which comes from a scholar graduation is increased. It indicates that approximately 2% of a scholar graduation was unemployment.

Directorate of course development and institution of director general PNFI (2008: 1-2 in Badawi and Trisnamansyah, 2011:107) BPS August 2008 showed amount of the work generation in Indonesia is 111.4 million peoples. From those amount noted 9.42 million (8.48%) peoples are the available unemployment consisted of 7.4 million peoples (78.38%) are productive youth domiciled in rural area 4.186.703 peoples (44,4%) and in the urban 5.240.887 (55,6%).

Frequency of the unemployment and amount of the poor society is a burden for the government. Gaffar (2004: 518-519). It is not about the growth of the income and amount of the society which is not balance but also because source of the income is scarceness with the high competency. According to Nugroho in Tilaar (2012: 123)

Ciputra has premised that Indonesia is not develop or progress because it has not the entrepreneur. He

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used David Mc Clelland theory's that the nation will be productive if the nation has at least 2% of entrepreneur from amount of the society. Based on data from BPS Indonesia only have 400.000 peoples noted as independent entrepreneur or about 0.18% of the population (Moko Astamoen, Indonesia Business, 4 April 2005) Indonesia needs entrepreneur 12 more than the present. It because of the nation's generation which is afraid to run on the business, most of the businessman is the China ethnic because easy in controlling and even extorting. In addition Mc. Clelland (in Heri Kuswara, 2012 in Kasih, 2013: 164) that at least needs 2% of entrepreneur from the population in order to make the develop nation. Presently, Indonesia only have 0.2% entrepreneur from total of the population which reaches 237 million peoples (Elfindri, et al, 2010).

This kinds of condition cannot be allowed that is business only done by a certain ethnic in other side finding a job is a hard thing because the limitation of job opening or job opportunity. For the higher education especially LPTK must prepare their graduate to be an entrepreneur which has ability and capability in business. In order LPTK's graduation could get a job and appropriate income, university students must be supplied a skillfulness, so when they graduate from the college, they will not only expect to be a public servant but they can live independently by their own skill. Entrepreneurships education in LPTK can be done well even they are expected to be able to work well and create a new job opportunity so they will not hang their luck on the employee and become others burden. LPTK's graduations are expected to have independent and entrepreneur soul which will be able to compete in globalization era. Considering how hard is life competition in the future, to be independent and capable in competing they need sufficient supplies, namely skill education or entrepreneur education. The supply which has been given in the university will help them in overcoming every problems and challenges in their live.

Moreover when LPTK's graduation become a teacher definitely can be an asset in doing their duty and can supplies their students with their knowledge and skill they have. A skill is needed by university students is entrepreneurship skill. LPTK's graduation besides has ability in becoming a teacher also has skill in working. The limitation of job opportunity in order to accommodate LPTK's graduation, needs a penetration alternative so they will be able to compete at work and industry as well as they not only expect to be a public servant. The question will be, "what is the appropriate entrepreneurship education for the LPTK's students?"

2. LITERARY REVIEW

2.1 The Important of Entrepreneur- ships Education in LPTK

Entrepreneurships education in LPTK's have an important role because LPTK as an institution which is produce a teacher candidate which is not always become a teacher but can be worked in every kinds of work that accept them as their workers. Presently, LPTK's graduation is cannot directly become a teacher but they have to follow the Teacher's Profession (PPG) for 2 semesters, so they will get certificate of professional teacher. It is also done with non LPTK's graduation, but they have to take 3 semesters before getting the certificate of professional teacher. Therefore, it is necessary to give entrepreneur skill to the students of LPTK, so its graduation will be like 2 sides of knife blade. There are two sides, one side is having the ability in teaching and another side is having the ability in entrepreneur.

Increasingly the limitation of job opportunity for LPTK's graduation but the business opportunity is increasingly opened. To be a good entrepreneur need sufficient knowledge and skill so they could use the available opportunity or the chance. A small opportunity if it is used appropriately will obtain an advantage, work hardly and work smart are the key of success. Successfulness which was achieved in stages will be able to resist compared with the successfulness which was directly achieved. Indonesia faced by the continuous crisis which is caused a job loss (PHK) and deprivation. Deprivation and unemployment are two things which cannot be separated, because both of them are having a cause – impact relation.

Usman et al (2012:55) deprivation and unemployment problems in Indonesia is an unfinished problem. Based on Statistic Office Centre the amount of Indonesian society in 2010 are 230 million peoples. Total of poor populations in city is 17.1% and in the rural area is 17,8% (Carunia Mulia Firdaus Firdaus, 2010:6 in Usman et al (2012:55). One way in overcoming deprivation and unemployment problems is by being an entrepreneur. Therefore, in order not to increase amount of the deprivation and unemployment population LPTK's graduation need to be given an entrepreneurship skill while they are still a university student because they will have a chance in creating and imagining. Munthe (2009: 76-77) basically human are having a curiosity and high imagination. Curiosity is a big asset to increase critical and creative behavior. University students can learn well in a good or pleasant atmosphere, because the tendency of their hearts who always want to be a cheerful and happy. University student also can learn well in active participation atmosphere and high contribution. Besides, they will learn with high motivation if they always get appropriate appreciation.

Effort and hard work will get results proper with the expectation when it is done consistently and responsibility. Working smarter is necessary in order to achieve a good future. Jati and Priyambodo (2015:1) someone's future for a better life will be a reality if the person has an entrepreneurial spirit. The essence of entrepreneur is use or takes the advantage of the opportunity so it will get a profit, whereas entrepreneurship is

an independent.

Entrepreneurship education for LPTK will supply their graduation so they will be able to see the available opportunities in the community, so the LPTK's graduation will be able to compete not only become a teacher but also become a success businessman. Entrepreneurship education will supply them a knowledge, a skill and entrepreneur behavior. Because in the entrepreneurship education there will be a learning process contained of knowledge, skill, score, and entrepreneur behavior. By learning they will get some experiences which can be implemented at their daily life in the community. Through learning someone will realized the competence. Rae (2005:56) to develop a skill and begin to practice, remember all the techniques and approaches that must be used. Learning requires various techniques in order not to create a boring atmosphere. According to research conducted by Skovholt (2003) in Agustin (2009: 14) at several universities in the United States shows that most of the factors triggering the saturation of student learning in academic activities is due to a routine that has not changed much and tend to be monotonous. Learning is a process that is personal and natural, nobody can learn for us. Learning happens to us. Learning is a process that is performed at each step during the course of human life (Ferguson 1980: 288 in Basleman and Mappa, 2011: 14).

Before starting the learning process, students in LPTK primary introduced on the profile of entrepreneurs, as Zimmerer and Scarborough (2008:7—9) present: (1) the desire for responsibility; (2) preferred medium risk; (3) believe in his ability to succeed; (4) the desire to get immediate feedback nature; (5) a high energy level; (6) the future orientation; (7) organizational skills; (8) assess the performance is higher than the money.

Courses and Institutional Development Directorate, Directorate General of Non Formal and Informal Education, Ministry of National Education (2010: 2) The word entrepreneurship that was formerly often translate into entrepreneurship lately translate into entrepreneurship. Entrepreneur derived from the French language, which means that *entreprendre* initiate or implement. Self-employed / entrepreneurs comes from the words: Wira: primary, brave, noble; swa: himself; sta: standing; business: productive activities.

From the origin of the word, entrepreneur originally aimed at people that can stand alone. In Indonesia, the word entrepreneur is often defined as people who do not work in the government sector, namely; traders, businessmen, and people who work for private companies, while entrepreneurs are people who have their own businesses. Entrepreneurs are people who dared to open an independent productive activity.

Hisrich, Peters, and Shepherd (2008: 10) defines: "Entrepreneurship is the process of creating something new on the value of using the time and effort necessary, to bear the financial risk, physical and social risks that accompany, receive a monetary reward generated, and satisfaction as well as personal freedom ". To implement entrepreneurship education are stages that must be passed as proposed by Bygrave (2003: 4) present the concept of entrepreneurship education which consists of four stages, namely: (1) the stage of innovation, (2) the stage of a trigger, (3) the implementation phase, and (4) the growth stage.

Teak and Priyambodo (2015: 81) someone who is working wherever possible has created a new job as an innovation. This is shown by the more rapid is created goals and work goals. To be the creator of the work wherever the work should have an introduction to the rules and working his notes that guarantee the cornerstone of innovative activities.

In the innovation stages an individual intended to have an innovation to entrepreneurship with the concept of self-reliance, so they do not expect to be public servants only. Innovation will be raised if there are factors that can trigger into entrepreneurship. One of the very important characters of an entrepreneur is the ability to innovate.

A company without the innovation will not survive. This is due to the needs, desires, and customer demand which always changed. Customers are not always going to consume the same product. Customers will find other products from other companies which can satisfy them. To that required their continuous innovation if the company will take further and stood with his effort (the Directorate of Development and Institutional Classes, the Directorate General of Non Formal and Informal Education, Ministry of National Education, 2010: 11).

LPTK Entrepreneurship education is indispensable necessary to provide a guarantee in order to obtain welfare for graduates in the future with regard to economic issues. Gaffar (2004: 151) says that the economic problem is not a national problem, but lead to a global problem that needs to be solved. To solve the economic problems require a long process and the involvement of various elements, especially in the educational process. Furthermore, in Gaffar Delores J. (2004: 178) in the world of education must cling on four pillars: learning to know, learning to do, learning to be, and learning to live together. It was realized through the means of education to learn to understand, learn to do what you have to understand, learn to develop the whole potential fully and optimally, and learn to live together in a world full of peace and harmony.

2.2 Entrepreneurship Education through Internship Program

Variety of approaches that can be used in teaching entrepreneurship education, including the internship program. Internship is a learning model that reaches the students need with the corporate world in internships. The business world with internships should be in accordance with the learners' interests, so it has an interest in the business world. While many people perceive the higher level of education will be the greater income.

Education is strongly associated with economic problems or a person's income, but higher education is not a guarantee that the economy will be good. Therefore, education is one of the important factors in determining one's success in the economy.

When someone has a good education means that he or she has opened up the opportunities for success, so it is so important for a person's education. However somebody's success in their economic but failed in their education, life becomes less meaningful. To strengthen the learning process for students LPTK can be done through an apprenticeship in a specific business so that students fully understand the shape and type of entrepreneurs in internships. Djudju Sudjana in Kamil (2007: 82-83) the basic component of management school, encompassing the functions of planning, organizing, mobilization, assessment, and development.

According to Kamil (2010: 83-84) picture above shows the apprenticeship program learning (learning by doing) starting from the determination of planning related to the purpose which is based on full information so that planning is able to anticipate the needs of a broad for long-term use of resources available to achieve the goal. Furthermore, the organization is identify, sources provided in the form of human equipment needed to achieve the goals set. Mobilization of the man tapped as a source of principal and equipment required for the development, assessment, and development and high participation of any implementation of activities to achieve the goal. Coaching is one of the elements in managing or organizing an apprenticeship, which is to maintain the stability of the activities that have been rated as good and working to improve it. Coaching in good internship learning activities include monitoring (controlling) the quality of the implementation and supervision to ensure that the activities have been running or not and is successful or not.

The next management function assessment (evaluating) assessment was conducted of all or most of an internship component. The assessment can be performed continuously, periodically, and at any time in the moments before, while, or after the internship program implemented. Assessment was conducted to determine the efficiency and effectiveness assessment activities. In general, the assessment intended to refer to the collection, processing, and analysis of data as input in making a decision. On learning management there are three basic components, namely learners, tutors, and course materials.

2.2.1 Internship Learning Program

Learning internship is a blend of education and training, focused on learning by doing that leads to the education and skills. Learning apprenticeship training that focuses on the knowledge to do a job, the merger between knowledge and experience so that students who follow an internship will obtain knowledge as well as experience that can be implemented in the life of society. Entrepreneurship education is carried out with an apprenticeship would be more quickly accepted to acquire the knowledge and experience compared with face to face lectures without practice. LPTK student interns will have the ability and skills and entrepreneurial spirit that are willing to take risks on the work done.

Sudjana (1993: 9-10 in Kamil 2010: 72) suggests that the apprenticeship is a way of spreading information which is done organized. The term organized apprenticeship have certain rules, the purpose, the material is delivered, experienced people, people who have not experienced, furniture or utensils used, time, and environment. In the context of another internship (learning by doing) as a process of learning by engaging in a job, so he gained knowledge and experience as well as skillful in doing the job. Through the internship program LPTK students will have the knowledge and skills for entrepreneurship steady and increasingly confident it can even become entrepreneurs because it has provided the ability, skills and entrepreneurial spirit were adequate.

2.2.2 Purpose of the internship

Learning in the internship program is to help equip apprentices in order to master the knowledge, skill and attitude, can do the job properly and correctly. Because in an apprenticeship program aims to make the learners are learning by doing, to get used to work in accordance with the rules because it will see how people work, hear and practice it unconsciously that he has gained knowledge and experience. The internship program will accelerate the process of entrepreneurship mastery of knowledge and skills sought with confidence on the basis of knowledge and skills that he had.

PLSPO Director General of Ministry of Education (1990: 4 in Kamil 2010: 72-73) internship program of activities aimed at the following:

- a. To define the knowledge and skills to be desired and occupied livelihood,
- b. To expand and accelerate procurement in order to reach the workers' skill who could afford to participate in development.

For students learning LPTK as participants of the internship program aims to prepare skilled manpower, have the knowledge, skills, attitudes, and an entrepreneurial spirit are full of confidence and responsibility to realize the hopes of independent living through self-employment and is expected to be one of the alternatives to overcome unemployment.

2.3.3 The characteristics of apprentice- ship learning process

Based on the purpose of the internship above, there are characteristics stated by Director General Diklusepora (1990: 5 in Kamil 2010: 73) as follows.

- a. The process of apprenticeship is an apprenticeship, the apprentice and intern resources or people who appreciated be where interns work. Interns look and try to use the tools used to know, could be, and the usual how to use, how to fix it if it breaks, how to take care of him, in which he kept, and where he bought and made.
- b. The process of apprenticeship is the apprenticeship is in a position to work-study and study-work in accordance with the order of the works of interns. Interns can begin learning to work and work to learn from anywhere, from the beginning, in the middle, or end of the work process.
- c. That the interns and work-study are not preceded by theory but practice immediately, and went to work.
- d. Judging from the point source of the internship, it is not necessary to know the theory. Source internship is the ordinary people who are smart and do a job that appreciated.
- e. In terms of interns not only acquire knowledge, skills, skills, and attitudes but also the mental and skilled can do the job.

2.2.4 Learning internship curriculum

Among education practitioner's perceptions about understanding the different curriculum, according Soedijarto in Siregar and Nara (2011: 62) curriculum is an experience and learning activities which are planned to be addressed by the students in order to achieve educational goals that have been set in an institution. Then Siregar and Nara (2011: 62) curriculum as a system has the essential components, such as the objectives, the content, organization and strategy or the teaching and learning activities, and evaluation.

The curriculum is designed to involve organizing internships, executor, and students as apprentices. Advance by the facilitator along with interns. Then submitted to the agency asking interns to get approval from the agency or otherwise curriculum prepared by professionals from institutions that submitted internships and agreed upon by the facilitators and apprentices related to (1) the purpose of learning, namely general purpose and special purpose learning and learning outcomes targeted ; (2) the demands of practice, professional picture that will be performed in the learning process needs to be selected in advance the content of the curriculum.

Prihantoro (1999: 58-59 in Kamil 2010: 77) for selecting curriculum learning programs while working through six stages, namely: (a) truth, (b) linkage, (c) the usefulness, (d) requirements, (e) the balance , (f) the breadth or depth.

Curriculum is arranged based on the consideration of apprentices need and concer the facilitator and forwarder institutions, the processed of curriculum in order to achieve program objectives apprentices, in this case the interns are LPTK's students, of course with curriculum designed and the materials provided by using the appropriate method and strategy, so they can have knowledge, skills, attitude and entrepreneurial spirit.

2.2.5 Components of apprenticeship learning

Apprenticeship is a system consists of components, as stated by Sudjana (1991: 32 in Kamil 2010: 78) components are complementary and influencing. The components include: instrumental input consist of resources and facilities that will be done the learning, this component will affect the planned program can run well when supported with resources and adequate facilities and infrastructures; raw input, namely the component learners are humans either individually or in groups that will sustain the success of the program to achieve the objectives; environmental, which is an environment that supports the passage of educational programs conducted; the processes related to the input means and the raw input, if the program is supported by facilities and good infrastructures as well as the organization can be controlled and run properly then it will obtain results in accordance with the objectives set; output the quantity and quality of graduates that is characterized by behavioral changes obtained through teaching and learning; influence (impact) is the results that have been achieved; and other inputs is carrying capacity that would enable learners in using their ability to progress.

3. CONCLUSION

Entrepreneurship education in LPTK is to supply the knowledge, skill, behavior, and entrepreneurship spirit is needed so graduates can create jobs or business. Entrepreneurship education in LPTK can work well if the support of the various parties concerned. Entrepreneurship educational learning through internships for students is appropriate, for students to see and experience directly how the business or entrepreneurship is running. Internships in entrepreneurship education for LPTK's university students would be very significant if proven graduates able to conduct business independently and develop in line with the expectations. Entrepreneurship education through an apprenticeship program in LPTK is a learning model that deserves to be researched and developed so that the appropriate model applied in the college.

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Foster Entrepreneurship Intention through Entrepreneurship Education in Islam

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Abstract

The purpose this article is reveal the gap between the young people of Indonesia with the intention of entrepreneurship. The gaps can be show that youth who become entrepreneurs less than the other young men who work, and others do not have a steady job. The other view that the entrepreneur is not a prestigious thing for young people increasingly rampant and penetrated to the other young men. As a result, those who are young have never had any intention of becoming an entrepreneur. This is a problem of religion and state, which may not continue to happen later penetrated the young generation. Therefore, it is necessary to get more attention to foster youth entrepreneurship intentions Indonesia and can compete with other nations in the arena Asean Economic Community (AEC). To cultivate the intention of entrepreneurship among the youth is not easy, we need to educate them with the provision of cognitive, affective and psychomotor through education-based entrepreneur Islam, which it implemented in schools, madrasah and colleges.

Keywords: Young of Indonesia, Intention Entrepreneurship, Entrepreneurship Education in Islam

1. INTRODUCTION

The role of youth in Indonesia is needed by the older generation, they hope that the youth of today could someday become the next generation of reliable build Indonesia into a better country. The younger generation is also expected to be a strong man in the establishment and independent in the economy, so that one day later they become young Indonesian economic driving.

In the history of the struggle of Indonesian independence, the youth has a very active role as the spearhead in ushering in Indonesia became independent country, united, and sovereign [1]. The existence of youth in Indonesia took the servings were so large, the number of young Indonesia in 2015 based on projections of the BadanPusatStatistik, reaching 62.4 million, or 25 percent of the population of Indonesia. This number is supposed to make Indonesia into a country that is strong, because the role of young people could spearhead the country in different capacities, namely increasing the independence of the Indonesian economy. But of the number of youth in Indonesia, not all have the intention of entrepreneurship that is so strong. Because the youth is a transition to maturity, that youth still has a soul that is unstable, so that in determining the intention to do something they loved the taste falter.

The lack of youth entrepreneurship intentions can result in a chaotic Indonesia for the future sustainability of Indonesia. Economic growth is predicted to increase, instead of leaving poverty dropped drastically and prolonged. This should be considered by the government, the article of poverty existing and future is closely related to the intention of the youth entrepreneurship today.

Total poverty population of Indonesia in recent years have not experienced a significant decline, it is shown from the calculation of the BadanPusatStatistik which provide data that the poverty rate in Indonesia in 2013 reached 28.553.93 (September), in 2014 reached 28.280.03 (March) 27.727.78 (September), 2015 reached 28.592.79 (March) 28.513.57 (September), and in 2016 reached 28.005.41 (March). In a period of four years, the average poverty rate of Indonesia's population of not less than 28000, only in 2014 in the second half of September which shows a decrease in the poverty rate to 27000 and in subsequent semesters again at number 28000 [2].

Therefore, the amount of poverty that so many young people should be motivated to grow and optimize entrepreneurial intentions into real thing. Islam positioned as a central intention in any case, both in worship and domuamalah. In the case of prayers, intentions serve as pillars to be carried out by Muslims, so that Muslim prayers to be valid. In terms muamalah, Muslims should aim first before implementing anything, it is a commitment of a person in muamalah.

Nevertheless, the majority of young Indonesian Muslims do not necessarily have the intention in entrepreneurship. Whereas in the Indonesian youth self contained so much potential, this potential is not only able to deliver himself as an employee, but also could deliver himself into a powerful businessman. So that

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needs to be done now is to foster an entrepreneurial intentions and develop the potential possessed by the youth, so that they become productive youth. The ability of the human organism is limited when compared to organisms other creatures, but the capacity of superior intellect caused him to develop the system into a creative human knowledge to produce food and daily living needs. Then, man has always been to have a separate system in the eyes of his quest in the form of economic system [3].

Fostering the entrepreneurial intentions of Indonesian youth is a necessity to reduce poverty and unemployment, which had long existed. The youths Indonesia is expected to become entrepreneurs educated in order to be the inspiration for other youth. Number of young entrepreneurs Indonesia is only 0.18% of the population of Indonesia, this figure is still far behind the Americans who have reached 11% of the population as well as Singapore, which reached 7.2% of the population. Whereas a country to move forward there are a minimum of 5% of the population of entrepreneurs [4].

Then steps need to be taken at this time is to strengthen entrepreneurship education in Islam, that they may be a representative means to foster the entrepreneurial intentions of the youth of Indonesia. In addition to becoming educated youth who have entrepreneurial intentions, youth are also taught to pray always and always ask for God's guidance in all his efforts.

2. REVISITING THE SEPARATOR GAP BETWEEN INDONESIA AND INTENTIONS YOUTH ENTREPRENEURSHIP

The Youth in UU number 40 of 2009 is "an Indonesian citizen who enters a crucial period of growth and development were aged 16 to 30 years". Psychologically, the tasks of youth are:

- a. Achieve the role of a man and woman are in harmony with the surrounding environment.
- b. Prepare to achieve career.
- c. Prepare to enter the world of marriage [5].
- d. Start working for a living.
- e. Choosing a life partner and start to settle down.
- f. Managing place to stay as a couple.
- g. Accept responsibility as citizens.
- h. Find a fun social group[6].

Entering the Asean Economic Community (AEC), the tasks of youth that have been mentioned above should be carried out properly in accordance with their respective programs. Career being an entrepreneur should be a mature choice for the youth to be competitive in the Asean. With the intention of entrepreneurship, then all existing tasks can be carried out well.

But the Indonesian youth and entrepreneurial intention today is like lovers separated by an abyss and there is no bridge to unite the couple, then the bitter reality should receive for their own lives are separated by a chasm. So the youth Indonesia and entrepreneurial intentions are currently experiencing a very worrying disintegration, where the youth Indonesia no longer notice of this intention and no longer glance at the figure of the Prophet Muhammad as his inspiration. Whereas the Prophet Muhammad a person who has a strong intention in entrepreneurship, perseverance in trade and preaching deliver himself into a figure number of the most influential in the world.

Lack of willingness to Indonesian youth is a result of factors that influence during its life span. These factors arise from internal and external youth of Indonesia, which it can be listened below:

- a. Parenting is applied in the form of family upbringing authoritarian and permissive. This authoritarian parenting characteristics are a) the dominant parental authority; b) the child is not recognized as an individual; c) control the child's behavior is very tight; d) parents often punish if the child does not obey him. While permissive parenting characteristics are a) parents give full freedom to the child; b) the child dominates the decision; c) parents lack control over a child's behavior; d) parents lack briefed the child [7]. Authoritarian parenting tend to restrain a child, which in turn imagination and creativity does not develop naturally. While permissive parenting a child can get a full opportunity to develop their creativity, but not directed that lead to failure.
- b. Lack of entrepreneurship education in the family and formal and informal educational institutions. Families who do not have an entrepreneurial background will lead her to choose a career according to the background of his extended family, and not given in entrepreneurship education. While formal education institutions only oriented to the development of cognitive, would not provide entrepreneurship education. Development of personality and individual skills are not fully granted to learners or students, so it cause they do not know what, why and how entrepreneurship. Then the non-formal education institutions are working to develop the individual skills of the fact today is not uniformly provide entrepreneurship educators.
- c. Effect of the Indonesian culture. Indonesian culture that still maintain patriarchy and subordination make the Indonesian population who are women are reluctant to have the intention of entrepreneurship, their entrepreneurial surrender completely to a man who is responsible for compliance needs.

- d. The influence of the surrounding environment. Communities are predominantly not the youth entrepreneurship will influence reluctantly taking the time to participate in entrepreneurial education, training, workshops, and cultural entrepreneurship held in various places, so it can not be grown entrepreneurial intentions.

Four things are interrelated is essentially the parts of the external factors that affect the youth of Indonesia lacks faith in entrepreneurship. The factors themselves or internal factors include the nature and potential are certain psychological intentions towards entrepreneurship, entrepreneurship education even if he followed many times and even had time to practice[8].

3. URGENCY INTENTION ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION IN ISLAM

3.1 Urgency Intention Entrepreneurship

Intent is the first step amaliyah Muslims to carry out their activities. The initial step in Islam is positioned as a milestone of successful actions of the Muslims. Position is very important intention described in the hadith narrated by Imam Bukhari:

إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَى فَمَنْ كَانَتْ هِجْرَتُهُ إِلَى دُنْيَا يُصِيبُهَا أَوْ إِلَى امْرَأَةٍ يَنْكِحُهَا فَهِجْرَتُهُ إِلَى مَا هَاجَرَ إِلَيْهِ [9].

In fact, all actions depend intention, and (children) for each person (depending on) what is intended; Whoever emigration intentions for the world to be achieved by it or for a woman who wants to marry, then hijrah was to what he intended.

This hadith is a hadith which is very important in Islam, because the content of this tradition could include a third science in Islam. The content of this tradition also can include up to 70 chapter deeds in Islam, which includes entrepreneurship [10]. That is the intention in entrepreneurship for Muslims to be cultivated first before entrepreneurship, entrepreneurship in order to be able to get what is intended.

The purpose of intention in all he is 1) to distinguish between worship with custom or unusual actions that reflexes do or influence other people, the environment, and even compulsion. Worship done must be accompanied by the intention, whereas ordinary activities should not be accompanied by the intention; 2) to distinguish acts of worship in Islam, there is a sunnah worship da tone of worship obligatory [11].

Then position the intention in entrepreneurship is very important, because the entrepreneur is included in the category of worship to God. Intention is also a milestone in the success of Muslims in entrepreneurship is not the capital, but on his intentions. The presence of a lot of capital without intention, first, the entrepreneurial Muslims will not materialize.

3.2 Urgency Entrepreneurship Education in Islam

Entrepreneurship is the ability, attitude and creative spirit in taking advantage of opportunities to create something that is valuable and useful to themselves and others [12]. While entrepreneurship education is an attempt to internalize the values of entrepreneurship in the soul through educational institutions as well as other activities [13]. This is where entrepreneurship education is important, especially for the internalization of existing entrepreneurial values taken from the teachings of Islam. The values of entrepreneurship should be internalized within the Indonesian youth in foster goodwill entrepreneurship is independent, creative, risk-taking, action-oriented, leadership, hard work, honesty, discipline, inovarif, responsibility, cooperation, perseverance, commitment, communicative, realistic[14]. Intention entrepreneurship in Islam is not only to achieve mundane aspects, but the main one is expecting good pleasure of Allah Almighty.

Islam considers that the entrepreneurial spirit is to be possessed by the youth of Islam, the article it can deliver himself into a young man who has a good work ethic. The Qur'an has explained in several verses about entrepreneurship, whom God has ordered to find income on earth (QS. Al-Jumuh: 10), Allah praises those who rajib trade but do not forget Allah (QS. An-Nur: 37), a person acquires something based on what has been cultivated (QS. An-Najm: 39), looking for supplies hereafter, without forgetting the affairs of the world (QS. Al-Qashshash: 77). Islam strongly favor the balance between this world and the hereafter, so for Indonesian youth to be self-employed without forgetting the hereafter or her duties as a caliph.

Youth entrepreneurship is always associated with the economy, therefore, the economy and education always goes according to HasanLanggulung closely since ancient times until now. Economists recognize that since ancient times, the role of education is very important in the growth of human knowledge and further the development of economic growth[15]. This knowledge in the form of entrepreneurial principles in Islam and the nation's economy, as it does not cheat in entrepreneurship, it is spoken by God in the Qur'an:

Woe to those who are cheating, those who, when received a dose of others demand full, and when they measure or weigh for others, they reduce (QS. Al-Mutahffin: 1-3).

Then the honesty of youth must be held in the affairs muamalah, Allah says:

Hi who believe, if you do mu'amalah is not in cash for the specified time, you should write it. and let a writer among you write properly. and do not be reluctant writer to write as God taught him(QS. Al-Baqarah: 282).

the growth of human knowledge about entrepreneurship is certainly a concern that there was in him would dwindle, and it will regenerate itself in entrepreneurship intention, and that intention can be realized well in improving the competitiveness and independence of the nation's economy.

Education is also regarded as future investments many young people enter Indonesia to learn more about entrepreneurship, and later after learning that educational institutions can produce clear and reliable output in entrepreneurship. Educational outcomes are not always measured in money, but can with things that are not objects, such as status, happiness, opportunity, recognition, and certainly no trace could be seen from a Muslim educated [16].

Third, entrepreneurship education is also said to be important for conscious effort can accumulate human capital (creative force) that is very different from physical capital (equipment such as factories, tooling, and building in the production process). In classical economic theory, human resources coupled with the ground will produce a good product, this means that human power or creative human capital can produce a good product in managing the land [17]. Human capital in this case exceeds the physical capital, human capital should be used as the key to success in managing physical capital, which in the future could produce a good product.

4. REACTUALIZATION ENTREPRENEURSHIP EDUCATION IN ISLAM TO GROW YOUTH ENTREPRENEURSHIP INTENTION INDONESIA

Seeing the importance of entrepreneurship education in Islam, then it must be performed well on various occasions. But in the era of this Asean Economic Community, entrepreneurship education for Indonesian youth have not been implemented optimally in Islamic educational institutions are formal or informal. So do not be surprised if the intention entrepreneurial youths who are still studying in educational institutions and that has been passed has no intention of entrepreneurship. Therefore, in the madrasah as well as in schools that have not implemented the necessary entrepreneurial education inequality is real, whereas those who have carried out needs to be rebuild. This needs to happen as a manifestation of its responsibilities in improving the competitiveness and economic independence of the nation Indonesia [18].

Entrepreneurship education can be implemented in any institution of Islamic education through entrepreneurship educational equity in every educational institution. This education can be implemented through integration with the educational curriculum unit of the institution, so that entrepreneurship curriculum get enough portion to be taught to the youth Indonesia. More intense again, the values of entrepreneurship education can be integrated with each subject taught every day, bleak honesty and hard work. This can help maximize entrepreneurship education.

In addition, for educational institutions that already implement entrepreneurship education need to actualize this as a manifestation of education quality improvement and refreshment of entrepreneurship education. This can be done by 1) democratic parenting; 2) providing a professional teacher; 3) curriculum in entrepreneurship education should be the maximum practicable; 4) creating an entrepreneurial environment for the practice of entrepreneurship education; 5) providing entrepreneurship education, such as books, props, technology and information, infrastructure.

Therefore the Indonesian youth who are studying each day treated to entrepreneurship education. Although only a cognitive aspect, if it is carried out continuously to raise awareness and good will in business. Awareness of the youth will change the environmental conditions around, or the world will also encourage him to think about the importance of entrepreneurship education, as a quality improvement efforts to help improve the economy of Indonesia.

Awareness of the importance of this role in the world economy is facilitated by the government, local government, community and youth organizations [19]. According to the Undang-Undang Number 40 of 2009, awareness of youth can be implemented through a. religious education and noble character; b. national awareness education; c. growing the awareness about rights and obligations in society, nation and state; d. the growth of the spirit of defending the country; e. strengthening of national culture based on local culture; f. understanding of economic independence; and / or g. preparation of the regeneration process in various fields [20].

Understanding of the economic independence of Indonesia for this young man done to implement entrepreneurship education that is compatible with Islam, so that religious education and noble character can also be carried out simultaneously. The creation of an entrepreneurial environment that really seriously going to drag the youth to take part in it continuously, it means that he could have a high awareness about economic independence, and in the end we realize it or not entrepreneurial intentions could grow on the sidelines of the event.

5. CONCLUSION

Indonesia is a community youth aged 16 to 30 years old, his tasks is preparing to produce an independent and entering our strong economy marriage. And then they enter the working world and enter the world of the household, as well as receiving the rights and obligations as citizens of Indonesia. To do it all, the youth of today have not fully realized the importance of entrepreneurial intentions before entering the world of work and household. This is due to parents' parenting authoritarian and permissive, so that the youth of Indonesia can not be developed in accordance with the direction of development perkonomian at this time. Number of Indonesian youth are so many in Indonesia instead of creating a more prosperous and progressive nation's economy, but many also became unemployed.

Intention entrepreneurship should be cultivated from an early age through entrepreneurship education equity is integrated into the formal education curriculum and training sessions are held regularly. Furthermore, the caring parents should wear pattern of a democratic Indonesia that youth can be creative and purposeful. Creativity-creativity is honed and targeted early on could make him realize how opportunities for entrepreneurship so much, so with these provisions could grow intention to entrepreneurship for the youth of Indonesia.

When it evenly, then the thing to do is actualize entrepreneurship education to really foster youth entrepreneurship intentions Indonesia. Provision of teachers who are competent in this field should be available and intensely implement entrepreneurship education, not to mention the other teachers in order to integrate the values of entrepreneurship in subjects that are taught daily.

Creating an entrepreneurial environment also needs to be done in entrepreneurship education, because Islam believes the environment is very influential to the growth of Indonesian youth intentions. This environment as influences coming from outside to attract young people of Indonesia that he touched and have entrepreneurial intentions.

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Explicit and Implicit Strategy Training, Which One is Better?

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Abstract

This research aimed to investigate how explicit and implicit strategy training affected the usage of Cognitive reading strategies by students. Modified Cognitive Academic Language Learning Approach (CALLA) was employed as an approach to teach Cognitive reading strategies to the students. The design of this research was non randomized control group pretest-posttest design. There were two classes of second grader students of SMAN 8 Bandar Lampung as the sample of this research. To gather the data, questionnaire was employed in this research. The results showed that the usage of cognitive reading strategies in class which was taught explicitly is better than the implicit one. Out of ten strategies, there are four strategies which differ significantly and positively between students who were taught in experimental (explicit) and control (implicit) class. In short, explicit strategy training gives better effect to students since their usage of cognitive reading strategies is better than students who were taught the strategies implicitly.

Keywords: Modified CALLA, Strategy Training, Cognitive Reading Strategies, Effective Reading

1. INTRODUCTION

Reading is one of receptive skills which is important for English language learner. It gives learner good model for English writing, opportunity to study vocabulary, grammar, and punctuation, and demonstration the way to construct sentences, paragraphs, and whole texts. Reading is one of skills that learner should be mastered.

Unfortunately, learning reading skill is not easy especially for Indonesian students. In Indonesia, English is taught as foreign language (EFL). It means that students only learn and use English in classroom not in daily activities. The students only have limited opportunities to practice their English. Because of that reason, reading difficulties faced by students in EFL setting come from different sources: poor interpretation of the texts, poor vocabulary, the use of inappropriate reading strategies, and poor grammatical competence [1]. In addition, several research results (see [2]; [3]) also indicated that the ability of Indonesian students to read English texts was very low.

Seeing the fact that learning reading skill is difficult and students' ability in reading are low, the researcher try to teach them learning strategies to help them in reading. Learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"[4]. In addition, [5] says that learning strategies are strategies which contribute to the development of the language system in which the learner constructs and affect learning directly. In other words, when learners start to learn something, they have ability to respond to particular learning situations so that they can decide the most appropriate way to handle those situations. Learners use strategy in order to learn something successfully.

The strategy which was employed in this research is cognitive reading strategies. Cognitive strategies refer to the steps or operations used in learning or problem-solving, which require direct analysis, transformation, or synthesis of learning materials [6]. They operate directly on new information and control it to promote learning [6]. They help students to understand and produce the new language by repeating, summarizing, reasoning deductively, predicting, analyzing, using context clues, note taking, and practicing with the specific aspects of the target language such as sentence structure and unknown vocabulary. The advantages of cognitive reading strategies become the consideration why the strategy was chosen. Several previous studies have also revealed that the use of cognitive learning strategies in classroom instruction and learning is fundamental to successful learning ([7]; [8]).

Cognitive strategies are typically found to be the most popular strategies with language learners [4]. The importance of cognitive strategies increases with the age of learners in EFL. Learners need to be provided with appropriate ways of instruction to use this strategy as efficiently as possible. These strategies refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin (1981) cited in [5] identified 6 main cognitive learning strategies contributing directly to language learning:

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- a. Clarification / Verification
- b. Guessing / Inductive Inferencing
- c. Deductive Reasoning
- d. Practice
- e. Memorization
- f. Monitoring

The cognitive reading strategies mentioned above are also in line with those identified by [6] which include resourcing, repetition, grouping, deduction, imagery, getting idea quickly, elaboration, inferencing, note-taking and summarizing. Cognitive reading strategies taught in this research will be based on the cognitive reading strategies classification by [6].

In the process of teaching reading strategies to students, Cognitive Academic Language Learning Approach was employed in this research. CALLA was developed in the United States in 1986 by Chamot and O'Malley in order to overcome the academic problems in which secondary education students who were learning English as L2 were having in their other classes. CALLA has three main components; content topics, academic language development, and explicit instruction in learning strategies for both content and language acquisition[6]. According to [9], CALLA is designed to: (1) meet the academic development needs in English of elementary and secondary students. (2) provide a program of content based that can serve as a bridge between the ESL or bilingual program and mainstream education; and (3) develop a curricular and instructional approach for LEP students based on cognitive model of training.

It shows that CALLA can be implemented in Indonesia since students in Indonesia can be categorized as Limited English Proficient (LEP) students. But, since English is taught as foreign language in Indonesia, the implementation of this approach is different from the original one. It should be adjusted with the students' condition in Indonesia since ESL and EFL context are different. The adjustment will be on the steps of implementation of CALLA in classroom and the materials which are used by the teacher. In addition, the explicit instruction of CALLA is the consideration of writer to implement this approach in the classroom.

Several previous studies have revealed that strategy instruction based on CALLA has positive effect on reading performance ([10]; [11]). Their studies revealed that CALLA can improve students' reading comprehension. However, it seems that there are no studies that focus on investigating the implementation CALLA in developing students' cognitive reading strategies and reading comprehension especially in Indonesia. In addition, the researcher also wants to investigate whether or not explicit and implicit give different effect to students' ability in reading.

2. RESEARCH METHOD

Quasi experimental design was employed and the researcher chose non randomized control group pretest-posttest design. In quasi experimental, the samples were not chosen randomly [12]. The samples can be taken purposively based on the need of the research. The samples are two classes of second grader students of SMA Negeri 8 Bandar Lampung.

Research instrument utilized in the research, was questionnaire. The questionnaire was intended to discover students' cognitive reading strategy. The questionnaire was intended to measure the improvement of students' cognitive reading strategy before and after the treatment.

Before the instruments were used to gather the data, try out test was done to get validity and reliability of the instruments. The researcher used expert judgment to see whether the instrument was valid or not. In testing the validity of the questionnaire, the expert gave positive judgment to all of the items of questionnaire. So it can be said that all of items in the questionnaire were ready to use as the instrument in the research. In addition, in measuring the reliability of the instruments, several statistical computations were done. In measuring the reliability of the questionnaires, cronbach alpha formula was done. It was found that the coefficient Alpha obtained was 0.828. It means that the questionnaire is reliable and it can be used as instrument to get the data for students' Cognitive reading strategy.

In line with the design of this research, the data in this research will be analyzed quantitatively. There were some different statistical computations to answer each research question. ANOVA test was used to analyze the data. In analyzing the data, Statistical Package for Social Science (SPSS) program version 20 for windows was used. The data obtained from questionnaire were compared before and after treatment.

3. RESULT AND DISCUSSION

The process of implementation of modified CALLA was different between experiment and control class. In experimental class, the strategies were taught explicitly by using modified CALLA while in control class the strategies were taught implicitly. The process of teaching the strategies in both classes would be described clearly below.

3.1 Experimental Class

In experimental class, cognitive reading strategies were taught by modified CALLA explicitly. The implementation of this approach will be based on five steps of CALLA namely, preparation, presentation, practice, evaluation and expansion. The following is the description of the implementation of modified CALLA explicitly.

3.1.1 Preparation

In this phase, researcher identified the students' prior knowledge about cognitive reading strategies. At that time, teacher asked some questions to find out what the students have known about the strategies. The teacher did not ask the students about the strategies explicitly, but he asked them implicitly. It was because he wanted to minimize misunderstanding between the teacher and the students. The example of the questions were "what do you usually do if you do not know the meaning of the word?", "What do you do if you can not find the mind idea of the text?". Hearing the students' response, it was recognized that the strategies which have been known by the students were resourcing, repetition and inferencing.

3.1.2 Presentation

After identifying students' prior knowledge, the researcher introduced cognitive reading strategies to students. The way the researcher introduced the strategies was different between experimental class and control class. In experimental class the strategies were introduced explicitly, while in the control class implicitly. There were ten strategies of cognitive reading strategies that should be taught by the teacher, resourcing, repetition, grouping, deduction, imagery, getting idea quickly, elaboration, inferencing, note taking and summarizing. These strategies were explained explicitly one by one by the researcher. To make it clear, he also gave a model how to implement the strategies by using the example of text and questions. The students were given chance to ask some questions if they found the difficulties in following the explanation of the researcher. This phase was done in two meetings.

3.1.3 Practice

Having explaining about the cognitive reading strategies, the researcher gave them a text with some questions following it. This activity was aimed to make students practice to use the strategies that they have got in the presentation phase. At that time, two texts were given to students to practice their strategies, "King of Shark" and "Queen of Arabia". After they have read the text, they should answer the questions of the text. To answer the questions, students should use the strategies that they have got. During this phase, teacher monitored the students to help them if they got difficulties in choosing the appropriate strategies and how to use it correctly. Time by time, as the students practiced to use the strategies, they can determine the appropriate strategies to answer some kinds of questions although some of them still confuse to determine the right strategies to answer particular question.

3.1.4 Evaluation

In this phase, the researcher reviewed what the students have learnt in the previous phases. He asked the students about the problem that they faced during teaching and learning. After that, he gave more explanation about the problem that they often faced in finishing the reading task. In addition, the researcher also reminded the students about the tips to determine the right strategies. Students should look at the question first to determine the appropriate strategies that they have to use.

3.1.5 Expansion

In the last phase, students were provided with opportunities to relate and apply the strategies that they have got to a new kind of text. Since the students were going to have a final test, the researcher develop reading task which consist of some texts except narrative text. Narrative text was used in the practice phase so in this phase the researcher used different kind of text to see that students still able to cope with the different genre of text by using the strategies those they have.

3.2 Control Class

In this class, cognitive reading strategies were taught by using modified CALLA in implicit way. The implementation of this approach will be based on five steps of CALLA namely, preparation, presentation, practice, evaluation and expansion. The following is the description of the implementation of modified CALLA implicitly.

3.2.1 Preparation

In the process of implementing this phase, the researcher did the same thing like in experimental class that was identification of the students' prior knowledge about cognitive reading strategies. In this class, it was

recognized that the strategies which have been known by the students were resourcing and inferencing. It showed that the result of the identification was nearly the same with the students in experimental class.

3.2.2 Presentation

In realization of this phase, the researcher taught the strategies implicitly. The researcher did not explain the strategies explicitly. He gave them a text and also the task. In the process of reading a text and doing the task, whenever the students got the problems, the researcher helped them by suggesting some strategies. He suggested the strategies implicitly. One of the ways was giving some clues to students. The example of some clues were, “please look at the first line of the sentence”, “try to use your dictionary”, “please read the text again”. By giving the clue, unconsciously students had tried to implement cognitive reading strategies to reading task without knowing the name of each strategy.

3.2.3 Practice

Same with experimental class, in this phase, students were given two reading task in order to give them opportunities to practice the strategies. The task was the same with the experimental class. Besides the researcher’s instruction, the some kind of questions also helped the students to choose the appropriate strategies that they should use. During this phase, the researcher monitored the students and helped them whenever they got difficulty in doing the reading task.

3.2.4 Evaluation

In evaluation phase, the researcher reviewed what the students have learnt in the previous phases. He asked the students about the problem that they faced during teaching and learning. After that, he gave the solution about the problem that they often faced in finishing the reading task. In addition, the researcher also reminded the students about the tips to determine the right strategies.

3.2.5 Expansion

In the final phase, the students were given a new reading task. They were given a task which consisted of some different texts exclude narrative. This phase was aimed to see whether or not the students can implement the strategies that they have got in a new context, in this case different texts. If they can use the strategy appropriately in different kinds of texts, it can be said that the students have internalized the strategies well.

By looking at the result of the questionnaire, there are four strategies which the usage of those strategies differed significantly between the class which was taught by modified CALLA explicitly and implicitly. The strategies are repetition, deduction, imagery and getting idea quickly strategy. The result showed that the usage of strategies of students who were taught by using explicit modified CALLA was better than students who were taught implicitly. It can be seen that explicit teaching became the crucial thing which differs the result of the students between the two groups.

In attempting to see the difference of the usage of the strategies between students who were taught by using modified CALLA explicitly and implicitly, the researcher than did the analysis by using ANOVA. Here is the result of the ANOVA.

Table 1. Result of ANOVA Test ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Resourcing2	Between Groups	.267	1	.267	.497	.484
	Within Groups	31.148	58	.537		
	Total	31.415	59			
Repetition2	Between Groups	2.604	1	2.604	4.360	.041
	Within Groups	34.642	58	.597		
	Total	37.246	59			
Grouping2	Between Groups	.535	1	.535	.675	.415
	Within Groups	46.004	58	.793		
	Total	46.539	59			
Deduction2	Between Groups	4.267	1	4.267	7.208	.009
	Within Groups	34.333	58	.592		
	Total	38.600	59			
Imagery2	Between Groups	7.350	1	7.350	6.379	.014
	Within Groups	66.833	58	1.152		
	Total	74.183	59			
Getquick2	Between Groups	8.438	1	8.438	17.619	.000
	Within Groups	27.775	58	.479		
	Total	36.213	59			
Elaboration2	Between Groups	2.400	1	2.400	2.262	.138
	Within Groups	61.533	58	1.061		
	Total	63.933	59			
Inferencing2	Between Groups	1.751	1	1.751	3.131	.082
	Within Groups	32.435	58	.559		

	Total	34.186	59			
Note2	Between Groups	2.817	1	2.817	2.474	.121
	Within Groups	66.033	58	1.139		
	Total	68.850	59			
Summarizing 2	Between Groups	.150	1	.150	.180	.673
	Within Groups	48.433	58	.835		
	Total	48.583	59			

By looking at on the table above, it can be seen that out of ten strategies there were four strategies which differ significantly between the two groups after the treatment implemented. They were repetition, deduction, imagery and getting the idea quickly. It showed that sig value of those strategies were less than sig level 0,05 which means that there is significant difference between students' strategy usage between control and experimental group after the treatment in those four strategies and the difference is positive. However, the other six strategies also improved but not significant since their sig value are higher than sig level 0,05

It can be said that the usage of strategies of students who were taught by using explicit modified CALLA was better than students who were taught implicitly. It showed that explicit strategy training is better than the implicit one. According to [4], explicit instruction could help students develop awareness of the learning strategies used, learn to think of practicing the target language with the new strategies, students' self-evaluation of the strategies used, and students' practice of transferring knowledge to newer tasks. In other words, by teaching student explicitly, students' awareness of strategies will emerge. Then, after they have the awareness of the strategies, they can practice to use them and later on they can evaluate which strategies that appropriate to several conditions which is faced by them. It is also supported by [13] One of the participants in Nash-Ditzel's (2010) study said "Even if you don't realize [you are using a strategy] or write it down, you're still using it" in your head". With explicit instruction and plenty of practice, many readers begin to employ a variety of comprehension strategies automatically and simultaneously while reading.

In addition, according to [14], "Without explicit procedures, these students may not perceive the control they have over reading outcomes, instead making attributions for failure to stable and uncontrollable traits such as ability". It can be said that, without a repertoire of strategies, some readers may feel helpless when presented with a difficult text. They can do nothing to help them overcome the problem which is being faced by them while reading a text. In short, given adequate time, explicit strategy instruction can give many benefits for readers.

4. CONCLUSION

Based on the result of data analysis and the discussions, explicit strategy training is better than implicit strategy training. Explicit strategy training gives students awareness to use strategy. Then, because they are aware, they can use the strategies to help them to solve the problem they faced during reading a text.

Furthermore, it is better for further researchers to investigate about strategy training by using other approaches or other skills since it might reveal different interesting findings.

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Exploring Beneficial of Teaching “Varieties of Spoken English” to English Education Students in Sofia University “St. Kliment Ohridski”, Bulgaria

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Abstract

“Varieties of Spoken English” is one of the courses in Sofia University “St. Kliment Ohridski” that draws students’ attention to some of the main varieties of English that are spoken around the world. The main features learned including pronunciation that has differences from one region to another, not only in England but also other part of the world. The aim of this study is to explore the beneficial of teaching “Varieties of Spoken English”. The qualitative data were collected by means of questionnaire with the students. The findings specified in the benefit of teaching “Varieties of Spoken English” to English Education students in Sofia University “St. Kliment Ohridski”. On top of all, the result of this research promoted a deep understanding about how was the important of teaching “Varieties of Spoken English” to English Education students in Sofia University “St. Kliment Ohridski” and its beneficial impact for the lecturer if this course is implemented in Indonesia as one of the courses in the university.

Keywords: Varieties of Spoken English, Beneficial, Teaching

1. INTRODUCTION

“Varieties of Spoken English” is one of the courses that is taught in Sofia University “St. Kliment Ohridski”, Bulgaria. The term varieties linguistically refer to kinds of particular language that is different from other languages; as it is supported by Hickey (2013) “the term *variety* is used to refer to any variant of a language which can be sufficiently delimited from another variant [1].” In Sofia University “St. Kliment Ohridski”, this term was adopted and adapted as one of the course under the Faculty of Classical and Modern Philology, Department of British and American Studies. It is one of the courses that aimed to introduce students to some of the main varieties of English spoken around the globe.

In the course, students learn about the main features, which distinguish some area that are close, each other, for example a northerner from a southerner in England, a Scot from an Irishman, an American from a Canadian, or an Australian from a New Zealander. The students mainly discuss about the differences of accent in those region, even though there were also discussion about the dialect. After that, the students compared between two “standard” English accents, which are Received Pronunciation (RP) and General American (GA). Not to mention, students also discuss about the changes which have affected RP in the last hundred years. Lastly, lecturer led students to learn about English accent across Asia, Australia and Africa.

1.1. Teaching varieties

In the Department of British and American Studies, the lecturer used many strategies to support the teaching and learning activity. Almost all of the courses were supported by e-learning website, including for “Varieties of Spoken English” course. The lecturer will ask the students to prepare the material by reading the electronic paper that have been uploaded to the website before the meeting. Every student also has their own account and can access the task given by the lecturer and also other information related to the course.

Another strategy that is used by the lecturer in the classroom was by using video and audio to help a better understanding about the material. The topic is mainly about pronunciation, so this media is really helpful for the students. The classroom setting was supported by computer and internet connection, so lecturer and students can search in the website easily. The lecturer also provides an audio recorded by the famous scholar that is expert in the topic and connect it to the whole computer in the classroom.

For the final project, the lecturer gives the students assignment to write a paper about famous people accent and present it. It can enhance students’ ability in analyzing particular accent. As we know from the Bloom’s taxonomy that there are six levels of cognitive processing: knowledge, comprehension, application, analysis, synthesis, and evaluation. The lecturer already implemented all these levels. The lecturer also gives question to interact with the students. One of the ways of teaching for deeper understanding and thinking is also to allow students to play an active part in the teaching and learning processes.

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1.2. Objective of the Study

There were some researches that already been conducted about varieties of language and varieties of spoken English around the world. For instance, Al-Dosari (2011) [2] did his research which investigated about the attitude of Saudi students related to varieties of spoken English where the subject of the research live in a multi-lingual environment. The results of his research reported that accent from the speaker will be able to influence the listeners' perceptions. Another research by McKenzie (2015) [3] entitled "The sociolinguistics of variety identification and categorization: free classification of varieties of spoken English amongst non-linguist listeners". In his research, McKenzie explored the ability of the native speaker to identify whether another speaker are native or non-native in the area where multi-variant people live there. The last research was conducted by Gorlach (1997) [4] which were specifically concerned about sociolinguistics matter. So, it can be concluded there had been some researches focus on exploring varieties of spoken English especially on linguistic point of view. However, there is no existing research that concern about exploring varieties in the area of education, a course or material of the study, especially in English language study.

In line with statement above, since there were lack of intention that was put in the investigation on varieties spoken English in the area of education, and researcher assumed the importance of this course for enhancing student's competence and performance in English language, specifically for English lecturer candidate. Researcher tended to explore about "Varieties of Spoken English" in the area of education. To sum the previous explanation, this present study specifically addressed itself to this nearly neglected area and deals with only about exploring beneficial of teaching "Varieties of Spoken English" to students of English lecturer training and pedagogy in Sofia University "St. Kliment Ohridski", Bulgaria.

1.3. Research Question

Due to the nature of this study, it responded the following research questions: What is the beneficial of teaching "Varieties of Spoken English" to students of English lecturer training and pedagogy in Sofia University "St. Kliment Ohridski", Bulgaria.

2. METHODOLOGY

2.1 Research Design

In this research, researcher applies qualitative research. Researcher used qualitative research by intention to investigate the beneficial of teaching "Varieties of Spoken English" to students of English lecturer training and pedagogy in Sofia University "St. Kliment Ohridski", Bulgaria. Qualitative research as supported by Creswell (2014) [5] "qualitative research is a means for exploring and understanding the meaning individuals or group ascribe to a social or human problem". Specifically, researcher will use this qualitative research as the way to explore beneficial influence of teaching "Varieties of Spoken English" to students of English lecturer training and pedagogy from Indonesian who took an exchange program in Sofia University "St. Kliment Ohridski", Bulgaria.

2.2 Participant

Participants of the research were three post graduate students from UHAMKA (University of Prof. DR. HAMKA), Jakarta. There were several reasons why researcher chose the participants; first reason was because they had just finished their exchange program from Erasmus+ project in Sofia University "St. Kliment Ohridski", Bulgaria that made them as appropriate participants of this research. Second was because the participants were accessible by researchers. Third was because participants had been taught "Varieties of Spoken English" for one whole semester in Sofia University St. Kliment Ohridski.

2.3 Research Instrument

For this research, researcher used questionnaire as an instrument. The questionnaire consisted of 15 questions with 2 scales which were "agree" and "disagree". It used to answer the research question about students' perception of "Varieties of Spoken English" course. In applying the questionnaire to the students, the researcher will give some systematic questions which are students need to answer.

3. DATA ANALYSIS

After delivering the questionnaire to the students, the researcher analyzes the data. According to the data from the questionnaires, the students asked several questions regarded to "Varieties of Spoken English" the result of the questionnaire can be seen in the table below:

Table 1. Students Perception toward “Varieties of Spoken English” Course

Items	Agree	Disagree
“Varieties of Spoken English” is one of the course in Bulgaria	100%	0%
“Varieties of Spoken English” is course that contain varieties of pronunciation in English speaking country	100%	0%
Teaching learning activity in the classroom was interesting	100%	0%
I have interest in implementing “Varieties of Spoken English” course in the English class	66.7%	33.3%
A learning process in “Varieties of Spoken English” provide a relaxed atmosphere to promote a good linguistic input	100%	0%
“Varieties of Spoken English” activate learners need and interest	100%	0%
Teaching and learning activity in “Varieties of Spoken English” involved technology in the process of learning	100%	0%
“Varieties of Spoken English” gave much psychological burden to students and lecturer	33.3%	66.7%
Teaching “Varieties of spoken English” required much preparation compare to other course	33.3%	66.7%
“Varieties of Spoken English” material is less meaningful and purposeful	0%	100%
“Varieties of Spoken English” increased learners English competence	100%	0%
“Varieties of Spoken English” encouraged learners to learn English	100%	0%
Materials for “Varieties of Spoken English” are less varied	0%	100%
Large class size is an obstacle for implementing “Varieties of Spoken English”	33.3%	66.7%
“Varieties of Spoken English” is suitable to be implemented in Indonesia	100%	0%

4. DISCUSSION

The results of the study have revealed that “Varieties of Spoken English” course give beneficial effect to the students and it can bring an advantage for lecturer if this course “Varieties of Spoken English” is implemented as one of the course in Indonesian universities. The benefit effect for the students can be concluded from the result of the questionnaire which had given to three post-graduate students from English Education Department, University of PROF. DR. HAMKA (UHAMKA) that acted as participant of this research. For instance, first from the questionnaire, the finding shows that learning “Varieties of Spoken English” can enrich student knowledge because students will understand a lot of English pronunciation. It concluded from the participant response on questionnaire number 2 in which participants responded 100% agree that this course contain varieties of pronunciation in English speaking country. Moreover, students will know about standard and non-standard English, which means their understanding has improved. They will know about different accent and dialect. According to Trudgill on Kerswill (2006) [6], ‘the term *accent* ... refers solely to differences in pronunciation’. While based on Hughes and Trudgill on Kerswill that ‘dialect’ refers to ‘varieties distinguished from each other by differences of grammar and vocabulary’ – such as the verb forms in *I wrote it* and *I writ it*, or the different patterns of negation found in *I don’t want any* and *I don’t want none*, or the use of the verb *grave* for ‘dig’ in parts of northern England.⁵

Next is all students interested in learning “Varieties of Spoken English”. That statement was proven by all participants showed “agree” that teaching learning activity in the “Varieties of Spoken English” was interesting. Moreover, they also give positive response with 100% percentage on the question of whether a learning process in “Varieties of Spoken English” provided a relax atmosphere to promote a good linguistic input. It meant this course can give a beneficial effect such interesting learning experience for students and gave a good linguistic competence input for them.

Furthermore, since this course was meaningful for the students, “Varieties of Spoken English” could bring benefit for them as supported by a response to the question, which is “Varieties of Spoken English” material less meaningful and purposeful, and students answered 100% “disagree” to that assumption. Moreover, students believe that “Varieties of Spoken English” can increase their competence as an English student as it is supported by their response for the question number 11 in which they were 100% agree that this course can increase their competence.

On the other hand, “Varieties of Spoken English” bring advantage for the lecturers when they want to implement it as one of the English course. That statement was supported by some of the positive responses from the questionnaire. For example, the response from the questionnaire number 4 that participants that are also English lecturer gave 66.7% for “agree” response about their interest if the Varieties of Spoken English” course is implemented in the English class. Furthermore, participants also respond positively on the questionnaire number 15 with “agree” respond if “Varieties of Spoken English” is implemented in Indonesia.

Regard to the implementation of this course in Indonesia, based on the response on the questionnaire number 14, lecturers will not have a lot of disadvantage because this course is able to be implemented in large class like majority class size in Indonesia. Moreover, lecturers will not face difficulty to find variant of reference and material regard to this course and this course can encourage learner to learn English as those were interpreted from response of the questionnaires number 12 and 13. On the other side, this course also gave good improvement for the lecturers because lecturer can consider their judgment to the students. They will be less in judging because the lecturer knows that there are many variations of accent and dialect so they will not blame student so easily if they made mistake. Next is English lecturer will have broad knowledge about many kind of English accent, for example RP (Received Pronunciation), GA (General American), Cockney, Estuary English, etc. Another benefit is this course involved technology in the teaching learning activity in which students also will feel more attracted to the classroom activity when technology is involved as the teaching aid. Regard to the involvement of the technology in the teaching learning activity, technology can bring a lot of benefit, such as it can make easier to teach and it also makes lecturer can be able to help students memorize better in learning. It is supported by Daniel and Cowan (2012) [7] opinion that technology is an instructional tool that can support short term and long term memory for students.

5. CONCLUSION

The findings showed that there are some beneficial effects of teaching “Varieties of Spoken English” to the English education students in which it will also bring indirect impact for the English lecturer if this course is implemented as one of the courses in English course in Indonesia. For the students, it can enrich student knowledge and also make students interested in learning “Varieties of Spoken English. Another benefit is a learning process in “Varieties of Spoken English” provided a relax atmosphere to promote a good linguistic input and increase students’ competence as an English student.

Meanwhile for the lecturers, implementing “Varieties of Spoken English” will give advantage because this course is able to be implemented in large class like majority class in Indonesia. Lecturers also will become less in judging the students and they will have broad knowledge about kinds of English accent. The study may offer lecturers encouragement to teach “Varieties of Spoken English” in their practice. The results also provide both lecturers and students with insightful perspectives into how “Varieties of Spoken English” class gave benefit to them.

6. SUGGESTION

After conducting this research, researcher realized that there were some weaknesses in this research such as the limitation on the participants involved in this research. Researcher also admitted that the result of this research would not been so deep since researcher faced some obstacles that made researcher could not be able to apply many instruments of collecting data in order to gather deeper information which could be used to revealed this researcher more accurately and deeply. However, since there were so limited of research regard to this matter; it will give a lot of space for further research. For instance, the research that focuses on curriculum and material development on “Varieties of Spoken English” course that suitable with Indonesian teaching atmosphere.

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Task-Based Language Teaching to Enhance Students Writing Skill at the Tertiary Level

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Abstract

This article was aimed to investigate the impact of Task-Based Language Teaching (TBLT) toward students' writing skill. The current research was conducted at STKIP Muhammadiyah Kotabumi Lampung, Indonesia. In collecting the sample, the researcher used purposive sampling technique, then the chosen sample was the second semester students of English Departement consisting of 20 students. The design of this research is one-class-pretest-posttest design. To gather the data, the researcher gave writing test both for pre test and post test in which the researcher would compared the students' writing achievement in pre test and post test. The data in this research was analyzed by using t-test. After tabulating the data, it was found that the students' writing achievement in pre test and post test was different. The reasearcher found that the students' writing skill was positively enhanced after being taught by TBLT. Therefore, it can be conculded that TBLT can be used as a technique to teach even to enhance students' writing skill at the university level.

Keywords: Task-Based Language Teaching, Writing Skill, Enhance, Experimental Study.

1. INTRODUCTION

During three last decades, the problems of language skills mastery of English as Foreign Language (EFL) students have been widely investigated. One of those skills is writing. In the context of EFL setting, writing is one of the most crucial skills in teaching learning process. It is in line with [1] who state that one of the most important skills in teaching EFL is writing. Furthermore, [2] claim writing as the productive skills in which the language learners should produce the language writtenly. In producing the language, several aspects such as bank of words grammar mastery, good organization, correct punctuation and spelling are needed.

Therefore, some language learners assume that writing is difficult and complicated. It is supported by [3] who claim that writing is a complex and multifaceted activities. The question is what makes writing difficult? Several previous researchers then have answered this question through their research findings. However, an EFL student at the tertiary level in Indonesia is still poor in writing. In writing, the students should go through three steps—exploring ideas, pre writing and organizing—in order to create good quality of writing. In teaching writing, consequently, university EFL teachers should adopt process-based approach in the classroom [3]. It means that the teacher emphasize the process of writing so that the language learners are expected to be skillful in writing.

In accordance with the statements above, the researcher examined the implementation of Task-Based Language Teaching (TBLT) in writing class at the tertiary level. In addition, there have been broadly conducted the research about TBLT by several previous researchers. First, [8,10], they examined the students' perception about the implementation of TBLT in China. The result confirms that the students had positive perception on TBLT since it provides students such a good chance to explore themselves. Second, the implementation of TBLT on productive skill hold by [2,4,5,7]. Those researchers measure the students' productive skills such as speaking and writing. Hence, the result reveals that students enjoy the process of learning then automatically their skill in speaking and writing is increased. Researchers [6,9,11] review the strength of TBLT in language learning of EFL context. They found that TBLT give positive contribution to the students' skill especially in productive skill. The findings show that TBLT can be used as an approach to teach EFL students.

In Indonesian context, however, teaching writing in the framework of TBLT at the tertiary level has not been conducted yet. Therefore, this article attempts to investigate the effectiveness of TBLT in teaching writing at the tertiary level in Indonesia context. Further, the research question formulated in this research is "to what extent does TBLT enhance students writing skill at the tertiary level?"

2. LITERATURE REVIEW

2.1 Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. According to [13] writing is process of putting ideas down on a paper, transforming them into words to sharpen main ideas and to give them structure and coherent organization. Similarly [14] notes that writing is a process to

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use an aide memory or practice tool to help students practice and work with language that they have been studying. In measuring writing, the teacher deals with such a complex and complicated activities. Based on [3] in correcting writing process, different technique such as correcting error, code errors, locate errors, and indicate errors can be used. In this article, however; holistic scoring was applied.

2.2 Task-Based Language Teaching

In English Language Teaching (ELT), task-based approach is a breakthrough in the late of 20th century which has been developed based on the concept of tasks. Nowadays, the concept of task and task-based methodology is the common orthodoxy in the field of language teaching and it's becoming more and more important in ELT. [15] Assert that "task-based language teaching refers to an approach based on the use of tasks as the core units of planning and instruction in language teaching". According to [12] "task-based language teaching (TBLT) helps language learners make real efforts to communicate as best as they can in the foreign language which they are learning". In addition, [12] contends that task-based language teaching is in fact a meaning focused approach that reflects real world language use for purposeful communication. In TBLT, all the four language skills are regarded as important.

3. RESEARCH METHOD

3.1 Research Design

This quasy-experimental research proposed one class-pretest-postest design in which the experimention done through one class. Further, one clas—consist of 20 students—were selected purposively since the randomization is not feasible. The instrument used to collect the data was in form of written test. In validating the instrument, expert jugdement was adiministered. The result shows the positive statements from the experts. It indicates, the instrument is appropriate and can be used to collect the data. In term of reliability, inter-rater reliability was employed to measure the reliability. Through the calculation, the correlation coefficients obtained from the two raters was 0, 958, respectively, indicating very high reliability. Therefore, this instrument is reliable and valid for collecting the data.

3.2 Procedure

This research consists of pretest and posttest in which the class was tested before and after the treatments. Before applying the treatments, written performance test was administered to the students. It was addressed to measure students writing skill before the treatments. The experiment then applied. The treatments were conducted for three months. During the treatments, the students engaged on three phases; pre-task, while-task and post-task. Those phases were intended to emphasize the process of learning writing. Finally, at the end of the study, post test of written performance was administered to the students.

3.3 Data Analysis

Descriptive and inferensial statistics were administered in the current research. To find the significance of TBLT on writing skill, t-test was run to analyze the data. However, one of the requirements before conducting independent t-test is the sample should be normally distributed and comes from homogeny sample. So, normality and homogeneity was conducted to know the real condition of the sample. For normality test Kolmogorov-Smirnov was used and *Lavene-test* for homogeneity test. All of the calculation done through Statistical Package for Social Science (SPSS) program version 15.0.

4. RESULT AND DISCUSSION

4.1 Research Findings

Descriptive statistic was obtained in order to answer the research question of the study; and the results are presented hereunder.

4.1.1 Testing the Pre-Requirement Test

T-test belongs to parametric analysis, so then two requirements—normality and homogeneity—should be met. The data should be normally distributed and the residuals should have homogenous variances.

Table 1. Normality Test

	Kolmogorov-Smirnov(a)		
	Statistic	df	Sig.
Pre Test	.157	20	.110(*)
Post Test	.131	20	.080(*)

* This is a lower bound of the truesignificance.
a Lilliefors Significance Correction

The table above shows the result of normality test. To determine whether the sample were normally distributed or not it can be seen by comparing the coefficient with the significant. If the coefficient is greater than 0.05 it means that the sample normally distributed. Tabel 1 above demonstrates that the sample were normally distributed since all coefficients were greater than 0.05.

Table 2. Homogeneity Test

Class	Levene's Test for Equality of Variances	
	F	Sig.
Pre Test	.112	.536
Post Test	.094	.238

According to table 2, the significance in pre test is 0.536 in which greater than 0.05 and significance in post test is 0.238 in which greater than 0.05. In another words, it can be concluded that the sample were homogenous sample.

4.1.2 Testing the Research Question

To answer the research question statistically, t-test was operated to prove whether TBLT can be used to enhance students' writing skill. The result is display in the following table.

Class	Mean	St.dev	95% confidence interval for mean	
			Lower	Upper
Pretest	57,23	11,02	45,32	64,54
Posttest	70,11	12,31	63,83	75,42

Referring to table 3 above, it can be seen that the mean score of pre test was 57,23 with standard deviation of 11,02 while in the post test the mean score was 70,11 with standard deviation of 12,31. It means that the mean score of posttest was greater than pretest after the treatment. In the other words, it can be concluded that TBLT can be used to enhance students' writing skill.

4.2 Discussions

From the data analysis above, it was clear that the learning process using TBLT approach gives positive influence for the university students. The learning process using TBLT approach can help the students share their ability in writing and also can make them easier to comprehend various information in the same time. In TBLT approach, students have a lot of chance to practice and cooperate with their partner in a group during pre-task, while-task and post-task.

By practising and cooperating during the lesson, they always produce the language unconsciously. During the treatment process, students' interest in joining the lesson is really high. The writer really appreciates their effort. Beside communicating and cooperating with their partner in a group, they also should do the task in form of writing task. So, unconsciously it can influence their ability in writing. That is why, TBLT can be used to enhance students' writing ability since the students have a lot of chance to practice frequently in writing.

Those explanations above were supported by the previous research conducted by first, [2] investigated the effects of TBLT on writing skill of EFL learners in Malaysia. The result confirm that EFL learners in Malaysia were motivated in learning writing using TBLT approach hence, therefore; their writing skill improved significantly after being treated. In short, the TBLT is one of appropriate approach to teach writing.

Second is [4] They carry out experimental study pre test post test design. They use 60 Iranian students as the sample. The finding shows that the mean score of experimental class was superior than control class after being given the treatment. It means that task based writing is effective to improve students writing skill. Therefore, it

can be concluded that TBLT approach is truly help the students in enhancing their skill especially in writing skill.

5. CONCLUSIONS

In line with the discussion, TBLT one of the recommended approach for university teacher to be used in the classroom especially in teaching writing, since this approach full of task. In writing, students need to engage fully on the process so that they can be skillful writer.

Furthermore, for future research should also focus on whether the same result will be yielded by investigating TBLT approach on the other English productive skills in EFL settings.

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Using Think-Aloud Protocols to Improve Students' Narrative Writing At Efl Classroom

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Abstract

The current research is concerned with think aloud protocols. It was intended to investigate the students' use of think aloud protocols in writing class; and to see if there is an improvement of students' narrative writing achievement during the process of treatment. The subject involves 27 students of SMK Muhammadiyah 1 Metro. To collect the data, writing test, and observation were used. This research reveals that think aloud protocols improved students narrative writing. It is also found that think aloud protocols is important in learning. It is suggested that think aloud protocols is very helpful for the learners.

Keywords: Think-aloud protocols, Narrative Writing, EFL

1. INTRODUCTION

Think-aloud as originally developed by Newell and Simon, 1972. With think-aloud protocols students verbalize, in an interview context, how they are processing the text. Therefore modeling strategic behaviors for struggling students by thinking aloud for them while they write and hence, allowing students to think along), is the first step raising their awareness. Think-aloud protocols involve the verbalization of thinking during writing, and problem solving. The students might verbalize commentary, questions, generating hypotheses, or drawing conclusions. Thus, think-aloud may serve as both an instructional tool and method of assessment. Significant research has focused on explicit efforts to understand the thinking process and the comprehension of text (Davey, 1983; Bereiter and Bird, 1985). Utilizing think-alouds in such a manner involves teacher modeling, teacher-student interaction, and finally, the independent use by the student. However, Beck and Kucan (1997) point out that much of the research does not offer specific examples of this process. limited research has been done with think-alouds and science instruction.

Although think-alouds provide scaffolding for students as they engage in higher order thinking (Oster, 2001), a full assessment of their thinking process is limited to what is openly shared in the verbal exchange. Many attempts have been made in the literature to measure learning strategies in various contexts with different data gathering methods (Schellings, 2011; Scott, 2008). Here, data are gathered as learners are asked to verbalize all their ongoing actions and thoughts (Scott, 2008). In this way, text processing and learning activities are directly revealed without delay and are expressed in students' own words. Afterwards, the verbalizations are transcribed by the researcher into a think-aloud protocols.

2. LITERATURE REVIEW

This article tries to provide a more comprehensive look at student learning process. A better understanding of what think-aloud protocols provide and allow for more effective uses of this strategy in both instruction and assessment of writing narrative writing. In order to find the effect of think-aloud protocol on writing, the following questions were asked:

- a. To what extent do the students use think aloud protocols to improve learners' narrative writing?
- b. To what extent do students' narrative writing achievement improve through think aloud protocols?

3. RESEARCH METHOD

This is quantitative-qualitative research. For the quantitative, it used quasi experimental design that has one group (experimental group). Furthermore, the quasi experimental design attempts to fulfill standards of the true experimental design as closely as possible (Hatch & Farhady, 1982). This design conducted research that will allow to show the relationship between variables has selected. This study uses this design because it is dealing with the most complicated of human behaviors, language learning, and language behavior. According to Hatch and Farhady (1982), a quasi-experimental design is practical agreement between true experimental and the nature of human language behavior. The class is as experimental group one that is given treatments using planning as metacognitive strategy. The research design is as follows:

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Notes:

K1 : The experimental class

X1 : Treatment (planning as metacognitive strategy)

T1 : Pre-Test

T2 : Post-Test

(Hatch and Farhady, 1982).

Then, this study employs qualitative method. A qualitative method is the research that results descriptive data in written or oral form of humans' interaction that can be observed, thus the purpose of the research is a certain individual understanding with the whole background. It means that, a qualitative research emphasizes on the interaction occurred among people, and the data collected from the interaction will be describe based on the researcher's understanding.

A variable is termed as an attribute of an object which varies from object to object. In research, variables can be classified as dependent and independent variables. The independent variable is the variable which is selected, manipulated, and measured by the researcher, while the dependent variable is the variable which a researcher observes to determine the effect of the independent variable (Hatch & Farhady, 1982). The independent variable of the research is think aloud protocols and dependent variable is narrative writing.

This research was carried out in SMK Muhammadiyah 1 Metro. This school was selected to be the location of the research because as stated in the background of the problems, the teachers were not aware of the students' learning strategy. The subjects of this research are 27 students at eleventh grade. To collect the data, it used observation, and writing test.

3.1 Instrument

The instrument was a narrative writing test, and observation. This test is monologic rather than dialogic, it offers a basis for deriving measures of learner performance.

3.2 Validity of the Instruments

Content validity is concerned whether the test is sufficiently representative and comprehensive for the test. It is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982).

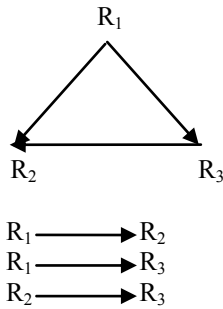
Therefore, since the test instrument was conducted to get the data of the students' narrative writing achievement. The content validity of the test items are conducted based on objective and learning contract of narrative writing subject. The materials were also adapted from the learning contract of narrative writing subject. The topics were related to fable, legend, folk tale, and fairy tale, were supposed to be comprehended by eleventh grade students of SMK Muhammadiyah 1 Metro. The instrument was considered valid in content validity since the instruments constituted a representatives sample of the language skill and structure.

Construct validity is concerned with whether the test is actually in line with the theory of writing which will be measured. The construct validity of test is test which is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton, 1982). To achieve the construct validity, the test was adopted from the students' hand book on *English for Senior High School Students XI*. Then, the test is made based on the classification of the theme. There were four topics which the students should chose one of them. Based on the theory above, in the test, the researcher asked students to answer the written test to measure students' achievement in narrative writing. So, this fulfill the construct of writing test and therefore valid in term of construct validity.

In order to measure the content and construct validity, interrater analysis was used to make the writing test instrument more valid. Thus, the researcher and two English teachers of SMK Muhammadiyah 1 Metro were as the raters, they took part in measuring the instrument. In writing test, the researcher used rubric score based on Heaton (1989) that consists of five aspects; content, organization, vocabulary, language use, and mechanics.

3.3 Reliability of Instruments

Reliability defined as the extent to which a test procedure consistent results when administered under similar condition (Hatch and Farhady, 1982). In this research, the researcher will use three interraters to get the reliability of the research. In other words, the results of data are consistent in its score and give us an indication of how accurate the test score are.



Notes:

- R₁ : Score that given the rater I
- R₂ : Score that given the rater II
- R₃ : Score that given the rater III

Then, the researcher used person product moment correlation formula to measure the reliability of the test.

Figure 1. Interrater Reliability Formula

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

- Consulting the result with the criteria of reliability as follows:
- Reliability Coefficient between 0.800-1.000 is very high
- Reliability Coefficient between 0.600-0.800 is high
- Reliability Coefficient between 0.400-0.600 is fair
- Reliability Coefficient between 0.200-0.400 is low
- Reliability Coefficient between 0.000-0.200 is very low

Thus, the researcher and two English teachers of SMK Muhammadiyah 1 Metro were as the raters, they took part in measuring the instrument. The two raters from SMK Muhammadiyah 1 Metro are Khoirul Anam, S.Pd. and Dono Amsaroh, S.Pd. They are the English teacher at SMK Muhammadiyah 1 Metro.

3.4 Procedure

The goal of this study was to know whether the students’ use of think aloud protocols in writing class; and to see if there is an improvement of narrative writing achievement during the process. In Stage 1, students were asked to write about a topic. In Stage 2, students made a model essay about that writing task and they think-aloud about those aspects of language that they noticed in the model essay. In Stage 3, students were asked to rewrite the writing task.

Below some aspects in narrative text that students can relate in their own words.

- a. Orientation: an introduction in which the characters, setting and time of the story are established, usually answers *who? When? Where?*
- b. Complication or problem: the complication usually involves the main character.
- c. Resolution: there needs to be resolution of the complication. The complication may be resolved for better or worse, happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

The post testing procedures were exactly the same as pretesting.

4. RESULT AND DISCUSSION

4.1 Result

From the result of the research, it found that the mean score of the students who got think-aloud a protocol in pre-test is 53 and in post test is 74. It means that there is a significant improvement of students’ narrative writing. To make students’ narrative writing improved, the teacher should use the think-aloud protocols in giving instructions or information about the material. It can help them in learning to write well, interest, and be active, so that their ability in writing can be improved. The data is checked by the researcher and the partners used guideline writing score based on Heaton, (1989). The students’ narrative writing data that must be checked here are their content, organization, vocabulary, language use, and mechanical skill.

Table 1. Result of Pretest

Range	Score
The lowest score	28
The highest score	69
Mean	53

After getting the data from result of pretest, the researcher finds that in the pretest the highest score is 69 and the lowest score is 28 with the average score is 53. Compare to the post test result, the students were also checked their writing. They are content, organization, vocabulary, language use, and mechanical skill.

Table 2. Result of Posttest

Range	Score
The lowest score	63
The highest score	86
Mean	74

After getting the data from result of posttest, the researcher finds that in the posttest the highest score is 63 and the lowest score is 86 with the average score is 74. From the result above, it can be concluded that think aloud protocols improved students narrative writing.

The reason behind the positive effect of thinking-aloud is the learners' processing system and the factor noticing. In this study, students instead of imitating model essays, first, write about the task and recognize their problems in writing, then models are introduced and students try to solve their writing problems by studying a model essay and thinking-aloud about what they notice. The researcher suggests that think-aloud protocols is good to be practiced for students.

4.2 Discussion

In this research, the students were treated for three meetings. The data which is described in this research are the data of the think-aloud protocols to improve students' narrative writing. Based on the result of this research, the researcher finds that students' narrative writing in the post test is good than in the pre test. It can be proven that there are many students in the pre test get fewer score in narrative writing than in the post test. From the previous calculation, the hypothesis can be accepted because t_{hit} is 16.412 at the significance level 0.05. It shows that the hypothesis of H_a is accepted and H_o is rejected. It means that there is a significant difference between think-aloud protocols in writing narrative text for the eleventh grade students of SMK Muhammadiyah 1 Metro and it also conclude that think-aloud protocols is effective.

Before conducting this research, the researcher met individually with each student to learn more about their feelings on writing.

The following questions were used by the researcher during the meeting such as;

When you write, what do you think at the first time?

What is the first thing that comes to your mind when you write a story?

What kinds of strategies do you use when you write a story?

Does it help you to write?

The researcher took notes on the students' responses in a notebook.

During treatment, the students was given a think-aloud protocols with some stories. First, the students were asked to look at a picture that they chose. Then, they tell about that story based on what was on their mind. Once, the story was complete the researcher asked the students to write down the story they just told.

After the students familiar with the think-aloud protocol, they began working on composing their written narrative. The student stated, " *I am thinking about what I did last week.* " Then the researcher responses " *What are you thinking of?* "

In post-test, the students given some pictures that they were going to write. the students' were asked to tell about the picture, they can tell what was on their mind in a short-term memory, then they can write it down into a some paragraphs. So, there were some communication between the students and the researcher.

The researcher: what do you think of this picture?

The student: I think, it can happen to everyone. I think this is like me and my father at home.

The researcher: what did you do actually?

The student: I watched TV, then my TV had something trouble. So, I asked my father to fix it.

Then, the reseacher asked the student to write it down into a narrative paragraph. From the discussion above, it can be said that there is an improvement by using think-aloud protocols in narrative writing.

5. CONCLUSION

In this study, students instead of imitating model essays, first, write about the task and recognize their problems in writing, then models are introduced and students try to solve their writing problems by studying a model essay and thinking-aloud about what they notice. In this case, process and product are focused at the same time. The findings of this study can help language teachers improve their approaches to teach writing and raise students' ability. Think-aloud protocol is an effective way to teach students to promote their cognitive strategy. The authors suggest replications with other groups of language learners in different settings with different tasks or in spoken mode to come up with more comprehensive results.

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Developing Characteristics-Based Short Story Appreciation Learning Model with Contextual Approach Based on *Kurtilas* at SMA Negeri North Lampung

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Abstract

Research "Developing Character-Based Short Story Appreciation with Contextual Approach Learning Model on 2013 Curriculum in SMAN Lampung Utara" was aimed to develop short story appreciation with contextual approach which is representative. Component models which are examined included syntax, the social system, the principle of reaction, the supporting systems, the impact of instructional and the impact accompaniment. The approach used is a combined approach. Data collection involves the obtaining of numerical information (through instruments) as well as the text information (via interview). The last database represents both qualitative and quantitative information. The method used is research and development (R&D).

Keywords: Developing of Short Story Appreciation Character, Contextual Approach, 2013 Curriculum, SMAN Lampung Utara

1. INTRODUCTION

The condition of Indonesian society today is alarming because there is a very severe moral decadence. It is certainly hard to find out honesty in this country nowadays. Dishonesty causes various diseases, for example diseases of corruption, manipulation, fraud. Literary works presented fully with moral values are very useful to embed the character education. The literature does not only play an important role in shaping the nation character based on the value contained therein. The literary appreciation learning presented fully with the character education is believed to be able to answer the question of moral decadence.

The literary appreciation learning by teachers has not been able to shape the students' character as expected. Though moral values such as honesty, kindness, friendship, fraternity, brotherhood, sincerity, sincerity, unity, and other associated with the character education, it can be applied by the teachers for the students through learning literature, especially short stories.

Related to the above description, it will develop character-based appreciation short story learning model with contextual approach. The learning model is based on the thirteen curriculums (*Kurtilas*). The development of the model is expected to be useful to improve the quality of short story appreciation teaching. The approach considered as the appropriate and well-suited one with these demands is a contextual approach or Contextual Teaching Learning (CTL). The learning model development issue of character education-based short story appreciation with a contextual approach is addressed for high school students, especially state high school students throughout North Lampung.

2. THEORETICAL BASE

Borg and Gall had an opinion that "R&D is a process used to develop and validate any products related to education. The products hereby also refer to processes and procedures, such as teaching methods, or a method of learning organizing [1]". Gay, Miles, and Airasian had an opinion that "Research and development (R & D) is the process of looking for consumers' needs and then develop products to meet those needs" [2]. The purpose of R&D in education is not to formulate or test the theory, but to develop effective products to be used at schools.

Joyce and Weil emphasized that "the model is a description of the learning environment, including teacher behaviour when the model is used" [3]. This definition implies that the teacher's behaviour when presenting the model is also very important. Therefore, teachers must prepare a lesson plan well, starting with the curriculum design and instructional materials until multimedia program. Rusman said that "the learning model can be used as selection pattern, meaning that the teacher may choose the learning model that is considered to be appropriate and efficient way to achieve the education goals. There are several things to consider in selecting a learning model, namely: 1) the objectives to be achieved, 2) learning materials, 3) learners or students, and 4) other nontechnical considerations"[4].

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According to Joyce and Weil , “a learning model includes five components or main variables, namely a) syntax or the stages of activity, b) social system, c) reaction principle, d) supporting system, and e) instructional impacts and accompanist impacts. The learning model components are an interrelated unity”.

The literature appreciation is an attempt to understand the literature in the best possible way. It was said by Djojuroto and Noldy that “the literature appreciation is the recognition, assessment and understanding of literature, either in the form of poetry or prose”[5]. With adequate literary appreciation capital, it certainly will create more wise and sensible educational output. In this context, the literature becomes very important. “Literature does not only have a role as an instrumental in embedding the foundation of noble character, but it also plays a role in shaping honest character as early as possible”[6].

The character education according to Zubaedi was as an effort for the embedding of intelligence in thinking, appreciation in the form of attitude, and experience in the form of behaviour that is well-suited with noble values as its identity. These are all realized in its interaction with God, oneself, among people, and environment”[7]. The noble values are: honesty, independence, manners, social nobility, intelligence thought, including curiosity on intellectual, and logical thinking.

Johnson said that “a contextual approach/CTL is a comprehensive system. CTL consists of interrelated parts. If these parts are related with one another, it will produce any effects more than the results given if the parts are presented separately. The contextual learning model is a system that stimulates the brain to compose patterns that present meaning. Furthermore, it is said that the contextual learning is a learning system that is well-suited with the brain producing meaning. This is done by linking academic content to the daily context in the life of students.[8] Rusman said that contextual learning is an attempt to make students active in creating ability without losing themselves in terms of benefits. This is because the students are trying to learn the concepts and then apply and relate them to the real world.

3. RESEARCH METHODS

This study uses a qualitative approach and the method used is research & development (R&D). This study aims to produce a product in the form of character-oriented short story appreciation learning model with the contextual approach.

Stages of the research conducted in this study refer to the Ministry of National Education (2008:5) which modifies the ten-stage procedure development research by Borg and Gall (1989:626) into five main steps, namely (1) conducting the needs analysis (2) developing initial products, (3) expert validation and revision, (4) small-scale and product revision field trials, (5) large-scale field trials and preparation on the final product. The research in the first year is conducted until the third stage.

The study population is the high school students of class XI throughout North Lampung Regency. In addition to the students, the research subjects involves (1) teachers of Indonesian language teaching in the classroom and the department as the subject of research, (2) teachers who do not teach in the classroom as the subject of research, (3) the principal at each school as the subject of research, and (4) one supervisor of Indonesian subjects.

4. DISCUSSION

Based on the survey on the students’ needs in learning, the learning aspects such as syntax aspect, social system, principle of reaction, supporting systems, and aspects of instructional impacts and accompanist impacts are still needed by the students. These aspects should be reflected in the syllabus and learning implementation plan. Here is presented the data of students’ needs in the learning process.

Table 1. Data of Students’ Needs in Learning

No	Learning Aspects	Average Score	Notes
1	Syntax	3.26	Required
2	Social system	3.46	Required
3	Principle of reaction	3.43	Required
4	Supporting systems	2.70	Required
5	Instructi-onal impacts and accompanist impacts	3.15	Required

From these data, it is shown that the students still need special attention related to the learning aspects. In designing the learning model, the teachers must pay attention to these matters, including the approach to be used. Therefore, it is necessary to develop the learning model of character-based short story appreciation with contextual approach based on *Kurtilas*.

Table 2. Percentage of Experts' Assessment on the Preliminary Draft Design

Experts' Assessment				ToTal	Average
1	2	3	4		
92.00%	96.33%	97.33%	92.00%	96.33%	97.33%

Based on these data, it can conclude that in general the experts agree with the preliminary design of the character-based short story appreciation learning model with the contextual approach in State Senior High School in North Lampung. The experts' written responses can be summarized as follows.

- In the learning stages, namely class conditioning, apperception, and constructing the meaning, all of which are appropriate, just there must be an explanation of what is meant by class conditioning, apperception, and constructing the meaning in order to adjust with the intentions.
- It should be concluded on the modelling using the flowchart in order to clear its distribution to be connected to the preliminary draft of chart image on the short story appreciation learning process with the contextual approach.
- In the stage of break and displaying the results, it is necessary for the teachers' attention in particular because this activity has the potential to encourage noise.
- At the confirmation stage, the teacher needs to prepare the material as well as possible by utilizing the supporting learning aspects.

Based on the data obtained through questionnaires, assessment, and written responses by the experts, it is concluded that in general, the theoretical concept and the preliminary draft of short story appreciation learning model with the contextual approach can be acceptable. The preliminary draft of the model has been well-suited and already described the principles as the basis for developing learning models. Furthermore, the preliminary draft of model is necessary for correction and revision according to the comments, feedback, and suggestions given.

In general, the aspect of syntax of character-based short story appreciation learning model with the contextual approach is outlined below. The initial activity is in the form of class conditioning with the purpose to prepare the students both physically and psychologically to carry out the study. The approach components applied are constructivism, questioning, inquiry, learning community, and modelling.

The apperception activity aims to gather information and materials that have been accepted and relating to the topic to be presented. This activity is followed by the activity to inform on: the competence to be achieved in learning, indicators of competence achievement, objectives to be achieved in learning, time allocation to be used, and informing the stages to be implemented during the learning. The approach component applied is *constructivism*.

The core activities in the learning are divided into three activities, namely exploration, elaboration, and confirmation. The exploration activities include two activities in the learning process, namely: the stage of reading short stories and the stage of group discussion. The stage of reading short stories is reading the short story as a whole, not the summary or synopsis. The approach components applied are inquiry, and modelling. The group discussion stage is the activity of finding and reflecting the essence of short stories that have been read. The approach components applied are *questioning, inquiry, and reflection*.

The elaboration activities include three activities in the short stories appreciation learning, namely: class discussion stage, break stage (celebrating the success in appreciating the character-based short stories), and display and responses stages. The stage of class discussion is the discussion in the classical style by displaying a particular group and getting responses on behalf of the group. The approach components applied are *constructivism, and inquiry*. The stage of break is the activity of celebrating the success in the character-based short story appreciation by singing or playing games. The approach component applied is *learning community*. The stages of displaying and responses are the activity of displaying the discussion results on a piece of cardboard and then getting the responses from students. The approach components applied are *inquiry, learning community, and authentic assessment*.

The confirmation activity is the activity carried out by teachers to respond to the students' moral values based on the discussions results based on the theories of appreciation and the theory of moral values. The response relates to the appreciation, character, and the moral theory. The approach components applied are *learning community, modelling, and authentic assessment*.

The final/closing activity is in the form of reflection, namely the students are asked to present verbal / writing responses on the character-based short story appreciation learning that is just implemented. The approach component applied is *reflection*.

5. CONCLUSION

The research development of character-based short story appreciation learning model with the contextual approach based on Kurttilasin State Senior High School in North Lampung can be conducted with the model components including: syntax, social system, principle of reaction, supporting systems, and instructional

impacts and accompanist impacts. Based on the data obtained through questionnaires, assessment, and written responses by the experts, it can be concluded that in general, the theoretical concept and the preliminary draft of short story appreciation learning model with the contextual approach can be accepted by improvement and ready to be tested.

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Brochure and Textbook Development as a Dissemination Media of Vegetable Cultivation Management Model for Consumer Protection against Heavy Metals Pollution

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Abstract

Previous research predicts that location affects the intake of heavy metals within vegetable organs. Heavy metals were found mostly in vegetable and fruits planted in industrial area, followed by highway, paddy field, and mountain area. Those metals decrease the protein, vitamin A, C, Mg, and chlorophyll level. Harvesting time management and trimming during cultivation time can control the heavy metals absorption rate. Finally, the decreasing of protein, vitamin A, C, Mg, and chlorophyll level can be minimized. This concept was used as a substance in developing the textbook of Bioremediation, especially in Bio/Phytoremediation effect. Moreover, the brochure of Vegetable Cultivation Management Model for Consumer Protection against Heavy Metals Pollution has also been designed. The textbook validation score was 86.38% and considered as valid and proper as a supporting textbook for Bioremediation topic. Similar to that, the brochure has also been validated as an information source in disseminating the Vegetable Cultivation Management Model for Consumer Protection against Heavy Metals Pollution as it scores 86.02%. Furthermore, practitioner examination showed that the textbook was proper and it can assist the learning of bioremediation concept (81.35%) while the brochure can motivate people to apply the concept in their lives.

Keywords: Brochure of Vegetable Cultivation Management Model, Bio/Phytoremediation Effect Textbook.

1. INTRODUCTION

Various human activities commonly produce pollutant, which negatively affect the environment. One of them is heavy metals. In low concentration, they are toxic to plants, animals, and human. The analysis results of the Research and Development of Agriculture Department in 2008 [1] for cabbage, tomato and carrot samples from West and East Java showed that Pb level was beyond the minimum threshold as bad as As, Cd and Zn in paddy samples. Therefore, a program of pollution controlling should be conducted in every aspects of human life.

The previous researches [2], [3], [4], [5], [6], have found several concepts that become references in this advanced research. The intakes of Cd, Cr, and Pb within vegetables (spinach, kangkoong, and genjer) are mostly discovered in industrial area, followed by main road, paddy field, and mountain areas. Within the vegetables, Cr is absorbed the most followed by Cd and Pb. Meanwhile, within fruits, heavy metals are mostly absorbed respectively in these areas: industrial area and paddy fields, which has the same results with mountain area. Corn has the highest number in accumulating metals followed by chili, long bean, and cucumber that has the same result with tomato. Similar to vegetables, fruits absorb Cr the most, tailed by Cd and Pb despite Pb is the most abundant metals in environment (2.49ppm) compared to Cr (2.71ppm) and Cd (1.82ppm). The metal intakes are affected by plant stage. The older the plant is, the higher the intakes.

The previous researches [2], [3], [4], [5], [6] have also showed that there are an effect of harvesting time to the level of metal intake, protein, vitamin A, vitamin C, Mg, and chlorophyll within leaves and stem of water kangkoong. The longer the harvesting being delayed, the higher the metal intake is. Hence, the level of protein, vitamin A, vitamin C, Mg and chlorophyll within leaves and stems of water kangkoong are getting lower. In the other hand, different ways of harvesting (pruning and non-pruning) also affect the metal intakes. It is shown by the decreasing of transpiration rate and water absorption while pruning is applied. In plants, transpiration provide many benefits [7]; [8]; [9] such as reducing the over absorbed water. Meanwhile, pruning will reduce the leaf area as well as the number of stomata. Thus, it will repress the transpiration rate. In polluted area, this practice will help the plants as it will suppress the metal intake so maintain the vegetable nutrition.

Based on those facts, pruning can be applied as one of many efforts in reducing the heavy metal intake [10], [11], [12]. Then, its accumulation within the plant will be reduced too, which will be safer to be consumed. Moreover, the nutrition will be preserved since the proteins, vitamin A, vitamin C within the plant are not used

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in antioxidant mechanism against free radicals. Therefore, it is suggested not to delay the harvesting time for producing the healthier and safer vegetables.

The concepts provided by the research can be utilized in designing brochure and supporting textbook to disseminate the model of vegetable cultivation management for consumer protection against heavy metals pollution. The brochures mainly will be socialized to farmer and consumer communities. Moreover, the textbook will support the Bioremediation lecture, especially in the topic of The Effect of Bio/Phytoremediation. Therefore, this research intends to: 1) Developing the supporting textbook in Bioremediation lecture; 2) Developing the brochure of vegetable management in heavy metal polluted area for safer consumption.

2. RESEARCH METHOD

Based on previous research, which reviewed the effect of predicted pollutant areas towards the intake of heavy metals within the vegetables and fruits as well as the effect of pruning towards vegetables nutrition, some concepts have been generated. These explain that people need to manage their vegetables cultivation while planted in polluted areas so people still save to consume the vegetables. By adopting and simplifying the method of 4-D development model of Thiagarajan[13], which divide into Define, Design, Development and Disseminate, a product of supporting textbook for Bioremediation lecture, especially Phytoremediation topic, are developed. Moreover, a brochure of socializing the vegetables cultivation management in polluted area is also compiled.

In Define stage, the need assessment [14] showed that there is lack of Bioremediation supporting textbook. This assessment also found that people do not have enough knowledge in understanding the danger of heavy metals pollution and its ability to induce the vegetables that planted in polluted areas. Therefore, a supporting textbook then is developed. The orientations are the learning outcomes, basic competencies and indicators. The supporting book will be focused on the Effect of Phytoremediation; meanwhile the brochure will give a practical understanding in anticipating the heavy metals absorption by planting and harvesting management. The supporting textbook then is validated and approved by several experts, namely Dr. HandokoSantoso, M.Pd. (expert in Biology Education), Dr. AgusSutanto, M.Si.(expert in Bioremediation), and Dr. Cand. Ratini, M.Pd. (expert in Education Technology). Moreover, some experts who also validate and approve the designed brochure are Dr. Achyani, M.Si.(expert in Plant Physiology and Applied Biology), Rasuane Noor, M.Sc. (expert in Public Health), and DarienyPratiwi, M. Pd. (expert in Learning Media). The validated products then are examined for their advantages in the limited Dissemination Stage. Practical examination on the supporting textbook is done by undergraduate and postgraduate students in Biology Education, UM Metro. Meanwhile, practical examination on the brochure is completed by scholar, and women community in Yosodadi, East Metro.

The validation of the products uses questionnaire, which are given to the experts and the users. The questionnaires ask the products' layout as well as the material substances. As known, questionnaire is a technique in collecting data by giving some questions that have to be answered by the respondents [16]. To examine the products, respondents should fill the questionnaire based on the LikertSchale. They are scored 5 (very appropriate), 4 (appropriate), 3 (less appropriate), 2 (inappropriate), and 1 (very inappropriate). The products are examined for their material substances (the concepts of bioremediation and phytoremediation effect), graphic design (products' attractiveness, and typography) as well as language using (grammar, communicative, and easy to understand).

The validation is determined by calculating the maximum score ratios [17] while the advisability is based on the adopting theory of Ridwan[18]. They are respectively 0-20% (very inappropriate), 21-40% (less appropriate), 41-60% (decent), 61-80% (appropriate) and 81-100% (very appropriate). The products are categorized as valid if they are achieve the appropriate and very appropriate criteria. Some improvements are needed if they get lower than those criteria.

3. RESULT AND DISCUSSION

3.1 The Supporting Textbook of Bioremediation Lecture

The validation results by experts are as shown below:

Table 1. The results of supporting textbook by reviewer and expert validators

Advisability Aspects	Valuation Indicators	Score Expert (%)			Average	Advisability Criteria
		I	II	III		
A. Textbook Physical Appearance	1. Textbook design is proper and attractive	80	100	80	86,67	Very appropriate
	2. Print out is clearly visible	80	80	100	86,67	Very appropriate
	3. Text and writing within the book are	80	100	80	86,67	Very

	easy to read		0			appropriate
	4. Pictures are clear and not blurred	80	80	80	80	Appropriate
	5. Page layout is ordered and attractive	80	60	100	80	Appropriate
A. Presentation	1. Book manual is easy to understand	80	100	80	86,67	Very appropriate
	2. Learning purposes are written clearly in points	80	80	100	86,67	Very appropriate
	3. Attract students to be active in learning activities	100	100	100	100	Very appropriate
	4. Pictures given are suitable with the materials	100	80	100	86,67	Very appropriate
	5. Pictures given are appropriate in numbers	100	100	80	86,67	Very appropriate
B. Materials	1. The concepts are actual and using the newest information	80	100	80	86,67	Very appropriate
	2. Pictures are supporting the student understanding	80	80	80	80	Appropriate
	3. The questions are written clearly and easy to apprehend	80	100	80	86,67	Very appropriate
	4. Substances include the Islamic values so generate the religious beliefs within the students	80	80	100	86,67	Very appropriate
	5. I easily understand the materials	80	100	80	86,67	Very appropriate
	6. The materials are given in order	80	80	100	86,67	Very appropriate
C. Language	7. The sentences are easy to apprehend and communicative	80	80	80	80	Appropriate
	8. The sentences are not ambiguous	80	60	100	80	Appropriate
D. Illustration	1. There are explanations in every pictures given in the book	80	100	80	86,67	Very appropriate
	2. Pictures are attractive	80	80	100	86,67	Very appropriate
3. Learning Evaluation	1. Evaluation clues are precise, clear, easy to apprehend,	100	100	100	100	Very appropriate
4. Integrating the Islamic Values in Learning Concepts	1. Guidance and questions contain Islamic values	100	80	100	86,67	Very appropriate
	2. The products integrate the Islamic values in learning activities to assist the students to develop their moral values.	100	100	80	86,67	Very appropriate
Average					86,38	Very appropriate

Comments:

- The textbook allotment needs to be adjusted in order to be a very proper textbook for lecture
- The Islamic values are not supposed to be limited in learning materials only. They could be applied in activities and learning evaluation so the values are reflected in students' understanding, appreciation, and application in real life to maintain the sustainable environment.
- Design and colors should be more conformable
- Concepts correlation should be maintained in every chapter to simplify the students' understanding and convenience.
- More attention should be given in designing the layout to avoid the tedium.

Annotation:

- Validator/Reviewer I: Dr. H. HandokoSantoso, M.Pd.
- Validator/Reviewer II. Dr. AgusSutanto, M.Si.
- Validator/Reviewer III: Dr. Cand.Ratini, Dra. M.Pd.

The developed textbook achieves the average of advisability validation of 86.38% (very appropriate). Moreover, the validated textbook also achieves the average of advisability of 81.35% (very appropriate) from students as respondents [18]. Therefore, this textbook is valid and appropriate to be used in supporting Bioremediation lecture [14].

3. 1 Socializing Brochure for Vegetable Farmer and Consumer

The validation result of the brochure can be seen in the table below:

Table 2: Advisability Results of the Brochure by Expert Validators

No.	Valuation Indicators	Score Expert(%)			Average	Advisability Criteria
		1	2	3		
1	Does the language using in the brochure make it easy to understand the materials?	80	100	80	86,67	Very Appropriate
2	Is the brochure interesting, concise and detailed?	80	80	80	80	Appropriate
3	Does the brochure provide a practical and applicative information?	80	60	100	80	Appropriate
4	Is the brochure design suitable with the purpose of the delivered information?	80	100	80	86,67	Very Appropriate
5	Can the literature review in the brochure become a baseline of an information source?	80	80	100	86,67	Very Appropriate
6	Can the pictures, graphs and charts in the brochure deliver the information?	100	100	100	100	Very Appropriate
7	Is the information given in the brochure useful for everyday life?	100	80	100	86,67	Very Appropriate
8	Does the information in the brochure motivate us to apply the concepts in everyday life?	100	100	80	86,67	Very Appropriate
9	Is the information in the brochure actual?	80	100	80	86,67	Very Appropriate
10	Is the information potential in contributing to keep the sustainability of environment?	80	80	80	80	Appropriate
Average					86,02	Very Appropriate

Comments:

- Add contact or email address in the brochure
- Replace “Information Department” into Ministry of Information and Communication”
- Assign Research Bodies including University in one role for government feedback.
- Add Non-Government Organization after University
- The background color in page 1 third column and page 2 first column are too bright so hazing the lettering.
- Clarify the graphs and charts.
-

Annotation

- Validator I: Dr. Achyani, M.Si.
- Validator II: Rasuane Noor, S.Si., M.Sc.
- Validator III: DasrienyPratiwi, S.Pd.,M.Pd.

The developed brochure achieves the average validation score of 86.02% (very appropriate). After being examined by users, the brochure achieves the average validation score of 88.93% (very appropriate) [18]. Therefore, the brochure is valid and appropriate to be used as socialization medium [15] to producer community and vegetable consumer in anticipating the effect of heavy metals pollution in consumed vegetables.

4. CONCLUSION

The results of the research on the effect of heavy metals pollution towards the level of protein, vitamin A, Vitamin C, Mg and chlorophyll in different ways of planting and harvesting can be applied as a materials for developing the textbook and brochure. The advisability validation showed that the book is very appropriate in terms of physical appearance, presentation, materials, language, and illustration, learning evaluation, application of Islamic values and understanding of Bioremediation topic. Moreover, the brochure is very appropriate in terms of language, practical and applicative information, purposes of the information, baseline literature review, attractive illustration, benefit in everyday life, ability in motivate people, actual information and its contribution. The validation score of the textbook is 86.38%, valid and very appropriate as supporting textbook in Bioremediation lecture. The brochure is also valid and very appropriate as it achieves the validation score of 86.02%. The practical examination showed the similar trend. The textbook is very appropriate (81.35%) so can be used to support Bioremediation lecture; the brochure is very appropriate (88.93%), which motivate people to apply the concept in everyday life.

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The Importance of Character Development on Young Generation for the Nation's Progress through Education

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Abstract

Character development on young generation becomes important point, considering that young generation is the generation which will continue the role of older generation. The strong character of young generation will lead the nation's progress; otherwise weak character of the younger generation will threaten the existence of the nation among other nations. Education holds an extremely important role in the character development. Character can be developed particularly through education. Each subject in the study should also be played as a media of character development, in addition to develop the learners' intellectual. Learning is played as media to manage thinking, feeling and heart.

Keywords: Development, Character, Education

1. INTRODUCTION

Sukarno, the Indonesian first president had said the importance of the youth's role for the nation's progress. Youth is the nation's backbone. On the shoulders of the youth is the country will be given the leadership baton. Thus, the condition of the youth today reflects the nation quality in the future, as well as to Indonesia.

The times are followed by the development of information technology is an important thing to note. This Technological advance makes this world without border. Event or circumstance that exist and occur in a country (place) will soon be known by a person in a distant place. In fact, Technological advance brings a positive and negative impact. It seems, based on the phenomenon that exists among the youth, many youth are negatively affected as a result of technological advance, although they also have benefit from it.

The negative impact is due to lifestyle of hedonism, free sex, drug abuse and poor character. The shocked and heartbreaking incident which that happens to education and general public makes education world is blamed. Education is blamed for failing to deliver the to be ready to live well at their place, either at their home or at their activities (work environment). The incident is brawl between students, between villages, between supporters of sport team. Heartbreaking incident that is often reported in the media is the wrong sexual behavior among learners and persecution and even murder by their own student.

Many educational and psychological Experts states that the reason why students (children and adolescents) behave as mentioned above are caused of poor habits by the children, for example, the custom of playing online game which serves sadistic and violence behaviors. It is also caused of their habit to seeing pornographic pictures, pornographic movies, and etc which stimulates a sexual libido of children; including the television which shows violent, free sex and other behaviors that are not in accordance with the norms of religion and state.

The importance of character for someone it could be demonstrated as the Indonesian fifth President ever delivered that the importance of implanting and developing character in children of early age during in the Early Childhood Education (ECD). Curriculum 2013 is also often referred to as a character curriculum. Indonesian sixth president also stresses the importance of developing Indonesian young generation character. Minister of Education and Culture of Indonesia discourses the implementation of full day school, which this program to develop the character of learner.

In this paper will be explained about: the role of the young generation for the nation's progress in the future, and the role of education to develop the young generation character (learner).

2. DISCUSSION

2.1 The Role of Young Generation for Nation's Progress

Young generation is the backbone of the nation. If the younger generation is good and quality, then the state will be more advanced and qualified. Vice versa, if the quality of the younger generation is poor, then the state will be crumble / poor. Thus, the younger generation is an important part of human resources. The high quality of the young generation will bring in height quality of the nation. The nation quality development (Indonesia) will bring a good nation development (Indonesia). The younger generation is often referred to as the leader of

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tomorrow; it shows that on the hands of young generation, the nation's fate is at stake. If the younger generation has passion and ability to build the nation and his country well, then the nation will be better.

The importance of youth for the nation's progress has also been conveyed by the Indonesian first President that read, "Give me ten youth then I will shake the world". Thus the good and bad country can be seen from the quality of the young generation, it is caused the younger generation is the successor and heir to the nation and the State. Because of the important role of young generation, they should have a strong character to build the nation and the country. The youth also need to consider that they have a function as an agent of change, morals force and social control so that the function can be useful to the public.

According to Hanafi (2009) in the Islamic perspective regarding to development of the young generation quality is very important to base Hadith of Prophet Muhammad PBUH *"A strong believer is better and beloved to Allah than a weak believer"* (Narrated by Muslim from Abu Hurairah). The young generation holds an important role because they are in the productive age, therefore they must have particularly good quality. The development of young generation quality includes the development of physical, spiritual quality, intellectual quality and leadership quality. Improving the younger generation quality from the physical aspect only has not been enough, but also develops what is in the young generation that is non-physical such as: spiritual, attitudes, morals, emotional, and social. In a vision of National Education is referred as management of thinking, feel, heart, and sport.

Attention to the morals decline symptoms of Indonesian younger generation that is increasingly serious should arise all nation components to move jointly to find a solution. Indonesia greatness is caused of the number of young generation population; if the younger generation is not promptly increased their quality, then it will threaten Indonesian's progress.

2.2 The Role of Education for Character Development of Young Generation

Character Education Regulation as stipulated in Law No. 20 of 2003 regarding National Education System in Article 3 is mentioned, "National Education serves to develop ability, character and civilization of dignified nation in the context of the intellectual life of the nation which aims to develop learners' potential in order to become a faith and fear man of God Almighty, noble morals, healthy, knowledgeable, skilled, creative, independent, and become a democratic and responsible citizens". The character serves as the mental strength and ethics that encourages a nation to realize their nationality aspiration and to show comparative, competitive, and dynamic advantages among the Gentiles (Zuriah, et al, 2016). The character has developed gradually to become mature and immature. Some factors that support the character development are age, insight, experience, stimulation, environment, upbringing, education, social support, and biological. (Hajam,, in Santoso, 2013).

Hajam's statement shows that education is one of the ways to develop the young generation character. Education can mean as a formal education, but nevertheless the education truly is in three centers of educational environment that is family, school, and community educations. Those educational centers play an important role in the development of the young generation character. To reach the character development successfully, those educational centers should be synergistic and support each other. If one of them is not support, it will be a negative effect on the character development.

Ministry of National Character Education Team (2010) states that the function of culture and character education are as follows:

- a. Development
The learners' potential development becomes a good person. Everyone have a lot of potential which the potential has good and bad. The good potential should be developed.
- b. Good Behavior
Good behavior is aimed to young generation (learner) to have attitude and behavior that reflects the nation culture and character. This is main character development that makes person to behave or have good morals.
- c. Improvement
Improvement can strengthen national education progress to have responsibility in developing the more dignified learners' potential.
- d. Filtering
To filter their own national culture and other nation cultures those do not conform to the culture values and dignified nation character.

The learning process that occurs in the school is not only to develop the potential of intellectual quotient (IQ), but also develop the character of learner. Learning that develops both aspects will produce intelligent man and good morals (character). The young generation should not only have good in terms of IQ, but also good in terms of EQ (emotional quotient) and SQ (spiritual quotient). Human who is well educated with high IQ cannot guarantee their nation's progress if they do not have a good character. Some expressions of the world thinkers are "one fatal mistake is education without character; intelligence plus character is the ultimate goal of

education; educating someone to the intelligence aspect and not to morals aspect is threat to the community ". (Muslich, 2012)

In order that a character education for the younger generation, especially learner who expects character development, then the formulation of character educational objectives are made as follows (Ministry of National Character Education Team, 2010):

- a. To develop potential of learners' heart / conscience / affective as human being and citizen who have cultural values and national character.
- b. To develop learners' habit and attitude which is commendable and accordance with universal values and religious national culture tradition.
- c. To instill learners' leadership and responsibility as the nation successor.
- d. To develop the learners' ability to be independent, creative, insightful nationality human.
- e. To develop a neighborhood school life as a learning environment which is safe, honest, full of creativity and friendship, and with a high nationality sense and full strength (dignity).

The purpose above is accordance with the six pillars of education character that includes: 1) Confidence: Learners must be honest, have the courage do the right thing. 2) Respect: respect for others, manners, tolerance of others. 3) Responsibility: think before act and responsible for his action. 4) Justice: dare to give a defense to the true, open-minded and not easily blaming others. 5) Care: helping someone in need, forgiving others, etc. 6) Citizenship: become citizens who obey the rule and law.

According Mulyasa (2011), hard work, smart work and sincere work, and discipline should be used as guideline for the successful development of character through education in the school. It is essential, especially to achieve optimal result, thus the learners as the younger generation has a high character as expected. Following Indrayani (2012) at least there are eight tactics that need to be considered for the success of character education, namely: 1) comprehend the essence of character education; 2) socialize properly; 3) create a conducive environment; 4) develop infrastructure and adequate learning resource; 5) discipline learners; 6) the head of practice; 7) achieve teacher who can be role as model (can be followed / *gugu* and imitated / *ditiru*); 8) involves the entire school community. The young generation will succeed in making the work if they have ability in communication, honesty and work in team.

3. CONCLUSION

The quality of young generation is characterized by strong character to play an important role for the nation's progress. Education is an excellent media to develop the character of young generation (learners). It takes the role of all components / school community for successful development of character. Education holds a very important role and leads the development of the learners' character. Each subject also can be used as media for learners' character development, thus it needs to hire professional education.

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The Importance of Open Ended Problems in Teaching Material of Algebra

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Abstract

The problem in mathematics is a condition faced someone but has not found a solution to solve the condition. One form of problem that can be displayed during the learning of mathematics is open ended problems. Open ended problems is a problem that has possible answers or solutions are different. By providing open ended problems, then students will receive a new assumption that turns mathematical problems can be solved in various ways and various answers. The development of a teaching materials on subjects related to mathematical theories, especially in algebra enough required, even more teaching materials containing open ended problems. With the teaching materials based open ended problems, students presented mathematics problem without focusing on a solution or an answer. Students will be accustomed to reveal all his ideas in solve the problem. The importance of providing open ended problems in teaching materials of algebra to develop students' creativity is what lies behind the writing of this paper.

Keyword: Open Ended Problems, Teaching Material

1. INTRODUCTION

Mathematics education is one of the courses at several universities in Indonesia. Mathematics education study program is designed to direct students to be professionals mathematics teacher. Existing courses in mathematics education curriculum discuss the theories related to learning and discuss the theories of mathematics itself. Especially for theories in mathematics, actually existing studies in the curriculum of mathematics education study program are almost identical to the curriculum for a course of pure mathematics, there is only a reduction in it, the discussion was not as much as there is in pure mathematics.

One branch in mathematics is algebra. In algebra, a lot of concepts that can be applied in real life, so that the theories related to algebra important enough to be studied. Moreover for students in mathematics education, the basic concepts of algebra theories should be mastered as a stepping-stone to give the learning of mathematics when he became a teacher at the school.

Learn mathematics in college course, there is a more difficult level than by learn mathematics in schools. It became one of the problems that needs attention, because the speed level of understanding of which is owned by different students, so that not all student in mathematics education can easily learn the theories in mathematics. So even algebra concepts learned in college is certainly more difficult than algebra concepts learned in school, because algebra concepts learned in college is certainly more profound and fundamental.

If the views from the things that affect the learning process, the learning process can be influenced by a variety of learning resources. One of the learning resources that can be used to facilitate the student is teaching materials. Teaching materials can be used as a tool for students to do the learning independently. Teaching materials in a lecture, will further optimize the learning process. A lecturer is required to be able to develop a variety of quality teaching materials, beside additional points can be made in improving the academic career ladder, learning materials can also help lecturers to present materials in the classroom.

On the other hand, the availability of teaching materials that can develop student creativity is lacking, including the study program of mathematics education. Whereas in learning mathematics, students are always faced with the problem. According Sumardiyono in Ref. [1], to improve students' ability to solve problems, teachers should provide a problem that is not routine. This indicates that an issue will have a variety of alternative settlement. Thus, students are required to be able to develop creativity to be able to solve mathematics problem. A problem that has many possible solutions or a different solution is called the open ended problem (Ref. [2]).

With the open ended problems, students are expected to have more than one solution to solve problems in real life, especially in mathematical problem solving. As revealed Ref. [3] that open ended is the approach in learning that could gave the opportunity to the students to get the knowledge, experience, knowing and solving the problem from several technics. In addition, students will also get a new assumption that turns mathematical problems can be solved in different ways and different answers, depending on the perspective of people resolve the problem, of course, still in mathematical appropriate concepts.

The development of an teaching materials on subjects related to mathematical theories, especially in algebra enough moreover required teaching materials containing open ended problems. With the open ended problems,

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students presented mathematical problems without focusing on a solution or an answer. Students will be accustomed to reveal all his ideas in solve the problem.

2. LITERATURE REVIEW

2.1 Teaching Material

Teaching materials is a set of tools or learning tools containing learning materials, methods, limitation, and way to evaluate designed systematically and attractive in order to achieve the expected goals of achieving competence or sub competence in all its complexity (Ref. [4]). According to Abdullahi in Ref. [5], teaching materials are materials or tools that can make a big improvement to a lesson if smart in using it. Further Ref. [6] explains that the instructional material is a summary of the material provided and taught to students in the form of printed material or other form of electronic files stored in both verbal and written.

Good teaching materials at least include the instructions of learning, competence to be achieved, subject content, supporting information, exercises, work instructions, evaluation, and response to the evaluation results (Lestari in Ref. [7]). If viewed closely, there are fundamental differences between the teaching materials with textbooks. It is delivered by Lestari in Ref. [7], which explains the difference of teaching materials and textbooks in Table 1.

Table 1. The differences of Teaching Material and Textbook

Teaching Material	Textbook
Raises interest in reading	Assumes the interest of the reader
Written and designed for students	Written for teachers
Designed for the environment itself	Designed for widely marketed
Based on competence	Groundless competence
Arranged on a flexible learning patterns	Arranged linearly
The structure is based on the needs of students and the final competence to be achieved	The structure is based on the logic of science
Focusing on providing opportunities for students to practice	Not necessarily provide training
Accommodate the difficulties of students	Do not anticipate difficulty learning Students
Provides a summary	Not necessarily provide a summary
Conversational writing style	Narrative writing style but not Communicative
Density based on the needs of students	Very solid
Packaged and used in the learning process	Packed to benchmark research and Learning
Have a mechanism to collect feedback students	Does not have a mechanism for collect feedback from readers
Explain how studying teaching materials	Not constitute advice or a way studied the book

Directorate of Senior High School Development in Indonesia (Ref. [8]) grouping of teaching materials based on the technology used, namely printed teaching materials (printed), among others, handouts, books, modules, student worksheets, brochures, leaflets, wallchart, photos/images, and model/maket. Teaching materials hear (audio), among others, cassette, radio, phonograph records, and compact discs audio. Teaching materials point of audio visual such as video compact discs, and movies. Interactive multimedia teaching materials such as CAI (Computer Assisted Instruction), compact disk (CD) interactive learning multimedia and web based teaching materials.

Basically, there are various types of teaching materials, only adapted to the characteristics of students and materials to be studied. Noting these things become an important part in preparing a teaching material. According Ref. [5], that in compiling teaching materials need to be made in order to stimulate students' intellectual abilities and students problem solving skills, as well as the design of teaching materials need to be made so that students can easily use. Based on these opinions, then in compiling teaching materials need to consider a few things to get high-quality teaching materials as well as to facilitate the readers and users of the instructional materials.

2.2 Open Ended Problem

In an effort to encourage creative thinking in mathematics used the concept of "problem" in a situation where students are required task to link the information known in a new way for her to do chores, so the task was a new thing for students. If students immediately recognize actions or ways of completing the task, the task is a regular task. So the concept of "problem" depends on the time and the individual (Ref. [9]). Based on these opinions, then in the learning context, a question may be said to be a problem by the students, but can also not an problem for other students. According Ref. [10], that a problem usually contains a situation that encourages a

person to get it done but do not know firsthand what is to be done to solve them. If a question is given to a child and the child immediately know how to solve it correctly, then the question can not be said to be a problem.

One form of problem that can be displayed at the time of learning is open ended problem. Open ended problem is a problem that has the possibility of different answers or solutions (Ref. [2]; Ref. [11]). Furthermore Ref. [11] asserts that the task of open ended generally less well defined than the duties are covered, students need to consider the meaning of a concept that there is a problem, make a decision to resolve the problem, consider the possibility of multiple responses, and thought about the right way to communicate the results of its completion.

Provides a relatively simple evaluation tool for open ended mathematical tasks can help teachers and students in evaluating the solution and can serve as an important means to encourage creative thinking of mathematics (Ref. [12]). Some ways to develop open ended questions by Ref. [13] is as follows.

2.2.1 Provide examples that meet certain conditions or requirements.

The task of this type enables students to recognize the characteristics of mathematical concepts related to the underlying. Students should understand a concept and apply it to create a model that meets certain conditions.

2.2.2 Determining who is right

Type this task presents two or more opinions or views on some concepts or principles of mathematics. Students were asked to decide and explain what is true.

2.2.3 To solve problems in different ways

This method is rarely used because it is relatively difficult to apply because it is not easy to determine whether there are alternative methods of resolution of a problem. Additionally, students may be thinking of what look for alternative methods to solve a problem, as they have to resolve the issue. However, in this way need to be developed in the learning process so that students realize that there are different ways to solve a problem. It thus will encourage the students to think creatively to be creative in their own way in an attempt to solve the problem.

Another opinion is explained Ref. [14] which gives some sort of open ended problems that this type of problem "finding" the kind of problem "classifying" and the type of problem "measuring". Furthermore, according to Ref. [15] open ended problems can be formed of the issues covered in the existing textbooks. Such problems can be reconstituted as a matter of missing data, problem posing, or about to explain the concept/rule/error.

Several methods can be used to create an open ended problem described by Ref. [11] that the working backwards methods and adapting a standard questions methods. In essence, for the working backwards method is to create a closed question and answer. Based on the answers to these questions, the answers varied to such an answer that not only one but can bring a lot of answers, and then closed matter are converted into open ended question. In the adapting a standard questions methods to do with seeing a variety of questions or problems, subsequently modified to that question can lead to a variety of correct answers.

2.3 Teaching Material based Open Ended Problem

Teaching materials is one important part of a lesson. Students can take advantage of instructional materials for independent learning, meaning that not only rely on the material presented by the lecturer. In a teaching materials, the problems that appear can be used as one of the drivers of learning. According to Ref. [16], that the factors that support math learning is a process and actions, instructional factors, and the characteristics of the mathematical tasks. Based on these opinions, a task that has a special character can be used as a learning support factors, including the math.

An open ended problem is one of the tasks that can be given to students. Moreover, the student teachers of mathematics, there are still quite a lot of teaching materials that support your lectures and yet many contain content in open ended problems, including on subjects that discuss various theories of algebra. Though algebra concept widely used in real life. The problems that exist in the real world is certainly changing shape so a means of solving such problems also need a different approach depending on the angle of view of each individual, it can be trained to take advantage of open ended problems.

Algebra is one branch that is in mathematics. In mathematics education curriculum, some theory subjects including algebra into elementary algebra, linear algebra and abstract algebra. Preparation of teaching materials algebra with open ended problems will certainly be able to add a collection of teaching materials with specific characteristics moreover most of the teaching materials of algebra is still focused on the problems that are closed, or a problem that can only be solved in one way and only one right answer.

Some examples of the use of open-ended problems in algebraic concepts can be seen on the following questions.

- a. The basic concept in linear algebra related to systems of linear equations
"Make an example of linear equations and an example of not linear equations!"
 On that question, the student will be directed towards many the correct answer. The concept of systems of linear equations needs to be mastered in advance to answer that question.
- b. The concept in abstract algebra related Lagrange's theorem.
"Suppose G is a group with $n(A) > 160$, and G have subgroups with order 25 and 40. A Determine the two possible orders of G ?"
 An understanding of Lagrange's theorem is initial capital that needs to be understood in resolving the question. Many possible correct answers to questions.
 Some examples of these have a lot of answers right. Students will be forced to be more creative in determining the answers to the questions. Judging from the content of math problems, such questions can be a problem and may also not a problem, depending on who is the face of the problems, because as already mentioned above that the concept of "problem" depends on the time and the individual.

3. CONCLUSION

Develop teaching materials based open ended problem based especially on subjects related to algebra can be used as an alternative to further develop the capabilities of students in the field of algebra. The teaching materials can facilitate students in collecting various theories of algebra to solve a problem. Students will also not be fixated on one answer, but students are also taught to convey a variety of ideas to get a variety of answers right. So the ultimate goal is besides students are able to master the various concepts of algebra, students will also be familiarized with the settlement of the problem from a variety of different viewpoints with a wide range of possible correct answers origin is still in concept from theory.

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Design Research and Development 4D Model for Developing Mathematics Teaching Materials

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Abstract

Teachers should be able to develop teaching materials especially mathematics teaching materials, due to the low availability of quality teaching materials that suit the demands of the curriculum, students' characteristics, as well as the environment in which students live. Currently, many college students and researchers of mathematics in preparing the thesis or research have chosen to develop teaching materials with Research and Development (R & D) model 4D developed by Thiagarajan, et al. (1974). However, in practice, there are errors in understanding the development model in modifying the 4D into 3D. In this study, presented the results of a qualitative descriptive analysis research and development model 4D in particular areas of mathematics. The results of this analysis are used for reference and ideas so that the researchers who conducted the research and development. Based on this assessment obtained by reference Research and Development (R & D) 4D model. stages of research 4D model that is Define, Design, Develop, Disseminate. Phase Define this is the front-end analysis, concept analysis, task analysis, and Specifying instructional objectives. Stage Design is designing prototype learning device for obtaining a preliminary draft. Phase Develop that is (1) expert appraisal followed by revision, (2) developmental testing. Phase Disseminate divided into three activities, that is validation testing, packaging, diffusion, and adoption.

Keywords: Research and Development, Teaching Materials, 4D model.

1. INTRODUCTION

Teaching materials is a learning device that contains material that is designed to systematically used to obtain information and science students. Trianto (2012: 188) explains that the teaching materials is a learning resource that contains the substance of certain capabilities that will be achieved by students. In line with these opinions, Yaumi (2013: 245) argues that technically the learning materials can be designed as a representation explanations teacher, professor, or instructor to the class in addition to acting as a guide learning activities including targets and goals to be achieved.

Currently, teachers are required to prepare and be able to develop their own teaching materials as they relate to the low availability of teaching materials appropriate to the curriculum, the characteristics and conditions of the students, as well as characteristics of the environment in which students live. teachers demanded to develop teaching materials mathematics quality, the quality of teaching materials that either course must meet such criteria raised by Nieveen (in Tati, Zulkardi, and Hartono, 2009): (1) the validity, (2) practicality, and (3) the effectiveness. Good teaching materials course in addition to appealing in terms of appearance and the content; it must be in accordance with the needs of students of the material learned. Good teaching materials must go through a validation expert, practical in understanding, and effective for the learning process.

One of the efforts to obtain mathematical teaching materials can be done with research and development (R & D), which currently is one type of research that has been developed. Development research aims to develop a product instructional materials is a new product or enhance existing products. There is plenty of research design development being developed at this time, one of which is the research and development (R & D) using the 4D model.

Currently, many students of mathematics education as well as researchers in preparing the thesis or research selecting research and development using the 4D model. 4D model put forward by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). This model consists of four stages of development that Define, Design, Develop, and Disseminate or adapted into the 4D model, namely the definition, design, development, and disseminate. In practice, there are some errors in the understanding of the development model that modify 4D into 3D. As stated by Rochmad (2012: 63) "Researchers sometimes stated modify 4D into 3D with reduced portions spread (disseminate). In this case, the term "modify" to be less precise even researchers do the simplification of the change of 4D into three stages of 3D".

In this study are presented the results of a qualitative descriptive analysis on the research and development of 4D models are often used by researchers to study the design of the development. Researchers must understand the whole process of development requires several stages of testing and revision, so that the products developed have met the criteria of good products, tested empirically and no mistakes again. The results of this analysis are

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expected to make this source of insights and ideas so that it can become a reference for college students and researchers of mathematics education which will conduct Research and Development (R & D) 4D model.

2. DISCUSSION

2.1 Mathematics Teaching Material

Teaching materials are one of the tools/materials arranged in a systematic learning process that helps students or readers in understanding the particular material. Mudlofir (2011: 130) states that there are several principles in teaching materials stated that raises interest in reading, written and designed for students, explain the instructional objectives, prepared on the pattern of flexible learning, structures based on student needs and competencies end to be achieved, giving opportunities for students to practice, to accommodate the difficulties of students, giving summaries, conversational writing style and a semi-form, density based on the needs of students.

Mathematics teaching materials have special characteristics that differentiate with other teaching materials because the mathematical context to know something abstract into contextual, and the contextual become abstract. Hanafi and Suhana (2010: 67) states that "Contextual Teaching Learning is a holistic learning process that aims to teach students in understanding the teaching materials were significantly meaningful associated with a real life context". Mathematics teaching materials are required to develop creative thinking of students that mathematics learning objectives can be achieved.

In addition, teaching materials mathematics can also be directed to the Information and Communication Technologies (ICT), so it can also help students understand the material math so if we expect the teaching materials of quality. so we can develop teaching materials that lead to contextual and ICT so that students can understand the meaning or concept of a mathematical formulas so that students understand the use of these formulas.

2.2 Models of Research and Development

Research and development (R & D) is a strategy and research methods good enough to improve the process and outcomes of learning.

Borg and Gall (1983: 772) defines research and development as follows:

Educational Research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually Referred to as the R & D cycle, the which consists of studying research findings pertinent to the product to be developed, developing the products based on Reviews These findings, field testing it in the setting where it will be used Eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test the data indicate that the product meets its behaviorally defined objectives.

There are several models of Research and Development, some of which are: 1) the 4D model (four-D model) developed Thiagarajan (1974); 2) ADDIE Model developed by Dick and Carry to design a learning system; 3) Model Borg and Gall developed by Borg and Gall (1983) 4) Model Plomp developed by Plomp (1992). And much more development model developed by the experts include model development according to Kemp, Model Development According to Dick & Carey, ITS Model (Instructional Systems Development Procedure). Theories of development research are often mentioned by experts as a means for researchers in order to improve the quality of learning.

2.3 Research and development (R & D) 4D Model

Research and development (R & D) 4D Model developed by Thiagarajan, Semmel, and Semmel (1974) that Define, Design, Develop, Disseminate.

The flow chart of the 4D model as follows:

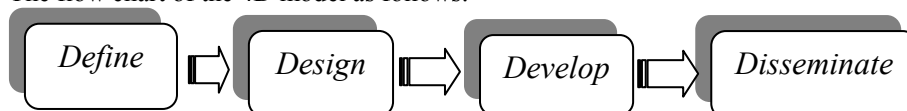


Figure 1. Steps 4D model.

Research and development procedures developed by Thiagarajan, Semmel, and Semmel (1974) that Define, Design, Develop, Disseminate. As for the detailed steps in the development of this research is as follows:

2.3.1 Step I: Define

At the stage define, the activities carried out and proposed experts includes four main steps, namely the front-end analysis, concept analysis, task analysis, and specifying instructional objectives. Here is presented a description of the four stages were obliged to do.

- a. front-end analysis
At the stage of Front-end analysis, the activities can be done by conducting interviews with principals, teachers, educators, and students who aim to study and explore the basic problems encountered in learning. With this analysis, we will get an overview of facts, expectations and basic problem-solving alternatives, which facilitate the determination or selection of instructional materials developed mathematics.
- b. concept analysis
At the stage of concept analysis activities can be done with the interview to identify the key concepts to be taught, arranged in the form of hierarchy, and detailing concepts of the individual in terms of critical, relevant and irrelevant. Analysis concepts do is to identify the critical parts and the main lessons learned and to systematically compile relevant sub material that will go on teaching materials on the basic concepts of mathematics.
- c. task analysis
At this stage of task, analysis can be done with the interview which aims to identify the main skills that will be reviewed and analyzed into a set of additional skills. This analysis ensures a thorough review of their teaching duties. Furthermore, after the concept analysis followed by analysis tasks. Based on the results obtained by analysis of an overview of the tasks required in learning according to the Competency Standards to be achieved from teaching materials based mathematics.
- d. Specifying instructional objectives
Specifying instructional objectives at this stage can be done by summarizing the results of the analysis of the concept and task analysis to determine the behavior of objects. The object set the basis for devising tests and designing instructional materials which are then integrated into the teaching materials. Based on this analysis obtained learning objectives to be achieved in mathematics teaching material.

2.3.2 Step II: Design

At the design, stage aims to design prototype learning device for obtaining the initial draft. There are four steps to be taken at this stage, namely: (1) criterion-test construction, (2) media selection in accordance with the material characteristics and learning objectives, (3) format selection, which examines the formats of teaching materials that exist and set format teaching materials will be developed, (4) initial design of the format selected. Here are the results of the steps that have been made:

- a. constructing criterion-referenced test
Preparation of standard reference test is a step that connects between the define phase to the design phase. Criterion reference test is based on the specification of learning objectives, then subsequently arranged grating achievement test.
- b. The media selection
Media selection is done to obtain a picture of what the media were very supportive and enabling the teaching materials.
- c. format selection
Selection of the format in the development of the learning device is intended for the design or designing learning content. In this case directed a shortened format developed lessons learned.
- d. initial design
Based on the analysis that has been done obtained a preliminary draft first draft that the design of all the learning device that instructional materials and media to be done before the test performed.

2.3.3 Step III: Develop

The development stage is the stage to produce the product development is done through two steps, namely: (1) expert appraisal followed by revision, (2) developmental testing. Steps were taken at this stage are as follows:

- a. Expert appraisal
At this stage, the assessment of the experts/practitioners on learning tools includes format, language, illustrations, and content. Based on input from experts, learning materials revised to make them more precise, effective, easy to use, and has a high technical quality.
- b. Developmental testing
Field trials can be carried out in phases that are not specified. According to Thiagarajan, et al (1974) test, revise and test continuing to obtain a consistent and effective devices.

2.3.4 Step IV: Disseminate

Disseminate process is a final stage of development. Thiagarajan divides the dissemination phase into three activities, namely: validation testing, packaging, diffusion, and adoption.

a. Validation testing

In the validation phase of testing, the products have been revised during the development stage is implemented in the actual target. In the deployment phase is done by distributing teaching materials to several schools to get final feedback before it is spread on a larger scale again. Aiming to see the effectiveness of the products that have been developed, so some flaws still are revised. At this stage, it is also done to promote the development of products to be acceptable to the user, whether an individual, a group or system.

b. Packaging, diffusion, and adoption.

Packaging can be done after the whole process has been implemented. This phase aims to make the product can be used by others. This phase should also be made considering the importance of Disseminate. Without Disseminate we can not assess the absolute feasibility of teaching materials developed.

Based on studies that have been described above, it is important that every researcher to constantly do a whole series of stages of research. For researchers who would modify, then modify them according to the instructions of the experts, in order to obtain a quality product.

3. CONCLUSION

Based on the study of this article, the teaching materials is one of the learning devices that contains material that is designed to systematically used to obtain information and science students. Teachers or researchers is demanded to develop teaching materials with good quality. Teachers or researchers who will conduct research to understand the entire process of development of teaching materials. In the development of teaching materials require several stages of testing and revision, so that the products developed to meet the criteria of a good product, tested empirically and quality. To meet these criteria in developing teaching materials course we have to do each stage that has been set by experts earlier, so there is no mistake in the design of research and development that refers or modify that has been developed and designed by education experts. In particular math teaching materials that have special characteristics that differentiate with other instructional materials, because the mathematical context to know something abstract into contextual, and the contextual become abstract.

Based on the discussion above were obtained the reference for researchers who will conduct research and development, in particular, Research and Development (R & D) 4D model. Where the stages of research model that is Define, Design, Develop, Disseminate. Define stage includes four main steps, namely the front-end analysis, concept analysis, task analysis, and Specifying instructional objectives. Stage Design is designing prototype learning device for obtaining the initial draft. Develop phase aims to produce the product development is done through two steps, namely: (1) expert appraisal followed by revision, (2) developmental testing. Disseminate stage is divided into three activities, namely: validation testing, packaging, diffusion, and adoption. Carry out each stage of development right it will obtain teaching materials that meet the validity, practicality, and effectiveness.

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Efforts to Increase Activity and Results of Learning Using Math Cooperative Learning Model Type CO-Op CO-Op Assisted Media Figure Tools Class VIII SMP PGRI 4 Sekampung Lesson Year 2015/2016

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Abstract

The purpose of this research is to improve the activity and the result of student learning through cooperative learning model type *CO-OP CO-OP* assisted media props VIIIA grade students of SMP PGRI 4 Sekampung on the subject matter Circle. This research is a classroom action research with research subjects are students of class VIIIA of SMP PGRI 4 Sekampung academic year 2015/2016 consisting of 24 students. The experiment was conducted in two cycles of action is the first cycle and the second cycle. The research data was taken using the techniques of data collection using written tests using test questions and essay-shaped in the observation of student activity using observation sheet aktivitas. The result of average score sheet student activity observation that implementing the five indicators of student activity for each cycle, the first cycle of activity students amounted to 3.53 for the second cycle of 4.23. In addition, the observation of students' activity has increased in the first cycle to the first meeting amounted to 3.03 with either category, the second meeting amounted to 3.59 with both categories, at a meeting of the thirth of 4.00 in both categories. While on the second cycle to the fifth meeting of 4.15 with excellent category, the sixth meeting at 4.08 in both categories, and at a meeting of the seventh of 4.84 with very good category. The result of the application of cooperative learning model type *CO-OP CO-OP* assisted media props can improveresult of student learning. After the action on the first cycle of 58.75 with enough categories and the second cycle increased to 69.17 with high category. From the data analysis and discussion, it can be concluded that after the implementation of learning model of cooperative types *CO-OP CO-OP* assisted media props shows the average activity and the result of student learning class VIIIA of SMP PGRI 4 Sekampung in the subject matter of discussion circles have increased and reached the target indicators of success in this research.

Keywords: CO-OP CO-OP, activities, learning outcome.

1. PRELIMINARY

Mathematics courses should be offered to students ranging from primary education to equip students with the ability to think logically, analytical, systematic, critical, and creative, as well as the ability to work together. In general, many studentsmengagap mathematics courses are subjects that are difficult to understand. The fact is most visible is less satisfying student learning outcomes in mathematics.

The poor results are not absolute errors of students in participating, capture, and understand the subjects of mathematics, but the environment and the learning system today which also took part in the quality degradation. Currently in SMP PGRI 4 Sekampung using education unit level curriculum (SBC), to this day is still conventional learning, where students in learning is still very dependent on the teacher. In this case, the teacher must be innovative and creative so as to increase the activity of students and developing the power of reason and creativity of students. According to information from math teacher class VIII A of SMP PGRI 4 Sekampung preliminary observations of the average mid-term test results are still low.

Learning activities during this time if the teacher was explaining many students were sleepy and dispirited, so if students are given exercises. Students are asked to try to work on the board but not many of them are willing to try so often the teachers themselves are working on and explained to them. Various efforts include a complement of library books, discipline in the learning process both students and teachers, and involve teachers in training, each subject teacher is obliged to make the instruments of learning such as the annual program, the semester program, syllabus, plan implementation of learning. Learning activities should always be to involve the students, not just a transfer of knowledge from teacher to students but also to create a situation that can lead students to learn actively to achieve changes in behavior. Researchers are now doing prasarvei in SMP PGRI 4 Sekampung given the results of the midterm test scores odd class VIII A teacher of mathematics courses seen the average value obtained by the students was 40.20 and is said to have a lower category. It is known that the learning outcomes in class VIII A of SMP PGRI 4 Sekampung still low. Then the student activity observation

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sheet observation of student activity is still very less active in participating in learning activities in the classroom. The average score was 2.96 student activity and student activity was categorized

Researchers attempting to provide appropriate learning alternatives, one of which is a cooperative learning model CO-OP CO-OP with the use of props. Cooperative learning model CO-OP CO-OP is a learning model that promotes cooperation among students by groups to achieve learning objectives. Aided by these props can facilitate students in finding concepts to be learned. Props used by teachers in learning to clarify the matter. With the consideration that has been stated above, it will be done research titled "Efforts to Improve Math Activities and Learning Outcomes Using Cooperative Learning Model CO-OP CO-OP Assisted Media Viewer Tool Student Class VIII SMP PGRI 4 Sekampung Tahun Pelajaran 2015-2016" .

2. LITERATURE REVIEW

According Katiah (in Noviani: 2014) states that the CO-OP CO-OP merupakan stands (Cooperative Academic Education Program), which means in the learning process required cooperation to achieve the goal. While menurut Slavin (2010: 229) measures CO-OP CO-OP as follows:

Discussions centered on the student class.

- a. Selecting a team of student learning and teambuilding.
- b. Selection of topics team.
- c. Selection of small topics.
- d. Preparation minor topics.
- e. Presentation minor topics.
- f. Preparation team presentation.
- g. Presentation team.
- h. Evaluation.

Cooperative learning model CO-OP CO-OP in this study is a learning model that provides the opportunity for students to work in groups. Each group is free to choose the topic of the team, and each student choose a topic little one aspect of the topic of the team. Furthermore, every student can prepare a small topic of collecting the data in the library, or other cracked. Then make a presentation on the topic of small group of friends. After that combines all the small topics into the topic of the team and present it to the class as well as an evaluation. It is expected to optimize the students' understanding of the learning material being studied.

Sanjaya (2014: 69) states that "the position of media components in the system of teaching learning process has a very important function. Therefore, not all learning experiences can be obtained directly. Under these circumstances the media can be used in order to give more concrete knowledge and precise and easy to understand ".

According Karwono (2010: 7) "learning is a process of change to acquire a variety of skills, skills, and attitudes, starting early in life, since childhood when infants are a number of simple skills, such as holding a bottle of milk and get to know her".

Sardiman (2010: 96) that "activity is the principle or principles are very important in teaching and learning interactions". Activities in the mean is things act in the learning activities of the student. Without the activities of the learning process is not likely to happen.

Kunandar (2013: 62) states "The study is competency specific capabilities or whether cognitive, affective and psychomotor achieved or controlled by students after participating in the learning process". In line with these opinions Abdurahman (2003: 37) states that "the results obtained learning is the ability of children after participating in learning activities". According to Benjamin S. Bloom (in Abdurahman, 2003: 38) there are three domains (domains) of learning outcomes, namely cognitive, affective and psikomotori. The learning result is a product of the learning process while the characteristic learning outcomes itself that is according Karwono (2010: 2) "characteristic learning outcomes is a change, a person is said to have learned when their behavior indicates a change, from the beginning not knowing to knowing, from being unable to be able, of not capable of being able, from unskilled become skilled ".

3. RESEARCH METHOD

This type of research is the Classroom Action Research (CAR), which has stages according Arikunto (2010: 16), namely: action planning, action, observation, and reflection. The object of this study is to learn math activities and results of cooperative learning melalui model CO-OP CO-OP.

The subjects were students of class VIII SMP PGRI Lesson 4 Sekampung year 2015/2016. The principal material used is a circle. Methods of data collection using observation sheet and a test at the end of the cycle. This study was conducted during two cycles each cycle consisting of four meetings and each meeting 2 sessions (2 x 40 minutes),

The measuring instrument or achievement test used in this study is a content validity (content validity) means test items used have been prepared based on indicators, basic competencies, and subject circles. Reliability is a student criteria set level of precision engineering or research tools that are used to measure

student learning outcomes. to obtain reliable data by giving tests to students of class IX. For activity indicators include attention to the teacher's explanation, active discussion, active tasks, active asked of presentation to the class, and communicate the results of the discussion.

4. RESULT

4.1 Cycle 1

The results of observations of activity in the first cycle can be expressed in tabular form as follows:

Table 1. The Average Score of Student Activity Cycle I

Metting	Cycle I					Score avg cycle II	Activities Category
	Activity indicator						
	a	b	c	d	e		
1	4,3	3,2	2,8	2,5	2,3	3,53	Good
2	4,8	3,9	3,4	3,2	2,7		
3	5,0	4,5	4,0	3,8	2,7		

Information:

- Pay attention to the teacher's explanations
- Active discussions
- Active tasks
- Active inquired of presentation to the class
- Communicating the results of discussions

Based on Table 1, the activity of students during the learning process indicates that the first meeting of the students who perform activities 3.0 student activity categorized well, meeting all student activity 2 score of 3.6, and are categorized either student activity, student 3 meeting activity score 4.0 categorized good student activity. In the first cycle of the first meeting, the second to the third meeting there is an increase in activity, although not too significant.

Data on the first cycle of learning outcomes obtained from individual formative tests conducted after the first cycle ended learning activities. Achievement test in the first cycle followed by 24 students with an average value of 58.75 with enough learning outcomes category, students who scored ≥ 70 amounted to 12 pupils and students who received <70 sebanyak 12 students.

More clearly below the comparison results of the first cycle and targets to be achieved in the study:

Table 2. Comparison of the Results of the First Cycle and Targets to Be Achieved in the Study.

No	Variable	Target	Result cycle I	Information
1	Activities	4,1-5,0	3,5	yet achieved
2	Learning outcome	≥ 61	58,75	yet achieved

An increase in activity in the first cycle this is the average of all student activity 3.5 by category of activity compared with the activity data prasurvey of 2.9 with moderate activity category. This is because students are starting to realize the importance of learning activities in the learning activities. They are keen to follow the teaching method of discussion, although not yet fully conducive, this is what needs to be evaluated in the learning process and target the success of the action has not yet reached the desired activity that is 4.1 to 5.0 with a very good category. On learning outcomes can be seen that the average score of the learning outcomes of all students in the first cycle is 58.75 with enough category. But learning outcomes has yet to reach the target of successful action in this study, which is the average score of all students learning outcomes ≥ 61 . Therefore, it is necessary remedial action learning to acquire the learning outcomes and learning activities to be desired in the next cycle.

2. Cycle 2

The results of observations of activity in the second cycle can be expressed in bentuk persentase as follows:

Table 3. The Average Score of Student Activity Cycle II

Metting	Cycle I					Score avg cycle II	Activities Category
	Activity indicator						
	a	b	c	d	e		
1	5,0	4,7	4,7	3,6	2,8	4,22	Very good
2	4,8	4,5	4,3	3,6	3,0		
3	4,8	4,7	4,6	4,4	3,9		

Information:

- a. Pay attention to the teacher's explanations
- b. Active discussions
- c. Active tasks
- d. Active inquired of presentation to the class
- e. Communicating the results of discussions

Based on Table 3, the activity of students during the learning process indicates that the first meeting of the students who perform activities categorized 4.15 student activity very well, meeting all student activity 2 score 4.08 and are categorized either student activities, student activity score 3 meeting 4, 48 categorized excellent student activity. At the first meeting of the second cycle, the second to the third meeting there is increased activity is evident from the very satisfactory average of all student activity in this second cycle is 4.23 with very good category.

Data on the second cycle of learning outcomes obtained from individual formative tests conducted after the second cycle ended learning activities achievement test in the first cycle followed by 24 students. Students who scored ≥ 70 amounted to 17 pupils and students who received <70 sebanyak 7 students and the average learning outcomes of all students is 69.17 with the high category.

More clearly below the comparison of the first cycle to the second cycle and targets to be achieved in the study:

Table 4. Comparison of the results of the second cycle and targets to be achieved in the study.

No	Variable	Target	Result Cycle II	Information
1	Aktivitas	4,1-5,0	4,23	reached
2	Learning Outcome	≥ 61	69,17	reached

An increase in activity in the second cycle is 4.32 with very good categories compared with the activity data first cycle is 3.53 with student activity either category. This is because students begin to understand the way of learning with cooperative learning model CO-OP CO-OP assisted media tools peragaberbantu media props, it also shows students also realized the importance of learning activities in the learning activities. In accordance with the references used in this study with indicators of success learning activity when the average score of the results of the activities of all students reach 4.1 to 5.0 with a very good category. In the second cycle an average of 4.32 student learning activities across the attainment targets are met for achieving the range expected value to the excellent category.

There is an increased student learning outcomes from the first cycle to the second cycle is the average score of all students learning outcomes 58.75 to 69.17 with a category quite a high category. In accordance with the references used in this study with success indicators of learning results when the average score of all students learning outcomes ≥ 61 . In the second cycle average of 69.17 students' learning outcomes across the attainment targets are met for ≥ 61 .

5. DISCUSSION

For optimal learning outcomes in the learning process one factor to consider is the use of appropriate learning models that are tailored to the subject matter and learning objectives to be achieved. Based on research done in class VIII SMP PGRI 4 Sekampung second semester of academic year 2015/2016, the use of cooperative learning model CO-OP CO-OP media-assisted learning aids can improve activities and student learning outcomes.

In the implementation of cooperative learning model CO-OP CO-OP are assisted media props learning steps, namely:

First, the teacher presents the objectives of learning while motivating students.

Second, the teacher outlines the subject matter in order to provide information or clarification regarding the subjects and topics that will be discussed using props such media objects to circle so that students can easily understand the material submitted by teachers.

Third, the teacher divides the students into several large groups and groups small and developing students' abilities by the same amount for each group and guide learning groups large group discussions of the election materials and sub materials of small group discussions.

Fourth, the teacher asks the students to identify any problems that are given to work in groups to formulate solutions to problems. Each sub-group to understand their own material, then the teacher asks the students to explain to a friend on his companions in turn and discuss the material they learn. The teacher asks the students presented the results of the discussion.

Fifth, the teacher evaluates the learning success by providing positive feedback and pengutan form of oral, written or gifts to student success in work on the problems. Confirm the results of the answers to students through a variety of sources.

By looking at the steps of learning by using cooperative learning model CO-OP CO-OP assisted media props, the use of cooperative learning model CO-OP CO-OP assisted media aids in the learning process will always exposes students to the cooperation of students, interact well, and increase the responsibility of students, for every student burdened with the responsibility for explaining to friends in the group in turn. Thus, students have the opportunity to organize themselves what they give and accepted as one that means so that the students receive can be properly stored easily understood because understanding is explained by his own, and can develop the mindset.

The use of cooperative learning model CO-OP CO-OP media-assisted interactions props will make learning more awakened, better interaction between students and students, and between students and teachers. This happens because during the learning process students are required to always be active in each group.

In addition, media props greatly assist teachers in the delivery of content in learning. Teachers must always be ready to guide students, provide guidance, information and advice, even finding a variety of learning resources needed students. Media is one means of learning resources that can be used in the process of learning to enable teachers deliver material. Learning media is anything that can convey messages or information in the learning process so as to stimulate the attention and interest of students in learning ".

With the advantages or superiority of cooperative learning model CO-OP CO-OP assisted media props are applied in the learning process, has managed to increase the activity of VIIIA grade students of SMP PGRI 4 Sekampung. All the indicators of student activity was observed at each meeting for the activities performed by each student on each lesson is one indicator of the desire of students to learn. Interaction between teachers and students or students with other students is also a contributing factor in the success of the learning activities of students.

Increased student activity can be expressed in tabular form as follows:

Table 5. Increased student activity

Stages	Total students	Score average	Category
Pre Survey	24	2,96	moderate
Cycle 1	24	3,53	Good
Cycle 2	24	4,23	Very good

According to the table 5 and diagram 1 at every stage of prasarvai to the first cycle and the second cycle an increase in activity was seen in prasarvai an average score of 2.96 to the category of activities that student activity being. Then there was an increase of prasarvei to the first cycle that the average score of the activity of 3.53 with the category of student activity either. Activities prasarvei to the first cycle increased score of 0.39 is quite satisfactory. This increase occurred because students begin to feel pleased following study using cooperative learning model CO-OP CO-OP, although students are not familiar implementing learning using cooperative learning model CO-OP CO-OP media-assisted learning tools. Seen from learning and group discussions are still confused in finding the concept of solving the problems encountered and the use of props to relate it to the material being studied. It is a motivation for teachers in order to make improvements for future learning so that students feel cool and unsaturated implementing learning using cooperative learning model CO-OP CO-OP.

Cycle II also increased the activity of the first cycle, because the second cycle teachers make improvements of pembelajaran cycle I. In the first cycle an average score of 3.53 with the activity of both categories of student activity. Increased activity of students in the second cycle, namely with an average score of 4.23 with categories of activity student activity was excellent. It is very satisfying due to the increased activity score of 0.7 from the first cycle to the second cycle.

While improving student learning outcomes can be expressed in tabular form as follows:

Table 6. Increased student activity

Stages	Total students	Score average	Category
Pre Survey	24	40,20	Low
Cycle 1	24	58,75	Enough
Cycle 2	24	69,17	High

Based on table 6 and diagram 2 improving student learning outcomes of prasarvei at 40.20, increased to 58.75 in the first cycle, and from the first cycle an average score of student learning outcomes increased by 10.42 ataumenjadi 69.17 on the second cycle , Thus the learning outcomes of students in the second cycle has met success indicator is the average score of all students learning outcomes ≥ 61 . Improved learning outcomes have occurred due to changes in the knowledge that the views from the end result test scores of students. This is in accordance with the opinion of Karwono (2010: 2) "Characteristics of learning outcomes is a change, a

person is said to have learned when their behavior indicates a change, from the beginning not knowing to knowing, from being unable to be able, from not afford to be able, from the unskilled into skilled".

In this case, the learning outcomes of students in each cycle always increase. At this stage of learning prasurey before action is taken, the average score of 40.20 student learning outcomes with a lower category, then the first cycle increased student learning outcomes after the act of learning using cooperative learning model CO-OP CO-OP assisted media tools peragaberbantu media props average score of student learning outcomes into 58.75 by category enough. In the second cycle after reflection from the first cycle of improving student learning outcomes also increased, namely an average score of 69.17 which student learning outcomes with high category. In this study the results of learning to achieve the target indicators of success that is keberhasilanhasilbelajarsiswamencapirentangannilai ≥ 61 dengankategoritinggi.

6. CONCLUSION

Based on the analysis of the discussion can be concludedas follows:

- a. Learning by using model kooperatiftipe CO-OP CO-OP media-assisted teaching aids can improve learning activity A class VIII SMP PGRI 4 Sekampung second semester of academic year 2015/2016. It can be seen from the changes of learning activities ranging prasurevai the average score was 2.96 with student activity category of moderate activity, then the first cycle to 3.53 with good activity categories and the second cycle of 4.23 with excellent activity categories.
- b. Learning by using model kooperatiftipe CO-OP CO-OP media-assisted teaching aids to improve learning outcomes A class VIII SMP PGRI 4 Sekampung second semester of academic year 2015 / 2016.Hal can be seen from the increase in the average score of the value of student learning outcomes pre surveys of 40.20 with a low category increased to 58.75 with enough categories in the first cycle, then the first cycle of student learning outcomes score increased to 69.17 with the high category in the second cycle.

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Role of Education in Dealing ASEAN Economic Community (AEC)

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Abstract

ASEAN is a collaboration of various regions of the Asian region which consists of Indonesia, Malaysia, Singapore, Philippines, Thailand, Brunei Darussalam, Vietnam, Laos, Myanmar and Cambodia. ASEAN countries policy is to increase global economic competitiveness in the region. Indonesia as one of the ASEAN members would or not want to participate in this program, although it has not been ready either in infrastructure, technology and human resources. Human resources of Indonesia is still relatively low compared to other countries would be a problem in the labor competition with other countries. Therefore the role of government is essential to improve the quality of education. By having a good quality of education is expected to be competitive communities individually as well as products produced by other countries.

Keywords: ASEAN Economic Community (AEC), Education, Human Resources (HR), Economy.

1. INTRODUCTION

Globalization is one of the things that has been the talk of the countries in the world. Globalization can be beneficial and devastating for the world community. Globalization makes the world closer and more freely through the state border. ASEAN is one of the unities of the regional nations. Rising of ASEAN has a positive impact for the growth of the Indonesian nation. ASEAN facilitates Indonesia in doing cooperation between countries in ASEAN. Such cooperation in various fields, from economics, defense, education and so forth. One form of such cooperation was opened the cooperation with the name of the ASEAN Economic Community (AEC) or the ASEAN Economic Community (AEC).

AEC is free trade or free markets that cater ASEAN countries. AEC program one of them is able to trade or look for a job in ASEAN. Therefore, the ASEAN community should be able to compete in the job. Currently, AEC becomes one of the hot issues talked about in Indonesia. This is due to the people who still doubt the readiness of the Government of Indonesia in the face of this AEC. People still think that the government is not ready to implement the ASEAN program, the views of many sectors, one of which is education. The government is not yet ready in the field of technology, infrastructure, and human resources.

Society is not aware of the importance of education for the future prosperity. Now, society only thinks of the present without thinking of the continuation of the future prosperity. In this case, the government should be able to play a role to promote the importance of education to the whole society. Currently, the government already requires people to up to 9 years of compulsory education. The government's policy is also supported by the program fee waiver public school until junior high. This policy is provided to the public so that the public is not burdened by the cost of school anymore and they want to continue their education to a higher level.

Education is an important sector that should be immediately addressed the Indonesian government in dealing with the AEC. Currently, there has been no significant progress, both the education system and quality. Government policy in the field of education which often change with the change of government is also one of the issues unresolved. The government should be able to adopt policies that can facilitate community education in improving the quality of education. Good quality of education will affect the Human Resources (HR) quality. Therefore, the government should immediately disseminate to the public about the importance of the role of education in facing this AEC. When people already know the importance of education then automatically they will realize that they should have higher education and qualified skills so as when AEC is opened they will be ready.

The businesses should be able to improve the quality of the merchandise and can compete with the price of goods sold. Our country will be invaded by a variety of goods from abroad with good quality and cheaper prices. However, it was not just the quality of the merchandise needs to be improved. The quality of Human Resources (HR) should also be improved because now foreign human resources have been many who work in Indonesia. HR in Indonesia if they are compared with overseas human resources must be different. Therefore, in addition to the quality of merchandise, HR must also enhance their quality.

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2. THEORETICAL REVIEW

2.1 The ASEAN Economic Community (AEC)

ASEAN consists of 10 countries, namely Indonesia, Malaysia, Singapore, Philippines, Thailand, Brunei Darussalam, Vietnam, Laos, Myanmar and Cambodia. ASEAN countries have co-operation to improve the economic stability with the formation of the AEC (ASEAN Economic Community). The aim of AEC is to minimize the gap between ASEAN countries in terms of economic growth by increasing the cooperation members therein. Indonesia is one of the member countries of ASEAN. The impact of the AEC is a free market in the field of capital, labor and goods and service.

The risk of Indonesia should be prepared by being of AEC is as follows:

2.1.1 Risks Competition

The number of imported goods will be included in the number of lots to Indonesia, which will threaten the local industry in competing with foreign products of much higher quality. Therefore, the local industry must be prepared to create the quality of the product that can be competitive with the products of other countries.

2.1.2 The Risk of Exploitation

Indonesia is a country that has abundant natural resources compared to other countries. Exploitation of natural resources in Indonesia by a foreign company can be detrimental to the country of Indonesia. Therefore, the government should make strict rules about the use of natural resources by foreign companies that do not harm the country of Indonesia.

2.1.3 Employment Risks

Seeing from the education sector in Indonesia is not yet being the main ranking. However, this should be immediately corrected by the government, because a good education will produce better quality human resources as well. The human resources will be able to compete with the existing human resources in ASEAN countries.

Risks that must be faced could be used as a challenge to the Indonesian state can be further provided that the country of Indonesia has a good preparation in all areas. Indonesia must prepare the infrastructure that supports and quality of qualified human resources that can compete to create products that are more innovative and able to compete in the global marketplace. The government should continue to disseminate to the public about the challenges and threats to the Indonesian AEC. The government's role should also always encourages people to be more advanced in all fields, both of education and manufacture superior products. Indonesia's success in facing of AEC should be supported by the good cooperation between the government and the public. The government as stakeholders to the smooth running of the AEC and the people directly involved in the AEC. If cooperation between the government and the community can be established, the AEC is not a threat to the nation of Indonesia, but the AEC can be a challenge that can be beneficial for the country of Indonesia.

2.2 The Role of Education in Facing AEC

The agreement AEC entered into force in 2015. The agreement AEC is not only affect the economy but also the impact on the education sector. Education as an effort to develop a competitive Human Resources (HR). Qualified human resources expected to be able to face global competition increasingly competitive. Improving the quality of education is an important factor for the development of a country. A country can be said to be more advanced if it has human resources that have a good personality and has a high quality education.

According Nurhayati (2015) refers to the determinants of progress of a country is, the mastery of innovation (45%), the control network / networking (25%), mastery of technology (20%), as well as a wealth of natural resources only (10%), then education in Indonesia should be more emphasis on the three these capabilities to enhance progress in Indonesia. In this regard, the government should be able to set up special schools that match the requirements of employment, such as agricultural schools, school farms, fisheries schools, engineering schools, building techniques school, and so on. The role of government in solving the problems of education, namely by allocating adequate education along with overseeing implementation of the budget, in order to really be used to improve education in Indonesia. Such as infrastructure development program of school uniform, develop more representative curriculum in order to explore the potential of students (not just hard skills but also soft skills)

The role of education can be demonstrated by establishing a Human Resources (HR) quality. Education should be able to create a critical human resources, active, capable of facing the challenge and be able to compete with human resources from other countries. With qualified human resources are expected to create something different and better quality, so it can go to the market in other countries.

According to the laws of the Republic of Indonesia No. 20 of 2003 explains that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and needed skills, society, nation and state.

Higher education, in Indonesia is divided into two major groups:

- a. Group of academic education in the process of education and teaching focus on the mastery of science for its graduates.
- b. The group of vocational education focus on teaching and education process in preparation for graduates to be able to apply their expertise

Education in Indonesia to emphasize academic education is just mastering science. This has been a problem for Indonesia. This is because the mastery of science is not enough to face the increasingly fierce global competition. Academic education should be provided with vocational education is more emphasis on the ability of implementing the science that has been obtained. In this case the government policy is necessary to draw up a curriculum that fits the needs of the users of the workforce, stakeholders and advances in technology so that there is relevance between education has been done to the labor needs.

Vocational education were emphasized for students in order to apply the knowledge that has been gained with actual practice in the field. If only given the science without any practice, students will be confused and find difficulty in implementing science that has been obtained. Therefore, the government should make policy on education curriculum refers to the achievement of the graduates are ready to compete in the world of work.

3. CONCLUSION

Asean Economic Community is a cooperation between ASEAN countries in the economic field. In the AEC community programs between countries should be able to compete closely both the quality of Human Resources (HR) and the quality of the product. Therefore, people should be able to improve the quality of self one of them through education. The role of education in facing the AEC is needed to be able to compete with other countries. With good quality of education then HR will have a good quality as well, so SDM of Indonesia can compete with other countries in the ASEAN region.

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Reconstruction of Pesantren Education on Producing Ulama Cadres (a Conception as an Effort to Answer Societies' and Pesantren Alumnae's Discomforts)

Imam Subhi¹

Abstract

The existence of pesantren education in Indonesia makes people happy because its amount is rising and growing more and more. But, pesantren also undergo the change of educational system as growing era nowadays. A part of them keep their salafiyah educational style, and others stand cooperatively with change. However, as pesantren are growing rapidly, it appears a lot of problems and questions, why is the rising number of pesantren not comparable with the number of ulama cadres produced? It is caused by some factors, they are pragmatic educational formalization, short studying time, dynamic societies' demands, and less spiritual approaches. So, it needs some systematically reconstructions, such as institutional reconstruction, the goal of pesantren itself and the curriculum. This is a part of innovation spirit and also sincerity to keep pesantren soul which is 'fort of producing ulama cadres'. However, it agrees with the statement "almuhafadoh ala qodimissholih wal akhdudu bil jadidil aslah" (to keep old traditions and to take new better circumstances

Keywords: Pesantren and Ulama Cadre

1. INTRODUCTION

Pesantren is native educational institution from Indonesia. In its growth history, pesantren has a very strong basic tradition in society. Government's confession and attention to pesantren have been started since the beginning of Indonesia's independence time. It was noted on one of BPKNPI's suggestion at 1945: "Madrasah and pesantren that are one of tools and sources of education to educate Indonesian people and generally have adhered on our society, should get real attentions which are directions and material helps from government".[1]

Then, the existence of pesantren could not be considered trivial, because of the rising number of pesantren goes through more and more. Data released at 2011-2012 reported that the biggest populations of pesantren stay at West Java, East Java, Central Java and Banten which is 78,6% of all number pesantren in Indonesia. Detailed amount are 7.624 (28,00%) on West Java, 6.003 (22,50%) on East Java, 4.276 (15,70%) on Central Java, and 3.500 (12,85%) on Banten. From all numbers above, according to the type, there are 14.459 (53,10%) Salafiyah Pesantren, 7.727 (28,83%) Khalafiyah/Ashriyah Pesantren, and 5.044 (18,52%) Combination Pesantren [2].

From data above, we can say that most of pesantren in Indonesia are Salafiyah type, in which the way of learning is reciting Holy Qur'an and studying '*kitab kuning*'. While some other pesantren are modern type where the students are taught by developing the science and and the other ones are combining between *kitab kuning* and science-technology learning.

Along with growing era, pesantren are going through some changes. Some still remain on their education type which is called salaf, and some other stand cooperatively to changes. So, there are two kinds of pesantren according to science taught perception, they are (1) *salaf* and (2) *khalaf*. [3] Out of the existence and various types of pesantren above, it appears several social questions which are tickling for pesantren livinghood, they are why has the rising number of pesantren more and more not produced some potential ulama cadres yet like its former? And why were the former pesantren able to produce ulama who are *kaffah bil ilmi wal amal* eventhough they stood by lot limitations at that time? Moreover it pops out some gripes why pesantren alumnae are not capable enough at reading *kitab kuning* and *kitab salaf*?

Those social questions above are quite simple at glance. Probably it doesn't come to pesantren leader's mind, because almost all pesantren in Indonesia are forgot about their pure characters and goals, they sink on development and innovation of all aspects. Most pesantren are forgot and even lost of their soul and their glorious target, which is preparing and producing ulama cadres who are *tafaqquh fiddin*. So, this paper will try to describe dynamics of pesantren education, and also answer several social questions are faced by pesantren in Indonesia recently.

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2. RESULT and DISCUSSION

2.1 Dynamics of Pesantren Education

2.1.1 Formalizing Pesantren Education

At first decade when pesantren established, institutionally it was independence, it means that pesantren has full right to manage whole inside aspects on it. But, as the development of education world happens now, it looks like at twentieth-century, government starts to see pesantren even at glance. It was proved by Ali Mukti (cabinet minister at early twentieth-century) did some pesantren reformations through his conception about educational convergence, it is establishing common schools (SD, SMP, and SMU, MI, MTs and MA) into pesantren institution and inserting common lessons into that religious educational institution (pesantren) with comparison score 30% for common lesson and 70% for religious lesson[4]. This situation is commonly called as Formalizing Pesantren Education. At first, formalizing pesantren education is expected to be a new penetration to behave the existing social changes when awareness appears from pesantren leader's and *santri's* mind. It notes that not all alumnae of pesantren are able to be *Kyai* or *Muballigh* after they graduate, but they are only able to be usual citizen who are seeking for jobs and still need certain skill and knowledge. [5]

Masykuri Abdillah and Qodri Azizy noted that forms of formalizing pesantren education are: 1) pesantren which runs formal education by applying national curriculum, both which has religious school (MI, MTs, MA and PTAIS) and which has common school (SD, SMP, SMU and PTS) 2) pesantren which runs religious education on form of madrasah and teaches common lessons but does not follow national curriculum 3) pesantren which only teaches religious lessons on form of madrasah-diniyah 4) pesantren which only becomes house of reciting Holy Qur'an and related kitabs 5) pesantren which only accomodates students' and college students' homestay [6].

Rasionalizing and formalizing are unavoidable fact and entity, but pesantren should has an order and strong principle, at least by considering some reasons: *First*, by formalizing, *santri's* responsibility to study is going harder, moreover if *santri's* input quality is less. *Second*, when the responsibility to study is going harder, *santri* will probably not focus on mastering certain lessons (science). Gus Dur had said that merger between pesantren traditional system and formal education system on several aspects arises weakness, they are causing pesantren gets crisis of identity [7], its *santri* will be insufficient at mastering religious science (*kitab kuning*) and lack of mastering national lessons when they are faced by graduate students of common education. While Mujammil Qomar thought that reason of pesantren independence rans down is pesantren could no more decide its own educational policies [8]. A research organized at some pesantren in Pekalongan city notes that ; *First*, formalizing is impressed pragmatic, only based on societies' demand for pesantren and number of *santri* review; *Second*, formalizing education is an effort to improve quality of pesantren in education, even in fact it has been trapped on an effort to maintain pesantren survives from a schooling and madrasah educational system.[9]

Analyzing the research's note above, it reflects that pesantren truly looses its '*ruhul jihad*', as fort of ulama cadres. If all pesantren are trapped on formalism and pragmatism of an educational institution, so what can we hope?

2.1.2 Societies' Demand

Globalization and modernisation are exactly noted as the biggest contribution to social changes, from life-style, way of thinking, communication, till how to fulfill needs, etc. Real attitude is the change of parent's and *santri's* motivation in circumstance to go to pesantren or not. This is appropriate with Koentjaraningrat's definition about modernisation which is a proces of behaviour and mentality transfer of society to be able to live agree with nowadays demand [10]. If the situation changes so society's life must change too. Thus, many efforts done should give impact to life improvement on all sectors; they are quality improvement of people's education, culture, religion etc. [11]

Before 1970's, parents sent their children to pesantren because they had same motivations each others, they wanted their children to be an expert of religion, just call it *kyai*, ulama or *muballigh* in order to be useful for other people. But now it goes more complex, there are other motivations beside expectation above : 1) reform the morals because of rush and parent's inability to watch their children, and they sent them to pesantren, so no wonder if pesantren often calle d as "*bengkel akhlak*" (morals repair shop), 2) hope to continue the study into good university, 3) have skill to seek for jobs. So many societies' demands described above are on the policy formulators' shoulders. Thus, formalizing which is a major way, to accomodate all those demands, produces unclear directions and standard of expectable passing grade of pesantren.

2.1.3 Short Studying Time

The success of formerly *kyai* and ulama is influenced by *kaffah* in religious sector, it is would like to work hard, take longer time for studying even moving from one pesantren to the other one, eventhough it studied same *kitabs*. This situation is absolutely rare to face at pesantren which establish formal education, because of limitation in studying-time and students' age. Logically of mathematics, it says that using time duration about 3

till 6 years, too much studying responsibility, limited IQ capacity, even using modern methods and facilities, it seems quite difficult to get same or more standard of mastering science as like formerly kyai and ulama did.

In *kitab kuning*'s review, which is "alala" ,a word from Imam Ali ra, there are six factors: smart (healthy intelligence), spirit, patient, available cost, teacher's (ustadz's) advice and long duration time.

أَلَا لَاتَقَالَ الْعَلَمُ الْإِبْسِنَةَ # سَأْنِيكَ عَنْ مَجْمُوعِهِابَيِّنَانِ ذُكَاءِوَحِرْصِ وَأَصْنَابَارِوَبُلْغَةِ # وَإِرْشَادِأَسْتَاذِيوَطَوَّلِ زَمَانِ

"Remember, you will not get knowledge but six requirements, they are smart (healthy intelligence), spirit, patient, available cost, teacher's advice and long time" [12].

2.1.4 Less Spiritual Approach

Pesantren educational process commonly is held by using various methods and approaches which are suit with students' readiness and ability. Those approaches are psychological, structural, personal and group ones. For pesantren which has adopted formal education system, it uses modern, planned, rational and structured system approaches. For non-pesantren education, it seems that those efforts are adequate and fulfill formal institutional standards. However, it has not enough yet for pesantren so far. If we look at history about how formerly kyai succeeded in educating their students (santri) till they become great ulama or even the founder of big pesantren. Such as KH. Hasyim Asy'ari was told on many literatures, they noted that first time he led Pesantren Tebuireng, he did *tirakat* or had fasting for 3 years. It was 1 year dedicated for santri, 1 year for pesantren, and 1 year for himself and his own family. And at night, KH. Hasyim Asy'ari slept less because he had to pray, got *dzikir*, and did *tahajjud* praying for his santri.

All activities above are called spiritual approaches. Formerly kyai though simply that all knowledge and glory owned by Alloh SWT only, however if a kyai wants his santri mastered a science or dignity, so ask to the owner, who is Alloh SWT. Exact methods, good means and infrastructures, standard directive books, they are only media.

2.2 Reconstruction of Pesantren Education for Producing Ulama Cadres

2.2.1 Reconstruction of Pesantren Goal

Basic principle to formulate pesantren goal is that pesantren output must be able to give their own characters as santri for society surround them, and give solutions for social problems. However, the serious matter is society has different demands so this factor drives pesantren to hold some reformation and renovations on educational system by formalizing education in pesantren and other urgent aspects. Ironical, the output of pesantren produced run to unclear direction and standard. General science could not be done, religious knowledge (reading kitab) is very minimum. In other side, reformations and renovations are not organized well and do not touch substantial aspects, but only pull societies' interest in order they send their children to pesantren. In contrary, rising number of santri who go to pesantren causes less handling, and slowly but sure it will crush societies' trust.

Answering updated dynamics nowadays, it is coming time for pesantren to go back to its first *khittoh*. Pesantren as one of islamic educational institution should have appropriate goals with principles and values of Islam doctrines. So far, pesantren education's goals are focused on producing religious experts, *ulama* who : *first*, master religious knowledge (*tafaquh fiddin*) and able to bear generations who are *mutafaquh fiddin*; *second*, inspire and apply Islam doctrines diligently and sincerely only to be loyal and serve Alloh SWT; *third*, able to bring Sunnah Rasul to life and distribute it whole (*kaffah*); *forth*, have glorious morals, think critically, have dynamic spirit, and istiqomah; *fifth*, be wise, be strong physic and mental, live simply, *tawaddu'*, *mahabbah*, *khasyah*, and obedient to Alloh SWT.[12].

In globalization era nowadays, the goals of pesantren education above conceptually gets incisive criticism, because it is considered tent to concentrate to *ukhuwiyah* problems only and almost free of *dunyawiyah* circumstances. This such orientation, operationally has produced literatures which only learn about religious lessons, such as tafsir, hadits, mustalah hadits, tauhid, fikih, ushul fikih, nahwu/saraf, etc. And even, that incisive criticism continues to dialog description happened between Iqbal and his spiritual teacher, Rumi. The quotation is: [13]

My mind is flying over the seventh sky. But on earth I am neglected, disappointed and sick. I can not handle secular things. And I always face obstacles on my way. Why am I regardless of control on secular circumstances? Why am I pious on religion but dull about worldly?

Spontaneously Rumi answered: *Someone who claims able to walk on sky why he must be difficult step on earth?*

From dialogue quotation above, we can understand the pesantren education contextually, it explains that: a Moslem who is born from pesantren is "pious" at religious knowledge but "dull" and confused about secular circumstances.

In my opinion, description above is a narrow and shallow perception, and it has been influenced by a very acute secularism, which considers that living in the world and hereafter is lasting rivalry, but it is not in fact.

World and hereafter are two polars which can not be separated each other because they are unity. I know well that those perceptions above are part of societies's worries that alumnae of pesantren can not go to work, can not live well, and will be poor people, suffered and classical.

In fact, *ulamas* that are produced by pesantren education have an independence life and bring prosperity for surrounded societies, such as KH. Hasyim Asy'ri and KH. Wahab Hasbulloh. They were *ulamas* who had released two great inheritances for whole moslems particularly in Indonesia, which are *first*, the biggest Islamic organization in Indonesia, *Jam'iyah Nahdlatul Ulama (NU)* and *second*, establishing of two great pesantren in Jombang, East Java, Pesantren Bahrul Ulum and Pesantren Tebuireng. While the reality happens nowadays, that alumnae of common educational institutions and universities are donating the greatest number of intellectual joblessness in Indonesia.

It needs to affirm that it does not mean pesantren should reduce to rubble the goals formulated before, but that how many pesantren goals number is not priority, it should be maintaining the printer of ulama cadres, because ulama is prophet's heir and also *khalifatul fil ardli*.

Thus, pesantren education's goals must be directed to make students into '*abdullah* and *khalifatullah*' who are able to carry out life tasks in this world, able to pray as Alloh's slaves, able to have glorious characters, and able to improve their living potentials, so they can gain safe and glory in this world and hereafter. Besides, formulation of pesantren education's goals must be able to cover all available basic aspects on human beings intactly. Those basic aspects are spiritual aspect (*ahdaf al-ruhiyah*), physical aspect (*ahdaf al-jasmaniyah*) and intellectual aspect. Spiritual aspect must be touched by education because it is connected directly to God and it is source of human's consciousness about this material existence. With this aspect human beings will be able to receive Islamic doctrines perfectly. The point is that firm belief and loyalty unto all Alloh's command and prohibition are shaped. And it will look by rebound of religious morality values by following Rasulullah SAW's characters and attitudes as model and applying it into daily activities.

2.2.2 Institutional Reformulation

Institutional reformulation of pesantren education is the next alternative step, as a prolongation of changes on pesantren education's goals, because goal changes without any container or institution which has same breath will cause vagueness happened on the goal itself. Simply, it is difficult if producing ulama cadres is held by formal institutions such as SMP/MTs and SMA/MA, because they have responsibility to standardise their curriculum with national one. However, it is very impossible for one institution runs two curriculums which contain of different literatures and loads. Thus, the decision to establish a new institution which is specially for producing ulama cadres and using special curriculum and also a clear goal, is a correct choice and able to answer societies' and alumnae's worries.

As an example is Pesantren Tebuireng Jombang. Its leader, Dr. (HC) Ir. KH. Salahuddin Wahid "Gus Sholah", explains many times in various events, that if you want to study in Tebuireng and have certain goal to be kyai or ulama cadre, so you can take study more specific in Madrasah Mu'allimin and Ma'had Aly Hasyim Asy'ari.[14]

a. *Mua'allimin Hasyim Asy'ari Madrasah*

Mua'allimin Hasyim Asy'ari Madrasah has been established because of pretension to bring back basic values of pesantren as an autonomous *Tafaqquh fiddin* institution and has orientation on forming individu who has strong characteristic and adequate religious knowledge. Madrasah Mu'allimin is the newest school unit which is owned by pesantren Tebuireng. It was built in the middle 2008 by Tebuireng's leader along with senior alumna and kyai.

It is expected that Madrasah Mu'allimin is able to bear capable cadres to continue *ulamas*'s struggle in islamic religious mission. The establishing of Madrasah Mu'allimin is the answer for alumnae's and societies leader's demand, who want Pesantren Tebuireng bring back to life salafiyah educational system which has been proved able to accompany its alumnae reaching their success at various fields.

Madrasah Mu'allimin Hasyim Asy'ari carries out six-years education, it is one level with MTs and MA, then it releases diploma "*mu'adalah*". Religious lessons are dominate materials taught in this madrasah. Learning and studying process to understand the materials taught are using some methodes such as discussion, deliberation, *sorogan* and *bandongan*. Its first students are 15 children and divided into two classes. First level class is for them who do not have basic religious knowledge yet, and the third level class is vice versa, for children who have known about religious lessons before. The teachers contain of kyai and seniority teachers. Beside fix lessons taught such as *nahwu*, *shorof*, *tafsir*, *hadits* etc, the students of madrasah Mu'allimin get knowledge taught about spoken and written Arabic, computerization (programming and operational), scientific writing methodes, discussion *bahtsul masail* etc.

b. *Ma'had Aly Hasyim Asy'ari*

Ma'had Aly Hasyim Asy'ari is university education unit which was built on 6 September 2006. It is same level with scholar and universities organized by Religion Ministry. Principally producing generation of

Khairu Ummah, Ma'had Aly Hasyim Asy'ari carries out religious studies viscerally through combination between pesantren education system and modern university.

From this point, it is expected that moslem intellectualists who have *akhlaqul karimah* and global intellectuality standard are born.

Studying course endured by the students lasts for 4 years. Each year consists of 2 semester. The curriculum arranged agrees with 5 special religious science programs, they are (1) *Tafsir* deepening program (2) *Hadits* (3) *Fiqh* and *Ushul Fiqh* (4) Arabic and English Grammatical (5) *Akhlak/Tasawuf*. Whole teaching-learning process are delivered in Arabic and English. Learning program includes *dirasah yaumiyah* (daily course) which uses speech and interactive dialog methodes, study about classical literature reviews, *muhadatsah/* speaking, scientific writing task, extra-curricular activities, *mudzakarah*, bahtsul masail *fiqhiyyah-maudlu'iyah-waqi'iyah*, and special study about certain *kitab*s to master the course by the lecturer's guidances. Most of lecturers in Ma'had Aly Hasyim Asy'ari are graduated from Middle-East country by scholar degrees of Magister (post-graduate) and Doctor (doctoral degree).

The candidate of students must fulfill certain requirements to enroll and accepted as Ma'had Aly's students. Those requirements are graduation from SMA/MA, have basic skill about the course will take, have large knowledge about islamic science, and pass the test. The number of students accepted is limited til 30 people only because they all will get scholarship (free of studying-cost). For studying time, the students must stay in Ma'had Aly dormitory. Till right now, the alumna of Ma'had Aly are often sent to some districts in Indonesia to be a teacher, as like Ambon and Riau.

2.2.3 Reconstruction of Curriculum

Theoretically, curriculum is a set of plans and regulations about aim, content, learning material and way used as guidance of organizing teaching-learning activities to reach education's goals. [15] Curriculum of pesantren education is fix related to *kitab salaf* (kitab kuning). The fact shows that pesantren which have formal education as like SMP/MTs (Madrasah Tsanawiyah) or SMA/MA (Madrasah Aliyah), consider *kitab salaf* only as an aspect to keep pesantren characteristic or tradition, not as a center of studying *kitab salaf* perfectly and deeply. This such situation is natural, because formal institution has obligation to adapt standard of national education in our country, Indonesia, while other lessons are considered as local contents which can change anytime. Then ironically, when the demands to adapt two different curriculum even both include urgent contents are rising, the teachers available have not supported those demands yet.

In pesantren education, the lessons taught to santri intensely and continuous are more emphasizing textual materials, and the discourse which developes quickly is only sector *fiqh* or often called as *fiqh sentris*, which only covers one madzhab thought, madzhab Syafi'i. Pesantren curriculum such this gives an exclusive consquence of pesantren from other thought. The impact of that exclusivism is formed on no more critical, analitical and reflective culture in pesantren education. Independence of academics is almost not avowed anymore, and *munazarah* system is almost gone from pesantren tradition.

Besides, *kitab kuning* teaching more emphasizes on deepening and enriching materials and it less directs to aspects of developing theories, methodology, and concept. It could be seen from teaching methodes used in pesantren. *Bandongan* and *sorogan* are the example which have characteristics more in emphasizing textually or literally. The weakness is when there is no dialogue between *kyai* and *santri*, and teaching-learning process is only centered to *kyai*, it will make *santri* passive. Finally, creativity power and activity of *santri* ran down.

Thus, teaching methodes of pesantren education which only includes aspect of enriching materials textually, should be improved soon into aspects of deepening, enlarging, and developing concepts and also understanding substantially in order that materials of *kitab kuning* remain actual and relevant with always-growing era's demands. So, *munazarah* (discussion) method can be as an alternative. In this method, display of materials is *santri* discuss them together by exploring and exchanging their opinions about one certain topic of text available on *kitab kuning*. The teacher / *kyai* is only as a moderator or facilitator. This method is used in order that *santri* be active in studying. Through this method, it is expected there will grow and develop a lot critical, anlytical and logical ideas.

Al-Zarnuji in his writing *ta'limal-muta'alim* says that discussion (*munazarah*) is more effective than reading many times [16]. One-hour discussion is much better than one-month reading. But, *bandongan* and *sorogan* method is very appropriate used when the number of studying santri is quite big and the available time is short, while the materials going to deliver are much enough.

Then, memorizing method which is also used intensely in pesantren education, there is an utterance says "*al-huffazh hujjah 'ala man la yahfazh*" (meaning that people who memorize well is an argument for them wo do not). This utterance is right when scientific system more give priority to *naqli* argument, transmission and chroniclization because it will make it more believable than guessing. But, when scientific concept more emphasizes rationality such as the basic of modern educational system, so memorizing method becomes important to do. The contrary, the important thing is creativity and capability of santri to explore knowledge

they have had. In modern education system, knowledge is always containing probabilities to criticize and break through.

3. CONCLUSION

Spirit of reform, change, and innovate on education in pesantren becomes necessity because it is logical consequence of globalization and modernization era, society's and government's demand, and it is part of opened-demeanor of pesantren for culture adhered to society. But, maintaining or keeping a soul of pesantren as an institution of "Producing Candidates of Ulama Cadres" is absolutely more important so far. However, it agrees to statement "*almuhafadoh ala qodimishsholih wal akhdudu bil jadidil aslah*" meaning that to maintain the old tradition and take the new one are better. Thus, what becomes fundamental substantiation is proportionality between adopting new values and the old ones.

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Experiment Role in Developing Metacognition Ability of Teachers' Prospective

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Abstract

This study aims to shoot the role of experiments in the skill course of study program in case of building metacognition abilities. This study was conducted at the Physical Education Study Program, Teacher Training and Education Faculty of Muhammadiyah University of Metro. The data were collected by using documentation, observations, interviews, written tests and performance tests. The data were analyzed qualitatively and quantitatively. Qualitative analysis includes the following phases: tabulation, description and interpretation in order to connecting the facts that are related to the research focus. Quantitative analysis was using a statistical correlation between activities of doing experiment with metacognition abilities. This study found that in every physics course, experimental activities carried out separately by the course but in the same course package. Based on qualitative data, it was found that the experimental activities have a good role in building the capability of students. Based on quantitative data, it was found that metacognitive abilities were associated with the ability to execute the experiment; the ability to execute the experiment contributed 13.2% to the ability of metacognition. Based on the results, it can be seen that the experiment role should be optimized in order to build students' metacognitive abilities and need to integrate other potential so that the students' metacognitive abilities could be well developed.

Keywords: Physical Concept, Experiment, Metacognition Abilities

1. INTRODUCTION

Physical Education Study Program is the educational unit that organizes the preparation for Bachelor of Physical Education. The Constitution No. 12 of 2012 on Higher Education paragraph 18 states that the undergraduate program prepares students into the intellectual and / or cultured scientists, to be able to enter and / or create jobs, and be able to evolve into a professional. Therefore, it is necessary to do some efforts in order to develop a variety of students' potential in manifesting human resources with high competitiveness, which is expected to create a job and become professional.

To build human resources that capable of creating jobs, it is necessary to equip the ability of creative and innovative thinking even the ability of metacognition. Meanwhile, to make professional human resources according to the field—the teaching profession, it is required to have four competencies; namely pedagogy competence, professional competence, personal competence and social competence.

Competence is a performance that is shown by the individual that includes of knowledge, specific skills and abilities by a certain standards. Competence will appear as the behavior shown in carrying out the work involved in the organization's culture in the work environment, as a combination of knowledge and skills required in carrying out the duties as a teacher of physics. A physics teacher competence should be demonstrated through the knowledge of physics and pedagogy, having skills in implementing learning activities and having ability to develop the duty and the role as a physics teacher in creative and innovative way.

In the learning process, it is frequently occur some situations which is incompatible with the plan, so that it is necessary to have any creative preventive steps in order to handle such problem through changes of plan, monitoring or evaluation. As the example of the problems faced by teachers in the classroom, Buck, et al. (2007) found that the inquiry-based learning have a positive impact and generate a complete understanding, in both content and skills, but many teachers expressed frustration because the students' understanding not appear immediately, and they did not know what to do. Norlander-Case, et al. (1998) revealed that, the challenges in implementing the learning-based inquiry include: (a) lack of time, (b) the difficulty refraining to answer questions students directly, (c) describes the abstract, and (d) an assessment instrument that takes into account the vocabulary local said.

It is not an easy matter to produce a creative and innovative physics teacher who is able to overcome the problems that occur in the classroom. The results showed that creative thinking skill is not enough to produce a creative teacher (Suseno, 2014). Many aspects must be developed in order to create such physics teacher competence. One important aspect for a teacher is the ability to know how to think critically, creatively and intuitively, and be able to control and evaluate it all times. This way of thinking is known as metacognition abilities.

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According to Sukmadinata and Ash'ari (Irmayani, et al., 2014) Metacognition refers to higher order thinking which involves the activity of control over the cognitive processes involved in learning. The activities such as plotting how the approach used in the study, the overall monitoring, and evaluating development are the natural metacognition. According to Woolfolk (Sudia, 2015) metacognition refers to increasing the awareness of thinking and learning process that is conducted. This awareness can be realized if someone started thinking by planning, monitoring, and evaluating the outcomes and cognitive activity. Asrori (2009: 31) argued that metacognition is an individual's ability "to stand outside the head" and trying to reflect on the way he thinks or contemplates the cognitive processes he does.

The Metacognition ability is the thinking skill includes the ability to plan, monitor and evaluate. The ability of metacognition looked systematically, but in practice it is not always ordered linearly, even recursively. It could happen; an evaluation is done towards planning or monitoring, or planning during the monitoring and evaluation. This way of thinking is very important to be owned by the professional teachers, both for the benefit of their duties or to be imparted to the students.

Many ways and strategies that can be done to build such metacognitive abilities, one of them is to optimize the experimental activity. According to Shulman, et al. (2015), the experimental method can be used to individually find a complex electrical circuit equation. Subsequently according to Carl (2015), learning in the classroom tasks more about cognitive, while learning by experiment is very different, where experience gained much more complete.

In the experimental activities students are trained to make an experimental plan, then implement and monitor the experiment and evaluate the measures or action taken. In physics experiment activities are also occur common problems, such as inappropriate measuring devices' scale, bad circuit, the influence of environmental factors and so forth. At that point, the students are required to take an appropriate and quick step or actions, for instance by replacing the devices, procedures change or add to the devices or materials or even add another step and other measures. The learning activities like these are activities that hone students' metacognition.

Based on description above, experiments activity is rationally can be used to build a student metacognition abilities. To that end, it is necessary to conduct a research to assess the extent of the influence and relations of experimental activities in lectures towards the metacognition ability of Physics Education students.

2. RESEARCH METHOD

The study begins by surveys and observations on the implementation of lectures in several Teacher Training Institutions that provide courses of physics education that focused on the implementation of experimental on subjects' expertise physics courses. The data were collected through documentation, observation, and complemented by interviews, and used written test and performance test.

The documents used in this study include: learning device, experiment guidelines, experiment reports, schedules and other supporting documents. Observation was done on the activity of students in lectures and experiment activities, and interview was conducted to complete the data as well as a step of triangulation to obtain accurate data. Written and performance tests were also conducted to obtain experiment ability and the ability of metacognition.

Descriptive-qualitative was used in processing data in order to obtain an overview of the activities in the experiment of electric-magnet lecture. Data analysis procedures conducted through several stages. First, checking and selecting the data relating to the issues. Second, data or important information are grouped according to the aspects and problems. The third stage, performing tabulation of data based on the classification, to appear faction, characteristic, type and frequency, to make them easy to be read and categorized. The fourth stage, reading all data and perform preliminary analysis by encode the data, then decipher and connect various types of data and information to create a description, and then conducted further analysis to formulate an appropriate theme in focus of the study by linking several associated descriptions and eliminates data that are not related to the focus of the study. The fifth stage, making interpretation of the data analysis related to the cases that were examined and make the conclusion. Further, the quantitative data analysis using regression-correlation to determine the relationship between the ability of experiment and metacognition ability.

3. RESULT AND DISCUSSION

Data documents covering the plan of semester program (RPS), class schedules and experiment schedule, showing that electric-magnet lectures always combine the two methods of discussion to the other methods, using the media, as well as the experiment activities were separate to the lectures. The results of interviews with lecturer of the electric-magnet course, it was revealed several problems in the lecture electric-magnetic, those are: 1) the concept of electric-magnet is abstract and theoretical, so it is difficult to encourage students to find the concept by themselves, 2) the experiment activities were separated from lectures and frequently not aligned to the course material, so that the learning process of electric-magnet in the classroom is not fully supported by the activities of the experiment, 3) experiment activity can only indicate the presence of symptoms, while to

understand the real phenomenon need such higher order thinking that are difficult to observe in the course of electricity-magnet.

Based on the results of students' interview, it discovered that students find difficulty in understanding the abstract concept of electric-magnetic, while the experiment activities are also less-support the course, because its implementation is separated and not aligned. The analysis finds that the main problem of the difficulties in electricity-magnet course is because the concept of electric-magnet is classified as abstract, the experimental device only shows its symptoms and it requires the higher order thinking, so this would stimulate the emergence of students' idea, whether in making plans, monitoring or evaluating the job. Thus, these experiment activities indirectly establish the students' metacognition ability.

Here are presented the observations results of scientific activity that appears in the classroom activities and experiment activities in the laboratory that were observed during five meetings, and presented in Table 1.

Table 1. Observation Result

Students' scientific activity in the lecture/experiment	Observation Result			
	Lecture		Experiment	
1) Observing the phenomenon	4	80%	5	100%
2) Formulating the problem	0	0 %	5	100%
3) Formulating the hypotheses	1	20%	5	100%
4) Observing and measuring	0	0 %	5	100%
5) Hypotheses testing and data collecting	0	0 %	5	100%
6) Interpreting and answering questions	1	20%	5	100%
7) Reporting results and the implications	1	20%	4	80 %
Average of students' activity	1	20 %	4,86	97 %

Table 1 show that the scientific activity of the students in experiment activities is much higher than scientific activities in lectures. This could also indicate that the experimental method will provide better learning outcomes. With the scientific activities undertaken by the students, the students' metacognition ability will also be formed.

Quantitative data—obtained from the written test and test performance—obtain the data of the capabilities in implementing experiment and the ability of metacognition. Those can be seen in the following table:

Table 2. Description of Capabilities in Implementing Experiment and the Metacognition Ability

	Mean	Std. Deviation	N
Experiment Capability	76.8631	4.94843	26
Metacognition Capability	55.1923	9.43194	26

The correlation between experiment capabilities and metacognition abilities can be determined using statistics and the results are as follow:

Table 3. The Correlation Between Experiment Capabilities and Metacognitive Abilities

		Metacognition Abilities	Experiment Capabilities
Metacognition Abilities	Pearson Correlation	1	.363
	Sig. (1-tailed)		.034
	N	26	26

Based on Table 3, it is obtained that ry correlation coefficient = 0.363 with a significance 0.034 (<0.05), it means that correlation coefficient is significant. Test results of significance obtained t value = 2.0488 and t table = 1.711, so t count > t table which means the correlation coefficient ry is significant. For the regression correlation between experiment capabilities and metacognition abilities, the regression coefficients can be disclosed in the following table:

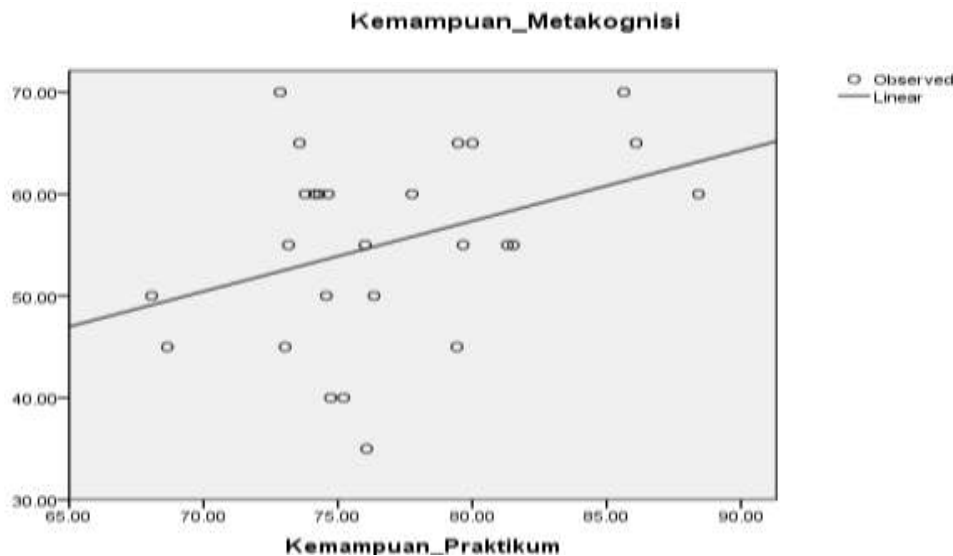
Table 4. The Regression Correlation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	2.058	27.925		.074	.942			
experiment capabilities	.691	.363	.363	1.907	.069	.363	.363	.363

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	2.058	27.925		.074	.942			
experiment capabilities	.691	.363	.363	1.907	.069	.363	.363	.363

a. Dependent Variable: metacognition abilities

Based on Table 4, the model of the regression equation can be written as follows: $Y = 2.058 + 0,691X$, with Y is the ability of metacognition and X is ability to conduct experiments. According to the table above, it is also obtained a significance of 0.069 (> 0.05), which means regression equation y on x is less significant. However, it can be described linearity correlation between the ability of experiments on metacognition abilities as follows:



Picture 1. The Correlation Between Experiment Capabilities and Metacognitive Abilities

Based on the chart above, it can be argued that the ability to experiment positive effect on the ability of metacognition. This can be explained by a positive gradient chart, or it can be interpreted that the metacognitive ability is directly proportional to the ability of experiment, where the greater the ability of student experiment, the greater the ability of the student metacognition. To see how big contribution to the ability of metacognition experiment ability, it can be seen from the following table:

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.363 ^a	.132	.095	4.70660	.132	3.635	1	24	.069

a. Predictors: (Constant), Metacognition Ability

Based on Table 5, it can be argued that the contribution coefficient R of 0,363 and contributes the ability of experiments on metacognition capability by 13.2%.

4. ACKNOWLEDGEMENT

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5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and discussion, it can be concluded that:

- a. The ability of metacognition physical education students need to be developed to realize the human resources that capable of creating a job and professional.
- b. The experiment can be used to develop the ability of metacognition.
- c. The ability to experiment directly proportional to the ability of metacognition, where the higher ability to experiment, the higher the ability of metacognition.
- d. The ability of students to carry out experiment affects the ability of metacognition with a contribution by 13.2%.

5.2 Suggestion

Based on the results, the suggestions can be the following:

- a. In order to produce bachelors of education that are professional and be able to create employment, it is necessary to develop the ability of the students' metacognition.
- b. To develop the ability of metacognition, the role of experiment in the course of expertise need to be optimized.
- c. It is necessary to assess other potential that can be optimized to build metacognition abilities of the students.
- d. It needs to conduct a combined strategy between experiment activities with any possible potential, to float metacognition abilities of students.

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Think of Deaf Students SLB Negeri Pringsewu Viewed From Theory of Van Hiele

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Abstract

According to Van Hiele theory students will go through five levels of thinking in studying and understanding the geometry are level 1 (visualization), level 2 (analysis), level 3 (abstract), level 4 (deduction) and level 5 (rigor). Each level of thinking that has certain criteria, thus causing different students in understanding and solving the problems of geometry. This study aimed to describe the level of thinking deaf students of class VIII SLB Pringsewu based geometry Van Hiele levels of thinking. The subjects included four people. This study uses tests and interviews, test methods using multiple choice questions of 25 items divided into five subtests. The test results are then used to identify the students' level of thinking geometry according to Van Hiele theory. interviews were conducted to explore the students' answers were given when work on the problems of the test. The results of the study can be concluded that the level of class VIII deaf students thinking on SLB N Pringsewu among others that meets Geometry Van Hiele levels of thinking as much as 75% of which 25% are at the first level and 50% at level II. While that does not correspond to the Van Hiele theory as much as 25%. Because it cannot be the level of correct answers students basic or less than 3 on each subtest

Keywords: Deaf, Level of Thinking, Van Hiele, Geometry.

1. INTRODUCTION

Mathematics in education is an important subject matter and can not be left out either at the primary school level, high school, and college. So also in special schools (SLB). In studying mathematics students should know and understand the mathematical objects. Mathematics is a subject that must be given to students without exception tunarunggu students learn math activity includes facts, skills, concepts and rules / principles (Ruseffendi: 2006). One material that must be mastered in math is geometry. According Nur'aini Muhasanah (2014) that in the study of geometry, students need a mature concept so that students are able to apply the skills possessed such visualize geometry, familiar assortment Flat and space, describe images, pictures menyeketsa wake up, to label a certain point, and the ability to recognize the differences and similarities between the geometry.

Law no. 20 / 2003 on National Education System in article 5, paragraph 2 states that citizens who have physical, mental, emotional, intellectual and social eligible for special education. It is clear that studentstunarunggu as citizens who have physical abnormalities are entitled to special education in special schools, particularly in the section B section SLB (SLB-B). SLB-B is an outstanding school that provides special education services for students with hearing loss. Children who experience hearing loss is often known as tunarunggu. According to NurAzizah (2008) Limitations of deaf children in receiving auditory information that is causing cognitive development becomes stunted. Barriers experienced by children with hearing impairment result in a decrease resulted academic achievement of learning outcomes tend to be low. As the field of study of mathematics which requires students to have the ability to think abstractly. This becomes an obstacle for deaf children in understanding the concepts in mathematics. Unlike the regular school class sizes are generally up to 40 students, the maximum number of classrooms deaf students only 8 students (the game No. 1 of 2008).

2. LITERATURE REVIEW

Learning is one of the main activities to improve the intelligence of students, both in regular schools and special schools (SLB). Therefore the curriculum with the same difficulty level is also applied anyway for a gifted child, such as studentstunarunggu (SLB-B), this is the reason students do not experience barriers SLB intelligence.

In general intelligence deaf child is potentially the same as a normal child, but functionally development is influenced by the level of language skills, limited information, and may the power of abstraction child. As a result of ketunarunguannya hamper the process of achieving a broader knowledge. Thus the development of intelligence functionally inhibited. Cognitive development of deaf children is strongly influenced by the development of language, so the language barrier hindered the development of deaf children intelligence.

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Humility intelligence level of deaf children did not come from intellectual barriers were low, but generally caused intelligence did not get a chance to develop (SafitriAndayani, 2009). In general, deaf children have normal intelligence, and individuals with hearing impairment show similarities in variations of intelligence with a population of people who hear.

In the academic field of mathematics, deaf students have a relatively low attention and achievement which is lower than what it should be (Donald F. Moores, 2001). Geometry is one of the areas of study in the matter of school mathematics, while the material geometry SLB-B which must be mastered students according to the standard content that includes basic competencies include: the relationship between lines, angles (painting corner and split corners), a triangle (including painting triangles) and quadrilateral, the Pythagorean theorem, the circle (tangent ally, the outer circle and circle in a triangle, and painting), cubes, blocks, prism, pyramid, and webs, similarity and congruence, tubes, cones, balls and use them in problem solving.

Research on teaching geometry at school have been made. Jiang (2008), which tells us that one part of mathematics are very weakly absorbed by students at school is geometry, where most students entering high school has a limited knowledge or experience about the geometry. Jiang (2008) also said that one part of mathematics are very weakly absorbed by students at school is geometry, where most students entering high school has a limited knowledge or experience about the geometry. It is expected to prevail in deaf students.

The process of thinking, problem-solving ability in geometry is an indicator of the ability of some children. This is in line with the opinion of EndangMulyana (2003) that in learning the geometry must be adapted to the level of their ability. Van Hiele theory is a theory that explains the development of students' thinking in learning geometry

Based on the theory of van Hiele (in Haviger, J, Vojkuvkova; 2003) students will go through five levels (level) thinking in understanding the geometry, namely: level I (visualization), level II (analysis), level III (deduction informal), level IV (deduction), and level V (rigor). In each level of thought van Hiele also required basic skills in solving problems of different geometries. For example, for the first level (visualization) and level II (analysis) seen from verbal skills (verbal skills) have different characteristics, namely: to level 0 (visualization) students were only able to classify images quadrilateral and give the name of the type of quadrilateral that, while level II (analysis) students are able to accurately describe the nature of the various images quadrilateral. For the research on the level of students' thinking deaf students in SLB-B based geometry Van Hiele levels of thinking needs to be done.

3. RESEARCH METHOD

This research is a descriptive study that describes the level of thinking geometry class VIII deaf students SLB Pringsewu by Van Hiele geometry theory. The approach in this study followed the steps of quantitative research work the data in the form of test scores are then analyzed to determine the level of students' thinking geometry. Subjects were all students of class VIII in SLB NPringsewu Academic Year 2015/2016.

Data collection techniques using the test method and the method of interview. The test method in the form of multiple choice questions of 25 items divided into five subtests. Determining the level of thinking of students in this study using the instrument Van Hiele Geometry Test (VHGT) by ZalmanUsiskin (1982) in the project CDSSAG Each subtest represented a stage and consists of five multiple choice items with 5 possible answers. Students are considered to pass one level if they meet the minimum criteria do actually 3 of 5 items each subtesnya. If students meet the n degree but does not meet all the levels below, then the answer is not categorized according to the level geometry think Van Hiele. and below the level one if the student does not meet the criteria for answering correctly three out of five items on all subtests. The results of the tests are then used to identify the students' level of thinking geometry according to Van Hiele theory.

Interviews in the study was used to explore the answers provided students while working on test questions. Researchers conducted interviews with the steps as follows: students are asked to do about it carefully, the students interviewed by the answer that has been done at the time of the written test, when interviewed, the researchers conducted observations and keep records to obtain data on aspects think Van Hiele.

4. RESULT AND DISCUSSION

4.1 Result

Based on the characteristics of geometry think that each level must be passed in order, do not skip underneath. In this study the geometry of Van Hiele levels of thinking deaf students of class VIII in SLB N Pringsewu the school year 2015/2016 in the wake of material that meets the quadrilateral geometry Van Hiele levels of thinking can be seen in Table. 1 below:

Table. 1 Level Thinking Students Based on Van Hiele Theory.

Student	Students Total True Each Sub Test					Conclusion
	I	II	III	IV	V	
ER	3	1	1	1	2	T.I
ED	4	3	1	1	0	T.II
HM	2	1	1	2	0	TS
ML	3	3	1	2	0	T.II

Ket T.1: Level 1; T.2: Level 2

Based on Table. 1 above found that the number of students who are at level 0 (visualization) subjects ER sebanyak 1 or as much as 25%. While those in the second level (analysis) by 2 students, or 50%. Meanwhile, HM Subjects that are in categories below the first level because it does not meet the criteria for answering correctly three out of five items on all subtests.

4.2 Discussion

Geometry is one of the subjects that are considered difficult by most junior high school students, it is also experienced by students with special needs such as deaf students. Van Hiele theory capable of explaining the difficulties the students as levels of Van Hiele theory the geometry level students (Usiskin, 1982). According to van Hiele students build an understanding of geometry through 5 levels of cognitive development are the introduction, the level of analysis, the level sorting, the deduction rate and the level of precision. Students SLB-B that are the subject of research is class VIII and from the data obtained showed that showed that in the first level students begin to learn about a geometrical form as a whole. It is not yet able to determine the properties of geometric shapes he sees it.

From the results of this study found that 25% are at a level I, in other words, students are able to recognize geometric shapes as a whole but have not been able to determine the properties of geometric shapes he sees it. New students can distinguish a bentuk with other different forms. The activities were given to children in the introduction stage Flat, begins with observing and naming the models Flat (Pitajeng, 2006). This statement is also supported by the opinion of Walle (1994) which states that the majority of junior high school students are at the first level (visualization) to level 3 (informal deduction). Visual skills possessed junior high student or equivalent by the subjects in the category level I (visualization), includes: only able to determine the type of flat wake quadrilateral based on appearance form, in explaining the properties wake quadrilateral based images can not specifically be focused on the many side and many angles, and it can not explain the link between the various types of images quadrilateral. While verbal skills (verbal skills) owned by subject category level I (visualization), includes: can group the correct name for the pictures quadrilateral given, yet can describe / define a wake quadrilateral based on the properties owned for properties described include the size of the angle, the size, and alignment side, can not distinguish between a square with each other because of the nature described cooperation between the quadrilateral, and has not been able to formulate a sentence that shows the relationship between images quadrilateral. Drawing skills possessed by the subjects in the category level I (visualization), include: only being able to make a quadrilateral with labeling but are not able to construct the image according to the characteristics and properties given as two lines perpendicular to each other and define a point in a line, and was not able to build another rectangular image associated with the image of quadrilateral given. Logic skills possessed by the subjects in the category level I (visualization), include: to understand conservation quadrilateral shape images in a variety of positions with the mention of the type of each image, aware of the similarities of some of the images quadrilateral equally rectangular shaped. (NurainiMuhasanah; 2014).

At level II (analysis) subjects ED and ML accurately describe the nature of the various images quadrilateral. Visual skills possessed by the subjects at level II (analysis) include: only able to determine the type of flat wake quadrilateral based on the appearance of the shape and properties owned, in explaining the properties wake quadrilateral based images can be explained specifically covering many sides, size hand, the size of the angle, alignment side, and the relationship between the two opposite angles equal, and it can not explain the link between the various types of images quadrilateral.

While verbal skills possessed by the subjects at level I (analysis) include: to group the correct name for the pictures quadrilateral given, can describe / define a wake quadrilateral based on the properties owned from many sides, the size of the hand, size corner, many angles, side alignment, and have not been able to formulate a sentence that shows the relationship between images quadrilateral.

5. CONCLUSION

Based on the results of the study concluded that the level of class VIII deaf students thinking SLB N Pringsewu in the academic year 2015/2016 in the wake of material rectangular geometry based on the Van Hiele levels among others that meets Geometry Van Hiele levels of thinking as much as 75% of which 25% are at level I and 50 % are at level II. While that does not correspond to the Van Hiele theory as much as 25%. This is because he can not by the level of correct answers students basic or less than 3 on each subtest.

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Improved Communication Competence for Physics Students

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Abstract

Communication competence is important to the teachers to transform their knowledge and skills. One disadvantage of the physics education student is verbal communication skills. This study aims to improve communication skills of the students using a visual-verbal representations based learning. This research method is a quasi-experimental, the sample were students of physical education department. Quantitative data were analyzed by time series. The results showed a significant increase communication skills after participating in learning with visual-verbal representations. Oral communication skills develop faster than written communication. Further efforts are needed to improve written communication skills for students of physics education, given at the end of the course the student must make a scientific paper.

Keywords: Oral Communication, Written Communication, Visual-Verbal Representations, Learning Physics

1. INTRODUCTION

The nature of communication competence has been the subject of considerable controversy over the past decade (Wiemaiia&BacHiind, 1980). Scholars in the field of **communication** have taken a "Empty Dumpty" approach to delineation of this construct. As Lewis Carroll expressed this approach in "Alee in Wonderland" through the persona of Humpty Dunipty, "When I use a word, it means just what I choose it to mean—neither more nor less". Recognizing the problems with such an approach, Alice responded "The question is whetheryou can make words mean so many different things*" Disagreeing with Alee, Humpty Dumpty asserted "The question is which is to be master—that's all"

In the case of "communication competence," the words have been forced to serve many masters; so many, in fact, that no consensual constituent delineation of the construct has yet evolved. Short of creating still another definition of the construct, we are forced to select from among the many available definitions. We have chosen the most recent definition advanced by McCroskey (1984a; for other purposes, other definitions might be more useful, including the one previously argued by McCroskey, 1982). From this vantage point, communication competence is "adequate ability to pass along or give information; the ability to make known by talking or writing." We have chosen this definition because it is relatively unambiguous and is consistent with lay interpretations of the construct. The latter is particularly important when working with self-reports of communication competence.

2. COMMUNICATION COMPETENCE

Appropriateness means that the valued rules, norms, and expectancies of the relationship are not violated significantly. Effectiveness is the accomplishment of valued goals or rewards relative to costs and alternatives. With these dual standards, therefore, communication will be competent in an intercultural context when it accomplishes the objectives of an actor in a manner that is appropriate to the context and relationship.

These two standards obviously bear on the concept of interactional quality. Communication that is inappropriate and ineffective (that is, minimizing) is clearly of low quality. Communication that is appropriate but ineffective (that is, sufficing) suggests a social chameleon who does nothing objectionable, but also accomplishes no personal objectives through interaction. Finally, communication that is inappropriate but effective (that is, maximizing) would include such behaviors as lying, cheating, stealing, bludgeoning, and so forth, messages that are ethically problematic. While there may be instances in which such actions could be considered competent, they are rarely the ideal behaviors to employ in any given circumstance. Only the interactant who is both simultaneously appropriate and effective seems to meet the requirements of the optimal interpersonal communicator. The remainder of this essay examines issues surrounding appropriateness and effectiveness in intercultural interaction.

Most existing models of intercultural competence have been fairly fragmented. Typically the literature is reviewed and a list of skills, abilities, and attitudes is formulated to summarize the literature (Spitzberg & Cupach, 1989). Such lists appear on the surface to reflect useful guidelines for competent interaction and adaptation. For example, Spitzberg's (1989) review of studies, along with

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other more recent studies, produces the partial list in Table 1. While each study portrays a reasonable list of abilities or attitudes, there is no sense of integration or coherence across lists. It is impossible to tell which skills are most important in which situations, or even how such skills relate to each other.

A more productive approach would be to develop an integrative model of intercultural competence that is both consistent with the theoretical and empirical literatures, and also provides specific predictions of competent behavior. This approach is reflected in basic form and is elaborated on by means of the series of propositions that follow. The propositions are broken down into three levels of analysis: (1) the individual system, (2) the episodic system, and (3) the relational system. The individual system includes those characteristics an individual may possess that facilitate competent interaction in a normative social sense. The *episodic* system includes those features of a particular Actor that facilitate competence impressions on the part of a specific Coactor in a specific episode of interaction. The *relational* system includes those components that assist a person's competence across the entire span of relationships rather than in just a given episode of interaction. Each successive system level subsumes the logic and predictions of the former. The propositions serve both to provide an outline of a theory of interpersonal competence in intercultural contexts as well as offer practical advice. To the extent that interactants can analyze intercultural situations sufficiently to understand initial conditions, then each proposition suggests a course of action that is likely to enhance their competence in the situation encountered.

The model portrays the process of dyadic inter-action as a function of two individuals' *motivation* to communicate, *knowledge* of communication in that context, and skills in implementing their motivation and knowledge. Over the course of the inter-action both within and across episodes, behavior is matched to expectancies that each interactant has of the other and the interaction process. If expectancies are fulfilled in a rewarding manner, then interactants are likely to perceive both self and other as communicatively competent, and feel relatively satisfied that objectives were accomplished. Interactants may be seen as incompetent because they lack motivation to perform competently, knowledge of the competent lines of action in the context concerned, or the communication skills to carry off a deft interaction. Also, interactants may be viewed as incompetent because their partner has unrealistic expectancies for the person or episode. These and other implications are discussed next.

As communicator motivation increases, communicative competence increases. Very simply, the more a person wants to make a good impression and communicate effectively, the more likely it is that this person will view self, and be viewed by others, as competent. The question then, becomes what constitutes or leads to high levels of motivation. The following propositions address this question.

As communicator confidence increases, communicator motivation increases. Confidence results from several individual experiences. For example, a person who is nervous meeting strangers is likely to be less confident when encountering a new person from a different culture. Further, the more unfamiliar a person is with a given type of situation, the less confident that person is regarding what to do and how to do it. Finally, some situations carry more significant implications and are more difficult to manage than others. For example, getting directions to a major urban landmark is likely to permit greater confidence than negotiating a multimillion-dollar contract for your company. Thus, social anxiety, familiarity with the situation, and the importance or consequences of the encounter all influence an interactant's confidence in a social context.

As reward-relevant efficacy beliefs increase, communicator motivation increases. Efficacy beliefs are self-perceptions of ability to perform a given set of behaviors (Bandura, 1982). Basically the more actors believe that they are able to engage in a set of valued or positive actions, the more prone they are to do so. A professional arbitrator is likely to have much higher efficacy beliefs in negotiating disputes or contracts than the average person. However, this arbitrator might not have any greater confidence than the average person in developing friendships with others in a different culture. Efficacy beliefs are therefore usually task-specific, and correlated to familiarity with the task(s) and context(s).

As communicator approach dispositions increase, communicator motivation increases. Approach dispositions refer to personality characteristics that prompt someone to value communicative activity. People who are higher in self-esteem, who consistently seek relatively high levels of sensory stimulation, who believe they have high levels of control over their environment, who are low in social anxiety and who are generally well-adjusted psychologically, are likely to seek out communication encounters and find them positively reinforcing.

As the relative cost/benefit ratio of a situation increases, communicator motivation increases. Very simply, every situation can be viewed as having certain potential costs and benefits. Even in no-win situations (for example, "true" conflicts), the behavior that leads to the least costly or painful outcomes is considered the most preferable or beneficial. Likewise, in a win-win situation the least desirable outcomes are also the most costly. Thus, as the perception of potential benefits increases relative to the potential costs of a course of action, the more motivated a person is to pursue that particular course of action. Obviously, the weighing of costs and benefits must always be done relative to alternatives. Asking directions from someone who does not speak your language may be considered too much effort, but only relative to the alternatives of consulting a map, trial-and-

error exploration, seeking someone who speaks your language whomight be familiar with the locale, or getting hope-lessly lost.

Communicative knowledge increases, communicative competence increases. A stage actor needs to be motivated to give a good performance to be viewed as a competent actor. However, merely wanting to perform well, and being unhampered by stagefright, are probably insufficient to produce a competent performance. For an actor to give a good performance, it is also important that the actor know the script, the layout of the stage, the type of audience to expect, and so on. So it is with social interaction as well. The more an interactant knows about how to communicate well, the more competent that person is likely to be.

Knowledge of interaction occurs at several microscopic levels (Greene, 19M). As identified in Figure 1, an actor needs to know the interaction function, the basic goals the interaction is to pursue. These interaction behaviors combine to form speech acts, which express content functions such as asking questions, asserting opinions, and so on. To perform speech acts in turn requires knowledge of linguistics—semantics, syntax, and the constituents of a meaningful sentence. Actual performance of these actions requires adaptation of this behavior to the other person. Thus, behaviors need to be adapted to achieve the following functions: management—coherence and continuity of topic, and relatively smooth flow of speaking turns; homeostatic—a relative balance of physiological activity level; and coordinative—individual matching of verbal and nonverbal components. Several predictions help specify the relevance of knowledge to competent interaction.

As task-relevant procedural knowledge increases, communicator knowledge increases. Procedural knowledge concerns the "how" of social interaction rather than the "what." For example, knowing the actual content of a joke would be considered the substantive knowledge of the joke. Knowing how to tell a, with all the inflections, the timing, and the actual mannerisms, are all matters of the procedural knowledge of the joke. This knowledge is typically more "mindless" than other forms of knowledge. For example, many skill routines are overlearned to the point that the procedures are virtually forgotten, as in driving a familiar route home and not remembering anything about the drive upon arrival. You "know" how to drive, but you can use such knowledge with virtually no conscious attention to the process. Thus, the more a person actually knows how to perform the mannerisms and behavioral routines of a cultural milieu, the more knowledgeable this person is likely to be in communicating generally with others in this culture. In general, as a person's exposure to a culture increases, his or her stores of relevant subject matters, topics, language forms, and so on, as well as procedural competencies, are likely to increase.

As mastery of knowledge-acquisition strategies increases, communicator knowledge increases. A person who does not already know how to behave is not necessarily consigned to incompetence. People have evolved a multitude of means for finding out what to do, and how to do it, in unfamiliar contexts. The metaphor of international espionage illustrates some of the strategies by which people acquire information about others, such as interrogating (asking questions), surveilling (observing others), exchanging information (disclosing information to elicit disclosure from others), posturing (violating some local custom and observing reactions to assess the value of various actions), bluffing (acting as if we know what we are doing and allowing the unfolding action to inform us and define our role), or engaging double agents (using the services of a native or mutual friend as an informant). The more of these types of strategies actors understand, the more capable they are in obtaining the knowledge needed to interact competently in the culture.

As identity and role diversity increases, communicator knowledge increases. In general, the more diverse a person's exposure to distinct types of people, roles, and self-images, the more this person is able to comprehend various roles and role behaviors characteristic of a given cultural encounter. Some people live all their lives in a culture within very narrow ranges of contexts and roles. Others experience a wide variety of societal activities (jobs, tasks), roles (parent, worshiper, confidant), and groups (political party, religious affiliation, volunteer organization, cultures and co-cultures)—A person who has a highly complex self-image reflecting these social identities (Hoelter, 1985) and who has interacted with a diversity of different types of persons and roles (Havighurst, 1957) is better able to understand the types of actions encountered in another culture.

As knowledge dispositions increase, communicator knowledge increases. Many personality characteristics are related to optimal information processing. Specifically, persons high in intelligence, cognitive complexity, self-monitoring, listening skills, empathy, role-taking ability, nonverbal sensitivity, perceptual accuracy, problem-solving ability, and so on are more likely to know how to behave in any given encounter. In short, while mere possession of information may help, a person also needs to know how to analyze and process that information.

As communicator skills increase, communicator competence increases. Skills are any repeatable, goal-oriented actions or action sequences. An actor who is motivated to perform well, and knows the script well, still may not possess the acting skills required to give a good performance. All of us have probably encountered instances in which we knew what we wanted to say, but just could not seem to say it correctly. Such issues concern the skills of performing our motivation and knowledge. Research indicates that there are four specific types or clusters of interpersonal skills, and one more general type of skill.

3. CONCLUSION

Before examining the implications of this essay, an important qualification needs to be considered. Specifically, most of the propositions presented here have what can be considered upper limits. Basically, too much of a good thing can be bad. For example, someone can be *too* motivated, use *too* much expressiveness, or be *too* composed. Virtually any piece of advice, when carried to extremes, tends to lose its functional value. This can be viewed as a curvilinearity principle. In essence, as motivation, knowledge, and skill increase, so do impressions of competence, to a point, after which the relationship reverses, and competence impressions decrease.

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Regional Language as the Basic Reinforcement of Indonesian Nation's Character to Facing ASEAN Economic Community

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Abstract

This study aims to, 1) Describe regional language, 2) Describe regional language as reinforcement of nation's character, 3) regional language for the ASEAN Economic Community. This study uses descriptive-qualitative research that is literature review. The results show that 1) regional language taught noble value, 2) to teach regional language add to their existing language in Indonesia, 3) introduce Indonesian regional language to the world community.

Keywords: Education, Regional Language, World Community

1. INTRODUCTION

Indonesia is a country which has a multiethnic, tribal diversity, culture, and language. The attitude of loving the language areas is the inevitability to establish good and commendable characters. However, unfortunately not accompanied by the attitude of that show will be the love of local languages. Many local languages among students and the community generally overgrown with negative attitude towards usage. These conditions are characterized by not growing positive attitude towards local languages are often known as mother tongue. This is due to a lack of confidence with the regional language and attitudes are not necessary with the language of the area.

The important role of regional language as a tool in shaping personality and a strong character. Through local languages bahasa Indonesia can form up to the present, but unfortunately many do not know February 21 has been designated UNESCO per 17 November 1999 as International Mother Language Day. In Indonesia, this warning is not too well known, but most of the nation's children get to know the local languages as mother tongues. When these circumstances are observed, it will be easy to form a child's character is sublime and it became the root in the formation of Indonesia's strong language.

2. LITERATURE REVIEW

Regional language shows the behavior of the language as a speaker who has great value. In the enable language skills are noteworthy perlakuan norma language as a cultural commodity, as intellectual ability, as a moral virtue, and political ideology gave strong motivation for the speaker to fit the standard and it relates to the repair of feelings, intelligence, education, character, and commitment to national unity or political values. (Battistell, 2005:13).

All language skills need languages as the medium and some of the language element must be mastered well and a good mastery will make people use it behave politely like to pronounce something correctly, choosing the right words, compose a complete sentence in mind and convey meaning in representatif. Skilled speak means also skillfully uses the raw language or language known by Indonesia in Indonesia. This need done because (1) the language is a reflection of intelligence-non standard language diverges from the standard ideal of clear, think right. (2) the deviation from the standard language is a reflection of weak character. Other standards would undermine the language (and moral) innocent people and generally will make a low of polite society (3) speaks with a language standard that is necessary to have one's voice heard. (4) Language in General is the need to condition the public point of view (5) difference in language will split the community and encourage separatism. (6) The descriptive Linguistics is permissive, zero discipline. (Battistell, 2005:150).

David Brooks and Mark Kann in Arthur (2003:116) made a list of eleven elements they claim is very important for character education. They believe that there must be a direct instruction in character education, for children should be familiar with the virtues with the names they have to hear and see the words, learn its meaning, identify the exact behavior and apply it in practice. The language is very important. Children should be encouraged to use the language of the virtues and the teacher should avoid negative language such as "don't be late" or "do not forget", and replace it with "just in time" or "be prepared". They recommend showing visuals to illustrate the virtues with colorful banners, for example, the word "respect" or "honor" ' printed on the school corridor and they put great emphasis on a positive school climate, service programs that serve the school community and the environment, and the involvement of parents and kids in school governance. They

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concluded: "If the whole school community fosters a culture, language and climate being of good character, students will use most of the time for the gathered words, concepts, behaviors, and skills that contribute to good behavior, ethical decision-making, and fertile learning environment. Although this approach is very simple, but resonates with saranbahwa currently recommended citizenship education.

Regional language fosters the values of character the young. learning the value of much-needed characters for the younger generation. The values of the character education in the study with the consideration that character education badly needed by the nation of Indonesia. Character education aims to strengthen and develop the values of life that is considered important and necessary, so that it becomes a personality/ownership that is typical as the values developed, correcting behaviors that are not compatible with the values developed by the school, and build connections with family and community harmony in playing the character education responsibilities together. In the study of pedagogy, University of Indonesia Study Centre (P3 UPI) values that need to be strengthened for the development of the nation at this time i.e. honesty, hard work, and sincerity (Kesuma, et al., 2012:16).

The importance of the development of the national character has been realized by the Government. Act No. 17 of 2007 about the national long-term Development Plan (RPJPN) 2005-2025, the President of the Republic of Indonesia and instruction No. 1 of 2010 about the acceleration of the implementation of the National Development Priorities in 2010 is an important legal basis that the Government is very serious in order to build the character of the nation. The Government through the content now is determined to build a sleeping nation character as one of the main focus of national development.

3. RESEARCH METHOD

Arikunto (2013:136) holds "research method is the method used by researchers in collecting research data". The methods used in this research is descriptive qualitative approach method. Qualitative data triangulation approach chosen in this study to answer rumusah problem and research objectives. This research aims to menunmbuhkan the love of local languages at young people, in shaping characters budi luhur. Such research can be divided into several parts, covering literature, studies from various sources.

4. DISCUSSION

Regional language teaches the nation's great value in social life and everyday society Indonesia, either oral or writing, used various local languages including dialects, the language of Indonesia, and/or a foreign language. In fact, in certain situations, such as in a mixed marriage family also used language that is a mixture of a mixture between languages, namely Indonesia and one or both of the mother tongue that mixed marriage partner. In the linguistic situation like that, there arose a wide range or variation in accordance with needs, whether oral or writing. The incidence of language diversity caused by social background, culture, education, and language of the wearer was.

Range or variation is a form or a form of language that is characterized by a certain linguistic traits, such as phonology, morphology, and syntax that can be taught to the people especially the young. In addition to the marked by linguistic traits based, the onset of language diversity is also marked by the nonlinguistic traits based, for example, the location or the place of its use, the social environment of its use, and the environment keprofesian users of the language in question. Indonesia is rich in local languages, most regional languages namely, 583 languages and dialects from the parent language 67 used a variety of ethnic groups in Indonesia. The national language is bahasa Indonesia although local languages with the largest number of users in Indonesia. Regional language is early language education Indonesia. Great value arising such as santu, courteous, responsible, and love of the homeland.

Learning local languages adds to the existing linguistic vocabulary in Indonesia, the Indonesian Language is also the language that was able to bridge the chasm of communication between tribes that have different local languages. The primary means of realizing and maintaining Bhinneka Tunggal Ika. The Government does not need to translate every language into policy areas that differ. The researchers, tourists, politicians, entrepreneurs and other interested parties do not need to learn local languages if they visited areas in all corners of Indonesia.

If we want the Indonesian Language into a foreign language in our own country so its existence always have to be kept, its development must be observed. The alteration of the structure and vocabulary of a foreign language are absorbed into everyday use should continue to be done and start preserving by using local languages dalaam everyday life in the form of love language of Indonesia. The Institute of languages, linguists and language lovers can not move alone and won't be able to fight alone. To keep the national language requires the involvement and the decision of the Government and State leaders.

On the last part of this research, in accordance with the purpose of the initial research was the publication of the wealth of the language contained in Indonesia namely local languages to the world community. upholding the Indonesia language in our own country. Regional language in the area the Republic served as national language support, resource material development of the national language, and the language of instruction at the level of the beginning of helpers in elementary schools in certain areas to make way for the teaching of

languages of Indonesia and other subjects. So, the language of this area of social politics is the second language. Required the presence of linguistic laws. With the use of the language of the legislation expected Indonesia society able to obey its rules and more loving language of Indonesia to preserve local languages, with the community is not carried by the current Indonesia foreign language due to the presence of the foreign community who come to Indonesia with the aim of economic pengembangan in Indonesia.

5. CONCLUSION

From the results of the discussion of the need for concrete action from all parties who care about the existence of the language of Indonesia which was the national language, the language of unity and the language of instruction in the educational world and regional language should stay up. As well as the expected to instill a spirit of unity and unity within a generation of the nation and also the wider community for consolidated the Nation Indonesia with Indonesia and the use of language.

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Preparing Education Based on the Multiple Intelligences in Dealing with the ASEAN Economic Community (AEC)

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Abstract

Everyone has the intelligence but it appears in different types, humans have the ability to improve and strengthen their intelligence. Furthermore, it can be changed and can also be taught to others because intelligence is the reality of a compound which appears in different parts of the brain system or the human mind at a certain level, intelligence is a unified whole, the child basically has the same intelligence, but has a kind of intelligence that differ from each other to cooperate and support each other. Based on this fact, the author will discuss the inclusive Education looked at the intelligence as something that is infinite, the school gives priority to explore and develop the students' potency, while the exclusive school is the opposite that is the school that promotes academic, such schools are only suitable for children who wants to be smart, but there are still a few students' potency which excavated, and even tends to be ignored because there has been no change in the system used to provide education to improve significantly so that many schools or madrasas (Islamic school) and some educational elements are still not in line with the educational system. Theoretically, if they have the equal potency and intelligence, being taught by the same teacher, using the same method, studying at the same class, the allocation of the same time, then the result will be the same that all students will be "Success". Therefore, this paper shows that education based on Multiple Intelligences indicated that the education should be based on the students' interests; the curriculum is based on students' needs; it is neither based on the teachers' interests, nor the school, and even the interests of regional heads.

Keywords: Education Based, Multiple Intelligences

1. INTRODUCTION

The Qur'an Surah Al-Mulk verse 23 explains that God has granted to all human beings born with the same potential, namely the potential *الابصار والالفة والسمع*, Sam'a (auditory, sensitivity, or caring), Al-Abshor (sight, views, or insight), and Afidah (understanding, observation, and analysis), this potential is something that is fundamental because it is owned by humans since birth, this potential can be grown and used to the maximum, because it is very relevant to human nature.

Our national education aims to develop students' potency to be a faithful person and devoted to God Almighty, be well-mannered, healthy, knowledgeable, skillful, creative, independent, and be democratic and responsible citizens.

The fundamental and the orientation of the education is a conscious and deliberate effort to achieve atmosphere of learning and the learning process so that learners are actively developing their potency to earn their spiritual power of religion, self-control, personality, intelligence, character, and skills that which is needed for they themselves, society, nation and state (Governmental Regulation No. 19, 2005 on the National Education Standards (SNP), the Law on National Education System No. 20, 2003, Chapter I, Article 1, Paragraph 1).

The function of education is to develop skills and character and so is civilization of the nation's dignity in the context of the intellectual life of the nation, while the purpose of education is for the development of students' potency to be a faithful person and devoted to God Almighty, be well-mannered, healthy, knowledgeable, skillful, creative, independent, and be democratic and responsible citizens.

Furthermore, (SNP, the Law on National Education System No. 20, 2003, Article 5, paragraph 1) explains that "Every citizen has the same right quality", (paragraph 2) explains that "Citizens who have physical, emotional, mental, intellectual and/or social defect are entitled to have special education".

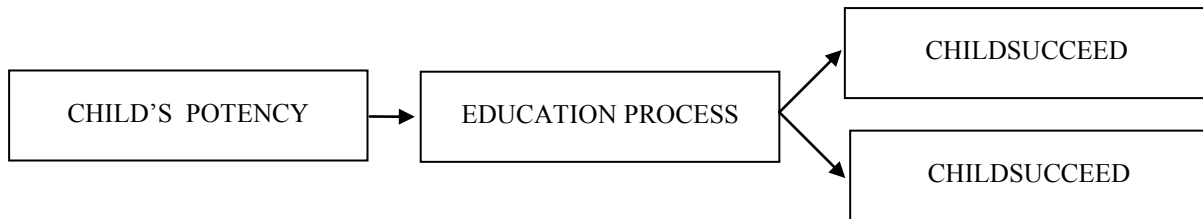
Inclusive Education considers intelligence as something that is infinite, the school gives priority to explore and develop the students' potency, on the other hand the exclusive school is the school that promotes academic, such schools are only suitable for children who want to be smart, but there have been only a few students' potency that have been excavated, and even tends to be ignored, it was due to the fact that there has been no change at the system used to provide a better education improvement significantly so that many schools or madrasas and some educational elements are still not in line with the proportionality of the educational system.

Theoretically, if they have the equal potency and intelligence, being taught by the same teacher, using the same method, studying at the same class, the allocation of the same time, then the result will be the same that all students will be "Success".

Regulation and the description above shows that education based on Multiple Intelligences indicated that the education should be based on the students' interests; the curriculum is based on students' needs; it is neither

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based on the teachers' interests, nor the school, and even the interests of regional heads; so education must be in accordance with the students' potency that should be developed, so that the educational paradigm is as follows:



The scheme shows that every children has the potency to be developed, those who develop their intelligence potency then their life will be successful. According to Gardner (2005) intelligence is the ability to solve problems or fashion products that are consequence in an atmosphere of culture, problem-solving skills make someone come closer to the situation and the objectives to be achieved, the ability to find a way or the right way towards the target. The chart also shows that ideally all well-educated students should be successful in their life; indeed the real education is based on the excellence that is the intelligence potency of the children that must be developed.

On the other hands, the base of the education in schools or educational institutions is based on the weakness, the weakness of the children that will be developed. Furthermore, the academic learning management is only based on the academic oriented not strive to develop students' intelligence potency that suitable to students' special talents.

The concept of education based on Multiple Intelligences believe that every students is intelligent, every students is unique, each of the students have and tend to one of their own intelligence, therefore each of the students should be successful when they are accompanied by teachers and parents to discover and develop the type of their own intelligent.

Musrofi in (Successful Talent successful Interests, 2013) explains that in a study conducted by a lecturer at the University of Nebraska USA on "Education and Training Reading" to more than 6.000 people, in pre-tests shows that the weakest readers get 90 words per minute, while the fastest readers get 350 words per minute.

The study shows that after getting "Education and Training" the slowest reader who get 90 words per minute increases to 150 words per minute; it increases (80 words) or it increases up to 67%, while the greatest readers who gain 350 words per minute increases to 2,900 words per minutes or it increases up to 729%, this is very surprising, because if it is based on the first results, so it is just simply go up to 67% or increases 584 words to be enough.

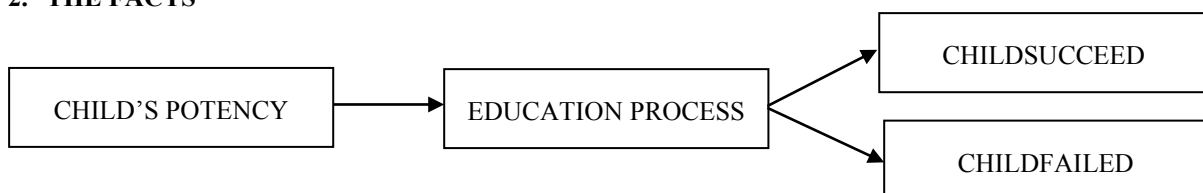
The study also indicates that "education and training" oriented to "strengths oriented" will bring a very proud achievement; on the other hand, education oriented to "weaknesses oriented" basically such education will deliver the children on the pressure "inner or even stress".

Human intelligence can be likened to a knife which has a sharp edge or classified as the advantage and also has a blunt side or classified as the weaknesses; if the sharp edge is continuously honed, it will be sharper; however, if we sharpen the blunt side, we will not find the satisfying results.

Weakness is as strengths complementary and as a tool for strength, weakness therefore should not be abandoned or removed, what else discarded, but also do not need to be developed because it would be useless, if learning to develop weakness achieving the highest is just an average course, the following is an illustration of the differences in learning-oriented to "weakness" oriented to the "Excellence".

Learning in "weaknesses oriented" will not get the maximum results, such this study model does not motivate children's learning or working, but it will decrease the confidence, and will make students stress, otherwise education in "strength oriented" will produce 4E, namely enjoy, (enjoying his job), easy, (easy to do), Excellent, (producing a superior product, and Earn, each of done activity is always productive. The strength when continuously refined, educated and trained will lead to the satisfying and proud successfulness and ultimately will lead to success, philosophically if one develops his power to the maximum level, then it will cover his weaknesses.

2. THE FACTS



The facts show a different result with the theory that the same intelligence potency, taught by the same teacher, using the same method, using the same class, and using the same allocation of time, but results in different as this paradigm:

If the above concept of learning is associated with the facts on the ground depicted on the scheme, it shows that some of children who are well-educated are successful and there are some who are failed or even unsuccessful, it means that after they complete their education, they still do not have the skills and are not able to resolve the problems in their life. Therefore, there has been a learning management that does not match to the students' intelligence.

All types of intelligence will work together, compact and integrated, the strongest intelligence tends to "lead" and "train" another weaker intelligence in solving the problems faced by humans, so if the learning management in accordance with the kind of students' intelligence and trained in accordance with their life skill then all children who are educated will be success.

It is felt sorry if so far as these students who have the kind of certain tendencies are not supplied to each tendencies for schools or educational institutions just pay attention and develop to one kind of intelligences, namely logic mathematic intelligence and linguistic intelligence known as IQ, on the other hand it does not develop and even ignores other types of intelligence which is basically a unique students' intelligence.

Our education system tends to ignore the type of students' intelligence, the school as an educational institution develops the IQ intelligence only, starting since the new admissions system, the learning process, as well as the assessment system since the admission tests, Middle tests Exam, Final Exam, until the UN (National Examination) are only focused on testing with regard to IQ intelligence and are oriented only on the cognitive domain, and the exclusion of other domains, namely affective even psychomotor; on the other hand, in the selection of jobs that a person needs to be successful in a way, they have to choose jobs that suitable to their Life Skills.

This happens because the learning management process managed by our educational institutions, starting from the central government, local government, education authorities, principals, homeroom teachers, teachers, and parents always develop education based on the "weakness".

Let's take a look at the reality only if there is a student has the strength of speaking (linguistic) while the subjects of math (logic mathematics) lower, then all the power since the governors, regents, mayors, heads of departments of education, principals, homeroom teachers, teachers, and parents bend over backwards and mind to give extra hour or math tutoring, but there is no any difference in their learning process with their daily learning process in the school such as the number of hours of study, teachers who teach, study methods, even the number of students in the classroom equals to the number of students in regular school classes.

If so, then even though the curriculum is alternated; however, the results remain the same. Whatever the name of the curriculum; if teachers are forced to the textbooks, then the materials in the textbook which is becoming the reference, while the teacher does not find the other source references as additional and learning method. The only method used is the favorite method namely one way lecturing, because the lecture was easy, without fund, without power, without elaborating preparation.

Lecturing method is a method that is highly controlled by the majority of our educators, because it was under their control, never a teacher taking children around the school for the learning environment, the teacher never brought his students to experiment in the outdoor area of the school, the teacher does not carry a real experts directly come to the class explaining his profession, and so on.

Educational administrators continuously focus their energies to rectify the students weaknesses and ignore their strengths, teachers continuously works on the activities that do not yield better results, 80% of the annual plan in our academic institutions, schools, family and educational organizations always follow the unwritten rules, that always fix to the students' "weakness" and let the students' "excellence" to develop.

Often we hear, believe, and even execute aberrant expression that "Remedying our weakness will make us strong"; in fact, it will only make us become normal or average on learning ethos and will have an impact on our ethical work.

Human Development Report (HDR), United Nations Development Program (UNDP) reports that in 2011, the ranking of Human Development Index (HDI) in Indonesia in the field of education, health, and income per capita are in number 124 of 183 countries in the world, while Singapore is in the (26th), Brunei Darussalam is in the (33rd), Malaysia is in the (61st), Thailand is in the (103rd), Philippines is in the (112th), and a little better than Vietnam in the (128th) and Myanmar in the (149th), due to the lower quality of our educational management, which is a direct result of our teaching learning in educational institution that do not develop the excellence of our students.

Images in our educational system (kompasiana.com April 2015), Education Development Index for all Indonesian decreases from rank 65 in 2010 to rank 69 in 2011. Based on the data in the Education For All (EFA) Global Monitoring Report (2011): the Hidden Crisis, Armed Conflict and Education issued UNESCO, Indonesian Education Development Index in 2008 was 0.934 (ranked 69 of 127 countries). This position is far

behind of Brunei Darussalam (ranked 34) and Japan (ranked one of the worlds). While Malaysia is ranked 65, the Philippines (85), Cambodia (102), India (107), and Laos (109).

Singapore and Malaysia have a much higher index compared to Indonesia which is 0.83 percent and 0.86 percent, this also occurs at the level of the Indonesian higher education Index which is also still considered low at 14.6 percent, in contrast to Singapore and Malaysia which has already had an educational index at a better level that is at 28 percent and 33 percent.

Report from The Human Development report of the United Nations Development Program (UNDP) in 2011, on the Indonesian Human Development Index (HDI) seems do not give us the trigger to pursue the education.

In fact there is a few implementation of our education as a formality-routines, there are still many teachers come to school only to provide a task or note, then they left the classroom without any explanation of the lesson, and when the bell is ringing they just go back to the classroom to collect the task, a lot of time in learning activities are wasting, because many of the students who left by the teacher will play or leave the classroom, it frequently happens in lower class level, while the upper level of students would just felt their most effective learning when the test execution is imminent.

The centralized education managed by the central government is only concerned with the cognitive domain, while affective domain get less attention even psychomotor domains tend to be ignored, so it is not all well-educated people can be successful in their life.

Ideally, all well-educated children are going to be successful in their life; however, the fact is that there are so many well-educated children but they are not successful in their life, it was due to our education is not based on children's strengths but rather based on the children's weaknesses, our learning management is still academic oriented, it does not appreciate the students' multiple intelligence, and does not find and develop students' Life Skills, in fact the concept of multiple intelligence believe that every children is intelligent, every children is unique, each of the students have their own special talents, then each of the students must be successful.

Howard Gardner (1983) in *Frames of Mind: The theory of multiple intelligences*, New York, Basic Books, The second edition was published in Britain by Fontana Press, says that virtually every born children is intelligent, even intelligence is not imprinted on the limited level and defined when a person is born. "Everyone can develop intelligence in various ways according to their preferences.

The entire person's intelligence will work together to solve specific problems in a compact and integrated, the strongest intelligence tends to "lead" and "train" another weaker intelligence, every human being has their own way of solving problems and almost everything is studied naturally.

Our education functions to develop the ability and character and development of the nation's dignity civilization in the context of the intellectual life of the nation, it is aimed at developing students' potency in order to become a faithful person and devoted to God Almighty, be well-mannered, healthy, knowledgeable, skillful, creative, independent, and be democratic and responsible citizens.

Gardner (1983) Psychologist from the US Harvard University, known for his "Multiple Intelligence". The theory of multiple intelligences is more humanizing learners in their learning process that is by applying this theory in the learning process, with the hope that learners can maximize their talents and potencies.

Most schools and educational institutions are still using the final assessment as a measuring tool that is able to determine the students' successfulness in their future life; this cannot be a benchmark for the students' successfulness in their future life. It was due to there are a lot of students' potency and latent that are still hidden and teachers are not able to bring it up yet. Therefore, teacher should try to humanize their students more in the learning process by taking into account to multiple intelligences.

This system will impose an IQ (Intelligences Quotient) test method in the acceptance of their students, and is still widely used by practitioners of education, especially in helping students who need extra lessons or special attention.

IQ Testis originally initiated by Binet then reassembled and developed by a psychologist named Prof. Terman of Stanford University, Terman tried to formulate in scores on IQ test questions by dividing a person with a mental age and actual age.

In practice, the intelligence test that first discovered is not only to select and determine the grade for the students but rather further than that for screening the population to the selection of employment, even though people with high IQs do not automatically get a high position on the governmental institutions and private sectors.

Munif Chatib in the school of Human (2012) says that there are three concepts of multiple intelligences, namely: (1) intelligence is not limited to formal tests; (2) Intelligence is multidimensional; and (3) Intelligence is found out by discovering abilities.

Howard Gardner says that the greatest challenge in human resource management is "how to profit as much as possible of the uniqueness of each person which reveal the different intelligence" then, Gardner believes that intelligence is an ability to solve problems encountered in one's life, ability to develop new problems, ability to make something or do something useful in his life.

Everyone has the intelligence but the type is different, humans have the ability to improve and strengthen their intelligence. Furthermore, it can additionally change and can also be taught to others because intelligence is the reality of a compound which appears in different parts of the brain system or the human mind at a certain level, intelligence is a unified whole, the child basically has the same intelligence, but has a kind of intelligence that differ from each other in cooperation and mutual support (Gardner: 1983).

Allah says in the Quran surah Al-Lail verse 4 that all people are created in the same state, but they have a unique and respective capabilities *إنسعيكم لشتى*, "Indeed, your effort is different. (Al-Lail 92: 4), in another verse of Quran Allah asserts that *لا يكلف الله نفسا إلا وسعها*, "God will not burden a person beyond their ability" (Al-Baqarah: 286).

Geneticist named Kazuo Murakami in Musrafi, Success Academic Success Talent, (2013) says that every person is unique, there are no two sets of genes or genomes are exactly the same, we have similarities in our genome, but there are no two people who have a genome that is exactly the same, the difference is manifested not only on a person's face or appearance, but also on the nature and capabilities.

For example Rasullulloh SAW. has the advantage of placing each companions according to the abilities, talents, and their readiness such as: Ali bin Abi Talib placed in the position of the judiciary, Muadhibn Jabalis placed in a scholarly, Ubayis placed in matters concerning the Quran, Zaid is positioned in faraidh problem, Khalid bin Walid in the jihad issue, Hassan is charged in matters of Islamic law, Qaisibn Thabit assigned in terms of speech and etc.

If we examine more deeply about the above description that man would be successful by developing their given potency in accordance with the uniqueness of each individuals, and will not be burdened with the task of others that they cannot be able to do.

According to Jeriel Charisthe key to your success life is:

- a. Excellent character, having a superior character, the employer facilitator is looking for people who are intelligent and skillful, but it is not the main thing, the main thing is the quality of honesty, responsibility, integrity, and self-discipline, that is character.
- b. Excellent attitude, having a superior attitude, according to the World English Dictionary attitude is the way a person sees something or inclination to behave towards it, in other words, attitude is as the way a person carries himself.
- c. Excellent relation, a superior ability in having relation, humans need other humans there is no man who performs his activity by himself, a successful person is one who can develop himself with others, the successful people are those who have the ability to establish relationships with others superior.
- d. Excellent skill, having superior skills, having good character and attitude is the foundation to be a good leader, but it has two things that are not enough, we must have a superior skill that enables us to be successful, it is hard skills and soft skills.
- e. Compelling vision, building an actuating vision, vision is a meaningful future reflection that will be actualized; create an educational vision that motivate us to become superhuman.

3. CONCLUSION

Education functions to develop the ability and character and development of the nation's dignity civilization in the context of the intellectual life of the nation, it is aimed at developing students' potency in order to become a faithful person and devoted to God Almighty, be well-mannered, healthy, knowledgeable, skillful, creative, independent, and be democratic and responsible citizens and responsible for the academic mandate and duties. Therefore, we need the intelligence to be able to work together in solving a particular problem in a compact and integrated, even though every human being has their own way of solving problems and almost everything is studied naturally.

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The Effectiveness of Learning at Elementary School in Promote District in Flores Island NTT

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Abstract

The purpose of this research is to know the factors that affect of effectiveness of learning in elementary school in promote District of Flores Island. This research use descriptive qualitative with naturalistic system and the strategy is used case study. In promote district in Flores Island the needs of students mostly insatiable. The lack of media, facilities and classroom environment which are not insatiable made the learning process is not effective. Another factor is teacher because the teacher does not use the appropriate teaching material based on students need in promote district. The teaching material which are used in the promote school are the same from year to year. Teachers also teach the students violently so it makes the students being intimidate.

Keywords: Promote District, Flores Island NTT , Descriptive Qualitative

1. INTRODUCTION

Learning according to Winkel is a tool action which is designed to support the process of students learning, which determine the extreme events which have role sequence in interent event which experienced orally by the students (Siregar dan Nara, 2014: 12). Learning effectiveness is influenced by some important factors. The important factors that influence learning process they are teachers, students, facilities and the environment (Sanjaya, 2008: 52). The teachers role, especially for students in elementary school are impossible changed by the other, because the students of Elementary School are the organism which are developing that need guidance and aid from the adult . the statement above is supported by Sudjana (1996 : 24) stated that to gain good achievement in teaching learning process the teacher should choose the appropriate strategy in teaching learning process the teacher may use the appropriate strategy based on the students need of grade 1 in Elementary School. For students in elementary school they assumed the teacher as an idol so what are taught by the teacher will be a model in learning process.

The motivated situation in the class can increase the learning process and the educators' behavior. The students who are motivated will interest with the hand out which are doing during learning process showing their high perseverance and the variation of their learning activities more high. To create motivated classroom situation according to Brown (1994:20) the educators' should create the learning environment which can stimulate or challenge the students and make them interesting to learn actively. The students' effectiveness is really needed because in learning they need the activities from their selves even mentally and physically. In appropriate boundaries the effectiveness of students' behavior will make students gain the good achievement. It means that activity or active participation from the students determine their learning activity (Kundharu dan Slamet: 2014:2)

2. LITERATURE REVIEW

Basic ability is really important to build in Elementary School. In general the development of students in Elementary School tends to play, they have high curiosity and tend to be influenced by the environment so the learning process in Elementary School has to create as good as possible to make the students active and interesting to the subject. The teacher should know the students' need in their learning process.

Basically in teaching learning process are the human interaction, human resource and environment. Teaching learning process is a process which is designed systematically that can change the students' comprehension from other degree to the better degree. The result of teaching learning process can be achieved maximal if every interaction components are used optimally so it needs to maintain the class situation running well.

In promote district in Flores Island the researchers discovered some factors which are influence the learning effectiveness in the Elementary school they are teachers' factor, students' factor, environment factor and facilities and also the media in learning process. These several factors make the learning process not effective

Teachers' factor, mostly the teacher used media for learning process from internet without see the students' need. The learning process in the classroom still theoretic and the teacher 'role as the main source. In the

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learning process the teacher just send the information not based on the contextual learning so the students cannot learn from the environment. Teachers also use violence to teach students so the students being afraid to go to school and even make them drop out. When the teacher are interview, the teacher explain that the students already treated violence by their parents at home so if the teacher do not use violence in the school they will not follow the teachers' instructions.

Students' factor, mostly the students do not have enough facilities from their parents and the school, the just get the information from the teacher without any supporting books. The students come from different background so the students' background affecting the effectiveness learning process. There are some students who do not have parents it means that their parents are still alive but they live in different place because of economic factor so their needs are not fulfilled. Students also being afraid to go to school because the teacher always gives the punishment.

From the environment factors it can be said that the classroom environment is not good for learning process because classroom situation is not arranged well, the students project are not expose in the classroom, and lack of classroom.

Facilities factor still minim especially the media which is used in learning process. For example in mathematics subject the students are required to count using stone, students' fingers. Students still used the very old edition book, the chair, table and also the book shelve are broken.

Some factors above the research found in some promote district in Flores Island, which is big city already developed in many factors like media, facilities while in some promote district still have lack media and facilities.

3. CONCLUSION

The effectiveness of learning influenced by some factors that related each other which factors by factors influence each other in learning process. These factors are teacher, students, environment, facilities and media. All of this factors is not apart from teachers 'role because teacher as a key of successfulness' in learning process. By teachers touching in Elementary school especially in promote district hopefully can produce good students who have high competence and be ready to face the life challenge bravely. So the teachers competence in promote district must be developed because there are many challenge in education, with good competence the teacher can educate the students to have good quality in human resources that can be competing in global era .

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The Influence of Education Health on Increased Knowledge Students, about Waste Management in SDN 017 Samarinda

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Abstract

Education and health is a form of intervention or efforts aimed at behavior, so that these behaviors are conducive to health. Health education given to school student will give deep implications if the process of education optimally. Efforts to education through extension activities is done to increase the knowledge in the community of thing in information. Counseling education in the field of waste management based on the large number of the scum produced in the community but are yet to be dealt in full. The extension that done is the method lectures or question and answer. A design used in this research is non equivalent control group design by choosing a student III and divide 2 where the group 1 counseling without a video and group 2 counseling by a video. Any impact usage method of talks with a video than counseling in a speech without video increase knowledge student with the average - the knowledge that 89,72 students and uses the talks without a video point in - average only 71,50.

Keywords : Health Education, Knowledge, Waste Management

1. INTRODUCTION

Health is the right of basic human and is one very determined factor the quality of human resources. Hence, health need to kept and be increased its quality and protected from the threat who have lost. According to degrees HL Blum health influenced by 4 namely environmental factors, behavior, health services, and the generation. Environmental factor and behavior affected of health care. Including environmental factor is a state of settlement, work, school and places common while including factors behavior is described in surviving customs daily as food consumption pattern, cleanliness individuals, lifestyle and behavior towards health effort.

A community empowerment activity basically has been adopted in different areas and gives benefits that can be perceived directly by community. An effort to empower that operates is extension activities. These extension efforts done to increase the knowledge in the community of the in information. Counseling activity in the field of waste management where it is based on the number of garbage in society but are yet to be dealt in full.

Rubble produced one of them is derived from school. Waste management school would be one of businesses to taken to be healthy school more clean and comfortable. Efforts are in the garbage sorting organic matter and inorganic to be applied in school with a view is easy to use a kind of litter can still for recycling

The school clean and well-ordered is the harmony of. Program cleanliness the vicinity of the school should be made needs service the students. Service system is the involvement of school students because systems are go well if the students have participated. The involvement of the students put them in the position of not only as an object but also as a subject in health care service system especially the field of waste management in the school. So that level knowledge and the behavior of students in the field of garbage especially sorting organic garbage and inorganic needs to be improved in order to keep the schools that clean and comfortable. Knowledge will contribute to the establishment of the perception, attitude, and conduct of students. A person can determine his behavior to an idea based on knowledge available.

Health education going to work if the process of education furnished with the tools sufficient. The extension that done is the method lectures or integration and equipped with the tools additional other media that the talks hosted easy to understand by audience. One of the media or the tools in counseling health is video compact disk (vcds). Video as electronic media is media communication have an element audio and visual (narrative, music, dialogue, a picture, animation, a chart) as excellence compared to other media mass communications. Video mostly used as props to of a group meeting especially with the purpose to influence the attitudes and knowledge target.

Counseling activity health in primary school done so that understanding health, especially waste management it is understandable as early as possible. Counseling health with the methods talk accompanied a video compared with lectures without a video to increase knowledge of primary school students class III about

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dump management. Schools that be a place of research is SDN 017 on aw.syahrani kecamatan samarinda ulu kelurahan air hitam . The researchers took third graders because at age group has been receptive new innovation and a strong desire to convey knowledge and information they received from others. While the selection of schools is based because SDN 017 is schools that vision environmentally sound this it is certainly in line with research i made because it could help realize vision out of school are can increase of knowledge the students class iii in the field of management garbage of course .

2. RESEARCH METHOD

Health counseling done with a method of lectures accompanied screening video compared with lectures without screening video to increase knowledge of primary school students' class iii on the management of waste. School is the research is SDN 017 on the streets of aw.syahrani kecamatan samarinda ulu. Reason researchers take a student of class iii because on for age group has been receptive new innovations and have a strong desire for conveying knowledge and of the information they received from others. Another reason for matter of environmental health has been sent to third graders depicted in the curriculum against some subjects. While the selection of schools is based because SDN 017 is schools that vision environmentally sound this it is certainly in line with research i made because it could help realize vision out of school are can increase of knowledge the students class III in the field of management garbage of course .The respondents involved in this research 61 students .

3. RESULT AND DISCUSSION

Knowledge of students before counseling to know knowledge early students about waste management researchers conducted test early (pretest). This test done to all students class III together but have be separated for the students who received counseling by using the method talk by a video and without a video. The average value of the knowledge early in the third grade students on the management of waste can be said to be equivalent or equal between students group I (talk without video) and of group II (lectures with video) namely the average value of as much as 49,82 and 50,90.

Based on this data so calculated statistical tests independent samples test and obtained sign 0,695 because the value of sign $> \alpha$ (0,695 $>$ 0,05) atau $p > 0,05$ it means there is no difference between the average knowledge students on group talk without video and with video. Knowledge students after counseling:

3.1 Uses the Talk without a Video

Counseling with the methods talk without a video is given to 61 respondents by the number of about given as many as 15 grains about pertaining to waste management. Before counseling the students the highest only last but after counseling value carried out increased to 100 .Although in this group there are only 2 people received a value of 100 and the others there are also still get inferior value that is 40 3 students. Based on the calculation on obtained the average score knowledge before information (pretest the 49,82 but after held counseling the average score knowledge students increased to 71,50 with the highest scores is 100 and prior to counseling students no one received a value of 100.

From the data was made test statistic that is indicative of the the correlation between knowledge before and after talk is as much as 0,423 with the economic situation of significance 0,001 that means that the value $\alpha = 0,05 \geq \text{sig}$ or $p > 0,05$ while value t count is -10,253 and t table is 2,000 which means t count $>$ t table. Thus ho were rejected and ha accepted ,it means there is a difference in the average knowledge of students before and after conducted extension that uses the talk without a video.

3.2 In a Speech Accompanied the Video

In the extension the number of respondents is 61 students given special treatment that is talk with video (audio visually). This can be seen from the high number of students capable of they received a score 100, as much as 12 people and the lowest value is 60 so that can be concluded that the average knowledge students on group talk with video increased from student average score 50,90 be 80,72 and had no students who were eligible inferior value as before he did counseling with video .

Results showing that the average score before information (pretest the only 50,90 but after held counseling the average score knowledge students increased to 89.72 .From the data was made test statistic that is indicative of the the correlation between knowledge before and after talk is as much as 0,324 with the economic situation of significance 0,011 which means the value of ($p < 0,05$) and value t count is -20,646 and t table is 2,000 which means t count $<$ t table. Thus ho were rejected and ha accepted , so it can be concluded that there is a difference in the average knowledge of students before and after conducted extension that uses the talk by a video .

3.3 Influence Counseling to Knowledge Students with the Methods Talk Without a Video and by a Video

Based on the research done in sdn rw 017 samarinda ulu about the influence of extension that uses the talk without a video and by a video obtained the result as the following. In the talks on video a lot of students who received a value of 100 while in group talk without the use of video only 2 men to get value 100.

Table 1. Data Comparison the Average Score Knowledge of Students before and after Counseling

No.	Variabel	Technique without video	Technique talk with video
1.	Average value before counseling	49,82	50,90
2.	Average value after counseling	71,50	89,72

The average score knowledge students given counseling with the methods talk without a video that is 71,50 while student average score given counseling with the methods talk accompanied a video is 89.72. Based on the data on the results of statistical tests independent samples test obtained sign 0,000 because the value of sign $\text{Sign} < \alpha$ ($0,000 < 0,05$) that mean H_a accepted. Conclusion H_a received with the result that average extension that uses the talk without a video \neq extension that uses the talk accompanied a video. With there is, influence method counseling use talk accompanied a video and without a video as by the counseling is already influencing the average score knowledge students.

Counseling with the methods talk is the simplest method and indeed most often ' used to encourage awareness and interest target counseling. In this method counselors more in the role to expound and given the lectures given. In addition one of the factors that need attention is a technique communication given by extension officer. Perceptible to counseling is an activity communication. Process that had happened to them that disuluh since know, understand, meminati, and then moving into real life is a process communication. So for the achievement of the results extension that good, is needed good communication.

The tools worn in health education through extension activities very helpful in meragakan something in the process of education teaching. Whosoever the tools education health is:

- Cause interest target education
- Reach the goal of more
- Assist in overcoming obstacles in understanding
- Stimulate target education to continue messages health
- Ease convey material education or information by educator or to the offender health
- Ease the information by target educator
- Push to the wishes of to know, later was in studying and just give a much more sophisticated understanding
- Help enforce sense obtained

4. CONCLUSION

Remarks a the average score students class iii knowledge about waste management between the talk without video and with video prior to counseling is 49,82 and 50,90. The average value of the knowledge of students were given counseling after using methods without video lectures is 71,50 while the average value of the knowledge of students having given counseling uses the method is talk with 89.72. Is influence the use of a method of talk accompanied a video dibandingkan counseling uses the talk without video increase of knowledge students the average value of knowledge students namely 89.72 while the uses the talk without a video value usually only 71,50.

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Spiritual Intelligence and Emotional in Discussion Learning

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Abstract

Generally, discussion is a communication that is sharing ideas systematically and orderly, both in small social group and big social group. It has a function to get a meaning, dealing, and deciding together about a problem. Discussion learning is important to be done to make someone's language ability improve. Although, in fact, not all education field apply this method, both basic education and high education. It is because of the students feel that discussion learning has not effective yet. It just makes the class more crowded. Method that is used is qualitative descriptive. This research will discuss about spiritual intelligence dimensions and emotional (EQ), spiritual implementation and EQ in discussion activity, and education effort in improving students' spiritual intelligence and emotional.

Keywords: Discussion, Spiritual Intelligence, and Emotional

1. INTRODUCTION

An activity that is needed to be taught in all of education level is discussion learning. This learning is important to be applied to make the students' language ability improve. As we know that process of learning in the school is a complex process and universal. Generally, a class has enough students or big students, therefore, it is important to apply discussion learning in the class to improve their speaking skill. Besides, learning process of discussion can decrease feeling tired, depressed and activeness that are made by the same conditions in learning process. Therefore, this Activity can motivate the students indirectly. The importance of discussion in learning is for training students in speaking well and fluently. According to Aesjad (1988: 40), the advantages of discussion are (1) inviting the students to think more logically, because in this method there is debating process. (2) improving students' thinking ability in solving a problem. (3) inviting the passive students to be active students in speaking. (4) sharing the students' own ideas is improving the way is sharing and solving problem, that are included language and non language. By applying this method, the students are given a chance to express or share their feelings and attitude that may be these are contrast with the rule and norm in the school. Of course, it will improve students' speaking ability. Speaking ability is an ability to speech out the articulation sounds or say the words to express, state, share mind, idea, and feel (Arsjad, 1998: 17). Based on some explanations before, it is not a problem if 2013 curriculum suggests to apply discussion method in learning. The reason is discussion can involve all of the students actively in teaching and learning process, therefore the class condition is not always about the teacher activity only. However, in this case, discussion learning has not apply in all of education yet, both basic level and advance level. It is due to many teachers feel this activity has not affective yet, it just makes the class crowded and noise. Based on this reason, so the writer is interested to write this paper by title "spiritual intelligence and emotional in discussion learning".

2. DISCUSSION THEORY

2.1 Definition of Discussion

The word of discussion comes from Latin Language *discutio* or *discusium* which has the meaning sharing ideas. But, not all of the sharing ideas activity can be called as process of discussion (Arsjad, 1988: 37). So, according to Arsjad (1988: 37), type of this activity can be called as process of discussion if :

- a. There is a problem that can be discussed
- b. There is someone who lead the process of discussion
- c. There is an audience
- d. Every audience should explore and deliver their opinion about the topic of the discussion
- e. All of the audiences agree with the result of discussion.

2.2 The Elements of Discussion

There are three elements of discussion (Parera, 1987: 130), they are:

- a. Human elements that consist of:
 - 1) Leader ,regulator, and coordinator
 - 2) Participants/ Speaker
 - 3) Audience

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- b. Material elements that consist of problem, topic or theme of discussion
- c. Facilities elements that consist of room, table, chair, audio visual tools, white board, paper and etc. One of the important thing in the process of discussion is the situation of discussion.

2.3 The Characteristic, the Benefits, the Advantages and Disadvantages of Discussion

a. The Characteristics of Discussion

According to Nasution (1995: 153), there are some characteristics of discussion. They are:

1) Non-Formal Discussion

This discussion is usually the students do the activity "*face-toface-Relationship*". This type is used by small groups because this activity can stimulate the children to active in the process of discussion.

2) Round Table Discussion.

The content from this type can be seen from some aspects, such as education, sociology, economy, psychology and etc. The participants from this discussion usually are the people who have the different opinion.

4) Formal Discussion

In the process of this discussion usually a leader, writer and speaker must have a permit from the chairperson in the discussion.

5) Symposium Discussion

This discussion is used if there are some controversion problem and different opinion in the process of discussion. The purpose of this discussion is used to reached the agreement.

6) Lecture Discussion

A speaker gives the solution about the problem and after that they discuss this solution to get the agreement. In this process of discussion only there is one audience and the speaker as a leader.

b. The Benefits of Discussion

The benefit of discussion to give the source to solve the problems (Tarigan, 1981: 47). While, according to Marhijanto (1990: 70), the benefit of discussion include in some things, they are:

- 1) The meeting of all participants in discussion's room can get the solve of the problem, although it is difficult problem, by doing the process of discussion it can be finished clearly.
- 2) The participant will be easier to
- 3) practice take a solution in the process of discussion.
- 4) In the process of discussion, we get
- 5) new knowledge that cannot get it from reading a book or listen the problem.
- 6) In the process of discussion, we know
- 7) how to get the best solution that had been discussed with all of the participants.
- 8) In the process of discussion, the
- 9) participant who do not understand about the material can sharing with the other participant in the group of
- 10) discussion and they can learn how to solve the problem in the process of discussion.

c. The Advantages and Disadvantages of Discussion

The monotonous learning makes the students bored when they learned. So, the teacher should be creative when they teach the students. The interesting method is very important to support the teaching and learning process. The discussion method is one of the method that can stimulate the students to be active and creative when they learn in the classroom. The discussion method also motivate the student to learn the material that was given by the teacher and they will be focuss to get the solve of the problem in the material by using this method. By using discussion method, the students can be easier to speak fluently, because they have the partner to help the solve of the problem in the material that they are learned. If the students speak in a group, they feel that it will be easier than speak individually. The discussion method also make the students be active to speak in a groups by moderator. By moderator, the students in a groups will be stimulated to speak and deliver their ideas. Furthemore, the discussion method can create good situation that make the studets be easier to understand the mmaterial and think creatively. By using the discussion method, the students can learn how their partner process the material and they will get the way to solve the problem. So, the discussion method is one of the interesting method to make the students focuss to learn the material with their partner.

2.4 The Goal of Discussion

According to Parera (1987: 165), the goal of discussion is divided into three groups,

a. The goal and logistic necessity

Discussion is one of place to consult the problem and to get the knowledge, information, and experience.

- b. The goal and human necessity
Discussion is one of place to get appreciation and confession, to learn in group or individual, to explain the participation, to give and get the information.
- c. The goal and discussion necessity
Discussion become the place of sharing the information, to understand the meaning of statement, to asked the opinion and place to solve the problem.

2.5 Some Factors to Support Speaking Ability in Discussion

Speaking ability is the ability to express the sounds of articulation or to express the words to express their feeling, to explain about opinion, thinking and feeling (Arsjad, 1988: 17). Arsjad said that there are two factors that should be known to get the effectivity when they speak in disuccion, they are:

- a. Language factors
 - 1) Pronounciation
 - 2) The accurately of intonation, duration and stress
 - 3) Diction
 - 4) The accuracy of objective of speaker.
- b. Non Language factors
 - 1) Good attitude
 - 2) Opinion
 - 3) Opened minded
 - 4) Body language
 - 5) Sound
 - 6) Fluency
 - 7) Relevance
 - 8) Topic discussion

3. SPIRITUAL INTELLIGENCE THEORY

3.1 Definition of Spiritual Intelligence

Zohar dan Marshal (2007) state that spiritual intelligence is the intelligence that is focuss on ourself that have the relationship between emotional and soul. Sinetar (2000) states that spiritual intelligence is the process of thinking that is come from the is-ness (penghayatan ketuhanan). Mujib & Mudzakir (2001) state that spiritual intelligence have the concept that have the relationship between how the people have intelligence to process the meaning, values, and the qualities of spiritual. There are some spiritual of life in spiritual intelligence, such as the will to meaning that can give motivate to people's life to search the meaning of life and to get the meaningful of life. Sukidi in Murdiwiyono (2004) states that spiritual intelligence make the people to get spiritual attitude such as honesty, tolerance, full of love, and care with other people. Aziz & Mangestuti (2006) state that spiritual intelligence is a kind of intelligence to understand the meaning of life which have the internal and external characteristic. Doe & Walch (2001) explain about the simple language about spiritual intelligence, they said that spiritual intelligence is the basic value to get the morality and prestige. Spiritual give the meaning of life. Spirituality is the reliance about the strength non physical is highest than the strength of people. Spiritual is the strength that is relationship between people and God. Spiritual intelligence also the individual ability to get the relationship between people, God and Feeling. Zohar & Marshall (2007) explain some aspects that can influence spiritual intelligence such as fleksible ability, the ability to face the suffering, to think holistic, and the attitude that is always thinking to asked about why, how and trying to get the answer to solve the problem.

3.2 The Principles of Spiritual Intelligence

People who have high spiritual intelligence able to understand about their lives by giving positive thinking in very event, problem, suffering that they feel. By giving positive thinking, the people can be spirit to do the positive activity everyday (Rachmi, 2004). Zohar dan Marshall (2001) explain about the spirituality must not have the relationship with aspect religious, because a humanist or atheis have high spirituality. Spiritual intelligence has the relationship with enlightenment soul. According to Agustian (2001), there are some principle from spiritual intelligence, they are:

- a. The principle of star
- b. The principles of an angel
- c. The leadership principle
- d. Learning principle
- e. The future principle
- f. The principle of regularity

4. EMOTIONAL INTELLIGENCE THEORY**a. Definition of Emotional Intelligence**

According to Mayer & Salovey (1997), emotional intelligence is the ability to perceive accurately, appraise, and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

b. The dimension of Emotional Intelligence

Based on the definition above, Mayer & Salovey (1997) divided emotional intelligence into four parts, they are:

- 1) Emotional Perception
- 2) Emotional Integration
- 3) Emotional Understanding
- 4) Emotional Management

5. METHOD

The descriptive qualitative method is the method that is used in this section, because this method describe about the teachers' attitude that is dominance with spiritual intelligence and emotional in the discussion.

6. DISCUSSION**6.1 Spiritual intelligence (SQ)**

Spiritual intelligence have the important role in the process of discussion learning. In the spiritual intelligence practice, there are some principles that should have by people. In this section, there are six principles in implementation toward discussion learning, they are:

a. The principle of an angel (reliance)

This principle is about the individual ability to believe about something that people's said. The teacher start to learn other people and themselves.

b. The principle of leadership

This principle focuss on individual ability in order they have instinct as leadership. The principle of leadership is the important key to do the social communication.

c. Learning principle

Learning principle is the individual ability to process and identification about something to be learning material for people.

d. The future principle

The future principle is the principle that is priority about the future consequence from the people's attitude that they do. So, by having this principle, people can contribute to positive attitude to other people in the world.

e. The principle of regularity

This principle focuss on good attitude and the discipline activity from people. This principle will give positive effect to people's activity, especially for dicusiion activity.

6.2 Emosional Intelligence (EQ)

According to Mayer & Salovey (1997), emotional intelligence dimension is often called as four branch model of emotional intelligence. The fourth branch have been arranged from the ability from psichology process. (Abid, 2011) describe about the fourth branch in his implementation toward learning discusiion, such as:

a. Emotional Perception

The first branch from emotional intelligence focuss on emotional perception. Emotional perception is individual ability to identify the emotional as accurately. Feeling is important thing in this branch, because feeling is used to know about people's feel or object . in the development era, teachers start to give atribute about feeling to something else in the world. It can help the children to think creative and imagine when they able to generalization the feeling for themselves and other people.

b. Emotional Integration

The second branch from emotional intelligence is emotional integration that is focuss on the role of emotional when solve the problem about cognitive system. Emotional is the system that is given sign or signals from people. Emotional give contribution in cognitive activity is focuss to use the emotional as a something that is easy to understand. When someone asked to explain about emotional, they should be able to put of them to people who feel emotional, so, they understand about the definition of emotional. They are able to explain about the emotional because they feel how the people whenthey feel emotional with something in arround them.

c. Emotional Understanding

The third branch from emotional intelligence is emotional understanding that focuss on individual ability to understand about emotional that is feel by people and how to apply the emotional in the behaviour activity. After they feel about emotional, they start to give the name and reliaze the relationship that happen between the emotional and the emotional that had been known by them. The bacis ability from this branch is the individu able to give the name or to know about the emotional that they feel and thay are able to difference between the similarity and the differencess between the emotional that has been learned by them.

d. Emotional Management

The fourth branch from emotional intelligence is emotional management that is focuss on individual ability in emotional regulation that they feel. The individual is hoped to tolerance when they feel the emotional in themselves. It can help the people to regulation the emotional when they feel the sensational from the emotional that is different between good emotional and bad emotional.

6.3 The Implementation of spiritual intelligence and emotional in discussion learning

The activity of discussion that is related with non language factors can be influenced by the implementation of spiritual intelligence and emotional in learning discussion. While, language factors can be influenced by intellectual intellegency (IQ). There are SQ and EQ that can influence non language factors, they are:

a. Spiritual intelligence

- 1) Opened mainded One of the role of speaker in group discussion is having the attitude to opened mainded when they discuss somethig, they should be able to get other opinion from the other speakers.
- 2) Be patient and calm be patient and calm is one of good attitude that should be have by the speakers. By having this attitude, the process of discussion will be enjoy, will be easier to solve the problem.
- 3) Be a leadership a speaker who does not have the characteristic of leadership will creat a bad situation in discussion's room. So, the speaker must have spiritual intelligence of leadership.

b. Emotional intelligence

- 1) The normal attitude as the speaker is very important in the process of discussion, be calm and open mainded is used the speaker to get positive impression.
- 2) Eye contact is important in this process to make the speaker focuss to all of the audiences. The speaker should give eye contact for the audiences, in order they feel that the speaker respect with them.
- 3) Opened mainded is one of the important thing for the audience in the discussion process. The audience asked to have the characteristic that are able to get people's opinion and ideas. The audiences must be responsible with their statement.
- 4) Body language should be appropriated when the speaker speak in front of the audiences. It has the purpose to make the speaker enjoy when they speak in front of the sudiences.
- 5) The loudness of voice is also important point that should be concerned in the process of discussion. It can be influenced by situation, place, total of audiences and also acoustic. The speaker also should be focuss to make the audience understand about what they was explained.
- 6) The speaker should speak fluently, because it make the audience understand about the material that they was explained. The speaker should not speak fastly, because it can make the audiences confuse and difficult to understand about the material that they was explained (Abid, 2011).

6.4 The Way to Develop Spiritual Intelligence and Students' Emotional

The teacher can stimulate their students by using some ways. The students can learn more about themselves by using the stimulation from their teacher. Generally, there are some ways that can do by the parent to develop spiritual intelligence and child's emotional in their activity everyday, such as:

- a. Doing the discussion with their teacher to believe another people in order there is not misunderstanding in the process of discussion.
- b. Doing the discussion with the students to undertand about what is the similarity and the differences that can create the emotional, for example understanding about the similarities and the differences between like and love, disturb and angry and etc.
- c. Doing the discussion with the students about the experinces when they felt happy, shock, sad and dissapointed iv. Doing the discussion with the students about the experiences when they respect and observe other people who felt happy, sad, angry, and dissapointed.
- d. Playing theater or character, telling the stories or fairy tale, watching film and asked the children or students to decide the emotional condition from the actor.
- e. Helping the students to make a planning. The children or students make the solution about the events that can be faced by them. For example going to the school.

- f. Playing with the students in order they are able to give the name what kind of emotional that they felt.
- g. Helping the students to understand about the relationship between emotional and certain situation. For example the relationship between when they felt sad and they lost their favorite toys.
- h. The students learn about emotional cannot be separated from attitude. For example they smile when they felt sad.
- i. Choosing a friend that can help the students to defend their positive thinking about themselves.
- j. Giving the motivation for themselves to keep good emotional with remembering about happy situation, good experiences and doing something that make good feeling like reading a book, singing and dancing.

7. CONCLUSION

From the explanation above, it can be concluded that tolerance, responsible, do not feel arrogant and be a leadership are the characteristic from spiritual intelligence. Besides, spiritual intelligence not always related with religious aspects because a humanism or atheism have high spiritualism (Zohar dan Marshall, 2001). Spiritual intelligence in discussion learning consist of willingness, be calm, and be a leadership. Furthermore, emotional intelligence in discussion learning consist of (1)proper attitude, enjoy and calm.(2) eye contact .(3) opened minded.(4) body language .(5) voice. While, there are ten ways to develop the emotional intelligence from the students, such as doing the discussion with the children about their experiences when they observe the other people who felt happy, sad, angry, shock, dissapointed and etc. So, it can be decided that this paper explain about spiritual intelligence and emotional intelligence that can influence learning discussion. It can be seen from non-language factors and the way from the teacher to develop the process of learning.

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Fertilizer Application of Pineapple Liquid Waste (Plw) Weight of Pineapple (*Ananas Comosus*, L. Merr)

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Abstract

Pineapple Liquid Waste (PLW) has a characteristic acidity and organic matter content, which can be used as a substrate for bacterial growth and results to organic fertilizers. The study aims to determine the effect of variation formula 3 PLW to the production of pineapple. The study design using completely randomized design (CRD) with one control (P0) and 3 treatments ie P1: 5 bacteria, P2: 10 bacterial, and P3: 15 bacterial, 8 replicates, number 128 pineapple plants. Sampling was conducted in Punggur Central Lampung; the data were analyzed using multivariate analysis. The results obtained by analysis of the three kinds of such treatment did not significantly affect the production of pineapple. Pineapple production associated with organic liquid fertilizer nutrients pineapple waste, primarily phosphorus and potassium levels.

Keywords: Pineapple Liquid Waste (PLW) formula, pineapple production.

1. INTRODUCTION

Indonesia is one of the country's largest exporters of pineapples to third after Thailand and Philippines. Based on data from the year 2011 the production of pineapple, pineapple production center in Indonesia, there are five (5) provinces among which Lampung with a contribution of 32.80% to the national pineapple production [1]. Central Lampung capable of producing more than 500 thousand tons annually, or 11 thousand containers of pineapple per year so that the impact of a pineapple processing industries have the potential to produce a byproduct, which is about 135 thousand tons of waste every year or 5000-7000 m³ / day, [2] and will cause problems if left alone.

2. LITERATURE REVIEW

One problem is the pineapple industry Pineapple Liquid Waste (PLW) had a mean degree of acidity (pH) high; 3.44; rich in organic matter is shown by : Biochemical Oxygen Demand (BOD) 338 mg / L; Chemical Oxygen Demand (COD) 4.200 mg / L and Total Suspended Solid (TSS) 390 mg / L that do not meet the Quality Standard Standard Industrial Waste. The volume of waste each day ranges from 5,000-7,000 m³, before discharge waste managed in a manner accommodated in the pools IPAL (lagoon) over a period of 2-3 months, after which it flowed into the river [3]. This management becomes less efficient as it takes a long time and the handling of the financing is expensive. Pineapple Liquid Waste (PLW) with organic matter content and high acidity exceed the quality standard limits, can affect aquatic ecosystems [2].

Pineapple many uses, among other things contains vitamins A and C as an antioxidant. It also contains calcium, phosphorus, magnesium, iron, sodium, potassium, dextrose, sucrose, and the enzyme bromelain. Bromelain efficacious as anti-inflammatory helps soften the food in the stomach, as well as inhibit the growth of cancer cells [4]. Fiber content can facilitate bowel movements in constipated patients. Besides consumed in the fresh form, pineapple fruit can be processed into various products such as juice, jam, syrup, and chips. Each 100g of pineapple contains 80% -86.2% of water, 10g-18g of sugar, 0,5g-1,6g organic acids, mineral 0,3-0,6g, 4,5mg nitrogen-12mg, and 180mg of protein. In addition, the pineapple also contains all vitamins in small amounts, except vitamin D [5]. Pineapple also contains bromelain that can hydrolyze the protein, so as to soften the meat. Pineapple fruit skin can be processed into syrup or liquid extracted for livestock feed. Fiber mainly on the leaves can be processed into paper and textiles [5].

Complete enough nutritional content, in 100 g contained: 45 calories, 87.8g of water, 0.5g protein, 0.1g fat, 10.6g carbohydrates, 0.6g fiber, 6.0mg phosphorus, 270.0µg beta carotene, vitamin B1 0.7mg, 0.8mg vitamin B2, niacin 0.1mg and 15.2mg vitamin C, Malaysian Food Nutrient Composition (IMR), [6].

Pineapple Liquid Waste (PLW) is the waste that has characteristics of acidity and organic matter including 4.41% protein [7]. which can be used as a substrate for bacterial growth. In addition, pineapple contains a

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proteolytic enzyme that can catalyze the hydrolysis reaction a peptide bond of proteins known as bromelain. Bacterial species have the ability degradation indigen PLW content of Pineapple Liquid Waste [7].

In connection with the above researchers are trying to provide the latest breakthroughs to utilize Pineapple Liquid Waste (PLW) as an organic fertilizer to reduce the increase in waste and to increase agricultural output.

3. RESEARCH METHOD

This study is an experimental research and development ie experimental research consortia of bacteria indigen wide variation in waste liquid fertilizer pineapple (*Ananas comosus* L. Merr). This study uses a completely randomized design (CRD), with the use of 3 treatments and 1 control, each treatment be repeated 8 times. PLW contained in the 15 bacterial isolates were instrumental degradation of organic matter. There are three treatments, namely P1: 5 bacteria, P2: 10 bacterial, and P3: 15 bacteria, one control (P0) 8 replicates, number 128 pineapple plants. Parameters measured the weight of pineapple harvest.

4. RESULT AND DISCUSSION

4.1 RESEARCH RESULT

The results of the three treatments presented the following picture.

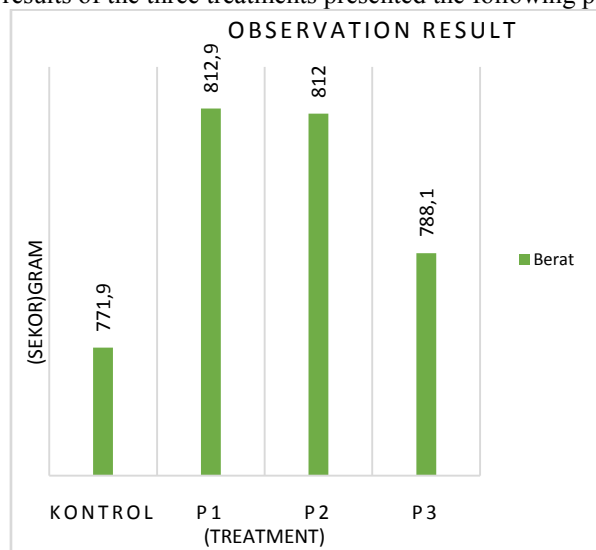


Figure 1. Graph of Fruit Production

In the first treatment (P1) pineapple crop yield at most good fruit weight is the average 812,9gram, followed by a second treatment (P2) 812gram and treatment 788,1gram 3 (P3), hasila analysis is not significantly different ($p > 0,05$).

4.2 Discussion

Fertilizer PLW (Pineapple Liquid Waste) is an organic fertilizer, organic fertilizer is a fertilizer that is derived from the remains of plants, animals or humans such as manure, green manure, and compost either liquid or solid [8], Fertilizer made from liquid waste pineapple that has been fermented using bacteria indigen (decomposers) for PLW with high organic matter content is unable broken down by bacteria in the waters or river naturally, because of the volume and content of the waste is high, and the number and type of bacteria inadequate in these waters, and therefore the quality of the PLW must meet quality standards for emissions. The use of bacteria indigen also aims to lower the pH of the PLW (Pineapple Liquid Waste [2]. Wastewater nutrient content in Pineapple by [10], namely C, N, P, K, Ca, Mg, Na, Fe, Zn, Mn, K S. Ingredients are: P1 (26,82913ppm), P2 (18,90194ppm) and P3 (22,6698ppm). K deficiency elements related to photosynthesis and subsequent growth, and the weight of the fruit produced [9]. Weight pineapple influenced macro nutrients K and P which are a key element needed all kinds of plants not only plant pineapple, pineapple plants require these elements for maximum fruit production because the plant is widely used by the public is the fruit quality.

5. CONCLUSION

Variations Fertilizer Pineapple Liquid Waste (PLW) produce heavy pineapple which did not differ significantly ($p > 0.05$) and treatment P2 (with 10 consortia) generate the highest weight 812,9gram.

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Moving Intellectual Collective: The Collaboration of Muhammadiyah and Citizen Journalism Portal *pojoksamber.com* in Advocating Child Sexual Violence in Metro City Lampung

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Abstract

This paper is a case study of child sexual abuse at a kindergarten (*TK*) in Metro City. In this case, the Assembly of Law and the Human Rights of Muhammadiyah Metro and the citizen journalism portal *pojoksamber.com* successfully uncovered the cases of sexual abuse that have been more than one month without response from the authorities to investigate the case completely. The victim was a female student of a state kindergarten in Metro City where the perpetrator was a part of the educational institutions itself. The mother of the victim of child sexual abuse suffered intimidation from the people who have protected and covered the incidence in the kindergarten which belongs to City Government. The reports from victim's mother regarding the result of visum in hospital to the police was not responded by the police, although the visum indicates that the child not only suffered from sexual abuse but also from bleeding in area of sex. These studies reveal the role of collaboration between the assembly of law and the human rights of Muhammadiyah Metro City and portal citizen journalism *pojoksamber.com* in conducting advocacy and raising support 29 academicians in Metro City to investigate this case of child sexual abuse. This research used ethnographic approach and utilized the theory of collective intellectual Pierre Bourdieu.

Keywords: Collaboration, Sexual Abuse, Muhammadiyah, Pojoksamber.com and Collective Intellectual

1. INTRODUCTION

The world of education is still not freed from violence. Sexual, physical and even symbolic violence rapidly happen in the world of education. At this age, the outbreak of case of sexual abuse against women and children, is as if not unstoppable. [1] Almost every day we hear the case of harassment especially sexual abuse that occurs in almost all of the areas in Indonesia. [2] As replication occurs very quickly, either how or what the motif behind the sexual abuse. Not long ago we heard the case of a sexual assault that occurred at a student of junior high school with initial YY from Bengkulu, 15 year old girls who died after raped by 14 teenagers alternately under the control of liquor. That was a very amoral, despicable and pathetic action.

Not only a case of YY but a similar case also happened in other areas. Data from the Indonesia's Commission for Child Protection (KPAI) [3] states, violence on children is always increased every year. The results of the monitoring of KPAI from 2011 to 2014 show that the cases increase significantly. "In the year of 2011 there are 2178 cases of violence, in 2012 there are 3512 cases, in 2013 there are 4311 cases, in 2014 there are 5066 cases.

Lately in Lampung there are also several cases of sexual violence against children. Same as the case that happened in East Lampung, similar to the case of YY there was a sexual harassment which happened to 10-year-old initials MS [4] and later the victim was killed. The case striking YY or MS was an iceberg phenomenon, which still many other victims could be followed around us or the victims are tight-lipped because they feel disgrace. [5]

In some cases of sexual violence that occur, the perpetrators usually are those closest to the victims such as her friends, her boyfriend, brother, even her siblings. [6] There are also parents who dares to do sexual assaults against his own child. In addition, sexual violence could happen anywhere, at home, on the road, at boarding house even at school or campus.

Same as the cases that happened in Metro, the sexual assaults occurred in a kindergarten carried out by guards at the age of 5 years. Little girls who still have her future should become a victim of predatory women. A variety of efforts carried out by the victim's mother to demand justice, but it is not yet bearing fruit for approximately one month after the accident. Up to a few Parties such as academicians, journalists, and members of the Assembly of Law and Human Rights of Muhammadiyah, agree to engage in advocacy.

This small effort reminds the author about Pierre Bourdieu (2002) which offers a view about the importance of collective intellectual movement that tries to combine the different intellectual talents in different fields to cooperate and provide a place of interaction and communication.

The assembly of Law and Human Rights of Muhammadiyah Metro took the action to provide assistance to families of victims from the intimidation of others [7]. As well as conditioning the families of the victims who experience trauma and advocate with the authorities to prosecute the cases of sexual violence which is covered by most of persons.

The presence of portal citizen journalism *pojoksamber.com* in Metro City provides space to the public to speak up what is going on around the city. Through *pojoksamber.com*, the citizens become not only as an object of news but also as a subject in the news. Other than the web portal, *pojoksamber.com* also spreads the information through social networks, including *Twitter* and *Facebook*. Referring to the rapid technological developments in national and global, then *pojoksamber.com* invites every citizen to participate actively in producing information in Metro City.

Citizen journalism provides the opportunity for every citizen to express his opinion, either to criticize government policies (watchdog) or merely expressing his personal life. In other words, the citizen journalism can serve as a bridge of the promotion of human rights.[8] It is hoped that the presence of the *pojoksamber.com* can be a trigger of the renewal movement of citizens.

This study reveals the role of collaboration of Muhammadiyah Metro in conducting advocacy also portal citizen journalism *pojoksamber.com* in raising the support of 29 academicians at Metro City to prosecute the cases of sexual abuse completely.

2. METHODS

This research used ethnographic approach which aims to give an overview of the Muhammadiyah collaboration and Portal citizen journalism *Pojoksamber.com* in the cases of sexual violence against children Advocacy in Metro City of Lampung. The data used in this study were from primary data the results of interviews with informants and field observation, while secondary data obtained from previously existing data in the form of notes, documents, papers, reports and other resources related to research themes. The informant of the research is the journalist *pojoksamber.com* citizens, the member of assembly of law and human rights of Muhammadiyah Metro. The next data were analyzed in the conceptualization of induction –the opposite of facts/empirical information.

3. DISCUSSION

3.1 Sexual Violence

In our society whose culture is very strong, there is a view that women are considered subordinate to men. So that women are seen as a weak human and always undermen. That condition are shared by everyone so that women are not viewed as partners in the society.[9] At least one-third of the population of women in the world have experienced physical or sexual violence at one time in his life.[10] Although only a few of research conducted by many countries on this subject, the available data show that in some countries nearly one of four women suffered sexual violence committed by a spouse, and a one-third teen women reported their first sexual harassment experience was done in necessity.[11]

When the investigation related to the case of YY was not yet finished, one victim to other victims with similar cases arose. EP, a 18-year-old girl who is the victim of sexual violence which ended her death in her room. It happened in in the area of Tangerang. In addition to committing sexual violence, the perpetrators also committed murder unnaturally by inserting the handle of hoe into a vital part of the EP till it penetrated the victim's internal organs. [12] Sexual violence is a behavior that lead to things related to sex, either in the form of words or deeds that are not approved by his victim, degrading their victims, or take the advantage of their victims. Thus, sexual violence can be either words or humour porn, showing parts of the body as well as porn pictures, touching the body, until the forced of sexual intercourse. [13]

The regulations that specifically set on the protection of children (Law Number 23 of 2002) states: "all forms of sexual acts committed to children under 18 are classified as sexual assaults. Either there is a resistance or not, coercion or not, are still classified as sexual assaults. The culprit threatened with jail and fines.

According to Ricard J. Gelles as cited by Hurairah (2012), [14] violence against children is an intentional act that causes harm or danger against children (both physically and emotionally). Forms of violence against children can be classified into physical violence, psychological violence, sexual violence and social violence. Weber and Smith (2010) reveal the long-term impact of sexual violence against children, that is children who become victims of sexual violence in childhood have the potential to become the perpetrators of sexual violence when they grow up. The victim's helplessness when they face the acts of sexual violence in childhood was unconsciously generalized in their perception that acts or sexual behaviour can be done to the weak or helpless figures. [15]

Finkelhor and Browne (Tower, 2002) [16] categorizes four types of impact trauma resulting from sexual violence experienced by children, namely:

First, Betrayal. Trust is the Foundation for victims of sexual violence. As a child, has the confidence to trust parents and the trust is understandable and comprehensible. However, parental authority and child trust is threatened.

Second, Traumatic sexualization. Russel found that women who have experienced sexual violence tend to refuse sexual relations, and as a consequence become victims of sexual violence in the household. Finkelhor noted that victims are prefer to same-sex couples since the men cannot be trusted.

Third, Powerlessness feeling. Fear penetrates the lives of victims. Nightmares, phobias, and anxiety are experienced by the victim is accompanied along with pain. The feeling of helplessness leads the individuals to feel if they are weak. The victim felt himself incapable and less effective at work. Some victims also feel pain in his body. Instead, on another victim had an intensity and an excessive impulse in him.

Fourth, Stigmatization. Sexual violence victims feel guilt, shame, and has a bad picture of themselves. Guilt and shame are formed due to helplessness and felt that they did not have the power to control herself. Children as victims often feel different than others, and some victims feel angry to his body due to persecution. Other victims use of drugs and drink alcohol to punish herself, dulling her sense, or trying to avoid to remember the accident.

3.2 Violence in Educational Institutions

Educational institution as a place to produce intellectual people experienced a reduction of the role of ideologue, this is a result of the global polarization that makes education become the new capitalization. Pierre Bourdieu [17] (1930-2002) refers to the institution as a practice of reproducing social inequality. The learners came from different social backgrounds and thus has different modals when they enter the social area of the school. In this situation, educational institution do practise of reproducing social inequalities. [18]

Bourdieu's theory about violence is known as symbolic violence can be seen in some of his work, such as the *Outline of A Theory of Practice* [19] published in 1977, *Logic of Practice* [20] published in 1990, *The State Nobility* [21] published in 1996, *Practical Reason* [22] published in 1998, and others. Nevertheless, the theoretical foundation of symbolic indisputable in the book *Reproduction in Education, Society, and Culture* [23] written by Jean-Claude Passeron. Symbolic violence is essentially coercive practices that do not use physical due to take place at the level of meaning. Culture or a forced perspective, with a power of authority, relating to the nature of the relationship so that the powers which become foundation is not visible. This power relation refers to a condition in which there are classes or groups in power to impose a way of viewing as a legitimate standard.

Sexual violence in educational institutions is previously accompanied with the symbolic violence. Where sexual violence occurs by the agent around the institution, such as a teacher and school guard. We remember the case of this happening in Jakarta International School (JIS) where the teachers do violence and sexual violence againsts children. Sexual violence includes, at least, rape/attempted rape, sexual violence, and sexual exploitation. Rape/attempted rape [24] is sexual intercourse that is not approved. This includes attacks on any part of the body with the use of the genitals and/or attacks on the genitals or anal holes with any object or any part of the body. Rape and attempted rape contain elements of power, threats, and/or coercion. Any form of penetration is rape. The attempt to rape someone without penetration is attempted rape.

3.3 The Assembly of Law and Human Rights Muhammadiyah Metro

3.3.1 Vision of Development

The development of awareness and advocacy around the assembly regarding of law and human rights faced by society as a form of dakwah amar ma'ruf and nahi munkar.

3.3.2 Development Program

Expanding the networks and awareness of Muhammadiyah in conducting advocacy and empowerment over issues of law and human rights particularly faced by dhu'afa.

Conducting the awareness to the society about the awareness of the law and human rights through a variety of social institutions including through the path of education. Develop cooperation with the Government and various agencies in order to establish the law and human rights, that include in combating corruption, making the AUM as anti-corruption school.

Initiate the legal aid Foundation of Muhammadiyah, so that the need for mentoring and consulting the issues of law specifically faced by the assembly of law and AUM, in general the citizens can be helped.

3.3.3 The Arrangement of Personnel:

Chairman : Dr. Azmi Syahputra, S.H.,M.H.
 Vice Chairman : Doni Mariska, S.H
 Secretary : Suwarno, S.H [25]
 Members :
 Zaki Mubaroq, S.H
 Gajah Mada, S.H
 H. Hadri Abunawar, S.H.,M.H
 Dr. Suhairi, M.H [26]
 Prima Angkupi, S.H.,M.H., MKn.
 Tirta Gautama, S.H.,M.H

Eka Adiyaksa, S.H

3.3.4 Pojoksamber.com Portal Citizen Journalism

pojoksamber.com is the first citizen journalism portals in Lampung. It first appeared is not aimed as a commercial medium, thus as the informational and instructional media or more easily called portal citizen journalism. As revealed by Rahmat as chief of redaction "Since first, this portal has been affirming themselves as *non-mainstream* media, media that lived and enlivened by the citizens. The big activities is to liven up cultural literacy and produce new writers in this city ". [27]

Pojoksamber.com was officially founded on October 28, 2014. The establishment of the *pojoksamber.com* was the ideas and creations of 25 people initiator. Each initiator collected the money around one million rupiah. The money that has been collected become the first modal to create the first citizen journalism portals in Metro City even in Lampung. The following editorial team of citizen journalism portal *pojoksamber.com*:

Tabel 1. Team Redaction Pojoksamber.com

No	Name	Role/Occupation
1	Rahmatul Ummah	Chief of Redaction
2	M. Khoirul Amri Dharma Setyawan Imam Mustafa Rio Dermawan Sutiyo	Editor
3	Dr. Bambang Suhada Dr. HS Tisnanta Hertanto Ph.D Rudy S.H.,L.LM,L.LD	Expert Editor
4	Erik Pujianto Joni Meilinda Sari Muhammad Ridho Syaiful Syamsul Bahri Wahid Widi	Contributor
5	Fritz Akhmad Nuzir (Jepang) Hanna Yohana dan Manunggal K Wardaya (Belanda) Muthi Hidayati (Hongkong) Rudi Natamihardja (Perancis)	Foreign Contributor
6	Arga Wijaya Hardy	Information Technology (IT)
7	Oki Hajiansyah Wahab	Research and Development
8	Dwilia Delfi Hifni Carolina	Marketing and Advertisement

Source: *pojoksamber.com* (2016)

pojoksamber.com as a portal citizen journalism fell on Young PledgeDay (*hari sumpah pemuda*). It is also as a form of life-affirming *pojoksamber.com* and liven up by young children. This activity was warmly welcomed by the citizen of Metro. It can be seen by hundreds of people gathered at a city park. And presents Professor from Kitakyushu University Japan, Prof. Bart Dewancker.

Through the Program of *Klinik Menulis* and *Kampanye Metro Menulis* that held each month, *pojoksamber.com* continues to move to educate citizens. The *non-mainstream* of news portal (not mainstream) is trying to counterbalance the hegemony of mainstream media (mainstream). "If journalists require the society to get information, to be conveyed to the public, why don't people themselves that conveys the information

directly to the public"[28] that the statement from Rahmat who viewed the reason why *pojoksamber.com* is importantly founded. Taken from the name of a field in Metro City, *pojoksamber.com* is a media-based cyber citizen journalism. *pojoksamber.com* gives priority against the news in Metro City. Because of the priority, *pojoksamber.com* carries the tagline of Metro Residents Portal.

The involvement of the citizens is not only as the recipients of the information. Citizens can also act as journalists, with participate actively informing the information, and *pojoksamber.com* become a place of information about Metro, Lampung, National, even International. Even some of the contributors utilize a network of Indonesia citizen, especially the people who are working or being educated abroad as contributors from countries Hong Kong, Japan, Malaysia, Netherlands, United Kingdom, France and others. To meet the quality of news, the information which is submitted by citizen edited by *pojoksamber.com* editors team professionally.

Researchers noted the purpose of the *pojoksamber.com* as a medium of information for citizens of Metro City that is trying to cultivate a culture of writing in citizens of Metro, optimizing the potential and creativity of citizens and business promotion partners, services, as well as education for the citizens of Metro City. To achieve these goals *pojoksamber.com* actively undertake various activities. Kampanye Metro Menulis and Metro Melek Media, training of journalism, writing contest, up to the discussions or seminars, become routine activities which are realized by portal citizen journalism *Pojoksamber.com*.

As an educational medium coated with technology, it can give to every citizen the access to see the development and to stimulate creative ideas that continue to be disseminated through the portal. This step is in line with the theory of Daniel L. Pinks with his speech about the needs that have to be answered in an era of creativity that is High Tech in which high concept and high touch. [29] High tech, defined as the awareness of citizens in the era of creativity that technology becomes important in fostering or discussing the ideas that have yet to appear. And are able to penetrate the spaces of empathy in social interaction.

3.4 The Collective Intellectual Movement of Muhammadiyah and Pojoksamber.com Advocate Sexual Violence in Metro City

Starting from information on whatsapp associated with the story of a mother of victims of sexual violence with initial IS.[30] The information is then disappear until more than half a month and become a mere gossip. Finally *Pojoksamber.com* contact Suwarno (28 April 1999) a member of the Assembly of law and human rights of Muhammadiyah Metro. After receiving the information is immediately told to the Assembly of law to advocate child that becomes the victim of sexual violence that occur around March 2016. The cases of sexual violence in the five-year-old girl, who became one of the students of Kindergarten in Metro City. According to the victim's mother to the Assembly of law and human rights of Muhammadiyah Metro, the case is carried by guards of school — the alleged prior before investigation was conducted.

According to Gajah Mada [31], member of the assembly of law and human rights Muhammadiyah Metro, the families of the victims had reported the case to police since 8 April. The process also visum was implemented as a proof of completeness of the investigation. The victim's mother agreed to the assembly of law and human rights of Muhammadiyah Metro to advocate this case and to encourage the process of enforcement of the law until it has been done completely. But there is no further action from the report made by the victim's mother.

Suwarno[32], who is the secretary of the assembly of law and human rights of Muhammadiyah Metro, stated that due to the occurrence of such cases, the victim who is still sitting on KINDERGARTEN experience tremendous physiological burden. The victim even afraid of passing through the area of kindergarten, which used to be a place of her study in school. Even the victims dont want to go back to school.

The Assembly of Law then confirm to Dharma Setyawan [33] Setyawan later that the Assembly of Law and Human Rights Muhammadiyah Metro had signed to the victim to do advocacy and mentoring regarding the cases of sexual violence. Until May 1, there was no media dares to publish news related the alleged sexual violent that has been done in a kindergarten in metro city. The Assembly of Law and Human Rights of Muhammadiyah Metro committed to resolve the cases of sexual violence against children, which is experienced by a schoolgirl at a kindergarten in Metro City.

Finally *pojoksamber.com* first time doing a release a news entitled "Muhammadiyah of Metro Sexual abuse Victim Advocacy" on July 15, 2016 and the news has not yet gained acceptance from other media. As like being swallowed by earth, the news is not become a viral in social media. The news was just being a gossip to some party who brave to comment about the accident.

"We hope investigators can process this case appropriately, fast, transparent, objective, and professional, as well as punishing perpetrators with a proper punishment. So there are no a public perception, there are certain parties intervention, in the handling of this case. Let it be, the process is run in accordance with the provisions of the prevailing laws, "said Suwarno.

After publishing the news, the journalist *pojoksamber.com* is raising statements from academicians at Metro City in support to investigate the case of sexual harassment completely.[34] This is in line with the concept of Bourdieu who proposed the idea of collective intellectual property, that is the combination of diverse cross-

border intellectual disciplines, even ideology to defend the public interest. The intellectual in Metro City voiced the interests of the public for defending victims of sexual violence as long as it is covered by the educational institution.[35]

The concern among academicians [36] was delivered through an open letter of the concern Academicians against sexual violence in Metro City investigate thoroughly and catch the perpetrators of sexual violence against Children presented to the Mayor of Metro, the Chairman of the DPRD Metro, and a number of mass media in Lampung, Sunday (8/5). Bourdieu says, "*what the crates the power of words and slogans, a power capable of maintaining the social order, orsubverting is the belief in the legitimacy of words and of those who outer them.*" (Bourdieu in Fashri, 2007:130).

In an open letter signed by at least 29 academicians (lecturers) from several colleges in Metro City, presented with regard to cases of sexual violence that occur against children in one of the kindergarten in the Metro City that has become the talk of the public surely become the sad events and irony for the Metro City is nicknamed as the city of education and initiated to be the child friendly city.

From the issue, through an open letter, the academicians from various universities that are in the Metro City intends to convey the views of related things. *First*, convey the concerns against these events where the school as educational institution is supposed to be a safe place for children. This event is certainly becoming the spotlight and concerns of the public, especially residents of Metro. *Second*, asking the Metro City Government to take immediate action against school administrators to support the process of law enforcement, victim protection and recovery helps as a form of Government presence in the eyes of citizens as mandated by laws.

Third, the academicians asked the Chairman of the DPRD Metro City to perform surveillance in accordance with the Act and its function. Moreover, the city of Metro has had a Perda No. 3 2014 about organizing the protection of women and children from violence. *Fourth*, they urged the police force of Metro to act professionally in the process of law enforcement against the case. According to academicians, the open letter was delivered as a form of concern in Metro City. They hope such events will not happen again in the future, and also hope the various of folks continue to foster awareness of the cases of violence against women and children.

Having quoted by Antara Lampung News, the statement becomes a marker that the intellectual people finds momentum and become a viral social media and national media such as Kompas, Sindo, Viva. co. id and other media. After the open letter contains position the statements of Academician Metro is received by Mayor of Metro, Chairman DPRD and Cheif of police Metro then began the efforts to investigate the case thoroughly.

Getting the high preassure from public, finally police of Metro City started doing investigation against the person in kindergarten and arresting a person with initial AM [37] to do further investigation. The incident happened after protests from the parents related to the security-school. The school kindergarten (TK) Metro City agreed do the improvement of the security systems in the schools. One of the tricks was by installing closed circuit television or CCTV.

4. CONCLUSION

Collective intellectual movement is important to be done to fight the power structure that abandonto defend the weak. The genuine intellectual is defined by her or his independence from temporal powers, from the interference of economic, and political authority (Bourdieu, 1992: 56). [38]

Bourdieu thus talking about intellectual independence and daring against the intervention. The case of sexual violence had occurred in kindergarten in the Metro City that befell a schoolgirl under five years. The process of complaints from the family to law enforcement authorities and the results of a visum that is not getting immediate action. Over the above issues, there was disquiet from citizens and civil society to do consolidation the society to do advocacy. The Assembly of Law and Human Rights of Muhammadiyah Metro consolidated with pojoksamber.com a portal citizen journalism to advocate over the case of sexual violence that befell to the kindergarten students. The family is willing to get legal assitance by Muhammadiyah. Then *pojoksamber.com* did a collective intellectual movement invites academicians at Metro City to do a statement that such sexual violence cases solved completely.

After the statement of academicians become viral on social media local and national parties,province Police ofLampungintervened to the City police ofMetro immediately conducted an investigation. Finally the City police ofMetro hold the perpetrators "AM" a guard of school in kindergarten.

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The Effect of Gender and Gender-Base Texts on Students' Reading Comprehension

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Abstract

Teaching reading skill is sometimes difficult for the English Foreign Language (EFL) teachers since it really depends on their students' interest in the reading material. Several studies show that students' interest in their reading material is one of the important factors which can influence their reading comprehension. Hence, it demands the EFL learners to be smart in using strategy in order to keep their students excited about what they read. This quantitative research is aimed at knowing whether or not gender and gender-based material (texts) give significant effect on students' reading comprehension so it causes the difference achievement on both male and female's reading comprehension. The population of the research was all of the eleventh science grade students of SMAN 2 Kotabumi Academic Year 2015/2016. Meanwhile, the sample was 30% out of the total number of population taken by using stratified random sampling technique. The data of the research was taken by using a reading test using two gender oriented text (male and female oriented text) selected on the basis of their readability and content familiarity. The data analysis done by using Two-way Anova shows that gender and gender based material give significant effect on students' reading comprehension. Furthermore, it is also known that male and female students perform differently on their reading comprehension ability of female-oriented text in which female students perform better on comprehending female-oriented text than the male students.

Keywords: Reading Comprehension, Gender, Gender-Base Texts, Female-Oriented Text, Male-Oriented Text

1. INTRODUCTION

Reading, which is as receptive skill as listening, plays a very important role for the other three skills mastery. For instance, reading is needed to gain information or ideas that are going to be used as the source when a person wants to compose a piece of writing or convey opinions through speaking. Additionally, reading a lot will help a person get much more knowledge that can make them easier in conveying ideas through writing or speaking. To conclude, the mastery of reading skill is very essential to help English Foreign Language (EFL) students easier in achieving good mastery in the other three skills. Reading skill belongs to the most exposed skill in English Language Teaching (ELT) at formal school in Indonesia started from primary, secondary, to senior high school. Especially in secondary and senior high school, the emphasis of its teaching is enabling the students to master kinds of reading texts like narrative, descriptive, expository, recount, procedure, and other texts suggested. In this case, students are hoped to master the texts in both comprehending the content and mastering the rhetorical phase or text structure to construct the texts. In comprehending the content of the texts, students are hoped to have deep comprehension toward the information provided explicitly and implicitly on the texts. Meanwhile, dealing with the mastery of rhetorical phase or text structure, it is hoped that the students have good understanding about the generic structure of each text, so they will be able to construct the intended texts well and correctly.

Furthermore, students' comprehension of the texts will be really determined by many factors. Two important factors of all are the reader variables and the text variables. The reader variables refer to several factors deal with the reader such as the reader's age, background, gender, interest, and so on. Meanwhile, the text variables are the factors deal with genre, text types, familiarity of the texts, the content oriented of the texts, and so forth. Those two aspects are assumed as the important factors that will determine the level of comprehension that will be achieved by the students. Very first of all, gender as one of the factors deals with the reader variables is one of the crucial factors to be discussed. There have been many previous studies conducted by several experts investigating about male and female's brain found that male and female's brain are different in their language capacity. [1] Most females have more symmetrical language capacity on their brain than males which enables them to use their brain in balance when they involve in such language activities. Therefore, most studies conducted show that females have much more better ability related to language than males. Additionally, previous studies conducted by Farhady in Larsen-Freeman and Long also found that females are much better in listening and comprehension than males [1]. In line with Farhady, Eisestein in his study also found that females have better ability in recognizing sounds in language than males [1]. Referring to these facts, it can be concluded that from the reader's variable, gender is assumed to be a crucial factor that can determine students' performance in language learning. Additionally, a study conducted by Keshavarz and Ashtarian[2] also resulted

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that females perform better reading comprehension ability in reading English passages than males. This study also investigated how males and females comprehension in three types of texts: Essay, history, and short story in which the result shows that males and females are better in comprehending essay followed by history and short story. Besides that, Martinez [3] in her study also found that gender and content familiarity significantly affected students' reading comprehension. To sum up, all of the previous studies explained show that gender becomes a factor of which determines students' reading comprehension.

Second, in relation to the text variable, the selection of texts used in the learning process of reading is also assumed to have important role in determining students' comprehension. It is as stated in that text properties (structure of texts, content/topic, and so on) is one of the factors that determine successful comprehension of the readers [4]. It is known that males and females tend to have different interest in the reading material. Male, for example, tends to be interested in reading some kinds of texts discussing about sports or automotive. However, females tend to be more interested in reading kinds of texts discussing about fashion, gossip, food science, and so forth. Though it is sometimes found that both male and female could have the same interest in certain reading material, the most common natural is that male and female tend to like reading certain material related to their gender. Therefore, when the use of gender base material in the learning process of reading is not balance, it is assumed that students will find more difficulties in comprehending the texts. Males will have better comprehension on reading when they read masculine topic. Whereas, females will be better comprehend a text dealing with feminine topic [5].

All the previous related studies explained still focus on investigating about the effect of gender on reading comprehension, or the effect of gender on comprehending different genre or types of text. Moreover, a study of gender based-material only focused on investigating the effect of gender-based material on students' reading comprehension. However, in this research, it is going to be investigated the effect of gender and gender-based materials on students' reading comprehension because the researcher is interested to find out whether or not gender will affect students' reading comprehension on male and female texts. It is assumed that male students will be much more enjoy reading on male-oriented texts and vice versa which then finally help them to understand the texts easier and makes their comprehension ability increase as it can be described in the following figure.

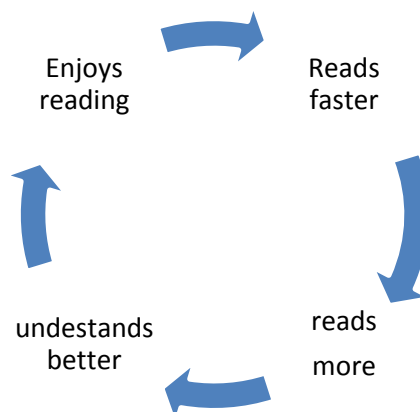


Figure 1. The virtuous circle of the good reader

It is hoped that the result of this research will support the existing theories with the same insight, and provide an essential information for the English teachers.

2. LITERARY REVIEW

2.1 Reading Comprehension

Very first of all, the definition of reading which concerns with meaning is about how people get meaning by reading, and how the reader, the writer, and the text each contribute to the process of getting the meaning from the text [6]. Therefore, she defines reading as a process of getting the message the writer put into a text. In line with [6], Reading as a process to understand a written text that involves both perception and thought, and consisting of two related process—word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense of words, sentences, and connected texts.

[7] Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and also fluency.[8] There are four categories reading comprehension, they are literal, inferential, evaluative and appreciative. First, in literal comprehension, a reader reads to understand, remember, or recall explicit information in the text. Second, inferential refers to reading to find information not explicitly stated in a passage. Next, in evaluative comprehension, a reader reads

to compare information with the reader's knowledge and values. The last, appreciative comprehension deals with reading to gain a valued or emotional response.

In line with [8], there are several points to be included in comprehension test namely literal comprehension of the text, drawing inference from the text, using the text for other purposes in addition to understand, and respond critically to the text [9]. First of all, literal comprehension deals with the reader's ability in understanding what the text explicitly says. It includes some questions about some information in the text. Meanwhile, drawing inference from the text relates to the reader's ability to take message from the text which is not explicitly stated, but which could be justified by reference to the text. This can involve working out the main idea of the text, referring pronoun, and other conjunction relationship which might not be explicitly stated. Next, using the text for other purposes involves with applying ideas in the text to solve problems, applying the ideas in the text to personal experience, and others. The last, Responding critically to the text involves with considering the quality of the evidence in the text, evaluating the adequacy of the content of the text, and others.

2.2 Selecting Texts

As it is discussed in the preceded explanation, the use of suitable materials in a reading class will help the students find enjoyment in the reading activities. Consequently, it helps them to acquire good comprehension. There are several aspects being important to be considered in selecting the texts used namely suitability of content, exploitability, readability, variety, and authenticity [6].

First, in suitability of content, a teacher is suggested to consider that far and away the most important criterion is that the text should interest the readers preferably enthrall and delight them. An interesting content for the readers will make their task far more rewarding and the classroom work more effective.

Second, exploitability—that is, facilitation of learning—is arguably the most important criterion after interest. When teacher exploits a text, he or she automatically makes use of it to develop the students' competence as readers. In conclusion, a text that a teacher cannot exploit is no use for teaching even if the students enjoy reading it. As a result, exploitability deals with whether or not the reading texts can be exploited by teacher in a reading activity.

Third, readability refers to the combination of structural and lexical difficulty. Since the language of a text may be difficult for one student and easy for another, it is necessary to ensure that the texts that are going to be used in the reading activity are quite readable for all students in the class.

Fourth, in a reading program for general purposes, variety should be guaranteed, since one aim is to expose students to all kinds of text they are likely to encounter after finishing the course. However, the texts chosen of course should still simply because they entertaining or mind-engaging, and thus motivating.

Fifth, Authentic texts refer to the texts written for use by the foreign language community, not for language learners. In addition to being interesting, there is another reason for preferring authentic texts. To pursue the crucial text attack skills, it is needed the text which exhibits the characteristics of true discourse: having something to say, being coherent and clearly organized. Simplified texts do not always have those qualities.

The last, Presentation of the text is the last aspect needs to be considered in the selection of reading texts. The texts used should be first looking authentic. The intention of this authentic presentation is to make the function of the text clearer by establishing a context in which it might appear. The idea is that readers understand the texts better and are more interested if they can see how the texts would be used.

2.3 Language and Gender

Many studies have been conducted in America to investigate the effect of gender differences toward one's language performance. How one's sex affects his or her language performance, for example, can be seen from the way males and females speak [10]. Females usually produce more standard language than males. In addition, they also tend to use more polite forms rather than males. Males, on the other hand, do more interruption and use stronger expletives instead. In line with [10], the tendency of females to use more of the standard has been interpreted in various ways [11]. Very often it is seen as indicating females' greater sensitivity to what is considered standard and non-standard. From neurological aspect, it is known that language processing deals with certain hemisphere in human's brain. Human's language ability has something to do with the left hemisphere, while the ability of visual-spatial of human is on the right hemisphere. It has been proven that females have an ability to use their hemisphere both left and right altogether (bilateral), while males usually only use their left hemisphere. Males use their left brain to speak, while females use both left and right. Therefore, it is essential that teacher consider that neurological difference in a learning process to avoid the force of different potential of brain to acquire the same input. Furthermore, it is known that the right hemisphere of females' brain develops better than the males'. Far and more, females' sense are stronger than males'. In this case, females can remember many more words which they have ever heard, seen, and read. Females, therefore, are more creative in making kinds of games, imitate kinds of sounds, or lyric rather than males because females' brain consists of many more neuron than males'.

Most of females are able to learn foreign language more quickly and easier than males [1]. They usually have good mastery of grammar, stressing, and word spelling. Furthermore, several studies also found that females' brain is superior to males' in some cases. For instance, females are able to combine many cognitive aspects in thinking process. Besides that, females' sight and sense of hearing are better than males. Also, their vocabulary retention is better than males. Consequently, it is found that females' ability in reading is higher and sharper in particularly about complex stimulus. The superiority of females' brain explained might be the reasons of why it is also found that the number of female teachers involving with language field and speaking skill is greater than males in which about 75% of the teachers are females.

Several studies have been conducted in relation with females' and males' retention and their language learning capacity resulting different facts about whether gender really affects human's language ability or not. Even, some of them found out that females have much better ability in language, while males are better in visual-spatial ability. On the other hand, some others found that males are superior to males in speaking, and vocabulary. Scientists, therefore, have not come to a conclusion of whether or not there is correlation between gender and lateralization. They are now in the process of understanding how far the role of gender and cultural differences in relation with lateralization and human's brain structure.

To sum up, because specifically the ability of language relates to the left hemisphere, while the ability of visual-spatial involves with the right hemisphere, so those previous studies can prove that females have a superiority ability in language use, while males are superior to females in recognizing visual-spatial stimulus. On the other hand, some other studies conducted by different experts proved that although males and females have different capacity in their brain relating to language processing, there is no strong evidence that gender differences influence the language use of males and females. Several studies, even revealed that the different ability of language use of males and females correlate with the cultural effect rather than biological factor like gender. Thus, it is essential to conduct further studies to find out many more facts in order to come to a final conclusion about the effect of gender toward one's language performance.

3. RESEARCH METHOD

This was a quatitative research implementing ex post facto design in which the researcher intends to find out the effect of one or more variables on the other variable without giving any treatment to the research sample. The population was all of the eleventh science grade students of SMA Negeri 2 Kotabumi consisting of 204 students. Moreover, the total number of the sample was 62 students taken by using stratified random sampling technique.

To collect the data, a test of reading comprehension was administered to the research sample in which two different gender-based texts were used. The texts were selected on the basis of their suitability of content and readability. In this case, to pick up a text by considering its suitability was done by choosing which its content represent male and female oriented topic. Meanwhile, the readability of the text was obtained from a readability index resulted from a certain measurement of Flesh-Kinchaid Readability formula. The complete information about readibility test result and content suitability of the text were described on the following table.

Table 1. Readibility Test Result and Content Familiarity of the Text

No	Topic	Topic-Oriented	Readibility Score	Grade Level	Description
1	Video Games	Male-Oriented	48.1	12.3	High School
2	News-Item	Male-Oriented	47.4	12.6	High School
3	Sports	Male-Oriented	51.5	12	High School
4	Drugs in Sports	Male-Oriented	55.4	10.6	High School
5	Women and Education	Female-Oriented	51.4	10.9	High School
6	Mother's day	Female-Oriented	46.8	12.1	High School
7	Muslim Women's right	Female-Oriented	51.4	10.9	High School
8	Korean's artist	Female-Oriented	47.1	14.4	High School

Furthermore, the instrument of the reading test is designed by considering several aspects namely overall comprehension related to vocabulary in context, expression/idiom/phrase in the context, and so on, literal and inferential comprehension. Here is the specification of the reading instrument for two different text oriented.

Table 2. Specification of Reading Comprehension Instrument

Aspects	Indicators	Item Number	
		Male-text	Female-text
Overall comprehension	Able to understand certain vocabulary/expressions/idioms/phrases in context	5, 6, 12, 16, 25, 27	2, 8, 15, 23, 25, 27, 28
Literal comprehension	Able to answer questions related to text	4, 7, 13, 20,	3, 9, 12, 22, 29,30
	Able to identify specific information (stated detail) on the text	2, 8, 9, 15, 21, 30	4, 5, 11, 17, 21
Inferential comprehension	Able to identify main idea	1, 3, 11, 22, 28,	1, 7, 14, 20,
	Able to identify the unstated details expressing through referring pronouns	10, 17, 19, 29	6, 13, 18,
	Able to make inference based on the implicit information on the text	14, 18, 23, 24, 26,	10, 19, 24, 26,
Total		30	30

The data which is obtained will be analyzed by using two-way ANOVA to see the effect of gender on students' comprehension, the effect of gender base texts on students' reading comprehension, and the effect of both gender and gender base texts on students' reading comprehension in which the analysis is run with the help of SPSS 20.0 for Windows. When it was known that there is significant interaction between gender and gender-base text on students reading comprehension, a continuation test to see the effect of gender on students' reading comprehension of two types of gender base-texts by using Paired-sample T-test formula on SPSS 20.00.

4. RESULT AND DISCUSSION

According to the data analysis, it was found several interesting facts. Firstly, it was found that gender has significant effect on students' reading comprehension. It was known from the data analysis, in which the significance of gender (0.000) was smaller than α (0.05), so it was found that there is significant difference of male's and female's reading comprehension.

In addition, it was also found that there is significant difference of female's and male's reading comprehension of female-oriented text in which it was found that females perform better reading comprehension than males on female-oriented text. Whereas, males and females perform the same on comprehending male-oriented texts.

Additionally, the significance of gender-based text (0.030) was found to be smaller than α (0.05) as well, hence it is concluded that gender-based text also affects male's and female's students' reading comprehension. People will more enjoy reading when they have much interest with the reading material, it is as Nuttal (1996:127) explains that when ones enjoy the reading activity, they could read faster and understand better the reading material they read.

Furthermore, it was also found that there is significant interaction between gender and students' reading comprehension of male and female-oriented text. It is strengthen the previous theories explained that gender affects students' performance in regard with the neurological theories.

5. CONCLUSION

In line with the research findings, several conclusions are put forward: (1) Gender gives significant effect on students' reading comprehension; (2) Females are better than males on comprehending female-oriented texts; (3) Males and females perform the same on comprehending male-oriented texts. It is suggested that English teachers provide balance gender-based materials in a classroom reading activities, and provide interesting materials which enable to raise students' reading interest.

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An Analysis of Students' Error in Translating English

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Abstract

Translation is an essential thing that should be mastered by students in order to achieve a successful learning process in the college or university. Translation is the replacement of representation of a text in one language by representation of an equivalent text in a second language. Translating is related with a written language. In translating process, sometimes the lecturer asks the students to translate the text, but the students usually do the error in their translation because they are lack of grammar and their knowledge. Errors with failures in competence determine grammatically and mistake with failures in performance determines acceptability. These types of errors consist of omission, addition, misformation, and misordering. the errors can be in the form of omission, sometimes they omit the word or suffix that must be used in their translation, or in the form of addition, in this case they add unimportant word or suffix, or misformation, this error is characterized by the incorrect form structure or morpheme, and misordering, it is characterized by incorrect placement of structure or morpheme in an utterance.

Keywords: Analysis, Error, Translating, English

1. INTRODUCTION

Translation is the replacement of representation of a text in one language by representation of an equivalent text in a second language. Translating is related with a written language. According to "Ref. [1]" translation is an effort to explain an idea from one language to another language. The word translation comes from Latin language that is "translatio or translationis" which means "what is carried across." Translating is different with interpreting. Translating relates with the written language and interpreting is effort to translate orally.

In translating there are two languages namely, Source Language (SL) and Target Language (TL). Source language is a text that is translated and target language is the result of translation. SL and TL have the different role. In this research the researcher researches about students' translation achievement in translating English into English (intralingual translation/paraphrase), so English as a SL and English also as a TL.

Translation is an essential thing that should be mastered by students in order to achieve a successful learning process. Therefore, the students must have the knowledge about translation. The students' knowledge about translation is still lack because they do not know how to translate of the text correctly. Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.

In translating process, sometimes the teachers ask the students to translate the text, but the students usually do the error in their translation because they are lack of grammar and their knowledge. According to "Ref. [2]" errors with failures in competence determine grammatically and mistake with failures in performance determines acceptability." The distinction between competence and performance are: competence refer to the speaker's implicit knowledge of his language and performance means the actual use of language in concrete situation. In line with [3] states point of view, analysis of error is referring to the analysis of activity generated by students' language error, such as finding, identifying, describing, calculating, and determining the sources of error frequency.

2. DISCUSSION

2.1 Process of Translation

In translating, someone should know the process of translation before he/she starts to translate. "Ref. [4]" states that Process of translation is an activity system in translation activity. He also divides process of translation into three major steps. They are:

a. Analyzing the Source Language (SL)

The first step is analyzing the text. It should be analyzed first by reading the Source Language (SL) and gain the meaning in the text. It also analyze the linguistics and extralinguistics elements in the text. Linguistics elements is the elements deals with language, while extralinguistics is the elements beyond the language, such as the culture and the social context of the text. In analyzing the linguistics elements, it

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should be analyzed the text at all level such as in the level of sentence, clause, phrase, and word. By doing this, we can gain the fully understanding of the meaning in the Source Language (SL).

b. Transferring the Message

The second step is transferring the message. In this step the translator has to find the equivalent of the Source language (SL). This process happens in mind (Nababan called it as *proses batin*). It means that this process is in the abstract form.

c. Restructuring

The last step is restructuring. In this step is also called as the finishing touch when the translator tries to rewrite the source language text into target language text. It means, to get better translation result the translator should arrange the structure or grammar of the source language text which have been translated before become an appropriate language style for the target language text.

It can be concluded that there are three steps of translating process which should be passed by the students. First is analysis. In this step, the students should analyze the text in the form of source language text. When they have understood, they should transfer the message from source language text into target language text.

The last step is restructuring. In this step, the students should evaluate and revise what they have been done before. In this step, it can be said that the text that had been translated by the students will be evaluated by the process which is called as rereading, and then, when this process has done, the students will know where the translation that should be revised. All of the processes have proposed to increase their translation result. It means that, to get better translation result, the students should arrange the structure or grammar through the process of restructuring.

2.1 Factors of Translation

In translating a text, there are some influencing factors of translation. According to “Ref. [5]” in translating a text, there are factors that influence the translation process that include contextual, textual, and translator factor. This factor is related with the text production context that include language history, text writer, the culture text places is produced, the region text place is produced, text social variation, and topic of text. This element can be called contextual factor. Then, textual factor is formed by elements likes; word, phrase, clause, sentence, punctuation, and grammatical text.

The last factor is translator. Translating process cannot be separated from the element of translator itself. This condition is affected by some factors such as: competency of the translator, their perception, and the instrument which is used by them in translating process.

2.3 Translation Problems in Meaning

Problem meaning of translation as part of translation field that cannot be separated from translation, we should talk about meaning, the reason is because the purpose of translation is closely related with transfer problem contained meaning of a language into other languages. According to “Ref.[6]” the meaning in a word, it means that word has meaning, the meaning of a word is not only influenced by its position in the sentence but also by the field of science that use the word.

There are several kinds of meaning in translation:

a. Lexical Meaning

Lexical meaning is the meaning of the element of language as a symbol. Lexical meaning also called a meaning in the dictionary because the word in the dictionary out of the use or context.

b. Grammatical Meaning

Grammatical Meaning is relationship between the elements of language in a larger unit, such as the relationship of a word with another word in the phrase or clause.

c. Contextual or Situational Meaning

Contextual or Situational Meaning is relationship between utterances or situation in which speech is used. In other words, the contextual meaning is the meaning of a word that is associated situation language use.

d. Textual Meaning

Textual meaning related to the content of the text or discourse. Different kind of text could also constitute the meaning of word to be different.

e. Socio-cultural

The meaning of a word, closely related to socio cultural language user.

2.4 Types of Error

In classifying error , there are four types of error taxonomy as stated by “Ref.[7]” the types are linguistics category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Based on the statement, this article litits the error on surface strategy taxonomy.

2.4.1

2.4.2 Surface Strategy Taxonomy

This type of error consist of omission, addition, misformation, and misordering. For the detail description can be seen below:

a. Omission

This error is characterized by absence of an item that must appear in a well formed utterance, for example: He **go** to campus every morning.

The example above is incorrect, the sentence is absent of lost suffix “es”, the correct sentence must be: He **goes** to campus every morning. Related to the theory from “Ref [8]” state that omission of content words in second language usually occurs by lacking of vocabulary of students. The students cannot avoid this error which they are usually aware of.

b. Addition

This error is characterized by the presence of an item which must not appear in a well formed utterance, for example: the **childrens** play football in the school field. The sentence added by suffix “s”, so that the sentence must be: the **children** play football in the school field.

According to “Ref [9]” addition error usually occurs in the later stage of the second language acquisition, when the students have already acquired some target language rules. In fact, addition error occurs as a result of the ill-too-faithful use for certain rules.

c. Misformation

This error is characterized by the incorrect form structure or morpheme, for example: I **does** not come late to the school. The sentence is incorrect because it shows misformation of word “does”. The correct sentence must be” I **do** not come late to the school. Misformation error is usually caused by generalization auxiliary verb by the students.

d. Misordering

This error is characterized by incorrect placement of structure or morpheme in an utterance, for example: I **not do** know about the problem. The sentence shows incorrect placement of structure. The sentence happens misordering of word “not” and “do”, so the correct sentence must be: I do not know about the problem.

Related to this error “Ref. [10]” said that the students usually make misordering error in their sentences as a word to word translation of native language surface structure.

3. CONCLUSION

Having discussed the previous parts, it can be concluded that there are some errors that the students usually do in translating English, the errors can be in the form of omission, sometimes they omit the word or suffix that must be used in their translation, or in the form of addition, in this case they add unimportant word or suffix, or misformation, this error is characterized by the incorrect form structure or morpheme, and misordering, it is characterized by incorrect placement of structure or morpheme in an utterance.

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Determinant Factors of Discipline Behavior among Student of Islamic Boarding School

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Abstract

Disciplined behavior leads a person to be able to follow the rules and do not do disobedience. A school is a strategic environment to teach the discipline behavior. Boarding school education system requires students to stay in dormitory and every student should always follow the rules. This study aims to determine factors that influence students to be discipline. Data obtained by taking survey to 222 students (male: 120; female: 102) from 5 boarding school around East Java. Results of analysis showed some factors: external factors that affect students indiscipline including the influence of friends, there is a chance and personal issues that were brought from their family. While the internal factors are less able to adapt to the boarding environment, unable to implement the rules, did not have a clear goal of live, hates disciplinarian (senior students). External factors that influence the behavior of disciplines including support of parents' fear of punishment influence of friends who obey the rules, and want to be perceived well by others. And the internal factor are their understanding of the function of being discipline, able to adapt to boarding system, has good self-control (that influenced by religiosity) and have a high motivation on learning on boarding. So it is expected that the findings of this study can help school administrators to create school environment that capable to make student to be discipline.

Keywords: Student, Education, Islamic Education, Discipline Behavior, Boarding School.

1. INTRODUCTION

Behavior discipline is one of the behaviors that are important to teach someone early on. Discipline taught behavior, both within the family, school or community, herding behavior of a person to be able to follow the rules so that no offense was led to the minor and major violations such as violations of the law.

Definition of disciplines according Winataputra (1998) is defined as the degree of order contained in a group Discipline is defined as a technique also used by teachers to establish or maintain order in the classroom. And discipline is equated with punishment.

So that discipline can be interpreted as the attitude of a person or group wishing to follow the rules that have been set. In an environment of education, especially in schools, understanding the behavior of discipline is an attitude or behavior which demonstrates compliance with the regulations of the school students.

Schools are a strategic environment to teach the discipline of one's behavior. This study takes an educational environment on boarding school system. Boarding school education system requires students to stay dormitory with various consequences. One consequence is that every child should always follow the rules of behavior in which nearly every detail has its rules.

Student discipline problems are universal issues faced by all schools not only in Indonesia but also in schools worldwide (Cotton, 2001). So it's important to know the factors that influence the behavior of student discipline.

This study aims to determine the factors that influence the students with disciplinary offenses and the factors that influence them are willing to follow the rules. So it is expected that the findings of this study can help school administrators to create a school environment that could make students obey the discipline.

2. RESEARCH METHOD

The data research was collected using an open survey. Before determine the survey questions, the researchers conducted focus group discussion (FGD) with three groups of student of Islamic boarding school in three different boarding school (each group consisting of 15-20 students). From the FGD results, investigators established three open-ended questions to uncover the factors that influence the behavior of students in the discipline and the factors that influence students to not discipline.

The subject of this research were 222 students (male: 120; female: 102) from 5 different boarding school in East Java (2 boarding school for boys; 2 boarding school for girls; and one boarding school for boys and girls).

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The collected data is analyzed by the use of qualitative analysis techniques. The steps taken is to examine all the data collected from various sources. Then proceed with data reduction, collating data in units or organize the main point. Followed by examining the validity of the data or give meaning to the results of research by plugging in the theory and the last one is the conclusion.

3. RESULT AND DISCUSSION

From the data, it can be concluded several factors that determine the behavior of the boarding school student discipline. These factors can be described as follows:

3.1 External Factors of Indiscipline Behavior

Influence of friends' bad behavior. Student of Islamic boarding school spend time at school with his friends, so it can not be denied that good or bad, the behavior of very influential friends. as told by the subjects that some behavior is not discipline because the invitation of friends.

There is a chance to do an indiscipline behavior. When a student was not supervised and feel has a chance to behave undisciplined, then there will be a tendency to break the rules.

Personal issues that were brought from their family. Family circumstances are also very influential on the behavior of students in schools and in dormitories. Because it can not be denied that the influence of parents' behavior at home also affects the behavior of their children.

3.2 Internal Factors of Students Indiscipline Behavior

Do not able to adapt to the boarding environment. There are students who entered the boarding school on coercion of parents and others who can not follow the life in the dorm. For as it makes it difficult to follow the discipline of students out of school than other students.

Unable to implement the rules. It could be physically or mentally. Physically means that student has a problem on their health such as sick. And mentally means that they think that the discipline is too hard to be done.

Did not have a clear goal of live, and hates disciplinarian (senior students or teacher). When the disciplinarian can't deliver the role in a manner that acceptable to the students, it will make students reluctant to discipline.

3.3 External Factors of Disciplines Behavior

The support of parents. The role of parental support is one of the most important in the success of student learning and also in the behavior of student discipline. Subject to say that they are reluctant to commit violations when they remember the support given by their parents.

Fear of punishment. Many students who do discipline for fear of punishment will be obtained. So reluctantly they will do the discipline.

Influence of friends who obey the rules. Just like bad manners, good behavior of friends is very influential on the behavior of student discipline.

And the last reason, they want to be perceived well by others. This is because they are seniors or labeled either from another friend.

3.4 Internal Factors of Discipline Behavior

Their understanding of the function of being discipline. An understanding of the importance of discipline behavior can occur because accustomed. Perhaps originally a student is disciplined by necessity, but with age, then attacked students can interpret the importance of discipline so that they able to adapt to the boarding school system.

Have good self-control. The ability of self-control that can arise as influenced by religiosity. A person who has a high religiosity will feel always being watched and do not commit the offense. And the last reason, they have a high motivation on learning in the boarding school.

Rachman (in Tu'u, 2004) explains that the discipline is an effort to control himself and the mental attitude of the individual or the community to develop compliance and adherence to the rules and regulations based on the encouragement and awareness that comes from his heart. So it is important for an institution to familiarize behavioral discipline. As the findings of this study which showed that although initially the students feel forced in the running discipline, but over time the students will be familiar and able to adapt.

Winataputra (1998) explains that the discipline needs to be taught to students with reasons, as follows: 1) discipline needs to be taught and learned and internalized by the students so that students are able to discipline himself and unable to control himself without being in control of teachers; 2) as a discipline which is recognized by experts long ago, is the focal point in applying discipline; 3) a high level of adherence to the rule of students, especially when obedience classes grew from ourselves, not forced, will allow for better learning climate, climate pleasant learning so that students glued to learn; 4) habit to obey the rules of the class will give more impact to the life on the rules that exist in society. Observing some opinions discipline of student learning is

important, because the habit of discipline will increase the activity of students in the learning process. Moreover, the behavior of the discipline instilled since childhood to be able to affect the ability of child's self control. And the ability of self-control will affect many aspects in the next life (Mischel, 2012).

Helmi (1996) says that discipline is not only needed in the school environment but also in the workplace. Discipline on working environment, as well as in the school environment, can appear for their habit and continuous learning. And key emerging discipline of habits is because of the consistency in enforcing discipline. As their punishment and reward in every violation and compliance.

According to research conducted by Smith (2011), one way to teach about discipline behavior on student is to provide counseling. With the counseling, students feel more understood so it does not feel forced in a run discipline. The study also revealed that the role of disciplinarian in conveying the rules or give insight into the importance of a rule becomes greatly affect student discipline. However, punishment should be considered, because the punishment is not exactly going to make students hate law enforcement. Zainal, Tarmizi, Kasa and Ibrahim (2007) in his research found that the appropriate punishment is the punishment given immediately after the indiscipline behavior emerges.

Zainal and Hassan (2009) said that the deciding factor is a very important discipline of religion. The better the students' level of understanding of the religion, in this case the Islamic religion, then disciplined behavior will be more easy to be raised. This finding is consistent with findings of this research showing that students' faith or belief in God is watching in every single behavior, and it becomes an important factor to always behave discipline.

So we can conclude that there are several factors that influence students' discipline behavior. From those factor, internal factor become the most important, especially self control that influenced by understanding about religion and understanding about the importance of being discipline.

4. CONCLUSION

Results of analysis showed some factors that influence discipline behavior among student of Islamic boarding school. First, is external factors that affect students indiscipline behavior, it is including the influence of friends' bad behavior, there is a chance to do an indiscipline behavior and personal issues that were brought from their family. Second, is the internal factors that influence student to do the indiscipline behavior, it is including less able to adapt to the boarding environment, unable to implement the rules (it could be physically or mentally), did not have a clear goal of live, and hates disciplinarian (senior students or teacher). Third, is external factors that influence the behavior of disciplines including support of parents, fear of punishment, influence of friends who obey the rules, and want to be perceived well by others. And the fourth, is internal factor of discipline behavior, such as their understanding of the and function of being discipline, able to adapt to boarding system, has good self-control (that influenced by religiosity) and have a high motivation when signing the boarding. Finally, it is expected that the findings of this study can help school administrators to create school environment that capable to make student to be discipline.

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Developing Reading and Writing Materials for Genre with E- Dialogue Journal Based Instruction for the Students of Economics of UTP

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Abstract

This article is focused on written language acquisition in developing reading and writing materials for genre with a dialogue journal based instruction for the students of economics of University of Tridnanti Palembang (UTP). The aim of this study is to find out whether the development of reading and writing materials for genre with e-dialogue journal based were effective and had a potential effect on the students of FE UTP. Utilizing development research, the study is conducted on the development of reading and writing materials for genre with a dialogue journal based instruction for the students of economics of University of Tridnanti Palembang. The data were collected through pre-test, post test and tryout. By the help of two raters, the data were analysed by using t-test. The main findings show that the students and lecturers of faculty of Economics believe that genre with e-dialogue journal was effective to develop their competency in both reading and writing. Thus, the results suggest that the reading and writing materials for genre with e-dialogue journal provide the students of economics with fun and more relaxed atmosphere. The results lead us to believe that the reading and writing materials for genre with e-dialogue journal based instruction was effective.

Keywords: Genre, E-dialogue journal, Developmental

1. INTRODUCTION

Creative materials are very necessary to be developed for learners of English. In addition, digital technologies have revolutionized the way people gather information and acquire new knowledge.

This study was inspired by Foroutan, Maryam (2012). She studied Effect of Dialogue Journal Writing through the Use of Conventional Tools and Email on Writing Anxiety in the ESL Context. The results show Email has potential effect in assisting students in lowering their anxiety toward Writing. In addition Rosyidin Iskandar (2013) studied "Developing Students' Speaking Competence in Food and Beverage" Using Team Teaching Model. The results indicated Team Teaching Model was effective. And Syafitri Dewi (2014) studied "Developing Islamic Based Reading Materials in Genre Based Context. The results showed the product has potential effect categorized in very good level. Unlike those studies, this study focused on Developing Reading and Writing Materials for Genre with E- Dialogue Journal Based Instruction for the Students of Economics of UTP.

This article also discusses the theory of genre-based approach, e-dialogue journal and integration connected with the materials development of ESP more specifically, persuasive commercial letter writing. The two cycles and four stages would be used in developing the commercial letter writing materials. Learners' characteristics are taken into account such as profession, interest and the age and level of the students. Furthermore, AIDA formula is used because it is appropriate for persuasive business letter. And 5 Cs is also used since these are a good requirements for a good and effective commercial letter. In the context of management and banking department at Tridnanti University, The writer uses these principles in learning activity.

In relation to the materials that need specific terms, genre that always exists in textbook of a certain academic field such as business and management etc. Richard (1985) states that genre (in discourse analysis) is a particular class of speech events which are considered by the Speech Community as being of the same type. He further gives some examples of genre: prayers, sermons, conversations, songs, speeches, poems, letters, and novel. They have special characteristics. In this case, commercial letters and business letter-writings are also categorized as a genre. Therefore, the materials designers could develop their materials that suit their field of study including English for Business. In writing persuasive commercial letter, AIDA formula is used.

Materials designers could select and develop their materials that suit their field of study including English for Specific Purpose: English for Law. In addition, the materials developer should adopt and select the materials that are relevant to their needs especially the students' need, target audience and or the curriculum or university characteristics. Syllabus of the school or universities (Tomlinson Brian et al., 1999).

Furthermore, Fulwiler (2000) stated that dialogue journal is an informal written conversation that is appropriate to be used in giving some feedbacks between teacher and student as well as students and students. In this case, in teaching commercial letter-writing we use e-dialogue journal namely linking the face to face

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activities and technology or internet more specifically email. In addition, integration means the integration between two or more disciplines of knowledge such as the knowledge of language and the knowledge of economics and or business letter-writing.

The materials designers could develop their materials that suit their field of study including English for Business. In writing persuasive commercial letter, AIDA formula is used, And A stands for attract the reader's interest, I: stands for arouse the reader's interest, D stands for create desire and convince the reader, A stands for make clear the action the reader needs to take). In addition, 5 Cs formula is also used in writing persuasive business letter. In other words, clarity covers the use of simple, concrete and specific words and the good arrangement of ideas. Courtesy stands for is related to the attitude, then conciseness deals with only necessary information. Next, correctness deals with using the conversational tone and indirect structure of AIDA formula. (Murphy. A Herta1986:310)

In short, the materials designers could select and develop their materials that suit their field of study including English for Specific Purpose: English for Computer. And genre (in discourse analysis) is a particular class of speech events which are considered by the Speech Community as being of the same type. He further gives some examples of genre: prayers, sermons, conversations, songs, speeches, poems, letters, and novel. They have special characteristics. In this case, business letters and business letter-writings are also categorized as a genre. Therefore, the materials designers could develop their materials that suit their field of study including English for Business and Management.

Furthermore, 2004 English curriculum would be appropriate if it is backed up by genre based approach (Helena. L.R. Agustien :2004). The following is the Hyland's theory about genre based approach.

In relation to the teaching and learning process, e-dialogue journal is important for the teachers and other stakeholders. The teacher and stakeholder can make use of the relaxed atmosphere of the Eventhough there is no single method considered very good materials compared to other method or technique. In addition this material is a variety of the other materials for teaching reading and writing. Materials does not refer to only coursebook but it refers to cassettes, videos, CD-roms, dictionaries, grammar books, readers, workbooks or photocopied exercises. Furthermore, materials development for reading and writing using dialogue journal is the processes that exist in the teaching and learning activities. In line with the idea. Tomlinson et al, (2004) state the design of materials construction is the process involves in evaluating, adapting, writing and using teaching materials.

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With regard to the concepts of e-dialogue journal. In this material is computer based email or facebook or line, dialogue journal is a kind of written conversation Kerreff(2010). Furthermore Tomlinson et al, (2004) state materials design is the process involves in evaluating, adapting, writing and using *reading and writing materials provided by lecturer for the students to be their journals with the type of partner e-dialogue journals* (2006), The Description of Expertsreading and writing business letter materials in genre-based context evaluated in this phase was called prototype 2 which had been revised based on the feedbacks received in expertreview and one-to-one evaluation. The next one was field test which prototype 3, the revised product based on the feedbacks received in small-group test, was evaluated by implementing the use of business-based reading materials in genre-based context for teaching reading and letter writing skill for the Faculty of Economic students in a real class of management and accounting students of FE UTP. From the formative evaluation described above, validity of the product was evaluated in self-evaluation and expert review phase, practicality of the product was evaluated during one-to-one and small group, and potential effect of the product was evaluated as well in field test phase. Here are the brief summary of the procedure of study.

2. METHOD

2.1 Technique of Collecting the Data

Before developing the product, Jennings Informal Reading Assessment (Jennings, Caldwell & Lerner, 2006) was used to measure students' reading level in order to give appropriate reading materials. Students' reading level was assumed at first time based on their semester result then the test two above and two below of their reading level were given. The test consisted of five passages and each passage present some questions in form of multiple choice. There were four phases of developing the product in this study which were experts judgment, one-to-one test, small group test, and field test- For experts judgment, validation sheets in the form of questionnaire were used to know whether the developed products were valid or not. Then, two instruments were used in this developmental study. The first, reading comprehension test was used to measure students' reading comprehension and the second one was questionnaire to measure validity and practicality of the product. The form of questionnaire was Likert scale consists of twenty questions for students and expert of instructional design and seventeen questions for expert of content and English. The specification of Likert scale was SA (strongly agree), A (agree), N (neutral), D (disagree), and SD (strongly disagree) The questionnaire that was

received by the students from one-to-one evaluation and small group was analyzed. Five categories of Likert Scale in questionnaire were scored as shown in the table below: Genre-based context refers to three types of the reading text presented in this research including narrative, recount and descriptive texts'.

2.2 Technique of Analyzing the Data

To know whether the product was valid or not, the validation sheet from the expert review related to the content and instructional design of business-based reading materials in genre-based context were analyzed quantitatively and qualitatively. The data which were collected were tabulated and the result of each instrument was calculated as formula below (Riduwan' 2005).

3. FINDING AND INTERPRETATION

Some steps of instructional design model by Akker (1999) were applied in developing Business based Reading Materials in Genre-Based Context, namely, need analysis, design, and evaluation (self-evaluation, expert review, one-to-one evaluation, small group and field test) and revision'.

3.1 Need Analysis Results

The first step in this phase was analyzing students' characteristic, i.e. students achievement. The second step was curriculum analysis by analyzing the standard competence and basic competence of the FE standard and also the reading levels of the texts in the worksheet as their textbooks. The purposes were to know whether the levels of reading texts were appropriate with students' reading level and to know whether the genre of reading materials in worksheet matched with standard competence and basic competence stated in content standard. The result of curriculum analysis showed that the worksheet matched with standard competence and genre of the text of the syllabus of FE UTP.

3.2 Design

The first step conducted in this phase was to develop Islamic-based reading materials in genre-based context (prototype 1). The sources of reading materials were adapted from the internet, book and newspaper. The researcher has contacted Drs. Syafruddin Msi as the lecturer of "Business English". He agreed that some of the materials could be adapted as business-based reading materials in genre-based context for the business English class. The titles of the texts were Business transaction at Cinde market, Watch store of Harapan Baru in Sayangan Street Palembang, Jaya Raya Electronic, Stock market of Mandiri Bang of Palembang. The genres of the texts which were developed in business-based reading materials in genre-based context were narrative, descriptive and recount texts. The readability of the text was measured by using Flesh Kincaid Online in the internet. There were four texts adapted from many sources in this research. Jaya Raya Electronic Sales, Watch store of Harapan Baru was adapted and Astra Sales. The text entitled Stock Market at Mandiri Bank. The others were adapted from book and internet. Materials adaptation in this research means that the existing authentic reading texts were adapted into simple and short reading materials which was based on the students' needs and reading level. The sentences from the original sources were summarized/shortened the sentences, added/compiled from other sources and adjusted to the student's reading level.

3.2.1 Self Evaluation

The developed product was evaluated by the researcher in this phase. Some are misspelling, punctuation and ungrammatical sentences were revised. In addition, the layout of the cover such as the font and picture was revised and matched with the title of the developed product' changing the complex word became a simple word in order to suit the passage.

3.2.2 Expert Review

There were two experts as validator of the product in this phase. The expert of instructional design was labelled Expert I and the expert of content was labelled Expert II. Here is the comment and suggestion from the expert toward the developed product. The Comment/Suggestion of Expert Reviews toward the content and exercises Expert II (Expert of Content) Both of validators were given a questionnaire. The aspects of review in questionnaire were adapted from Tessmer (1993). The aspects reviewed related to the developed reading materials for expert of instructional design include:

- a. The appropriateness between material and curriculum,
- b. Material presentation,
- c. The appropriateness of materials with students, characteristics,
- d. Interest and motivation,
- e. The appropriateness between exercise and the evaluation and standard competence and learning goals, and
- f. The number of exercise and evaluation' meanwhile the aspects reviewed for expert of content include:
 - 1) Linguistic aspects,

- 2) Appropriateness content with students, characteristic,
- 3) Accuracy of the content,
- 4) Content presentation, and
- 5) Exercise and the evaluation aspects.

3.3. Evaluation and Revision

3.3.1 One-to-One Evaluation

There were three students in this phase including high, medium and low level students. In this phase, the students were asked to check the developed product i.e. finding errors of punctuation, spelling, layout and direction. Students' understanding and the problem faced by students toward the developed product also could be seen in this phase. Some errors in the developed product were found by students. They had difficulties in doing exercise in section three which was matching words. They stated that some of vocabulary words were new for them and they did not know the meaning. Then they got the explanation how to find the meaning of those words by guessing meaning from the text. High level student suggested that it was better if the preface page of each section gave the description of the genre of the text. The purpose was to give more information about the illustration i.e. generic structure, definition, etc. of the text before the students learned those kind of passages in order to obtain information about the genre of the text. The number of the items in every test should be equal.

3.3.2 Small Group

Small group was conducted to know the practicality of the developed business-based reading material in genre-based context. Thus, the result of prototype 1 was evaluated in small group which consisted of nine students including three students for each level namely high, medium and low level. In this phase, the instruction was conducted in three meetings (@40 minutes). There were four kinds of reading text used in this phase, namely The Business transaction at Cinde market, Wath store of Harapan Baru Palembang, Jaya Raya Electronic store at Bringin Janggut, Stock market of Mandiri Bank at Palembang. And the business letter of complaint, offer, collection as well as application and the reply of those letters based on the reading texts. These texts were given to see whether the prototype developed was practical before the tryout in the field test.

A questionnaire was given to know students' responses toward prototype 2 after the instruction was conducted. From the questionnaire, there were some suggestions and comments given by students in small group toward prototype 2. They are:

- a. The materials were brief and understandable;
- b. The materials helped the students to improve their knowledge about business transaction and their letter-writing ability; and
- c. The materials motivate them become better university students. The result of questionnaire also showed that the average score of prototype 2 was 86.8 meaning that the developed product had very good practicality.

Field Test Field test was conducted to see the potential effect of the developed business-based reading and a letter-writing material which was indicated by the percentage of students who passed the minimum mastery criterion which was 75. The students participated in field test were management and accounting students which consisted of 24 students. In this phase, students were taught by using the developed business reading materials in three meetings. Students' reading comprehension achievement which were obtained from the posttest were also compared to their reading comprehension achievement which were obtained from the pretest. The results showed that there was improvement between students' reading comprehension achievement in pretest and posttest. It showed that the students' average score in pretest was 75.5 while their average score in posttest was 92.8 which the gain was 13.3. As field test was intended to see the potential effect of the developed reading materials, the percentage of number of students who passed the minimum mastery criterion of Business English subject of FE UTP (i.e.: 75) was calculated. The posttest result showed that 24 students participating in field test reached scores above 75. Since 100% students passed the minimum mastery criterion, it can be concluded that the developed ESP reading and business letter-writing materials had very high potential effect. This finding indicated that the developed materials were matched with students, characteristics in which the difficulty level of texts were appropriate with students, reading level for business letter-writing at FE Tridianti University so that the developed materials were neither too difficult nor too easy. Thus, the developed reading materials were very potential to be used in the classroom which students could improve their reading comprehension achievement and learned business letter-writing simultaneously.

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Questioning Types in Teacher Talk in English Language Teaching

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Abstract

Classroom questioning is an extensively researched topic. This paper examines the types and functions of questions of teacher talk occurred in English language teaching. An exemplary teacher teaching English in different materials in a second year class of state senior high school was the subject of the study. Transcripts from the audio visual tapes and field note from classroom observation were analyzed. Findings revealed that there were the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. The referential questions and open questions were the dominant depending on the material that the teacher transferred to the students. Otherwise, the display and closed-ended questions were used only a few times by teacher. The function of the questions was dominated by the use of questions that were for encouraging the students to participate in classroom instruction.

Keywords: Question Types, Teacher Talk, Display and Referential Questions

1. INTRODUCTION

A common problem that EFL (English as a foreign language) teachers are facing is to deal with a passive class, where students are unresponsive and avoid interaction with the teacher. Teachers persistently ask questions to seek interaction in a teacher-class dialog, expecting at least one student to respond. This can be a frustrating experience for the two sides.

However, students often are reluctant to made response even if they understand the questions, know the answers, and are able to produce the answers. In addition, students are rather reluctant to give feedback. The students, as a whole, donot respond voluntarily to the teacher's questions and donot participate in class discussions. Most of the class members sit looking straight ahead using minimal facial expressions, gestures and verbal utterances. Thus the teachers receive little oral feedback. What the teachers want are the students to be more positive and communicative in their feedback.

Considering the abovementioned situation, the teachers must have a particular strategy to elicit alive classroom interaction. According to Reference [1], a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. Recent research on questioning in teaching English based on teacher's questioning strategies in the classroom interaction by Reference [2] states that "the tendency for teachers to ask many questions has been observed in many investigations". It is presumed that the students likely show high interests and attention towards the teaching activity which utilizes questioning strategy.

Following this, questioning strategies used by the teacher then can stimulate students to be much involved in language learning process. Therefore inachieving the goal of teaching, teacher's questioning strategies must be viewed and applied because teacher's questioning strategy in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning. It must be applied in a good way as a teaching device in teaching-learning interaction. It required knowledge of type's questions, strategies, and the art of questioning skill.

This paper aims to describe the types of questions used in teacher talk on the basis of different view on the nature of the questions and the function of those questions' types.

2. TYPES OF TEACHER'S QUESTIONS IN ENGLISH CLASSES

Much of teachers' talk relates to questions and substantial research exists demonstrating that questions can assist learners in improving their linguistic ability. Most of the researches have used many different ways to classify teachers' question on the basis of different view on the nature of the questions. They are classified into: 1) procedural questions recall/process questions; 2) closed/open questions; 2) "Convergent" and "divergent"; 3) Display and referential questions; 4) and another taxonomy based on the cognitive level of classification are: higher and lower level questions.

Although there are some categories of question types, this paper uses these two categories of: 1) procedural questions recall/process questions; questions can also be categorized by whether they are 'recall' – requiring

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something to be remembered or recalled, or 'process' – requiring some deeper thought and/or analysis. A simple recall question could be, 'What is your mother's maiden name?'. This requires the respondent to recall some information from memory, a fact. A school teacher may ask recall questions of their pupils, 'What is the highest mountain?' Process questions require more thought and analysis and/or a sharing of opinion, 2) Open vs. Closed questions; questions are closed because there is only one existing answer. The closed questions are usually yes/no questions or either/or questions. Therefore a 'closed' question is apparently more restrictive in terms of students' language output [3] while to open questions there is more than one answer. Open questions which ask for reason, explanation, description and opinion evoked linguistically and cognitively more complex student replies than questions for facts [4]. So 'Open-ended questions allow more insight into the way children think' [5]. In other words, they provide learners with more opportunities of interactions at advanced level of thinking and encourage learners to participate actively in their learning for producing more language output [4], and 3) Display vs. Referential questions; emphasizing on communication in language classrooms, some scholars such as Reference [6]; [7]; [8] have further suggested two questioning techniques for the teacher in EFL classrooms: "referential" and "display". The difference between these two types of questions is resembles to that between closed and open-ended questions. However, they differ in that display questions which the teacher knows the answer tend to be closed whereas referential questions which are the responses of the students are not known by the teacher are either open or closed ended [7]. According to Tsui, display questions "generate interactions that are typical of didactic discourse" whereas referential questions "generate interactions typical of social communication" [9]. The purpose of referential questions is mainly to seek information. It is used to foster students' skills of providing further information, giving an opinion, explaining or clarifying [10]. In other words, teachers ask referential questions for the purposes genuine communicative rather than testing the students' knowledge. In this regard, students' response to referential questions are often more meaningful, longer and subjective [6], [9]. Moreover, reference [11] added that a major characteristic of genuine communication is the occurrence of referential questions since such questions are important classroom tools to generate more target language use by the learners by increasing the amount of learner output and participation [12]. In general, referential questions are the types of communicative use of questions which encourages and enhance the learner to use the target language in foreign language classrooms.

3. THE FUNCTION OF TEACHERS' QUESTION

Questions in classroom serve as different functions. The functions can be basically grouped into three categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function [13]. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic [13]. The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve students in the classroom discourse, encouraging and challenging them to think.

In terms of its functions, there are several detailed reasons why questions are so commonly used in teaching and learning:

- a. They stimulate and maintain students' interest.
- b. They encourage students to think and focus on the content of the lesson. They enable a teacher to clarify what a student has said.
- c. They enable a teacher to elicit a particular structure or vocabulary items.
- d. They enable teachers to check students' understanding.
- e. They encourage student participation in a lesson. [14].

4. METHODOLOGY

This study investigated the questions which were asked by an exemplary teacher in senior high school in Lamongan, East Java Indonesia. More specifically, it aimed to answer the following questions: 1) What types of questions do the teacher ask?, and 2) What functions of questions do the teacher ask? The subject of the study was an exemplary English teacher of state senior high school which had more than 10 years of teaching experience. The classroom observations were done to collect the data which were equipped by audio visual recordings.

The author used tabulation to classify the data and descriptive statistics in computing the data to gain the answers of the research questions of the study. The data were gained from two-time classroom observations which then the audio recordings were transcribed. Having analyzed the transcripts by identifying all the teachers' questions in them and classifying these using the distinctions between recall, process, open, closed, display and referential questions discussed above. The author then counted the amount of teachers' questions. The frequency information about teachers' questions to calculate the total numbers of questions for each transcript and the overall frequencies for each type of question.

5. FINDINGS AND DISCUSSIONS**5.1 Types of Questions in Teacher Talk**

- a. This study has revealed seven points related to the questioning types, namely:
- b. The teacher used some types of question in questioning the student.
- c. The teacher was questioning the students in all session of teaching.
- d. The teacher repeated the question in different or the same sentence.
- e. The teacher translated the question or mix the question into Indonesian and emphasized the question when the students seemed confuse.
- f. At least there were three forms of questions used by teacher, namely WH-questions, Yes/No questions and statement questions. Those forms were distributed in each type of questions discussed previously.

The author made such classifications of teachers' questions in three forms, namely WH-question (WH), Yes/No Question (Y/N), Statement Question (SQ). There were 101 questions found from two transcripts. Table below reveals the finding of present study.

Table 1. Teachers' Question Types in Teacher Talk

No.	Types of Questions	Total	WH-	Y/N	SQ
1.	Recall	50%	37%	6%	8%
2.	Process	50%	19%	19%	17%
3.	Open	65%	11%	-	3%
4.	Closed	36%	45%	36%	22%
5.	Display	33%	15%	5%	3%
6.	Referential	79%	38%	20%	22%

The teacher used recall question in the form of WH-Question to elicit students' memory to answer the questions. There were found 37 recall question or 37% in the current form. Among 37 questions, some of them were similar questions which were repeated several times. The most frequently used for WH-question was the questions word of "what" which occurred 11 times. The use of 'what' only required short answer from students. The teacher used 'what' in terms of classroom activities that was being running by the students. Such question like '*What is the title of your group performance?*' was asked several times to get information about the presentation performed by the students in front of the class. When he was questioning his students, he may not remember the title of the speech that would be performed by the students' group. The answer that may be expected from the students aimed to recall the students' memory of their own assignment. The form of the recall question was in WH-question. The other form of recall question occurred in Y/N questions' form (6%) or 6 occurrences. Most of the questions in the current forms were questioned by the teacher to obtain the answer 'yes' from the students as the teacher intended to know the memory of the students of some particular meaning. The questions were classified into this category were like '*Do you know what is the meaning of resolution?*', '*Do you know what is the meaning of bullying?*' etc. The similar questions asked by the teacher about the meaning of vocabulary were repeated several times. From the way the teacher asked the questions, the teacher expected that the students already knew the meaning of the vocabularies and the student would answer 'yes' and then tailed by the meaning of the/ vocabulary being asked. Therefore the questions were classified as recall question. The last form of the current type was statement question. It was actually such an ordinary statement, but it was pronounced by higher intonation at the end of utterance. The samples that went to the current type were '*Ni'mah and?*', '*And you...?*'. The questions were actually in the form of statement by eliminating verb and object. Yet the teacher used them in order to gain the answers. In those context, the teacher intended to know the name of the student as the partner of Ni'mah and the title of the topic when he asked the later question.

The process question was found only 19% in WH-question form, 19% in Y/N question form and 17% in statement question form. The process questions were the questions that required a deeper thought to answer. The students may need some more time before answering it. Such question '*What can we learn after we talk about the story, Ni'mah?*' would make the students think what she had learnt from the story. The answers among the students might also be dissimilar from one another. The questions that involved a process to think profoundly fit in process questions. The second form of process questions was Yes/No question. the questions '*Have you finished?*' or '*Do you know what the meaning of public speaking is?*' commanded an answer of a process of an activity of doing something or thinking something. For that reason, those questions went to process questions in the form of Yes/No questions. The last form was statement question of process question. There were found 17 occurrences or 17% of this type. Most of this type of questions were dominated by the presence of asking the progress of an activity in the classroom by stating a declarative sentence in questioning tone. The samples were like '*Finish or not?*', '*The last group is ready or not?*'.

To sum, the two earlier types of questions, recall and process question, was fairly similar in the occurrences. It may lead to assumptions that the teacher allotted those type of questions during the classroom instructions.

Some repeated questions may also initiated students to give more responses since they already got familiar with the repetitive questions.

Based on the answer that may be elicited by the students, it was also known by open/ended questions. Slightly different from the preceding two, the present question types were examined by the students' answer. A closed-ended question required only some restricted answer. It may be yes or no question of one of the options stated in the question. This type occurred 28% among all questions types asked by the teacher. In Wh-question form, it was found 45%, which means the most frequently open/closed ended question occurred in the form of WH-question. There were found 11 occurrences of the questions like *'What is the title?'*. It happened since during the classroom instructions, there were group of students' performances with different theme or topic or title of the presentation. Therefore, the teacher asked such question for more than 5 times.

The second form of question is Yes/no question. Particularly in the current type, it was found 21% among all forms. The questions like *'Ni'mah, do you bring ECC book?'* was very dominant. It did not demand long or thoughtful answer as the teacher just asked a closed-ended question. the last form was statement question of open/closed-ended question. *'Alone or in pair?'* was sorted as a closed-ended question in the form of statement. The teacher expected that the students might only answer in short response between *'alone'* or *'in pair'*. The expected response was very restricted therefore it went to the mentioned type of question. Meanwhile the open-ended question was found totally 72% in all forms. In Wh-question form was 11%, and in statement question was only 3%. The sample of open-ended question in the form of WH-question was revealed in such question *'How to deliver the speech?'*. The teacher asked the question to gain the students' knowledge about how to deliver the speech. The answer from the students could be complementary each other which meant that the answer was open for everybody as long as it met the criteria of the task assigned by the teacher.

The last group of question types were display and referential. The display questions distributed 33% and the referential supplied 78% from total amount of questions. The display questions that were found 15% were dominated by the presence of such question *'Where did the story happen'* for six times. The questions showed that the teacher intended to check the students' comprehension of a text being discussed. Since the teacher knew the answer of the question, hence the question fit in display question. Therefore, the teacher asked the similar questions for several times and aimed to different students. The display question in the form of yes/no questions were found in such question of *'Is it happy ending or sadness ending?'* for more than three times. It seemed the teacher liked to repeat the same question continually to elicit the students' responses. Meanwhile, the last form of display question was in statement question. Those questions were like *'The ending is sadness or happiness?'*, *'In the picture, Mr...?'*. Those questions revealed that the teacher kept asking the students to check their comprehension on the reading text. The teacher himself already knew the answers, yet he had to questioned the students to make them comprehend and aware of the material in the text.

The pair of display question is referential question that the teacher does not know the answer of the question. The referential question served 78% from total amount of questions. It showed that the teacher stimulated the students' cognitive domain by asking a lot of referential questions. In the for of Wh-question, the referential questions were like *'Who presented yesterday?'*, *'Where is your friend?'*, *'What is your complete name?'*, etc. Those questions revealed that the teacher did not know the answer since the questions were not about the material of the lesson. The present type of question was one of ways the teacher build communication and interaction with the students.

In terms of its functions, there are several detailed reasons why questions are so commonly used in teaching and learning.

- a. They stimulate and maintain students' interest: 17%.
- b. They encourage students to think and focus on the content of the lesson: 15%.
- c. They enable a teacher to clarify what a student has said: 2%.
- d. They enable a teacher to elicit a particular structure or vocabulary items: 11%.
- e. They enable teachers to check students' understanding: 13%.
- f. They encourage student participation in a lesson: 38%.
- g. They enable teachers to check students' activity progress: 5%.

6. CONCLUSIONS AND SUGGESTIONS

6.1 CONCLUSIONS

This research described the use of questioning types in teaching classroom through applying some types of questions and using them in mostly session in the teaching. It was found that the teachers applied more than one type of questions. Referential questions were applied frequently in all session of teaching. Meanwhile, open questions were applied less than the referential one. It comes to the conclusion that the teacher tried to build good classroom interaction by applying those two types of questions. The least occurrence of question type was display question. The presence of a few display questions could be an indicator that the teacher intended his students' more comprehensive rather than only answer the display questions.

Based on the research findings, the teachers should repeat their questions to clarify the meaning sense of the questions, and translate it into Bahasa Indonesia when the teachers find difficulties on students in understanding the question. Yet this paper did not present the result of the teacher talk in Indonesian.

In terms of the functions of the questions, this study revealed that the most functions of all questions were about to encourage the students to take a part in the classroom instruction. Hence, it can be concluded that the objective and the aims of the use questioning strategies as a teaching device can be reached by doing and applying the questioning types in a good and appropriate way, and make the interaction and communication between teacher and students are more valuable.

6.2 SUGGESTIONS

In this research, the authors recommend that teachers must apply many questioning types in all sections of the teaching such as applying open/closed questions, recalling in the beginning, addressing referential questions in the beginning or at the end of teaching, or displaying after explaining the lesson or during task working, and other types of question in EFL classroom. Furthermore, the questioning strategies should be applied based on the lesson and the level of students to make the learning process run well. This research suggests to all teachers to do the same strategies in questioning, are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning, translate or mix the question into Bahasa Indonesia when necessary, when the students seemed confused, and try to be closer to the students to know their weakness or their problem in learning. The awareness of the functions of questions may not be neglected to make the teacher more comprehensive in teaching and elicit students to be interactive in the classroom instruction.

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Quality Management “PPEPP” In the Quality Assurance Quality Based on the Quality Culture of STKIP Nurul Huda

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Abstract

The purpose of this writing is to show that the quality management “PPEPP” is as one way in improving the quality of the college to improve the quality assurance. It is focused for STKIP Nurul Huda. As we know that the quality document is one of the factors in organization that can compete, so the document is prepared as an advantage. Quality assurance is hoped to be able to grow the quality culture begin from stability standard, application, evaluation, control and improving standard continuously. One way in quality assurance through quality management PPEPP stands for Penetapan (stability), Pelaksanaan (application), Evaluasi (evaluation), Pengendalian (control), Peningkatan (improving). It is hoped that it can give Kaizen result or continuous quality improvement college and organization health, especial for STKIP Nurul Huda.

Keywords: Quality Assurance, Quality Management, PPEPP, Quality Culture

1. BACKGROUND

The institution of teacher training and education (STKIP) Nurul Huda is as one of institution in South Sumatera. Through vision and mission have the commitment to give contribution to the society by the result is the qualified educators. The quality assurance system is one of organization aspects which is formed by Moslem foundation Nurul Huda which is named quality assurance foundation (LPM) Nurul Huda institution. It formed in 2016 to do quality assurance which is consistent and continual for executive Nurul Huda institution based on quality standard hoped. The program of LPM is done to increase quality culture STKIP nurul Huda that’s given in quality standard or the standard for Dikti National standard and Dikti standard from STKIP Nurul Huda.

This quality document is one of the factors of certainty organization that can compete, so the quality document is an advantage. The quality document / standard are formulated in Internal Quality Assurance System (SPMI).

2. THE QUALITY ASSURANCE SYSTEM OF STKIP NURUL HUDA

The constitution no.20 in 2003 about National education system stated that education is done through the National education system to get the purpose of National education that is the development of ability and also the improvement of life quality and Indonesia human prestige. The implication from this role needed educational quality National standard in government role no.19 in 2005 about National Education standard.

The college is given autonomy independently by government in monitoring from the college, so that STKIP Nurul Huda based on autonomy which is given by government try to make as maximum as possible to do monitoring to execute education in STKIP Nurul Huda, the focus is quality culture. The quality assurance system is a system of quality assurance of college done by STKIP Nurul Huda through three sub system, they are:

- a. PDPT (*Pangkalan Data Perguruan Tinggi*) is the activity of the collecting systemic, preparing and saving of the data by Ditjen Dikti for monitoring of the activity of college by government.
- b. SPMI (*Standar Penjaminan Mutu Internal* or Internal quality assurance standard) is the college education quality assurance through quality assurance foundation (LPM) of STKIP nurul Huda.
- c. SPME (*Standar Penjaminan Mutu Eksternal* or external quality assurance standard) is the systemic activity for scoring decently STKIP program by BAN-PT or independent accreditation foundation from outward of the college believed by government to monitor collegian for society as public accountability.

For getting vision, mission and purpose effectively, efficient and accountable, so every unit around STKIP Nurul Huda in planning and doing assignment has the function and serving must be based on quality standard which is better and follow manually or procedural in SPMI of STKIP Nurul Huda periodically done self evaluation and quality internal audit. SPMI is the systemic activity of collegian quality assurance by internally driven to pay the attention of activity for college education by collegian continually at pasal 50 ayat 6 UU Sisdiknas juncto pasal 91 no.19 in 2005 about education national Standard.

The activity of internal quality assurance system (SPMI) of STKIP Nurul Huda done by quality assurance foundation (LPM) of STKIP Nurul Huda. LPM for institution has responsibility to assurance institution quality and GMP (gugus Mutu Prodi or the quality of study program) has responsibility to assurance the quality of

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study program. The arrangement of LPM organization in the institution and study program is in the leader's decision letter of STKIP Nurul Huda.

3. THE QUALITY MANAGEMENT "PPEPP" OF STKIP NURUL HUDA

STKIP Nurul Huda in doing internal quality assurance system use PPEPP management (Penetapan (stability), Pelaksanaan (application), Evaluasi (evaluation), Pengendalian (control), Peningkatan (improving). They are in UU No.12 in 2012 about educational collegion and Permendikbud No.50 in 2014 about SPMI of educational collegion.

3.1 Dikti Standard Stability

The total number of educational collegion in SPMI they are dikti National standard (minimal standard) from Menristekdikti and Dikti Standard (more than Dikti National standard) from the college based on vision of the college. In stability Dikti standard, STKIP Nurul Huda stabilize Dikti National standard and Dikti Standard which is stabilized by collegion that must be more than Dikti National standard based on STKIP Nurul Huda vision periodically to standard.

The stability of STKIP Nurul Huda standard focus for measuring quality. First, measuring college quality based on educational collegion. It is measured to fulfill every educational collegion standard as agregat to get the purpose of college.

Second, measuring college quality based on interaction between educational collegion standard. It is not only measured to fulfill every educational collegion but also must be measured to fulfill interaction between educational collegion standard to get the purpose of educational collegion. The technique of formulation Dikti standard are:

- a. Formulation Dikti standard by using verb that can be measured, like stabilize, make, arrange, plan and solve the verbal that can't be measured, like understanding and feeling
- b. The formulation of Dikti standard must be
 - 1) Audience
 - 2) Behavior
 - 3) Competence
 - 4) Degree

3.2 The application of Dikti standard

The steps in SPMI through application of college Kaizen model. The application of Dikti standard is in SPMI document, SPMI manual document, SPMI standard document, and SPMI registration document. The forth documents then done evaluation and SPMI control by quality assurance foundation (LPM) of STKIP Nurul Huda then done SPMI improvement in application of college standard, the general content document, manual standard and registered focus for SPMI book.

3.2.1 The General Line of SPMI Content Document

- a. Vision, mission and the purpose of STKIP Nurul Huda
- b. Background of SPMI built by STKIP Nurul Huda
- c. The scope of SPMI book (like academic and non academic)
- d. The list and definition in SPMI document
- e. The general line of SPMI in STKIP Nurul Huda, they are:
 - 1) The purpose and strategy of SPMI
 - 2) The principle of SPMI application
 - 3) SPMI management (PPEPP)
 - 4) Unit or specific profession as responsible of SPMI (like organization structure and SPMI executive)
 - 5) The total number and name of all standard in SPMI
- f. The brief information about another SPMI document are manual SPMI, standard SPMI and registered SPMI.
- g. The correlation between internal quality assurance system and another document of STKIP Nurul Huda (statute: Renstra)

3.2.2 The General Content of Manual SPMI:

- a. The purpose of SPMI manual
- b. The scope of SPMI manual
 - 1) Manual stability standard
 - 2) Manual application standard
 - 3) Manual control standard
 - 4) Manual improvement standard
- c. The list of something must be done
- d. People who has responsibility in doing something
- e. The list of work must be done in manual SPMI

- f. The list of how and when it is done
- g. The list of registration or proforma must be made and used as part of manual SPMI
- h. The list of transportation used based on instruction in manual SPMI
- i.

3.2.3 The General List of Content Document / SPMI Standard Book

- a. The term definition (specific terminology used in order to solve multi definition)
- b. SPMI national standard (the reason of stability standard)
- c. The statement of SPMI content standard (content about A,B,C and D)
- d. The strategy for getting SPMI standard (what / how to get standard)
- e. Indicator for getting SPMI standard (what is measured / gotten)
- f. Interaction between the standard
- g. People in SPMI standard

3.2.4 The General List of Content Document / SPMI Registration Book

There are many things or total number of SPMI registration based on the purpose every standard can be curtained that every standard need registrations as measurement in the control of application standard, and record the qualityof the result from application standard

3.2.5 The evaluation of Dikti standard

- a. Dikti standard evaluation done by doing audit internal quality, it is examine Dikti standard at application steps
- b. The result of audit from internal quality are:
 - 1) Application Dikti standard pass Dikti standard already stated
 - 2) Application Dikti standard deviate from Dikti standard already stated
- c. The result of audit from quality of application Dikti standard, they are getting, passing, haven't passed or deviating from standard, LPM of STKIP Nurul Huda must do the control of standard.

3.2.6 Dikti standard controlling

In application of Dikti standard, it must be done:

- a. In Dikti application, if it get Dikti standard, so Dikti standard controlling can be STKIP Nurul Huda. It keep getting and try to increase Dikti Standard
- b. In Dikti Standard application, if it pass Dikti standard, so Dikti standard controlling can be STKIP Nurul Huda. It keep passing and try again to increase Dikti standard
- c. In Dikti standard application, if it has not gotten and or deviate from Dikti standard, so Dikti standard controlling can be STKIP Nurul Huda. It can do correction in application Dikti standard in order Dikti standard can be achieved or application Dikti standard come back to Dikti standard.

3.2.7 Improving Dikti standard

In application of PPEPP SPMI management, it will has the result of Kaizen or continuous quality improvement for the quality of college in STKIP Nurul Huda.

Invulnerable attitude in doing SPMI are:

- a. Quality first: all of thinking and activity stake holders in STKIP Nurul Huda must have the priority of qualification
- b. Stake holders-in: all of thinking and stake holdersin STKIP Nurul Huda must be focused on the activity (internal and external)
- c. The next process is our stake holders: everyone who is as stakeholder in the process of education in STKIP Nurul Huda must think another stakeholders that they do the result of application as stakeholders must be satisfied

Speak with data: in taking decision from the process of education at STKIP nurul Huda, it must be done partisipatifly and collegial otoritatifly

4. THE QUALITY OF ASSURANCE BASED ON QUALITY CULTURE

External quality assurance system (SPME) is the scoring activity through accreditation that stated the grade level of quality of study program and collegian. Based on UU No.12 in 2012 about college and Permendikbud No.87 in 2014 about accreditation study program and collegian. Accreditation is scoring activity based on criteria stated based on educational collegian national standard, it was done by independent accreditation. The purpose of SPME is:

- a. Stated the relevancy of study program and institution with based on the criteria that focus for collegian national standard;

- b. Give quality assurance for study program and institution externally in academic or non academic to protect students and society

The meaning of accreditation for grade level is:

- a. Good (baik), if it can fulfill the national standard for collegian;
- b. Very good (baik sekali) and excellent (unggul), if it more than the level need in national standard.

The time of accreditation status and grade level is for five years. It was done by accessory. Quality assurance through quality management PPEPP is hoped it can have the result of Kaizen and organizational Health in STKIP Nurul Huda. After doing accreditation it was gotten the result of STKIP's grade level is very good.

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School-Based Management Implementation at Muhammadiyah Elementary School of Metro

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Abstract

Education in Indonesia is not developed as those the founders of ASEAN. This results in the Indonesian graduate quality beneath Singapore, Brunei, Malaysia, Thailand, Philippines. This condition boosts to fix the Indonesian education system especially in the education management in every education unit level. One of ways is to implement school-based management (MBS). This approach started in 2002 by the policy of Nasional education ministry, Prof. Malik Fajar. The facts, up to this time many schools have not implemented MBS effectively. This triggers researchers' interest to carry out study deeply. This descriptive -qualitative study tries to describe information from data sources. The study was carried out at Muhammadiyah Elementary School of Metro. The informants of data source were the school principal, vice principal of curriculum, administrative staff, school committee representative and documents. The findings reveal that Muhammadiyah elementary school of Metro has implemented school-based management effectively. Each management function works effectively, collaborately along with school components.

Keywords: School-Based Management, Muhammadiyah Elementary School of Metro

1. INTRODUCTION

It is of our great concern that Indonesian education is underqualified. According to United Nations Development Programme (UNDP) in 2011, it is stated that Human Development Index (HDI) positions Indonesia at the lowest level among the six countries of ASEAN founders: Singapore, Brunei, Malaysia, Thailand, Philippines, and Indonesia. By the index 0.617, Indonesia ranks itself at 124 from 187 surveyed countries. UNDP explains that human development index points out long-term development evaluation covering three human-basic development dimension: age, education access, and economic standard.

Indonesia reformation demands in 1998 have brought about change in every aspect of life including politics, economics, social, culture and education policy.

Education reformation in Indonesia is marked by government wish to decentralize education management. This demands society participation actively to put regional autonomy into action. Thus, it needs school preparedness as the basic foundation of education. Being decentralized, education system enables to accommodate the whole needs of local government as given autonomy mandate. The authority given to city and local governments is based on broad, real and accountable autonomy.

Based on *Education in Indonesia, From Crisis to Recovery* conducted by Department of education and culture, World Bank recommends that schools be given broader autonomy along with accountable school management.

The given School autonomy aims at utilizing resources and improving strategies for implementing school-based management relevant with local condition.

The implementation of effective and efficient school management demands the main four management functions to be implemented intergratedly in managing education sectors. Hence, it is expected to be able to contribute to the improvement of the whole education quality. To bring about the change towards school improvement in providing qualified basic education services, there must be effective school management involving curriculum management, teaching program, personnel management, student management, budgeting and financial management, facilities management, public relation management, and special-service management altogether belong to School-based management effectively.

2. LITERATURE REVIEW

The concept of "*School Based Manajement*" was originally from United States of America in which it questioned the relevance between educations and demands towards local citizen development. MBS is new education paradigm which provides broad autonomy at school level with citizen participation along with national education policy. Autonomy is given in a way that schools manage resources freely in accordance with local need.

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Umiarso dan Imam Gojali (2010; 73), state that school- based management is to change decision making system by displacing the authority of decision making and management to local stakeholders. At this point, it enables to carry out decision in common at school by management team involving principal, teachers, parents, students, other communities to boost school leadership for the betterment of education quality.

In line with Sudarman Danim, (2005; 34), that MBS is "a process of school community work by implementing rules of autonomy, accountability, participation, and sustainability to attain education goal and qualified learning." the process of school management is done continuously involving the school stakeholder and the whole components.

Meanwhile, according to Slamet P.H, in Sudarman Danim, the term 'school based management' stems from three words; management, basis, and school. Management is coordinating resources through a number of management units to reach for goals or to fulfil customers' needs. Basis means to be based on or focused on. School is the lowest organization of National education department functioning to generate basic skills to students based on the characteristics of legalistic (macro, meso, micro) and professionalism (human resources qualification; specifically for service/things, working procedures) (Daryatno; 2013: 215).

School-based management (MBS) according to Eric Digest in Syaiful Sagala (2011; 155), "developing two dimension of understanding, (1) *the governance reform in school management*; and (2) *an overall push for curriculum and instructional reform* yaitu".

Both are a unity, in which the main orientation of school management change aims at improving teaching learning quality.

2.1 The Goals of MBS

The goals of school-based management (MBS) basically is to create better working procedure in four areas, namely (1) the increase of effective resources and staff assignment; (2) the increase of teacher professionalism and staff; (3) The emergence of new ideas in curriculum implementation, teaching-learning technology application, learning sources utilization, and (4) the increase of society participation and stakeholders, (Syaiful Sagala; 2011: 157).

2.2 The principles of MBS

MBS is principally known as K8; (1) Commitment, Principal and school community have to possess strong commitment in supporting all community to run MBS. (2) Preparedness, All school communities must be ready physically and mentally to run MBS, (3) Involvement, Effective education involves all stakeholders to educate students. (4) Institution, School as an institution is the most crucial unit for effective education. (5) Decision, all decision of school must be made by those who understand well about education. (6) Awareness, Teachers must be aware to assist in decision making towards education and curriculum programmes. (7) Autonomy, School must be given autonomy so that it enables to make decision towards budget allocation. (8) Endurance, Change will last longer when it involves school stakeholders. (Husaini Usman; 2006: 498)

While in the process, effective school possess a number of process characteristics, namely: (a) effective teaching learning process, (b) Solid School leadership, (c) Secure school environment, (d) effective staff management, (e) Qualified cultural selection, (f) Solid teamwork, (g) Autonomy, (h) Intensive participation among school community and society, (i) Willing to make a change (innovation), (j) Continuous refinement and evaluation, (k) Responsive and anticipatory towards needs, (l) good communication, (m) accountability.

Meanwhile, education input which is related to school has policy, goals, and clear outcomes, ready-use resources, competent staff, and high dedication, having good achievement, focused on customers, and the management input availability to run school (Suharno: 2008: 45-52).

Sergio Vani cited by Umiarso dan Imam Gojali describes effective school indicator if the students evaluated by independent institution shows any score increase. The students show enthusiasm in learning and it reflects in their attendance or presence. Teachers are consequent in giving students homework and feedback. School provides programs and extracurricular activity schedule. The school involves parents and society participation to be concerned towards the school development and improvement (Umiarso; 2010: 349-350).

2.3 Implementation strategy of School Based Management

School based management implementation will run effectively and efficiently if only it is supported by professional human resources to run school, good budgeting, good facilities to assist teaching learning activities, and good support from society (parents). The schools condition in Indonesia nowadays varies in terms of quality, school location, parents' participation. Qualification varies from outstanding schools to left behind schools, from city schools to rural schools. In addition, parents' participation ranks from good participation, middle, and even no participation at all.

Departing from the varied school condition, therefore it is necessary to have special strategy in implementing school- based management in every unit level of education. To make it happens, the followings must be taken into action:

2.4 Implementation set of rules

MBS needs a set of rules and general guidance that can be used guidance in planning, monitoring, evaluation and also program report. School plan is one of important rules in conducting MBS. While things included in the plan among other thing are vision, mision, school goals and priorities and strategies will be accomplished.

One important thing in implementing school based management is related to seven components, namely: (1) Curricullum management and teaching program; (2) Personnel management; (3) Students management; (4) financial and budgetting management; (5) facilities and infrastructure education management; (6) public relation management; and (7) special service management. The followings are the explanation;

2.5 Management of Curriculum and Teaching Program

The components of curriculum and teaching program management cover Plan, action, and curriculum evaluation. The plan and nasional curriculum development are generally carried out by National Education Department (now Ministry of National education and culture).

At the lowest level of school is how to put curriculum into action and adapt it to learning activities. And schools must be in charge to develop local content curriculum in line with their society needs.

As stated by Nan Syaodih Sukmadinata (2007: 38) the main foundation in developing curriculum are phylosophy, phsycology, social culture foundations along with science and technology development.

Meanwhile, Herman H. Horne as cited by Iskandar Wiryokusumo dan Usman Mulyadi (1988: 49), explains bases for curriculum designing as follow, (1) phsycology base; this is used to fulfil and find out ability attained and children needs, (2) Sociology base; It is used to know what society demand towards education, (3) Phylosophy base; it is used to discover value to be attained, (4)And Local content development aims at (1) understanding and loving students surrounding, (2) Willing and able to conserve and develop resources and social quality, (3) getting to know culture which support national development, and (4) developing culture which support local development so that students will not be out of their milieu social culture.

2.6 Personnel Management

The success of school –based management is very determined by the leader’s success to manage every person at school. The personnel management aims at empowering personnel effectivelly and effeciently to achieve optimal outcome but still in fun ways.

Widely, the action of staff management in Indonesia covers at least seven main activities, namely: (1) plan; (2) procurement; (3) nurturing and developing; (4) promotion and moving place of work; (5) discontinuance; (6) compensation, (7) staff evaluation.

2.7 Students Management

Students’ management aims at organizing every activity of students so that learning activities at school run well and achieve school education goals. To make them happen, students management at least possesses main tasks, namely (1) new students acceptance; (2) common progress program, and (3) discipline guidance and improvement.

Principal duties in handling students program are related to the followings: (a) Students’ presence at school and problems as such, (b) acceptance, orientation, classification and students appointment to class and study program; (c) Evaluation and study progress report; (d) Supervision program for disable students; (e) students dicipline control; (f) guidance and counseling program; (g) health and safety program; and (h) personal, social, and emotional adjustment.

2.8 Financial and budgeting Management

Finance and budget are among resources that directly support the effectiveness and efficiency of education mangement which successively demands schools to plan, act, and evaluate and account for budgeting management transparantly to society and government.

According to Koonts (1982) as cited by Nanang Fatah (1996: 68), he stated that budgeting is a fundamental plan instrument. Budgeting is meant as operational plan from an activity or project containing lists of expenses for certain period. Financial resources and financing at school in general is classified into three sources, namely: (1) central or local government specifically or generally allocated for the sake of education; (2) parents or students; (3) binding or not binding society.

2.9 Management of Eduaction facility and infrucstructure

Education facilities are apparatus and equipment which are directly used and support education process, especially in teaching learning process. Meanwhile, education infrastructures are meant as facilities which does not support directly to education process, like yard, garden, park, path to school, etc. Mangement of education

facilities and infrastructure is in charge to organize and maintain education facilities and infrastructures in a way that contribute optimally for education.

2.10 Management of Public Relation

School is as a place to create harmonious relation with society. Thus, it enables cooperation to improve the education quality. The harmonious relation between school and society in attaining school goals allows running education effectively and efficiently. Principally, the relation between school and society aims at: (a) advancing the quality of learning children growth; (b) establishing relation in improving life quality and society life; and (c) promoting society to create relation with school

3. RESEARCH METHOD

The method applied in this research is by observing, understanding, describing from data source being investigated. This study focuses on Elementary education institution which applies school-based management in improving effective management at Elementary school of Muhammadiyah Metro, in Metro.

In collecting data, interview and observation methods are used. The data gained are analyzed descriptively which means it describes information from determined informant. The target of primary data source in this study will be informant as well whether key informant or expert informant. While, the source of secondary data is the principal, vice principal, teachers, administrative staff, school committee representative, and public figures who concern with school program.

Data analysis in this research is carried out before, during, and after data collection up to the accomplishment of research report. The technique of data analysis is conceptualistic inductive which means that empirical informations collected are building concepts or prepositions lead to substantive theory. To make it understandable, the following data processing steps are drawn:

- a. Editing, checking the data collected from informant.
- b. Classification, combining the results of informant answers into some alternatives
- c. Tabulation, coding towards items
- d. Interpretation, interpreting the informant answers based on its percentage so that final conclusion can be drawn.

4. RESULT AND DISCUSSION

Based on the result of descriptive qualitative analysis, the findings of this research is Elementary School of Muhammadiyah Metro has implemented school-based management effectively. In management, this school applies management functions effectively by involving the whole school components collaboratively with every element and school staff. This can be seen from the goals attainment of Elementary school of Muhammadiyah Metro, in Metro which is line with the plan. The increase of effective school management covers school-based management components which are related to: (1) Curriculum management and teaching program; (2) Personnel management; (3) Students management; (4) financial and budgeting management; (5) facilities and infrastructure education management; (6) public relation management; and (7) special service management.

And the success of school-based management implementation at Elementary school of Muhammadiyah Metro reflects on indicators of effective management in context components of input, process, output as well as outcome. Those can be explained through the following result of analysis:

- a. The key success of school-based management (MBS) at Elementary school of Muhammadiyah Metro, in Metro in improving effective school management is caused by efforts carried out by the school and all other elements. The efforts are: (a) establishing institution foundation through formulating vision, mission, goals and school development; (b) Possessing solid leadership based on teamwork; (c) Managing and developing human resources well through well-established rule mechanism of employee affair. (d) effective teaching and learning, (e) Supporting school with adequate facilities and infrastructures, (f) The participation involvement of society and trust towards school. (g) The control of mechanism, evaluation, and improvement done continuously
- b. Being school-based management (MBS) at Elementary school of Muhammadiyah Metro in Metro, it can be seen the increase of effective school management marked by the improvement of school achievement either academic or non academic. The percentage increase of graduates from the Elementary school of Muhammadiyah Metro who are accepted at favourite Junior High School in Metro, as well the increase of trust and society interest to send their children to study at Elementary school of Muhammadiyah Metro from time to time.
- c. The success of school-based management at Elementary school of Muhammadiyah Metro also stems from: (a) All school elements having strong commitment to create vision, mission, goals from time to time even though the principal is replaced over time. (b) The readiness and togetherness of teachers and staff of Elementary school of Muhammadiyah Metro who mainly come from Muhammadiyah organization enables to manage school organization; (c) The awareness and solid commitment in teamwork and share each role with task and responsibilities.

Meanwhile, problems encountered in the implementation school-based management at Elementary school of Muhammadiyah Metro are: (a) The lack of human resources based on academic qualification needed from year to year, especially teachers with cadre-based alliance (b) The demands to be roomteacher with know-all material which does not match his or her academic qualification (for subject teacher); (c) The lack of school facilities and infrastructures in the teaching learning process such as learning room capacity, laboratory for language and science, and the limited parking lot, and school yard.

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The Using of Hybrid and Blended Learning Model to Reinforce Language Learner Motivation and Learning

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Abstract

The purposes of this paper are to (1) describe the using of hybrid and blended learning model in language learning, (2) explain the way of implementing these two learning models, and (3) hook it to the language learning motivation and material process based on learner needs. The rapid development of recent technology has touched many fields of human life, including language teaching and learning process. Hybrid and blended learning model become the popular term in pedagogical environment nowadays, as the effect of rapid technology development. Hybrid and blended learning model combine or mix the traditional teaching concept (face to face) and modern teaching concept (web-based learning). Although these two learning models seem the same, there are actually some differences in the implementation, which would be explain in this paper. These learning models are frequently choosen to create an efficient time of teaching learning process, related to the list of learning material and leaner need. The combination of traditional and modern teaching concept could increase learners' motivation and the interaction between learners and their subject. There are three major conclusions of this paper: (1) there are at least two differences between hybrid and blended learning model implementation: the percentage and design (also structure), (2) the implementation of these two learning models should be based on what learner needs, and (3) these learning models could be used to reinforce language learning motivation and material.

Keywords: Hybrid Learning Blended Learning, Language Learning, Traditional Teaching, Modern Teaching, Computer-Mediated Learning, Web-Based Learning.

1. INTRODUCTION

Teaching and learning is essentially the process of transferring knowledge from teacher to the learner. The effectiveness of transferring knowledge could be achieved by selecting appropriate learning model, which should be supported by learning approach, method, strategy, and technique. Therefore, teacher should choose appropriate learning model to lead teaching learning process. In this case, the selection of appropriate learning model would help teacher to achieve the predetermined goal of learning.

In the case of language learning, ideal language learning should be aimed to some stages of increasing communication skill of the learner to use language properly, either in the form of oral or written. Thus, Language learning should be effectively and efficiently implemented to optimize and establish learner language skills: writing, speaking, listening, and reading.

The four language skills are not easy to be mastered. The learners might be flustered by some difficulties found in learning and developing their language skills. As the result of this problem, leaner would experience the lack motivation to learn language. In addition, language teachers should have plentiful times and chances to deliver many learning materials. In consequence, they should find out the best way to overcome this language teaching learning problem so that the goal of learning would be easily achieved.

The famous term to overcome the lack motivation of learner in joining on learning process is "reinforcement". In language learning process, giving reinforcement to the learner is a good method to motivate and "activate" learner to be ready in receiving the four language skills knowledge transferred by the teacher. Both hybrid and blended learning, in the scope of language teaching learning, could be used as a media or way to reinforce learner motivation and learning material, as explained by Radosavlevikj Ref. [1].

The process of increasing learner language skill could be achieved when the teacher use appropriate learning model which is chosen based on learner needs and what faced by the learner. Learning model should involve reinforcement action in each learning activity. Learning model which could be used to help teacher in giving reinforcement in language learning is web-based learning.

Rapid development of technology inspires many language teachers to use advanced learning model which involve the use of technology. Internet, in this case, could be used to carry out internet-based learning model. Applying teaching learning process based on internet could make teacher to create an efficient time in transferring knowledge on the process of teaching learning.

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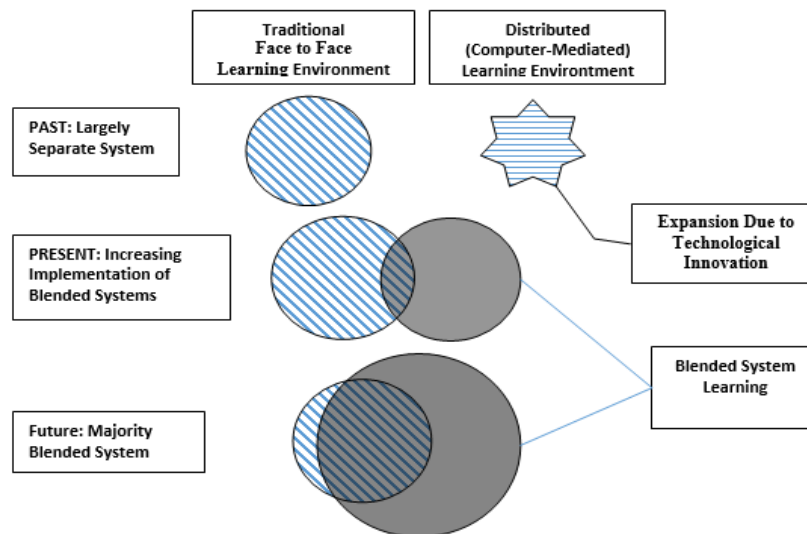


Figure 1. Progressive Convergence of Traditional Face-To-Face and Distributed Environments Allowing Development of Blended Learning Systems (Ref. 10)

Figure 1 above shows the development of learning system nowadays. In addition, the implementation of internet based learning could make flexible learning process because learning material could be accessed anywhere and anytime. An easy and flexible access offered in web-based learning makes this learning model is widely implemented on many pedagogical environments.

Internet-based learning model could be developed by using some applications e-learning, CMS (Content Management System), video streaming, skype, website, blog, and LMS (Learning Management System). Some of those applications are free and open source, so that people could modify and develop the application based on their need.

This learning model inspires teacher to able in combining traditional and modern learning style. The famous name of this learning model is hybrid learning and blended learning. Those two learning models could be used by teacher to maximize language teaching learning process.

Hybrid and blended learning model actually refers to the same concept, combining traditional learning style (face to face) and modern learning (web-based learning: Moodle, Atutor, Efront, Edmodo, etc). The traditional learning is applied in the classroom, and modern learning process is applied online or published.

Since modern learning model now provides easy access to learning material, the learner could access the subject (learning material) anywhere and anytime as long as there is internet access. This easy access which would present reinforcement in language learning process.

2. TRADITIONAL LANGUAGE LEARNING STYLE

Appropriate learning model could help teacher to make the learner receive learning material with better comprehension and create enjoyable environment in the classroom. To achieve this goal, learning process could be firstly implemented by analyzing learner needs, giving attention to learning model used, and selecting relevant learning model.

Traditional language learning style could be simply defined as face to face (F2F) learning process in which teacher attend to the classroom and interact with the learners. This learning style tends to teacher-centered learning process because teacher lead the channel of learning. Bersin in Reference [2] explain that the problems faced on this learning style are:

- a. Lack of scale
- b. Large class sizes and expensive cost
- c. Long deployment test

The problems found on traditional learning style above could give unwanted effects to the effectiveness of the learning. The effectiveness of language learning could be easily achieved when teacher is able to choose relevant learning model. Learning model which could be used to overcome the problem of traditional learning style above are hybrid and blended learning.

Those two learning model combines traditional learning and modern learning style. Because modern learning style could be in the various form (video, graphic, or audio), learner would be motivated to the learning process. The combination of those two concepts could also stimulate learner motivation and provide good reinforcement action in delivering learning material.

3. HYBRID AND BLENDED LEARNING: DEFINITION AND DIFFERENCES**3.1 Definition**

Reference [3] provides rigorous definitions of hybrid learning and hybrid learning programs, and shed light on the many possible types of hybrid learning. Hybrid learning is a mixture of traditional instructor-led in-class learning and e-learning which does not require the instructor and students to be concurrently present in the physical classroom.

Hybrid learning represents approximately a half way point on the pedagogical spectrum. Simon in Ref. [4] explained that these learning systems are designed to leverage the strengths of face-to-face instructional contacts with web-based knowledge acquisition which focuses on distance learning and virtual collaboration. Hybrid and blended learning are learning models which their processes involve the combination of two learning concepts. Hybrid courses are courses in which a significant portion of the learning activities have been moved online, and time traditionally spent in the classroom is reduced but not eliminated as cited in Ref [5] by Graham and Stein.

Glazer in Ref [6] said that "Blended learning is the process of mixed learning concept: face to face and online so it becomes unique learning experience". According to Bersin Ref. [2], "Blended learning is the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats".

According to Tucker in Ref [7], "Blended Learning is integrated cohesive, it means that the learning model combines traditional learning style and online learning component. Furthermore, according to Thorne and Mackey, blended learning is a mixed learning concept which uses multimedia technology, CD-ROM, virtual classroom, voice-mail, e-mail, video streaming, and so forth.

Based on some statements above, blended learning could be defined as a learning model which combines traditional learning style (face to face) and modern learning style (web-based learning). These two learning models could solve problems related to limitations of learning time. Language teachers could transfer their knowledge as predetermined objectives. Thus, learning material could be optimally delivered. According to Reference [2], people choose blended learning for three reasons: (1) improved pedagogy, (2) increased access and flexibility, and (3) increased cost-effectiveness.

Learning is also assumed as a way to maximize the learning process. Blended learning could help teachers in giving appropriate reinforcement. The reinforcement is about the learner's motivation to learn language, the learning motivation would increase. Blended learning could make a unique learning experience. The learning process done by the teacher is not limited to receiving many theories which could reduce learning motivation in the classroom. The use of web-based learning would make learners have higher motivation and attention to language learning. In addition, reinforcement could help teachers in delivering learning material so learners could be able to receive transferred knowledge given by the teacher.

3.2 Differences

Both hybrid and blended learning actually refer to the same activity in which the learning process is combined: traditional and modern learning style. Since the two terms are related to the same activity, hybrid and blended learning seem the same. In fact, there are some differences between hybrid and blended learning.

3.2.1 The Percentage of Face to Face and Online Learning

Based on table 1 from Ref. [8] and table 2 from Ref. [12] hybrid learning, for example, there is a significant difference between hybrid and blended learning in which hybrid has 45-80 percent of online activities, while blended is 45 percent.

Table 1. Taxonomy of Terms Related to Hybrid and Blended Learning

No	Term	Definition
1	Web-enhanced	Minimal amount of online material: course announcement
2	Blended	Subjects that utilize significant online activities, but less than 45 per cent.
3	Hybrid	Online activities replace 45–80 percent of face-to-face class meetings.
4	Fully Online	80 per cent or more of learning materials are conducted online.

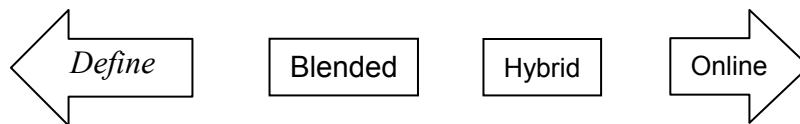


Figure 3. The Stages of Online Activities

Table 2. Example of Learning Design and Structure of Blended Learning

Minutes	Learning Goal	Meeting	Spesific Learning Goal	Allocation				Learning Material
				Face to Face	Σ	Web-Based (Online)	Σ	
200	1	1	1	1, 2, 3, 4, 5, 6	6			Basic Theory
		2				7	1	Basic Theory
300	2	3	2	1	1			Grammar
		4				2, 3, 4, 5		Grammar
		5		6	1			Grammar
400	3	6	3	1, 5, 6	3			Types of Text
		7				2, 3, 4	3	Types of Text
		8						Types of Text
		9						Types of Text
200	4	10	4	1, 5, 6	3			Writing Dev
		11				2, 3, 4	3	Writing Dev
200	5	12	5	1, 6	2			Correspondence
		13				2, 3, 4, 5	4	Correspondence
200	6	14	6	1, 2, 3, 6	4			Letter
		15				4, 5, 7	3	Letter
		16						Assessment
1500					20		14	

3.2.2 Learning Design and Structure

Hybrid learning is more designed to create an effective learning based on the learner need. When all learners are ready to receive knowledge transferring in the form of online activities, this learning model would be set. Language teaching in hybrid learning model is not focused on the predetermined learning structure or plan. The teacher could modify learning design and structure when those could not optimally give positive result in the process of learning. It means that hybrid learning is more flexible learning model which is not focused on learning design and structure, but more focused on learning content and the process of helping learner to receive learning material by using various delivering models.

Meanwhile, in other hand, blended learning is more focused on learning material. Teacher would design the learning based on learning material. “A blended learning activity is designed as a learning process which the student does”, as explained on Ref. [12]. In this case, blended learning denotes learning model which is more focus on the learning design and structure than the content of learning. As mention on the previous explanation, blended learning is designed by language teacher. In this learning model, learning design and structure has been arranged, and it must be carried out based on the design and structure. The teacher assumes that every design and structure which have been made is the best procedure to achive learning goal, see table 2 above.

4. THE IMPLEMENTATION OF HYBRID AND BLENDED LEARNING

4.1 Hybrid and Blended Learning

The implementation of hybrid and blended learning in language learning is firstly proceded by the process of building the knowledge. This process occurs on online access (CMS). This way is choosen in order to stimulate learner to have significant knowledge to achieve further learning. The second stage of of hybrid and blended learning is personal interaction. Personal interaction is done in classroom (face to face). After language learner builds the knowledge, in this stage, the teacher interacts to his learners. Teacher could also discuss some knowledge received from previous process. Furhermore, learner could also discuss unclear learning material on the first stage. The last but not least, the last stage of hybrid and blended learning is syntesis. In this stage, teacher would do some accessment to language learner skill. Language teacher would give some tests to access language learner skill and competency. This last stage is done by online, using CMS. There are many advantages of implementing hybrid learning. Lindeman in Reference [1] has clear explanation of advantages of hybrid learning implementation:

- a. Increased Learning

- b. Fosters independent learning
- c. Interaction
- d. Flexibility
- e. Convenience
- f. Increased Instructor satisfaction

4.2 Learner Development Stages in Hybrid and Blended Learning

The Figure 2 has relation to bloom taxonomy stages, which is usually applied on both hybrid and blended learning. The stage of building knowledge is done online, using CMS. The application and analysis becomes the next step. This stage is done offline or face to face in the classroom. In this stage, there is direct interaction between teacher and student. The further step is synthesis and evaluation. This stage is done online. In this stage, teacher gives test to access learner competency or skill.

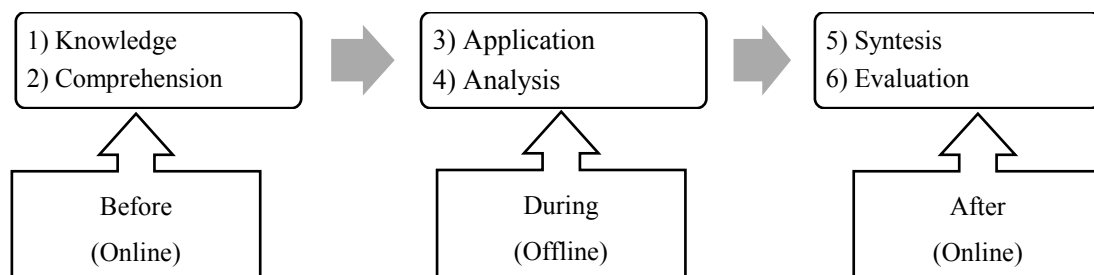


Figure 2. Hybrid and Blended Learning Using Bloom Taxonomy

5. HYBRID AND BLENDED LEARNING TO REINFORCE LEARNER MOTIVATION AND LEARNING MATERIAL

Reinforcement in teaching learning process is done in order to create reflective feedback from learning attitude. The respond could be in the form of verbal and nonverbal. Reinforcement is an important aspect in teaching learning. Reinforcement could be one of indicator which show that the learning goal is achieved. In this case, both hybrid and blended learning could be used as a learning model to create reinforcement to the learner.

Hybrid and blended learning model are not only about academic competency or cognitive aspect, but also psychological aspect of the learner. These two learning models could motivate learner attention to join on teaching learning subject or material developed by teacher. The reinforcement is not only limited to the learner motivation, but also learning material. In this case, delivering learning material in modern way or web-based learning could make the learner could learn in many situations. Thus, these two learning models could get realtime reinforcement. The more learners do online learning interaction, the bigger reinforcement could be had by them.

6. THE IMPLEMENTATION OF HYBRID AND BLENDED IN LANGUAGE LEARNING BASED ON LEARNER NEED

Reference [9] explains that web-based learning could free the learner to pursue alternative goals. The four language skills are the main aspects which would be learnt by language learners. These four language skills have the specific learning material. For reading skill for example, when learning material is about demonstration (reading loud or insentive reading), the learning material about this material could be published online, so that the learner could be easily access learning material. The wide content of language learning material should be smartly developed by teacher to deliver appropriate learning model. Blended learning could be used to solve the problem of delivering wide content of language learning material because blended learning is related to the learning design and structure. Reference [9] reveals that determined percentage between face to face and web-based learning should be related to learner levels (undergraduate, graduate, continue education), the class wide or audience, and learning material. The process of learner should be in line with predetermined learning design and structure. Meanwhile, in hybrid learning, the learning process is not focused on the learning design and structure. This learning model is more focus on the content of learning. Language teacher has prepared the design and structure. If there is some problem faced in the process of delivering material, the teacher could modify the design and structure of learning in order to effectively achieve the learning goal.

7. CONCLUSION

Hybrid and blended learning combine traditional learning and modern learning style. Because this learning model could provide unique learning experience, these learning models could reinforce learner motivation and

learning material. The reinforcement could be seen from the process of giving motivation to language learner and learning material.

The mix of delivering learning material would make learner become attractive. In addition, reinforcement process could be achieved if teacher could engage the learning material. The language learning could receive learning material on flexible way, as long as there is internet connection/access. Reinforcement, in this case, is formed from the quantity of language learners in receiving learning material learnt by them. The more language learners get easy access to learning material, the more they get reinforced.

Hybrid learning model is more flexible, and it is not focused on the design and the structure of the learning. Hybrid learning is more focus on the process of helping the learner to learn learning material by using dynamic and attractive delivering style or model. In contrast, blended learning model is more focused on the design or structure of the learning than the content.

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Application of Contextual Learning with Hanoi Tower Game to the Materials Relations and Functions

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Abstract

Mathematics has been considered as difficult subjects for students. To change that perception, the teacher should be able to present mathematics to be interesting and fun. Using the examples in everyday life, students can more easily construct mathematics from the abstract becomes more apparent. Contextual learning is learning that takes (stimulate, telling dialogue, or asked questions) on the real-world events experienced by students into the concepts that are discussed. Math games can be used as an alternative learning that it is possible to change the image of mathematics as subjects less preferred to be a lesson that is challenging and very loved by students. One presentation that can be used is by using Hanoi tower game. These games can help interest students to learn the relations and functions.

Keywords: Contextual Learning, Hanoi Tower Game, Relations and Functions

1. INTRODUCTION

Mathematics is one of the basic sciences that have a vital role in the mastery of science and technology. Further mathematics may prepare students to apply mathematics in a variety of purposes. However, the negative perception of students toward mathematics can not be ignored just like that. The abstract nature of mathematical objects cause many students have difficulties in understanding mathematical concepts.

In mathematics, students encounter difficulties in receive the material being taught. This difficulty can be attributed internal factors are: motivation, intelligence, interests and students' psychological state. Perhaps it is the symptoms caused by the material being studied and the way presenting in accordance with the students, so the learning activities are not significant and the results were less than satisfactory. Using the examples in everyday life, students can more easily change the mathematical becomes more apparent, because the students are able to understand the benefits in everyday life. In addition, the teacher must create a pleasant atmosphere of the learning process to attract students to learn.

In lessons, most students prefer learning atmosphere relaxed and fun. To create an atmosphere of such learning, teachers can apply the methods of the game. With so students do not feel tired and bored in the learning. With math games can foster interest in learning and will bring a positive influence in math learning. In addition children are also more able to absorb mathematical ideas through the game activities. If a concept is presented through the game then the concept would be quickly controlled to the maximum, so that if there is replacement of the concept of the child will be easier to follow the material for example to the concept of relations and functions using Manara game hanoi.

The problem in this paper is that students often get conventional learning when learning of mathematics, especially in relations and functions. With conventional learning, mathematics seems abstract so it is difficult to be accepted and studied by students. therefore, it is important to understand the benefits of the application of contextual learning in the material relations and functions with methods hanoi tower game. With the game method, students can be more interested learning. With contextual learning, students can better understand the material because mathematics not visible abstract.

2. DISCUSSION

2.1 Contextual Teaching and Learning

Hudson (2011), Contextual Teaching and Learning (CTL) is defined as away to introduce content using a variety of active learning techniques designed to help students connect what they already know to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. A theoretical basis for CTL is outlined, with a focus on Connection, Constructivist, and Active Learning theories. A summary of brain activity during the learning process illustrates the physiological changes and connections that occur during educational activities. Three types of learning scenarios (project-based, goal-based, and inquiry-oriented) are presented to illustrate how CTL can be applied by practitioners.

Smith (2010) said that Contextual Teaching and Learning in a conception of teaching and learning helps teachers relate the content of subject matter to real world situations. On the other hand, CTL defined the

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concepts as an innovative instructional process that help students connect the content they have learned to the life context in with that content could be used.

Today, more abstract mathematical learning. Students do not understand the benefits and purpose of learning mathematics. To provide an understanding of the benefits of mathematics learning, contextual learning is needed. With the contextual learning, students can understand the benefits and applications of material relations and functions.

Berns and Ericson (2001) propose that contextual teaching and learning (CTL) is a teaching and learning process connecting the learned content with the real situation, students' knowledge, and with its application in the daily life as well. CTL is principally in line with constructivism philosophy, that students learn to construct their knowledge by assimilation and accommodation processes. Furthermore, Zahorik (as cited in National

According to Nana Hanafi and grandson Suhana (2009), Some of the basic things that can be used as a guide on how we carry out educational and learning with contextual learning method. The basic principles of contextual learning are: (1) the principle of interdependence (Intedependensi), (2) the principle of distinction (differentiation), (3) Regulatory Principles of Self, and (4) the principle Ratings Authentic (Authentic Assessment).

The principle of interdependence (Intedependensi) made a significant relationship (making meaningful connections) between learning and real life contexts so that students believe that learning is an aspect that is essential for life in the future. This principle invites educators to recognize their connection with other educators, learners, stakeholders, and the environment. The principle is to unite the various experiences of each learner to achieve high academic standards (reaching high standards) through the identification of interest and motivate learners to achieve it.

The principle of differentiation is to encourage learners to produce diversity, differences and uniqueness. Self-sustainability in learning (self-regulated learning) to construct the interest of learners to learn independently in a team context by correlating teaching materials with real life, in order to achieve the full meaning (meaningfulness). The creation of critical and creative thinking (critical and creative thinking) among learners in the context of the collection, analysis, and synthesis of data, to solving the problem. The creation of the ability of learners to identify potential private, in order to create and develop learning styles (styles of learning) is most appropriate so that they can develop their potential optimally active, creative, effective, innovative, and fun to produce something useful.

The principle of self-regulation states that the learning process is set, maintained, and realized by the students themselves, in order to realize its full potential. Through the interaction between the student will obtain a new understanding, a new outlook while finding personal interests, the power of imagination, their ability to survive and find the limitations of self. The use of authentic assessment, which challenged students to be able to apply the new academic information and skills to the contextual situation significantly.

Learning with contextual approach (Contextual Teaching and Learning, CTL) is an approach to learning that begins with the simulation, communication, dialogue, question or discussion about the events of the real world of everyday life experienced by students, it turned into a concept that will be studied and discussed. Through this approach, learning can increase students' understanding and academic skills in a variety of contexts, inside or outside the classroom, to be able to solve problems independently or groups.

2.2 Game of Mathematics

"The game of mathematics is something fun activities (encouraging) to support the achievement of instructional objectives in teaching mathematics of cognitive, affective, and psychomotor". (Ruseffendi, 2006: 312). Based on the statement, that every game can not be called a game of mathematics. Because math games not only make the students happy and laughing, but should support the purpose of learning the mathematics of both cognitive, affective, and cognitive. Where the cognitive aspect itself is in terms of capabilities with regard to knowledge, reasoning or thought.

Game method in mathematics learning is a method of learning by doing fun activities that can support the achievement of instructional math that involves cognitive, effective, or psychomotor. Games containing mathematical values can improve their skills, planting concepts, understanding and pemantapannya; improve findability, solve problems, and others.

Method game same with other methods that require the formulation of clear instructional objectives, assessment topic or subtopic, details of teaching and learning activities, and others. Furthermore, avoid games that are puzzles or no value math.

- a. Advantages of methods game
 - 1) Exercising children to dramatize things and exercise courage.
 - 2) This method will attract the attention of the child so that the classroom atmosphere to life.
 - 3) Children can live an event so easy to draw conclusions based on the appreciation of its own.
 - 4) Children are trained to organize her thoughts in order.
- b. The disadvantage in the game
 - 1) Not all topics can be presented through the game.

- 2) It requires a lot of time
- 3) Determination of losing win may have negative consequences. It may also quarrel.
- 4) Disturbing the tranquility of learning in other classes.

Math games are very varied types and uses, for the math teacher can choose games that will be used in learning. A math teacher to be clever in choosing a game that will be used, because the game will use it not only makes students happy and laughing, but the game should support the purpose of learning mathematics and its implementation should be planned. With the achievement of learning objectives, the implementation of math learning game will not be useless and wasting time. So, math games can be one of the effective tools for learning.

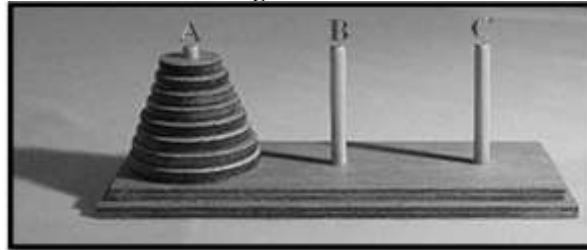
2.3 Hanoi Tower Game

Hanoi tower game is a math game that consists of three pillars and a number of discs with different sizes that can be inserted into the pole anywhere. The game begins with the discs neatly stacked sequentially by size in one of the pillars; the smallest disc is placed on top, thus forming a cone.

The aim of the game is to move the entire stack to another pillar, to follow the following rules:

- a. Only one disc may be moved at a time;
- b. Each disc displacement in the form of making the top of the pole and put another pole, on top of the other discs that may already exist in the pole;
- c. Should not put the disc on top of another, smaller disc.

Picture. The game Tower of Hanoi



The milestone A in the last few pieces of different sizes of circles arranged in order from the largest to the smallest. With the help of the milestone C we had to move all the pieces Milestone B is composed of larger pieces were also under small pieces. Of note, whenever we do redeployment should not be any larger pieces on top small pieces. Who wins is the person doing the deletion with the least steps.

Tower of Hanoi is a game that can be used to embed the concept of number, order of magnitude, at least, much more, and the same. Nonetheless uses primarily to train logical thinking, find the relation between the numbers of pieces with a minimum number of hops inductively.

In addition, the tower of Hanoi can be used in the topic of relations and functions. Basically competence is to understand relations and functions with indicators as follows:

- a. Their understanding of relationships and how to express and function as one form of relation;
- b. Explains everyday problems related to the function with their own words;
- c. Recognize everyday problems related to the functions that are all around us;
- d. Explain with words and express everyday problems related to the function;
- e. Declare a function associated with everyday events;
- f. Can determine the relationship between the minimum number of steps to move the n chips in a game of mathematics;
- g. Students can prove a minimum step Hanoi tower game is $2n - 1$.

3. CONCLUSION

Contextual learning is learning that takes (stimulate, telling dialogue, or frequently asked questions) on the real-world events experienced by students is then lifted into the concepts that are discussed. To help students understand the concept of relations and functions, it is necessary concrete examples in everyday life.

Math games exciting can be used as an alternative learning that it is possible to change the image of mathematics as subjects less preferred a lesson that is challenging and very loved by students. With math games, the students were taken from the informal atmosphere toward formal mathematical situations.

Teachers as facilitators of learning, of course, should have good preparation if you want to teach using games. Teachers must have the game vocabulary adequate, knows the game relevant to the topic being studied, to understand the solutions and strategies for victory in every game presented, and no less important is to be able to present the game in a variety of ways so that students do not feel bored.

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Mohammad Natsir Education Model of Preacher Cadre

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Abstract

This study is a qualitative research results about Education Model of Mohammad Natsir preacher Cadre. As a study of the intellectual history regarding thought and movement of an Islamic figure, the approach used is historical and sociological way obtained through the literature study (library research). The primary data in this study were obtained from: a) a source of books or papers or other forms of written documents written directly by M. Natsir. b) Direct interviews of researchers to some cadres who were ever trained by M. Natsir and Natsir's children. The secondary data is the data from the review of the paper or perspective of other people about M. Natsir. The purpose of this study is to find the reality and the educational model of preacher cadre who have done by Mohammad Natsir. From the research about the Education Model of Mohammad Natsir preacher it was obtained several findings as follows: First, the Education of preacher cadres by M. Natsir is a necessity, this has been demonstrated by sending children ideological/not biological children to learn to the Middle East especially to Saudi Arabia in an effort to equip themselves to become preachers who are expected to take part to guide people and nations. Second, the Education Model of Mohammad Natsir preacher Cadre contain at least three main elements namely education goals, programs and processes. On the element of goal, all involvement of M. Natsir either in education or in other forms, should aim at preaching to enforce Islamic law. As the initiator of the establishment of several Islamic college, M. Natsir have great hopes that in the future there will be scholars proselytizing enforcement in accordance with their respective fields: become a doctor thus he was a doctor and a preacher, to be a scientist thus he is scientists and a preacher, when becoming an architect so he became architect and a preacher and so on. For him, that is the real preacher cadres. On elements of the program, education of preachers cadre conducted by M. Natsir not entirely in the form of formal education, even it was implemented through non-formal. Formally such Pendis, Pesantren, and sending students to study in the Middle East, and others. Non-formal education were training and coaching in campus mosques. While elements of the process, M. Natsir directly gives assignments to his cadre. If the task he has given can be accomplished well, then he would give such additional tasks, and so on so that these cadres to mature in carrying out and doing his duties. But if he is not able to complete the task that has been given by M. Natsir, then he would give other duties in accordance with the tendency of a cadre.

Keywords: M. Natsir, Education, Da'i, Thought

1. INTRODUCTION

Da'wah (proselytizing) is a duty given by God y to every Prophet and His Messenger. All mankind need da'wah, even human needs toward da'wah was more than their needs of air and water to survive. Man will feel peace and able to live well with humans and other creatures also because of their da'wah. Da'wah is a statement of call for people living in the world is to return to Allah who has created. As Allah insists in his verses: Qs. Adh-Dzariyat: 56, Qs. An-Nahl: 36.

Da'wah is very important cannot be enforced properly and perfectly unless by those who are educated.

In general, the purpose of education is actualizing the change for the better as a result of the educational process, both changes that occur in individuals, in education process itself and in society and environment.

Mohammad Natsir also explained that the purpose of education is as the aim of man is created. In his speech at the Islamic Association meeting in Bogor he said:

What are the objectives that will be addressed by our education? It is actually cannot be answered before answering a higher question which is, "what is the purpose of our life in this world?". Both of these questions cannot be separated, they are the same (identical). "The purpose of education is the purpose of life". Holy Qur'an answers this question: And I (Allah) did not make the jinn and man to worship Me (Qs. Adh-Dzariyat: 56).

The statement contains fundamental messages to individual and institutional educators, schools, boarding schools, universities, cadre agencies, organizations, and others as well as parents at home to prepare a successors cadre always cling to *Tauhidullah*.

Mas'ood Abidin quotes Natsir advice which specifically emphasized the importance of regeneration:

In every age there is its rijal. Players can change. However khittah cannot be changed. Preparing cadres as a player in history needs to be done immediately. But this is not side jobs, but must be dealt with seriously by providing adequate time. To realize it, several things need to be considered: (1) The cadres have been obtaining and master various fields of science. But any abusive attitude of faith and piety should not be tolerated at all. Do not justify something wrong to be right to achieve the purpose. Rely it to them the struggle organization, but not until the organization was trampled by those who carry it. (2) The cadres have been able to unravel the various disciplines in accordance with the theory that they have mastered. We need theory. But dabbling in the midst of

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the society is more needed, so people assume that engaged it is its child. They must understand the heartbeat of society which, in turn, they will be entrenched in the hearts of the people. Do not choose the wrong cadres, because that would be able to trigger the fire is flint, instead of pumice. So in the midst of the community dynamics do handover between generations that will go with the successor generation. Broken grew missing changes.

M. Natsir as a figure who had a good perspective of the *akhirat*-oriented education that is hereafter as well as to realize the ideals of the cadre thus he has train the cadre directly the next generations. There are many names that he trained in accordance with their background of the candidate cadres, both *keulama'an*, special rural and remote areas preachers, as well as economic and political. Those who have been in direct contact with the Natsir upbringing later become preachers with a variety of capacities and tendencies to be successor to guide and lead others with the each capacity.

2. FORMULATION AND PROBLEM RESTRICTIONS

Education of preachers cadres who was practiced directly by M. Natsir has create powerful preachers cadre in accordance with the capacity and potential of each both at the remote area level, local, and national levels. So that the research and discovery of how the implementation of the model becomes very important. Hence, to be able to answer that this study proposes a focus on the question research which is: What is the reality and the educational model of preacher cadre done Mohammad Natsir?

In this study, it should be emphasized some terminology as follows:

- a. When it is mentioned the term of future leaders or cadres, then the point is a cadre of preachers as successor. Because Natsir state that every Muslim is a preacher, whatever his profession is, then it can be called politicians preacher, economist preachers, scholar preachers, farmer preachers and so on.
- b. As mentioned a program of proselytizing carried out by the Board of Da'wah, then it is automatically that the program is Natsir program both as individuals and as Chairman of the Da'wah Board that is attached to him.

3. DISCUSSION

3.1 Mohammad Natsir Biography

Mohamad Natsir born in Alahan Panjang West Sumatra on July 17, 1908 which was Friday 17 Jumada Akhir 1326 H. He is the third child of four siblings. He has three siblings, named Yukinan, Rubiah, and Yohanusun. His father named Idris Sutan Saripado, a clerk in the controller of the reign of the Netherlands. His mother named Khadijah known for her obedience to hold the values of Islam. In 1934 he marries Puti Nur Nahar (born in London May 28, 1905 and died in Jakarta July 22, 1991), a Subsidized "Arjuna" kindergarten teacher Bandung and also activists of JIB. From his marriage, he was blessed with sons and daughters, namely: Siti Muchlisah, Asthma Faridah, Hasnah Faizah, Aisyahatul Asriah, Ahmad Fauzi. M. Natsir died on February 6, 1993, which was on 14 Sha'ban 1413 H in Cipto Mangunkusuma hospital Jakarta at the age of 85 and was buried in TPU Karet, Tanah Abang.

During his life, he has dedicated himself to the advancement of religion and state through government institutions and in society at home and abroad as mentioned below:

- a. 1928 to 1932 as chairman of *Jong Islamieten Bond* (JIB / Islamic Youth Board)
- b. 1932 to 1942 as director of Islamic Education (Pendis) in Bandung
- c. 1937 as vice chairman of PERSIS and teacher at Bandung Islamic Association
- d. 1938 as chairman of the Islamic Party of Indonesia, Bandung Branch
- e. 1940 to 1942 as a member of the People's Council (Volksraad), Bandung regency
- f. 1942-1945 as head of the education bureau in Bandung City
- g. 1945-1946 as a member of the Working Committee of KNIP
- h. 1946-1949 as Minister of Information RI
- i. 3 April 1950 as a member of parliament who proposed a Motion of Integral in Parliament summit RIS
- j. 1949-1958 as general chairman of Masyumi
- k. 1950 to 1951 as Indonesia prime minister after Indonesia became a unitary state
- l. 1950-1958 as Indonesia parliament member from Masjumi faction
- m. 1956-1958 as a member of the Konstituante of Indonesia
- n. 1967 establishing the Foundation of *Dewan Da'wah Islamiyah Indonesia* which also led up to 1993
- o. 1970 Members of the Curators Board of Indonesian Islamic University in Yogyakarta, Bandung Islamic University Founding Members, a founding member of the Islamic University of North Sumatra, an advisory board of Ibn Chaldun University Jakarta, curator board of Islamic University Jakarta
- p. 1984 became chairman of the advisory of foundation body Indonesia Islamic boarding school
- q. August 1, 1989 together with Allâhyarhamuh KH. Masykur founded the Muslim brotherhood Forum (FUI).
- r. 1967 as Vice President World Muslim Congress, based in Karachi Pakistan
- s. 1969 as a founding member of Rabita Alam Islami, based in Mecca

- t. 1976 as members of the A'la al-Alami lil masjid Assembly (Council of Mosques of the World), based in Mecca
- u. 1986 as founding board member of Al-haiah Al-Khairiyah Al-Islamiya Al-Alamiyah based in Kuwait
- v. 1987 as members of the founder of the Oxford Islamic Studies at Oxford England
- w. 1957 as member of curators board of the International Islamic University Islamabad Pakistan.

3.2 M. Natsir Thought about Educating Cadre

Around 1988 the General L.B. Murdani in a commemoration of *Kebangkitan Nasional* Day organized by Taman Siswa in Jogjakarta suggested the idea of the nation's educational leadership. This idea was later followed by Taman Siswa by forming a team to study the establishment plan of senior high school named Taman Madya Taruna Nusantara to implement the education of the nation's leadership.

To TEMPO, M. Natsir comment on the ideas:

Anywhere there is no course of leaders, university of leaders, and diploma of leader. Leaders cannot be mandated in a paper. Therefore, leader grows in the field, after dealing with the challenges in the community. When he gifted to be a leader then he will exert all its efforts to meet the challenge, and it's there then it will be mature.

However, M. Natsir still believes with the efforts to educate cadre, although there is no guarantee that in the future they will be a leader. M. Natsir believes, the government's new cadre produce bureaucratic leader, not the leader of the nation. This happens because when educate the cadre still not using conscience.

In the event of Tasyakur the age of 80 years, M. Natsir illustrate how important the cadre, as he quote the word of Allah from Surah Maryam: 4-5.

Through the verse, Natsir warned that cadres cannot arise suddenly, but must be processed. The process is the most appropriate to go to the field, because the field is a lecture hall fostering cadres candidates. In the field cadres candidates will meet a variety of real problems and demands to be solved. The problem of life is the issue which forges the cadre, both large and small scale.

The main foundation of regeneration must begin with the formation of good individuals. Regeneration of nation, we can only achieve with the regeneration of individuals who make up the nation and the country itself. A regeneration person is essential to achieve the regeneration of the life of society and the nation.

Every leader, should desire their future cadres. In this case Natsir been expressed as follows:

Leading has to be handed over the leadership to the other. Only foreseeable future, the distant future, for the present time, it is felt by us how the shortage leader among Muslims. Empower young cadres, forming a strong leader, that's the leader's job now that cannot be anticipated and suspended. Each leader should have the intention in his heart that one day the leaders will be handed to others. Being a leader is not merely to provide leadership to the people, but should also do effort to provide the cadres entrusted with the leadership in the future. At one time, the old leaders gradually had to leave the field. At that time, it should be appear young capable and strong leaders. The young and capable leaders would never be born, if now on the older leaders do not provide as many cadres to educate and give them a chance to someday control the struggle.

For M. Natsir, a cadre of preachers is the humans' figures who develop:

Preachers must not allow people to be illiterate, or let people be heart blind. Who is illiterate, turned their eyes in order to read the letter, turned his brain so that he can think, turned on the power of hearing and sight, because that fithrah (nature) who was given by Allah. To everyone we rotate the screw, the spring. Neither can we teach all the sciences, but raise his talents was to seek knowledge, assimilate knowledge, and make use of science. Besides that, we turn on their heart, their *dhamir*, conscience, which protect them from destruction, and preserve it so as not to enter the gorge because do not know. Preachers are humans builders, and maintain that they are not destroying themselves.

3.3 M. Natsir Involvement in Educating Cadre

M. Natsir mentioned three pillars, of people development namely mosques, Islamic boarding schools and university campus. Through these three pillars it is expected that cadres and people are resilient. *Pesantren* (Islamic boarding school) produce intellectual scholars who, campus produce intellectual clerics and mosques create people who are *shalih* and *mushlih*; Salih for themselves, and for their families and mushlih for society the people who support the movement of da'wah.

To realize preachers cadres who capable of guiding the people in accordance with their respective, through those three pillars, Natsir has initiated and implement at the same time and develop some monumental programs, namely:

3.3.1 Through Mosque Cadre

M. Natsir stated the mosque as *dhamir* of society, as private coaching institutions and society. Therefore, he declared a high attention in the construction and development especially in rural mosques. For rural areas in which the economy is still weak, building mosques is certainly a tough job because it costs a lot. So he is trying

to find funding for it. Especially for rural communities which is vuner for its faith on God. Therefore by the establishment of mosque it is expected to be a bulwark in facing various challenges, especially from outsiders.

M. Natsir attention to develop the Muslims through mosques, especially the mosques in the countryside is a noble thing. This is because with the mosque, Muslims can consolidate with themselves against the values of Islam. The realization of such consolidation would create the Muslims who have a personality as expected by Islam. In addition, the participation of Dewan Da'wah in society significantly proves that Dewan Da'wah led by M. Natsir is not only the organization of theoretical, but also practical. This shows how Dewan Da'wah care the religious life of Muslims. On this, Anwar Haryono (Chairman of the cares after the death of M. Natsir), once said:

As for the people in terms of internal development, the Council has shown real Da'wah or proselytizing in a form of the establishment of places of worship (mosques), both in the public areas, campuses, transmigration settlement, the complex houses pain, local tribes, complex correctional institutions, as well as in other places. Dewan Da'wah also helps the establishment of Islam hospital, Islamic centers, students community, boarding school, orphans boarding houses and others which spread in various regions across the country.

Islamic history has also been noted that the mosque is the first center of formation for people. Even the Prophet when moved to Medina he built the Mosque Quba.

Ahmad Syalaby mentions that the mosque is closely associated with the history of education in the Islamic world:

The history of Islamic education was closely allied with the mosque. Therefore, if we talk about the mosque is meant that we are talking about some place is seen as a fundamental to broadcast science and Islamic culture. The circles lessons have been held at the mosque since the mosque was established, and this situation goes on throughout the year and the future with unflinching throughout the country of Islam.

3.3.2 Through Pesantren cadre

It cannot be denied that pesantren is an important vehicle in the nursery cadres proselytizing. The attention of Natsir against pesantren was quite large. On this issue he said do not forget that the forerunner of the Indonesian National Army (TNI) is a cadre schools were encouraged by the priest to jihad against the Netherlands. But after the Dutch army retreated, the preachers and many students are returning to schools for *tafaqquh fiddin*.

From Pesantren Natsir recruited da'wah cadres that later among them were awarded scholarships to study in the Middle East and some of them were trained intensively through *du'at* Trainings then deployed directly as a preacher in rural areas of Indonesia.

3.3.3 Through Campus cadre

a. Sending The young generation to Study in Middle East

Through Dewan Da'wah, M. Natsir provides scholarships for Indonesian students to study at university in the Middle East, especially Egypt and Saudi Arabia. Even M. Natsir then obtained the recommendation of Sheikh Abdul Aziz Bin Baz, clerics of Saudi Arabia's royal colleges establish the Institute for Islamic and Arabic Sciences (LIPIA) in Indonesia. LIPIA is an international organization that is funded by the King Abdul Aziz who initially received guidance from Muhammad Qutub (brother of Sayyid Qutub).

b. Initiated the Establishment of Islamic Campuses

Da'i cadre conducted by M. Natsir through more intensive campus can be accomplished is by building mosques campus activists as explained above. But other than that, M. Natsir also directly into one of the initiators for the establishment of several Islamic college that is expected to produce a cadre of preachers who would be the successor to struggle, especially in the realm of national leadership and become a Muslim scholar who has good ability to be able to guide people according to their respective fields. Those campuses are the Indonesian Islamic University (UII) Yogyakarta, Bandung Islamic University (UNISBA), Islamic University of North Sumatra (UISU), Riau Islamic University (UIR), and Makassar Muslim University (UMI).

In addition to several campuses which has far distance from Jakarta, Natsir also founded AKBAR (Arabic Language Academy) which was managed directly by Dewan Da'wah Jakarta. Arabic Language Academy was conducted by the Board of Da'wah Jakarta in early 1984. The participants were Chairman of Majlis Ta'lim Jakarta, has 4 classes in a week from Monday to Thursday. The time of study was every *ba'da 'Asar*. The academy lasted only until 1997, since then replaced by LPDI. In the next period, Akbar turned into LPDI (Institutions of Islamic Da'wah). The institution, as the name suggests is to educate prospective cadre of proselytizing, with the length of education for 2 years.

However AKBAR which later became the LPDI can only go up to 1999 and then by the Dewan Da'wah, the successor of M. Natsir develop it into a College of Da'wah (STID) Mohammad Natsir with education Strata One/Bachelor (S1) as formal educational institutions for preachers cadres of Dewan Da'wah Islamiyah Indonesia.

3.4 Process and the Way of Natsir to Educate Cadre

M. Natsir has delivered many cadres preachers who have the ability to guide the community through a variety of aspects in accordance with their capabilities and their respective positions in the life of society and the nation. At least be mentioned several fields which is prominent of Natsir cadres were then able to take part to build community and nation.

Here is the explanation of the cadres of both the living and passed away. To obtain such data, the authors conducted interviews and a review of the book.

3.4.1 M. Amin Rais

Muhammad Amin Rais was born in Surakarta, April 26, 1944, known as an expert in politics of which because of the support of the other figures as well as the student component in 1998 managed to subvert the power of the New Order. S1 finishing college at the Department of International Relations, Faculty of Social and Political Science, University of Gajah Mada in 1968 and obtained a Bachelors degree from the Faculty of Tarbiyah IAIN Sunan Kalijaga Jogjakarta in 1969. In 1974 a Master's degree from the University of Notre Dame United States as well as in 1981 completing his doctoral study at the University of Chicago, United States.

In 1985 he began to sit as a member of Muhammadiyah as Chairman of Muhammadiyah Tabligh Assembly and eventually he became Chairman of Muhammadiyah according to the results congress 43 in Banda Aceh for the period of 1995-2000.

One of the messages received by Amin Rais, M. Natsir is about the need for good cooperation between the Muslim scholars in various campuses with the preachers (kiyai) in rural areas.

Muslims in the countryside is essential to obtain guidance and they are the grassroots, so there should be a harmonious partnership between the ulama (Islamic scholars) and intellectuals. Should be avoided elitist orientation of our scholars. They should not live in an fabulous position from seminar to seminar, from project to project. They have to go down and help build and intellectual life of the community below.

3.4.2 Yusril Ihza Mahendra

Yusril Ihza Mahendra was born in manggar Bangka Belitung, February 5, 1956. He earned a degree from the Faculty of Law and the Faculty of Literature, University of Indonesia. He completed his Master and Doctoral program at Universiti Sains Malaysia in 1993. He became acquainted with M. Natsir since 1978 and therefore be encouraged to explore the Islamic political thought. He became Professor of Constitutional Law at the University of Indonesia, a member of the DPR/MPR, Minister of Law and Legislation, Minister of Justice and Human Rights.

Since be acquainted with M. Natsir 1978 Yusril became one of the cadre of M. Natsir. Even the close realationship between Yusril Ihza Mahendra and M. Natsir was recognized by President Soeharto while he was still leading the country. Year 1995-1998 Yusril be a speech writer for President Suharto. In a conversation with the President of the Minister of the Interior, Moerdiono reveal the identity Yusril:

Who is this young man ?, President Soeharto asked. He was the one who you're your speeches, replied Moerdiono. Why, is not he the allied to Natsir? The President asked, rhetorically. Moerdiono nodded.

3.4.3 Hussein Umar

"For me, the association with Mr. Natsir is a learning process ", it was the recognition of M. Natsir cadre. Hussein Omar is the son of Omar Hajri, born in Amlapura Karangasem Bali on December 14, 1942 and died in Jakarta on April 19, 2007. Since hs childhood he has been acquainted with M. Natsir, because he had never been to the house of his father, who served as Vice Chairman of Masjumi Karangasem Bali at that time. Sekolah Rakyat (SR) until he Finished junior high school at home in Bali. Then he continued the school for Teacher Education Religion (PGA) in East Java and attended the Department of Teacher Training at the Faculty of Law, Islamic University of North Sumatra (UISU), but because of his penchant of being active in organization such as PII (Indonesian Islamic Student) of North Sumatra and heated political situation at the time, resulting in a second he could not complete the lecture.

Hussein Umar introduction with M. Natsir continued when he served as chairman of the PII of North Sumatra and even intensified when Natsir was doing guerrilla in the forest for the sake of PRRI. At that time, Hussein often got submissions of M. Natsir writing. Even in 1962 Natsir went out of the forest and settled in Medan, then Hussein increasingly routine again sit in Natsir home. The first task given to him is typing Natsir writing which is the themed Muslim brotherhood which was later published in pamphlet. Hussein was even closer to M. Natsir when they both moved to Jakarta. Hussein became Chairman of PB PII in period of 1969-1973.

Hussein Umar had also been commissioned by M. Natsir in proselytizing activities to every corner of the village for years.

From experience so far, I have always admired preachers who are away at pesantren in remote areas. Many of them are deployed by the Dewan Da'wah of Mr. Natsir era, and to date remain sincere with their struggle.

They were all out (full power) in the way of proselytizing, pulled the luxury of living in the world. A simple life even flows in the material. I believe that the proselytizing could continue to exist up to now were because the sincere preachers. This People actually be the lifeblood of the establishment of proselytizing.

As a cadre, Hussein Umar gave his criticism to the nation's leaders were often had pragmatism thinking. According to Hussein, it happened because of weak cadre training process.

Today there are many political elite who met in the middle of the way. That is not produced through a process of building of "candradimuka" where *fikrah* is maintained. Whether it is from *harakah* environment, movement, or dropout from schools that are well-developed in terms its struggle.

The consistent of Hussein Umar in preaching is also very visible. In a conversation with one of the Dewan Da'wah Chairman Adian Husaini, Hussein Umar told:

The activists of da'wah should not forget the services of Indonesian Islamic militant in the past. Because they are the services we can enjoy the current situation in Indonesia. In preaching there should not be an attitude of hurry to enjoy the results. All need processes and patience. Let us not be trapped again, because I wanted to quickly reap the results, then went in the scenario that it will be a movement of proselytizing.

3.4.4 A.M. Saefuddin

A.M. Saefuddin is the fourth son H. Ahmad Sobari mastra and Hj. Fathonah binti H. Muhsin. He was born in the village of Kudukeras, Babakan Cirebon on 8 August 1940. Madrasah Diniyah, Sekolah Rakyat and Junior High School was completed in Cirebon and then proceed to State SPMA in Bogor. He finished his study at Bogor Agricultural Institute and Justus Liebig University in Giessen West Germany. After the completion of a doctoral program, he returned to Indonesia and was active in various educational activities, proselytizing and politics to become a member of the DPR/MPR in 1992-2004 and became Minister of State for Food and Horticulture at the Development Reform Cabinet 1998-1999.

A.M. Saefuddin is one of the usual cadre assigned by M. Natsir and Anwar Haryono as Chairman of the Board of Da'wah Islamiyah Indonesia to participate in forums related international seminar of Islamic economics or religion organized by *Rabita Alam Islami*, *Mu'tamar Alam Islami* and other international institutions.

3.4.5 Syuhada Bahri

Syuhada Bahri is a cadre for proselytizing in remote area and transmigration area. Syuhada tells of great concern of Natsir against proselytizing in remote area:

Among the principal work of Dewan Da'wah is in transmigration areas. Mr. Natsir thought that those who were transmigrated were not just people who are poor economically, but also poor of knowledge and faith. Finally the preachers were trained and sent there. There are preachers who are specially trained to participate in the transmigration program. Similarly Dewan Da'wah of entry directly visit the remote area. I was one who often go out into the hinterland on the task of Mr. Natsir. Therefore almost all inland areas throughout Indonesia have ever been visited. It was because the Christianization is very strong.

Syuhada Bahri was happy because he got the chance as one who ever be trained directly by M. Natsir. He has worked in the same room with Natsir for 5 years, although his duties at that time only as a handyman to put on the pictures of proselytizing activities in the area, but he was frequently invited discussion about the problems of the people. After that he was assigned to handle the affairs of da'wah in the central part of Indonesia that includes Java and Bali, and then handle all regions in Indonesia. Since then, he was always assigned to the inland regions throughout Indonesia, never in the big cities.

Among the valuable lessons that I can have from Pak Natsir is about his cadre pattern he run. He did not lecture at length to mobilize a person, but through assignments. If people were able to complete the task well then he will give you the next task. If you cannot on the one task, then he will give you another task tailored to the individual tendencies. He knows very well my weakness in terms of writing a letter, because I once asked him to write a letter that he actually dictated, but I could not finish. But when it comes to collecting data or information, I was the first person he called to carry out the task. Neither I was assigned to the inland region because; First, motivating preachers, second, to provide training to prospective preachers that had been fostered, third, *bersilaturahmi* (create cooperation) with the local community.

Syuhada Bahri also mentioned that the purpose of regeneration is to bear cadres that can foster the people, so not only deliver, but also able to give an example. Even if they are assigned to the transmigration areas, they also provided the way of farming, gardening, and others so as to provide concrete examples in the community.

3.4.6 Kamaluddin Iskandar Ishaq

Kamaluddin I. Ishaq, a cadre who had ever be given the task by M. Natsir to regularly serve and sympathize families of prisoners, such as Abdul Qadir Gilani and Hardi Arifin. In the cadre program preachers, Kamaluddin given the task of upgrading Natsir to organize Arabic-upgrading courses for teachers of boarding schools from different parts of the archipelago held in pesantren Darul Falah Bogor and lasted about two years, which was in

1978-1980. After that, stand LIPIA (Institute of Islamic and Arabic Sciences) in 1980 in Jakarta, so the coaching Arabic can be fully implemented by LIPIA, without having held upgrading.

Together with his friends, he founded a Blue Foundation which is engaged in social welfare such as to assist students and activists proselytizing. Currently he is 71 years old, has served as Chairman of Sekolah Tinggi Ilmu Da'wah Mohammad Natsir period of 2009-2012.

In giving training to the cadre, Pak Natsir always strived to give away the *manhaj* of proselytizing methodology of the Prophet. And about the *manhaj* of itself, he often asked for input from Mr. Dahlan.

4. CONCLUSION

From research on the Education Model of preacher Cadre of Mohammad Natsir, it was obtained several findings as follows: First, the cadres proselytizing Cadre by M. Natsir is a necessity, this has been demonstrated by sending children ideological/not a mere biological children to learn to the Middle East especially to Saudi Arabia in an effort to equip themselves to become preachers who are expected to take part to guide people and nations.

Second, the educational model of preacher cadre of Mohammad Natsir contains at least three main elements namely education goals, programs and processes. On the element of goal, all M. Natsir's effort either in education or in other forms, should aim to preaching enforcing Islamic law. As the initiator of the establishment of several Islamic college, M. Natsir have great hopes that in the future be born scholars proselytizing enforcement in accordance with their respective fields: when he was a doctor become a doctor that is preachers, when he is scientists to be a scientist who are preachers, when become an architect so he became architect of the preachers and so on. For him, that's the true cadres. On elements of the program, education cadre of preachers conducted by M. Natsir not entirely in the form of formal education, even broadly implemented through non-formal. Formally such Pendis, Pesantren, Delivery students to study in the Middle East, and others. Non-formal as Daurah (training), coaching in mosques campus. While elements of the process, M. Natsir directly gives assignments to his cadre. If the task he has given can be resolved, then he would give such additional tasks, and so on so that these cadres to be mature in carrying out and pursue his duties. But if he is not able to complete the task that has been given by M. Natsir, then he would give other duties in accordance with the trend of a cadre.

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Professional Educator as Learning Architect in Systemic Education System to Build Human Character

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Abstract

Education is a last a lifetime process that is planned and aimed. Formal school education carried out in stages from elementary school, high school, to university in order. A harmony and sustainable education from family, schools, and communities are needed to build a fully human character. The education process was implemented to change one's identity to be wiser. It is very contradictory if there was a dishonorable behavior or fraud and chaos in the community carried out by people who have been through higher education. Is the any mistake in our school education? The school curriculum has been prepared and overhauled repeatedly along history, aimed clearly for the improvement of education. But the curriculum is often seen as a fixed price with their technical and operational guidelines and tools or learning material packages, so it impressed to handcuff teachers creativity. Education in schools needs professional educators who serve as a learning architect, designer and implementer of creative learning model. Education as a system is bound by norms and noble values prevailing in society. Implementation of education is regulated by the Law of Education System to be executed in a systematic and systemic; there is no disagreement despite of many differences.

Keywords: Professional Educators, Architect of Learning, Education System, Human Character

1. INTRODUCTION

Character development is an arable field of education, which is real but the results cannot be determined (Intangible). The real form of educational activities is learning. Learning needs to be clearly designed as if we design a building. The designer of the building referred to as the architect. Architecture is a science and art of planning and designing of the built environment (artifacts), ranging from the macro level such as planning and designing urban, regional, environmental, and landscape up to micro scope such as planning and designing buildings, interiors, furniture and products. Learning architect is defined as planners and designers of learning. An architect visualize his design in the form of a picture, known as a blue print to show the shape, size and position of each element of a building unit. How does a blueprint for learning look like? Who is the architect of learning? How does the education system develop the character of the human?

2. DISCUSSION

Lesson plan, also called instructional design, is the blue print of learning. Instructional design is a systematic, effective, and efficient process in creating instructional system to solve the problems of learning or improving learner performance through a series of activities of identification of the problem, development and evaluation. An instructional design describes process from the beginning to the end in solving problems of human performance so that it becomes an effective solution. According to Suparman, instructional design is created through three stages: (1) the definition stage; a) identifying learning needs and formulate a common goal of learning, b) analyzing instructional, c) identifying the behavior and characteristics of early learners; (2) the stage of analysis and prototype development system; a) writing down the specific goals of learning, b) writing down the learning outcomes assessment tool, c) developing learning strategies, d) developing learning materials; (3) formative evaluation design; a) review and revision by the experts, b) evaluation by learners and revisions 1-3, c) test on a limited scale involving 8-20 people learners, teachers, and support facilities, and revision, d) field trials in the actual circumstances involving all components in a real learning system.

Instructional designers are like architects, they can be creative in making the design in order to produce an effective design. A professional architect has full responsibility in realizing the building according to the design as the needs of self-satisfaction. Praise or reward provided by the party who get benefit from their work is a bonus. Professional teacher certainly will design and carry out learning as well as possible in order to achieve the learning objectives that have been set forth. Professional teacher is the teacher who has four basic competencies, namely pedagogic competence, personal competence, social competence and professional competence integrated in teacher performance. To be professional teacher means to master various teaching methods that correspond with the materials and the development of students as well as master the proper evaluation system and a good, pious and have a moral standard, empathy, tolerance and is able cooperate with others.

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Constitution of 1945 mandates education for intellectualizing the life of the people. Indonesia intelligent humans are human beings who have the knowledge, skills, achievement, and moral of Pancasila. How far the ideals written in 1945 has strived manifestations? Law of Education System No.2 of 1989 in article 1, paragraph 1 states that, Education is a conscious effort to prepare students for their role in the future through the activities of teaching, guidance and / or training. The Law of Republic of Indonesia No. 20 Year 2003 on National Education System Chapter II Article 3 explains: "The national education serves to develop the ability and character as well as civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God the Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens who are democratic and responsible. "

The tiered and sustainable education system is expected to be a vehicle for developing student potentials as optimal as possible in accordance with their talents, interests, and abilities so that will born educated man who has the ability and character. Informal education in the family is the primary right of every individual child of a parent, and it is special because: no curriculum, no schedule and no time limit. Education from parents is primary due to take place in a sensitive period of child development stage (a child golden period of education is 0-5 years of age), occurs in the warm and soft emotional relationship so something etched on the psyche of children is person as a whole, not just aspects of cognition.

The key of educational is on educators, not on the curriculum or textbooks. If students become learners then they will find opportunities to continue to grow and develop themselves. As an individual, man is a unity of body and soul. The human soul can be affected by words read or heard in the right or wrong direction. These words can open the way into the human soul to the contemplation and appreciation results deeds done consciously. This is the potential of the human spirit that strived developed through a process of education by using the existing facilities of sight, hearing and heart on the man himself.

Zubaedi writes grand design developed by Ministry of National Education (2010) challenged the configuration of a character in the context of the totality of psychological and socio-cultural: (1) Psyche management for the core characters: religious, honest, responsible, social care, and environmental. (2) care thought management for the core character: intelligent, creative, fond of reading, and curiosity. (3) exercise for the core characters: a healthy and clean. (4) management of feeling and intention for the core character: caring and cooperation (working together). Character development should be done holistically, ie integrating development into every aspect of life, education must be aligned between family, school and community. It will be futile when the character which has been constructed in schools, become damaged because of the bad pattern of family life and the community ignorance. Or, in vice versa, students who have been educated at home to be honest, but school or community let the dishonesty. Character education in Japan succeeded because school, family and community are agree to make it happen.

Ministry of National Education Strategic Plan 2010-2014 launched the vision; " Indonesia Education in 2025 resulted Indonesian human with character, intelligent and competitive" namely: spiritually intelligent, emotionally intelligent, socially intelligent, intellectually intelligent and kinesthetically intelligent. Characters are the values of human behavior associated with the Almighty God, ourselves, our fellow human beings, the nationality environment, which embodied in thoughts, attitudes, feelings, words and actions based on religious norms, laws, manners, culture and customs. Characters become the key of success; 80% of a person's success in society is determined by the emotional quotient. In America, 90% of employee's dismissal due to bad character, that is, less responsible, less honest, or poor interpersonal relationships.

Curriculum 2013 endorsed goals to prepare Indonesian people to have the ability to live as a person and a citizen who are productive, creative, innovative, and effective and able to contribute to society, nation, state and world civilization. Countries in the world that glorifies education, can achieve rapid progress. Some countries in the world appreciate the teacher profession by giving sufficient salary to live comfortably as an actor of generation development who is coveted. The highest teacher salaries is in Switzerland, that is US \$ 837 million per year, Singapore's monthly average equivalent to IDR 13,084,466, the highest reached the equivalent of IDR 57,763,763. Salaries of teachers in other ASEAN countries on average per month respectively: Brunei Darussalam IDR 24,237,875, Malaysia IDR 22,460,047, Thailand IDR 12,244,687, Philippines IDR 10,384,363. Indonesia US \$ 2,830 per year, equivalent to IDR 3.301.666 per month, a certified level III bureaucrat teacher could achieve IDR 6 million per month, temporary teacher at West Java still gets an average salary of IDR 250,000 per month. The appreciation to the teachers does not always in the form of salaries, but on the component teacher development itself as well.

Teacher education should be like medical school, they learn the theory and practice from the beginning to the end of the study period for seven semesters, followed by coass (intern) for three semesters, just then can only hold the title of medical doctor (dr). To be able to perform his profession, a doctor must pass the Physician Competency Test and Internship practice at least one year in a hospital or health center to be given a salary as much as equivalent value of the minimum wage. Lengthy process of medical education is an effort to prepare the implementation of the tasks of his profession as a doctor. The danger of a fatal physician malpractice can caus patients die, this will be followed by the public response and obvious follow up execution. What is the

danger and what is the form of follow-up in case of malpractice in the field of education? Actually consequences arising from educational malpractice are very dangerous, because people who fail the educational process, can still live off mangle in society. Their attitudes and behavior can be destructive to the society and transmitted to the new generation of offspring. A strong education system, systematic and systemic character of the nation to realize the aspired in state laws is needed.

UNESCO introduced the four pillars of learning, they are: learning to know, learning to do, learning to live together, and learning to be. Learning to know, the essence of this learning is a learning process that allows students/scholars master the techniques of acquiring knowledge and not merely acquiring the knowledge. The application of the pillars of learning to know in the higher level of education is the application of scientific research paradigm in the course. Learning To Do, to prepare students to enter the labor world, learn to do things in a concrete situation that is not only limited to the mastery of mechanistic skills, but also the ability to communicate, to cooperate with others, and manage and resolve conflicts. Learning to Live Together, to learn the ability to live together with others who are different with tolerance, understanding, and without prejudice. Learning To Be; The first three pillars aimed to the birth of the younger generation that is capable of searching for information and / or finding science and solving problems, working together, tolerant, and considering the differences. Learning to be is the estuary of the three other pillars of learning. Declaration on Education for all outlines "basic learning needs" with six functions of provision of basic education, which prepares learners to: (1) "survive" (2) develop oneself, (3) participate in society, (4) obtain job, (5) take information based need, and (6) learn for lifelong.

Nine years of basic education has been implemented as a compulsory package for every citizen of Indonesia to study since more than 20 years ago. The curriculum of basic education level has been published studies on the basics of attitude and personality development as well as knowledge, among other things: sanitation, nutrition and health. However the deviation of healthy behavior still occurs on the part of the society, for example: adding harmful ingredients in food production, consuming alcohol or drugs, smoking, as well as letting the garbage and waste contaminate the environment. It was predicted that the deviation of healthy behavior occurred because the learning system (especially science) in school at that time did not achieve the goal of science learning. The learning model was applied only to develop cognitive abilities (textual), while the real problems faced in real life are contextual and have not mastered yet. "What kind of learning model of science that can be applied to produce an intelligent human being spiritually, emotionally, socially, and kinesthetically, in accordance with the vision of Indonesia Education in 2025 as it is stated in the strategic plan of Ministry of National Education 2010-2014 in order to improve the behavior of people's lives?"

Curriculum, according to the original meaning, means "road to", meaning not only covers the materials to study, but also how to learn and how to assess. Thus in addition to analyze the plan and selection of relevant curriculum materials, will also be discussed the model of learning and its evaluation system. Model is a conceptual framework that describes systematic procedure in organizing learning experiences to achieve specific learning objectives, and serves as a guide for learning designers and teachers in planning and implementing learning activities. Challenging, stimulating, and fun learning models will result learners who can develop their potential. Approach is a common way of looking at the problem or object of study. Strategy is a science and tips on taking advantage of all resources that are owned and / or which can be deployed to achieve the goals set. To implement the strategy of teaching and learning, teachers need to be rich of repertoire of methods. The methods are various ways of working that are relatively common to achieve certain goals.

Some learning models were built to be effective and efficient in achieving the goal of learning / education. According to Zubaedi, a learning model is formed if the approaches, strategies, methods, techniques and even tactics of learning have already unified wholly. Thus the definition of systematic learning model is a fusion between the approaches, strategies, methods and techniques and tactics to explain the pattern of teaching from beginning to end summarized into a form of a series of learning activities. In the practice of education has been developed various models of learning, including learning models Science Technology Society (=Sains Teknologi Masyarakat/ STM).

According to Putra, STM learning model is a learning activity that combines the understanding and use of science, technology, and society, with the aim that scientific concepts can be applied through the skills that are useful for students and the community. STM learning model was developed to improve the scientific literacy of individuals in order to understand how science, technology and society influence one another, and to improve the ability to use knowledge in making decisions.

Science referred to in this case is "Science" both involving natural objects (IPA), social and technological. IPA instructional specifically, according to Zubaedi has objectives namely: (1) to develop an understand the nature of learners, (2) to develop the skills necessary to acquire and process new knowledge, and (3) to develop positive attitudes. Furthermore, Zubaedi cited the opinion of Adiyanto states that the purpose of science education includes the development of the cognitive, psychomotor and affective as well as the realm of inter-connective (ie a mix of all three domains above) which results a creativity to be able to dig a system of values and morals contained in any teaching materials. Yager stated peculiarities of STM models Science Technology Society (STS/STM) viewed from the perspective of students, that students of STS viewed the concept as

something that is needed to solve the problem; and process is the skills they need to build success. Putra cites the opinion of Rusmansyah stating that the STM is based on the three important things, namely: 1) the existence of a close link between science, technology, and society, 2) the learning process to adopt the view of constructivism, 3) the teaching contained five domains, namely knowledge, attitude, the process of science, creativity, and relationships and applications.

STM learning process includes five phases, namely: 1) The preliminary phase; raising the existing issues in society that dug from the students through the questions that trigger the discussion. 2) The concept formation phase; through discussion between students and lecturer. 3) The science application phase; the method of brainstorming, facilitating the students to express their ideas of the application of science concepts that they understand to solve the problems of everyday life in the community. 4) The stabilization of concept phase; through presentations and question-and-answer session between lecturers and students or between fellow students about the concepts that have been studied. Such concept stabilization activity is also implemented in phase 2 concept formation and phases 3 science applications. 5) The assessment phase; STM assessed learning outcomes in the areas of cognitive, affective, and psychomotor. To convey ideas and concepts in learning STM, visual graphic media is needed in order to make the communications to be more effective.

The strength of STM learning model, according to Putra could be reviewed from its objective, process, and teacher evaluation. In terms of objectives: a) it can improve the skills of inquiry and problem solving, in addition to process skills, b) it emphasizes learning which includes cognitive, affective and psychomotor, c) it emphasize the science in the integration of each field of study. In terms of the learning process, STM: a) emphasize student success; b) uses various strategies, c) bring the teacher realize that they do not always function as a source of information.

3. CONCLUSION

Learning is an operational form of education implementation. Building an intelligent human character requires professional educators to act as architect of learning; designing and implementing instructional design. Character development is carried out through the education system which is systematic and systemic in all levels of education, namely primary, secondary and tertiary, and all institutions of formal, informal and non-formal. Educators need to creatively develop their own learning models that match the characteristics of students to be effective in achieving its objectives.

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Analysis on Open-Ended Problem of Mathematics Learning in Elementary School

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Abstract

Mathematics learning has not been able to change the students' affective and cognitive to the better one. Basic thinking skills and learning skills are the main foundation to understand mathematics for the students of Elementary school. The thinking skills include: (1) matching and distinguishing, (2) selecting and classifying, (3) sequencing and aligning, (4) lining up and (5) recognizing the pattern. Open-ended problem is a question which has many answers or many ways of resolving. These activities make the students active and happy in searching and finding the answer by themselves. According to the experts of education, the problem presented should be realistic. It means that the students can see its application in the real situation. The teachers are expected to develop and produce the open-ended questions in order to the students become active, happy, and able to find the answers of questions given. In arranging the questions, there are questions that have many correct answers and many ways of resolving. The teachers need to give the guidance of problem resolving before giving the mathematics question to the students. One of the guidance given is presented that the questions included in the types of question which contain many answers or many ways of resolving. The attractiveness question for the students is that the problem uttered in the question is helpful and available in their environment.

Keywords: Analysis, Open-ended Problem, Learning, Mathematics

1. INTRODUCTION

The perspective of society about mathematics is a difficult and frightening subject is well-founded thing. Yansen Marpaung (2010:1) revealed "Our mathematics educations all this time have not succeeded in increasing the students' understanding of mathematics well, but it has succeeded in developing anxiety, the perception of mathematics as a science which is difficult to be mastered, meaningless, and boring cause stress on students". This utterance indicates that for the most students, especially Indonesia, mathematics learning has not been able to change the affective and cognitive students for the better.

Basic thinking skill and learning skill are the main foundation to understand mathematics for the Elementary students. The thinking skills include: (1) matching and distinguishing, (2) selecting and classifying, (3) sequencing and aligning, (4) lining up and (5) recognizing the pattern.

Open-ended problem is a question which has many answers or many ways of resolving. These activities make the students active and happy in searching and finding the answer by themselves. According to the experts of education, the problem presented should be realistic. It means that the students can see its application in the real situation. The teachers are expected to produce the questions which have the characters above. The formulations of the problems in this paper are:

- a. What is the students' basic thinking skill and leaning skill?
- b. How to make open-ended questions in mathematics learning?
- c. How to resolve the mathematics problem by realistic approach?

2. THEORITICAL REVIEW

The first thinking skills are matching and distinguishing. These basic thinking skills are not simple for the Elementary students, for example $\frac{1}{2}$, 0,5, 50% and 0,50 are the same number. As well, the relation between Rp. 500,00 and Rp. 1000,00, and semicircle of a full circle. Those activities are aimed at the students able to match and distinguish the character of various things.

The next thinking skills are selecting and classifying that need to be introduced to the students as the proof of those skills understanding. For instance, the shape of geometries along with their properties, the two-dimensional figures and their properties, the type of traditional clothes and so on. After selecting and classifying, it is followed by sequencing and aligning skill. For instance, the students' skills in sequencing numbers: $\frac{2}{3}$, $\frac{3}{5}$, $\frac{4}{7}$, $\frac{5}{9}$, 0.66; the understanding of comparison words such as more, most, lest, smallest, longest, shortest, tall, tallest, darkest, brightest, and the like. The other thinking skill is lining up for example, the students' skills to arrange the daily activities (learning time, class time, mealtime, playtime, recess, and time of doing homework). The last thinking skill is recognizing the pattern. This skill is illustrated as follows:

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Show that $0 \times 0 = 0$ and $(-3) \times (-2) = 6$. It can be shown by the following pattern:

$$4 \times 0 = 0 \text{ (because } 4 \times 0 = 0 + 0 + 0 + 0 = 0)$$

$$(-3) \times 2 = -6$$

$$3 \times 0 = 0 \quad (-3) \times 1 = -3$$

$$2 \times 0 = 0 \quad (-3) \times 0 = 0$$

$$1 \times 0 = 0 \quad (-3) \times (-1) = 6$$

$$x \times 0 = 0 \quad (-3) \times (-2) = 6$$

Pay attention to the explanation of completing the multiplication among those two numbers. Based on the explanation above, the teachers need to construct a strategy for the students so it can practice those five skills. Hudojo (2008) said that the strategy related to the ways selected by the teacher in determining the scope, description of discussion, activity, etc., are to accomplish the mathematics discussion to the students.

Mathematics learning strategy is the activity selected by the teacher in the process that can give the facility, so it can facilitate the achievement of mathematics learning purpose. While, the definition of learning uttered by Heinich, dkk. (2007) is the development of new knowledge, new skill, and new attitude that is the interaction of individual with the environment. Learning occurs all time. The process of teaching and learning involves selection, arrangement, and sending information to the appropriate environment and the students' way to interact with that information.

Learning is the active process, not passive activity. The students try to find the answer. The students interested in searching and finding by themselves and they do not want to receive passively, so that all students need to get the chance to reflect and increase the reflective thinking.

3. DISCUSSION

3.1 Open-Ended Problem

In mathematics learning, the teachers need to develop the students' competence to resolve the mathematics problems or questions. The difficulty level of a problem can be started from the simple one to the higher level. The example of simple problem, if the students have known the way to calculate the size of rectangle and triangle, the size formula of any rectangular can be calculated by dividing it to the known two-dimensional figures. For instance, the size of rectangular in form of trapezoid can be calculated by the size of triangles and rectangle. Those can be seen in the figures 1 below:



Figure 1. Trapheziod

An open-ended problem is a problem having many ways of resolving/answering. Therefore, it can be said that open-ended problem is the mathematics learning problem with open-ended questions. It means that the questions stated can give the freedom of the answers needed or they have plural and various correct answers. The following questions are the kinds of open-ended question.

The examples of open-ended mathematics question of elementary school:

- 1) Write down the two positive integers that the result time = 100!
Answer: 1×100 ; 2×50 ; 4×25 ; 5×20 ; 10×10 (there are 5 answers)
- 2) Write down three original numbers less than 10 in the braces!
Answer: $\{1,2,3\}$, $\{1,2,4\}$, $\{1,2,5\}$, $\{1,2,6\}$, $\{1,3,4\}$, $\{1,3,5\}$ (there are 6 answers)
- 3) Write down the length of three sides of a triangle with the same unit length and can form a right triangle within the curly braces!
Answer: $\{3,4,5\}$, $\{6,8,10\}$, $\{12,16,20\}$, $\{5,12,13\}$, $\{10,24,26\}$, $\{8,15,17\}$, ... How many answers do you found?
- 4) Write down in the curly braces 3 names of day, from Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday!
- 5) Write down the number symbol in another form which values = 25!
- 6) Write down the equivalent fraction by $1/3$!
- 7) Find the multiples number of 3 and 6 smaller than 32!
- 8) Write down the positive number with the amount of 15!

The examples of open-ended mathematics question of elementary school:

- 9) Calculate $427 + 315 =$
Answer: (the students' resolving ways are as follows)

- a. $427 + 315 = 742$
- b. 427
- $\begin{array}{r} 315 + \\ \hline 742 \end{array}$
- c. $427 + 315 = 400 + 20 + 7 + 300 + 10 + 5$
 $= (400+300) + (20+10) + (7+5)$
 $= 700 + 30 + 12$
 $= 742$

10) Calculate $54:3 =$

Answer: (the students' resolving ways are as follows)

a. $54 : 3 = 18$

b.
$$\begin{array}{r} 18 \\ 3 \overline{) 54} \\ \underline{3} \\ 2 \\ \underline{2} \\ 0 \end{array}$$

- c. Tens of 54 are 50. If 50 are divided by 3, the result is 10 of 20. The rest 20 plus 4 is 24. If 24 is divided by 3, then the result is 8, so the result of the division is $10+8=18$

3.2 Realistic Approach on Mathematics Learning

Related to the mathematics problem in Elementary School, many education expert suggest that the students are directed to learn mathematics in the context of students are able to see the implementation in the real situation. Through this strategy, the students are expected to understand early about the importance of mathematics in their lives. One of the learning approaches appropriate to this case is realistic approach. According to Van and Hauvel (2008) this learning approach have three characters, they are :

- a. The students are expected to build the concept and structure of mathematics coming from their own institution,
- b. Introducing concept and abstraction through the real thing or something around,
- c. The students construct their own idea without their friends or teachers,
- d. Their result of thoughts is compared with their friends' thoughts.

The contextual questions in mathematics are intended to the learning/material is meaningful and useful. Thus, the students are motivated, involved directly and understand about the context talked. Ausubel states that learning is meaningful if the information learned by the students are organized suitable with the cognitive structure, so that the students can relate the new information to their own cognitive structure. The following are the sample of contextual questions.

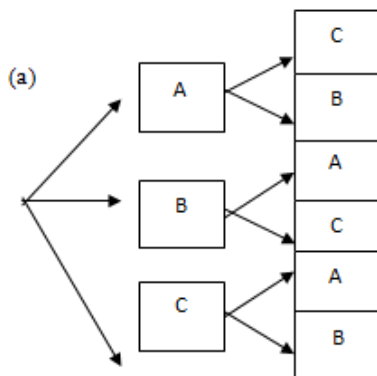
- 1. My sister changes the money of Rp. 1.000.000, how many kinds of many that she gets?

Answer: (the resolving ways are :)

- Rp. 500,00 + Rp. 500,00
- Rp. 500,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00
- Rp. 200,00 + Rp. 200,00 + Rp. 200,00 + Rp. 200,00 + Rp. 200,00
- Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 + Rp. 100,00 ; etc.

- 2. How many pairs of the chairman and vice-chairman from the three candidates A, B, and C?

Answer:



- (b) Chairman Vice-Chairman 3 choices and 2 choices
The pairs are $3 \times 2 = 6$
So, there are 6 pairs.

3. A petroleum seller only has measuring pot 1 liter and 3 liters. How to serve the buyer who buys 8 liters petroleum?

Answer:

The serving techniques are:

$(3+3+3-1)$ liters = 8 liters

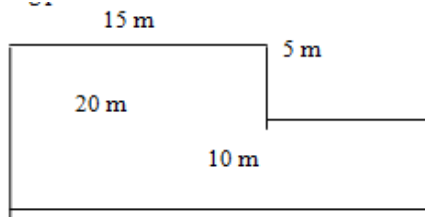
$(3+3+1+1)$ liters = 8 liters

$(3+1+1+1+1+1)$ liters = 8 liters

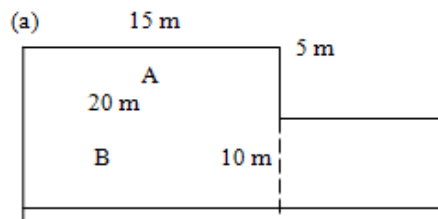
$(1+1+1+1+1+1+1+1)$ liters = 8 liters

Is there any other technique?

4. Grandfather has a land area likes the following picture. Calculate its size!



Answer:



Size A = $(15 \times 15) \text{ m}^2 = 225 \text{ m}^2$

Size B = $(20 \times 10) \text{ m}^2 = 200 \text{ m}^2$

Total sizes = 425 m^2

Do with another way!

5. Siti could finish a work in 12 days, while Bambang could finish the same work in 24 days. Determine the time needed to finish that work together.

Answer:

- a. The time needed to finish the work together is:

- $1 : \left(\frac{1}{12} + \frac{1}{24}\right) \times 1 \text{ day} = 8 \text{ days}$

- $1 : \left(\frac{12+24}{12 \cdot 24}\right) \times 1 \text{ day} = 8 \text{ days}$

- $1 : \left(\frac{36}{12 \cdot 24}\right) \times 1 \text{ day} = 8 \text{ days}$

- $1 : \left(\frac{1}{8}\right) \times 1 \text{ day} = 8 \text{ days}$

The above way is correct, but it is inappropriate for Elementary students

- b. Siti could finish a work in 12 days, so in a day Siti could finish $\left(\frac{1}{12}\right)$ work. Siti could finish a work in 12 days, so in a day Siti could finish $\left(\frac{1}{24}\right)$ work. Siti and Bambang in a day could finish $\left(\frac{1}{12}\right) + \left(\frac{1}{24}\right)$ work or $\left(\frac{1}{8}\right)$ work. If they work together, the work could be finished in 8 days.

The students' confidence in learning mathematics will arise if only mathematics is making a sense for students and they believe in their skills (Van de Welle, 1998). Based on the explanation above it can be said that the Elementary teachers need to compose and make the logical questions for the students in order to the students' confidence arises and develops. Mathematics learning with realistic approach also allows the existence of open-ended questions.

4. CONCLUSION

Mathematics learning in Elementary school needs to be designed well in order to the students do not feel difficult in resolving the various problem existing in mathematics. A strategy that can be implemented is by giving open-ended problem and question in mathematics learning. The teachers are expected to develop and make open-ended question, so that the students can be active, happy, and find the answer of question given by them. In composing the question, the question should have many correct answers and have many ways of resolving. Related to this case, the teachers need to give the guidance of resolving question before distributing it to the students. One of them is stating that those questions have many correct answers and have many ways of resolving. The questions' affinity for the students is when the problem uttered in the question is useful and exist in their environment.

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Developing Interactive Multimedia Material Text Recount Oral and Write about Simple Experiences at EFL

Purwo Trapsilo¹

Abstract

The aims of research are: (1) to describe the condition and potency of current learning on the basic material text recount, (2) to produce teaching learning materials Compac Disc (CD) interactive multimedia which is integrated with basic competence in the form of procedural text with manuals and tips, (3) to analyze the effectiveness, (4) to find efficiency, and (5) to find attractiveness of the program. The method of the research used research and development and it was conducted at one semester students EFL Data were collected through observation, questionnaires and tests. Analyze data uses descriptif and Gain test. The conclusions of research are: (1) EFL has the potency of using IT, tools and infrastucture of computer, teaching material to suport the teaching process, (2) the process produced the product through lectora program, (3) The teaching and learning process utilizing interactive multimedia teaching material is more effective, shown by N-Gain score 0.71, (4) after using interactive multimedia, the teaching and learning process can save 90 minutes compared to the previous lesson, (5) learning using interactive multimedia interesting, in organizing strategy (87.00%), in terms of delivery (84,97%), and in terms of program management strategies to obtain optimal learning results (85.04%).

Keywords: Interactive Multimedia, Teks Recount, English.

1. INTRODUCTION

Education is defined as a conscious planned action to create learning atmosphere and learning process in which the students develop their potency actively to get religious spiritual competence, self control, character, intelligence, fine moral, and skill needed by themselves, society. Ideally if the education process is conducted properly, the quality of human resources and society will develop significantly into promising positive perspective.

Current conditions in the learning activities: a) the teacher still dominates in the learning process, b) teaching material used is limited to textbooks and Worksheet Students (LKS), c) there is no other media used in the learning process, especially computer-based media, d) the results of student learning, especially in the Basic Competency (KD) material text recount oral and write about simple experiences, activities is still likely to be low below the minimum completeness criteria (KKM), have reinforced the results of final exams 1 ECD school year from 42 students KKM 79 reached only 26.58% or as many as 21 students. The following student achievement SMK ACI in the academic year 2016/ 2017,

Pramono (2007: 8) emphasized the definition of interactive multimedia on the frame of the use of computer-based media. They stated that multimedia is a combination of text, graphics, sound, animation and video. When users get flexibility in controlling interactive multimedia.

Definition interactive multimedia that has been raised by Pramod reinforced with the opinion expressed by Bates in Pramono (2006: 11), that among other media interactivity the user must press a keyboard or click with the mouse to move the page (display) or enter answers of an exercise or test and computer merspon to give correct answers through a feedback (feedback). In line with the opinion of Prastowo (2012: 31) states that the teaching material is any material (whether information, tools, and text) are arranged systematically, the figures show full of competencies to be mastered and used learners in the learning process with the objective of for the planning and implementation of learning research. This study aims to (1) describe the condition and potential of interactive multimedia in the process of learning English, (2) to produce interactive multimedia, (3) test the effectiveness of interactive multimedia, (4) test the efficiency of interactive multimedia, (5) to test the attractiveness of interactive multimedia.

2. RESEARCH METHOD

This type of research is the Research and Development (R & D). According to Borg & Gall (2003: 772) explains that the development of research oriented research to develop and validate the products are used in education.

Subjects of this study consisted of students, teachers and media experts, subject matter experts and instructional design experts. The subject of research students who were included in the study analysis of the product needs amounted to 42 students SMK ACI, while on a small group test 18 students from three schools of research subjects, namely 6 students of English Focation language. At the stage of product

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needs analysis study, research subjects totaling 3 Lecturer SMK ACI with the same background of teaching subjects. Experts involved in product testing results.

Development is a media expert who is SMK ACI Metro Lampung. The initial step in conducting research of this development is to conduct a preliminary study, there are two activities that carried out in this preliminary study, namely: (1) a literature review and (2) analysis of needs. In the event a literature review, which examined is in the form of literature relating to the theory, concepts and research findings that are relevant to support the preliminary study. Activity analysis of the product needs, aims to determine the condition and potential to the possibility of products that will be developed, the instruments used for this purpose a questionnaire (shown in Appendix 14) were distributed to the research subjects are students and teachers, the determination of the teacher as respondent determined by purposive sampling is sampling with particular objectives and considerations.

The feasibility study carried out by conducting a field survey on the availability of infrastructure such as computers become a requirement of this product development. The survey was conducted mainly existing school environment in metro city The second phase of product development.

Based on the data obtained from the results of preliminary studies and then consulting with pembimbing thesis, the results of these discussions is expected to be a clear picture of the product specifications will be developed along with its supporting device. Procedurally research activities on the development stage include: (1) the initial product development, (2) develop a package of teaching materials, (3) expert validation test, and (4) Test field.

Product implementation phase.

After the program package so, then the next step is the testing of products in the form of interactive multimedia development in the learning process. Test deployment product development results in the learning process and learning English is to determine: (1) The effectiveness of the application of the product, namely the extent to which this product can improve processes and student learning outcomes, (2) Efficiency of use of the product associated with the management of resources used in interactive multimedia, and (3) The appeal or attractiveness of the product.

Test the effectiveness of the product is basically testing the usefulness of the product development results. To test the effectiveness of the product design of research used one group posttest - pretest design (Arikunto, 2010: 124).

Learning efficiency as measured by various resources needed, how much the cost and how long it takes to achieve specified learning goals. Test the attractiveness of the product, aims to determine the attractiveness and ease of use of the product. Indicators marked with the attractiveness of the product dipergunakannya development results repeatedly by students, it is because it is supported ease of use. To test

the attractiveness of the product used a questionnaire compiled by the Likert scale. As the statement by Djaali (2008: 28) Likert scale is a scale that can be used to measure attitudes, opinions, and perceptions of a person or group of people about a symptom or educational phenomena. It is also reinforced with some relevant research studies submitted by: (1) Shafei, Azadeh. 2012. Computer Assisted Learning: A Helpful Approach in Learning English.

3. RESULT AND DISCUSSION

Conditions and potential. The design of interactive multimedia learning begins with the identification of learning needs of students in tutorials and independent. Time allocation provided is not proportional to the complexity of the text material shaped procedures manual and the tips of English teaching. With the allocation of a 2-hour lesson per week are not enough to study the text material form of manual procedures and tips. From the results of students' needs analysis questionnaire consisting of 10 questions, namely:

- a. student learning has reached a minimum completeness criteria, 100% of respondents said no.
- b. Students are motivated to follow English lessons, 100% of respondents said no.
- c. Students experiencing difficulties or obstacles in achieving linguistic, 100% of respondents said yes.
- d. Time-face to learn English enough, 100% of respondents said no.
- e. teaching materials for learning English is adequate, 100% of respondents said no.
- f. Service regarding adequate feedback, 100% of respondents states do not.
- g. The student has the potential of ICTs, 100% of respondents said yes.
- h. Facilities and infrastructure that computer or laptop that supports English to learn some vital lessons with interactive multimedia learning media, 100% of respondents said yes.
- i. Students need to learn English alternative form of Computer Assisted Learning (PBB) or interactive multimedia learning media to overcome learning difficulties, 100% of respondents said yes.
- j. The contents of interactive multimedia instructional media program meets the need for mastery of linguistic competence, 100% of respondents said yes.

From the preliminary study, the development of products in the form of interactive multimedia

learning. As a first step in developing interactive multimedia teaching materials in designing and mendesai products perform several steps include:

- a. create instructional analysis,
- b. develop an outline of the program,
- c. mengumpulkan bahan- material in accordance with the material,
- d. developing the flowchart,
- e. writes script program, and
- f. an internal test.

There are three aspects that are tested relating to the newly created interactive multimedia, among others: media design, text material shaped procedures manual and tips and instructional design, each aspect will be asked of his response to media experts, subject matter experts, and design experts.

Revised product small group trial.

In the small group trial there was some feedback so these media are not eligible to be tested further after the revision class product testing is limited. After some input from the trials carried out, the field test berbagai either component of the layout, systems and improved teaching materials as much as possible so that the interactive multimedia approach toward perfection.

Product development results after several revisions through expert validation, the next step is the testing of the product to the user group in this case students and teachers aim is to find out the weaknesses and shortcomings of the product developed.

To determine the effectiveness of interactive multimedia in the learning process utilized test instrument in the form of learning outcomes. Test the effectiveness of these media design uses one group pre test - post test. To determine the ability of the student researchers conducted field tests using N-Gain statistical calculations with large values of N-Gain = 0.70 according to the classification by Hake indicated in the table it is known that N-Gain normalized values are in moderate classification, the level of effectiveness is effective, it can be concluded that the effectiveness of the improvement of learning ability after using interactive multimedia program is greater than the prior learning using interactive multimedia program.

Test the efficiency of the product aims to determine how developed interactive multimedia capable of managing learning resources so as to leave plenty of time for students to learn not only in class but can be studied independently. In this study, the measurement of the efficiency of product development results completed whole learning materials researchers memmberikan post-test. Show a success, if a lack of compatibility between the expected target.

Test the attractiveness of the product, aims to determine the attractiveness and ease of use of the product. 40 research subjects were asked to rate in terms of organizing strategies, strategy In terms of delivery and management of learning strategies in the use of interactive multimedia program, there are 15 items to questions related to power tests product appeal. Based on the recapitulation of the questionnaire and then test percentages.

4. CONCLUSION

Based on the issues raised in the introductory chapter and in accordance with the purpose of research which has been formulated concluded matters as follows:

- a. The use of instructional media average SMK ACI Metro has been widely used, only Interaktif Multimedia integrate it into the learning process has not been done.
- b. The creation of a media product development results in the form of interactive multimedia learning materials in the form of text manual procedures and tips English based on the analysis of the condition and learning potential.
- c. Effectiveness of capacity building for English language learning using interactive multimedia learning result there is an increase of 70% before and after the product is used.
- d. The level of efficiency of the product is determined, based on the concept of maximizing more time to learn, rationally based on the time used and time required result $2 > 1$, then the product efficiently.
- e. The attractiveness of the product development results are measured by indicators of the attractiveness characterized by learning English text material shaped manual procedures through the medium of interactive multimedia learning interesting and easy to use.

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Development of Characters Themselves through Learning Indonesian Language and Literature Sudirman AM^{*1}

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Abstract

The aim of this paper is to identify the conceptual development the characteristics of student individuality through teaching and learning about Indonesian language and literature. This study by analysis description concept law of education and teaching, design system of learning as a Hilda Taba Model by synergy with Integrative Approach in Curriculum *KTSP (Kurikulum Tingkat Satuan Pembelajaran)* by realization in learning theme. The objective of learning through program study language and literature of Indonesian by the theme, focus to the student and his individual characteristic and regionalism characteristic in side of *Negara Kesatuan Republik Indonesia (NKRI)*. The Development of student's individual characteristic in learning formed by completed or integrated in side of desain system in action, so talent of student itself as originality itself as a part of nation by motto *Bhinneka Tunggal Ika* reality based on competence through in their communication by using the language or literature of Indonesian.

Keywords: Talenta Individual, Concept of Teaching and Learning Prose's, Description Potential of Student Ability as an Indonesian Nationality

1. INTRODUCTION

Curriculum development is always done in accordance with the needs of the learning that actually in the field to be discussed according to needs analysis, whether done for the teachers as curriculum development in the field and for the decision maker in an effort to meet the needs analysis in any policy the development of education. That is an attempt to improve the quality of learning, especially in the implementation on the ground is always oriented to the national education goals as stated in the Law of the Republic of Indonesia Number 20 Year 2003 National Education System (Education).

In the National Education it is stated, that "renewal of the national education system do to renew the vision, mission and strategy of development of national education. The national education mission is the realization of the education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a human quality so capable and proactive answer the ever-changing challenges of our time" (Tim Nuasa Aulia, 2006: 151).

Given the challenges of the times are always changing and haven't finished, especially after being declared by the Indonesian President Susilo Bambang Yudhoyono, that the year 2010 until the coming of our nation Indonesia has entered the globalization nationally across institutions and national institutions such as the judiciary, agricultural institutions, and so forth included in field of educational institutions. Therefore, renewal of the national education system according to the mandate of the National Education it can be translated into education system development outlined in the curriculum at every level of education, both at the level of Early Childhood Education (ECD), kindergarten, elementary schools, junior high schools, High School, as well as in universities.

Curriculum development efforts at every level of education at the top, so that no wrong direction in every execution of construction, of course, need to be observed something that has been outlined by the party adopted a policy that the national education vision of mission as follows: That there are five points that need to be observed (1) seek expansion and equal opportunity to obtain a quality education for all Indonesian people; (2) assist and facilitate the development potential of the nation as a whole from an early age to the end in order to create learning communities; (3) increase the input readiness and quality of the educational process to optimize the formation of the moral personality; (4) increase the professionalism and accountability of institutions of knowledge, skills, experience, attitudes, values, standards-based nationalism and global; and (5) empower community participation in education based on the principle of autonomy in the context of the Homeland (Tim Nuansa Aulia, 2006: 152).

Specifically evidence of the above should be pursued on the development of quality education, the development of children's potential as a whole from an early age, improve quality, optimize the formation of personality immoral, improve professional, accountability within the competence of knowledge, skill,

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experience 'empirically' attitudes and values based on standard national and global, and to seek community participation in the implementation of autonomous education in the context of the Homeland (NKRI).

Based on the concept that, in the development of quality, the potential of children, the quality of the shaper's morale, attitude behaviors, and values that are based on national standards and global afforded by community participation in national education has been engraved in the concept curriculum (Curriculum Level Education unit) based on basic competencies, which are discussed from point of view characters themselves in learning.

Given the limitations of all sides, such as time, energy, space, and financially, than the exposure of this paper is not all the above mentioned problems can be addressed, but only limited to the topic of the development of the characters themselves through learning the language and literature. As a reference in the description of this paper need to set the question, "How far the development of the characters themselves through learning the Indonesian language and literature can be identified?"

Based on the formulation of the problem, it is expected to study the contents of this paper can be accomplished in several identification of the concept development of the characters themselves through learning Indonesian language and literature.

2. CHARACTER DEVELOPMENT SELF THROUGH LEARNING INDONESIAN LANGUAGE AND LITERATURE

2.1 The Concept of Juridical Development Education and Learning.

Before the problem of developing the characters themselves through learning Indonesian language and literature especially described, it should be referred back as advanced by general theoretical description that can be used as a reference, as it basically needs to be deduced to the development of more specific. As a general reference is meant juridical concepts related to the concept of curriculum development. Long before the 1989 Education Law and Education Law 2003; in 1945 described, in paragraph (1) that every Indonesian citizen is entitled to education, and in paragraph (3) the government shall manage and organize a national education system that increase faith and piety and good character in the context of the intellectual life of the nation is governed with legislation. To answer this challenge has been presented by the National Education Law 2003, Law on Teachers and Lecturers in 2005, and the National Education Standards Agency (BSNP) discussed in vocational training 'workshop' in each region, then now is the actual sharpened at the national level in the form of workshops as a translation commonly known as development. The development itself is essentially a renewal of the original concept, namely the renewal of the education system, the implementation of specific strategies are needed. National development strategies in the Education Law include:

- a. The implementation of religious education and good character;
- b. The development and implementation of competency-based curriculum;
- c. The learning process to educate and dialogue;
- d. Evaluation, accreditation, and certification empowered education;
- e. Increase the professionalism of teachers and education personnel;
- f. The provision of educational learning tool;
- g. The funding of education in accordance with the principle of equitable justice;
- h. The implementation of an open and equitable education;
- i. The implementation of compulsory education;
- j. Implementation of decentralization of education management;
- k. The empowerment of public participation;
- l. The center of acculturation and community development; and
- m. Monitoring the implementation of the national education system (tim nuansa aulia, 2006: 153).

The 13 strategies that are more emphasized in intensity on the development and implementation of competency-based curriculum and learning processes that educate and dialogue and ending with the evaluation; without prejudice to other points as support in the realization of the curriculum. How the provisions of the curriculum itself?

Talks on the curriculum in the Education Law has been described in chapter X of Article 36, 37, and 38. That with respect to the basic framework is found in paragraph 1 and 4 of Article 38. Paragraph 1 basic framework and structure of the curriculum of primary and secondary education established by the Government; paragraph 4, the basic framework and structure of the higher education curriculum developed by the universities concerned by reference to national education standards each subject.

Especially on the Indonesian language and literature material itself to support the basic framework and structure of the curriculum as a whole subsection of the curriculum itself is a subject of study in this paper. It can simply be divided into subject material (1) competency skills; (2) The linguistic competence; and (3) The literary competence can be seen in the design of the system integrated in the development of learning.

2.2 The Concept Learning System Design Approach

Why the concept of instructional systems design approach is needs to be planned? Of course, there are some considerations that need to be taken into account (1) through a systems approach to design direction and learning objectives can be planned, Because no matter what the formulation of objectives is one of the characteristics of the systems approach; (2) system leads teachers on activities Characterized by systematic; (3) The system can design approach to optimize the learning potential and available resources; and (4) through a system design approach can provide feedback, and simplify the system unit annulled less than optimal implementation (Cf. Wina Sanjaya, 2009: 7).

In the matter of the design of this learning system we can distinguish the concept of planning and implementation concepts, concept planning oriented on the curriculum as a translation of technical implementation, and the implementation of the concept oriented-lesson in the educational process (teaching and learning interactions) rests on the characteristics of national education goals. National education in primary education, competency standards to be achieved by laying the basis of intelligence, knowledge, personality, character, independent living skills and to follow further education. While in general the secondary level, competency standards achieved to lay the basis of intelligence, knowledge, personality, character, and skills to live independently and to follow further education.

At the secondary level vocational competency standards need to be accomplished to improve the intelligence, knowledge, personality, character, skills to live independently and to follow further Standard competency of graduates in higher education aimed at preparing students to become members of the community participants are noble, have the knowledge, skills, independence, and attitudes to discover, develop, and implement science, technology and art that are beneficial to humanity (Cf. Wina Sanjaya, 2009: 101; PP No. 19 Year 2005 on National Competency Standards Education).

In line with the present conception of autonomy within the Republic of Indonesia, then the learning has in the implementation of government decentralization, it is necessary to use the learning model that is already popular and in accordance with the mission, to be offered to the reader is the model Hilda Taba (Burhan Nurgiyantoro, 1988: 170). Hilda Taba models starts from empirical data drawn inductively, in contrast to other models which are implemented deductive. That is why this model is called the Model Reversed.

The development of a model curriculum begins with a needs analysis and experiments. Once it can be done in five stages (1) develop curriculum units that have been prepared by the teacher; (2) formulate learning objectives; (3) selecting and organizing learning content and learning experiences; (4) conduct an assessment to be a balance between depth and breadth of teaching materials; and (5) conducted a trial to know the validity and feasibility of teaching and learning activities. Then the next, revision and consultation as a follow-up.

As a comparison of the model Hilda Taba is actually derived from the seven steps (1) Diagnosis of needs; (2) Formulation of interest; (3) Selection of the contents; (4) Organization of the contents; (5) Selection of learning experiences; (6) organization of the learning experience; and (7) The determination of what is evaluated and the means to evaluate (Via Tarin, 1993: 89). The curriculum is trying to get closer to the reality of curriculum implementation through testing by professional staff --- with Hilda Taba expensive model with an emphasis on approaches terintegratif --- this model really blends theory and practice, therefore, required capabilities and professional theoretical high of faculty and administrator executing (Cf. Burhan Nurgiyantoro, 1988: 171).

Talking about the learning process cannot be separated from the components of the learning system. To complete learning system component, there are four questions that must be answered, namely (1) the purpose of what must be accomplished; (2) the conditions under which students can achieve goals; (3) what resources are needed to add to the learning experience; and (4) how the achievement of objectives? What needs to change? (Wina Sanjaya, 2009: 9-13). On the concept of this system of self-centered character development in students as learners are influenced by the material and the concept of learning materials in general, and learning Indonesian language and literature in particular.

2.3 The Concept of learning Materials Language and Literature Indonesia

In the matter of the design of this learning system we can distinguish the concept of planning and implementation concepts, concept planning oriented on the curriculum as a translation of technical implementation, and the implementation of the concept oriented in the learning process (teaching and learning interactions) rests on the characteristics of national education goals. National education in primary education, competency standards to be achieved by laying the basis of intelligence, knowledge, personality, character, independent living skills and to follow further education. While in general the secondary level, competency standards achieved to lay the basis of intelligence, knowledge, personality, character, and skills to live independently and to follow further education.

But wisely in its delivery of such sequences is not absolute forever be followed as it is, but it can be done systematically with consideration for the interest in the implementation of learning. So that as one alternative, subject material language and literature can be grouped into (1) competency skills; (2) The linguistic

competence; and (3) literary competence that can be seen in the design of the system integrated in the learning development.

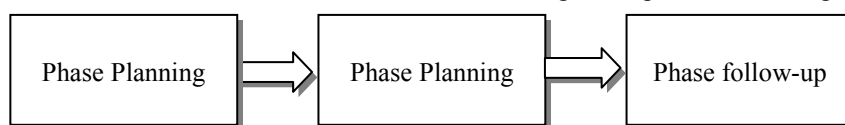
3. CHARACTERISTICS OF SELF DEVELOPMENT THROUGH LEARNING INDONESIAN LANGUAGE AND LITERATURE

3.1 Development of Learning System Characteristics

Speaking in the characteristics of the learning is never over, other than we've been in the era of globalization, as well as the acceleration of information and technology education is a variable that cannot be bargained anymore. Of the four components of the learning system, the most dominant to be observed is, under what conditions students can achieve the goal. Learning conditions must be adjusted in every room every time and place in the span of time and the place itself. So, it has a characteristic shape and flexibility characteristics. Flexible characteristics, flexibility always refers to the characteristic learning objectives as meaning in their implementation ought to be adjusted in the future perspective. So in practice the learning experience in the development of self has a dynamic character that is always evolving, and at least be in a position not to happen stagnant setback for the learner and teacher themselves. Thus the presence of ICT 'Information Communication Technology' as a supporter of the absolute learning success must be mastered and used in learning that developed today. So, instructional media used are expected must have the characteristics of providing support in the audio-visual or translated as in the observation of learning the characteristics of a unified, which is to see and hear in scrutinizing the lessons learned by the students as learners be named media in an integrated about something delivered by teacher eye lesson. Integrated in the absorption characteristics and the delivery of it, will ultimately answer the characteristics of the intended purpose. While doing research class actions, always oriented or reference to the perspective of the future, based on the reflections of systematic characteristics can be determined things that need to be addressed as the realization of a classroom action research.

3.2 Development of Learning Material Characteristics Languages and Literature

Characteristics of language learning materials and literature Indonesia in the pattern of Competency-Based Curriculum (CBC), it can be detached from the characteristics Bloom Taxonomy, which is located in the cognitive, affective, and psychomotor. So that the subject material language learning materials and literature it should have competence 1) competency skills; 2) competence linguistics; and 3) literary competence. All three should be seen as an integrative system of learning development. Linguistic competence has the characteristics to meet the needs of effective communication using denotative, while the skill competency has the characteristics of flexibility required for interaction among fellow in verbal communication both in the realm of hearing, listening, reading and writing are integrated in the communication theme above. Furthermore, the appreciation literary competence is used figuratively. Competence is more dominant literature on cognitive has the characteristics of imaginative exploration of creative and innovative in learning activities appreciation. Namely appreciate the artistic value of literature and culture in the humanities, in accordance with the stages. (3) Characteristics of Self Development through Learning System Language and Literature. Personal characteristics that need to be developed through learning system language and literature not be separated from the characteristics of the learning system in general above, which is characteristic of the condition of the learner, the characteristic objectives of basic competence in set design, media characteristics to support the achievement of learning goals, characteristics of good evaluation the implementation (pretest-pos test), and the action after the action research. More detail can be observed in the chart following the implementation stage of learning.

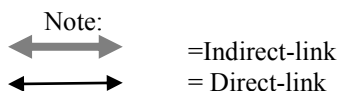
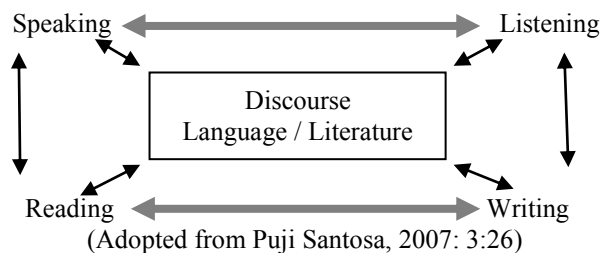


(Cf. Wina Sanjaya, 2009: 175)

The third stage is a unity that must be implemented by a teacher who acts as a teacher and researcher in the study as well as a class action in an effort to improve the quality of learning from one moment to the next in a complete learning program. Implementation of the design of the learning system, often used by teacher in learning subject lesson (a) the communicative approach; (b) process skills approach; (c) integrative approach (a combination of the three approaches that) followed by methods and techniques in their achievement.

Given the nature language is a system, and then the communication is expected to do regardless of the nature of the system itself for the communicant in communication, both systems (sub) ordinate in their applications. After considering the model Hilda-Taba in the previous description, the circuit system proper ordination with the matter is integrated approach supported by other approaches. In other words, an integrative approach is thematic approach, the discourse is the discourse that was served still warm and in accordance with the realities of life. Humanities is still warm, it could be in the form of fiction or nonfiction could referenced teaching material, would target the priority aspects of what will be taught in accordance with the mandate of the learning objectives and curriculum. The characteristics of thematic learning i.e.: (a) presents the concept of multiple

aspects of learning with a view to a more meaningful and not imposed; (b) be flexible; (c) can be developed in accordance with the interests and needs of students; (d) provide experience to students; and (e) a student-centered (Adopted from Puji Santoso, 2007: 3:26). As an illustration the following may be observed visually.



Given the concept of student-centered learning, the potential characteristics of self through language learning and literature as a learning material that depend on the thematic discourse can form their own characteristics of the individual, is dominant on the skills of speaking, listening; reading and writing; through language and literature. Besides being able to build a mental and cultural characteristics through the themes and messages in a language or literature as a discourse of learning materials; the intensity of the competence of the character formation of self is supported media character clarify and strengthen the competence of cognitive, affective and psychomotor accordance with the capacity in the implementation of learning based on the characteristics of the local area in the Homeland (NKRI).

4. CONCLUSION

Based on the purpose of writing this paper, there are some concepts that can be identified on the personal development through learning Indonesian language and literature

- a. Self-development through learning Indonesian language and literature is not a part of the national characteristics of local content Homeland;
- b. The development of self-developed by the KBK cannot be separated from the characteristics of teaching materials to support the achievement of learning goals may have cognitive, affective and psychomotor developed by taxonomic Bloom;
- c. The competence of taxonomic Bloom was characterized by a general learning penetrated the communication characteristics speaking, reflected through the channel of expression of language skills (speaking, listening, reading, and writing) to tread the stage respect for national identity in art literature and culture, to be implanted an appreciation of the values of life;
- d. The development of the characteristics of self through language and literature can be preceded by a needs analysis as offered by Model Hilda-Taba;
- e. After preserved Model Hilda-Taba performed in turn applied learning model of systemic character to detect weaknesses in the learning system;
- f. Learning is meant to make it more meaningful to the lives of individual students in facing the future character pursued an integrated approach;
- g. Learners can be developed the characteristics of his or her potential in accordance with the capabilities, needs, interests, and to foster appreciation on the work of literary and intellectual outcome of the nation itself;
- h. In turn development through learning the characteristics of language and literature can be extracted from various findings on aspects of language skills through thematic learning, and also observed in the form of classroom action research; and
- i. Above further about expected to be developed over time in the form of actual learning, the design of the system is altered according to the context of its time. That is so that grain can always happen enlightenment and always warm.

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The Development of Instructional Model of *Reciprocal Teaching* Real Analysis Subject I Sutrisni Andayani^{*1}

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Abstract

The aim of this study is developing a learning method of reciprocal teaching in course of real analysis I. Data is collected through the methods of observations, questionnaires, interviews and tests. Thus, the research development process include: The research occur on the course for mathematics education at the University of Muhammadiyah Metro, Lampung. This study is developing a research & (Research & Development), through the steps: 1) identification about the instructional goal, 2) analyzing the instructional, 3) analyzing the student characteristics and the learning context, 4) formulate the objectives of particular learning, 5) developing the instruments assessment, 6) developing the instructional strategies, 7) developing and selecting teaching materials, 8) design and implement the formative evaluation, and 9) revise the learning program. The Data is collected through the methods of observations, questionnaires, interviews and tests. Data analysis is conducted by using qualitative and quantitative. Qualitative analysis is used to determine the sequence of learning method and the development of Reciprocal Teaching learning method, in form of descriptions and data tabulation. The sort are: questioning (ask), clarifying (clarification), predicting (predict) and summarizing (concluded). The quantitative analysis in form of numbers and percentages is used to determine whether the development of Reciprocal Teaching learning method appropriate to use. The products are the development of Reciprocal Teaching model are the RPS, teaching materials and assessment tools validated at the step of formative evaluation, it obtained the revised of assessment tool / test, RPS and teaching materials) which is conducted through expert validation and small groups testing, the assessment instruments are revised in question 1 and 8, while for RPS and teaching materials 4.31 and 4.43 categorized well, so it is appropriate to use. The product result is the development of Reciprocal Teaching model course of Real Analysis I (in the form of tests, the RPS and teaching materials).

Keywords: Development Reciprocal Teaching Learning Method, Real Analysis

1. INTRODUCTION

Real Analysis subject I is compulsory subject that must be taken by a student of math education UM Metro. The purpose of this course is introducing the formal evidence on math understanding to the students. The material include: the real number system, number sequence and limit.

Based on the observations in study program Real Analysis subject I, the lecturer deliver course material mostly by using the expository method. In expository method, lecturers dominantly assign tasks to students individually. In learning process the lecturer delivers about learning materials dominantly than students. Most of them learn by listen and record the information as well. The student learning results is still relatively low, as seen in final test acquisition value, about 58% students receive grades below 7.24 (B). This condition due to a lack of course material understanding and comprehension, therefore the results are dissatisfied.

Several studies show about the low outcomes in Real Analysis subject I as seen in official study of Darmadi (2009) the result is about 63.54% of students have not been able to understand the formal definitions concept, 93.75% have not been able to procedural step (difficulty in using the formal definition for evidence) and 82.29% of the students have not been able to reach procedural step (the difficulty in combining two or more concepts in order to get new concepts). Juter (2006) depicts students who have difficulty in completing tasks in the math material of limit function. Wuryanto (2011) states a person's accomplishment in mastering Real Analysis depends on the serration analysis by using valid logic of thinkin.

This lower learning outcomes condition is resulting of lack achievement in learning system. According to Sanjaya (2008) some components that affect learning system activity is teachers, students, and available media tools as well as environmental factors. Therefore, teachers / lecturer should apply the meaningful material application of learning to make to students. The material will be significant if applied learning strategies done by students in problem solving activities. (Hudoyo, 1988).

One alternative of learning strategy is Reciprocal Learning (Reciprocal Teaching). Palincsar and Brown (1984) states Reciprocal Teaching is a learning procedure in which the lecturer and students play a role in reciprocal dialogue by one reading. Lecturer give method by key activities such as: summarizing / review (summarizing), questioning (ask), clarifying (clarification) and predicting (predict). According Trianto (2009) Reciprocal Teaching (learning inverted) developed to help teachers use the teaching dialogues collaboratively in reading comprehension independently in class.

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Trianto (2012) states students about four specific of self-regulation comprehension strategies in learning Reciprocal Teaching those are conclusion, asking questions, clarifying and predictions

Based on previous description above, Reciprocal Teaching is a learning strategy that use the reciprocal dialogue, which emphasizes on self understanding and student activity in the learning process, conducted in a group with key activities such as: questioning (ask), clarifying (clarification), predicting (predict) and summarizing (summarize).

Reciprocal Teaching Learning Strategy aims to improve student understanding in learning. Reciprocal Teaching is designed to be implemented in the classroom. Omrod (2009) states that in a reciprocal learning, teachers and students meet in groups to read the text. First a teacher leads the discussion to improve student ability of summarizing, questioning, clarifying, and predicting. Then the teachers role is transferred to the students, they lead the discussion, ask, discuss texts independently, they work together and check for understanding in possible misconceptions.

Nur in Trianto (2012) carried out first by professors assign students to read literature in small groups, then a lecturer gives 4 skills method (asking questions, summarizing readings, classified the difficult points, predict what is written the next reading). Furthermore, the lecturer replace role to student as teacher, they act as a leader in each group discussions and lecturers switched roles within the group as a motivator, mediator, coach and support, feedback and encouragement for students. Hence, lecturer shifts responsibility to the students in groups, they monitor about thoughts and used strategies.

Based on those opinions the research steps in learning strategies of Reciprocal Teaching are: Phase I. Introduction. Lecturers prepare teaching materials that contain materials and assignments. Then explain about objectives and benefits of learning, divide students into small groups, each of 4 people get a student becomes their leader of the group. Phase II. Substance 1) Lecturer divides teaching materials which contain of materials and assignments, students should read the material on teaching. Furthermore, the lecturer orders the students to give and answer questions. 2) Each group and its members predict and assess the possible answers questions / issues on teaching materials. 3) Each group clarifies the answers obtained by lecturer's guidance. 4) Students and lecturer summarize and take problem's resolution. Phase III: Conclusion: Lecturer explains back about difficulties, and then gives homework or future plan of learning.

Real Analysis subject I, is particular part of mathematics. Suriasumantri (2007) states that: Mathematics is an artificial material that was developed to address naturally shortcomings language. It is required a certain effort to master mathematics in the form of learning. According Hudoyo (1988) mathematic has close meaning to abstract concept that is arranged hierarchically and deductively reason.

As being a part of mathematics, the subject Real Analysis is one of compulsory subjects presented in mathematics education course curriculum. According to Radulescu et al (2009) intends in some basic principles and completion techniques, he offers systematic illustrations as a problem-solving activity in exploring, investigating, and discovering a new concept. Darmadi (2014) states Real Analysis formal need the formal evidence of formal definition. Unlike the calculus which emphasizes practice and utilization, Real Analysis emphasizes about evidence and the ability to analyze. Real Analysis study is manipulates the standard formula to solve the problem, because it develops the ability to think deductively, it analyzes mathematical situations, and extend the idea to the new context. (Bartle & Sherbert, 2000).

Real Analysis subject I being a part of mathematics which has its own characteristics. Real Analysis subject I focus on evidence and the ability to analyze. In analyzing, the solving problem process is carried out by completion of procedures written in form of a formal language.

Subject matter of Real Analysis I according to Radulescu et al (2009) include: sequence, row, Limit, continuity, differentiability, convex function, Antiderivatif / Integral and Applications, while according to Bartle & Sherbert (2000) include: Introduction, Real Numbers, Sequences and row, Limit, Continuous Functions, Differential, Integral Riemann, Sequences of Function, unlimited sequence, general Riemann Integral and Topology understanding. Bloch (2011) writes material real Analysis includes: Real Numbers structure, Real Numbers System, Limit and continuity of Function, Differential, Integral, unlimited Limit , transcendental functions, sequence, Series, Sequences and Series of Functions.

However, based on the theories above conclude that the subject matter of Association of Real Analysis Real Numbers, Real Numbers System, sequence, Limit, continuity of function, Differential and Integral. Therefore material Real Analysis is divided into two parts: Real Analysis I and II. Material Real Analysis I include: Real Numbers system, Numbers sequence, Limit of Functions while Real Analysis II consists of Differential, Integral, Sequences and series.

The purpose of this study are: 1) To determine the description use of learning method Reciprocal Teaching on the subject Analysis Real I, 2) To determine the feasibility study method Reciprocal Teaching on the subject Analysis Real I, 3) To develop a learning method Reciprocal Teaching in the subject Analysis Real I.

2. RESEARCH METHODS

This Research takes place at the University of Muhammadiyah Metro. The research was carried out for one year, to obtain the results in form of reciprocal learning method of development teaching, subject Real Analysis I.

The research subjects are students who majoring the subject in Real Analysis I, Mathematics Education Program, University of Muhammadiyah Metro year 2015/2016. Research Variable is the development of reciprocal learning method teaching Real Analysis subject I.

The type of research is a Research and Development, using a design of Dick, Carey & Carey. (Gall, Gall & Borg, 2007). The sequence of this study include: 1) identify the instructional goal, 2) analyzing instructional, 3) analyze the student characteristic and the learning context, 4) formulate the specific instructional objectives, 5) developing assessment instruments, 6) develop learning strategies, 7) developing and selecting teaching materials, 8) design and implement the formative evaluation, and 9) revise learning program ,

The products which produced in step 1) up to stage 7) are in the form of an assessment tool / test, Semester Lesson Plan (RPS) and teaching materials. Those products are evaluated through the formative evaluation phase by using expert reviewed and small group tested. Data is obtained through interviews, questionnaires and assessment of the product by taking opinions and reviews from the experts, both on the development method of learning and teaching materials *Reciprocal Teaching*. Hence from that validation, there is such a review to revise the learning method, data analysis of learning execution and conclusions.

3. RESULTS AND DISCUSSION

Based on development result which is done by using the steps of instructional design, it is obtained that:

a. Identifying the instructional objectives

From the needs analysis made toward the lecturer and students using questionnaires and interviews, it is showed that the learning outcomes of students in Real Analysis subject I still low, as learning method being used individually, therefore students still have difficulty in understanding the material. The necessity of using the method of group learning is needed. Hence, in Real Analysis subject I need to be designed about the method using Reciprocal Teaching. The general instructional objectives is the method of learning in Real Analysis subject I, the student hopefully have an understanding about concept of real numbers, a sequence of real numbers, sequences including convergent of limit and continuity of functions.

b. Instructional analysis

At this part, general behavior of the general instructional objectives is depicted into more specifically behavior mastered by students.

c. Analyzing the student characteristics and learning context

In this session, the behavior divided into two parts whether the one which has been mastered and which ones have not by providing orally test. Dismiss behavior then being formulated to be specific instructional objectives.

d. Formulating specific instructional objectives (TIK)

Based on the steps 2, 3 and 4 it obtained specific objectives instructional, namely: a) Prove the properties of real numbers, b) Proving the nature of real numbers c) Solving Problems related to absolute value, d) Resolving issues related to the completeness e) Resolving about ranks and subbarisan, f) Resolving problems of convergent row, g) Completing question of divergent sequence and theory of Cauchy, h) Resolving limits question, i) Resolving problems using theory limit of function and j) Resolving question of unlimited limit.

e. Developing assessment instruments

Assessment instrument is made as TIK. Before being an instruments it is created a formula of question by 8 description test items for 2 mainly subject matter, those are real number sequence and limit of functions

f. Developing a learning strategy

Learning strategy is a form of semester lesson planning appears in learning sequence description (introduction, content and conclusion), methods, media and time.

g. Developing and selecting teaching materials

Teaching material is obtained through the compilation process from various sources. The composition include: a) the real number system, b) real number sequence and 3) Limit

h. Designing and implementing a formative evaluation, and

i. Revising the learning program.

On the step 8 and 9 of assessment instruments, RPS and teaching materials are evaluated through:

1) Expert review (expert judgment)

Expert review is conducted to assess the product feasibility such as: lesson plans, assessment and teaching materials.

a) Instrument of Assessment

Assessment instruments is created through a validation process with the lecturer who teaches Real Analysis subject I at the University of Muhammadiyah Metro, they are Rina Agustina, M.Pd. and Nurul Farida, M.Pd. The revised question is the question no. 1 which mentions a number based on a sequence formula proved the sequence limit. The next question number 8 calculates the limit or no limit be counting, while other numbers are not revised.

b) RPS Validation

RPS Validation is done through questionnaires and interviews, it is validated by Nurul Agustina, M.Pd. (lecturer of mathematics teaching) and Dra. Ratini, M.Pd. (Expert of instructional design). Validation a result is obtained by the approximately value of 4.31, so it can be concluded that the RPP is categorized well, so it is appropriate to use. The learning sequences in using method Reciprocal teaching at RPS are:

- Lecturer divide students into small groups, the he shares teaching materials which contains of materials and assignments.
- Lecturer asks the group leader to lead the students about the matter, asking and answering questions, and instead of questioning back the student (questioning)
- Each group predicts and assesses the possible answers of problem in worksheet (predicting)
- Each group clarifying the answers (clarifying)
- Each group summarizing the answers (summarizing).
- Each group presents the results alternately and other groups respond
- Lecturer discusses the tasks of students and responds the right answer
- Students and lecturer summarize the material

c) Teaching materials

Teaching materials are validated by Bustanul Anwar Rahmat, M.Pd. (lecturer of UMM who is completing studies S3 in the State University of Malang) and Nur Hanurawati, M.Pd. (Lampung University lecturer who is completing S3 studies at the UN Malang), Rina Agustina, M.Pd. and Nurul Farida, M.Pd. Hence, the validation results which is obtained through questionnaires has values: 4.43 and categorized well, so that teaching materials is appropriate to be used. While the interview results should be revised as follows:

- There is still inappropriate and inconsistent letter in writing.
- Spacing, layout of the article needs to be fixed / arranged neatly.
- The addition of Reciprocal teaching steps on conclusion / verification is necessary, such as: asked, replied, predicting a response, clarified and concluded
- More attractive displayed.
- There are less letter and do not fit so it needs to be repaired.

Based on validation result in revising the teaching material for small groups testing.

2) Small groups evaluation

Evaluation of small groups on eight students who have the characteristics target population such as students who are has low, medium and high capability. Students are provided with teaching materials and asked to assess the shortage, discuss difficulties in understanding the material. Small groups' evaluation using questionnaires and interviews of 4 high, medium and low capability students.

The evaluation result of the small group that obtained from the questionnaire with an average value of 4.34, the teaching materials is appropriate to use because it has a good criterion. While from the interviews it shows that the formulation of TIK, the quality of teaching materials, material and test correlation, and the look was appropriate. While in understanding the material content, the students are still experiencing difficulties in singleness of limit, theorem of sequence limit and the need for an explanation of theorem. The benefits of teaching materials can be used for logical thinking and the increasing focus on proof and group tasks.

Based on those interviews, revised instructional materials done in singularity limit and sequence theorem, whereas to increase the student activity it needs: asked, answers, clarification, answers prediction and conclusion. The small group test results are used to revise learning products.

4. SUMMARY

Reciprocal Teaching is a learning strategy that use the reciprocal dialogue, which emphasizes on self understanding and student activity in the learning process, conducted in a group with key activities such as: questioning, clarifying predicting and summarizing

The steps of research are: 1) identification about the instructional goal, 2) analyzing the instructional, 3) analyzing the student characteristics and the learning context, 4) formulate the objectives of particular learning, 5) developing the instruments assessment, 6) developing the instructional strategies, 7) developing and selecting teaching materials, 8) design and implement the formative evaluation, and 9) revise the learning program.

The products are the development of Reciprocal Teaching model are the RPS, teaching materials and assessment tools validated at the step of formative evaluation, it obtained the revised of assessment tool / test, RPS and teaching materials) which is conducted through expert validation and small groups testing, the assessment instruments are revised in question 1 and 8, while for RPS and teaching materials 4.31 and 4.43 categorized well, so it is appropriate to use. The product result is the development of Reciprocal Teaching model course of Real Analysis I (in the form of tests, the RPS and teaching materials).

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The Description of Micro Teaching Lecturing Program Implementation in History Education Major FKIP UM Metro

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Abstract

In order to improve the service and micro teaching lecturing quality, it was needed an entire evaluation. An entire evaluation was done in giving the service to the lecturing implementation. The students of history education major and the lecturers were the research object. The data was gathered by using questionnaire, interview and documentation. The data gathered shown that the lecturing implementation and the service given in micro teaching lesson was good and excellent. But the innovation was still needed to the lecturing improvement.

Keywords: Lecturing, Micro Teaching, Service, History Education

1. INTRODUCTION

In order to support the professional teacher forming, it is needed to complete the facilities and infrastructures of education institution and its expert (LPTK). One of the facilities that must be completed is a suitable micro teaching laboratory for the students to do a practice as a teacher so their capability in controlling the teaching-learning process can be improved.

The matters above have been done by teacher training and education faculty of Muhammadiyah Metro University (FKIP UM Metro). FKIP UM Metro is one of LPTK which has a purpose to set up professional teachers with its micro teaching laboratory as a place that can be used to do a micro teaching process in order to train and improve the capability in it. Micro teaching is an approach or way to train the teaching capability in a "micro" or simple way (Sukirman, 2012:21). Micro teaching means a small teaching model or it is called real teaching (Asril, 2012:43). Micro teaching laboratory in FKIP UM Metro consists of two rooms to do a micro teaching practice with recording tools and teaching equipment, a room to organize the laboratory with a set of computer as a tool to monitor and operate the record.

The micro teaching laboratory in FKIP UM Metro is managed by a head of laboratory that is helped by two staffs. A job description is made in order to make the micro teaching laboratory organizes optimally. The micro teaching laboratory organizer not only organize and give the service to the students and lectures who is needed it, but also arrange the micro teaching lecturing and make the complete tools and facilities in it.

During the lecturing and a service given to the students, there is no one who analyse the student's perception of lecturing and laboratory staff's service. The evaluation did before has not done in whole aspects, so the writer who is the laboratory's head interests to analyse it in order to know how is the student's perception about the lecturing and a service of the laboratory's staffs given. Besides that, it is needed to the whole evaluation of micro teaching laboratory itself. Through this analysis hopefully the description of the lecturing and a service given can be described.

2. RESEARCH METHOD

This research used qualitative approach. Sometimes qualitative approach is called naturalistic research method because the research does in natural condition (Sugiyono, 2007:1). The research was done to the history major students who followed micro teaching lesson in academic year 2015/2016. The students who joined the lesson were 31 students. All of the objects in the research were become its objects so it was population research. It is in line with what Arikunto (2006:30) said that population is all of the research subjects. If a person wants to examine all of elements in the research area, so the research is population research or population study or census.

Besides that, the result of the research is based on how the data gathered. The data gathered technique is the main thing in a research, so it is needed to make the suitable gathered data technique used. There were many techniques used in this research, they were: documentation, questionnaire and interview. Moreover, the data was analysed by description data analysis. The data description showed the data to get a real form from the respondents, so it was easier to be understood by the researcher or other people who interest about the research

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result (Sukardi, 2007:86). In other side, the triangulation was used to support the questionnaire's result in percentage.

3. FINDINGS AND DISCUSSIONS

One of the research instruments used was questionnaire. Before the instrument used in the research, the try out was done to know its validity. The try out was done to the 21 physic major students who has followed micro teaching lesson. Based on the validity criteria the questionnaire is valid if its correlation (r) $>0,300$ (S. Eko Putro Widoyoko, 2012). The questionnaire was analysed by using SPSS 19 version. Based on the analysis there were two of twenty items that was invalid, the items were number 11 and 19. Based on some opinion, the researcher decided to revise the questionnaire into 18 items only as the research instrument.

The questionnaire was not only seen by its validity but also its reliability too. Using the sae version of SPSS, the reliability of the questionnaire was 0,899 in Cronbach's Alpha. Seeing two questionnaires try out result, so it could be used as the research instrument.

Besides that, in order to know the score percentage analysis category, the score criteria used as shown in the table below:

Table 1. The Score Percentage

No	Percentage	Note
1	81,00-100	Excellent
2	61,00-80,00	Very Good
3	41,00-60,00	Good
4	21,00-40,00	Fair
5	00,00-20,00	Bad

After the instrument was valid and reliable, it was used to do the research. The research findings about the lecturing process and a service given by laboratory's staffs were:

Table 2. The Findings about Micro Teaching Lecturing

No	The Evaluated Indicators	Note
1	The time of micro teaching lecturing.	Very Good
2	Micro teaching lecturing program that was held could give the students' teacher the way to manage the teaching-learning process, make the teaching design, give a real teaching experience and give some abilities to teach.	Excellent
3	The lecturing implementation was helped by micro teaching that be based on lesson study.	Excellent
4	The lecturer gave the purpose and target, program, scoring procedure and the rules of micro teaching lecturing clearly; then the lecturer instructed and gave a good example to the students.	Excellent
5	The lecturer did all lecturing program based on the lecturing plan (SAP) appropriately	Very Good
6	The product and practice scoring, lesson study implementation and peer scoring system	Excellent

Table 3. The Findings about Micro Teaching Staff's Service

No	The Evaluated Indicators	Note
1	The laboratory staffs always give the information about micro teaching lecturing clearly, correctly and satisfying.	Very Good
2	The laboratory using was comfortable and friendly but still serious in using it.	Excellent
3	The laboratory staffs gave a service respectfully.	Excellent
4	The laboratory staffs are always perceptive in laboratory's need and use.	Very Good
5	The facilities of micro teaching laboratory is complete enough.	Very Good
6	The lecturing's room in the classroom or in the laboratory are good enough.	Very Good
7	The recording given could help you to improve your competencies as the teacher	Excellent

Based on table 2 above, it was known that the time of micro teaching lecturing which was done at the beginning before the even semester lecturing started or in the rest time between the odd and even semester was categorized very good. It was done in order to help the students to complete the requirement when they registered PPLT program, because the students must be passed micro teaching lesson before it

Moreover, the micro teaching lecturing program that was done could give the students teacher some ways to manage the teaching-learning process and make the teaching design. Then it could give a real experience in classroom and make the students know some basic competencies in teaching. It was proved from all indicators which were categorized excellent.

Then, the implementation of micro teaching lecturing which was integrated with lesson study could support the material mastering and add the student's experience in the lecturing. It was appropriate with the questionnaire's recapitulation that showed excellent categorized in those indicators. In other side, the lesson study implementation in the lecturing which included plan, do and see was in excellent categorized. It was proved that lesson study program in micro teaching lecturing was running well.

The research did not only focus on the lesson study in the lecturing but also the lecturer too. The questionnaire's result about the lesson's contract; they were: did the lecturer give the lecturing's plan and target, the lecturing program, the scoring procedure and the lecturing rules clearly were in excellent categorized. The questionnaire about the micro teaching's lecturer instructed well and gave a good example to the students were in excellent categorized. Moreover, the questionnaire result about the lecturer did all lecturing program based on the lecturing plan (SAP) appropriately was in very good categorized. While the questionnaire about the product and practice scoring, lesson study implementation and peer scoring system were in excellent categorized.

Based on the findings above, it could be seen that overall or the average of micro teaching lecturing program analysis was in excellent categorized. It was proved by the interview result that was done to micro teaching lecturer; Mrs.Dra. Sumiyatun, M.Pd. and Mr.Kuswono, S.Pd.,M.Pd. They said that the lecturing was running good and well. But, the lecturer still had some suggestion to the lecturing especially to the classroom door which was locked sometimes when they wanted to use it. It happened because the lecturing was done it the time when the other lecturing was free.

Moreover, the research did not only analyse the micro teaching lecturing but also the laboratory service (table 3) too. It was done in order to evaluate the service given, it was satisfying or it needed betterment. The first indicator was the laboratory's staffs always give the information about micro teaching lecturing clearly, correctly and satisfying; the respondents answered were in very good categorized. It meant that the information which was conveyed by the laboratory assistants could be accepted clearly by the students. It was proved that there were no students who left the micro teaching lesson.

The next indicator was the laboratory using was comfortable and friendly but still serious in using it was in excellent categorized. It showed that the students were comfortable in using micro teaching laboratory, including a service given and the laboratory instrument provided. The students were still serious in joining the lecturing although they felt comfortable in it.

The third indicator was used was the laboratory's staffs gave a service respectfully to the students who would follow the micro teaching lecturing and when they follow it. In this item, the questionnaire recapitulation showed the excellent categorized. From the personality, the micro teaching laboratory staffs were very good. It was proved by the interview did to some history major students who said that the laboratory staffs were having very good personality. The fourth indicator was the perceptiveness of laboratory staffs when the students needed the laboratory facilities. The questionnaire noted this item in very good categorized. The perceptiveness in giving a service is the main thing that must be had by the laboratory staffs. The laboratory staffs in FKIP UM metro have it. They were alwaysperceptive to the laboratory deficiency and student's complaint when they used micro teaching laboratory.

The fifth indicator was about the facilities in micro teaching laboratory which showed very good categorized. But it is needed to add some laboratory facilities in order to support the betterment in giving a service to the micro teaching lecturing. The next indicator was about the lecturing room used, whether it was in the classroom or in the micro teaching laboratory room. The item showed very good categorized. The classrooms used in micro teaching lesson were the classroom that was used by other lesson and the room in micro teaching laboratory when the teaching-learning recorded. Although according to the students the item was very good categorized but it was needed betterment on the broadening of laboratory room that was used to teaching practice.

The last indicator was about the student's teaching practice recording which could be a media to improve the student's teaching ability. The questionnaire showed the excellent categorized. It meant that the recording given to the students was really useful and helped them to evaluate their performing as the teacher.

4. CONCLUSION

Based on the findings of the research, it can be conclude that the micro teaching lecturing implementation was very good especially in history major program. But it was still needed a deep evaluation in order to make the micro teaching lecturing betterin the future or maintain the good performance now.

In line with a micro teaching laboratory staff's service that was in very good categorized. It can be a consideration for the laboratory staffs in managing the micro teaching lecturing; they can maintain the performance now or make the betterment for the future.

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The Role of Islamic Organizations in the Development of Islamic Higher Education in Indonesia and the Relationship History of Islam in ASEAN

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Abstract

This paper will explain about the role of Islamic Organization in the development of Islamic education in Indonesia and Its Relationship History of Islam in the ASEAN region, and its network of education Islam in the context of history, especially related to the struggle of Muslims in the face of colonization to independence as well as the challenges of modernity that must be faced by the Muslim scholars in the region to defend the Islamic identity for the progress and continuity of effort to modernize the education system better. Particularly in Indonesia there is cohesion between Islamic educations with the organization's history where Islam plays an important role in Islamic education elicits from colonization period until the modern era.

Keywords: Islamic Organization, Islamic Education, Relationship History of Islam in the ASEAN

1. INTRODUCTION

The history of Islamic education in Indonesia can not be separated from the struggle of Muslim intellectuals in the development and spread of Islam in all parts of Indonesia. In the Dutch colonial period, supervision of the very tight group of educated Muslims. In the colonial era, the Dutch government strictly supervises education by issuing a law or ordinance, among other teachers Ordinance 1925, Ordinance 1930 wild schools and so forth, which are intended to dampen the spirit of nationalism of a group of Indonesian Muslims. But the ordinance in reality no longer able to match the spirit of the educated Muslims to fight for the future of the nation through education. Most of them are intellectuals who konsens in goal Indonesia gained independence in the early era of the 1900's (Deliar Noer: 1973). Previous orientation of the struggle of the scholars is against the Dutch with the armed resistance, but in the early 20th century, a drastic change through the movement of national struggle in the form of social organization and activities of religious organizations, with the aim of achieving an independent Indonesia. There are several Islamic organizations are struggling to achieve the independence of Indonesia, and emerged in the early twentieth century. Characteristic of this organization is to fight for the fate of the nation Indonesai especially Muslims; to achieve progress and prosperity, with developed various models of Islamic education in accordance with the mode of organization of struggle behind them. Call it Islamic organizations such as Muhammadiyah, Nahdlatul Ulama, al-Irsyad, al-Washliyah, Persis, and so on.

All Islamic organizations in the era of the movement appear when the colonial government applies ethical politics, the political policy change by providing open space as well as freedom of association educational institutions run by the state or private. However, the close supervision of the Dutch colonial government to organizations and schools developed by the Indonesian Muslim intellectuals sometimes spawned protests and even resistance. Political discrimination of the colonial government, precisely strengthen the fabric of brotherhood and spirit to achieve independence (Mulkhan: 1993). Not only among Muslim intellectuals, the spirit of brotherhood countryman, also has been growing among the leaders of the secular nationalist movement. This is according to the analysis of the history of Indonesia is a new chapter of history of moder Indonesia, the switching of the resistance weapons, then a struggle through movement and education. This happens since the beginning of the 20th century; precisely at the time of the Dutch colonial government apply ethical politics.

2. THE HISTORY OF ISLAMIC ORGANIZATION AND ITS ROLE OF HIGHER EDUCATION

In the development of Islamic organizations in the reality of history has played an important role for the development of Islamic education in Indonesia, until now. At least the Islamic organization can survive in a variety of political changes, before achieving independence Indonesia, until the era of independence, and in the contemporary era of political Islam in Indonesia. Services of the founders of the Islamic organization is very large because through their struggle, has given birth to the Muslim intellectuals who take an active role in building the civilization of Islam in Indonesia.

As a country with a majority Muslim population in the world, Indonesia, until now the real role of the institutions born of Islamic organizations in education persist, and shows a remarkable development, because it

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is fully supported by the government, in addition to educational institutions established by the state. In the modern era the spirit of reform of Islamic education in Indonesia continues to run with the typical dynamics and influenced the flow of the times and political changes that occurred in the country. updates the system and methodology of Islamic education with transformasi intensively conducted including several higher education institutions of various levels and types of education, from basic and higher education (Azra: 2000). Renewal of Islamic higher education occurred after the independence of Indonesia, where the government and the private sector continue to establish various universities and institutes of Islamic studies, such as those pioneered by UII (Universitas Islam Indonesia) in Yogyakarta, as well as the birth of the embryo IAIN throughout Indonesia (Barton: 1999). It all can not be separated from the role of Muslim intellectuals who are role playing in Islamic organizations and those working as a bureaucrat in special administration in the Ministry of Religion of the Republic of Indonesia. Some educational institutions that exist primarily managed by the government experienced a gradual transformation that took place during the reign of Suharto (1968-1998), the change overhauls as difficult to do, just take place on the change IAINs branches in the area became STAIN (Sekolah Tinggi Agama Islam Negeri), However the Era of institutional transformation of higher education reform Islam continues, characterized by profound IAIN to UIN (State Islamic University/ Universitas Islam Negeri) and spearheaded IAIN Jakarta became UIN Syarif Hidayatullah Jakarta in 2002.

The role of Islamic organizations in the development of Islamic education is very big, especially in efforts to preserve the values of the Islamic religion; the majority of these efforts was aimed to spread the teachings of Islam as a religion that is full of love, and eliminate caste in society as a legacy of previous religions. In addition, the Islamic organization in Indonesia, also adapting modern educational curriculum by establishing Islamic university, which teaches medical sciences and modern science. It is seen as done by Muhammadiyah who founded the various levels of education ranging from primary schools to universities. Education policy and is being followed by several Islamic organizations, who became interested in developing formal education from basic to higher education levels, as is done by NU, al-Wasliyah, al-Irsyad, Jami'atul al-Khoiriyah, and others. NU for example, the Islamic organization was founded in 1926 in Surabaya, is an scholarship at various boarding schools, but then began to reform the formal education system that follows modern curriculum to now, as was done by Muhammadiyah, using the curriculum in two ministries, namely the Ministry of Religious Affairs and the Ministry of Education and Culture of the Republic of Indonesia, as well as other organizations such as al-Wasliyah, Persis, al-Irsyad and other of Islamic Organizations. Even in the subsequent development of NU and Muhammadiyah as if competing in the world of education in various hierarchically. This occurs because the two organisasai Islam is the largest Islamic organization in Indonesia that spread across Indonesia and in every province (Bruinessen: 1997). Some pesantrens in NU also independently established the foundation of education, from basic education to Dai higher education character of Islam, such as the Islamic University (UNISMA) in Malang, Darul Ulum University (UNDAR) in Jombang. Indeed, there are schools that are not affiliated with the NU and Muhammadiyah, as pesantren Darussalam Gontor Ponorogo also developed Islamic higher education, with pioneering the establishment of ISID (Islamic Studies Institute Darussalam) Gontor, which has now been transformed into the University of Darussalam (UNIDA), Gontor, which has a unique curriculum Islamic curriculum that blends traditional and modern education curriculum and has been recognized not only domestically but also internationally.

It should be noted also in the context of the development of Islamic organizations on the independence of Indonesia. In the latest development after independence, also born Muslim organizations, such as that set up be some pesantren like Hidayatullah, LDII (Lembaga Dakwah Islam Indonesia), DDII (/Dewan Dakwah Islam Indonesia/Indonesian Islamic Propagation Council), which is also engaged in propaganda and education. but unfortunately after the reform era of attention in the field of education began to change, along with changes in the political era of reform, which marked by the emergence of Islamic parties that attract a number of Muslim politicians, some of whom are educated. Attention in the field of education and the establishment of Islamic organizations in the field of Islamic education konsens began to decrease. in this connection the role of the ministry of religion as the only department in the field of Islamic education is increasingly important and growing, with the management of educational units from the lowest level up to higher education, in the modernization of the higher education system of Islam, with the cooperation which is an academic tradition of ministers of religion by providing scholarships to send students were prepared to be lecturers at STAIN, IAIN, and UIN to study in the West (USA, Europe, and Australia) and in the Middle East, such as Egypt, Saudi Arabiyah, Morocco, Sudan, and other Asian countries. The interesting phenomenon in the era of reforms in Indonesia is the rise of radicalism and on the issue Islamic organizations are also faced with challenges that are not light, because it served to dampen volatility emergence of radical groups of Islam, and tried to nurture them with efforts to de-radicalization through education enlightening to Muslims. In accordance with the spirit of Islam as a religion *Rahmatan lil Alamin*, the religious approach is more humane and filled with the values of peace.

Islamic education in Indonesia has characteristics consistent with the character and culture of the east of the Malay region with a Sunni majority, thus the religious character is also more moderate and tolerant of differences in religious ideology. Islamic Education has initiated a massive and growing because of government

interference, from the earliest period developed by teachings of Islam in the region, especially in Indonesia as a country with a Muslim majority population in the world. Islamic education designed to blend educational system adaptive to different cultures, languages, and social system. But still retain the basic teachings and principles. Until now managed by a private Islamic education that was developed based on the character of Islamic organizations, in addition to Islamic education run by the state or financed in full by the government through the ministry of religion. Islamic educational institutions it is neutral country not affiliated with any particular organization. While Islamic institutions run by Islamic organizations, have specific characteristics in accordance with the tendency of certain religious denominations, according to differences in the organization, particularly in the subject matter and content of the curriculum.

In the contemporary era of Islamic education development is characterized by the emergence of various educational institutions to develop dynamically follow the pattern of progressive development in accordance with the demands of society. In the NU environment, for example, began serious attention on the importance of establishing and managing the educational institutions more adaptive to the development of science and technology. By way of establishing various educational institutions of formal education following the latest developments in Indonesia in accordance with the rhythm of the government's education policy. The leaders or clerics in the NU starting to realize the importance of developing formal education institutions modern by adopting a curriculum that has been set by the government, such as by way of establishing schools were formal, and madrasas, in addition of course retains the characteristics traditionality education among Nahdiyyin, namely education boarding school, which is used as a print cadres Kyai, as successor Aswaja (Ahlu Sunnah wal Jama'ah), tradition that has been attached and an integral part of the specific features of the NU organization (Barton: 1999).

Instead Muhammadiyah has historically remained consistently fought through education, social and propagation of Islam, as well as developing various social institutions for the betterment of the people, especially Muslims in Indonesia. In the development of formal education can be regarded as the Muhammadiyah Islamic organization that introduced modern education system in Indonesia. This was followed by a number of Islamic organizations, like Persis, NU, al-Wasliyah, al-Irsyad and others (Shihab: 2000). Consistency of Muhammadiyah in designing the formal education system has been started since the beginning of the establishment of the organization in tahun 1912 in Yogyakarta. No wonder when entering the era of independence, educational institutions established and run by Muhammadiyah has spread across parts of Indonesia, and the contemporary period, almost all provincial capitals or district schools there until universities, shows that as a modern Islamic organization, Muhammadiyah contributed not a little to the development of education in Indonesia (Deliar Noer: 1973).

The development of Islamic higher education in Indonesia is managed by the private sector really is not just developed by Muhammadiyah and NU. In some regions of Indonesia there are also Islamic universities privately managed by other Islamic organizations such as the University of al-Wasliyah in Medan, Indonesia Islamic University/ Universitas Islam Indonesia (UII) in Yogyakarta, Universitas Islam Ibn Khaldun in Bogor, Islamic University Bekasi, YARSI Jakarta, Universitas Muslim Indonesia in Makassar, and so forth? Nevertheless, the role of Islamic organizations in Indonesia is very prominent at all, especially in the field of Islamic higher education. Perhaps this is the impact of the development of higher education that the primary requirement of the Indonesian population, in addition of course, because of competition with universities that are managed by the government, and competition with universities that are managed by non-Muslims, such as some Christian university, which partially students come from Muslims. Some University of Muhammadiyah, actually also has some non-Muslim student who was studying at the university, especially in the non-religious faculties, such as the faculty of engineering, medicine, agriculture, and so on.

Implementation of Islamic education in Indonesia, following a specific pattern at first educational curriculum is to replicate the curriculum at al-Azhar University of Cairo Egypt. This condition may be because the majority of Indonesian Muslim scholars of the era mostly from the university. In a historical context, naming several faculties at the IAIN also refers to the names of the faculties at al-Azhar, in this perspective can be seen from the history of the IAIN that preceded its establishment in UII Yogyakarta in late 1950, and the faculty of the religion of Islam, became the first faculty as a forerunner IAIN officially established in 1960, with several faculties, including the Faculty Tarbiya, Faculty of Sharia, Islamic Theology Faculty and the Faculty of Adab. (Azra: 1999). Naming some of the faculty followed the pattern of al-Azhar University, the possibility of also adopting the curriculum content of the curriculum of al-Azhar. From here we see how much influence al-Azhar in the design of Islamic higher education in Indonesia, especially in the history of education in IAIN postscript as an institution of higher education and the government-run Islamic colleges into private referral until now.

3. RELATHIONS WITH ASEAN COUNTRIES

The development of Islamic education in Indonesia can not be separated from the development of Islam in Southeast Asia such as Malaysia's Singapore, Brunei Darussalam, Thailand Pattani region, and Sulu in the Philippines. long before the Europeans came and colonized the area, several kingdoms of Islam or the Muslim empire had ruled and develop Islam as the main religion once established various educational institutions of

Islam, after the advent of European colonization of the territory, the struggle in the implementation of Islamic education dealing directly with attempt to achieve independence, so it is not surprising that the then difficult to separate between the struggle for independence with the struggle for Islamic education in these countries. Although in modern political development, then a lot of the lost Kingdom in the region living symbols of the past, and turned into a modern republics, some of which still retain the monarchy system.

After independence, some countries that used to be the area of Islamic kingdom are then incorporated into ASEAN cooperation and into countries that are slowly transformed into promising regional economic and political as an area that has great potential as a promising regional development of a new civilization, since the state in the region has slowly transformed into developed countries. In education, some universities in ASEAN, especially higher education institutions of Islam has been able to speak out in the international community, and has spawned several scholars and academics who proved good quality, originating from Indonesia, Malaysia, and Brunei Darussalam, as well as on Thailand Pattani region. Cooperation in the future will also be increased if done understanding and exchange of students or teachers will be increased, especially since the birth of the AEC (ASEAN Economic Community/MEA; Masyarakat Ekonomi ASEAN) that have been rolled out some time ago, the spirit of brotherhood nations and region of Southeast Asia should be able to become an example for the world, and a barometer of world peace.

The ASEAN region is increasingly promising, especially in the era of globalization and information, the link among universities, is growing, not only on universities in big cities such as in Jakarta, Kuala Lumpur, Bandar Sribegawan, and Singapore, but also has expanded to several cities and the district, which has been in organizing higher education, both university run by the state or private. This spirit signify that the communication and mutual understanding among the intellectuals in the region as a sign of their awareness and brotherhood Islamiyah between them. Perhaps the glory of Islam in the past wanted to be raised through some academic cooperation in Tara colleges that exist in the countries in the ASEAN region, to build an Islamic civilization that is open mind, modern, progressive, and tolerant of differences. In the future, following the development of science and technology, educational challenges Islam is getting heavier, especially the influence of the flow of information is increasingly open sometimes clash with traditions and religious beliefs, then it is the duty of the intellectual Muslims to explain the principles of Islam and still teach it to their successors or the youth of Islam throughout the world. the importance of maintaining the moral values of Islam are compatible with the changing times, without uprooted from the roots of the beliefs and teachings of Islam.

4. CONCLUSION

Based on the exposure that has been presented in this paper, it can be concluded that the role organisasi Islam in the history of Islamic education in Indonesia is very important for the development of education up to the modern era, and the development of Islamic education in the ASEAN region in general also have a relationship that is almost the same, as countries with the largest Muslim population in the region. The existence of Islamic educational institutions should continue to get the attention and support of Muslims as well as governments to grow in quantity and quality, as this could be a barometer of the progress of Muslims who can give birth to a new civilization in the context of the Islamic world that the modern and global, which is marked by the increasing openness Muslim society.

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The Application of Speed Reading to Increase Reading Comprehension for the First Grade Students a Vocational High School of Ganesa East of Lampung

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Abstract

This research observed the application of speed reading to increase reading comprehension for the first grade students of SMK Ganesa Lampung Timur. This research was undertaken in class Xotomotif-1 comprising 40 students involving a writer and an observer. The research was conducted through a classroom action research (CAR). The result showed that speed reading technique could be used to increase the students reading skills. The use of speed reading technique could be effective if it was supported by the ability of the teacher on planning learning in the classroom involving activities proportionally in the instructional process. Carrying a classroom climate was conducive by adequating learning facilities and infrastructure. The successful application of speed reading technique could be seen from the presence of students' positive response and their active participation in each learning activities.

Keywords: Reading Comprehension, Speed Reading

1. INTRODUCTION

This research observed the application of speed reading to increase reading comprehension for the first grade students of SMK Ganesa Lampung Timur. Background of this research is the language as a cornerstone of human communication. Someone can express ideas, feelings, emotions, suggestions, and thoughts through language. Language is also used to share information with the others. English as one of languages has been booming around societies. It supports the government to declare English as the major foreign language in Indonesia that must be learned by all students. English plays an important role to absorb and develop science and technology. English has become the main communications in the era of globalization. In academic field, the students are required to master four skills of English, such as reading, listening, writing and speaking. Each skill cannot be separated, it should be comprehensive. To create a successful learning, the students should learn each skill, including reading skill which is regarded as important. It can be said that reading skill is very useful for academic success. Reading is known as a medium of language learning. This means that every aspect of learning need reading as a largest component. In this case, the ability of gaining information from reading is considered as a process of learning to achieve a better skill. The process of teaching reading by teacher today only emphasizes on the student's ability to read without looking at the effectiveness and efficiency. The ability to read is how someone can understand the messages conveyed in reading some texts properly. The habit of reading will open the horizon of thinking in the face of a problem. English became one of the dreaded subjects for the students. Their fear of learning English because is actually constituted less able to read and understand the meaning of reading. Based on the interview with the teacher, it is known that from the 40 students only 15 students who can understand the reading text with good and right, the rest tend to be more passive and silent. The application of various techniques in the learning aims to create a fun learning style and give encouraging results. Speed reading is a teaching technique that prioritizes speed by using eye movements and made no sound. Purpose of speed reading is to obtain information accurately and thoroughly in a short time. Speed reading done with a very high speed usually by read sentence by sentence and paragraph by paragraph not read word by word.

The benefits of speed reading are to sort out and master the essential information quickly (Noer, 2012:20). Therefore, learning reading by using speed reading method would be benefits for the students to know the topic in reading text, find out what the other people opinion, get something that is important, and save time reading. The research was conducted through a Class Action Research (CAR), because CAR was done to diagnosing and solving problems. Classroom Action Research can be seen in the presence of action to resolve existing problems. The purpose of this research was to determine the results of student learning during the instructional process using speed reading technique for class X-1. The successful learning can be determined based on the test results, questionnaire, observation, and student activities in the class. The research was done in the SMK Ganesa Lampung Timur class X-Oto1. It is located in Jl. Raya Sekampung no.57. Number of students are 40, consist of 15 male and 25 female. The subjects of this research are the English teacher and students of SMK

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Ganesa Lampung Timur class X-Oto1. Reading comprehension in this class is low because the teacher still uses methods that are less appropriate. So, in the class occurs only one way interaction.

In the planning stage begins with a reflection and analysis of student learning outcomes, identify problems, analyze problems and find alternative solutions. After the result obtained, so was done the following steps: 1. Planning improvement which focused on the planning of remedial. It is expected to tackle the problem of learning in order to increase process quality and student learning outcomes. 2. Preparing exercise to the students that contains the tasks that need to resolved students learning outcomes. 3. Setting up the data collection instrument, namely observation check list was used to observe the activity during the instructional process occurs. 4. Determining criteria for success or improving achievement. In this research, repair can approved if test result was reached 85% of all students with a minimum score is 75. In the implementing stage, the implementation of lesson plan as follows: 1. Teacher explained how to read using speed reading technique and said the important aspects that must be obeyed by the teacher and students. 2. Teacher asked the students to practice speed reading and discussed their difficulties. 3. Teacher distributed exercise sheet to the students to measure their reading comprehension. 4. Teacher concluded that the material has been studied. Next stage is observing. Observation carried out to know the instructional process using speed reading technique. In the reflecting stage, reflection carried out with colleague to conduct activities based on the result that have been achieved in each cycle. Then, the result of the reflection was used as the basic for efforts to improve learning in the next cycle. Reflection based on the data obtained during the instructional process occurred. This research instruments are learning tool, learning test, observation check list, and student response questionnaire. To collect data was used observation technique, mechanical test, and questionnaire technique. Data analysis technique in this research is quantitative descriptive which describe the result based on data obtained to determine the criteria of success.

2. FINDING AND DISCUSSION

Finding of this research in the first cycle there are 17 students (42,5%) are actively participate in the instructional process through speed reading technique. On the other hand, the number of passive reader shows 23 students (57,5%). From the data obtained, it can be concluded that the number of passive readers is bigger than active readers. The result of speed reading test obtained that none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 7 students get score "Good" (17,5%), 15 students get score "Fair" (37,5%), 12 students get score "Poor" (30%), and 5 students get score "Very Poor" (12,5%). The result of reading comprehension test obtained that none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 12 students get score "Good" (30%), 10 students get score "Fair" (25%), 10 students get score "Poor" (25%), and 7 students get score "Very Poor" (17,5%)

Based on the data above, the application of speed reading in the first cycle can be said fail because there are 17 students has not reached KKM (minimum completeness criteria). It is a problem and finding a solution should be sought in order to improve the quality of learning. According the observer's opinion, this failure occurs because of learning media has not been optimal, effective and efficient. The observer said that the used of media is very important in the learning phase. At this stage, the students should be given a specific reinforcement material. On the other hand, the observer also commented that the students' activities in the class tend to undiscipline because they are not familiar with speed reading technique and time allocation less noticed by the teacher.

Comments and suggestions from the observer are the basic of action. In this case, it was decided to improve plan in the second cycle. Preparing improvement plan in the second cycle was expected can increase quality of student learning achievement. In the implementing stage, the students were given the opportunity to do reading exercise using speed reading technique. The students should read some texts in limited time to get effective learning. After that, reflection was done to know the successful of this cycle.

From the data analysis was shown a significant increase, there are 37 students (92,5%) could reached KKM and only 3 students (7,5%) still could not reached KKM. These results can be concluded that speed reading technique could solve the student's problem in reading and understanding the text. It can be seen that speed reading technique could made the students participate actively in the instructional process. This proves that the application of speed reading in the second cycle was received a student's positive response and this cycle was closed the class action research that has been carried out. Based on the data analysis and assessment process in the first cycle, the result shown that as much as 17 students (42,5%) are active following the instructional process. While the majority of students, or as much as 23 students (57,5%) are passive. Score was obtained by the students were not shown significant result. In speed reading test, it can be seen that none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 7 students get score "Good" (17,5%), 15 students get score "Fair" (37,5%), 12 students get score "Poor" (30%), and 5 students get score "Very Poor" (12,5%). In the other words, the application of speed reading in the first cycle was said fail because there are 17 students could not reached KKM and that is improved in the second cycle.

In the second cycle, the teacher started to do some repair of the weaknesses in the first cycle. Weaknesses were found in the first cycle are learning media that are less relevant, the students are not familiar with the speed

reading technique, restrictions on the time allocation in each phase less noticed by the teacher. It is a basic to improvement in the second cycle. Then, the teacher repaired it by using power point. The students seem excited and enthusiast while the instructional process occurred. Based on the data analysis and assessment process in the second cycle, the application of speed reading was said successful because there are only 3 students could not reached KKM. In speed reading test, none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 8 students get score "Good" (20%), 28 students get score "Fair" (70%), 3 students get score "Poor" (7,5%) and none of the students get score "Very Poor". In reading comprehension test, none of the students get score "Excellent", 4 students get score "Very Good" (10%), 18 students get score "Good" (45%), 18 students get score "Fair" (45%), none of the students get score "Poor" and "Very Poor". Improvement of learning activity in the first cycle and second cycle can be seen in the table below. From the data above, it can be seen that the application of speed reading in the second cycle was increased significant, although that result has not felt satisfied. Improvement of test result from each cycle can be seen in the table below. According to the data above, it can be concluded that the goal of this research has been achieved success. In the other words, the application of speed reading technique can increase students' ability to read fast and comprehend the reading text. Speed reading can also increase the students' activity in the instructional process.

3. CONCLUSION

Speed reading can increase reading comprehension for the students of SMK Ganesa Lampung Timur class X-Oto1. It can be proven through evaluation test with class average in the first cycle is 68,6 increased to be 78,4 in the second cycle. The application of speed reading in the first cycle was said fail because there are 17 students could not reached KKM and that is improved in the second cycle. The teacher repaired it by using power point. The students seem excited and enthusiast while the instructional process occurred. Based on the data analysis and assessment process in the second cycle, the application of speed reading was said successful because only there are 3 students could not reached KKM. Speed reading can also increase the students' activity in the instructional process.

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The Implementation of Constructivism-Based Mathematics Module to Increase the Students' Mathematics Understanding

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Abstract

Constructivism-Based Mathematics Module is an alternative to improve students' mathematics understanding. This research is an experimental research that aims to find out the effectiveness in the implementation of constructivism-based mathematics module in mathematics learning process. The sample of this research is the students at eighth grade A of SMP Negeri 2 Metro, eighth grade A of SMP Negeri 4 Metro and eighth grade 4 of SMP N 6 Metro. The implementation of the research conducted on odd semester in Academic Year 2016/2017 which includes four chapters, namely: coordinate systems, algebra operation, functions and equations of straight lines. The results shows that the implementation of constructivism-based mathematics module can improve students' mathematics understanding. In broad outline of four material chapters (coordinate systems, algebra operation, functions and equations of straight lines) studied, the greatest increasing of students' mathematics understanding is medium category. The result is also supported by observation result during the learning activity. The data shows that the implementation of constructivism-based mathematics module can bring the students who have high and medium academic ability to be more active in the discussion process. This situation is exploited by the teacher to help the students who are less-active in understanding the material.

Keywords: Mathematics Module, Constructivism-Based, Mathematics Understanding

1. INTRODUCTION

Module is part of instructional material arranged systematically and attractively to facilitate the students in the learning process. Meanwhile, Winkel (2009: 472) assumes that learning module is a unit of the smallest teaching and learning program which is learned or taught by the student individually to himself (self-instructional). Sato (2007) argues that based on his experience in the IMSTEP-JICA activity in Indonesia, the most teachers in Indonesia are still applying the conventional method, the teachers still ask simple question to the students which textbook material used is more effective for the students in intermediate level in a group, while the teachers tend to manage the lesson for them and the students are able to understand the knowledge only those in intermediate level in that group.

The conventional method that is oriented to behaviorism which has been adopted by the educators in Indonesia should be changed to constructivism-based learning method. Major, et al (2012) states that constructivism is a learning theory that describes the process of knowledge construction. Construction knowledge is an active process, not passive. The constructivism believes that knowledge is not only stored in the students' mind, but it should be constructed by the students through active involvement in the learning process. While Ann-Sofi Røj-Lindberg (2001) extends that the active learning process requires the students actively to construct their understanding of mathematics concepts.

Furthermore Berger, M. (2005) defines that the student is expected to construct a concept that would be owned in understanding the usage toward an appropriate mathematics environment. Pepin, B. & Haggarty, L. (2005) assumes that learning by understanding can be coupled with connection making; one of them is mathematics text. Where mathematics text can affect students' perceptions of what mathematics is and be it applies mathematically.

It is appropriate with the principle of mathematics learning in the school as NCTM (2000: 11) emphasizes that the students should learn mathematics by understanding, building new knowledge actively from experience and knowledge. The effective mathematics learning requires students' understanding of what they know and what they need to learn and then provide challenge and support them to learn more. Tassell, J. L., et al (2012) explains that the application of mathematics and natural science through the real experience of students is very important in the learning process. Therefore, this article highlights the effectiveness in the implementation of constructivism-based mathematics module at eight grade of SMP Negeri in Metro City.

2. RESEARCH METHOD

This research is an experimental research that is intended to notice the effectiveness in the

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implementation of constructivism-based mathematics module at eighth grade of SMP in the mathematics learning process. Data collecting technique of this research uses tests which includes pre-test and post-test. The sample in this research is the students at eighth grade A of SMP Negeri 2 Metro, eighth grade A of SMP Negeri 4 Metro and eighth grade 4 of SMP Negeri 6 Metro. Th implementation of the research is conducted on odd semester in academic year 2016/2017 that covers four chapters, namely: coordinate systems, algebra operation, functions and equations of straight lines.

3. RESULT AND DISCUSSION

The research was conducted in the three state junior high schools in Metro City, namely: SMP Negeri 2 Metro, SMP Negeri 4 Metro and SMP Negeri 6 Metro. The research Implementationin using constructivism-based mathematics module at eighth gradecovers four chapters, namely: coordinate systems, algebra operation, functions and equations of straight lines. The students' understanding levelthrough the implementation of constructivism-basedmathematics moduleis presented in table as follows:

Table 1. The Students' Understanding Level through the Implementation of Constructivism-based Mathematics Module

1. Coordinate System Material			2. Algebra Operation Material		
SMP N 2 Metro			SMP N 2 Metro		
Criteria	Qty	Percentage	Criteria	Qty	Percentage
High	2	6,25	High	2	6,25
Medium	26	81,3	Medium	29	90,6
Low	4	12,5	Low	1	3,13
SMP N 4 Metro			SMP N 4 Metro		
Criteria	Qty	Percentage	Criteria	Qty	Percentage
High	22	75,86	High	17	58,62
Medium	7	24,13	Medium	11	37,93
Low	0	0	Low	0	0
SMP N 6 Metro			SMP N 6 Metro		
Criteria	Qty	Percentage	Criteria	Qty	Percentage
High	1	3,23	High	1	3,23
Medium	28	90,3	Medium	26	83,9
Low	2	6,45	Low	4	12,9
3. Functions material			4. Equation of Straight Lines Material		
SMP N 2 Metro			SMP N 2 Metro		
Criteria	Qty	Percentage	Criteria	Qty	Percentage
High	8	25	High	2	6,25
Medium	21	65,63	Medium	27	84,4
Low	3	9,37	Low	3	9,38
SMP N 4 Metro			SMP N 4 Metro		
Criteria	Qty	Percentage	Criteria	Qty	Percentage
High	21	72,41	High	13	44,83
Medium	6	20,69	Medium	14	48,28
Low	2	6,89	Low	2	6,89
SMP N 6 Metro			SMP N 6 Metro		
Criteria	Qty	Percentage	Criteria	Qty	Percentage
High	2	6,45	High	1	3,23
Medium	22	71	Medium	27	89,09
Low	7	22,6	Low	3	9,68

The students' understanding level is measured through Pre-Test before the treatment of mathematics learning by using constructivism-based mathematics module then it is continued by giving Post-test. Hake R.R. assumes that to find out the enhancement of students' learning result can be calculated by a normalized average gain based on the criteria by following the formula:

$$\langle g \rangle = \frac{\text{Post Test Score} - \text{Pre Test Score}}{\text{Maximum Score} - \text{Pre Test Score}}$$

Tabel 2. Interpretation of Score Gain

Score $\langle g \rangle$	Classification
$\langle g \rangle \geq 0,7$	High
$0,7 > \langle g \rangle \geq 0,3$	Medium
$\langle g \rangle < 0,3$	Low

The results of this study indicate that the implementation of the constructivism-based mathematics module toward students at eighth grade can increase students' mathematics understanding. In broad outline of four material Chapters (Coordinate System, Algebra Operation, Functions and Equations of Straight Lines) which is studied shows the largest improvement of students' understanding is in the sufficient category. The results obtained by giving pre-test prior to the use of modules and it is continued by giving post-test on each material. In addition, the results of observation carried out during the learning activities is obtained the information that The data shows that the implementation of constructivism-based mathematics module can bring the students who have high and sufficient academic ability to be more active in the discussion process. This situation is exploited by the teacher to help the students who are less-active in understanding the material.

Mathematics learning by using constructivism-based mathematics module emphasizes the students' activeness to increase their mathematics understanding. It is supported by Mousley (2004) that mathematics understanding can be established by the students through ideas connection activity against a concept to solve a problem. Stylianides, et al (2007) argues that to aid students' understanding in the mathematics learning can be with facilitating the teachers to curriculum material (textbook editions of students and teachers) which provide guidance. It is also consistent with NCTM (2000) which explains that to formulate mathematics learning generally, the students should learn mathematics through comprehending and build a new understanding actively from prior experience and knowledge. Based on it, the students are required to be active to establish their understanding.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The implementation of constructivism-based mathematics module toward students at eighth grade of SMP Negeri 2 Metro, SMP Negeri 4 Metro, and SMP Negeri 6 Metro indicates that it can improve students' mathematics understanding. In broad outline of four material chapters (coordinate systems, algebra operation, functions and equations of straight lines) studied, the greatest increasing of students' mathematics understanding is medium category. The result is also confirmed by the carried out observation results during the learning activity. The data shows that the implementation of constructivism-based mathematics module can bring the high and medium students are likely to be more active in the discussion process. This situation is exploited by the teacher to help the students who are less-active in understanding the material. Meanwhile the teacher's role during learning process is only a facilitator.

4.2 Suggestion

The implementation of constructivism-based mathematics module toward students on odd semester at eighth grade is found some constraints i.e. at the beginning of the study the implementation of module comes less enthusiastic activity of students in the discussion process, it is due to they are not familiar on it. Thus the effective discussions are occurred in some groups only. To overcome those obstacles, the teacher should attend, motivate and guide them during the discussion process.

According to this research, it can be suggested for the next study that the researcher hopes more accurate in dividing a group discussion heterogeneously based on academic ability in each group member. Then the group discussion by implementation of constructivism-based mathematics module can be more effective.

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Assessment Instrument of Micro Teaching Development to Diagnose Misconception

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Abstract

Misconception is condition when some one who have incorrect concept in understanding. If its biology prospective teachers has an incorrect concept, the student will get one, too. So, they have to develop the instrument for microteaching subject in order to diagnose the misconception. Therefore, this reasech aims to develop those instruments. There are two kinds of instruments were develop in this study. The first instrument evaluated a teacher performance in microteaching subject. The second instrument evaluated the learning devices of the teachers (eq: learning plan, resource, media, etc). There are three validators contributed in this study to validate the instruments. The result showed that the instrument was valid to be used, which has 85,71 % score for performance and 94,29% for learning devices. In the future, we can develop another kind of instrument for misconception diagnosys. Furthermore, those instruments can be applied in another subject.

Keywords: Instrument, Microteaching, Diagnosys, Misconception

1. INTRODUCTION

One of competencies that should be owned by teacher. It is proffesional competence, it materials mastery to ability in the learning process, they are: (a) the concept, structure, method as knowledge, technology, and art or coherence about learning material; (b) the curriculum of material in the school; (c) the concept relation of the study; (d) the concept of knowledge implementation in the daily life; (e) the proffesional competence in the global context about it keep up value and the national culture. In proffesional competence had seen mastery concept of teacher, and the teacher should be owned it.

The concept understanding of teacher, of course it will give good effect of concept to understanding of student. The result of research it's Sadler and Sonnert (2016), they had found the concept of understanding to student can get influence from knowledge of the teacher. It means that good concept of student understanding will avoid misconception transfer from the teacher to student. Insufficiently concept of student understanding to be problems to get aim of education itself, it development education in each levels.

The research had done by Thompson (2006), that in the study about sains would be processed of judgment material in determine to more concept understanding. Thus, if early concept had done misconception, so the next concept will be found misconception. Therefore, the teacher must careful when it will give new concepts to the student. Beside that, the students have misconception in understanding, it is very difficult to do correct and modify misconception in mind's of student (Sadler and Sonnert, 2016). The concept of understanding very important of learning process, because the position of understanding itself to be reference from success of learning process it had done by teacher.

Wong and Seth (2008), they explained about the teacher before they are teaching, really be better for them to identification of misconception to the student. So, misconception in the student it can correct on the process of learning. Because, the teacher known if the student has misconception, it will easy to give concept of understanding to student than the teacher had not known about the student's misconception. (Sadler and Sonnert,2016). There are some of methods and instruments in diagnose of misconception. Each the method has advantage and disadvantage (Gurel, Eryilmaz, and McDermott,2015). One of method could done, it seen on the result of Kose researched (2008), he explained that the draw method and interview are the right way to diagnose of understanding and misconception of student in the concept which it has abstract feature such as on the photosynthesis and respiration.

The concept of understanding from the teacher it had not only related about the material concept of biology. The teacher must be understanding about concept which it related about pedagogy. The competence of pedagogy is ability to manage of the student, include ; (a) The concept of insight or basic of education; (b) Comprehension about of student; (c) Development of syllabus /curriculum; (d) Lesson plan; (e) Education and dialogic of learning activity; (f) Evaluation result of the study; (g) Development of student to explore their has potential. The misconception researcher found various thing of cause from miconception of the student. In line, it causes of misconception that it can be summarized into five groups : students, teachers, textbooks, context, and method of teaching. The cause of that comes from of student it is consist of variety of things, such as early praconception, ability, stage of development, interest, the way of thinking, and other friend.

The cause of the fault of the teacher can be the inability of teachers, lack of mastery of the material, the teaching of which is not appropriate or the attitude of teachers that was related to students. The context as culture and

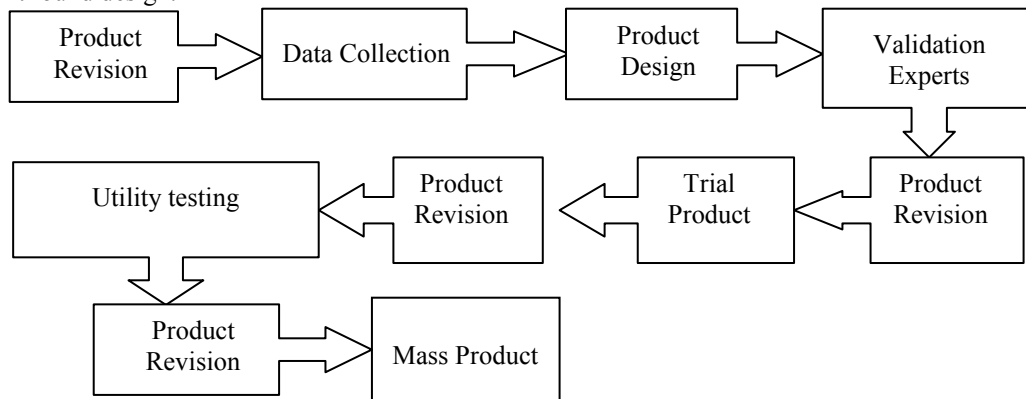
language had given effects to students' misconceptions. While teaching methods that emphasize only one aspect of truth often show misunderstanding on students (Suparno, 2005: 29).

Thus in this study developed a how to make a prospective teacher performance assessment instruments and assessment instruments to assess of products learning (lesson plans, teaching materials, media of learning ,worksheet, and evaluation) made by prospective biology teachers. Which is developed of instruments, it used to PPL1 (microteaching).

2. REASEARCH METHOD

The method used in this research that uses methods developed R & D which was developed by Sugiyono (2012). So, it adjusted to need and important of research. The implementation of this research was conducted at the University of Muhammadiyah Metro, in Biology Education Studies Program, Academic Year 2015/2016 second semester.

Here it found design:



Picture. 1. Research Design adapted from Sugiyono development (2012)

3. RESULT AND DISCUSSION

From the development of instruments that do and validation is done. Thus the data obtained research results, which are presented in the table, as follows:

Table 1. Data Instruments Performance Validation of results

No	Indikator	Score				
		Validator			Average	Percentage
		1	2	3		
1	The type and size of the letters on the instruments developed proportionally.	4	4	5	4,33	86,6
2	The size of the columns and rows on the instruments developed proportionally.	4	4	4	4	80
3	Identity Column view on instruments developed informative.	4	4	4	4	80
4	The column of charging score easily understandable	5	5	5	5	100
5	The title of instruments informative	3	4	4	3,67	73,4
6	The column of view ratings on the instruments developed informative regarding performance of misconceptions for prospective teachers in PPL 1	4	4	4	4	80
7	The effective of instruments for the diagnosa of misconceptions on the performance of prospective teachers in PPL 1	5	5	5	5	100
THE AVERAGE OF VALUES					4,29	85,71

In addition to performance instrument data were also obtained product assessment instrument data. The data is presented as follows:



Table 2. The Data of Validation Instruments of Learning Products





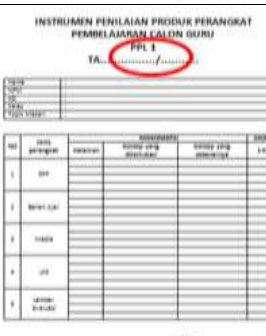



No	Indicator	Step 1					Step 2				
		Validator			Average	%	Validator			Average	%
		1	2	3			1	2	3		
1	The type and size of the letters on the instruments developed proportionally	4	4	4	4	80	4	4	4	4	80
2	The size of the columns and rows on the instruments developed proportionally	4	3	3	3,33	66,6	4	4	5	4,33	86,6
3	Identity of column view on instruments developed informative	4	4	4	4	80	5	5	5	5	100
4	The column charging score easily understandable.	5	5	5	5	100	5	5	5	5	100
5	The title of Instruments informative	4	4	3	3,67	73,4	5	5	5	5	100
6	The column view ratings on the instruments developed informative about the misconceptions of the device (RPP, Instructional Materials, Media, LKS, Evaluation Sheet).	4	4	3	3,67	73,4	4	5	5	4,67	93,4
7	The effective and communicative instrument for the diagnosis of misconceptions contained in the device (RPP, Instructional Materials, Media, LKS, Evaluation Sheet).	4	4	4	4	80	5	5	5	5	100
THE AVERAGE OF VALUE					3,95	79,06				4,71	94,29

Based on the results of data validation performed. Instrument development of performance and assessment of learning product developed in validation by three experts. From the data presented above table, the percentage of the value of instruments obtained for each instrument, among others, 85.71% and 94.29%, so that for the second category of such instruments is very good.

Although categorized very well, for instrument product assessment are as much as twice the stages of validation performed. This is because of the comments of the validator that gives suggestions for improvement instrument developed. The summary of the comments contained in the images presented in the table below:

Table 3. Advices from Validator

No	Advice from the validator	Change	
		Before	After
1	to provide greater column and widened (Changes to the size of the column filling)		

No	Advice from the validator	Change	
		Before	After
2	change the order of the identity column to be more informative (The identity column more informative)		
3	Include guidelines summation (Addition Guidelines Score)		
4	To give words "microteaching" in brackets PPL 1 (The addition of micro teaching in brackets of said PPL 1)		
5	to change the paper orientation from portrait to landscape (Paper orientation from portrait to landscape)		

Repairs to instruments based on those in the advice given by the validator, giving rise to the percentage value obtained for assessment instrument learning product. Where value obtained in step 1 79.06% to 94.29%.

Based on the criteria that showed Riduwan and Akdon (2007), for the percentage values, of category either at stage 1 be categorized very well on stage 2.

Through performance instruments developed in this study, can be used as a tool to diagnose misconceptions for prospective teachers. In addition, this performance instruments can also make students aware of their progress a few of misconceptions of each meeting it was delivered by Sari (2010), stated that through performance assessment can know the progress of the learners because the performance is done individually by themselves observed by teachers.

By diagnose misconceptions through instruments developed, other than it knows develop of students also can be used as feedback to the lecturer as the course content to the lecture of biology, so that the lecture to emphasize the provision of improvements to concepts have found misconception. As well as for students to read more books, articles or other reading materials related to the concepts of biology.

4. CONCLUSION

From the above results, the result that:

- a. Performance assessment instrument to diagnose misconceptions that have been developed in this esearch has been validated by 3 experts and have been declared invalid.
- b. Instruments votes declared valid performance is not just limited to use in the course ppl 1, but can also be used in the presentation of the material nature of learning by learners. Thus through such instruments, teachers can diagnose misconceptions showed by learners.
- c. Assessment instruments learning device for diagnosing misconceptions that have been developed in this research has been validated by 3 experts and have been declared invalid.

Based on the results of the study, the researchers deliver the few suggestions include:

- a. For the lecturer of the course PPL 1 (microteaching) can use performance assessment instruments that have been developed from this research to diagnose misconceptions.
- b. Not only could the PPL 1, the application of such instruments have adjusted by the user for other subjects, especially when lecturers assess student presentations.
- c. Similarly, for teachers who will assess the ability of students in the learning that is presented papers, the teacher can also uses the instrument to diagnose misconceptions held by students
- d. In addition, other researchers can compare the level of understanding of matter with the results obtained malalui instruments have been developed.
- e. For lecturers who will assess learning products that have made student teachers and diagnose misconceptions of these products, you may also use a tool that has been developed in this study. Thus giving more value is objective.
- f. For other researchers, to develop assessment instruments in the form of other misconceptions.

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Analysis the Mathematical Communication Ability for the Student with the Special of Needs (ABK) Autism (The study was conducted in SD Citra Bangsa Pringsewu)

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Abstract

The purpose of this study was to determine the ability of mathematical communications children with special needs (ABK) Autism on the material addition and subtraction of integers. Subjects in this study were special needs children with autism (Autism ABK) class III SD Citra Bangsa. Data were collected by interview, observation and tests. Interviews conducted by researchers to the classroom teacher and teacher assistant special (GPK). Observation method used is a method of participatory observation (participant observation) researchers involved in everyday respondents. The observations were made as 3kali. Tests were performed to measure the students' mathematical communication skills ABK Autism. Data analysis technique used is data reduction, data presentation, and conclusion. Validation data using a triangulation, matching the results of observations, the results of the first interview with the observations and the results of the second interview and tests so that the data obtained from the results of students' mathematical abilities ABK Autism.

Keywords: ABK, Autism ABK, Mathematical Communications, Inklusi

1. INTRODUCTION

A child with Special Needs (ABK) is a child who has shortcomings physical, mental and social. The existence of special needs children in the community are still not accepted by most people. Despite children with special needs have equal rights in education? It is stipulated in Law No.20 of 2003 on National Education System Article 32 states that "special education (education is outstanding) is an education for learners who have difficulties in following the learning process because of physical, emotional, mental, and social and / or have the potential of intelligence and special talents. "So education for Children with Special Needs (ABK) is set in the law and their rights to education are the same as the non ABK. But the number of special schools deal with pupils ABK is still limited. Other than that a lack of parental knowledge about education for children with special needs (ABK).

2. LITERATURE REVIEW

In 2009 the government issued a policy through Permendiknas No. 2009 on inclusive education as a solution to the discrimination for learners with special needs to give proper education. One of the goals of inclusive education is to create an education system that values diversity, non-discriminatory, and learning-friendly. It is also revealed by Fida Rahmantika at all: in (2015) that education for all without distinction distinguish between rich, poor, normal or special needs.

Inclusive school is not a school for students who have special needs but the only school that provide effective services for all (education for all). The inclusion in the program of students and teachers know where and bagianmana difficulties experienced (Lelia Anggia: 2015). One of the children belonging ABK is Autism. ABK autism is a disability characterized by the breakdown in communication, social interaction, sensory disturbances, behavior patterns of play and emotion. ABK child of the features of autism are: (1) slow growing (2) difficult to communicate (3) no emotion (4) difficult to understand (5) sensitive (6) does not care about the environment. In addition to the above three main features today a number of traits associated with autism understanding and attention is also added, these include: sensory sensitivity, aspects of cognition, including: visual learning style, attention problems, and the characteristics of information processing; and obstacles in empathy include: emotional problems, joint attention,, theory of mind; and the difficulty of translating the mood and behavior of others. (Dodd: 2007). SD Citra Bangsa is one of the schools in the District Pringsewu who have special needs students in the category ABK Autism. In addition to classroom teachers Teachers are Special Assistants (GPK) for students ABK Autism. This special companion teachers accompany students during the school well as the learning process and when socializing with friends. During the process of mathematical learning takes place not uncommon for autistic children ABK is difficult to control, in this case the communication is needed between teachers and students ABK Autism. Communication is the process of conveying information that is written or oral. Written communications may include images, words or tables. Sardiman (in Khoiriyah 2016) stated that the communication is to tell the news, knowledge, thoughts and values with a view to changing the participation that matters notified belong together. Greenes and Schulman (in

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sutriningsih: 2015) states that "Communication math is (1) a central force for students in formulating the concept and strategy of mathematics, (2) capital success for students to approach and settlement in the exploration and investigation of mathematical, (3) a container for students in communicating to obtain information, share their thoughts and discoveries, brainstorming, assess and sharpen ideas to convince others".

According Asikin in (Khoiriyah: 2016) says that the mathematical communication as an event diverts or messages that contain information about the material being studied mathematics both orally and in writing. In line with that Cai and Patricia (in Umar Wahid: 2012) argues that teachers can accelerate the improvement of mathematics and reasoning communication students by providing mathematical tasks in different variations. NCTM in (Van de Walle: 2008) that without mathematical communication teachers will have less information, data and facts about the students in the process of understanding and application of mathematics. The importance of mathematics communication was expressed by first-Umar: 2012 that a mathematical communication skill (mathematical communication) in the learning of mathematics is necessary is developed. This is because through mathematical communication students can organize his mathematical thinking both orally and in writing.

It also expressed by Sadiq, 2004: 20 (in Ramelan: 2012) mathematical language to communicate ideas with even more practical, systematic and efficient. Aspects of mathematical communication abilities have been studied NCTM: 2000 (in Prayitno at all: 2013). Aspects of mathematical communication capabilities consist of three, namely (1) the ability to express ideas mathematical orally, in writing, as well as visually depict, (2) the ability to interpret and evaluate mathematical ideas both orally and in writing, and (3) ability to use terms, symbols, and its structures to model mathematical situations or problems.

Suzana (in Sutriningsih: 2015) suggests oral mathematical indicators as follows: (1) describes the conclusions and interpret the obtained solution; (2) Explanation of the most appropriate way; (3) use tables, pictures, diagrams and other media to submit an explanation; (4) propose and present the settlement of a problem; (5) respond to the questions in the form of a convincing argument; (6) to interpret and evaluate ideas, mathematical symbols; (7) reveals emblem and notation is complete and correct. In this research verbal communication indicators used include:

- a. Using tables, pictures, diagrams and other media to submit an explanation.
- b. Propose and present the solution of a problem.
- c. Revealed the emblem and notation are complete and correct.

Seeing the importance of mathematics in students ABK communication Autism, so in this study will dideskripsikan students' mathematical communication skills ABK Autism at grade 3 Citra Bangsa in solving addition and subtraction of integers.

3. RESEARCH METHOD

This research is a descriptive qualitative research conducted in SD Citra Bangsa Pringsewu Lampung school year 2016-2017. Subjects in this study were students in grade 3 ABK Autism which is one person with learning material addition and subtraction of integers.

The data in this study is the result of interviews with classroom teachers and teacher assistant, written communication test results on indicators of addition and subtraction of integers as well as data on the observation. Data recording the results of observations in the form of mathematical verbal communication is performed when the mathematics learning activities. Problem test used has been validated in advance. Through techniques such tests students' mathematical communication data obtained on the answer sheet, then the answers were analyzed by reducing first, then the result of the reduction are presented in the form of descriptions.

The validity of the data using a triangulation technique, it by matching the results of observations, the results of the first interview with the observations and the results of the second interview and tests so that the data obtained from the results of students' mathematical abilities ABK Autism.

4. RESULT AND DISCUSSION

The data obtained in this study is the form of the completion of operations of addition and subtraction of integers contained in the answer sheet. Here are the results of the analysis of the research subjects.

Based on observations when the learning process at the first meeting seem that the subject was able accomplishing the unit number of addition and subtraction but by using concrete objects, such as candy, pencils, small stones. The research subject can also write the result of addition and subtraction kepapan write correctly.

At he meeting of the two subjects researchers were able to complete the addition and subtraction of the number of tens and is able to write on the board using the medium of concrete as in the first meeting. At the third meeting of the study subjects were able to complete the addition and subtraction down metode, but still use concrete objects media, and is able to write on the answer sheet. When the study subjects accomplishing summation by using a finger, then the subject of research has not been able to understand even with the same problem. This is because the child prefers ABK Autism interesting objects, so in learning more teachers often

use the media favored by ABK Autism. In addition, the teachers deliver the information using simple sentences and easy to understand.

5. CONCLUSION

Based on the analysis of student answers ABK Autism and observations can be concluded that ABK autistic students in 3rd grade Citra Bangsa able to master the indicators 1 and 2, but has not yet mastered the third indicator. When research subjects accomplishing summation and pengurangan by using a finger, then the subject of research has not been able to understand even with the same problem. So the 3rd grade student at ABK Autism Imagery School nations included in the category enough.

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The Urgency of Integrating Environmental Concepts into Lecture of Logic as an Effort to Produce Early Childhood Education Graduates With Environmental Knowledge

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Abstract

The study in this paper refers to the problem that the environmental concepts has not been actualized in the lecture of logic which potentially forming an environmental knowledge to the graduates of early childhood education (ECD). This study was focused to reviewing conceptually the urgency of integrating environmental concepts into lecture of logic, with the intention of constructing the early childhood education (ECD) graduates with environmental knowledge. The urgency of integrating environmental concepts into lecture of logic as an effort to produce early childhood education (ECD) graduates with environmental knowledge, can be shown in three main aspects, as mentioned below: First, to analyze the correspondence and compability between the design of environmental concepts and the material coverage on the lecture of logic. Second, to apply guided inquiry-based learning method that supported by the facts, can be used for activities that are factually possible can be used to evaluate changes in competency learning outcomes of cognitive, psychomotor, and affective. Third, the urgency of integrating the environmental concepts into the lecture of logic could be done by combining the suitability of design analysis and learning methods and used to compile the syllabus of logical lecture which was integrated with the environmental concepts.

Keywords: Integration of Environmental Concepts, Lecture of Logic with Environmental Knowledge.

1. INTRODUCTION

1.1 Background Issues

In the context of campus life, the college student community is part of the human resources that are socially considered to have a higher position. The society usually regard the collegier as a highly educated students, and from these students would be born the leaders and reformers, whom were expected to bring Indonesia into advanced country. Education, in this context the college, has an important role in preparing human resources through the education; people will be educated about various things including the environmental awareness in the education process. In the practical, the environmental education which occurred knowledge and science transfer, it is also provide the knowledge about how humans should behave towards the environment where they lived, especially the danger of pollution for human health.

The integration of environmental concepts into logical lecture teaching materials will bring the learning situation of students with critical thinking, creative, and rational, contextually with everyday life. With these efforts, early childhood education (ECD) students, expected to be a professional and comprehensive the environmental concepts. This is confirmed by the results of a research concluded by Arkam (2009: 19), which there is a positive relationship between the level of student's knowledge of the environmental with their's attitude to the environment. Children who have a high environmental knowledge tend to have better attitude towards the environment. corresponding with the infrastructure developments, environmental problems faced by human nowadays are more complex, the environment in which humans live, deteriorated in quality.

Then the effort to solve the problems only by certain groups, was not enough. Every scientific disciplinary should take a part in supporting and anticipate environmental problems. including the science of early childhood education, in this context. Graduates of early childhood education expected to guide the children in learning early age, and to instill the environmental friendly attitude to them since the early stage. To achieve this goal, learning innovations needed in the lecture bench. In this case, integrating environmental concepts into lecture of logic which its object are scholar of early childhood education, considered as an urgent condition.

1.2 Focus Issues

From the fact that there is a growing environmental problem that getting worse every day in our daily life, the specific objectives of this research are: which concepts that can instill the environmental knowledge to the learners, to be integrated into the subject of logical lecture ?

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1.3 Benefits

The results of this study expected to provide a strong conceptual basis about the urgencies of integrating environmental concepts into the classes, in this case, logical lecture. Furthermore, the colleges are expected to produce early childhood education (ECD) graduates with the environmental knowledge.

2. CONCEPTUAL STUDY

In the course where ongoing learning process, including approaching concept, teaching methods, and several other component that constantly being developed. The main objective of the learning process are the achievement of learning objectives by the learners which can be indicated by the success of the students in order to get better knowledge in a particular subject. Likewise, it applies also to the logical lecture in early childhood education (ECD) program. In this conceptual study, one method of learning that will be studied are guided inquiry.

Described by Ong and Borich (2006) as cited Zubaedah, *et al* (2014: 59). guided inquiry is learning process through a variety of activities including observation, ask questions, find and use information to know clearly the events through experiments, using tools to gather, analyze, and interpret data, ask questions, explain and predict, and communicating the results. General overview in inquiry learning, ideally require a subject of study to identify and assumptions, the utilization of critical and logical thinking, and consideration and explanations of the alternatives. In the lecture that using method of inquiry, the lecturer gives the formulation of the problem investigation, and students designed the inquiry procedure, conduct an investigation to examine the problem investigation and produce an explanation from the issues.

Mindset development in the scientific methods are shown with two logical thinking, namely: deductive logic that produces hypotheses be a prediction of an event or phenomenon which further continued with the procedure of inductive logic which used to test the predictions, in order to obtain a decision whether or not the hypothesis can be accepted (Shuttleworth, 2009).

According to Aragon (2007: 9), the scientific method is: "systematic process for acquiring new knowledge that uses the basic principle of deductive (and to a lesser extent inductive) reasoning. It's considered the most rigorous way to elucidate cause and effect, as well as discover and analyze less direct relationships between agents and their associated phenomena." It is regarded as the most accurate way to explain the relationship of cause and effect, as well as finding and analyzing the indirect relationship between the agent and the related phenomenon.

Empirical facts about the success of the scientific approach in learning process reported by Mulyono, *et al* (2012: 47), that the scientific approach in learning process of the environmental issues about waste production of tempe was successfully solved by fermentation technology with skill based learning method which includes syllabi, lesson plans, teaching materials, learners discussion sheets, and the scientific assessment skill sheet. The analysis showed a very valid, effective, and practical applied learning tool. Scientific approach in learning process brings the process of obtaining such knowledge is also done through experimentation. Furthermore encourages students to learn research methods. The implications of this turned out to be positive, there are some studies that show that learning about the research methodology can improve their way of thinking in other scope of life.

The analysis showed a very valid, effective, and practical applied learning tool. Scientific approach in learning process brings the process of obtaining such knowledge is also done through experimentation. Furthermore encourages students to learn research methods. The implications of this turned out to be positive, there are some studies that show that learning about the research methodology can improve their way of thinking in other scope of life. Accordingly, through learning that is packed with inquiry, it is expected to provide the competencies for early childhood education (ECD) students as a prospective teacher to be more responsible in their interaction with the natural environment. This is consistent with the concept of integrating environmental concepts which will be built through this research, through the logical lecture.

Environmental knowledge as a character of a person's, should be observed from a system of development that embraced by the community. The nations around the world do development from time to time to achieve a better degree of prosperity. Environmentally friendly behavior according to Zimbardo (2001) is a human behavior, an action or real acts of a person to adapt to the environment, in the context of the treatment and the specific social (behavior and social setting). With this development strategy, required an atmosphere that is extroverted, honest, and all the parties which is involved can obtain information continuously. In the context of development, environmental friendly behavior can be used as a medium for building a healthy physically and spiritually. then they can shared collective force other human beings in order to build a healthy human environment as well. WALHI (2008),

the sustainable development process is the realization of a healthy civilization over humanity healthy environment, good, and having environmental friendly behavior. Revaluation of development in this regard, environme

nally friendly behavior can inspire people and communities to establish itself, as a factor that can contribute to the development. Through the values, ideas, and measuring instrument, even as a criticism tool for the goodness of the development process that friendly to the environment.

The principle of fairness is more talk about how people should behave courteously to others (in relation to the environment) and how the social system must be set in order to have a positive impact on the environmental sustainability.

In this case, the principle of fairness mainly talking about the equal access to all groups and community member in determining the policies of natural resource management and conservation of the nature resources, as well as sharing the utilization of natural resources.

In public life, it can be seen there are efforts of environmental management which done consciously, but not programmed. Usually seen in people's behavior in managing environmental aspects, for example people voluntarily reorganize household garbage, cleaning a water channel, taking care of plants, and more. individuals or communities efforts to care and preserve the environmental needs special attention from the government, as long as the efforts are environmental friendly behavior.

According to Barow (2006: 164), the environmental friendly behavior are someone or people activities as an interaction with the environment that includes: utilizing, maintaining, and managing the environment that based on self-consciousness about they also a part of the environment, which is oriented towards development moral values to achieve the goals in ecological, social, and economic sector. In the study and practice of sustainable development is necessary to create a good environmental management, which can also be interpreted as decision-making under uncertainty. Thereby, the environmental knowledge in a person will act as a guide of human conscious behavior in their functions of life, both in use and manage the natural resources without causing environmental damage.

3. IDENTIFICATION OF ENVIRONMENTAL CONCEPTS

The results of literature study referring to the syllabus and subjects that covered by logical lecture, successfully identifying the environmental concepts that relevant to be integrated towards the logical lecture coverage. there are ten essential concepts of the environmental concepts which outlined in the table below:

Table 1. Identification Results of Environmental Concepts for Materials Integration in Logical Lecture

No	Learning objectives	Material Description of Logical Lecture	Environmental Concept
1.	Students can explain the difference between formal logic and the logic of the material.	The concept of Logic (Formal Logic and Logic Material)	Living environment
2.	Students can make an assessment of the learning subject to applying the principles of critical thinking.	Critical thinking	environmental issues
3.	Students can analyze the fallacy in the argument.	Error (Falasia)	The typology of of human development
4.	Students can understand about decision-making mechanisms and propositions.	Decision-Proposition	Biotic and abiotic components
5.	Students can analyze components in developing a definition.	Definition	Living environment
6.	Students can perform the process of inductive reasoning.	inductive reasoning.	ecosystem
7.	Students can perform the process of deductive reasoning.	deductive reasoning.	Natural resources
8.	Students can perform the process of reasoning using the scientific method.	The scientific method	sustainable development
9.	Students can understand the process of drawing oppositional conclusions and conversion.	Concluding oppositional and Conversions	Interaction of all components in the ecosystem
10.	Students can create a conclusion concept with the principles of syllogism.	Concluding with the principles of syllogism.	Green development

From those ten environmental concepts described above, which were the subjects that will be integrated into the logical lecture teaching material, each concept can be used to compile the draft as the basic material for creating the syllabus based on the synchronization analysis of the environmental concepts and Logical lecture teaching material coverage, the urgency of integrating the environmental concepts to compile the syllabus draft of Logical lecture teaching material can be shown in the following table (Table 2)

Table 2. Draft of Environmental Concepts Integration for Materials Logical Lecture

No.	Learning objectives	The Description of Logical Lecture Material	Integrated Environmental Concept	The Design of Learning Method*)	Evaluation design		
					C	P	A
1.	Students can understand the pattern and coverage of the Logical lecture material.	The introduction of Semester Class Plan Semester and Class Contract.	-	-			-
2.	Students can explain the difference between formal logic and the logic of the material.	The concept of Logic (Formal Logic and Logic Material).	Living environment	Guided Inquiry			
3.	Students can make an assessment of the learning subject to apply the principles of critical thinking.	Critical thinking.	environmental issues	Guided Inquiry			
4.	Students can analyze the fallacy in the argument.	Error (Falasia).		Guided Inquiry			
5.	Students can perform a decision-making mechanisms and propositions.	Decision-Proposition.	Biotic and abiotic components	Guided Inquiry			
6.	Students can analyze the components involved in developing a definition.	definition	ecosystem	Guided Inquiry			
7.	Students can perform the process of inductive reasoning.	inductive reasoning	Natural resources	Guided Inquiry			
8.	Students can perform the process of deductive reasoning.	deductive reasoning	sustainable development	Guided Inquiry			
9.	Students can perform the reasoning process by the scientific method.	the scientific method.	Interaction of components in the ecosystem	Guided Inquiry			
10.	Students can do the process of drawing the oppositional and conversion conclusions.	Oppositional and Conversion conclusion	Green development	Guided Inquiry			
11.	Students can create conclusion concept with the principles of syllogism.	Concluding with the principles of syllogism.	Conservation	Guided Inquiry			

Information:

- C = cognitive
P = psychomotor
A = affective

4. CONCLUSION

The urgency of integrating environmental concepts into lecture of logic as an effort to produce early childhood education (ECD) graduates with environmental knowledge, can be shown in three main aspects, as mentioned below: First, to analyze the correspondence and compability between the design of environmental concepts and the material coverage on the lecture of logic. Second, to apply guided inquiry-based learning method that supported by the facts, can be used for activities that are factually possible can be used to evaluate changes in competency learning outcomes of cognitive, psychomotor, and affective. Third, the urgency of

integrating the environmental concepts into the lecture of logic could be done by combining the suitability of design analysis and learning methods and used to compile the syllabus of logical lecture which was integrated with the environmental concepts.

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The Leadership and Teacher Performance and Significant Positive Effect on the Quality of Learning in SMK Negeri Se-Kabupaten Tulang Bawang

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Abstract

Quality of learning is the result of a teacher's performance, improving the quality of learning is influenced by factors of the performance of teachers and school leadership. The purpose of this study was to analyze: (1) The impact of school leadership on the quality of learning, (2) The influence of the teacher's performance against the quality of learning, and (3) The impact of school leadership and teacher performance against the quality of learning. Population as many as 151 samples used by 60 respondents us take of Slovin. Date collection with questionnaires and using regression as a tool for research. The analysis results obtained in this study as follows: (1) there is a positive and significant impact on the quality of school leadership learning in SMA Se-Tulang Bawang. This can be explained by the regression equation $Y = 71.365 + -0.303 X_1$. With the regression equation can be interpreted that if the leadership of the principal on the quality of learning, so any change in the leadership of the principal variable score of 3.4%, (2) There is a positive and significant impact on the quality of the learning performance of teachers in vocational Kabupaten Bone Onions. This can be explained by the regression equation $Y = 56.507 + 0.413 X_2$. With the regression equation can be interpreted that if the performance of teachers to the quality of learning, so any changes to teacher performance variable score sebesar 12,3%, and 3) There is a positive and significant effect of school leadership and teacher performance together against the quality of learning. Results of this study indicate that the better the performance of the principal and teacher performance, the better the contribution to the quality of learning. This can be explained by the regression equation $Y = 71.365 + 0303 X_1 + 0,433 X_2$. With a significance of 13.4%. Conclusions from this research is the perception of teachers on school leadership and teacher performance and significant positive effect on the quality of learning in SMA Lampung Tengah.

Keywords: Leadership Principal, Teacher Performance, and the Quality of Learning.

1. INTRODUCTION

National development through education is a way of educating the nation and improves the quality of Indonesian human in realizing advanced society, just and prosperous. The purpose of National Education intends to conduct national education development with the government to make regulations on the institute of National Education Standards as stipulated in Government Regulation No. 19 Year 2005 on National Education Standards is a translation of the Law No. 20 Year 2003 About the National Education System. As stated in the general provisions of Government Regulation No. 19 Year 2005 Article 1, on National Education Standards are the minimum criteria regarding the educational system throughout the territory of the Unitary Republic of Indonesia? National Education Standards has a function as a basis for planning, implementation and monitoring of education in order to realize the national education quality and qualified.

Process and learning outcomes of students who qualified teachers would require maximum performance. So that teachers can show high performance, not least the teacher must have a mastery of the material what to teach and how to teach so that learning can take place effectively and efficiently as well as a commitment to carry out these tasks. Based on renewal business and improve the quality of learning is getting stronger by using a legal umbrella Law on National Education System No. 20 of 2003. Education is an essential need for every human being, country or government during the reform era. As importantly, education must always be grown systematically by policy makers or actors of education.

School principals play an important role in education, in schools given the responsibility to conduct a full management of the arrangement the wheels of school education. The main role of the principal is a leader who controls the nets, provision of education where education itself functions essentially as a transformation that transforms inputs into outputs.

Enhancing the quality of teaching, the school principal should be responsible for the smooth running and the learning process quality. The school principal is one of the most educational component plays a role in improving the quality of education. Various important and strategic efforts are scheduled to optimize the performance of school principals is highly dependent on the willingness and determination principals to make himself as a successful leader with optimal performance. A leader not only managed to

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reach the tops of the leadership, but also can lead the school community and especially the learners have made achievements beyond himself. Guru is a major factor in the educational process.

Guru is one of the critical components for the implementation of the educational process, where teachers are the main actors as facilitators of student learning process organizer. Therefore, the performance of teachers relates to the national education program. Teachers as a factor determining the quality of learning. Because teachers are dealing directly with the learners in the learning process in the classroom. In the hands of teacher quality of their personality is formed. Therefore, it should be a teacher competent, responsibility, skilled, and dedicated.

Teacher performance while not optimal, teachers perform their duties just as a normal routine, lacking in creativity. Innovation for teachers relatively closed and creativity are not part of the achievement. If there are teachers develop their creativity, the teachers tend to be judged a waste of time. The results of teacher training in the various fields of study have not demonstrated their power is different compared with the performance of teachers. Here are the results mean achievement that can be obtained from the State Vocational High School Se-Tulang Bawang.

Tabel 1 Data Nilai Ujian Nasional Tahun Ajaran 2013/2014 dan 2014/2015

Tahun	NILAI														
	Bhs indonesia			Bhs inggris			Matematika			Kompetensi			Rata-rata		
	UN	NS	NA	UN	NS	NA	UN	NS	NA	UN	NS	NA	UN	NS	NA
2014	4,11	5,12	4,62	3,35	4,08	3,72	3,71	3,08	3,4	6,48	6,38	6,43	4,41	4,67	4,54
2015	5,09	4,59	4,84	3,43	5,51	4,47	3,81	4,71	4,26	6,53	6,09	6,31	4,72	5,23	4,97

Source: Department of Education National Exam Results SMK Se-Tulang Bawang

The above facts are very alarming, it is the result of the teacher's performance, should the value of which must be achieved by students in achieving the national graduation standard is 5.50, and students of SMK Se-Tulang Bawang, still far from passing standards. Teachers do not contribute to improving the quality of education, are in fact quite the opposite. The above conditions seems to have become a culture and tradition of the environment of educational institutions and does not cover the possibility of the middle school Vocational Paramarta Se-Tulang Bawang, one indication which shows the low quality of teaching is the fact the field is based on the observation of the author on May 5, 2015, Visible of the average value of National Examination which is still far from the National Education Standards.

This study was a descriptive study with a quantitative approach kind of regression, a study to determine the effect of variables that are grouped into two groups: the independent variables and the dependent variable. According Arikunto (2013: 313) regression study is intended to determine whether there is influence between two or more variables. Research for the study will be able to predict the influence of independent variables with the dependent variable.

2. DISCUSSION

Many experts have argued about the quality, as the opinion Tjiptono and Diana (2003: 3) states the quality (quality) is the ever-changing conditions, which include efforts to meet / exceed expectations of the customer, including products, services, people, processes and the environment. In the opinion of Good (in Arifin, 2014: 38-39) The basic concept of education that covers the following aspects: 1) the development of skills in the form of a person's attitudes and behavior that apply in the community, and 2) social processes when a person is affected by an environment who guided (school), so that he can achieve social skills and develop personal. The quality of education as one of the pillars of human resources development, a very important meaning for national development. Quality education will only appear if there are quality schools. Therefore, efforts to improve school quality is a strategic point in the effort to create a quality education. In the National Education Minister Regulation No. 63 Year 2009 concerning the quality assurance systems of education Article (1) of paragraph (1), gives the sense that the quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the National Education System. Based on the description above, we can conclude the concept of the quality of education can be concluded that changing something into something else by integrating the input of the school so as to create a situation fun learning (enjoy-able learning), able to encourage motivation and interest in learning, and really able to empower learners. Output education is a school performance that can be measured by the quality, effectiveness, productivity, efficiency, innovation, and morale.

Many experts have argued about the quality, as the opinion Tjiptono and Diana Based on all the foregoing, it can be concluded the quality of teaching is the ability of educational institutions (teachers and principals) in

organizing and managing learning resources efficiently in order to improve the learning ability of students, with the following indicators: 1) the quality of the input active learning, creative, effective and fun, 2) the quality of the learning process, the interaction, creativity, and varied, and 3) quality of academic study, daily activities and independence of learners.

In his opinion Mulyasa (2004: 25) argues "The principal is one component of educational influence in improving teacher performance". The school principal is responsible for the organization of education, school administration, coaching other education personnel, and efficient utilization and maintenance of facilities and infrastructure. This becomes more important in line with the increasingly complex demands of the principal task, which requires the support of performance more effective and efficient. Similarly, in the opinion of Wirawan (2014: 549) the principal is a school leader and manager of the school or school administrator (School manager or school administrator), which functions as the principal. So principals full authority to bring the school to be better or it could be otherwise.

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The kind of leadership in terms of the source and of the characteristic features according to Hasibuan (2012: 170) the kinds of leadership include: 1) an authoritarian leadership, 2) participative leadership, and 3) leadership discretionary. A leader has a style and flair that is different this will provide operational impact on an organization (school). While leaders of functions in the opinion of Mulyasa (2013: 98-122) function principals as leaders are as follows: a) The head of the school as an educator (builder mental, moral, physical, and architects), b) The principal as a manager, c) The head of the school as an administrator, d) principal as supervisor, e) the principal as leader, f) of the principal as an innovator, and g) of the principal as a motivator. As head of the school will determine whether the poor quality of education that leads, if the principal professional then the quality of teaching will be qualified and vice versa if the competence of lower school head will affect the success in school learning tersebut. Berdasarkan above description it can be concluded that the principal's leadership in this research is a way and business principals in influencing, encouraging, guiding, directing and mengerakan teachers, and staff, students, parents and all other parties concerned to cooperate and participate in order to achieve the goal of education in schools has been established. The indicators to measure the principal's leadership is shown by the compensation owned by the principal, in particular: 1) Having a strong personality 2) understand the condition of men with either 3) has a vision and understand the mission of the school 4) The ability to make decisions, and 5) The ability of the good communication.

Based on the above it can be concluded that the principal's leadership in this research is a way and business principals in influencing, encouraging, guiding, directing and mengerakan teachers, and staff, students, parents and all other parties related to cooperate and participate to achieve the goal of education in schools that have been set. The indicators to measure the principal's leadership is shown by the compensation owned by the principal, in particular: 1) Having a strong personality 2) understand the condition of men with either 3) has a vision and understand the mission of the school 4) The ability to make decisions, and 5) The ability of the good communication.

In the opinion of Supardi (2013: 45) performance is an activity undertaken to implement, complete tasks and responsibilities as expected and intended purpose. Derived from the word has three meanings performance achievements, performances, and execution of tasks. The ability and authority of teachers in carrying out the teaching profession, with all its capabilities, in line with this notion of performance.

In the opinion of the Supreme (2014: 41) the teacher is the designer or the designer of learning associated with pedagogical competencies that should be able to design well. Lesson plan should begin by making sure that a lesson plan suitable for the program or lesson plan that aka implemented.

Teachers are educators mempunyai role as spearhead the transformation of assessing the knowledge and assess the attitude and education goals to pesrta students because teachers directly involved in the learning process or the duties can be said that teachers as a major component in the learning process. Notch teachers occupy vital positions in improving the quality of learning. In this context, the quality of education depends on the quality of teachers, which consequently teachers are required to play an active role in positioning themselves as professionals in accordance with the demands of a growing community.

Law number 20 of 2003 on National Education System Article 39 paragraph 2 states that educators are professionals in charge of planning and implementing the learning process, as well as conduct research and dedication to the community, especially for students and colleges. Article 40 paragraph 2 letter b, stated also that educators have an obligation to have a professional commitment to improve the quality of education. Similar to the above, the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, Article 1 states that the teachers are professional educators with the task of educating, teaching, membimbing, direct, train, assess and

evaluate students on age children early in formal education, primary and secondary education. In the opinion of Sanjaya (2006: 21-32) the role of teachers in learning include: a) as a source of learning, b) as a facilitator, c) as a manager, d) as a demonstrator, e) as a guide, f) as a motivator, and g) as an evaluator and penentu success of learners.

So important is the role of the teacher in the learning, which facilitate human technological prowess to get information and knowledge can not replace the role of the teacher. From the above description, the teacher's shoulders lies the responsibility is very complex. it can be seen from the function and role of the teacher as a facilitator and director of the study. As a facilitator, a teacher must be able to facilitate the learning needs of students with and interest. Meanwhile, as the director of learning, the teacher serves to direct the learning activities of students towards the achievement of learning goals that have been set

Based on some of the theories above it can be concluded that the performance of teachers is the ability and authority of teachers in carrying out the teaching profession, with all its capabilities, the following indicators: 1) create a learning plan, 2) implementing the learning, 3) assess learners' achievements, and 4) carry out follow-up results of learning achievement.

3. STUDY

a. Influence Leadership Principal (X₁) on the Quality of Learning (ICT)

There is a positive and significant impact of school leadership (X₁) on the quality of learning in high school Paramarta Se-Tulang Bawang (Y). This can be explained by the regression equation $Y = 71.365 + 0.303 X_1$. With the regression equation can be interpreted that if the leadership of the principal (X₁) with the quality of learning (Y) is measured with an instrument developed in this study, so any change variable score principal leadership of the unit can be estimated score of the quality of teaching will change by 0181 units in the same direction. From the calculation of the correlation between the variables of school leadership (X₁) with the quality of learning (Y) is quite good that is equal to 0.284. This shows the variables X₁ and Y have a meaningful relationship. Empirically, the results of research inform that principal leadership that reflected a significant and positive effect on the quality of learning. Leadership of the principal amount of influence on the quality of learning at SMK Se-Tulang Bawang, amounted to 3.4%. The results of this study indicate that the better school leadership will be followed by the increasing changes in the quality of learning.

b. Influence of Teacher Performance (X₂) Against Against Quality of Learning (ICT)

There is a positive and significant impact the performance of teachers (X₂) on the quality of learning at SMK Se-Tulang Bawang (Y). This can be explained by the regression equation $Y = 56.507 + 0.413 X_2$. With the regression equation can be interpreted that if the performance of teachers (X₁) with the quality of learning (Y) is measured with an instrument developed in this study, so any change variable score teacher performance of the unit can be estimated score of the quality of teaching will be unchanged at 2,621 units in the direction the same one. Calculation of correlation between teacher performance variable (X₂) with the quality of learning (Y) relatively low at 0.325, shows the variables X₁ and Y have a meaningful relationship. Empirically, the results of research inform that teacher performance reflected significant influence and positive impact on the quality of learning. The amount of influence the performance of teachers to the quality of learning at SMK Se-Tulang Bawang, was 12.3%. The results of this study indicate that the better teacher performance will be followed by the increasing changes in the quality of learning.

c. Influence Leadership Principal (X₁) and the Teacher Performance (X₂) Together Against Quality of learning (ICT)

There is a positive and significant impact of school leadership (X₁) and the performance of teachers (X₂) together to the quality of learning (Y). The results of this study indicate that the better the performance of the principal and teacher performance, the better the contribution to the quality of learning. This can be explained by the regression equation $Y = 71.365 + 0.303 X_1 + 0.433 X_2$. With the regression equation can be interpreted that if the variable of school leadership (X₁) and the variable performance of teachers (X₂) with the quality of learning (Y) is measured with an instrument developed in this study, so any change scores of school leadership and teacher performance of one unit can be estimated score of the quality of learning will change for 0000 units of X₁ and X₂ 0 342 units in the same direction. Calculation of correlation between school leadership (X₁) and the performance of teachers (X₂) with the quality of learning (Y) is classified in the amount of 0433 showed between variables X₁ and X₂ with Y variables have a meaningful relationship even though the correlation is moderate. The amount of influence school leadership and teacher performance jointly-sam on the quality of learning at SMK Se-Tulang Bawang was 13.4%. The results of this study indicate that the better school leadership will be followed by the increasing changes in the quality of learning. The results of this study indicate that the greater the performance of teachers will be the higher the quality of learning.

3. CONCLUSION

Based on the calculation, analysis, and discussion of the issues as presented in previous studies. the authors conclude as follows:

- a. Principal leadership at SMK Se-Tulang Bawang is based on the results showed in the low category. This means that the principal has not shown good leadership optimal.
- b. Performance of teachers SMK Se-Tulang Bawang including low category. This means that the performance of teachers that are low on the capability of planning and preparation for teaching, mastery of the material, control methods and strategies of teaching, assignments to the students, the ability to manage the class and ability to make an assessment and evaluation. Low teacher performance has implications for the quality of learning that ultimately lead to the optimal learning results of students.
- c. 3 Quality of learning SMK Se-Tulang Bawang is based on the calculation results in a lower category. This means that the performance of teachers influence on the quality of learning. This proves that one of the dominant factors in the success of the learning process and results is the performance of educators. An educator as a major driving force in the classroom learning process has been demonstrated in implementing and learning and learning outcomes in the classroom.
- d. Leadership principals have a positive influence and significant impact on the quality of learning. The amount of influence school leadership directly to the quality of learning in this study is based on the calculation results in the category of very good potential. A dimension of school leadership that gives a significant influence is the capability and motivation. Principal leadership is measured by the quality of school learning has a significant impact on the level of quality of school learning. This means that the low level of the quality of teaching high school described by school leadership. The amount of the contribution principals that directly contributes to the quality of learning. Thus it is clear that the principal's leadership significantly influences the quality of learning.
- e. Performance of teachers have a positive influence and significant impact on the quality of learning. The amount of influence teacher performance directly to the quality of learning in this study is based on the calculation in the very good category. Dimensions teacher performance which provides a significant influence is the ability to make the planning and preparation for teaching, mastery of the material, control methods and strategies of teaching, assignments to students, classroom management skills, and ability to make an assessment and evaluation. Teacher performance is measured by the quality of learning has a significant impact on the level of the quality of learning. This means that the high and low level of learning quality is explained by the performance of teachers. The amount of teacher performance that directly contributes to the quality of learning is equal. Thus it is clear that the performance of teachers significantly influence the quality of learning.
- e. Simultaneously, school leadership and teacher performance significantly affect the quality of learning. The rest is the influence of the other factors. Thus it is clear that the leadership of the principal and teacher performance significantly affect the quality of learning.

Based on the conclusions can be formulated some of the results of research that is expected to be input for the parties concerned. Formulation of suggestions / recommendations emphasizes this to the principal in leading the school (variable X1) and the performance of teachers (X2). Suggestions / Recommendations are for principals at SMK Se-Tulang Bawang:

- a. Need improvement / development activities that can motivate the Discipline increase teacher work either directly related to the learning or the other that can support the improvement of the quality of learning success.
- b. Need of school leadership to motivate teacher performance is directly related to learning or with others who can support the improvement of the quality of learning.
- c. Need to create a school environment that is open to changes that occur in society. This will encourage the acquisition of knowledge / developing new ideas, which might be expected that a transfer of learning through the implementation of innovative learning in the classroom, which in the end through mutual learning in schools it will affect all the teachers who are members of the school organization.

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Podcast to Finding English Politeness

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Abstract

This research entitled *Podcast to Finding English Politeness*. The research was conducted to analyse the details of language politeness produced by the anchors of Podcast Series 1 from British Council. The discussion of this paper can be divided into problem background, theoretical review, discussion and conclusion. The research method presented on this discussion is a descriptive research approach whereas the main data were taken from the scripts of the conversation of series 1 from Podcast by British Council. There are more or less one hundred and fifteen expressions that can be successfully transcribed from the dialogue. The analyzing data then are classified into each field. The details data presentation is explained on the table. The finding discussion reveals that there are different types of language use for indicating politeness. Thus, the writer divided into different categories such as *Asking for Doing Something and Stating Conditional Situation, Giving Advice, Giving Opinion, Affectionating to do, Feeling Grateful Appreciation, Expressing Pleasure, Emphasizing*.

Keywords: British Council, Language Learning, Language Politeness, Podcast, Socio-pragmatics.

1. INTRODUCTION

Language as a main communication means to provide the right way to communicate. The language used in the conversation can be full of formalities. English for instance, the closer relation of social status would affect the verity of language. The member of a family like father to son, son to his parents, a friend or a classmate uses a direct way without worrying about to say something wrong or causing offense. Conversely, the use of polite language is going to be more essential for the people who have not met before or are blocked by different social status. The speakers will use the language carefully about how to communicate by using phrases or certain words like students with their teachers, the employers with the supervisors in which the language does not cause any offence.

Many non-native English speakers know how to speak politely in their own language, but those who study English as a foreign language will find some difficulties in choosing the appropriate phrases or words. Language expression of “*you are so stingy*” would not be recognized as polite language when it is said from the student to the teacher. The expression however, is better to be used appropriately with the speakers who have very close relationship or know them well. It indicates that the situation, in which the language is addressed to, is really crucial when speaking English comes down to a lack of politeness. The integrative treatment has come to be accepted since the years of occurrence as the classic treatment on politeness in communication. The treatment previously related to a variety of disciplines, but now it has changed globally by the linguists, psychologists, and students of social interactions as well. It seems that politeness is truly essential to link the communication of social order, social cooperation to the foundation of human social life.

In addition, study politeness has been provided in such technological- electronic media covered on the internet. BBC Learning English for instance, one of social media networks that provide many sources to EFL students who are willing to gain their knowledge in learning English and education with Podcast. This program brings new atmosphere of universal human interaction, politeness phenomena, and social cooperation. Hopefully, students who learn English as their second or foreign language will be considered to analyze and apply simple practice by using this mobile pedagogy especially politeness in English speaking. Eventually, the writer conducts the research on podcast to elevate EFL students in English speaking. The study is aimed to find and analyze the use of signposts politeness.

Researchers in pragmatics are particularly interested in meanings inferred in nonconventional uses of language. Communicating and comprehending pragmatic meaning are as natural as sneezing when there is dust in the air taken from (Marcos, 2014) quoted from (LOCASTRO, 2003, p. 5). Here is the example of what it looks like: *Could you pass me the salt shaker?* According to (LOCASTRO, 2003) in the sentence above, the question itself is all about the ability of passing the salt. However, most native speaker of English will understand it as a conversational request, which is an expression recognized by the speaker who wants someone to pass him/her the salt. According to (HUANG, 2007), there is a huge gap between the meaning of a sentence and the message actually conveyed by the uttering of that sentence, there must be an interaction which depends on the context. In other words, the linguistically encoded meaning of a sentence radically undetermined the proposition the speaker expresses when he or she utters the sentence.

Language politeness has been speculated of the raise sociological focus and this is not only in this scale but the widespread has grown and touched in many fields. Since this study gives such big influence in language study, issues in politeness have been being central interest in sociolinguistics, pragmatics, applied linguistics,

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social psychology, conversation analysis, and anthropology (Brown & C. Levinson, 1987). What is more, the polite signposts used in the podcast are basically formed with asking for something such as *Could I order please? Can you lend me ten dollars?* Or asking permission such as *May I attend the meeting next week? May I join you for lunch?* The use of past forms of the modal verbs *can, may, shall* and *will (could, might, should and would)* illustrates to be more polite or less direct. The other modal expressions like *certainly, possibility be likely to, be supposed to be*, can also be used. These expressions often show asking for something or asking someone to do something.

2. LITERARY REVIEW

2.1 Politeness

The word politeness sometimes is described as a global phenomenon that happens in all language and cultures has been socioculturally and historically constructed (Reiter, 2000). According to (Mahyuni, 2008), every culture and language appears to have a very wide series of linguistic politeness norms. English for instance, that has different language politeness to differentiate the expression and meaning of the concept in all level of politeness in many aspects. This following conversation is between a student from Venezuela and the airport staff in her first arrival.

A: *Excuse me. Am I in the right line for immigration?*

B: *Erm, I don't know dear. It depends. And what nationality are you?*

A: *I am Venezuelan.*

In this conversation, A is trying to politely ask her position to B whether she is standing in the right place for immigration line. On the other hand, B is answering the question A with the use of word of *Dear* to show her respect to someone whom she is not actually familiar to talk to.

2.2 Study Politeness

In this discussion, the study of politeness is derived from (Yaqubi, Sharifabad, & Abdul Rahman, 2012) the theory of Brown and Levinson (1987). The theory is focused on the efforts of the language use. Another study Goffman's theory (1955) is mentioned here means to support the theory of face politeness then followed by Brown and Levinson's work. In further, the concept of face politeness is 'the public self-image that every member wants to claim for himself'. They conceptualized the face politeness into two different sides, namely positive and negative politeness. Quoted from Brown and Levinson that Negative face has been defined as 'the basic claim of freedom of action and freedom from imposition' in contrast to the positive face which is 'consistent self-image or 'personality' claimed by interactants, crucially including the desire that this self-image be appreciated and approved of' (Brown, P. & Levinson, 1987). What is more, the features proposed by Brown and Levinson are essentially begun to name both positive and negative politeness of speaker and/or hearer in verbal exchanges. Some of the expression are dealing with everyday life communication such as 'orders', 'requests', 'suggestions', 'warnings', 'compliments', 'offers', 'promises', 'expressing thanks', 'accepting a thank you or apology', 'acceptance of offers', 'disagreements', 'apologies', 'acceptance of a compliments', etc. The main reason adopted from this study politeness is that politeness as a socio-cultural behavior has to do with gender and political issues as a determinative social factor (Ayu Gde Sosiowati, Budiarsa, Suastra, & Simpen, 2014). So as (Eelen, 2001) states that Politeness is also a phenomenon which relates language and the social world which warrants its classification within sociolinguistics. The comprehensive of research result done by (Behnam, Sakhaei, & Nabifar, 2014) shows that politeness phenomenon at figuring out how politeness strategies are used by the characters and how the variables of power and distance influence the choice of politeness levels. The facts that the three variables used to characterize the model such as power, distance and rank extremity would be considered why a good many of politeness strategies were used in communication (Holmes, 2001).

2.3 Podcasting

The internet audio has widely expanded during the popularity the recent years (McCarty, 2005). Podcast is one recent example of Internet audio, a podcast, is an audio file that anyone can create using a computer, microphone, and a software program. When the files are uploaded to the web, podcasts can be accessed, downloaded and played to a computer or MP3 player. There are some reasons according to (Ducate & Lomicka, 2009) why podcast is popular. The first is the popularity of podcasts can be linked to their simplicity in creating, editing, publishing and listening to them. The second reason that could be attributed to their rising popularity, according to (Tan & Mong, 2005) is the "...increasingly widespread ownership of MP3 players and the relative ease with which individual podcasters can create and distribute files". (Interactive, 2007) reports that players are extremely popular among young adults, noting a marked increase among college students in particular. Due to the increased popularity of podcasts and ownership of MP3 devices, the use of podcasting has begun to find its way into educational settings.

2.4 Types of Podcast

Podcast as a word derived from i-pod and broadcasting is designed to be downloaded and listened to on a portable mp3 player of any type, or on a personal computer. To access podcast, the listeners only need the internet connection and it has generated to lot of things. Therefore, this idea is relevant to improve and add to educational circles. (Stanley, 2006) wrote on BBC Teaching Blog that Podcast divided into various types such as Authentic podcasts, Teacher podcasts, Student podcasts, and Educator podcasts.

2.5 Authentic podcasts

Is designed to listening source but this is not produce for ELT students. The main use of this type is only for use with higher level students, but others, such as *Sushi Radio* are made by non-native speakers of English and their length (5-10 minutes) make them ideal for use with classes.

2.6 Teacher podcasts

This type of podcast is designed to ELT material produced by teachers often for their classes. The main goal of using this type is to help the students learn by producing listening content that is not available elsewhere, or that gives a local flavor.

2.7 Student Podcasts

This podcast is aimed to share the experiences among the students from all around the world. Mostly, students and teachers made this podcast in order to describe the cultures, lives and interests from other students who study in different countries.

2.8 Educator Podcasts

This reflectively deals with methodological and teachers materials. For instance, *Ed Ted Talk* is sort of famous educational-technological talk show which is recorded live (this is called webcasting) using free Internet telephony and then provided as a podcast.

3. RESEARCH METHOD

In this study, the scripts of the conversation in the podcast series from one to ten series were applied to the material of the research. These conversation scripts were taken from one out of ten series conversation. The main reason for taking the scripts of the conversation as the corpus of the study was to meet the requirement of having conversational texts in which data could be investigated in detail. Totally, there were more or less a hundred and fifteen utterances. As the final stage, the same comparison and contrast were done in renderings of language politeness by the native speakers.

4. DATA ANALYSIS

As mentioned before that was one hundred and fifteen utterances on the conversation script were applied to be analysed the language politeness signposts. In this part of the analysis, the researcher will analyze the signposts of the language politeness. The data will be presented in table to set as a representative of all and one corresponding conversation script done in the podcast series.

5. DISCUSSION

In this part, the writer discussed the most commonly languages used by the speakers in Podcast produced by British Council in stating language politeness are *Asking for Doing Something and Stating Conditional Situation, Giving Advice, Giving Opinion, Affectionating to do, Feeling Grateful Appreciation, Expressing Pleasure, Emphasizing.*

5.1 Asking for Doing Something and Stating Conditional Situation

To ask politely in English, there are some strategy that can be used such as using modal “*Would*” or “*Would like to*”, “*Could*” or “*Can*”, “*Please*”, “*Question with Auxilaries of WHs*”, and “*Excuse Me*”. These forms are formally used when speakers are asking for help or permission, assistance politely, or stating conditional situation and *Would* can also perform as giving an advice.

Tabel 1. Asking for Doing Something and stating Conditional Situation

Asking for doing something and stating conditional situation	Sentences	Function

Would	She 'd probably like to see the film too.	Giving opinion
	That's true. It <i>would</i> be really interesting to hear what she thinks of it.	Giving opinion
Would like to	I'd like to introduce...	Asking for introducing for the first time.
	I'd like to meet is Zahra from Bristol	Asking for meeting to someone but the speaker doesn't know when it will happen.
	Personally, I'd like to talk to her about her husband.	Asking for doing something with the person previously has been mentioned.
	I'd like to sit and talk to him for a long time	Asking for doing something but the speaker doesn't know when he can meet the person he talk to in person
	Well, I'd like to say "thank you" I think for his programmes and tell him that I think they have been really important in telling people about climate change and global warming and the real things.	Askign for speaking for the opinion
Could	You could say Microwave oven	Asking for doing something
	Could you sign your name here?	
	Could you tell us a little bit about your self?	
	I am sorry could you repeat that again? Or could you repeat that <i>please</i> ?	
Can	Can I see your passport <i>please</i> ?	Asking for requesting, and doing something
	Can I come in?	
	Can you tell us something about your self?	
	Can you tell me where the lost luggage office is <i>please</i> ?	
	Can you wait a few minutes while I make some calls?	
Question with WH and Modal Would	What would you like to talk to her about Zara?	Asking for what is she going to talk if she meets Zara
	Do you think she's a good actress?	Askign for opinion
	Am I in the right line for Immigration?	Asking for clarification
	how long do you intend to stay in the country?	Asking for for the duration
	There you go – there is the list on the wall. What do you fancy? Fancy? What do you mean?	Asking for clarification

5.2 Giving Advice

In this discussion, speakers use "Would better" to express how the language politeness can be applied into advising expression statements. The example expression presented in the following table.

Tabel 2. Giving Advice

Giving Advice	Sentences	Function
<i>Would better</i>	You'd better go to chemist right now	Giving advice to have some medicines
	Emily: Bless you! You sound terrible. You would better go to bed. Did you tell your professor that you were ill?	Giving advice to not attending the seminar class because of her illness
	you'd better start saving your money then.	Giving advice to save money

5.3 Affectionating to Addressee

It is so common in English; the older people may speak to young people by using the word "dear", "sir", and "miss". On the conversation episode 1 the old lady called Carolina "dear". It's a friendly affectionate thing to

do. But be careful, it might sound a bit strange if you try to use it your self. The example can be seen on the examples below:

Tabel 3. Giving Opinion

Affectionating to Addressee	Sentences	Function
Dear	I do not dear. It depends	To greet people politely usuallly old to young people
Sir	Excuse me sir, could you tell me which train goes to King’s Cross station please?	To ask someone politely
Miss	Picaddilly line, Miss.	To respond what is actually questioned by the lady.

5.4 Giving Opinion

Giving an opinion also becomes part of language politeness. There are some expression can be used to show *politeness* on presenting our opinion for instance “*I Think*”, “*I do not think*”, or *Prefer*, and the modal “*Would*”.

Tabel 4. Giving Opinion

Giving Opinion	Sentences	Function
<i>I think/ do not think/ Disagree</i>	I think she is one of the most beautiful women in the world.	Stating the opinion about the most beautiful women in the word
	I think he’s gorgeous.	Stating opinion that the guy has a good looking appearance
	I think it’s a good thing.	
	I don’t think she’s a great actress, but she is a good actress.	Stating disagreement
	Well, I’d like to say “thank you”. <i>I think</i> for his programmes and tell him that <i>I think</i> they have been really important in telling people about climate change and global warming and the real things.	Stating opinion agreement
	Well, I disagree with him but there were some interesting opinions there.	Stating disagreement
<i>Prefer</i>	I definitely prefer the book. I love going to the cinema	Stating the preference
	I think I prefer films.	Stating the preference
<i>Would (’d)</i>	I’d probably say ‘on foot’ really	
	Five and a half million dollars! I Wouldn’t mind that in my living room	

5.5 Feeling Grateful Appreciation

Another thing that should be mentioned here is the language that shows politeness is the expression of feeling grateful. This expression comes up when the speakers said a great thing or gratitude such as “*Thank you*”. Therefore, it will be considerably polite if addressees respond to what speaker has said. In language Podcast conversation, the grateful appreciation can be seen in the following table.

Tabel 5. Feeling Grateful Appreciation

Feeling Grateful Appreciation	Sentences	Function
Thank you so much/ thank you/ thanks	oh thank you so much. Erhm I have to get to king’s cross station to get the train to newcastle at eight o’clock.	To express the gratitude and grateful feeling
	So, have I. Thank you very much Martin	
	oh, Thanks Emily	
	That is mine thank you	
	I enjoy that Marcus. Thanks alot me too. Thank you Thank you	
	Thank you for your help	

5.6 Expressing Pleasure

Expressing pleasure can be used to show a feeling of cheerfulness or optimism that may please the addressee. It also happens on the conversation in the podcast by British Council. Some of the expressions use “*Adjective or verb*” as the indication for responding to the pleasure.

Table 6. Expressing Pleasure

Expressing Pleasure	Sentences	Function
	I am <i>glad</i> he phoned and i am glad you are still together	The word <i>glad</i> here is used to express the happiness .
	I love that dress	
	It's <i>nice</i> to be here	The word <i>nice</i> is to express good and enjoyable
	Yes..yes..Yes..He's called Oskar. Oskar? Hmm. I <i>quite like</i> that. Why oskar?	The combination phrase <i>quite like</i> means to show affection
	It's true I know. <i>I'd love to</i> travel round the world one day and see all of these places.	The word love to means doing something enjoyable.
	Yeah it's great.	To express accomplishment
	Ok. You've persuaded me. What do I have to do to join? <i>Excellent</i> . You just have to fill in this form. I'll fill it in for you. Caroline. What's your surname?	The word <i>excellent</i> (extremely good) means successfully make her join to one of the student fair.
	Yeah, I do. It's nice. It's quite short for you. Shorter than usual. Oh. <i>Brilliant</i> . What a nice idea	To illustrate the decision has been made is very impressive and successful.

5.7 Emphasizing

The form of language politeness can be sometimes in the form of confirmation statement by producing tag question as the politeness signpost. Question is a grammatical structure that depicts statement of declaration and modify to become a question by attaching interrogative element. The tag question can be considered as indicator of politeness, emphasis, or irony.

Table 7. Emphasizing

Tag Question	Sentences	Function
	You are football fan aren't you? You didn't play football, did you?	To make that he is a football fan and did not play football
	The pictures are bit strange though, aren't they? I'm not sure I'd like one in my living room.	Emphasizing the pictures that look strange
	It's amazing, isn't it? Kazakhstan is absolutely huge but most of us don't know anything at all about it.	To emphasize Kazakhstan is great country.
	I do recycle things though. Me too.. It's difficult though, isn't it?	To feel the same idea that recycle things can be difficult.

6. CONCLUSION

In general, the language politeness can be found in language learning program such as Podcast that is produced by British Council. This is such as easy program to follow to find out more about language politeness in which the English natives are always aware in using it. As the learners of English as a foreign language, therefore, need to understand the culture and the language that used by them. Not to mention that this discussion revealed some language function that are used by native in the conversation of Podcast namely *Asking for Doing Something and Stating Conditional Situation, Giving Advice, Giving Opinion, Affectionating to do, Feeling Grateful Appreciation, Expressing Pleasure, Emphasizing.*

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Effects of Learning Cycle 5E with Problem Posing on Polyhedron Viewed From the Mathematics Learning Motivation

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Abstract

The objective of this research was investigating the effect of learning models on mathematics achievement viewed from the mathematics learning motivation. This research used the quasi experimental research with the factorial design of 2 x 3. The sample of this research is 62 students in Grade VIII of Junior Secondary Schools Roudlotul Tholibin. The instruments used to gather the data of the research were test of learning achievement in Mathematics and questionnaire of Mathematics learning motivation of the students the proposed hypotheses of the research were tested by using the two-way analysis of variance with unbalanced cells. The results of the research are students instructed with the Learning Cycle 5E model with the problem posing have a better learning achievement in Mathematics than those instructed with the Learning Cycle 5E model and the direct learning model.

Keywords: Learning Cycle 5E, Problem Posing, and Mathematics Learning Motivation

1. INTRODUCTION

Mathematics is a basic subject taught in school. it is a useful science to solve daily problem. It is stated by Ignacio et al (2006: 16), "Learning mathematics has become a necessity for an individual's full development in today's complex society". The teacher explains the topic, gives example and solves it, then the teacher give task to be solved by the students. The effect arises when the students meet mathematical problem, the students have no inisiation to solve the problem by them self and tend to solve it based on the teacher's example. This problem influences the result of students' learning. Therefore, to answer the problem, there are many mathematic learning model can be applied. Ergin et al (Tuna and Kacar: 2013: 74) stated that "Learning cycle model is a constructivist model which provides learning a new concept or comprehension deeply a known concept. Nuangchalerm (Polyiem et al, 2011) said that "learning cycle emphasizes examining the learner's prior knowledge for what they want to know first before learning the new content".

2. LITERATURE REVIEW

2.1 5E Learning Cycle Model

Grounded on learning cycle, 5E model was developed by Robert Bybee (pyayodilokchai et al, 2013). 5E learning cycle model's name comes from the number of its phases and the initials of each phase. These five phases are:

- a. Engage/Enter
- b. Explore
- c. Explain
- d. Elaborate
- e. Evaluate

2.2 Phases of 5E Learning Cycle Model

2.2.1 Engagement

Teachers access students' prior knowledge and help them become engaged in a new concept through the use of short activities that generate enthusiasm and access prior knowledge. The activities should make connections between what students know and can do, expose prior conceptions, and organize students' thinking toward the learning outcomes of the current topic.

2.2.2 Exploration

Exploratory experiences provide students with a common set of experiences within which present concepts (i.e., misconceptions), processes, and skills are reflected and conceptual change is facilitated. Students have the opportunity to compare ideas that identify inadequacies of current concepts. Learners are not just passive receptors: they also have the chances to acquire knowledge actively. They may manipulate materials using

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existing knowledge to generate new ideas, explore questions and possibilities, and execute a preliminary investigation.

2.2.3 Explanation

In this phase, there are more interactions between teachers and students. The explanation phase focuses students' attention on a specific aspect of their engagement and exploration experiences and provides opportunities for students to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to use direct instruction. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them to modify and enhance their conceptual understanding.

2.2.4 Elaboration

Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, students learn to develop broader and deeper understanding and adequate skills, and perhaps acquire additional information. Students apply their understanding of the concept by performing additional activities.

2.2.5 Evaluation

The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate students' progress toward achieving the learning goals (Bybee, 2002, 2006) to improve students' ability in solving and overcoming the problem and the weakness, it can be applied to problem posing approach. Xia et al, (2008) in their research show that problem posing can improve teacher's teaching knowledge and the technical ability from the problem posing effectively. Teacher does not only give problem but also "teach" students to solve the problem as well as "learn" how to teach student to propose a problem.

According to Brown & Walter (Akay & Boz), problem posing helps students' create new ideas by giving them wide view about what they can do with the problem. This process can help teacher by giving opened problem to open students' thinking (Silver, 1994).

3. RESEARCH METHOD

This research is quasi experiment with 2x3 factorial designs. The population is students of grade VIII MTs Roudlotul Tholibin and the sample taken by cluster random sampling. The sample is 62 students which are taken from one experimental class and one control class.

The technique of collecting data are documentation, questionnaire and test. The instruments are questionnaire of mathematics learning motivation and mathematics test on geometry. The try out of students' creativity questionnaire and mathematics test conducted in grade VIII A consists of 28 students.

The learning achievement test instrument is based on content validity, deviation standard ($D \geq 0,3$), difficulty level ($0,3 \leq P \leq 0,7$) and reliability ($r_{11} \geq 0,7$), from 35 items had been tested, it is obtained 25 items which are used as data of students' mathematics learning achievement. The tryout of mathematics learning motivation refers to criteria of content validity, internal consistency ($D \geq 0,3$) and reliability ($r_{11} \geq 0,7$), from 30 items had been tested, it is obtained 25 items which are used as data of mathematics learning motivation. Prerequisite test analysis is normality test by using Lilliefors and Homogeneity test uses Bartlett. The balancing test uses T test. Data analysis test uses two ways variant analysis with different sel.

4. RESULT AND DISCUSSION

Before conducting experiment, sample should be balance. The following is the result of the result of balancing test as follows;

Table 1: Balancing Test

Balancing Test	t_{obs}	$t_{0,05;62}$	Result
Learning Model	0,127	2,000	H_0 accepted

Based on Table 1, it can be seen that both of groups are balance.

Before conducting two ways variance analysis, it is conducted normality test and homogeneity test as prerequisite variance analysis.

The result shows that the cell is different from the level of significance 0,05 as stated in Table 2.

Table 2. The Summary of Two Ways Variance Analysis

Sumber	JK	Dk	RK	F _{obs}	F _α
Learning Model	141478,25	1	141478,25	1051,65	3,15
Learning motivation	4120,92	2	2060,46	15,32	3,15
Interaction	2063,25	2	1031,63	7,67	2,53
Galat	33843,26	29	134,53	-	-
Total	151563,77	34	-	-	-

The conclusion of the two-way analysis of variance with different cells based on Table 2 are: (1) The main effect between lines (A), the students were subjected to LC 5E learning model with Problem Posing and direct learning have different mathematics learning achievement. (2) The main effect between columns (B), the third category of motivation to learn mathematics students have different effects on mathematics achievement. (3) The interaction effect (AB), there is interaction between the learning model used and the students' mathematic learning motivation towards mathematics achievement.

In the main effects (A), has been known on the calculation of two-way analysis of variance with different cell above that H_{0A} is rejected. Therefore, it needs multiple comparison test between lines (between learning models). Due to it consists of two groups that do not need a further test after ANOVA for inter-row. To determine which method is better then just look at the average marginal. The mean marginal note from the average for the model LC 5E with problem posing a higher than average direct model. therefore, it can be concluded that the model IC 5E with problem posing produce mathematics learning achievement better than the direct model.

In the main effects between columns (B), has been known on the calculation of two-way analysis of variance with different cell above that H_{0B} is rejected. Therefore, it needs multiple comparison tests between columns (between the types of creativity in learning). Summary multiple comparison test between the columns presented in Table 3 below:

Table 3. Summary of Results Comparison between Rows Mean

H ₀	F _{hit}	(2) F _{0,05;2,62}	Result
$\mu_{.1} = \mu_{.2}$	9,23	3,15	H ₀ rejected
$\mu_{.2} = \mu_{.3}$	3,19	3,15	H ₀ rejected
$\mu_{.1} = \mu_{.3}$	21,60	3,15	H ₀ rejected

Based on Table 3. The results of comparative tests between the rows in each category and the motivation to learn math by looking at the average marginal conclusion that student achievement that have a high motivation to learn mathematics better than students who have moderate and low motivation. Meanwhile, the mathematics achievements of students who have the motivation to learn math were better than students who have low motivation.

In an interaction effect (AB), has been known on the calculation of two-way analysis of variance with different cell above that H_{0AB} rejected so we need multiple comparison test between cells in the same column. Summary multiple comparison test between the columns are presented in Table 4 below:

Table 4. Summary of Results Comparison between Cells in the Same Column

H ₀	F _{hit}	(2) F _{0,5;2,62}	Keputusan Uji
$\mu_{11} = \mu_{21}$	13,12	3,15	H ₀ rejected
$\mu_{12} = \mu_{22}$	0,51	3,15	H ₀ accepted
$\mu_{13} = \mu_{23}$	3,07	3,15	H ₀ accepted

Based on the results of comparison test between cells in the same row can be concluded that the high motivation of students by LC 5E model of Problem Posing better than students who were given a direct model. Student motivation by LC 5E model of Problem Posing equally well with students who were given a direct model. At the low motivation of students by LC 5E model of Problem Posing equally well with students who were given a direct model.

In an interaction effect (AB), has been known on the calculation of two-way analysis of variance with different cell above that H_{0AB} rejected. Therefore, it needs multiple comparison tests between cells in the same row. Summary multiple comparison test between the columns are presented in Table 5 below:

Table 5. Summary Multiple Comparison Test between the Columns

H_0	F_{hit}	(2) $F_{0,5;2,62}$	Result
$\mu_{11} = \mu_{12}$	15,79	3,15	H_0 Rejected
$\mu_{12} = \mu_{13}$	2,56	3,15	H_0 accepted
$\mu_{11} = \mu_{13}$	31,22	3,15	H_0 Rejected
$\mu_{21} = \mu_{22}$	8,64	3,15	H_0 Rejected
$\mu_{22} = \mu_{23}$	2,78	3,15	H_0 accepted
$\mu_{21} = \mu_{23}$	21,23	3,15	H_0 rejected

Based on the results of comparison test between cells in the same row can be concluded that the model LC 5E with Problem Posing students who have high motivation to learn mathematics better than students who have the motivation to learn mathematics medium and low, while students who are motivated to learn math was equally good than students who have low motivation to learn mathematics. In direct instructional model students who have high motivation to learn mathematics better than students who have medium and low motivation to learn mathematics, while students who are motivated to learn math were equally good than the students who have low motivation to learn mathematics.

5. CONCLUSION

Based on an analysis of data from studies conducted, can be summarized as follows: (1) learning to use the model of LC 5E with Problem Posing arises mathematics learning achievement better than the students treated direct learning model. (2) Students who have high motivation to learn mathematics have mathematics learning achievement better than the students who have the motivation to learn mathematics medium and low. In addition, students who have the motivation to learn math were better than students who have low motivation to learn math. 3) the high motivation of students by LC 5E model of Problem Posing better than students who were given a direct model. On being student motivation by LC 5E model of Problem Posing With equally well with students who were given a direct model. At the low motivation of students by LC 5E model of Problem Posing equally well with students who were given a direct model. (4) the model LC 5E with Problem Posing to students who have high motivation in learning mathematics is better than students who have medium and low motivation, meanwhile students who are motivated to learn mathematic were equally good than the students who have low motivation to learn mathematics. In direct instructional model students who have high motivation to learn mathematics better than students who have medium and low motivation, meanwhile students who are motivated to learn math were equally good than the students who have low motivation to learn mathematics.

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The Problems in Teaching and Learning Speaking at Fourth Semester of Institute of Islamic Study Ma'arif NU Metro Lampung in Academic Year 2015-2016

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Abstract

This research is intended to find out the problems in teaching and learning speaking at fourth semester students Institute of Islamic Study Ma'arif NU (IAIM NU) Metro Lampung in academic year 2015-2016 and to find out the causes of the problem in teaching and learning speaking by the fourth semester students Institute of Islamic Study Ma'arif NU Metro Lampung in Academic Year 2015-2016. It was conducted at IAIM Metro Lampung because the students can not speak fluently. Besides, they can not speak with appropriate vocabulary and they often speak with wrong pronunciation. This research is descriptive qualitative research because the researcher worked in naturally setting. It concerned the process rather than with the out comes and the researchers as the key instrument in collecting data. The subjects were 27 students at fourth semester of IAIM NU Metro Lampung in Academic Year 2015-2016. In this research the instrument used were direct observation, interview for the students and English lecture and documentation. The finding and results of the research reveal that there were linguistic problems faced by the students in the class especially in speaking class. Those linguistic were a lack of vocabulary, grammar, pronunciation, accuracy and fluency. The other problem is native language, low motivation and low self confidence. Those conditions were happen because the students just have few vocabularies and they do not practice enough at home.

Keywords: The Problem in Teaching and Learning Speaking, Teaching Speaking, and Learning Speaking.

1. INTRODUCTION

Language is the system of communication in speech and writing that is used by people of particular country. So, the function of language is a mean of communication for human being, because people not only individual creature but also human society. It is the strong mean to make relation and correlation among them. There are four skills in English language: listening, reading, writing and speaking. One of the most important skills is speaking.

Lado,(1961:240) stated "Speaking is the ability to speak the articulation of sounds on the words to express, tell and report the thinking, feeling and idea". Based on the statement above, it can be known that speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. It is very important for people in the world, from children, adults, old man and especially for students. That is why the four skills are taught in Indonesia as a Foreign Language (EFL).

In teaching and learning speaking is not easy. Students face many problems. There are internal problems and external problems. The internal problems like native language, motivation and concern for good speaking, lack of vocabulary and so on. The external problem like In EFL, the time to do exercise is limited in the classroom. When the students out from the class they will use their mother language. From the fact, the teacher should choose the most suitable method in teaching speaking. Therefore, the language that teacher present, model, elicit, and treat takes on great importance.

The problems above occurred in teaching and learning speaking at IAIM NU Metro Lampung. Students can not speak fluently. Besides, they can not speak with appropriate vocabulary and they often speak with wrong pronunciation. To solve the problem, sometime teacher used role play and exercise base on project.

From the facts above, the researcher wants to know further about the problems in teaching and learning speaking. So, the title of this study is "The Problems in Teaching and Learning Speaking at Fourth Semester of Institute Islamic Study Ma'arif NU Metro Lampung in Academic Year 2015-2016

2. LITERATURE REVIEW

2.1 Learning

Brown, (2000:7) stated, " Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition might read as follows: Learning is a relatively

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permanent change in a behavioral tendency and is the result of reinforced practice". From definition above, it can be concluded that learning is one of educational activities that is helping or guiding the students in changing their behavior, skill, knowledge, etc as a result of individual experience through interaction with their environment.

2.2 Teaching

Teaching is important activity in education process. Teaching is the effort of the teacher to organize in mastering in knowledge. Brown(2000:7) stated," teaching is guiding and facilitating learner to learn , setting the conditions for learning".From definition above can be concluded that teaching is the process giving knowledge from teacher to the students, so they understand about it.

To make students understand about materials, the teacher must choose suitable strategy which related with the material. The purpose of it is make good interaction between teacher and students. So, they will feel confidence to get material. And then, they can understand it easily

2.3 Teaching Foreign Language

Stern, (1984:21) said, "Language teaching can be defined as the activities which are the intended to bring about language learning".

English second language (ESL) is different with foreign language (EFL) in contrasting "second and foreign" language there is today consensus that a necessary distinction is to be made between a non – active language learnt and used within one country to which the term second language, has been applied, and a non-native language learnt and used with reference to a speech community outside national or territorial boundaries to which the term foreign language is commonly given..

Further, Lucantoni, (2006:2) stated "English as a second language is the term used to refer to the role of English in those countries where people generally use their native language (L1) at home and with their family, but may use English (L2) at school or work. Additionally, ESL is the term given to the role of English in countries where it is used widely, for example in business and government, but where it is not the first language of the indigenous population".

So, from statements above, can be concluded teaching foreign language is the activities which teach about new language and it is not national language and it is taught at school as a subject.

There are several discussions about problems in teaching and learning speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.

2.3.1 Native Language

The native language is the most influential factor affecting a learner's speaking. Brown, (2000:284) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carry overs can be overcome through a focused awareness and effort on the learner's part."

From the statement above can be concluded that mother language will be a problem because native language students have is really different with target language

2.3.2 Age

Generally speaking children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty year old can be as successful as an eighteen year old if all other factors are equal. Although, Brown, (2000:284) argues that remind the students are older, that "the younger, the better" is a myth. It is because, in fact, every step of age has its own characteristic that sometime has a potency to be a problem in teaching speaking.

By the explanation above it can be concluded that teaching language is really related with the age of students that affect the characteristic of the students its self.

2.3.3 Exposure

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being "with the people." Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown, (2000:285) says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

The statement can be concluded that exposure will be a problem in speaking. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal.

2.3.4 Innate Phonetic Ability

Often referred to as having an “ear” for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not, (Brown, 2000:285). Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

2.3.5 Identity and Language Ego

Yet another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of - and not afraid of - the second identity that may be emerging within them, (Brown, 2000:285).

The perspective shows that students’ attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal.

2.3.6 Motivation and Concern for Good Speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which learners’ intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2000:285) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It can be concluded that that motivation is very important in teaching speaking.

3. RESEARCH METHOD

There are three instruments were used in this study: observation, interviews and documentations.

First instrument is observation. Neuman (200:361) said” Observation is a great deal of what researcher do in the field is to pay attention, watch, and listen carefully. They use all the senses, noticing what is seen, heard, smelled, tasted, or touched”. It means observation needed in qualitative method.

Class observation and field note were taken in order to find speaking problems or speaking difficulties that were found by students in fourth semester of IAIM NU Metro Lampung. Besides, observation was taken to know the situation of that classroom when teaching and learning speaking.

Second instrument is interview. Denzin(1994:343) said “The interview is a conversation, the art of asking questions and listening”.

Interviews were conducted to find more about lecture’s and students’ belief regarding the factors hat cause difficulties to students in speaking and how the lecture solve that problem.

Third instrument is documentation.Suharsimi Arikunto, (2006:158) said, “the word of documentationis from the word document that means written objects. In doing documentation technique, the researcher research the written objects such as, books, magazine, documents, regulations, notes of meeting agenda, etc.” Documentations were taken to find more about the students’ book that used by lecture when teaching learning speaking.

4. RESULT AND DISCUSSION

4.1 Data Analysis

Data obtained from observation, interviews and documentation were analyzed by qualitative method.

4.2 The Main Problems in Speaking

The main speaking problems encountered by fourth semester of IAIM NU Metro are:

4.2.1 Linguistic difficulties

Data collected from observation showed that students faced problem to find the appropriate vocabulary item when trying to speak English they feel lack of vocabulary.

Data collected from students’ interview supported that because one of them said that” we can not to speak, but we do not know the words”. The others said” we faced difficulties when we built sentences to express our ideas; we worry if our sentences were wrong”.

4.2.2 Native Language

This problem actually is related to the previous one, which is a linguistic difficulty. During class observation, students prefer speak in Indonesian language when they discuss the tasks than speak using English. Their reason when they were they said “We do not know how to say it” They difficult to expend their ideas in

English, so they shifted to Indonesian language. Therefore, lack of vocabulary and weak sentence building skills are the reasons for using the mother tongue.

4.2.3 Low in Motivation

It was noticed during the class observations that students' motivation was very low. This is because they think that English is foreign language. So, they feel English is difficult material. Finally, they have low motivation to study it. Besides, some students explained that their fear of making mistakes in front of their classmates was the reason for not speaking in the class. They expressed that, said "They will laugh at us if we make mistakes". They do not have self confidence.

4.3 Factors that Contribute to the Existence of these Difficulties

There are some essential factors that contribute to the existence of these difficulties, and they, as revealed by the class observation and interviews, are teachers' perceptions and tacit beliefs about teaching speaking, and teaching strategies.

4.3.1 Teachers' Perceptions and Tacit Beliefs About Teaching Speaking

In interview, lecture emphasized the importance of teaching speaking as foreign language. It is an important skill of the English language. Although they think it is very important to teach speaking, they do not practice enough at home; they just practice it in the class. This reason because the students have low motivation. They do not have much self confidence.

4.3.2 Lack Vocabularies

Data collected through observation and interviews showed that students difficult to build sentence when they speak because of lack vocabularies. Some of them said that they are lazing to read English text to get new vocabularies.

4.3.3 Problem solving

To solve the problem, lecture of Speaking at IAIM NU Metro used role play and project based learning .Mr Umar as speaking lecture in IAIM NU said" sometimes I used role play and project based learning to solve the problem. Role play is any speaking activity when students either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. ". These method was believed can solve those problem and he practiced those.

5. CONCLUSION

This study discussed the problem in teaching and learning speaking at fourth semester students of IAIM NU Metro Lampung. Those linguistic were a lack of vocabulary, grammar, pronunciation, accuracy and fluency. Those conditions were happen because the students just have few vocabularies, they have problem in grammar, mother tongue use, low motivation and low self confidence. To solve the problem, lecture of Speakin at IAIM NU Metro used role play and task based project. Mr Umar as speaking lecture in IAIM NU said" sometimes I used role play and project based learning to solve the problem". That a strategy was believed can solve that problem and he practiced those.

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Language Interference in EFL Students' Composition of IAIM NU Metro

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Abstract

This study is meant to analyze language interference made by English Foreign Language (EFL) students of IAIM NU Metro in their English composition. For this purpose, an empirical study was conducted. More specifically, this study attempted to find out the type of interference, the frequency of each type, and the factors in contribution in language interference. The researchers used descriptive-qualitative research. The data were taken through elicitation technique and documentation. The results of this study demonstrate that the students made types of interference; syntactical interference and lexical interference. Syntactical interference divided into four categories: using of L1 structure in target language, using of L1 structure in English noun phrase, literal translation in negation of verbal sentence, and literal translation in negation of nominal sentence. Then lexical interference divided into four categories: loanwords, literal translation at level of word, literal translation of L1 preposition, and literal translation of L1 adverb of manner.

Keywords: Language Interference, EFL Students of IAIM NU Metro

1. INTRODUCTION

1.1 General Introduction of Language Interference

Research about second language acquisition had attested revolutionary furtherance since the publication of Fries' book in 1974. Since then, various studies have been conducted to account for the process of L2 acquisition in many languages around the world, for instance language interference. It is caused EFL don't possess the mastery over the language, particularly in written composition. Weinreich (1968) says interference is defined as a deviation to the norm of both languages which occurs in the speech of a bilingual speaker. It overlaps of two norms in cases where bilinguals could not or would not keep the two language codes apart. Savalille-Troike (2006: 19) says interference error language commonly also known transfer error, occurs when inappropriate and considered an error. This error happens when performing the first language system in the second language system. The interference errors committed by the learners also indicate what the second language learners don't master.

The awareness of the mother tongue interference in the teaching-learning process is an important aspect that can contribute to an effective communication in the English language. The existing of language interference show that the students of IAIM NU face the problems related to loanword in their effort to express the intended meaning in English, such as in writing composition. Some words are literal translation and using L1 structure in target language that results in mistakes.

The Purposes of this study is to examine language interference caused by language interference specifically students' English composition as it considered to be problematic for EFL of IAIM NU Metro. This difficulty can be attributed to the differences between first and second language (i.e. Indonesian and English respectively). The main objective of this study is to analyze the type of language interference, the frequency each type, and the factors in contribution of language interference.

1.2 Types of Language Interference

Odlin (1989) classified of language transfer into four types. According to him types of language interference may occur at phonological interference, morphological interference, syntactical interference and lexical interference.

1.2.1 Phonological Interference

Phonological interference occurs when the speaker identifies the sound of first language system used in the target language, after that the speaker pronounces again and regulates the pronunciation using the law of the source language phoneme.

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1.2.2 Morphological Interference

Negative transfer in morphological level happens in forming words of morpheme which can change from the root of words because of importation of prefix or suffix. Morpheme is the smallest grammatical unit which has meaning (Chaer and Agustina, 1995:146).

1.2.3 Syntactical Interference

It occurs when the syntactic structure of a language is adopted by another language. Syntactical transfer involves the transference of syntactical structures, such as articles (a, an, and the), word order, relative clauses (that, which, who, whom, etc.), negation and so on (Jianhua, 2007: 91).

1.2.4 Lexical Interference

It occurs as the transfer of morpheme or word of first language into second language usage, or it can also occur as the expansion of first language's simple word, that is expanding the existing meaning so get new word, or it can occur as combination of both.

1.3 Factors Contribute to Language Interference

Weinreich (1970: 64-65) stated that at least five factors contribute to language interference as follows:

First is Bilingualism, is the main factor of interference as the speaker is influenced by both of the source and the target language.

The second is disloyalty to target language. Disloyalty to target language will cause negative attitude. This may lead to neglect to target language structure and further force the bilingual speaker to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written.

The third is the limited vocabularies. Vocabularies of certain language mostly are about words of surroundings connected to life. Thus, learners who are willing to master another language will meet new words differ from their native words.

The fourth, needs of synonym. Synonym in language usage plays an important role as word choice variation in order not to repeat similar word during the communication process (redundancy). Implementing synonym in a language contact will contribute to interference in the form of adoption and borrowing of new words from first language to target language.

The fifth, prestige and style. Applying unfamiliar words (foreign words) during a communication practice which dominant words are languages of both speaker and receiver is something else. Those unfamiliar words usage is aimed to get a pride.

According to Lott (1983: 258 -259) there are three factors that cause language interference as follows:

First, the interlingual factor. Interlingual transfer is a significant source for language learners. This concept comes from contrastive analysis of behaviorist school of learning. It stresses upon the negative interference of mother tongue as the only source of errors. The construction 'I like to read' is uttered as 'I read to like' by many Hindi speakers. This type of error is the result of negative transfer of first language rules to target language system.

Second, the over extension of analogy. Usually, a learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language, e.g. the use of cognate words (the same form of word in two languages with different functions or meanings).

Third, Transfer of structure. There are two types of transfer according to Dulay et.al (1982: 101), In case transfer impedes the progress of learning the new language, it is called negative transfer; however, if the transfer facilitates the progress is considered as positive transfer.

2. RESEARCH METHOD

This research was descriptive qualitative. This research discussed language interference made by EFL students in their English composition. It tells about wrong sentences in their English composition because of language interference. The researchers took 20 EFL Students. The researchers used elicitation technique and documentation in collecting data. All data of research are verified using triangulation technique.

3. RESULT

This section discusses the findings of the research. It provides a discussion on the analyzing language interference caused by first language interference, especially made by English Foreign Language students of IAIM NU Metro.

3.1 Type of Interference

3.1.1 Lexical Interference

Lexical interference occurs as the transfer of morpheme or word of first language into second language usage, or it can also occur as the expansion of first language's simple word, that is expanding the existing meaning so get new word, or it can occur as combination of both. The researchers found some mistakes in the

case of loanword, literal translation at level of word, literal translation of L1 preposition, and literal translation of L1 adverb of manner.

Example of loanword (borrowing):

- a. IL: We can get more *spesifik* information
L1: spesifik
- b. IL : Everyone must agree that searching *materi* from internet is more fun
L1: material

Based on the example above, (EFL) students cannot differentiate between the alphabet of the word in target language and alphabet of the word in native language or first language. So that, the students are inclined to use the alphabetical order of native language.

Example of Literal Translation at level word:

- a. IL: I can *interaction* with many people.
L1: *interaksi*
- b. IL : I am very like to presentation in the class
- c. L1: *Presentasi*

Based on the example above, the studentes cannot differentiate between noun and verb especially in some words ending in *-ion* that functions as a noun. For instance, “interaction” and “present”. These words are nouns but EFL learners use them in English sentences as verb because in their native language they have similar meaning to words ending in *-si*, such as *presentasi* and *Interaksi*. In Indonesian language these words can be both verb and noun.

The example of Literal Translation of L1 Preposition:

- a. IL: We cannot focus *in* our study
L1: *di*
- b. IL: Students depend *to* internet to Internet to get information.
L1: *ke*

Based on the example above, the students neglect of using literal translation of L1 preposition. In english rule, the are some verbs and adjective in which they have thier own partner of preposition. English prepositions cannot be translated literally from target language into first language. Because it has own partner of preposition such as *focus* with *on*, *different* with *from*, *afraid* with *of*, *depend* with *on*, etc. In using preposition, some students seem to translate literally from first language into target language. As a result, they sometimes make mistake in using preposition. In other word, they misuse preposition

The example of literal translation of L1 Adverb of manner

- a. IL : We can ask question to the teacher *with free*
L1 : *dengan leluasa*
- b. IL : Sometimes the students don't use internet *with wise*
L1 : *dengan bijak*

Based on the example above the students just translated leiterally of the word *dengan* into *with*. They didn't realize that adverb of manner in English consists of one word only. The first sentence above should be ‘We can ask question to the teacher freely’, the second sentence should be ‘Sometimes the students don't use internet wisely’.

3.1.2 Syntactical Interference

Syntactical interference occurs when the syntactic structure of a language is adopted by another language. It involves the transference of syntactical structures, for instance uisng of article : a, an, the . word order, relative clauses : which, who, whom, that, so on (Jinhua, 2007:91).

Based on the data students' composition, the researchers found four types of mistake due to first language interference. They are the use of L1 structure in target language, the use of L1 structure in English noun phrase, literal translation in negation of verbal sentence, and literal translation in negation of nominal sentence.

The Example of Using L1 Structure in Target Language

- a. IL : Communication in *process thinking* is needed
L1 : *proses berfikir*

- b. IL : *Sometimes i with my classmate discuss in the garden hall*
L1 : *kadang – kadang saya bersama teman sekelas saya*

Based on the examples above, the students used structure of first language. It means that first language on the structure gave the negative effect on learning English as a foreign language. It was clear that they neglected the rules of target language; the composing sentences of first language are very different from the structure of target language. The first sentence should be “Communication in thinking process is needed”, the second sentence should be “my classmate and I sometimes discuss in the garden hall”

The Example of Using L1 Structure in English Noun Phrase

- c. IL : I think it is *learning attractive* to me
L1 : *pembelajaran yang menarik*
d. IL : Learning from internet give *effect negative* to children
L1 : *pengaruh yang negative*

Based on the examples above, the students neglect the rules of structure in English noun phrase. English noun phrase usually contains head modifiers. And adjective always placed before the head. The first sentence should be “I think it is attractive learning to me”. The second sentence should be “Learning from internet give negative effect to children”.

The Example of Literal Translation in Negation of Verbal Sentence

- a. IL : we *not understand* the material
L1 : *tidak paham*
b. IL : I *am not want* to throw my time do something
L1 : *tidak ingin*

Based on the example above, the students negate the verbal sentence in negative form. In Indonesian, there is no auxiliary verb, then students made mistake in making verbal sentences of negative form in English. In this case the students didn't insert auxiliary verb *do/does* before *not*.

The Example of Literal Translation in Negation of Nominal Sentence

- a. IL : Learning English from internet *notmore effective*.
L1 : *tidak terlalu efektif*
b. IL : Many students *notinterested* with internet
L1 : *tidak tertarik*

Nominal sentence is a sentence that does not contain a verb, but can be an adjective, noun or adverb, and then the nominal sentence should be inserted auxiliary verb to be like *is, am, are, were, and was*. In other word, nominal sentence is a sentence that has predicate not verb. In this case the student negate of nominal sentence,

Table 1. Frequency of each Type of Interference

No	Type of Interference	Frequency	Percentage
1	Lexical Interference		
	• Loanword	21	17,5%
	• Literal translation at level of word	12	10%
	• Literal translation of L1 preposition	15	12,5%
2	• Literal translation of L1 adverb of manner	13	10,8%
	Syntactical Interference		
	• Using of L1 structure in target language	16	13,3%
	• Using L1 structure in English noun phrase	11	9,2%
• Literal translation in negation of verbal sentence	14	11,7%	
• Literal translation in negation of nominal sentence	18	15%	
Total		120	100%

3.2 Factors Contribute to Language Interference

The first some students may have different modes of thinking. Many EFL Students use Indonesian structure when they make English sentences. The students used adverb manner and preposition by translating literally from first language into target language and they used sentences by translating literally from first language into target language word by word. *The second* the students seem to still have limited vocabulary, as a result they cannot differences between verb and noun. *The third*, students neglect to the rules of target language.

4. CONCLUSION

In conclusion, this research investigated first language interference made by EFL students of IAIM NU Metro. The followings are the summary of the research problems:

- a. The researchers found 120 language interference made by English Foreign Language (EFL) students of IAIM NU Metro.
- b. There were two type of first language interference: lexical interference which consist of loanword (17.5%), LT at level of word (10%), LT if L1 Preposition (12,5%), and LT of L1 adverb of manner (10.8%). Then Syntactical interference which consist of using L1 structure in TL (13.3%), using of L1 structure in English NP (9,2%), LT in negation of verbal sentence (11,7%), LT in negation of nominal sentence (15%).
- c. The Factors contribute to language interference were many students used Indonesian structure when they make English sentences, the students used adverb manner and preposition by translating literally from first language into target language and they used sentences by translating literally from first language into target language word by word. Then,the students seem to still have limited vocabulary

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Building of the Students Capability on the Problem Solving and Mathematical Communication through Realistic Mathematics Indonesia Approach (PMRI)

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Abstract

This study aimed to describe the learning process of using Realistic Mathematics Indonesia Approach as the solution to build the students ability on problem solving and mathematical communication and to know the result of application of this approach. The type of this research was Classroom Action Research. The procedure of this study was done two cycles; each cycle consists of four steps: planning, action, observation, and reflection. The subject of this study was the fourth grade of elementary school at I Kaligesing, which are 17 students. The research instrument includes sheets observation and tests. Sheet Observation was used to obtain data on religiosity and social students during the students' learning, while the test was used to measure the ability of mathematical problem solving and communication students. The core of these activities include: delivery of realistic problems, group discussions, presentations and conclusions. The rate of spiritual aspects of students in the first cycle was obtained average 5.96, and the second cycle was obtained average 6.83. For the assessment of the social aspect, the liveliness indicator increased by 6% from the first cycle to the second cycle, the indicator of cooperation obtained 10% increase and the tolerance indicator obtained an increase of 10% from the first cycle to the second cycle. The results of the measurement of problem-solving skills in the initial conditions obtained an average of 50.15, in the first cycle obtained a mean of 64.12, and then at the second cycle were obtained average of 74.41. As for the measurement of the results mathematical communication skills, in the initial conditions only gained an average of 48.6, after the first cycle obtained average of 65.71, and the second cycle was obtained 75.23. From these results it can be concluded that the application of PMRI can increase student's ability on the problem solving and mathematical communication

Keywords: Approach, PMRI, Problem Solving and Mathematical Communication

1. BACKGROUND STUDY

One of the goals of learning mathematics in elementary school was to create an ability on reasoning which is reflected in the critical thinking skills, logical, systematic and have objective thinking, honest and disciplined on solving the problem either mathematic or other fields in daily life. This study shown that there are enough quality in increasing of education. Nevertheless, it is still found that the process of learning and the level of understanding of elementary school of students in learning mathematic less satisfactory. Learning in elementary school tends to be oriented and less related to the daily life of students. Learning is more often dominated by lecture method so that math concepts are less able or difficult to understand to students. While most of the teachers in teaching is still less attention to students 'thinking skills, or in other words do not do the teaching meaningful in using models, approaches and learning methods used still varied and as a result the students' motivation to learn difficult grown and tend to memorize patterns.

Referring to the opinion of the Syah (2010: 129), there are three factors that affect the learning of the earners namely internal factors, external factors and factors of learning approaches. Internal factors include the state of physical and spiritual, external factors are environmental factors that the environmental conditions around the learner and learning approach factors include methods and strategies used in learning activities. Afterward Syah (2010: 129) provides an example of spiritual factors that affect on student learning, among others, intelligence, attitude, aptitude, interest and motivation

As part of the internal factors, the problem solving and mathematical communication is also possible to be one of the factors that influence learning achievements of learners. This assumption is based on the premise that the materials in mathematics involves most of using thinking analysis, so it takes a problem-solving ability and a good mathematical communication in learning materials. Hopefully, this learning can be optimized.

Referring to the *Depdiknas* (Ministry of Education) (2006), the problem solving include the ability to understand the problem, designed a mathematical model, solve the model learning and interpret the obtained solution. Cooney, Davis and Henderson in Shadiq (2009: 4) explains that an inquiry would be a problem only if the question implies a challenge (challenge) that can not be solved by a routine procedure (routine procedure) which is already known to the perpetrator. Furthermore Shadiq (2009: 4) explaining that teaching problem solving is an action (action) which is doing by the teachers, so that students are motivated to accept the challenges that exist in the question (questions) and direct the students in the solution process. The skills and ability to think is obtained when a person solve a problem believed can be transferred or used by people that when facing problems in everyday life. Referring to this opinion, be clear about the importance of a student has

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the ability to problem-solving that is so that students are not only able to solve problems in mathematic but also to problems in daily life.

A mathematical communication skill is the ability to communicate ideas in symbols, tables, diagrams, or other media to clarify the situation or problem (*Depdiknas*: 2006). As a Sadiq (2009: 5), Cockcroft stated that: "We believe that All These perceptions of the usefulness of mathematics Arise from the fact that mathematics Provides a means of communication which is powerful, Concise, and unambiguous." This statement shows about the need for students to learn mathematics in reasoning that mathematics is a very powerful communication tool, thorough, and not confusing. A student in addition to be able think logically and solve problems well as an activity or the thinking activity, then he should be able to communicate on tangible situation on oral and written forms. It can be concluded about the importance of students having mathematical communication skills, which will help in solving mathematical problems.

Observing the importance of the students ability in problem-solving and mathematical communication, it is time held renewal, innovation and change movement towards the achievement of learning objectives. Learning mathematics should be more varied models, approaches, methods and strategies in order to optimize the potential of the students. The efforts of teachers to organize and empower the various variables of learning, an important part in the success of students achieve the goals that have been planned. Therefore the selection of methods, strategies and approaches in designing the learning model in order to achieve a meaningful active learning environment are the demands that should be met by teachers. The selection of methods, strategies and the right approach can support the teaching-learning process while optimizing the learning outcomes of students.

One of approach that appropriately used in mathematics of elementary school is the approach Indonesian Realistic Mathematics Education (PMRI). It stated that mathematics is regarded as a human activity, namely that mathematics can not be separated from one's nature of mathematics in problem solving, looking for problems and organize the learning. In this approach begins by presenting contextual problems later with the construction of the students. Students are given the opportunity to discover mathematical concepts under the guidance of teachers. In this approach, students also have the opportunity to compare to other student's work and explore the results of the description to the other students. Thus, it will broaden, deepen knowledge, and adds the students' experience.

Based on the preliminary survey in SD Negeri Kaligesing Indonesia obtained that there are many students who have difficulty in understanding and studying the materials in mathematics. In addition, the majority of class IV students could not solve the problems related to the contextual material of mathematics, due to lack of understanding of the material as well as a lot of students who think that the mathematical materials is difficult.

Based on these problems, the author is interesting to apply learning approaches Indonesian Realistic Mathematics Education (PMRI) as an effort to build the problem solving and communication mathematical learners at elementary school. Through this approach will be observed that the learning process, constraints and results. The application of this approach is deemed important as one solution to build problem solving skills and communication mathematical learners at elementary school. It is based on the idea that the concept of realistic mathematics in line with the need to fix the problem of mathematics education in Indonesia, namely how to improve students understanding of mathematics include developing problem solving skills, mathematical communication and reasoning power. In addition the implementation of PMRI approach as one solution to build problem-solving ability and mathematical communication is also based on several studies that have shown their learners' progress in learning mathematics. Marpaung (2007: 18-19) said that some of the results of research and experience in using PMRI visible progress in the perception of students about math, of which usually frightening and unpopular is no longer scary, although not yet reached the stage groove.

Furthermore, related to PMRI, Treffers cited in Wijaya (2012: 21) suggests five characteristics Realistic Mathematics Education (RME), namely the use of context or realistic problems, the use of mathematical models for the progressive, the result of students' construction, interactivity and linkage. Furthermore, Slettenhaar in Misdalina et al (2009: 67-69) states that realistic refer to reality but on anything that can be imagined by the students through the exploration of a variety of situations and problems. In this study, the use of realistic problems adapted to the purpose the learning that is to build the problem solving and mathematical communication.

The purpose of this study were: 1) to describe the learning process using PMRI approach as a solution to build problem solving skills and communication mathematical learners at elementary school and 2) to assess the results of the application of PMRI approach related to the problem solving and communication mathematical learners SD.

2. RESEARCH METHOD

The research used qualitative approach. It is used to explore and to get the clearest possible to find the phenomena that appear during the learning process using PMRI approach. The type of research is a class action. According to Arikunto (2010: 130) action research is a scrutiny of the activities that deliberately raised and in

the classroom which further observed results. The subject of this study is the fourth grade SDN I Kaligesing Indonesia in consideration that the fourth grade students at this school have understood the concepts of arithmetic.

Furthermore, because of the research is in accordance with the characteristics of action research, the procedures of this study also refer to the procedure in action research. This study was conducted in two cycles of the first cycle and the second cycle. In each cycle consists of four phases: planning (planning), action (acting), observation (observing) and reflection (reflecting). The following core activities of learning undertaken at the first meeting as part of the cycle.

- a. Teachers provide contextual problems as follows:

The students buy sugar $\frac{1}{2}$ kg. The granulated sugar will be wrapped in plastic bags. Each plastic bag contains of $\frac{1}{4}$ kg. If you become a student, how many plastic bags are needed?

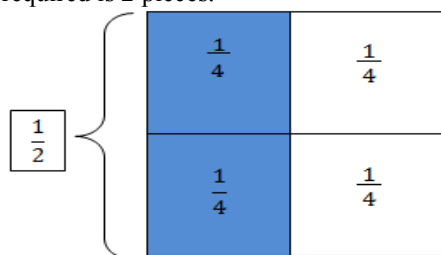
- b. Students are given the opportunity to resolve the problem within their own group. Teachers give a 20-minute time limit to resolve the issue.
c. Teacher monitors the discussions in the group.
d. After the allotted time is finished, two students as a representative from each group to explain how to resolve the problem by first write on the board later explained to friends the other.

The following analysis of the results of student work:

- 1) A group working on the issue as follows:

$$\frac{1}{2} : \frac{1}{4} = \frac{1}{2} \times 1 = \frac{1}{2} \times \frac{4}{4} = \frac{1}{2} \times \frac{4}{1} = \frac{1}{2} \times \frac{4}{1} = \frac{4}{2} = 2$$

- 2) Group B made modeling which used a box picture that is considered one large box 1 kg. Then divide box into 4 parts equal. Then the students count the number of little boxes that is half of the big box. From here the students find two boxes and then conclude that the amount of plastic bags that is required is 2 pieces.



- 3) Group C and D work on the problem using nearly the same manner by changing the common fraction into a decimal fraction and divide it.
e. Teacher asks the students to reflect on the newly learned material and clarify the answers from each group.
f. From four students' answers were the same result, even though the group D there was an error in calculating process, the teacher asked the students how the easiest to work with.
g. Many students said that the answer from group A which is easier to work, because in dividing fractions by multiplying by the inverse of the denominator.
h. Teachers bring answers from group A to form a formal mathematical rules regarding the distribution of common fraction, namely:

$$\frac{a}{b} : \frac{c}{d} = \frac{a}{b} \times \frac{d}{c}$$

At the third meeting as part of the second cycle, the researchers apply PMRI as in the first meeting for another contextual problem namely the problem realistically as follows.

Anton bought $3 \frac{1}{4}$ dozen pencils. The whole of pencils will be distributed to all her friends. Each person gets a $\frac{1}{4}$ dozen. In your opinion, how many friends Anton who get a pencil?

After finishing the learning process related problems realistic, then do the test the ability of the problem solving and mathematical communication ability to see the development of students in each cycle. This test is performed after the learning process of each cycle is complete.

3. RESULTS AND DISCUSSION

Implementation PMRI to grow and to improve problem-solving abilities and communication skills mathematical was done through the following steps:

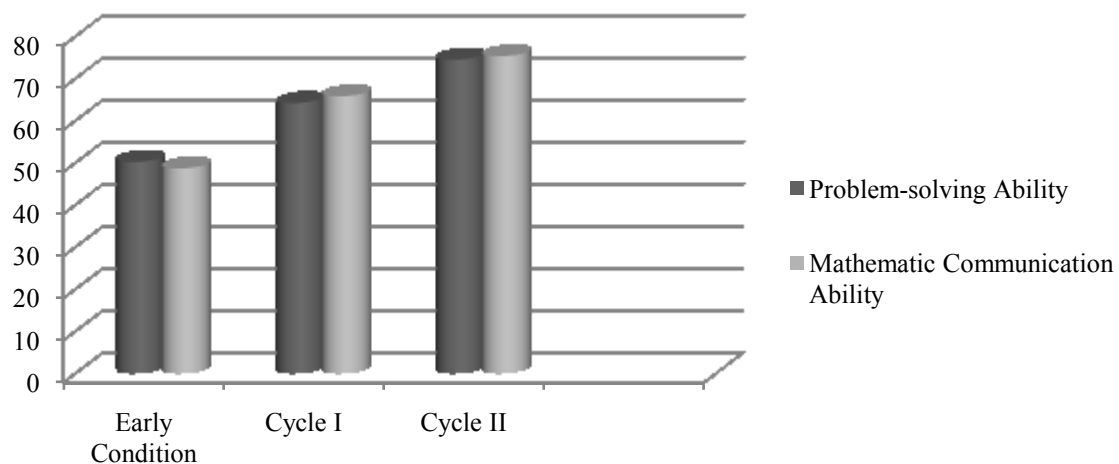
- Initial activities include the delivery of learning objectives, delivery of the subject matter, providing motivation in learning, learning delivery procedures and division of the group.
- Core activities include the delivery of realistic problems, group discussions, presentations and conclusions.
- The end activity includes a summary by learners, reflection and administration tasks.

Referring to the work of students in the first cycle, it can be understood that the students have been able to solve the realistic problem which given quite well. In general all groups have been able to resolve the issue through four stages of solving the problem: (1) understand the problem, (2) designing a mathematical model, (3) completing the model, and (4) interpret the obtained solution, although the two groups tend to work on the issue the regular rules of the division of two numbers. From the first cycle is also known that one group using logical thinking strategies while the other group used a strategy to make the image.

Associated with mathematical communication skills in the first cycle, there are still many students who tend to be shy to communicate ideas orally, so that in this cycle only clever students who dared to communicate verbally. As written, the two groups have been able to communicate his ideas in the form of pictures and patterns.

For the problem solving and communication skills mathematically in the second cycle, based on observations in the learning activities, all groups have been able to resolve the issue through four stages of solving the problem: (1) understanding the problem, (2) designing a mathematical model, (3) completing model, and (4) interpreting the obtained solution. From the second cycle is also known that the three groups using logical thinking strategies while the other group used a strategy to make the image. Associated with mathematical communication skills, many students who dared to represent the group working on the problem in communicating ideas verbally. As written, four groups have been able to communicate his ideas in the form of pictures and patterns. Looking about the results of the implementation related to capabilities PMRI approach problem solving skills and mathematical communication skills, the results are as follows.

The results of the measurement of problem-solving skills in the initial conditions obtained an average of 50.15, in the first cycle obtained a mean of 64.12, then at the second cycle was obtained average of 74.41. As for the measurement results of mathematical communication skills, the initial conditions only gained an average of 48.6, after the first cycle obtained average of 65.71, and the second cycle was obtained a mean of 75.23. From these results it can be concluded that the application PMRI can grow and enhancing the ability of mathematical problem solving and communication at elementary school. The result can be described in the following diagram.



Based on the finding above the researcher concludes that through the implementation PMRI approach, the ability in problem-solving abilities and communication skills at elementary school: mathematical learners can be built and improved.

4. CONCLUSION

The conclusion of this research as follow:

- The Core activities of PMRI learning approach in building capabilities and problem-solving ability of mathematical communications capabilities include: delivery of realistic problems, group discussions, presentations and conclusions.
- PMRI can increase student's ability on the problem solving and mathematical communication

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The Religiously Humanistic Learning Approach to Develop Students' Character in Cross-Cultural Counseling Course

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Abstract

This research was conducted in order to (1) Find out a set of listing requirement to develop students' character in Cross-Cultural Counseling course. (2) Arrange religiously humanistic learning approach to develop students' character in Cross-Cultural Counseling Course. The research approach used is research development, ADDIE model of instructional design, (Analysis, Design, Development, Implementation, and Evaluation). The population of this research is all the students who follow Cross-Cultural Counseling course with number of students are 89 that consist of three classes. Determination of the research done at random samples from three classes, it is based on consideration of three classes characteristic in homogeneous students. The result of this research is, (1) the characteristic of Cross Cultural Counseling Course tend learning orientation is still dominated by the activities of lecturer (teaching oriented). The student is still reputed as the object of learning, learning foothold on the flow of behaviorism. The approach still emphasizes cognitive learning. Actualization of potential and human values is still marginalized in the development of student characteristic. (2) Map of the problem that arise in the learning Counseling Across Cultures is: An understanding of the curriculum essence in the education system is still lack, there is a gap between the RPS learning implementation in the classroom, the formulation of the learning outcome is less clear, strategy and method of teaching-oriented, the assessment is more dominant on the measurement of cognitive ability, the instruments for assessing dominated by a written test.

Keywords: Religiously Humanistic Learning Approach

1. INTRODUCTION

General Purpose of Cross Cultural Counseling courses are: delivering students to multicultural issues that are relevant to the research and practice of guidance and counseling. In particular, this course is focused on theoretical models (frame of mind), research methods, and techniques and interventions that were applied in the study and the services associated with a variety of populations and settings. Specifically, this course is oriented to: (a) understand the context of multiculturalism in psychology and society, (b) develop awareness of the world view themselves and others, (c) review and critique of theory and research multicultural, (d) develop knowledge and skills in the study of the diversity of cultural sensitivity and competence, (e) develop proficiency in the use of multicultural studies in the development of the theory and practice of guidance and counseling. Lecturing activities are designed with an emphasis on student-oriented forms of course by combining lectures, discussions, and field experience, topped off with a seminar and workshop. Students are required to be ready for presentation on assignment that has been designed. Participation critically class becomes required and all students are expected to think as a whole, analyze, and question the epistemological all issues shown, in relation to education and guidance and counseling.

Realities that exist for the implementation of the values of character education in learning to do his tendency to use teacher-oriented approach (teaching oriented). Faculty-centered approach, in student learning is regarded as objects and not as subjects of study. According to Karwono (2010: 9) that within certain limits individuals can learn on their own without the help of others, but within certain limits in the individual still requires the help of others. The presence of other people in the study intended to learn more easily, of lending effective, more efficient and have an impact on the individual learning companion. The presence of others in learning is to form a pattern of learning, this activity which is called as the learning.

Output of learning during this time in the form of a series of stacks of student knowledge acquired, however, the impact of accompaniment in the form of character values that are expected to be neglected. Learning oriented approach to teaching, learning becomes less humane, creative students to become dull, lacking self-confidence, learning situations boring, concerned with the cognitive aspects, ignoring the values upheld to address the challenges of life.

A look at how the learning process will take a series of measures that go with it. Therefore, the approach to learning becomes noteworthy. Strategies and methods that are used can be sourced or depending on the particular approach. Roy Killen (1998) distinguishes two approaches to learning, namely: a teacher-centered

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approach (teacher-centered approaches) and approach centered on the learner (student-centered approaches). Teacher-centered approach lowers the learning strategy directly (direct instruction), or expository deductive learning. The learning approach is learner-centered learning strategies lowers discovery and inquiry and inductive learning strategy.

Desired expectations through learning approach centered on the student (student center) will be able to instill character values to the individual, which includes knowledge, awareness or volition, and actions to implement these values, both against God Almighty, ourselves, others, the environment, human and nationality to become perfect man. In character education in schools, all of the components (stakeholders) should be involved, including the educational components itself, namely the content of the curriculum, learning and assessment, quality of relationships, handling or management subjects, school management, the implementation of activities or co-curricular activities, empowerment of infrastructure, finance, and student work ethos and environment.

Religious humanist approach to learning is the application of the learning process that puts the humanitarian nature into a pillar in the implementation is. Ilmi (2011) explains that religious humanism is a humanism of Islam, as a religion is very concerned with human beings, respect for human dignity and deliver it to the level of glory that is steeper with the guidance of divine values. Brucher (in Ilmi, 2011), describes "the humanistic religious educators inclined to the make his approach to god through the agency of human experience. A firm believer in God, he tests his knowledge and understanding of Him own experience of Him". Religious humanist approach is a learning approach that puts human authenticity, and human dignity that comes from the grace of God Almighty be the orientation of the implementation of the learning process.

Character education is strongly associated with the management or learning management. Management question is how character education is planned, implemented and controlled in educational activities in schools adequately. Management including, among others, the values need to be instilled, curriculum, learning, assessment, teachers and education personnel, and other related components. Thus, the school management is one of the effective medium in character education. On the basis of these ideas, the study was conducted with the title: Development Characteristics of Students through the Religious Humanist Approach in Cross Cultural Counseling Course.

2. RESEARCH METHODS

2.1 Research design

This research is intended to produce a model of learning by religious humanist approach to developing student character in Cross Cultural Counseling course. The research activities conducted in two stages: the first stage to generate learning model Cross Cultural Counseling with Religious Humanist learning approach. The learning model is done through the steps of learning needs analysis, instructional design creation, developing learning models. Products are in the form of learning manual, instructional interventions, learning material, as well as the evaluation and follow-up study. The second phases for the implementation of learning model with a religious humanist approach.

The design used in this research is the development (research development), development of learning model used is ADDIE model, which is one of the instructional designs model developed by Reiser and Mollenda (1990). ADDIE Model is arranged systematically by using the stage of development that analysis, design, development, implementation, and evaluation abbreviated to ADDIE such as:

- a. Analyze the context, including the learning objectives and the characteristics of a prospective student.
- b. Design, the learning objectives, assessment, content requirements, and media.
- c. Development, or gather the required resources, and link them for instructional purposes. This step includes the production of active activities.
- d. Implementation, or deliver the course to students (instruction takes place).
- e. Evaluation, the course for effectiveness, based on feedback from students. The feedback is then used to improve the course.

The learning used an approach that is centered on the learner (student-centered approaches). The learning approach is learner-centered learning strategies lowers discovery and inquiry and inductive learning strategy.

2.2 Population and Sample Research

Determination of the sample intended to obtain as much information from a variety of sources for the development of learning approaches Humanism. Therefore the purpose of the determination of the sample is (1) Detailing in particular of needs analysis (needs assessment) for the development of humanism in the course of learning approaches Cross Cultural Counseling. (2) Digging information that became the basis of the design of the emerging theory. The study population was all the students who follow courses of Cross Culture Counseling totaling 89 students are divided into three classes. Due to the characteristics of individual and class that the research samples have the same characteristics (homogeneous), the determination of sample done at random from the three classes, and selected as the study sample is a class A totaling 30 students.

2.3 Research Instruments

To perform the analysis of needs (needs assessment) on the learning needs of the research subjects methods used was to survey. The instruments used were (1) Questionnaire, which is a list of questions to crawl learning needs character development of students through the Cross culture Counseling in accordance with the characteristics of students (2) Observation sheet form Identification Tool (IT) used to determine the learning characteristics and student characteristics, The data were analyzed qualitatively to map Cross Cultural Counseling learning problems.

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 Conclusions

Based on data obtained from the analysis of needs (needs assessment) the development of learning approaches Humanist Religious to develop the characteristics of students in the course Cross-Cultural Counseling related to (a) Characteristics of study subjects cross-cultural Counseling (b) Map of the problems faced in the course of Cross-Cultural Counseling, Furthermore, this study can be summarized as follows:

- a. Trends Cross Cultural Counseling learning courses are still dominated by the views of behaviorism, where learning orientation is still dominated by the activities of lecturers (teaching oriented) student is still regarded as an object of study. The approach still emphasizes cognitive learning. Actualization of potential and human values is still marginalized in the development of student characteristics. Based on data obtained through the questionnaire on the implementation of cross-cultural learning counseling course that: students' perceptions about teaching methods, student characteristics, the characteristics of teaching materials, student response in the lecture, and their mean behavior assessment ratings of 2.69 from a range of 1 to 5. Score it was below the average expectation of conformity learning-oriented approach of religious humanism.
- b. The problems that arise in the learning Cross-Cultural Counseling is taught by lecturers, which is associated with the learning process that includes: the essence of curriculum, preparation of learning tools, learning outcomes, the use of strategies and learning methods, the tendency of assessment, assessment instruments. Results obtained through observation of the learning process subjects Counseling Across Cultures is: An understanding of the essence of the curriculum in the education system is still lacking, there is a gap between RPS learning implementation in the classroom, the formulation of the outcomes of learning is less clear, strategies and methods of teaching-oriented faculty (teaching oriented assessment, more dominant on the measurement cognitive capabilities, Instruments for assessments dominated by a written test.
- b. On the basis of the results of the need assessment drawn up a preliminary design student character development through Cross Cultural Counseling course with approach learning religious humanism.

3.2 Recommendation

Based on the conclusion as described above, then the advices given are:

- a. In order to the act of learning is done in accordance with the achievements of the learning faculty, required a paradigm shift for the faculty in learning-oriented approach to learning more student oriented. The use of teaching methods should take into consideration of the characteristics of teaching materials, students' characteristics by upholding human values.
- b. The issues arise as a result of the learning paradigm differences lecturer in understanding the nature and where of teaching and learning is done. It required the perception of learning approaches do.

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An Analysis the Contribution of Scanning and Skimming Technique towards Students' Reading Comprehension

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Abstract

The research is to find out whether scanning and skimming technique contribute to students' reading comprehension at sixth semester of English Study Program, Muhammadiyah University of Metro, and Academic Year 2015/2016. This research is conducted at English Study Program of Muhammadiyah University of Metro. The population of the research is the students of English Study Program, while the sample of the research is the students at sixth semester of English Study Program. To determine the sample, the researcher employs purposive technique sampling. To collect the data, the researcher used documentation, Observation, Interview and questionnaire. Then, to analyze the data, the researcher applied some steps: (1) data reduction, (2) data display and (3) data conclusion. The result of research indicates that the scanning and skimming technique has significant contribution to students' reading comprehension at sixth semester of English Study Program, Muhammadiyah University of Metro.

Keyword: Scanning dan Skimming Teknik

1. INTRODUCTION

Language has an important role in the life of mankind. Without language, humans would have difficulty in communicating. With a language people can express their ideas, thoughts or ideas to other human beings. Beside that, in modern world, the language used in various fields including education, political, economic, social, cultural and others. In education, mastering foreign language is very needed. With foreign languages, we can explore the world of education. As a result, the world of education in Indonesia country will get better and advanced, same with the world of education in developed countries. To be a developed country in the world of education, one thing that should be mastered namely English language. By mastering the English language, we can get a lot of benefits. For example in the field of education, we can access all the information we need regarding of education.

English has four skills: speaking, reading, listening and writing. In this research, the researcher will discuss one of english skills that is reading. Reading is a skill has an important role in in language learning. By having reading skill, the students will get any kinds of information. To get complete information, we need technique in reading. Therefore, in this research, the researcher propose the title "An Analysis the Contribution of Scanning and Skimming Technique Towards Students' Reading Comprehension at Sixth Semester students of English Study Program, Muhammadiyah University of Metro. The research is conducted to know whether scanning and skimming technique contribute to students' reading comprehension at sixth semester students of english study program, Muhammadiyah University of Metro.

Based on the bacground above, the reseacher can formulate the formulation of the problem is to what extent, scanning and skimming technique contribute to students' reading comprehension at sixth sememster of english study program, Muhammadiyah University of Metro. The Objective of the Research is To find out whether scanning and skimming technique contribute to students' reading comprehension at sixth sememster students of English Study Program, Muhammadiyah University of Metro.

2. RESEARCH OVERVIEW

2.1 Reading Comprehension

According to Nunan (1989:33) reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning. The other definition stated by Rumelhart in Aebersold and Field (1997: 5) reading involves the reader, the text, and the interaction between the reader and the text. In addition, Davies (1995: 1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. It means that, when the reader interacts with printed symbols, the reader decodes the written text. As the result, the messages are achieved. Therefore, reading is actually a sort of conversation between a writer and a reader.

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From those statements, it can be inferred that reading is a mental or cognitive process which involves the reader, the text, and the interaction between the reader and the text. Besides, in this process the reader decodes written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences) in order to get the meaning from the text.

Grellet (1998: 3) states that reading comprehension is understanding a written text or extracting the required information from it as efficiently as possible. In addition, White (1997: 22) states that comprehension involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meaning. Moreover, Howel (1993: 182) writes that comprehension is the act combining information in passages with prior knowledge in order to construct meaning.

Another definition comes from Merisuo and Storm (2006) states that reading comprehension is a complex process: the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text.

From the theories above, it can be concluded that reading comprehension is a complex process in which the reader interacts with the text and employs his/her previous knowledge, experience and information to extract the significant information/important information, understand the intentions of the writer, and goes beyond what is written to guess at hidden, unstated or implied meaning on the text.

2.2 Teaching Reading

In this discussion, the writer would like to explain about the stages of teaching reading and activities in each stage. Besides, the writer would also explain the kinds of reading assessment. There are three stages in teaching reading they are pre-reading, during-reading and post-reading. Each of these stages has its own characteristics, although they are related one to another. According to Celce and Muria (2001: 191). Pre-reading instruction can serve five important purposes. It helps students access background information, provides specific information, stimulates students interest, sets up students expectation and models strategic that students that students can later use on their own. Pre-reading instruction also involves some activities: previewing the text, skimming the text, answering questions about information in text, exploring key vocabulary and reflecting on or reviewing information from previously read texts in light of the topic of the new text.

Furthermore, during reading instruction, it guides students through the text, often focusing on understanding difficult concepts, making sense of complex sentences, considering relationship among ideas or character in the text and reading purposefully and strategically. In this stage, it involves some activities they are outlining or summarizing key ideas in a difficult section, Examining emotions and attitudes of key characters, determining sources of difficult and seeking clarification, looking for answers to questions posed during pre-reading activities, writing down prediction of what will come next.

Finally, post reading instruction typically extends ideas and information from the text while also ensuring that the major ideas and supporting information are well understood. In this stage, it involves some activities: completing a graphic organizers based on text information; expanding or changing a semantic map created earlier; listening to lecture and comparing information from the text and the lecture; ranking the importance in the text based on a set of sentences provided; answering question that demonstrate comprehension of the text.

2.3 Scanning Technique

According Haryadi (2007: 170) speed reading or scanning is a technique to read quickly and directly on the target. In use, the readers direct looking for specific information or particular facts as desired without notice or read other parts of the readings that have not sought. Furthermore, Farida Rahim (2005: 52) states that scanning is read very fast or reading fast means read that prioritizes speed without limiting its understanding. The speed is usually associated with the objective reader, purposes, and reading materials. In daily life, scanning technique used with the aim, among other things, finding a specific topic, select specific programs, find the word in the dictionary, look for the phone number of the phone user guide and search for an entry in the index (Soedarso, 2010: 81).

Based on the theories above, researchers can conclude that scanning is a technique that contributes to find specific information in a text.

2.4 Skimming Technique

Widiatmoko (2001: 19) states that a quick read is a blend of motor skills (eye movement) or visual capabilities with a person's cognitive abilities in reading. Skimming is a kind of reading that make our eyes move quickly viewed, pay attention to the written material to seek and obtain information (Tarin 2008: 33). Furthermore, according to the Admin (2012: 26) skimming is read quickly to find out the general contents or part of a reading. Based on some statements above, the researchers conclude that quick reading or skimming is a technique or strategy that functions assist students in finding important information in a text.

3. METHODOLOGY

3.1 Setting of the research

The research is conducted at English Study Program of Muhammadiyah University of Metro in Academic Year 2015/2016. English Study Program of UM Metro has qualified lectures. Besides, it is supported by adequate facilities, one of them is English laboratory. It used as the place of toefl practice for the lecturers and students of English study program, Muhammadiyah University of Metro. In addition, this lab also as the place of listening subject.

3.2 Research Subject

Research subject is the students of English Study Program of Muhammadiyah University of Metro Academic Year 2015/2016. The number of students in English Study Program of UM Metro is as follows:

No	Semester	Number of Students
1	II	62
2	IV	70
3	VI	60

3.3 Population

The population is the total of all objects or individuals that have certain characteristics, clear and complete to be studied (Hasan, 2002: 58). Furthermore, according to Sugiyono (2010: 117) population is generalization region consisting of: objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions. Based on the opinion above, it can be concluded that the entire population is the subject of research. The population in this study is all students of English Study Program, Metro Muhammadiyah University Academic Year 2015/2016.

3.4 Sample

According to Sugiyono (2010: 118) sample is part of the number and characteristics possessed by the population. In line with Sugiyono, Hasan said samples are part of the population that is taken through the particular ways that also has a certain characteristic, clear and complete that is considered to represent the population (2002: 58). Based on the theories above, the sample can be concluded that the part of the population which is considered to represent the population. The sample in this study is the sixth semester students of English Study Program Muhammadiyah University Metro, Academic Year 2015/2016.

3.5 Sampling Technique

In this study, researchers employ a purposive sampling technique. According to Sugiono (2010: 124) using purposive sampling is sampling technique with a certain considerations. Furthermore, in this study, the researchers chose a student of English department of the University of Muhammadiyah Metro VI semester because they are familiar with using scanning and skimming techniques in reading subject.

3.6 Technique Collecting Data

In this study, there are several steps to get the data from beginning to end during the learning process. Researchers conduct observation, interviews, questionnaires and documentation.

3.7 Data analysis technique

In this study, researchers analyze the data using qualitative descriptive. Here are some steps to analyze the data:

- a. Data Reduction (Data Reduction)
Reducing the data is to summarize, pick things that are basic, focusing on things that are important, look for themes and patterns and discard unnecessary.
- b. Data Display (Data Presentation)
In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, and relations between categories, flowchart and the like. The most often used in presenting the data in qualitative research is the narrative text.
- c. Data Conclusion

Preliminary conclusion expressed still provisional, and will change if no strong evidence supporting the next phase of the collection of the data.

4. DISCUSSION

In this research, the researcher used four collecting data techniques they are observation, interviews, questionnaires and documentation. The explanation are as follows:

a. Observation

The researcher observes the students at sixth semester during reading subject. The result of obsevation showed that the majority of sixth semester students of English study programs understand well about using scanning and skimming technique. The students believe that the techniques are contributed in raeding subject.

b. Interview

The researcher invited ten students at sixth semester of englsih study program tobe interviewed. The result of interviews indicated that ten students like reading subject. Beside that, the students are also familiar with scanning and skimming technique.

c. Questionnaire

The reseacher distributed the questionnaires to sixth semester students of englsih study program, Muhammadiyah University of Metro. Here are the result of questionires:

The Result of Questionnaires

No	Question	Yes	No
1	Do you like reading subject?	80% 48 Siswa	20% 12 Siswa
2	Is reading subject fun?	75% 45 Siswa	25 % 15 Siswa
3	Do you recognize reading strategies?	85% 51 siswa	15 % 9 Siswa
4	Are you familiar with scanning technique?	85% 51 Siswa	15 % Siswa
5	Are you familiar with skimming technique?	80% 48 Siswa	20% 12 Siswa
6	Do you know how to apply scanning technique in reading subject?	85% 51 Siswa	15% 9 Siswa
7	Do you know how to apply skimming technique in reading subject?	75% 45 Siswa	25% 15 Siswa
8	Does scanning technique help you to get a piece of information?	90% 54 Siswa	10% 6 Siswa
9	Does scanning technique help you in getting the gist of information?	80% 48 Siswa	20% 12 Siswa
10	Do you agree that both scanning and skimming technique are contributed in reading subject?	90% 54 Siswa	10% 6 Siswa

d. Documentation

The researcher investigated the result of reading test sixth semester students of English Study Program. The result showed that many students got good scores, while only a few students got bad scores. It indicated that most of the students were familiar with the techniques and were able to use the techniques well in reading subject.

Based on the data above, we can conclude that scanning and skimming technique has significant contribution to the students at sixth sememster of English study program, Muhammadiyah Uniiversity of Metro. The four collecting data techniques indicated that the students are understand well about scanning and skimming technique. In addition, the students know how to use scanning and skimming technique in raeding subject.

5. CONCLUSION

In this research, scanning and skimming technique has significant contribution in reading comprehension at sixth semester students of English study program, Muhammadiyah University of Metro. Here is the contribution: The first, scanning technique helps students to identify important information in a text. The third, skimming technique helps the students to identify the gist of information in a text. Furthermore, to increase students' reading comprehension more sifnificant, the lectures are suggested to train students in using scanning and skiming technique. Besides, the lecturers give any kind of texts in reading class. Futhermore, the lecturers always evaluate students' scores in raeding subject.

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The Effectcs of School Enviromtent and Self Dicipline toward Student's English Speaking Skill

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Abstract

School enviromtent is one of the important factors in improving self-discipline to develop English speaking skill for students at public senior high school in East Lampung. The more complete of the environment school facilities available, the more discipline of student to improve a proficiency of English speaking skill. The research method uses a survey with correlation and regression analysis. The data abaout school environment, self-discipline, and English speaking skill are derived from questionnaire arranged by the researcher. Based on the data analysis, it can be concluded: 1) There is effect of school environment toward student's English speaking skill $t_{count} = 2,268$ and $Sig. 0,032 < 0,052$). There is effect of self discipline toward student's English speaking skill. $T_{count} = 2,170$ and $Sig. 0,039 < 0,05$. 3) There is interaction together between school environment and self discipline toward student's English speaking skill. $F_o = 3,649$ and $Sig. 0,040 < 0,05$. The variable of self discipline contributes 9,93 % in improving English speaking skill.

Keywords: School Enviromtent, Self Dicipline, Speaking Skill

1. INTRODUCTION

Education is a fundamental element for every people in the future. Therefor we do many efforts to achieve the expectation of life in fulfilling our need by finishing the study according to our ability and skill. Indonesian State formulates the vision and mission, and the goal of national education in the Indonesian Constitution No. 20 Year 2003 about National Education System.

Pendidikan nasional berfungsi mengembangkan kemampuan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang berimanan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

Referring to the vision and mission above, Education is expected to create a professional and skillful human in facing his life. One of the skills that must be mastered by people is English speaking skill. Recently it has been launched the AEC (Asian Economic Society) to compete in finding jobs and position professionally. This encourages people in acquiring the practical English according the international standard. Concerning to this case, the schools and courses must facilitate the students need physically and mentally. The success of mastering English speaking skill is influenced by some factors such as Raw Input (student's condition), Instrumental Input (facilities, curriculum, teachers, learning media, books, etc), the Enviromtent Input (the places where the students study), and The Student's Learning Approach.

First, the main factor (Raw Input) for student in mastering English speaking ability is the student's intelligence, discipline, talent, physical condition, and his motivation. Those can determine someone's success because every person has different ability. Second, The instrumental Input include curriculum, duration, content and teacher. Teacher has a vital role in transferring material or lesson in order to make students understood. In achieving this purpose, the teacher should acquire the teaching technic, management, and psychological ability. The third is the environmental Input which enclaves learning room physic, school location, the culture and learning climate, and so on. Based on this input, school environment has a big role in determining the learning process quality especially for the English speaking skill. In improving this competence, the students need a conducive environment to stimulate their learning spirit to communicate among them, between students and teachers, students and the staff, although the activity require a long process. But at least the students feel comfortable in practicing English. To achieve the goal, students must be accustomed to speaking English consciously and regularly. By applying for the practical activity, students will be easily creating good circumstances in mastering spoken and written English according to the international standard. Obviously, the external factors (school environment) and internal factors (students' discipline) will determine the English speaking skill for students.

Based on the entry research at SMAN 1 Sekampung East Lampung, It can be concluded that the school environment as the learning cultural center is not fully conducive because the students don't create English learning process actively to communicate among them. And the English teachers don't initiate to develop students English speaking skill by communicating to students in English inside and out of the class. Concerning with this condition, it will influent their spirit and motivation in mastering spoken English. This will also cause

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the students perception about English is not good. They feel that English is a difficult lesson to be learnt and mastered. Therefor it is appeared the interesting problem to be acknowledged. if there is any effects of school environment and self-discipline toward students English speaking skill.

2. LITERATURE REVIEW

2.1 School Environment

School environment is the amount of living things and whole conditions that exist in a room we stay. E. Mulyasa (2004:15) in Learning Plan by Abdul majid, The conducive learning climate must be supported by many exciting learning facilities such as laboratory, teacher's performance, teacher's attitude, the harmonic relationship between students and teachers, the appropriate materials, and soon. The exciting learning climate will raise the student's spirit and motivation in improving their practical English.

2.2 The School Environment Factors

School is one the social institution that can influent a process of socialization and has informative function for social culture toward students. According to E. Mulyasa (2004:15) in the learning Plan by Abdul Majid, the environmental factors will influent students behavior such as:

- a. Class emotional climate. : The healthy class emotional climate (friendly teachers, respecting students and teachers) gives a positive impact for the psychological student development, such as feeling comfortable, willing to cooperate, obeying the rules, and motivating to study. At the contrary, the unhealthy emotional climate will impact the reverse.
- b. 2. The teacher's attitude and behavior. : The relationship between teachers and students is influenced by some factors. a) a positive or negative cultural stereotype of teacher (personal and profession), b) teacher attitude toward students, c) Teaching method, d) Discipline reinforcement toward students, e) Teachers personal adjustment. Concerning to these factors, the teacher's attitude and behavior will directly impact the student self-concept through the attitude toward the academic assignment, discipline, and the obedience to the school regulation.
- c. Discipline (Regulation): The aim of creating regulation is to form students behavior and attitude in order to be able to develop a worthy feeling, cooperation, and peaceful. This condition must be applied for students in school. Discipline habit will change the attitude of students toward their study.
- d. Learning achievement: The learning achievement can impact the improving of pride, self-confidence, and self-motivation in gaining the next level of achievement. This can be gained respectively from the steps of getting success. The more we do harder, the more advantage we get. So it depends on the effort from each student.
- e. Accepting peers: Being accepted by the peers will develop self-positive attitude. In this condition students are easily to get in touch with their schoolmate.
Slameto (2003:64), "The school factors which effects the learning process enclaves teaching method, curriculum, the relationship between teachers and students, school discipline, materials learning and physical condition, learning method, and the home work".

1) Teaching Method.

The teaching method effects student learning success. It must be appropriate with the student condition. Therefor it can be accepted and be understood by them well. The inappropriate teaching method will obstruct the understanding to the lesson which is given by teachers. Concerning with the problem, teachers must be able to read the situation of their students and manage it properly.

2) Curriculum

It extremely determines the students learning success because it is a frame of whole series of learning from the beginning to the end. The good curriculum must be designed according to the social environment situation and the facilities which are available. Therefor the arrangement of curriculum should consider non physic and physical condition.

3) The relationship between teachers and students.

One of the learning success factors is a relationship between students and teachers. Teachers are the second parents in school. The teachers have big role in creating a conducive relationship toward the students. They must have sensitivity to the student need and condition. They also understand teaching psychology so it can affect the attitude, behavior, mindset, and the views of students. The students are expected to feel comfortable, and be motivated to study when facing teachers inside and outside of class. This can affect them in learning the lesson peacefully.

4) The relationship among students.

Student relation will determine a learning process and getting in touch among them. So that studying in the class must be comfortable and exciting. If the students get to what they expect, it will cause

them being self-confidence, having good mental and cooperation. In this case, the teachers have role to foster sense of togetherness without differing one to another.

5) School Discipline.

This enclaves the discipline of teachers, staff, head master, students, and so on. When all run well according to the regulation and norms, it will create a responsible, qualified, independent human. And all of them should be engaged with the school missions and vision in order to achieve the goal of learning.

6) School Facilities

School facilities are the most important thing to achieve a qualified learning goal. The available facilities in school will affect the teaching activity. If the school provides the instrument of computers, laboratory, teaching aids, internet, etc, it can create a conducive learning process. One of the school function is as a center of culture which means will give the real advantages for the environment because it gives some values that can be accepted by society. Students are expected to know, understand, realize, and acquire the lesson even they can apply for it. Otherwise the existence of school have to be able to create a conducive climate aims at the realization of the culture and education center. The school characteristic as a culture and education institution, stated by Darmodihardjo (1993:3) as follows:

- a) There are teachers teaching and students studying,
- b) The teachers teach well,
- c) Create a learning society,
- d) To form a completely Indonesian human,
- e) Become a model for surrounding society.

The developing school as a culture and education center has a purpose to improve the education quality in the frame of building a complete human. Darmodihardjo (1993:3-4) stated this in detail:

- a) Improving Education quality,
- b) Creating learning society,
- c) Forming completely Indonesian human,
- d) Forming school as a model and advantages for society.

Idris and Jamal (1992:9) have the same opinion about the directed activities at school, such as

- a) The habit of working hard. This statement enclaves attitudes of diligent, discipline, spirit in an analytic writing, a habit of reading, do some research, be able to apply for the technology properly, and like doing physical and intellectual job.
- b) Building the virtuous human by forming faithful students, have Pancasila morality. This means that students are able to carry out with devotion, have a well manner behavior, and have good attitude.
- c) The development of school condition by accustoming students to pay attention the cleanness, security, beauty, and the sense of kinship.
- d) To create a school of culture and education center, according to Darmodiharjo (1993:6-7) we need facilities as follows : Learning room, laboratory room, library room, Art room, Sport hall, Guidance Room, Headmaster and staff rooms, Teachers room, Toilet.

All the facilities can run optimally, if it is supported by the school tenacity, that is a dynamic condition which is able to face the challenges and hindrances from inside and outside of school are not disturbing to learning activities directly in the frame of building completely human. Hadari, Nawawi (2001:78) states that in increasing school tenacity we need some important components such : a. School location and environment, b. Facilities. c. The human (head master, teachers, and staff, Students, Parents and society), d. The culture that should be improved: Discipline, School regulation, Headmaster authority, Learning process, flag ceremony.

- f. Security, cleanness, beauty, orderliness, and kinship. Meanwhile Sanjaya (2006:56), in Learning Strategy which oriented to education standard process stated that Seen from the environmental dimensions there are two factors that can influent learning process, that are class organization and psychological social climate.

2.3 The Meaning of Self-Discipline

According to Kamus Besar Bahasa Indonesia (2008) Discipline is the approaching way to follow a certain regulation and consistent to gain a basic understanding from the target of study. William (1990:90-91) defines that self is consciousness. Self is a center of consciousness. Another opinion of self is a strong perception and it is not an experience but collaboration from whole part of human. From the system owned by people in organizing and viewing trust, values, and perception. Based on the opinion above, we can conclude that self is awareness or consciousness about the way of thinking and behaving as a wholly personal in facing an object. The discipline will absolutely impact toward applying behavior, attitude, and personality.

Discipline is one of important element in the educational process and as a tool of measurement in determining students' success at SMAN 1 Sekampung East Lampung. Disciplining is an effort to bring about some values in order to own the ability to obey a regulation. This refers to the training gained by someone to fulfill a certain task to adopt a certain behavior or attitude. Gathering with the developing era, discipline means the obedience toward regulation. This needs an emotional integrity in creating self-discipline from a small thing. The purpose is to give knowledge about good behavior and motivate them to socialize in the society. According to Hurlock, the importance of discipline as follows :

- a. The regulation that gives direction.
- b. The punishment applied for the breakers.
- c. The appreciation for people whom behave in a good social norm.

2.3.1 How to Motivate Self-Discipline

- a. Always remember the reason and purpose,
- b. Make a specific and orderly plan,
- c. Do not force our-selves over,
- d. Manage the environment and social condition around us,
- e. Improving the self-confidence.

Jim Taylor, Ph.D stated that a fully self-confidence of our ability will open self-potency. While the hesitation will obstruct the utility optimally. To improve the self-confidence we must keep a positive attitude, mind, be optimistic, and be brave to face the change. The most important thing is we must be able to learn from the mistake and keep being self-confidence to motivate our discipline.

2.3.2 The Advantages of Discipline

- a. To develop the sensitivity,
- b. To develop the concern,
- c. To teach the regularit,.
- d. To create appeasement,
- e. To develop self-confidence,
- f. To develop independency,
- g. To create solidarity,
- h. To help the brain development,
- i. To help a difficult student,
- j. To develop obedience.

2.4 The meaning of Skill

According to Reber (1988) in MuhibbinSyah, Educational Psychology with New Approach (2007:119), The skill is an ability to do a complex and orderly behavioral pattern according to the situation to achieve certain result. The skill is not a motoric movement, but it is an application of a positive mental function. In learning, a skill is designed as a process of communication to form a quick, appropriate, and skillful behavior in facing something. It means that skill is an ability to use our mind and physic in doing something effectively and efficiently. Effendi (1985:5) language is a perfect tool to bring our mind and felling in a concrete and abstract thing. Someone who has an adequate language skill will be easily absorb and share the information in spoken and written. The language skill consist of 4 aspects, they are listening, speaking, writing and reading. They should be mastered to communicate.

2.5 Speaking Skill

Speaking is the second activity in a language after listening. Based on the sounds that is heard then human learns to pronounce and finally be able to speak well. Speaking means the ability to pronounce the articulated sounds or the words to express, state, and send the mind, ideas, and feeling. The motoric skill needs an ability to arrange a number of physical movement so that become a whole package of expression. But this also needs an observation through sense instrument that involve the experiences and knowledge. Learning is called perspective motor skill as a qualification indicator from the psychomotor aspect.

Kenneth in Rosyada (2004:14) enclaves 1.Observing, 2.Imitating, 3.Practicing, 4.And adapting.Speaking as a form of human behavior which utilizes physical, psychological, neurologic, semantic, and linguistic factors. From those criteria above we can conclude that speaking is a tool to combine the ideas which arranged and developed according to the need of the listeners. Bygate (1987) states that in interaction situation, students must study how to negotiate meaning, how to introduce and change the topic, and how to open and close conversation with different people.

2.6 The Purpose of Speaking

Every activity of speaking always has purpose and aim. According to Tarigan (1983:15) the main purpose of speaking is to communicate in order to present our mind effectively. So that the speaker must understand the meaning to what he combine. He must be able to evaluate the communication effects to the listeners. He also must know the principles of speaking situation generally or individually.

The purpose of speaking such as to entertain, to inform, to stimulate, to persuade, and to move. In other words speaking is the activity of influencing others to accept what we say.

2.7 English Language

English language is a Germanic language which spoken for the first time in the mid century and at present is used all over the world and almost 60 countries use the language. This becomes second language used in Europe, United nation, and others.

a. Etymology

Etymologically, English language is from Eponim Angle, the name of Germanic tribe in Angel in Jutland (now The North Jerman). It developed the first time in the Anglo Saxon England and spread in 17-20 century. An angle is commonly to mention modern Germanic.

b. Phonology

Phonology is a part of linguistic which study about sound and the way to produce it. This is the most important part in speaking. Because it will determine the purpose of communication. The function is to know the sounds change in a word. The way to study of human organ to produce sounds.

2.8 Frame of Thinking

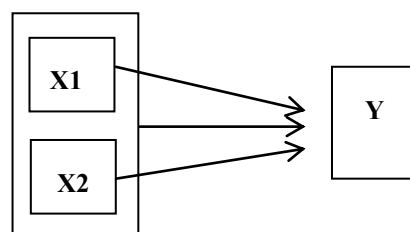
“The effects of school environment and self-discipline toward students English speaking skill.” Based on the theory, we find that a conducive school environment and self-discipline are expected by society. School environment which orientates to a good culture will define the student’s learning success. This encourages students to study actively in acquiring speaking skill as expected. The self-discipline which is based on the rational activity from his own willing and responsible, will gain a maximal result if supported by a conducive school environment.

2.9 Hypothesis

Based on the theories and Frame of thinking, we can state that: *There are some effects of school environment and self-discipline toward student’s English speaking skill.*

3. RESEARCH METHOD

The research was done at SMAN 1 Sekampung East Lampung from April to June 2016. The research used a Survey Research by collecting variable data of school environment (X1), self-discipline(X2) , and English speaking skill (Y). **Population are 120 students** , the sample is defined 25%, the technic used is simple random sampling.



The analytic requirement test ;

- Normality Test : Using Lilliefors with the significant rate $\alpha = 0,05$ (Sudjana, 200:446)
- Linearity Test : Use the test of linearity with the significant rate : 0,05.
- Homogeneity test : Use T_{test} sampling independence analytic ANOVA. The value of significance is more than 0.05.
- ColinearityMalti test : If VIF is bigger than 5, so the variable has multicollinearity problem.

The hypothesis test Technics is using the formula:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + \dots + b_xX_x + L$$

4. RESULT AND DISCUSSION

Table : The Account result Test of Regression Coefficient significance. variabel X_1 dan X_2 toward Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238,453	2	119,227	3,649	,040 ^b
	Residual	882,214	27	32,675		
	Total	1120,667	29			
a. Dependent Variable: English speaking skill						
b. Predictors: (Constant), Sels-discipline, School environment						

Tabel2. The account result of double regression variable X_1 dan X_2 toward Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,239	9,470		,764	,451
	School environment	,353	,155	,414	2,268	,032
	Self-discipline	,292	,135	,396	2,170	,039

5. CONCLUSION

Based on the data, the researcher can conclude that school environment is one of the important factors in improving self-discipline to develop English speaking skill for students at public senior high school in East Lampung. The more complete of the environment school facilities available, the more discipline of student to improve a proficiency of English speaking skill. The research method uses a survey with correlation and regression analysis. The data about school environment, self-discipline, and English speaking skill are derived from questionnaire arranged by the researcher. Based on the data analysis, it can be concluded : 1) There is effect of school environment toward student's English speaking skill $t_{count} = 2,268$ and Sig. $0,032 < 0,052$. There is effect of self-discipline toward student's English speaking skill. $t_{count} = 2,170$ and Sig. $0,039 < 0,05$. 3) There is interaction together between school environment and self-discipline toward student's English speaking skill. $F_o = 3,649$ and Sig. $0,040 < 0,05$. The variable of self-discipline contributes 9,93 % in improving English speaking skill.

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Implementation Learning Model of Group Investigation toward Learning Achievement in the Entrepreneurship Course

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Abstract

The low learning achievement can be caused the lecturer is less precise in selecting and applying appropriate learning methods for delivering course material. One effort to do the lecturers to improve learning achievement by implementing learning model of Group Investigation. This study aimed to determine the effect of the learning model of Group Investigation on learning achievement entrepreneurship courses. This research is a quasi-experimental design in this research is "the nonequivalent posttest-only control group design". The research was conducted at the University of Muhammadiyah Metro, Faculty of Teacher Training and Education, Program of Economic Education. Population in data collection is done with test instruments. The data analysis was the difference in the average learning achievement using independent sample t-test. The analysis showed that the learning achievement who earn learning model of Group Investigation is better than the students who received conventional learning.

Keywords: The Learning Achievement, Group Investigation.

1. INTRODUCTION

Learning achievement is the ability possessed by individuals is the result of efforts after evaluation in the learning process. [6] learning achievement is a testament to the success of learning or ability of students in learning activities in accordance with the weight of the achievement, there are four factors that affect the learning achievement that the student, the teacher, and the school as a social system and the school as institutions. In line with these opinions, [2] reveals a level of humanity of learning achievement of the students in accepting, rejecting and assessing information obtained in the learning process. One's learning achievement in accordance with the level of success in learning the subject matter is something that is expressed in grades or report cards every field of study after experiencing the learning proces

One of the problems in learning entrepreneurship is that the low learning achievement. The low learning achievement is a due Flawed electoral model that is used Lecturer in conveying a subject. Besides learning facilities have not been used in any learning activities may affect students' learning achievement economy. Based on interviews with students problems in entrepreneurship courses are students less interested in entrepreneurship courses because there are many students who are experiencing difficulties and to answer the questions of economy, so as to lead to the achievement of entrepreneurial subjects low when compared to other subjects.

In the process of learning and teaching faculty can select and use some of the learning models. Each model has advantages and disadvantages. Selection of a model needs to consider several things such as the material submitted, learning destination, and time available and many students, as well as matters associated with the learning process.

One learning model that is expected to create more meaningful student is learning a model of Group Investigation. Learning model Group Investigation is a cooperative learning model that emphasizes the participation and activities of the students to find their own material (information) lessons will be learned through the materials provided. Students are involved from the planning, both in determining the topic as well as a way to learn through investigation. Model Group Investigation learning requires students to have a good ability to communicate well in group process skills. Model Group Investigation learning can train students to cultivate the ability to think independently, especially learning achievement.

[5] The learning model of Group Investigation has three main concepts, namely: research, knowledge, and the dynamic of the learning group. Furthermore, learning model Group Investigation in [4] Begins with the division of the group, along with the teacher-student participants see certain topics with problems that can be developed on these topics. After an agreed topic and its problems, learners and teachers determine empirically developed methods solve the problem. Each group works on methods of investigation that they have formulated. Such activity is systemic scientific activities ranging from collecting data, data analysis, synthesis, to draw conclusions. The next step is the achievement of the results by each group.

The stages of student progress in learning model of Group Investigation [3] there are six stages in the progress of students in cooperative learning.

Table 1. Six Stages in learning model Group Investigation

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Phase I	Identify the topic and divide the students into groups.	Teachers provide opportunities for students to contribute what they would investigate. The group was formed by heterogeneity.
Phase II	Planning for the task.	The group will divide sub-topics to all members. Then make a plan of issues to be studied, how the processes and resources that will be used.
Phase III	Make an investigation	Students collect, analyze and evaluate information, make conclusions and apply their part in the new knowledge in achieving solutions to problems the group
Phase IV	Preparing for the final project	Each group prepares the final project will be presented in front of the class.
Phase V	Presenting the final project	Students present their work. Other groups still follow and attention.
Phase VI	Evaluation.	Test questions cover all the topics that have been investigated and presented

Based on the characteristics and objectives of the Group Investigation learning models, learning are very supportive to be able to influence on mathematics achievement. In this study, researchers sought to determine how the essence of learning achievement, the purpose of this study is to investigate and examine the learning achievement who obtain Learning model of Group Investigation and who receive conventional learning.

2. RESEARCH METHOD

This research is a Quasi-Experiment with using a quantitative approach because the researcher does not change the state of the initial group of samples. The study design proposed by [1] that "pre-test-post-test non-equivalent control group". At study entry to first prepare a license to study and then proceed with the determination of the time of the study, the researchers set up further research instrument that will be tested to the outside of the sample group, after tests conducted research trial investigators conducted an analysis of data to determine the validity and reliability problems. Having known about the next stage of a valid and reliable researcher pre-test the experimental group and the control group, the researcher's next stage after performing pre-test make the learning process in which the experimental group learning model of Group Investigation and the control group in with conventional learning process.

Based on the stages of the research above, can be described as follows:

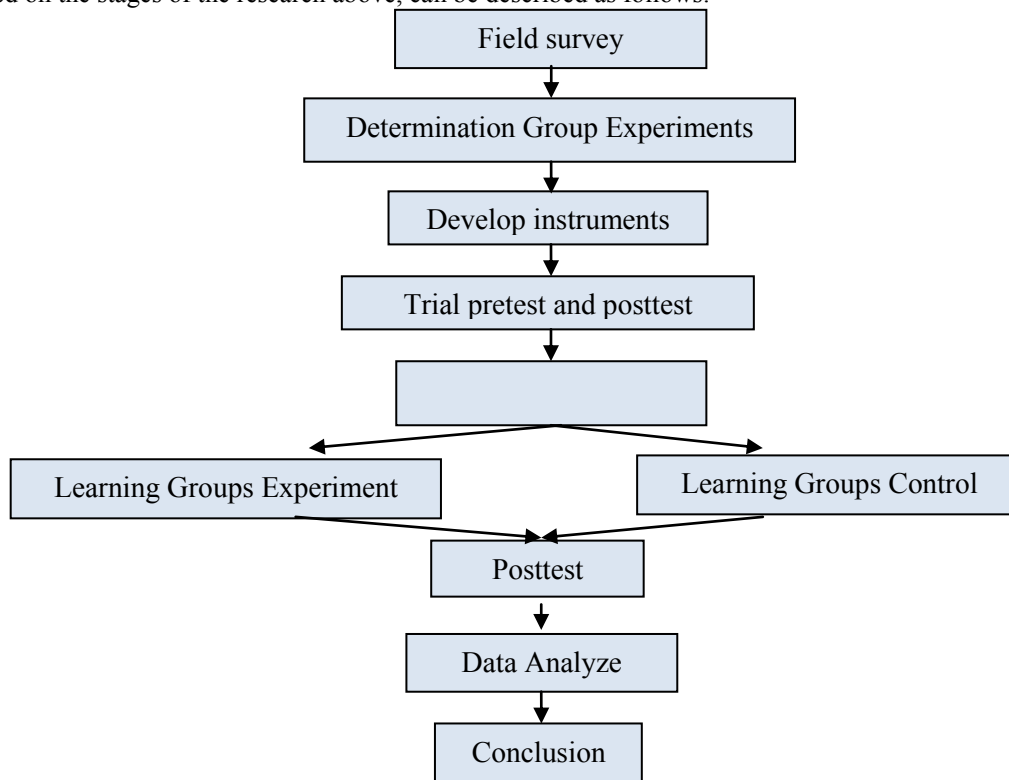


Figure 1. Steps Research

This Research will be conducted at the University of Muhammadiyah Metro, Faculty of Teacher Training and Education, Program of Economic Education. Data collect learning achievement, namely the post-test scores.

Then the collected data were statistically calculated the average learning achievement. In Phase quantitative data processing is done by using a statistical test to posttest. To determine the statistical test to be used, the data must first be tested for normality and homogeneity of variance. Furthermore, the test can be done two flats posttest differences by using t-test or independent sample t-test, at significance level $\alpha = 0.05$.

3. RESULT AND DISCUSSION

Data processing results of this study aimed to compare the learning achievement who get the teaching model of group investigation with students who get conventional learning. To measure learning achievement, the test used in the form of description, which is given to students as a posttest. Data score results from posttest experimental group and control group analyzed to see the effect of teaching both group. Table 2 shows the descriptive data is posttest college student experiment group and control group for learning achievement. The learning achievement data from the posttest experimental group and control group.

Table 2. Descriptive Statistics of learning achievement

Group	Posttest				
	N	X _{min}	X _{maks}	\bar{x}	SD
Experiment	38	55	90	71,68	9,66
Control	40	45	85	64,20	1,04

The minimum posttest score for the group the learning model of Group Investigation is 55 and for maximum is 90. The standard deviation is 9.66. The minimum posttest score for the group of conventional learning is 45, and for maximum is 85. The standard deviation is 9.66. The mean score of learning achievement for the learning model of Group Investigation 71.68 and 64.20 for the control group.

For more details can be made a comparison chart of the average posttest as follows:

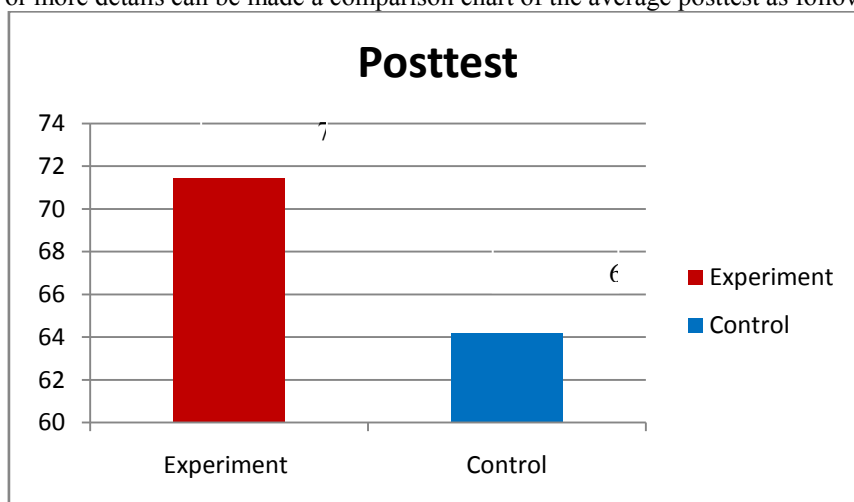


Figure 2. Comparison of Mean Poster learning achievements of college students

After being tested for normality test, normality test results pretest scores the learning model of group investigation and conventional can be seen as follows:

Table 3. Normality Test Scores Pretest Learning Achievement

Group	Kolmogorov-Smirnov			Decision	Conclusion
	Statistic	Df	Sig.		
Experiment	0,134	38	0,081	H ₀ : be accepted	Normal distribution of data
Control	0,119	40	0,156	H ₀ : be accepted	Normal distribution of data

H₀: samples of normal distribution

Based on the values obtained testing criteria Sig. > α , for learning model of Group Investigation is 0.081 and for the conventional group is 0,156, then H₀ is accepted. It concluded that both group of normally distributed. Based on calculations homogeneity test scores posttest experimental and control group can be seen as follows:

Table 4 Variance Homogeneity Test Score Learning Achievement

Levene Statistic	df1	df2	Sig.	Decision	Conclusion
0,071	1	76	0,892	H ₀ : be accepted	the same variance

H_0 : The variance homogeneous group

Based on Table 4 shows that the posttest score has Sig. $> \alpha = 0.05$. gain posttest is 0.892, so H_0 is accepted. This means, posttest score learning achievement experimental group and the control group is derived from the same variance.

In the next stage is Test Scores Mean Difference learning achievements of college students, this test aims to determine differences in the mean posttest. Based on the results of normality and homogeneity test scores posttest experimental group and control group, that both group of data in normal distribution and variance both homogeneous group, it can be continued on a posttest difference test using Independent sample t-test.

Table 5 Test Scores Mean Differences of college students learning achievement

<i>t-test for Equality of Means</i>			Decision	Conclusion
T	df	Sig. (2-tailed)		
2,127	58	0,002	H_0 : Rejected	There is a difference

Based on the test results in the mean difference posttest learning model of Group Investigation and the conventional group known that the Sig. (2-tailed) is $0,002 < \alpha = 0,05$, so H_0 is rejected. This result means that the two group have different learning achievement significantly. The learning achievement of college students who got a learning model of Group Investigation higher than in students who got conventional learning. It can be concluded that there is significant learning model of Group Investigation on the learning achievement on economic subjects.

Learning Model of Group Investigation is cooperative learning that emphasizes the participation and activities of the students to find their own material (information) lessons will be learned through the materials available, for example from a textbook or a college student can search through the internet. College students are involved from the planning, both in determining the topic as well as a way to learn through investigation. This type requires students to have a good ability to communicate well in group process skills. Learning Model of Group Investigation can train college students to cultivate the ability to think independently. Active student involvement can be seen from the first stage to the final stage of learning achievement of college students who are studying with learning model of Group Investigation is significantly different to the learning achievement with conventional learning.

4. CONCLUSION

Based on the data analysis on the effect of the learning model of Group Investigation on learning achievement of faculty training education teacher and education science. Then put forward the conclusion that the learning achievement who got course entrepreneurship learning model of Group Investigation higher than the who got conventional learning. College Students got the learning model of Group Investigation showed a positive response, they are very enthusiastic and appreciated the learning model of Group Investigation found that learning can improve learning achievement in particular subjects of entrepreneurship.

Based on the research results obtained, then the suggestion that if it can be given researchers as consideration for the improvement of the learning process. Learning model of Group Investigation can improve learning achievement. We recommend learning by using learning model of Group Investigation can be used in an effort to improve learning achievement.

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Education and Job Market: Should We Adjust Our Education to the Labor Market?

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Abstract

This paper explores Paulo Freire's philosophy of education and its critical relevance to the paradigm of modern education. Paulo Freire's idea will be employed to essentially criticize the hegemonic paradigm of modern education. This paper affirms that market oriented-based modern education has reduced and downgraded the true meaning of education. This paper supports the ideas of Robert Young, Henry A. Giroux, Ivan Illich, Peter McLaren, Joe L. Kincheloe, Michael W. Apple, Stanley Aronowitz and M. Agus Nuryatno, who generally argue that education should not degraded its values into a purely economic purposes. Education must be understood as a means to develop the individual potential in realizing itself as the subject that is not merely being in the world, but also actively engaging into it, and transforming it for a better one.

Keywords: Paulo Freire, Education based market, Critical Pedagogy.

1. INTRODUCTION

The fundamental problems that faced by the world of education today is related to the crisis of education paradigm. The current crisis can be clearly seen from the paradigm of education which is only based on the demands of capitalism [1] and industrialism. [2] Massively, education always tend to be more oriented to produce human as technicians or machine of capitalism, [3] and did not attempt to achieve the objectives for established human beings who have a strong character and good critical thinking.[4] The issue is then produces anxiety that is so profound for scholars and thinkers in education, such as Robert Young,[5] Henry A. Giroux,[6] Paulo Freire,[7] Ivan Illich,[8] Peter McLaren,[9] Joe L. Kincheloe,[10] Michael W. Apple,[11] Stanley Aronowitz[12] dan Muhammad Agus Nuryatno.[13]

Furthermore, the orientation of the educational world today lead it toward an purposing absurd, where the purpose of education tend to be directed at the development of purely economic purpose,[14] that ultimately purpose is to entering the labor market.[15] The fundamental reason which built in the world of education today is "if someone would diligently to participate in education/school then he will find success in the future (in this case the success tends to be interpreted as economic success)."[16]

However, if we want to re-analyze and think more deeply, we would realize that the fundamental purpose of education should be build the human potential as a whole, and do not only develop the economic aspects.[17] This is because, alongside the role of the nation state, education as a term has been redefined through its contribution to the economy. "Education has, in most instances, been reshaped to become the arm of national economic policy, defined both as the problem and the solution" The needs of production and the labour market are seen as the dominant forces shaping schools. Across the world, neoliberal education reforms have been implemented in an effort to increase performance and efficiency, replacing the democratic political goal of education with the economic goal of "educating individuals to successfully compete in the global marketplace" Education has been transformed into a product that individuals can buy and sell; in that sense, lifelong learning has developed in accordance with the neoliberal notion that "the most worthy citizen is a flexible homo economicus". Apple (2000) argues that education is becoming increasingly self-regulated by being turned into a commodity through voucher and choice plans.

Based on that issue, Paulo Freire, who is one of the most important figures in 20th century, [18] looked at the need for a paradigm change in the world of education. Paulo Freire claims that education is a vehicle whereby an individual's world views develop; this puts education at the forefront as the most relevant context and impetus for this change. It seems clear that educational philosophy and pedagogy have a profound effect on the development of our relationship to the world and to other people. Beside that, Freire argues that education is not a neutral field; it is always socially constructed, culturally mediated and politically intervened. This is the reason why he proclaims that "education is politics". On the one hand, it can be used by the ominent society or the prevailing regime to perpetuate its power and interests by designing it as a means to reproduce the social system.

Freire believed education to be a political act that could not be divorced from pedagogy. Freire defined this as a main tenet of critical pedagogy. Teachers and students must be made aware of the "politics" that surround education. The way students are taught and what they are taught serves a political agenda. Teachers, themselves, have political notions they bring into the classroom

This paper tries to discuss the subject more deeply on the thought of Paulo Freire, and his criticism of modern education paradigm that is based on the world of work.

2. BIOGRAPHY OF PAULO FREIRE

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Freire was born September 19, 1921 to a middle-class family in Recife, Brazil. Freire became familiar with poverty and hunger during the Great Depression of the 1930s. In 1931, the family moved to the less expensive city of Jaboatão dos Guararapes, and on October 31, 1934 his father died.[19] In school, he ended up four grades behind, and his social life revolved around playing pickup football with other poor children, from whom he learned a great deal. These experiences would shape his concerns for the poor and would help to construct his particular educational viewpoint. Freire stated that poverty and hunger severely affected his ability to learn. This influenced his decision to dedicate his life to improving the lives of the poor: "I didn't understand anything because of my hunger. I wasn't dumb. It wasn't lack of interest. My social condition didn't allow me to have an education. Experience showed me once again the relationship between social class and knowledge". Eventually his family's misfortunes turned around and their prospects improved.

Freire enrolled in law school at the University of Recife in 1943. He also studied philosophy, more specifically phenomenology, and the psychology of language. Although admitted to the legal bar, he never practiced law. He instead worked as a teacher in secondary schools teaching Portuguese. In 1944, he married Elza Maia Costa de Oliveira, a fellow teacher. The two worked together and had five children. In 1946, Freire was appointed Director of the Department of Education and Culture of the Social Service in the state of Pernambuco. Working primarily among the illiterate poor, Freire began to embrace a non-orthodox form of what could be considered liberation theology. In Brazil at that time, literacy was a requirement for voting in presidential elections. In 1961, he was appointed director of the Department of Cultural Extension of Recife University. In 1962 he had the first opportunity for significant application of his theories, when 300 sugarcane workers were taught to read and write in just 45 days. In response to this experiment, the Brazilian government approved the creation of thousands of cultural circles across the country. In 1964, a military coup put an end to that effort. Freire was imprisoned as a traitor for 70 days. After a brief exile in Bolivia, Freire worked in Chile for five years for the Christian Democratic Agrarian Reform Movement and the Food and Agriculture Organization of the United Nations. In 1967, Freire published his first book, *Education as the Practice of Freedom*. He followed this with his most famous book, *Pedagogy of the Oppressed*, first published in Portuguese in 1968.[20]

On the strength of reception of his work, Freire was offered a visiting professorship at Harvard University in 1969. The next year, *Pedagogy of the Oppressed* was published in Spanish and English, vastly expanding its reach. Because of political feuds between Freire, a Christian socialist, and successive authoritarian military dictatorships, the book wasn't published in Brazil until 1974, when General Ernesto Geisel became the dictator president beginning the process of a slow and controlled political liberalisation. After a year in Cambridge, Massachusetts, USA, Freire moved to Geneva, Switzerland to work as a special education advisor to the World Council of Churches. During this time Freire acted as an advisor on education reform in former Portuguese colonies in Africa, particularly Guinea-Bissau and Mozambique. In 1979, he was able to return to Brazil and moved back in 1980. Freire joined the Workers' Party (PT) in the city of São Paulo and acted as a supervisor for its adult literacy project from 1980 to 1986. When the PT prevailed in the municipal elections in 1988, Freire was appointed Secretary of Education for São Paulo. In 1986, his wife Elza died. People close to him felt that he had given up after the loss of his wife and worried that he might die. Freire was teaching a graduate course, and became reconnected with Maria (Nita) Araújo from Recife, who once was a pupil in the school where he was a principal. Eventually, they fell in love. Freire married Maria Araújo Freire, who continues with her own education work. Freire often said that Nita saved his life: She was the culmination of the radical love he sought. Freire died of heart failure on May 2, 1997 in São Paulo.[21]

3. THEORETICAL CONTRIBUTION OF PAULO FREIRE

3.1 Banking Education

Banking education, the most important theme of Freire's critical pedagogy, means a process in which the knowledge is directly transferred to students, the teacher is the sole distributor of knowledge, and the student is the passive receiver of this knowledge. Under these conditions, the learner is the object of the learning process, but not the subject. In this process, the knowledge is consumed without any criticism, and the learners experience a cultural alienation and become defenseless against cultural imperialism.[22]

Furthermore, the structure of banking Education is such that it produces passivity and static perceptions rather than individuals viewing life as a journey to many possible destinations.[23] "The capability of banking education to minimize or annul the student's creative power and to stimulate their credulity serves the interests of the oppressors, who care neither to have the world revealed nor to see it transformed".[24] This approach inhibits thinking, controls consciousness, reinforces consumer mentalities, uncritically conveys ideologies and ultimately leads to the dehumanization of students and the continued destruction of the natural world.[25] Inside the banking concept of education lies "...a dichotomy between human beings and the world: a person is merely *in* the world, not *with* the world or *with* others" as the world is presented as "...motionless, static, compartmentalized and predictable".[26] Thus the oppressed adopt, unquestioningly, the oppressors

consciousness and “the oppressor consciousness tends to transform everything surrounding it into an object of its domination, the earth, property, production, the creations of people, people themselves, time – everything is reduced to the status of objects at its disposal”. [27]

3.2 Critical Pedagogy

Freire’s critical pedagogy is a means of transformation, not a method of instruction such as a standard or ‘best practice’ to be uniformly applied. Critical pedagogy fosters critical consciousness and provides social alternatives to the oppressor/oppressed dialectic of capitalism; “...students reinvent their historical roles by using their agency to act upon the world”. [28] The significance of critical pedagogy stems from the empowerment it gives to a person to decode ideological dimensions of social structures and practices and then to seek to transform them. In Freire’s Pedagogy of the Oppressed he seeks to provide a foundation upon which the oppressed can come to understand and act upon their oppression from a critical perspective.

The key to Freire’s liberating education or critical pedagogy is understanding the oppressed/oppressor relationship. In the current Western socio-historical context, the oppressor/oppressed relationship is more difficult to discern as the oppressed are not as overtly disadvantaged as those in “developing countries”. This furthers the inability of the oppressed to realize their oppression is disguised by increased standards of living as based on commodities and ‘functional literacy’. The oppression is caused by economic and political ideologies imposed upon the masses by the oppressors which have ultimately lead to policies and structures which have caused dehumanization through consumerism, the disappearing middle class, environmental exploitation and urban decay.

The oppression is evident in the fatalism of neoliberalism that Freire spoke about as neoliberal ideology is naturalized through contemporary curricula that typically describes present circumstances to students in terms that suggest either their inevitability or their desirability. [29] In our socio-historical context this condition also results in the oppressed seeing the oppressor’s image as what it means to be human and the oppressors goals, expectations, relationships and views of the world are internalized and idealized by the oppressed. The concepts of self-worth, significance and importance have been tied to the acquisition of goods and it is this desire that drives overconsumption and the degeneration of the environment and social inequity. The quest for the oppressor’s life has led to the value of learning and education being related entirely to the potential of economic return. In order for the “oppressed to be able to wage the struggle for their liberation, they must perceive the reality of oppression not as a closed world from which there is no exit, but as a limiting situation which they can transform”. [30]

Freire views education as the key to achieving the critical consciousness necessary for the awareness of assumptions and subsequently transformation. Unfortunately, the ability of education to achieve this in the current context is virtually impossible within the current education system which is structured under neoliberal ideologies. The mechanistic structure of education through specialization, fragmentation of knowledge, top-down approaches, and standardization has led to “...nearly all learning space occupied by an elaborate testing apparatus that measures the student’s progress in ingesting externally imposed curricula and more insidiously, provides a sorting device to reproduce the inequalities inherent in the capitalist market system”. [31] Furthermore, the fragmentation of subjects into specialization serves to perpetuate a disconnect between humans and the environment which inhibits our ability to see larger connections in the world as well as mitigates our understanding of consequences of our actions.

Freirean pedagogy’s goal is to free learners from the ideological constraints that limit their capacity to think and act independent of hegemonic norms and values. [32] In order to do this, learners must achieve critical consciousness, thus Freire advocates for what he calls problem-posing education. “In problem-posing education [people] develop their power to perceive critically the way they exist in the world with which and in which they find themselves”. [33] Thus, problem-posing education allows learners to dream of a world that could be otherwise; more importantly, it allows for paradigm change. The achievement of critical consciousness that allows for transformation is what Freire calls *Conscientização*. In order to achieve *Conscientização*, education must seek to develop critical literacy, not merely instrumental literacy. Instrumental literacy is merely an ability to read as a function and results in a view of the world that is static and objective while critical literacy teaches how language is socially constructed. With critical literacy, one questions assumptions and becomes aware that the text carries ideologies and thus individuals begin to think critically, and move towards a critical consciousness. Freire also adamantly states that critical consciousness, although essential, is not sufficient to achieve social transformation, there must also be action. This action is the result of what Freire calls *praxis*. *Praxis* is a dialectical relationship that involves action, reflection, and transformative action. *Praxis* is not a static thing, it is a process that individuals engage in continuously, resulting in continual transformation. *Praxis* connects humans and the world as it is not an abstract concept but rather an interaction with the world. Through this pedagogical approach people can question all aspects of social and political history and dream and explore alternative social possibilities. [34]

4. PAULO FREIRE, EDUCATION AND THE ECONOMY: SHOULD WE ADJUST OUR EDUCATION TO THE LABOR MARKET?

Market-based education reforms are frequently justified by the claim that schools inadequately respond to the demand for economically valuable knowledge. The belief that education's primary function is to meet this demand by creating and transferring the intellectual skills that provide economic opportunity is at the heart of the market's functionalist conception of schooling. As Hanushek [35] puts it, "For most students and their parents, the *raison d'être* of schools is preparation for useful and rewarding careers." Numerous studies claim that creating these economically valuable skills serves public as well as individual interests because they determine the economic success of the social aggregate. This was the central declaration of *A Nation At Risk*, the study that framed education reform as an economic imperative during the Reagan administration: "Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce. . . . If only to keep and improve on the slim competitive edge we still retain in the world markets, we must dedicate ourselves to the reform of our educational system".[36] Emphasizing the link between educational performance and economic success in similar terms has been a rhetorical constant in market-based justifications of education reform ever since.[37]

The causal relationship between education and economic success is broadly accepted even by those with reservations about market control of public education. Yet though widely accepted, this relationship linking education to economic success is only vaguely understood and frequently oversimplified. As Tyack and Cuban observe,[38] "Many policymakers have narrowed the currency of educational success to one main measure—test scores—and reduced schooling to a means of economic competitiveness." Yet test scores have changed relatively little over the past 30 years as the economy has cycled through periods of recession and prosperity.

Therefore, we realize that the debate between market advocates and their opponents over what schools ought to do is often framed as a set of differences about means rather than ends. The Jeffersonian ideals most visible in consensus theory are, in the abstract, universally embraced. These universals include education's importance to underwriting the democratic process and equitably distributing social and economic opportunity. While such goals are easily embraced as abstract "oughts," they become highly controversial as they are translated into policy specifics. These controversies make clear that the conflict between the market and the commonwealth is not a disagreement about the best technical means to achieve a commonly desired end but a fundamental philosophical difference about the primary purposes of public education.

In short, different ideological beginnings—normative conceptions of what schools ought to do—point towards different determinants of public school objectives and different preferences on how schools should be organized to achieve those objectives. As organizational structure is built around the ideologically preferred source of organizational mission, this raises the possibility that different institutional arrangements will produce different educational objectives. If schools pursue goals that reflect the preferences of their controlling agents, any change in the relative influence of those controlling agents means that goals can also change. All that is required for such change are controlling agents with heterogeneous preferences—shifts in power among these agents will translate into different preferences being reflected in school goals. Commonwealth and market advocates generally agree on this logic but disagree about who are the appropriate controlling agents. Commonwealth advocates object to reorganizing public education to respond largely to small homogeneous clienteles because the goals such consumers impose on schools have a very mixed historical track record. Most obviously, education consumers have wanted (and in some cases received) segregation by race, class, religious indoctrination, or other goals that stand in direct contrast to the immutable republican mission described by scholars such as Callan (1997) and Guttman (1986). The answer to what objectives schools ought to be pursuing is thus clearly linked not only to ideology, but also directly to the differing organizational structures that reflect and institutionalize ideological values.[39]

5. PAULO FREIRE AND THE ROLE OF EDUCATION IN PARADIGM CHANGE

According to Freire, it is only through education that people can become aware of their reality and their oppression and subsequently transform society. As stated before, education for Freire is never neutral and "...teaching is inevitably and even primarily a political act (and) a pedagogy that fails to challenge prevailing conditions actually operates to reproduce these conditions intentionally or otherwise".[40] Thus, if we are to move to sustainable societies the goal must first be a move to liberate both the minds and experiences of the teacher and student. This liberation of the minds according to Freire requires of education critical pedagogy embodied by critical literacy, problem-posing education, bottom up approaches, dialectical problem based relationships and autonomy for both teacher and student. Freire's critical pedagogy is essential for political change, social change and fundamentally paradigm change as it leads to the development of critical consciousness and can ultimately lead to transformative action. Unfortunately, much of the way education is viewed in our Western context or neoliberal context is not education per se, but rather a method of credentialization.[41]

Within the Westernized education system, we find the oppressive ideologies of neoliberalism in the very structure of education, subjecting oppression onto the teacher and students and subsequently from the teacher to

the students. Freire states, “I cannot avoid a permanently critical attitude toward what I consider to be the scourge of neoliberalism, with its cynical fatalism and its inflexible negation of the right to dream differently, to dream of utopia”.[42] Without the ability to dream differently, we will be unable to move towards a worldview based on principles of sustainability that are fundamentally different than the principles of capitalism. “The new-hidden curriculum or ‘pedagogical unsaid’ is the attempt to de-form knowledge into a discrete and decontextualize set of technical skills packaged to serve big business interests, cheap labour, and ideological conformity”[43] In the forward to *Pedagogy of Freedom* (1998) Donaldo Macedo asserted that education has committed an unholy violation of the new common sense; that the highest mission of education has become the preparation of students to take their place in the corporate order. He goes further to state the banking theory of education, which Freire identified more than thirty years ago, has returned with a vengeance.[44]

6. CONCLUSION

Market-based education reforms are frequently justified by the claim that schools inadequately respond to the demand for economically valuable knowledge. The belief that education’s primary function is to meet this demand by creating and transferring the intellectual skills that provide economic opportunity is at the heart of the market’s functionalist conception of schooling. Basically, this is the impact of neoliberal policies.

Neoliberal policies are certainly reshaping the way in which public education is delivered. The schooling as a public benefit has been *Learning in the Free Market* replaced by the ideology of privatization. Entrepreneurship and individualization have become educational imperatives and educators have lost influence at every level. Internal privatization refers to the implementation of management techniques in an attempt to make schools business-like. These techniques include “the creation of semi-autonomous units with features including continuous evaluation and assessment, high degrees of accountability and performance-related pay”, whereas external privatization refers to “schools being opened up to business interests, through commercialization, sponsorships, school-industry partnerships, contracts and competition between private and public actors for students and resources”. Both forms of privatization have changed the role of the learner.

That is why, Paulo Freire was very aware of the fatalism of neoliberalism and the subsequent nihilism that denies people the chance to dream of a better world. The essence of Freire’s work is liberatory; in response to fatalism Freire proposes critical pedagogy with problem-posing education. Through this vision, students can “develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality but as a reality in the process of transformation”. As Freire states “Reading a word cannot be separated from reading the world and speaking a word must be related to transforming reality”.

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Learning Resource Based Approach toward Reasoning Ability and Student Mathematical Disposition

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Abstract

Mathematical reasoning is the process of thinking logically using the facts and the relevant sources in drawing conclusions. Mathematical reasoning skills are indispensable linked to the needs of students to solve problems encountered in daily life. In addition, in developing students' cognitive abilities: the ability of mathematical reasoning, mathematical learning is expected to develop a mathematical disposition of students that is affective abilities. Therefore, it is necessary to improve the learning ability of students' mathematical reasoning and disposition. Resource Based Learning is one of learning approach that exposes students to a number of learning resources that help students search for information to solve the problem effectively. This research is an experimental research by implementing Resource Based Learning in the experimental class and the control class using conventional learning. Data collecting technique by using a test instrument mathematical reasoning skills and dispositions of students in the form of a questionnaire. It used Likert scale questionnaire. Based on the analysis, it can be concluded that the mathematical reasoning abilities of students who use the Resource Based Learning approach better than students who received conventional learning. Analysis of questionnaire data on learning the Resource Based Learning approach shows students' mathematical disposition is quite high compared to conventional classroom.

Keywords: Resource Based Learning, Mathematical Reasoning, Mathematical Disposition, Conventional Learning.

1. INTRODUCTION

In developing logical thinking ability, analytical, systematic, critical and cooperate has long been the focus and attention of teacher of mathematic in the classroom, because it is related to the nature and characteristics of mathematical science. Education program refers to the development of mathematical reasoning ability is one way to improve human resources that can be done through mathematical learning that facilitates the growth of reasoning ability.

The students' ability of Mathematical reasoning in Indonesia are generally still low. Low reasoning abilities of students in Indonesia is marked by poor scores of math achievement based on the world level. Based on studies conducted by PISA (*Programme For International Student Assessment*) which was announced in early December 2010 showed Indonesia's performance worsened to rank 61 of the 65 participating countries with an average value of only 371 (Anisah, Zulkardi, & Darmawijoyo, 2013).

In line with this, Riyanto & Siroj (2014) in his study revealed that only 10% of students were able to resolve the matter of reasoning and evidence properly. Other research results also show students' mathematical reasoning is still very low. As expressed by Triastuti, Asikin, & Wijayanti (2013) in his research stating mathematical reasoning skills students of SMP Negeri Tlogowungu quite low, it is below from a predetermined KKM school.

Recognizing the importance of mathematical reasoning, it would require a model or approach to learning that can improve mathematical reasoning. The most important element in the learning process is a method of teaching and learning resources available. According to Herman (2016) reasoning skills students will develop if the learning process of students actively involved in mathematical activities, so that students are able to construct and evaluate the opinions of their own as well as his opinion in conclusion.

These mathematical reasoning skills students can achieve good results, if they are supported by students' mathematical disposition itself. Sumarmo, et. al (2012) states in his research revealed that the learning that promotes active learning independently yet fully give satisfactory results in achieving the ability and disposition of high-level mathematical thinking. This is in line with Karlimah that when students tried to solve mathematical problems, among others, the necessary curiosity, perseverance, self-confidence, to reflect on the way of thinking called disposition (Sumirat, 2014).

According Mulyana (Bernard, 2015) disposition toward mathematics is a trend change in the look and attitude of students towards mathematics, and act when learning mathematics. While the NCTM (2000) argues that the mathematical disposition show confidence, expectations and metacognition, highly concern in learning math, persistence to solve problems, high curiosity, and the ability to share their thoughts with others (Choridah, 2013).

Based on the understanding of mathematical disposition above, it can be seen that the mathematical disposition is a growing form of character in students after experiencing learning of mathematics. Students' mathematical disposition can be seen when students complete math assignments, whether done with self-confidence, responsibility, perseverance, and not despair.

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One alternative approaches to learning that can improve students' mathematical reasoning and disposition is a Resource-Based Learning approach. According to Campbell (Aliyah, Suyitno, & Agoestanto, 2014), Resource-Based Learning is a learning model designed by instructors who actively engage learners with diverse learning resources, both print and non-print.

In a resource-based learning teacher is not the only source of learning. Students can take advantage of and use learning resources that exist such as textbooks, and objects that are around the students related to the subject matter. Through Resource Based Learning approach can be used in learning and in making full use of all resources as a source of learning, it is expected that students can easily understand the concept of learning materials that will improve student learning outcomes

From the description of the issue and the opinions that have been mentioned above, the purpose of this study were (1) to determine the mathematical reasoning skills students learn to use the Resource-Based Learning with students who use conventional learning, (2) to determine students' mathematical disposition that uses Resource-based learning with students who use conventional learning.

2. RESEARCH METHODS

This research is a study of experimental research design pretest-posttest control group design. The population of this research is all seventh grade students of SMP Muhammadiyah I Gadingrejo. In this study, two classes are taken by cluster random sampling from the 7 classes available. The sample in this study consisted of students VII.1 class as a class experiment that acquire Resource-Based Learning and VII.3 as the control class with conventional learning.

Instrument in this study is in the form of written test. It used to measure the ability to apply mathematical reasoning using Resource-Based Learning approach. While to measure students' mathematical disposition in this study a questionnaire in the form of a questionnaire 30 items. A scale mathematical disposition of students in this study is used to evaluate the response of students after experiencing learning mathematics by using Resource-Based approach.

3. RESULTS AND DISCUSSION

3.1 Research Result

Based on analysis of the pretest scores, the obtained score of mathematical reasoning skills students in experimental class and control class was in normal distribution and it has a homogeneous variance and not a significant difference. This means that both groups had similar abilities on aspects of reasoning. Furthermore, to determine the average similarity score pretest, two sets of data to test the average similarity analysis using SPSS 17 software by t test (Compare Means Independent Samples T Test) with a significance level of 5% ($\alpha = 0.05$). In other words, both groups had the same early capabilities on aspects of mathematical reasoning abilities.

From the analysis of mathematical reasoning skills students, the obtained value of $t = 2,129$ and the value of $\text{Sig.} = 0.036$ less than $\alpha = 0.05$ then H_0 was rejected and H_1 was accepted. This means that the mathematical reasoning abilities of students who use the Resource-Based Learning affect the ability of students' mathematical reasoning.

Average scores of students mathematical reasoning capabilities with Resource Based Learning approach for $(\bar{x}) = 12,031$, while the average ability of reasoning on conventional learning by $(\bar{x}) = 10,002$. This shows that the average students' mathematical reasoning abilities Resource Based Learning approach higher than conventional classes.

While the results of questionnaire analysis mathematical disposition obtained value $t = 3,281$ with significance level $\alpha = 0.05$ Significance generate value by 0023, the H_0 and H_1 accepted. It can be concluded that the Resource Based Learning has a significant effect on students' mathematical disposition. Obtaining an average score of disposition mathematical approach for Resource Based Learning $(\bar{x}) = 13,343$. While the average score on the conventional learning disposition equal to $(\bar{x}) = 11,625$. This shows that the average score of students' mathematical disposition using Resource Based Learning approach is higher than a conventional classroom, whereas data dissemination score students' mathematical disposition Resource Based Learning approach and conventional classes are relatively similar.

3.2 Discussion

From the data processing showed that learning with statistical material through a Resource-Based Learning approach has significant effect the ability of students' mathematical reasoning. This means learning by Resource-Based learning more successful in improving mathematical reasoning ability than conventional learning.

Resource-Based Learning in the teacher is not the only source of learning, because students can learn on their own in the classroom, library, or outside the school. Students can choose and utilize learning resources that is around, to get as much information so the concept of learning materials will be more easily understood so as to improve students' reasoning ability. This is reinforced by the opinions Anriani (2011) that study of geometry

through the Resource-Based Learning approach can improve reasoning skills and students' mathematical problem solving.

Based on the results of students who received the Resource-Based Learning approach has a significant effect to the mathematical disposition. Disposition is necessary for students to act positively by establishing and developing good work habits in mathematics.

Through Resource-Based approach, students are given the freedom to solve problems that they find through the learning resources that are applicable to the level of their reasoning. Students who have a mathematical disposition can be seen when students completed math assignments from a variety of learning resources with self-confidence, responsibility, perseverance, not desperate and keen to discover new things.

The questionnaire results with the disposition of the Resource-Based Learning approach based on the aspect of confidence has the highest score among other aspects. Scores aspect confident with Resource-Based Learning approach has a score of 98 which is higher than the conventional class, 83. The lowest score is the persistence aspect, in which scores on a Resource-Based Learning approach is 80 and the conventional classroom is 74. Aspects of curiosity, flexibility and reflective scored almost balanced.

Differences in scores on the aspect of confidence in the approach of the Resource-Based Learning with conventional classroom because the students are released to solve problems that they found from various sources that exist in accordance with the level of understanding, so they are excited and emerged a sense of belonging in solving a given problem. This is in line with Permana (2011) who states that the students' mathematical disposition is said to be good if the student likes the problems is a challenge and involve itself directly in the find / solve the problem.

Scores disposition on all aspects of the Resource-Based Learning with conventional learning are not too large. It is possible many of the students who answered dishonestly at any given indicator.

4. CONCLUSION

Based on the analysis and discussion, the conclusion associated with reasoning skills and dispositions of students' mathematical approach Resource-Based Learning that (1) the ability of mathematical reasoning students who approach the Resource-Based Learning is better than students who received conventional learning, (2) disposition mathematical ability of students who use the Resource-Based learning approach better than students who received conventional learning.

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The Effort of Kindergarten Teacher in Solving Student Problem (A Qualitative Study in Rasyidul Jannah Kindergarten Sukarame Bandar Lampung Province Lampung Academic Year 2015/2016)

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Abstract

The research was aimed to find: (1) what are the kinds of problems faced by students of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung? (2) What are the steps in giving guidance services performed by teachers in resolving students having problems in the Rasyidul Jannah Kindergarten Sukarame Bandar Lampung? (3) What are the factors driving the efforts of teachers of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung in dealing with troubled students? This research uses qualitative method with approach of phenomenology, and uses ethnography method by Spradley. The results of the research are: the problems faced by Rasyidul Jannah Kindergarten Sukarame Bandar Lampung students: (1) socialization difficulty with other students, (2) Difficulties with the teacher, (3) Communication difficulty (4) emotions controlling difficulty, (5) Cognitive Difficulty. The Steps of counseling services performed by the kindergarten teacher Rasyidul Jannah Sukarame Bandar Lampung are as follows: (1). Problem Identification, (2). Problem Analysis, (3) Diagnosis, (4) prognosis, (5) Implementation Assistance, (6) Assessment and follow-up. Incentive efforts of teachers of Kindergarten Rasyidul Jannah Sukarame Bandar Lampung in dealing with troubled students, namely: (1) Empathy, (2) Accepting what the children are, (3) Affection.

Keywords: Role, Teacher, Kindergarten, Problem

1. INTRODUCTION

1.1 The Problem Background

Experts mention an early age is a golden age. Indonesian children do not only recognize education when they are entering elementary school, but had first education at Early Childhood Education. As stated in Constitution Number 20 of 2003 on National Education System Article 28, which explains that the Early Childhood Education (ECD) organized through three parts: First, the formal education in Kindergarten, Raudatul Athfal (RA) or other forms equivalent; Second, non-formal education in Playgroup, Childcare Center or other equivalent forms and third, informal education pathways shaped family education or education organized by the environment.

The process of formal education in Early Childhood Education (ECD) is a kindergarten that can be done through three forms of activity; those are guidance, teaching and training. By guidance, children are helped to develop various aspects of the capabilities they have, and if the children face difficulties or obstacles in their development process, the counseling services are needed to help so the problems faced do not obstruct the growth process of the children.

One of institutions formally Early Childhood is Rasyidul Jannah Kindergarten Sukarame Bandar Lampung at Bintara II Street Number 10 Sukarame Bandar Lampung. Based on observations of researcher at this institution found there are many students who have difficulties in learning. This phenomenon is interesting to study.

1.2 The Problem Formulations

Based on the problem background above, the problem formulations in this study are as follows:

- a. What are the kinds of problems faced by students of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung?
- b. What are the steps in giving guidance services performed by teachers in resolving students having problems in the Rasyidul Jannah Kindergarten Sukarame Bandar Lampung?
- c. What are the factors driving the efforts of teachers of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung in dealing with troubled students?

2. LITERATURE REVIEW

2.1 The Guidance Value in Kindergarten

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Guidance as one of Instructional activity forms have a broad meaning. Some experts suggest the meaning of guidance as follows:

According to Mc Daniel in Prayitno (2004: 12) Guidance is the services provided to individuals to help them acquire the knowledge and skills required in making choices, plans, and interpretations needed to adapt.

According to Rochman Natawidjaja (1984: 24) guidance is a process of providing help to individuals conducted continuously to make the person can understand about himself/ herself, so that he/ she could maintain and act reasonable according to the demands and circumstances of the school environment, family and community. From the definitions above show some similarity that guidance is a process of assistance provided to individual in order to develop optimally. The process of learning at kindergarten can also be done through guidance, teaching and training activities those are carried out in an integratedly

2.2 The Objective of Guidance at Kindergarten

The general objective of guidance at kindergarten is to help the students to know themselves and their nearest environment so they can adapt through a phase of transition from family life to school life and the children's surrounding community.

Dedi Supriadi (1997: 18) states the period of kindergarten is a transition from family life to school life. At this time the child exposed to various contrast circumstances from the situation in their family environment. At home, children only meet their mother, father and other family members. While in the school environment children will face other children who are totally different from their family.

2.3 The Importance of Knowing Troubled Kindergarten Students

Problems in kindergarten is important to note, for three reasons (Dewi: 2005: 15) (1) seen from the kindergarten children's interest, (2) the attitude of the teachers, and (3) parents.

2.3.1 Viewed from the Kindergarten Students' Interest

If behavioral disorders shown by children do not get guidance at an early age, the children will have a potential to be troubled children someday when the children are in level of Elementary School, Junior High or High School.

2.3.2 Kindergarten Teacher Attitudes

Teachers need to know the limits of children's behavior is still reasonable or already in trouble and need help. Because of it teachers need to know the characteristics or symptoms of troubled children so the teachers can help them at their development.

2.3.3 Parents

To be able to help the children at home, parents need to know the characteristics that the child's behavior is normal or already in problematic behavior.

2.4 The Definition and Characteristics of Troubled Kindergarten Students

Dwidjo Saputro (1991: 10) states troubled students can be seen from;

- a. The frequency of misbehavior, means how many behaviors that cause problems arise,
- b. The intensity, the depth of the problematic behavior.
- c. The age, striking the child's behavior that does not suitable with the stages of children's development age.
- d. The value of cultural norms. It means the children are decided to be very problematic depending on the value of the local culture where the children are located.

Troubled children at kindergarten age are 4-6 years old children who have non-normative behavior seen from the level of their development.

3. RESEARCH METHOD

This research was conducted in Rasyidul Jannah Kindergarten Sukarame Bandar Lampung. This study used a qualitative approach, with the Phenomenology method. This study refers to the natural paradigm rooted in the phenomenological view. This view is based on the symptoms that reveal at themselves, where the researcher want to understand about the social situation in Rasyidul Jannah Kindergarten Sukarame Bandar Lampung and observe deeply about the problems faced by the students and the activities that are undertaken by the teachers who give teaching and learning activities and provide guidance in Rasyidul Jannah Kindergarten Sukarame Bandar Lampung

In this study the researchers refer to models developed by Spradley. From the twelve steps of the research, this study conducted some, those are: doing descriptive observation, making the domain analysis, holding

focused observations, making taxonomic analysis, holding elected observation elected, arranging components analysis and finding the cultural theme.

Data collection procedures performed after determining the informant, the location and the situation is expected to be able to provide information about troubled students. The main technique in the procedure of collecting data in this study is by participating observation, in-depth interviews and collecting documents related to the problems experienced by students. The third way is commonly used in qualitative research.

The stage of data analysis is according to the Spradley model as follows: Creating a domain analysis, committing taxonomic analysis, performing component analysis, Creating theme analysis and compiling research report.

4. RESULT AND DISCUSSION

4.1 The Research Result

The types of problems experienced by students of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung in general at the time of the research activities taking place through observation, interviews, documentation are as follows:

- a. The difficulty in socializing with other students, such as belligerency, students can not cooperate with their friends, students do not want to share anything they have to other friends, mocking, bullying, egocentric
- b. The difficulty with teachers, such as lazy to go to school, afraid of the teacher, get angry, do not want to follow the rules in the classroom.
- c. The communication difficulty, children are unable to pronounce the letters r, sy, s so they are difficult to communicate with other children.
- d. The controlling emotion difficulty, such as crying, screaming, throwing things around it.
- e. The Cognitive difficulty, such as students are slow in doing the task assigned by the teacher, they do not want to do the assignment given by the teacher and they are not independent.

Counseling services steps performed by kindergarten teachers in solving students with problems in Rasyidul Jannah Kindergarten Bandar Lampung are as follows: (1). Problem Identification, (2). Problem Analysis, (3) Diagnosis, (4) prognosis, (5) Implementation Assistance, (6) Assessment and follow-up

Incentives efforts of Rasyidul Jannah Kindergarten Sukarame Bandar teachers Lampung in dealing with troubled students, they are (1) Empathy, (2) Accepting children in just the way they are and (3) Attentive Affection.

4.2 The Discussion

Problems faced by the students of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung can be classified into two types of problems namely general problems and specific problem.

Children's issues in general (General Problems) are as follows:

First: belligerency children. The fight was due to an unhealthy competition among children. Second: They can not cooperate with a friend; it is because the children do not have the interest and motivation to socializing. Elizabeth B. Hurlock (1978) divides social behavior patterns into two groups, namely: Patterns of social behavior and patterns non-social behavior. , Thus the children have unsocial behavior behavior. *Third*: they do not want to share anything they have to other friends, this dues to the changes of children social situations experience. *Fourth*: mocking friend, it is because the children feel they are better than the friends, *Fifth*: bullying friends, due to the children's desire that is unfulfilled by the friend, so that children feel dissatisfied. *Sixth*: egocentric. Children do not care about their friends condition around, Seventh: students are lazy to go to school, because there are things that are unwanted by the children, *Eighth*: Children are fear of the teachers, it is because the meaningful events happened in the lives of the children and affect their social behavior, *Ninth*: children do not follow the rules in the classroom. The behavior shown by the children can be depending on with whom the children communicate.

Children's problems in particular (Specific Problems) are as follows:

First: crying, children are often to cry if there are things that are not pleasing their hearts. *Second*: screaming, the children are unable to speak softly. Children feel if they do not speak louder then the teacher will not pay attention. According to Vygotsky (In Berk, LE and Winsler, A, 1995) emphasized the importance of social context in the learning process of children. *Third*: throwing objects around. If the children's wishes are not fulfilled then the children's are fast to be mad, *Fourth*: Children are slow in doing the task assigned by the teacher, the child in doing something related to a variety of information / knowledge that they already had. According to Vygotsky, cognitive abilities are divided into the ability of giving attention, observing, remembering and convergently thinking. *Fifth*: Students always do not want to do the assignment from the teacher. , According to Montessori, there is an absorbent soul (absorbent mind) in the children's soul that is the psychological symptoms that allow the children to build their knowledge by absorbing something from the environment and incorporate the knowledge gained directly into psychological life. *Sixth*: Students are not self-confident. Students are not able to become an independent person, By Carolyn Triyon and J.W. Lilienthal (in

Hildebrand, 1986: 45) the development tasks of childhood is children learn to evolve into a responsible person and can meet all their needs in accordance with the level of development in the age of kindergarten.

The steps of counseling services performed by the kindergarten teacher of Rasyidatul Jannah Kindergarten are as follows: (1). Problem Identification, In this step the teacher tried to collect a variety of data or information that may be problems faced by children, (2). Problem analysis. This step is intended to determine or to check how far the children have a problem, (3) Diagnosis, This way is intended to find the background of the problems faced by the children, whether the problem comes from themselves or from their environment. (4) Prognosis, this step is done to establish the help will be taken, (5) Helping implementation, in this case the teacher will carry out alternative helps (a): cooperates with their parents, (b). Asks for help on their peers. (6) The assessment and follow up, this activity is intended to evaluate measures and assistance given to the children.

Incentives efforts of Rasyidul Jannah Kindergarten Sukarame Bandar Lampung teachers in dealing with troubled students, those are (1) Empathy, Teachers provide guidance to students who have problems in learning continuously. (2) Accepting children as they are, because children are still unstable and behaving as they are, then the teacher receives the children with what they are, because only the teacher knowing the attitude changes shown by the children. (3) The affection, which assists in the development of children thus children can develop their perspective as optimally as possible without getting barriers.

5. THE CONCLUSION, IMPLICATION AND SUGGESTION

5.1 The Conclusion

Problems faced by the kindergarten students of Rasyidul Jannah Sukarame Bandar Lampung can be classified into two types of problems that the problems in general (General Problems) and problems which are specific (Specific Problem).

The Efforts to provide assistance in dealing with kindergarten problematic students have been done by the teacher through the following activities: (1). Problem Identification, (2). Problem Analysis, (3) Diagnosis, (4) prognosis, (5) Assistance Implementation, (6) Assessment and follow-up.

The meant of the driving factors in this case are all the things that support the efforts of teachers in helping students to cope students having problem. The results of the data analysis found that the driving factors are: (1) Empathy, (2) Accepting the students as they are, (3) Affection.

5.2 The Implication

First, the efforts of Kindergarten teachers in helping students to cope student having problems., The findings from this research and development has helped to make a significant contribution to the development of early childhood, so that the measures of assistance to students with problems can be one alternative solution to break the problem.

Second, the efforts for instructors / early childhood teachers, teachers should provide enough time for children to explore in order to seek and find a way of giving proper assistance through direct and real experience.

Third, the efforts in providing assistance to overcome the problem of kindergarten children, to get more perfect guidance in helping to address the problem of kindergarten students needs more comprehensive research.

5.3 Suggestions

Based on the conclusions and recommendations above, then the following explanation put relevant suggestions.

Firstly, it is advisable for teachers who want to teach, they need to have a comprehensive understanding of the problems often experienced by students in kindergartens and alternative solutions to the problem. Secondly, the efforts should be done by the teachers in order to provide assistance to students who have problems, are as follows: (1) Teachers should be able to think widely and strive to help kindergarten students to resolve the problem, (2) Teachers must be willing to accept kindergarten students what the way they are (3) the teacher must have the creativity and sensitivity in dealing with troubled students. Thirdly, the efforts that can be made by the early childhood education educators, such as: (1) Facilitate and conduct training for teachers in order to implement the activities in the relief on troubled students. (2) Cooperating with parents, (3) For another thing, there are many parents who have a traditional mindset of looking at the problems of children, assuming that the kindergartners do not have problem. Therefore it is necessary in order to the teachers of kindergarten can hold an interactive dialogue, in order to change the mindset.

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Vocabulary Mastery through Word Chain Game and Guessing Word Game at Different
Motivation in Learning English
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Abstract

Vocabulary is the body of sentence that makes up a language. There are many problems in learning vocabulary, for example: the students sometimes feel bored, their motivation is still low. The objective of the research are: 1) To know whether there is a significant difference between vocabulary mastery through word chain game and guessing word game, 2) To see which one of the two games that more effective to teaching vocabulary. 3) To know whether there is a significant difference between students who have high motivation and low motivation in mastering vocabulary. In this research the researcher uses quantitative research. The design is analysis varian factorial 2x2 designs. Based on the data analysis the researcher gets the result: there is different vocabulary mastery through word chain game and guessing word game at the students who have high and low motivation and there is interaction between vocabulary mastery, game, and different motivation.

Keywords: Difference Motivation, Guessing Word Game, Vocabulary Mastery, Word Chain Game.

1. INTRODUCTION

Nowdays English becomes important language in the world. It is widely used in global Era. In indonesia, English subject is the first foreign language that is used in the school. English also is one of obligatory subjects that must be followed by students in the school. Besides English language has three elements: vocabulary, grammar, and punctuation. Vocabulary: There are several hundred thousand words in the English language. However, few people would claim to know them all, and you need to learn far fewer words than that to be able to start using the language. Vocabulary is the body of sentence that make up a language. It plays an important role in communication in order to express the ideas. The more word you know the more information you get.

Based on preliminary research, the researcher found that many students still have low vocabulary mastery at Civil Engineering Study Program, Muhammadiyah University of Metro. In vocabulary learning there are some problems faced such as the students sometimes feel bored, so that they can not receive the instruction well. The researcher found that the way students apply in mastering vocabulary only focused on how many word that students should memories, not how the way learning vocabulary make the students enjoy so that they can memorized well. The other reason why the students lack in vocabulary mastery it is because of their motivation to learn English and mastering vocabulary still low.

The fact is that students feel bored and do not have spirit to learn vocabulary. So it is needs media to make the students become more active in learning process. In this paper, the researcher wants to propose two ways to solve the problem about how to learn and memorized new vocabulary with a fun way.

To solve the problems, it is necessary for English lecturers to make vocabulary more interesting and give motivation to the students so that they have more spirit to increase their vocabulary. They have not vocabulary for it they can not deliver their idea, feeling and thought. Lecturer as facilitator must create good atmosphere, select relevant materials and apply suitable technique in order the teaching runs well. So, because of that problems, the researcher wants to do the research that is by showing the implementation of teaching English vocabulary by using word chain game and guessing word game to teach vocabulary, because vocabulary is very essential element in a language. Then the researcher wants to do a research untitled "A Comparative Study Between Vocabulary Mastery through Word Chain Game and Guessing Word Game at Different Motivation in Learning English at the Student of Civil Engineering Study Program at Muhammadiyah University of Metro in Academic Year of 2014/2015".

2. LITERATURE REVIEW

2.1 Research Objective

The objectives of this research are:

- To know whether there is a significant difference between students' vocabulary mastery through word chain game and guessing word game.
- To see which one of the two games (word chain game and guessing word game) is more effective to teaching vocabulary at the students of Civil Engineering Study Program of Muhammadiyah University of Metro.

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- c. To know whether there is a significant difference between students who have high motivation in learning English with students who have low motivation in learning English in mastery vocabulary.

2.2 Theoretical Review

2.2.1 The Concept of Vocabulary

According to Hornby (2002, 1707) vocabulary is as a collection or list of words with brief explanations of their meanings. Schmitt (2010:33) noted, "Learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English. To support this statement, According to Thornbury (2002:13) without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed. Based on the statements above, it can concluded that vocabulary is the most important aspect in learning language, with mastering vocabulary people can communicated with other people fluently. People who learn a language means that he or she should try to learn vocabulary. Without vocabulary, people can not use the language for communicative purpose since it is the vital aspect of language. Vocabulary of every language as well as English language which can symbolize anything, being a total number of words.

2.2.2 The Concept of Word Chain Game

According to Dave in Wikipedia (2009:56) Word chain game, also known as Grab on Behind, Last and First, this is a word game in which players come up with words that begin with the letter or letters that the previous word ended with (Wikipedia). Word Chain is a brilliant word game designed for students to build and enhance their vocabulary skills. Through this game, kids can test how good they are with words and learn some new words as well.

A well known example is game, which makes pupils repeat and extend an ever growing word. The basic rule for chain games is very simple: every player adds another link of the "chain" in his turn. These links may consist of letters, words, or sentences and the result can be extremely long-winded mostly in the case of chain stories – or quite funny. Additional rules determine, for example whether each players has to repeat everything that has been said before, as in the game mentioned at the beginning, whether there are any constraints on the selection of "chain links", as in an association game, or whether certain time limits have to be kept. The following games can be used from the beginner's level upwards.

2.2.3 The Concept of Guessing Word Game

Guessing word game is a game where students have to solve the problem about difficulty to learn vocabulary. Klippel (2004:155) mentioned that guessing word game is a game where students in each group solve the problem from pieces with question them. Guessing word game practices in the foreign language. Firstly, the students have to understand the bit of information they are given and describe them to the rest of the group. Secondly, the students have to organize the process of finding solution; a lot of language interaction here. McCallum in Suryani (2011:19) stated that guessing game is good exercise to teach or revise some specific vocabulary, grammatical structures and petterns. Guessing game involves equal participation from both slow and fast learners because guessing game is interesting, each students gets engaged in the task. Guessing word game stresses students to work together upon the problem. They are trying to listen and guess what the word is it. Teaching vocabulary through games is possible to be applied since this game can be used in individual or in group.

2.2.4 The Concept of Motivation

According to Mc. Clelland in Uno (2007:9) says that a motive is the reintegration is a cue of a change in an affective situation, which means that the motives are the implications of the various outcomes studied consideration and marked a change in the affective situation. According to Dimiyati and Mudjiono (2013:80) students learn as encouraging by a desire mental strength, concerns, wishes or ideals. Motivation is the energy which students in achieving their needs. The level of motivation influences them to reach those needs.

According to Dalyono (2005:55) Motivation is activator energy to do something, that come from their self and environment. Motivation is an effort of the students in determining their success for achieving the objectives of learning, which is influenced by intrinsic and extrinsic. Both of them motivation is essential elements of success.

3. RESEARCH METHOD

This research is quantitative research. According Arikunto (2002:45) states that research design is a plan or program made by the researcher, as the activity target that to do. The researcher plans to use analysis varian factorial 2x2 designs in this research. The kind of design is control group pre-test and post-test design. Factorial design is a modification of the true experimental design, the attention to the possible existence of moderator variable that would affect the independent and dependent variables.

Motivation \ Game	Game	
	WCG (X ₁)	GWG (X ₂)
High (A ₁)	A ₁ X ₁	A ₁ X ₂
Low (A ₂)	A ₂ X ₁	A ₂ X ₂

Where:

A₁ X₁ = Students is high motivation taught by word chain game

A₂ X₁ = Students is low motivation taught by word chain game

A₁ X₂ = Students is high motivation taught by guessing word game

A₂ X₂ = Students is low motivation taught by guessing word game

The population in this research is all students of Civil Engineering Study Program at Muhammadiyah University of Metro in academic year of 2014/2015. The total classes in that campus are 2 classes. In the first class there are 33 students and the second class there are 32 students, and the third class there are 35 students. The total numbers of the students are 100 students. According to Sugiyono (2013:119) sampling technique is a technique to take sample. The researcher uses *cluster random sampling*. This technique has been done by consideration that the characteristic of population consist of group and each group in population is homogenous that is consisting of the students from the same semester with similar learning process or environment. It used if population or sample is cluster units in population. By the steps of cluster random sampling the researcher found that first and second class as a sample. First class is an experimental class and Second class as the control class. First class consist of 33 and second class consist of 32 students. By a process of rationalization data from the classes, each of the class has been taken 31 students. So they are 62 students as a sample of this research, 31 students from first class as experimental class and 31 students from second class as control class. The researcher uses a process of rationalization or matching to get sample of students' motivation. The process is performed to obtain balanced data for each sample classes.

Arikunto (2002:192) states that research instrument is the equipment or tool that used all the research conducted to get the final goal of the research. It means that research instrument very important, there is two test form that are: the first is multiple choice for vocabulary mastery test as a research instrument for pre-test and post-test. Kind of the test would be multiple choice items and the material about descriptive and recount text about people, animals, historical building, and things around us. The students can choose one of the answers A, B, C, or D based on the questions. The total of the items test are 25 items.

Then the second one is questionnaire, to know the degree of students' motivation in learning English, the researcher would used questionnaire as an instrument. This kind of test it can measure the students motivation in learning English and mastery vocabulary. There would be 25 questions in questionnaire in checklist form. In each question, there are four alternative answers. The option as follows:

SS : Totally Agree

S : Agree

RG : Suspicious

TS : Disagree

STS : Totally Disagree

The student has to choose one of the options which are alternative by checklist and ratio scale the option. Then the outline was arranged to make the items clearly. The final score from vocabulary mastery test and questionnaire test will be get by the following formula:

$$S = \frac{R}{N} \times 100 \quad (\text{Suwarno, 2005:204})$$

Where:

S = Score

R = The right answer

N = The max score of the test

4. RESULT AND DISCUSSION

4.1 The Result Research

The research was conducted on February 28th 2015 and done on March 18th 2015. Before doing the research, the researcher measured the validity and the reliability of the instruments. Then after calculated the data the researcher found that the test items is valid to be tested in many situation and the test is reliable. Then by data analysis technique the researcher found that the distribution of the data has normal condition, and it is also show

that the data are homogeneous. After that the researcher wants to find the hypothesis of this research and it is explained as follows:

4.1.1 The Difference between Students Vocabulary Mastery through Word Chain Game and Guessing Word Game

Based on the calculation, it is found that $F_{cal} = 7,5$ and F_{table} at significance level 1% is 7,08 and at significance 5% is 4,00. At this point the researcher finds that F_{cal} is bigger than F_{table} . By calculating the researcher found that the students who taught by word chain have good score with the average is 5,4, while in the control class the average score is 4,3 it means that the students taught by word chain game have good vocabulary mastery than those students taught by guessing word game. Finally, the researcher concludes that there is difference of vocabulary mastery through word chain game and guessing word game.

4.1.2 The Difference of Vocabulary Mastery through Word Chain Game and Guessing Word Game at High Motivation in Learning English

Based on the calculation, it is found that $F_{ratio} = 37,7$ and F_{table} at significance level 1% is 7,08 and at significance 5% is 4,00. At this point the researcher finds that F_{ratio} is bigger than F_{table} . Finally, the researcher concludes that there is difference of vocabulary mastery through word chain and guessing word game at high motivation. The difference result of vocabulary mastery both of the class can be seen in table statistic above. It finds that the total data of experimental class who have high motivation that is 97 and the average is 6,1 it is bigger than the students in control class who have high motivation that is 75 with average is 5. While the total data of experimental class who have low motivation that is 71 with average score as much as 4,7 it is bigger than the students in control class who have high motivation that is 60 and average score is 3,8 but the differences not significant. It means that word chain game better than guessing word game to teach the students who have high and low motivation.

4.1.3 The Interaction between Game, and Different Motivation in Learning English to Teach Vocabulary

Based on the calculation, it is found that $F_{ratio} = 11,6$ and F_{table} at significance level 1% is 7,08 and at significance 5% is 4,00. At this point the researcher finds that F_{ratio} is bigger than F_{table} . Finally, the researcher concludes that there is interaction of vocabulary mastery, game, and different motivation.

4.2 Discussion

As what was described the researcher in the previous chapter, the purpose of this study is to know the different result of vocabulary mastery through word chain game and guessing word game, to know the different result of vocabulary mastery through word chain game and guessing word game at high and low motivation in learning English and to know the interaction of teaching technique and different motivation in learning English to teach vocabulary mastery. To clarify the purpose of this study, the researcher uses vocabulary test (pretest and posttest) and questionnaire to know the level of students' motivation as a research instrument, and the average score of questionnaire, pretest and posttest for each class through word chain game and guessing word game compared to find out the advantages of both scores.

The research was also in line with the previous research from Septiana in 2010 untitled "Vocabulary instruction through guessing game at seventh grade of SMP Islam Terpadu Bustanul Ulum Terbanggi Besar in the first semester of academic year 2009/2010." The result shows that there is an increasing from the pretest to posttest after being taught by guessing game in the experimental class. Based on the data analysis at the significant level 0.05, in the experimental class the researcher finds that $p=0.00$ and in the control class $p=0.13$. It proves that the increase in the experimental classes significant but in the control class is not. It can be concluded that guessing game can be used to increase the students' vocabulary achievement.

In the previous research overview, the other researcher did the research about the implementing of guessing word game toward vocabulary mastery, then in this research the researcher wanted to prove and compare which one more better both word chain game and guessing word game to teach vocabulary to the eighth class. The other differences of this research with previous research is the researcher wants to see the different level of students' motivation in learning English through mastery vocabulary. In this research the researcher found that word chain game more effective to teach vocabulary for the students who have high and low motivation. The result are in line by Dave (2009:56) said that word chain game is a brilliant word game designed for students to build and enhance their vocabulary skills. Through this game, kids can test how good they are with words and learn some new words as well. This game the word must begin with the last syllable, of the previous word. A category of words is usually chosen, there is a time limit such as five seconds, and words may not be repeated in the same game. Finally, by finding the result of this research the researcher concludes that word chain game compared with guessing word game more effective to teach vocabulary mastery to the students at high and low motivation in learning English. So the researcher suggests to apply word chain game in vocabulary learning.

5. CONCLUSION

5.1 Conclusion

Based on the findings result of data analysis above, the researcher concludes that word chain game more effective than guessing word game to teach vocabulary mastery to the students of Civil Engineering Study Program at Muhammadiyah University of Metro, then the students who have high motivation in learning English have better vocabulary mastery than those who have low motivation in learning English, and there is interaction of game, different motivation, and vocabulary mastery for the students. So the researcher suggests to the lecturer to use word chain game to be applied in vocabulary learning.

5.2 Suggestion

After doing the research, the researcher has some suggestions related to the research has been done that is for the students, to learn English, the students must improve their vocabulary mastery, because without vocabulary they learn nothing. In vocabulary learning, especially mastering vocabulary through word chain game and guessing word game, the students must know about the rule of the game. By the game, the researcher wants to make the students feel enjoy so they are able to catch what they have learnt. So, it will improve their vocabulary mastery.

For the lecturers, to make the students interest in learning activity, the lecturers should use suitable learning technique in the class. By using game and also other technique or method it will make the students feel interesting during learning process. Therefore, as the English lecturers must be able to find many ways to enrich the students' vocabulary mastery so mastering vocabulary do not make the students feel bored during learning process. The researcher suggests that the English lecturers sometimes can use word chain game and guessing word game to in improving the students' vocabulary mastery. Then the last for the other researcher, since this research has been finished, this thesis may encourage them to conduct other studies with concern on basic of language that is vocabulary. Find other affecting factor in learning vocabulary is really need to identify the problem so the researcher able to find the match technique to treat them. So, it can develop the students' vocabulary mastery well.

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The Influence of Using Mind Mapping Technique toward Writing Recount Text Ability of the Students at Muhammadiyah University of Metro in Academic Year 2014/2015

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Abstract

Writing is one of the language abilities that will never be left in education; it is a difficult lesson, especially for junior high school students. Recount text is a type of written texts (paragraph or more than one paragraph). The purpose of recount text is to tell the readers what happened in the past through a sequence of events. The students need some interesting technique which can give them ability in writing, especially recount text. Mind Mapping is a recommended technique in teaching English, especially for vocabularies and for mapping some ideas with pictures and colors used to build a recount text. When the students feel bored with the technique, the lecturer can use this technique to teach the students in writing especially recount text. The purposes of this research are to know whether there is any influence of using Mind Mapping technique towards students' writing ability of recount text, and to know how significant the influence of using Mind Mapping technique towards students' writing ability of recount text. The research takes two classes; they are experiment and control class.

Keywords: Mind Mapping Technique, Influence, Writing Recount Text Ability.

1. INTRODUCTION

Learning English at school is expected to solve daily problems in communication and to continue their study to the next steps, to enter college or to find a job. English as a subject in school is directed to improve the four abilities. They are listening, speaking, reading and writing.

Writing is one of the language abilities that will never be left in education. Students need to know how to write letters, how to put written reports together, how to reply to advertisements, how to write or type using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction etcetera). Ditjen Dikti (2010: 5) states that minimum mastering the materials sometime are made basic graduated for the students who learn the material. But then usually up to mastery moving material among 75% up to 80%. By looking the standard above, it can be continue to the next step as rules; when the students able to mastery the material more than 75%, the learning process can be continued by discussing next material and when the students just can be mastery the material less than 75%, the next meeting on learning process is just focusing in remedial program. In those achievement grades, it is hoped that the students able to mastery the material more than 75%. So that, it is not needed the remedial program.

Based on pre survey in SMPN 5 Metro, the researcher finds some students' problems in learning English. Especially, at the eighth grade students of E class, the students consist of 27 students. The minimum passing grade for speaking term is 70. Meanwhile, there are 8 students or 30% pass the minimum passing grade and 19 students or 70% did not pass the minimum passing grade. Based on the references above, it required as the movement mastering among 75% up to 80%. While, in the field the mastering of students' writing is less than 75%. So, from the data just 8 students get score more than 70. Base on those data, it can be conclude that the quality of English lessons especially writing ability of Recount text is still low. So, it is necessary for English lecturer to use effective technique in learning writing. It will make the learning process more interesting. So, the researcher concludes that the quality of English lesson in mastering writing is still limited or low.

The lecturer's technique in teaching is very influential in the students' ability especially in writing, because when the lecturer just uses conventional technique such as lecturing, the students will feel bored. The researcher finds that the teacher's way in teaching should be changed. The teacher should use another technique in teaching writing especially in recount text. Mind Mapping is a recommended technique in teaching English, especially for vocabularies and for mapping some ideas used to build a recount text. In the usage of mind mapping, the students not only use their left side of the brain to identify words but in the same time they also use the right side of the brain in learning language. They will have opportunity to make some colorful pictures, lines, symbols or signs to help them remember the words or the facts in their mind maps. So, every student will not feel depressed in understanding the material. When the students feel bored with teacher's old technique, the teacher can use this technique to teach the students in writing especially recount text.

2. CONCEPTUAL DEFINITION

Talking about The Influence of Using Mind Mapping Technique toward Writing Recount Text Ability, there is some experts give their definition about it. According to Harmer (2001: 79) writing is a form of communication to deliver thought or to express feeling through written form. Jonah (2006: 14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. Writing is the major means of communication within an organization. Writing abilities enable an individual to write lucidly, coherently, and grammatically, or to handwrite legibly with ease and speed.

Recount text is a type of written texts (paragraph or more than one paragraph). The purpose of recount text is to tell the readers what happened in the past through a sequence of events. The root word comes from “re” means “again” and “count” means “report”. Both small parts of words become recount that means to retell. According to Oxford Learner’s Dictionary fourth edition, it is defined as: tell somebody about something, especially something you have experienced. E.g. he recounted his adventure since he had left home.

Depdiknas (2004) list out three major types of recount text:

a. Personal recount

Personal recount describes an event where the writer or the author is doing the action by himself. It includes in the story, funny events which is written on the diary. The characteristic of personal recount is that the use the first person’s pronouns, personal response to the events can be included (usually at the end of the text). The generic structures of personal recount:

- 1) Orientation (Who were involved in the story, when, and where)
- 2) Events (Tell what happened in a chronological order)
- 3) Evaluation(Comments of the writer/speaker about the experience)
- 4) Re-orientation (the conclusion of the experience)

b. Factual recount

Factual recount describes the facts of events, such research report, reports on the magazines, and so forth. There are some characteristics of factual recount:

- 1) Its details are usually selected to help the reader to reconstruct the activity or incident accurately.
- 2) Mention of personal feeling is probably not appropriate.
- 3) Sometime the ending describes the outcome of the activity.
- 4) Details of time, place and manner may need to be precisely stated.
- 5) It may be appropriate to include explanation and justifications.

c. The generic structures of personal recount text are:

- 1) Orientation (Who were involved in the story, when and where)
- 2) Events (Tell what happened in a chronological order)

d. Imaginative recount; Imaginative recount describes the story or fiction, for example, the texts for teaching language. The imaginative recount usually, written in the first person, and need not to include personal reactions.

e. Language features of recount text are:

- 1) The use of nouns and pronouns
- 2) The use of action verb use of past tense
- 3) The use of simple past tense
- 4) The use of time conjunction
- 5) The use of adverb and adverb of phrases.

The term of ability is defined as skill or power (Oxford Learner’s Pocket Dictionary, 2011, 03). Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

The researcher found that the definitions of ability from online dictionary are:

- 1) The quality or state of being able (*ability* of the soil to hold water); *especially* : physical, mental, or legal power to perform;
- 2) Competence in doing;

Natural aptitude or acquired proficiency (children whose *abilities* warrant higher education).

“The Mind Map is an expression of Radiant Thinking and is therefore a natural function of a human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance” (Buzan, 2010: 43).

A popular British psychology, Buzan (2010: 34) claims that he invented modern mind mapping. Mind mapping is a technique which was originated by Tony Buzan as a tool in helping people to gain an effective learning. Buzan has gone on to be known as the world’s leading trustee on how to use the brain more effectively.

The Mind Map refers to a diagram, the students can use it to represent words, ideas, tasks or other items which is related to and arranged radically around a central key word or idea. It has a several functions such as: to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving and decision making. Furthermore, it is useful for detailing information; supporting information from different research sources, thinking through complex problems and presenting information in a certain format that able to shows the whole structure of the subject. Nowadays mind map is used in a sort forms and for sort applications. Involving learning and education, and also in planning and engineering diagramming.

In brief, the using mind mapping technique has influence toward students' writing recount text ability because through mind mapping, the students will be able to make the concept of their recount text before they write what they should write. It makes writing recount text easier and more interesting for the students.

3. RESEARCH METHOD

Research design that will be used in this research is experimental design. The type of the research design is true experiment. Sugiono (2010: 112) states that the characteristic of true experimental design is the sample which is used for experiment group or control group are taken by using random technique from certain population. There are two kinds of true experimental design; they are posttest-Only Control Design and Pretest-Posttest Control Group Design.

In this research, the researcher chooses Pretest-Posttest Control Group Design. In this design, there are two groups are chosen by cluster random sampling technique. These groups will be given pre test to know students' ability in beginning. In this design, there are two groups are chosen by cluster random sampling technique. These groups will be given pre test to know students' ability in beginning. The design is as follow:

Table 3.1 Design of Research

Group	Pre-test	Treatment	Post-test
(M)(R) experiment	T-1	X1	T-2
(M)(R) control	T-1	X2	T-2

(Accepted by Karwono, 1992:77)

Note:

R : Randomizes

M : Matching

X₁ : The treatment of speaking ability using Mind Mapping Technique

X₂ : The treatment of writing ability using Lecturing Technique

T₁ : Pre-Test

T₂ : Post-Test

4. HYPOTHESIS TEST

If the sample comes from the population which is distributed normally and homogeneously, the test will be continued to the hypothesis test. Some steps of hypothesis test as follow:

- a. Formula of hypothesis

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

- b. Statistic formula

If $\sigma_1 = \sigma_2 = \sigma$, and σ is unknown, the statistic is :

$$t_{\text{ratio}} = \frac{X_1 - X_2}{S_g \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{Where: } S_g^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

The testing criteria received H_0 if $-t_{\text{table}} < t_{\text{ratio}} < t_{\text{table}}$ and refused other t_{ratio}

Notes :

The criteria are:

- a. H_0 : is accepted if t-ratio is lower t-table (the hypothesis proposed is not proved)

- b. H_a : is accepted if t-ratio is higher than t-table (the hypothesis proposed is proved)

- a. **Hypothesis 1 :**

H_0 = There is no influence of using Mind Mapping technique toward students' writing recount text ability.

H_a = There is positive influence of using Mind Mapping technique toward students' writing recount text ability.

- b. **Hypothesis 2 :**

H_0 = There is no significant influence of using Mind Mapping technique toward students' writing recount text ability.

H_a = There is positive significant influence of using Mind Mapping technique toward students' writing recount text ability.

5. FINDING

The objective of the research is to know whether there is any influence of using Mind Mapping technique towards students' writing ability of recount text and to know whether there is any positive significant influence of using Mind Mapping technique towards students' writing ability of recount text. For hypothesis test, the researcher uses independent group *t*-test, which is used to compare the means from two different groups, experiment and control.

The criteria of hypothesis test are as follow:

H_o : Accepted if t_{ratio} is lower than t_{table} (the hypothesis proposed is not proved)

H_a : Accepted if t_{ratio} is higher than t_{table} (the hypothesis proposed is proved)

The result of calculation has shown that there is positive influence of mind mapping technique toward writing recount text ability. Because, the result of t_{ratio} is higher than t_{table} ($7,95 > 2,00$ and $2,66$). For the second finding, the data has shown that there is positive significant influence of mind mapping technique toward writing ability, because the result of t_{ratio} is higher than t_{table} ($4,22 > 2,00$ and $2,66$).

6. CONCLUSION

After the researcher finished the research and analyzed the data that the researcher got from the research, then the researcher made a conclusion. Based on the result data of the analysis and calculation of the data, the researcher concludes that there is positive influence of using Mind Mapping technique toward writing Recount text ability of the students at the third semester of English Education Program at Muhammadiyah University of Metro academic Year 2014/2015, and there is positive significant influence of using Mind Mapping technique toward writing Recount text Based on the conclusion, the researcher gets the findings as follow:

- a. There is influence of using Mind Mapping technique toward writing recount text ability students at the third semester of English Education Program at Muhammadiyah University of Metro academic Year 2014/2015. It can be shown from the result of hypothesis test that t_{ratio} is higher than t_{table} ($7,95 > 2,00$ and $2,66$). This is the result of pre-test and post test of experiment class then the researcher calculated and proved that the first hypothesis is accepted. It means that Mind Mapping technique can influence the ability of students at the third semester of English Education Program at Muhammadiyah University of Metro academic Year 2014/2015.
- b. There is positive significant influence of using Mind Mapping technique toward writing recount text ability of the students at the third semester of English Education Program at Muhammadiyah University of Metro academic Year 2014/2015 . It can be shown from the result of hypothesis test that t_{ratio} is higher than t_{table} ($4,22 > 2,00$ and $2,66$). This is the result of post test in experiment and post test in control class then the researcher calculated and proved that the second hypothesis is accepted. It means that Mind Mapping technique has positive significant influence toward the student's ability at the third semester of English Education Program at Muhammadiyah University of Metro academic Year 2014/2015

The researcher purposes some suggestions:

In order to increase the students' writing ability in Recount text, it is suggested to use Mind Mapping technique in the teaching writing, especially Recount text with the steps:

- a. Use big enough paper, A4 or other in horizontal position (landscape),
- b. Make main branch to write down the gist of one's thoughts or topic especial (just keyword).
- c. Keyword usually a noun or a verb,
- d. Use picture, sign or symbols to progress visual effect of gist of one's thoughts.
- e. Use three or four colors to draw main idea, from the main branch, make branch again to create sub topic.

By using Mind Mapping technique with the steps above, it can make the students feel enjoy in learning process and it can make the students easier to compose writing. So, it can achieve the students' writing ability.

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The Waste Bank in Caring the Environment (The Study of the Creative Economy of Cangkir Hijau Waste Bank Metro - Lampung)

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Abstract

The current paper discusses the Movement Collaboration Keeping the Environment (Study of Creative Economy Cangkir Hijau Waste Bank Metro Lampung. Development Bank Trash by lecturers and students STAIN Jurai Siwo Metro attempt to save the environment by managing waste into creative craft. Kresbag is a cloth bag packed with a variety of sketches that resident self-conscious to bring eco-friendly bags when shopping. The Waste Bank is run by students, they get profits are used to finance college independently. This empowerment using ethnographic approach and to answer questions, this paper utilize Pierre Bourdieu's theory of Intellectual Collective is a diverse movement of multidisciplinary knowledge and profession to make social change.

Keywords: Creative Economy, Waste Bank, Handicrafts, Waste Recycling.

1. INTRODUCTION

In some cities in Indonesia, neither big city nor small city, the physical development grows rapidly. It is encouraged through the growth of people and such economy activity which is highly growth. In fact, the fulfilling the resident also the needs of citizenship will be highly needed. One of the most important things that should not be missed from city development is the problem of waste. The waste is into the acute problems for the development of the city, one of problems which is often taken lightly is household garbage [1].

Therefore, the government has issued that such a regulation on the management of household waste [2]. According to the World Health Organization (WHO) that trash is something that is not being used, not used, not liked or something which is removed from human activities and does not happen by itself. Trash can also mean something that is produced by humans and animals that is not useful or needed anymore [3].

The existence of the garbage in the community becomes such a classic problem that does not get the attention, both from the public and the government. Based on data from the Ministry of Environment in 2012 was recorded on average each person produces 2 kilograms of garbage per day. That is, if when Indonesia has a population of 250 million, then the garbage that will be generated is 500 tons of garbage in one day. The importance of waste management as in [4] in maintaining the environment, particularly in the cities, especially in the neighborhood, has been demonstrated in several studies [5].

The concept of sustainable development is the form of representational strategies in dealing with the problems which is posed by the character of the urban areas[6]. The sustainable development is such a construction that lasts for a long time. The idea of sustainable regional development is the integration of sustainable development principles into the practice of regional development

The concept of a qualitative policy, which requires the operationalization of quantitative contributes significantly to the realization of sustainable regional development [7]. From the aspect of ecological, urban green open space that is clean of trash, neat and orderly part of the whole ecological system of urban areas, while the social and economic aspects are part of the spatial structure of human space activities [8].

Metro is a small town located 46 kilometers from Bandar Lampung, capital of Lampung province. Metro City area is only 0.2% of the total area of Lampung Province. Metro has a long history of delivering the territory that was once raised beds metamorphosed into a real town. Until 2012, the population of Metro City has reached 152 340 people, consisting of 77 700 men and 74 640 women. Metro consists of 5 sub-districts and 22 villages, the average population density of 2,216 people per square kilometer. Metro has also been nominated in the top 10 nationally as the best green cities in Sumatera [9]. However, to the waste problem, Metro still needs many improvements.

Starting from the movement of #SayangiMetro that is a movement born out of community residents who have agreed to collaborate to share the role of keeping open green space and the environment. In turn the movement is driven by a community *Bincang dan Pikir* (CangKir). It did environmental campaigns through such a variety of activities of various creative activities includes: the movement of taking waste (GPS), Metro Photograph, Music and making such a documenter movie about the waste. The community is believed by the

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government to manage the Ki Hajar Dewantara garden, building the “Cangkir Hijau Waste Bank” also the waste craft and doing the campaign to use “Kreabag” (such a movement unsued plastic).

2. RESEARCH METHOD

The current paper reveals the movement of Cangkir Hijau Waste Bank in building such an economy movement of handicrafts through creative trash and kresbag anti plastic bags in an effort to keep the environment at Metro City of Lampung. This research uses ethnographic approach which aims to give an overview of the experience of the Cangkir Hijau Waste Bank.

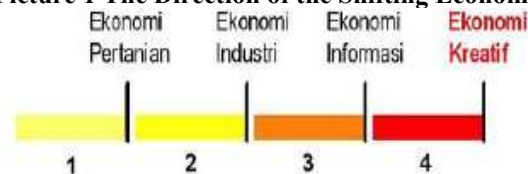
The used data of the study is derived from the primary data field of observations and structured interviews with the informants, while secondary data is obtained from the data that existed previously in the form of records, papers, documents, reports and other sources related to the research theme, the informants are the activists of Cangkir Hijau Waste Bank. The founders of Cangkir Hijau Waste Bank collaborate with Bank movement trash like the music community, the community of photography, film community and others. Data were then analyzed by induction-conceptualization from fact or empirical information (data) to build a conclusion.

3. RESULT

3.1 The Creative Economy

The development of the world economy is currently experiencing a shift chart. Books creative economic development Ministry of Trade of Indonesia memaparakan how the process of these economies gradually shifts towards creative economy. The agricultural sector used to be the backbone of the post-war world now that is no longer the main shaft. As in Singapore, China and other countries to survive, and it is growing though not rely on the agricultural sector.

Picture 1 The Direction of the Shifting Economy



In 2002 the city of creative and Creative Classes became popular through the publication of Richard Florida's *The Rise of the Creative Class* (2002). This is one of the most often cited source and made the cornerstone of the implementation of the policy on creative cities, including in Indonesia. The idea itself is very catchy and easy to digest. 3T technology, Talent, and tolerance.

Richard Florida, in *The Rise of the Creative Class* describes the creative city is such a city that is able to instill the culture and inspiring 'creative' in society, and that such efforts can support the efforts of 'creative economy'. 'Creative' is itself a process, it can not just show up instantly, and the creative process itself can be of a way of seeing, ways of thinking, and acting.

Metro has the same potential, as seen from the small area income. The results of the agricultural sector which is low compared to other counties. But with a potential of 14 campuses in the city, the role of intellectual property very influential creative economy translates into the public domain. And also the use of technology in the city speeds up the process. The concept of the creative economy is where science and technology is the main input in stimulating economic development and creating a good economic growth. Science is translated as an outcome of the role of intellectuals in it. The creative economy is an evolving paradigm of pre-capitalist modes of thought, agri-culture (agriculture), the industrial economy and then the information economy later this creative economy.

3.2 Cangkir Hijau Waste Bank

CangKir Hijau Waste Bank is such a movement of the creative economy is the response to the problem of garbage in Metro. Garbage is as a classic problem of people tried to be converted into a blessing. Moving with the full limitations, the fourth movement is trodden with optimism, not merely function as a landfill, the members also build awareness of citizens through education-education campaigns and skilled residents to sort trash, both organic and non-organic. Cangkir Hijau Waste Bank is the way to realize the dream of a green city that is friendly, prosperous citizens, and not prone diseases.

The vision of the Cangkir Hijau Waste Bank is building a business-based economic empowerment through creative crafts out of trash. While, the mission of Cangkir Hijau Waste Bank is to maintain and preserve the environment by utilizing garbage, build community awareness in selecting and sorting out the trash so it has

economic value and does not pollute the environment. Cangkir Hijau Waste Bank is running with the principle of social entrepreneurship that not only private profit-oriented.

According to the World Health Organization (WHO) trash is something that is not being used, not used, not liked or something removed from human activities and does not happen by itself. Trash can also mean something produced by humans and animals that are not useful or needed anymore. The understanding Indonesians about the importance of community waste management needs to be improved. Damaged goods, unused products, the packaging of a product are disposed of. Some there are who entered within the litter box, and some others were scattered in landfills, the edge of the river or stream of water that will cause a lot of problems.

The existence of the garbage in the community became a classic problem that does not get the attention, both from the public and government. Data from the Ministry of Environment in 2012 was recorded on average each person produces 2 kilograms of garbage per day. That is, if when Indonesia has a population of 250 million, then the garbage that will be generated is 500 tons of garbage in one day. Just imagine how much waste that continues to be produced for a month, a year or several years if not matched by a sense of caring for the environment in waste management.

Looking at the such a problem then, the initiative to create a bank of garbage based on community empowerment. As disclosed by Lukman Hakim as a director of the Waste Bank

“Waste Bank which was established as efforts to maintain environmental hygiene as commanded by Islam. Islam also commanded its followers to always keep the balance of nature and do not make mischief on earth. The first Fikih also ordered about cleanliness or ath-Thaharah, meaning that humans are commanded to maintain the cleanliness and purity due in accordance with nature’ [10].

In its management, waste bank is involving the community in the transformation effort and the value of science that seeks to build public awareness of the importance of protecting the environment. Community involvement is an attempt to make the educational process directly so that what is to be delivered can be optimized. In addition to the public, also involving various stake holders to support the movement of the waste bank. Involvement multistake holders including government, private, Baitul mal Wat Tamwil, academics, community, and media.

Along with cooperation multistake holders, Lukman hope will accelerate the movement of waste banks so that the target in one year will appear a new waste banks are managed directly by the people in their respective areas. With the growth of bank trash professionally managed, will keep the environment clean and pressed pollution caused by waste.

The vision of the Cangkir Hijau Waste Bank that we have been building is such a business-based economic empowerment through creative crafts out of trash. While, the mission of Cangkir Hijau Waste Bank is to maintain and preserve the environment by utilizing garbage, build community awareness in selecting and sorting out the trash so it has economic value and does not pollute the environment. Cangkir Hijau Waste Bank is running with the principle of social entrepreneurship that not only private profit-oriented. However, the movement of social entrepreneurship has the Mission of empowerment that is voluntary (voluntary) and philanthropy (generosity).

The conception of 3 R i.e. (1) reduce, encourage us as much as possible reduce the use of goods that generate waste, (2) re-use, reuse items commonly disposed by avoiding disposable goods (disposable waste). This can extend the usage time of the goods before it becomes waste and to recycle (3) i.e. recycle. The discarded garbage must be sorted, so that each part can be dikomposkan or optimally recycled, rather than discharged into the sewage system mixed as today. Industries have to redesign their products to simplify the process of restarting the cycle of such products. This principle applies to all types of garbage and Groove, where with the sorting, it will be easily for scavenger or entrepreneur find recycling bins which can be recycled-ulangkan. Besides the mixed waste disposal can damage and reduce the value of the material may still be utilized again. Organic materials can contaminate / contaminating materials that might still be in the recycling and toxins can destroy the usefulness of both [11].

In Metro, there is only one waste bank which is a program of the Government run by the family welfare Construction Group (PKK) and operate only once a week. In addition, there are some garbage collectors who only do activities and selling junk. Lukman explained if seen from the existence of the bank trash in Metro City, then the prospects for developing the bank's trash still has enough promising opportunities.

When launching the first time, the Bank Trash attended by people with enthusiasm. Looks like the image below, the Mayor of Metro Lukman Hakim officially launch the first existing Waste Bank city of Metro.

Picture 2. The Launching of Cangkir Hijau Waste Bank

Source: Rahmatul Ummah

In the documentation is obtained, in addition to Lukman Hakim (Mayor Metro), some academics Metro and Lampung included as Trustees of Green Waste Bank Cups. Bambang Suhada lecturer at the University of Muhammadiyah Metro and M. Akib Lecturer, University of Lampung. Besides dr. Wahdi Siradjudin (Hospital Director AMC Metro) is also a builder and presented in the form of Hospital AMC Motor Waste Bank. And the last is Chusnunia Chalim (Member of Parliament).

After a few months, the impact of the development of firstly Waste Bank in Metro is growing and had several times to visit the location of foreign nationals. And was Consultant Ministry of Public Works and Public Housing Indonesia and France visited Cangkir Hijau Waste Bank[12].

Picture 3. The Visiting of French and IPB Student

Source: Cangkir Hijau Waste Bank

The Cangkir Hijau Waste Bank also gets visiting from graduate students of Bogor agricultural University (IPB), Okta that will examine in Waste Bank[13].

The Cangkir Hijau Waste Bank has signed onto campuses to socialize the Junk bank neighborhood concern. The internal campus is expected to care about the waste that is produced every day. Some leturers have become the waste bank such as Dri Santoso (The Headmaster of Islamic Economy), Siti Zulaikha (The dean of Islamic Economy and Law), Muhammad Mujib, Yudiyanto and others.

By utilizing a rented as offices while the warehouse bank trash Cup 2, those who want to learn is never reluctant to come into the Office, ask about waste management, what are the benefits of garbage and a range of questions from the visitors.

Picture 4. Logo of Samber Volunteer

Source : Cangkir Hijau Waste Bank

The Samber volunteers is a community that is integrated with the bank bins Green mug that has a vision to maintain the cleanliness of the city, creating a comfort, and the educational process together create a collective consciousness preserve the environment.

Picture 5. Erik Pujianto is Explaining about the Trush to SD Muhammadiyah Metro Students



Source : The Cangkir Hijau Waste Bank

The plastic bag is one of the largest waste components. Its disposable make volumes continue to accumulate and the new plastic bags could unravel in a very long time. In many cities, the movement to build awareness of the dangers of plastic bags has also been emerging such as Rob-plastic, pay4plastic, HeadbagMob, WisataPlastik, and Tshirt-Bag. The online petition of Pay4plastic asks the retailer for not giving free plastic bags to customers. In Metro City, community activists active in the campaign against plastic bags. The Cloth Bag is branded Kresbag as an alternative of reducing of use the plastic bag by making a fabric bag with various motifs.

Picture 6. Kresbag Bags



Picture 7. Coverage Kresbag in Lampung Post Sunday, December 20, 2015



Source : The Cangkir Hijau Waste Bank

4. CONCLUSION

Cangkir Hijau Waste Bank sought to build economic and social movements in order to care for the environment in Metro City. Garbage is not the problem of local government, but a problem for all residents of the city. What do Kamisan establish community Cups Cups Garbage Green Bank is a good initiative in giving an example to the communities of the city. Founding in the spirit of volunter, the activists which consisted of students at Islamic College has built a culture of collective or borrow Bourdieu term i.e. collective intellectual movement. In addition the Bank trash, this community also developed a Creative Economy that is craft of waste mixed with a variety of economic goods. Kresbag fabric bag is a joint effort of Community Bank of garbage in reducing the use of plastic bags. Making the doumnetar about #SayangiMetro describes the problem of trush in Metro. They also collaborate with the other ommunities in making the mini album which consists of the social songs and environment. The effort of the community is also supported by the figures that support the movement of saving the earth.

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