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2019

International Conference on Advances
in Education, Humanities, and Language

Mainstreaming the Influences on Higher Order of
Thinking Skills in Humanities, Education,
and Language in Industrial Revolution 4.0

Malang, 23-24 March 2019

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2019

Proceeding
International Conference on Advances in Education, Humanities, and Language (ICEL)
Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0

International Conference on Advances in Education, Humanities, and Language (ICEL)

Theme:

Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0

Subtopics:
1. Art education
2. Art and culture
3. Local wisdom
4. Identity
5. Politics and Media
6. Developmentalism
7. Innovations in Education
8. Creative Thinking
9. Academic Advising and Counseling
10. Inclusive Education
11. Education Policy and Leadership
12. Constructivism in Teaching of Language
13. Corpus Linguistics
14. Applied linguistics
15. Theoretical linguistics
16. Contemporary literature
17. Comparative literature
18. Media (television, drama, film, and others)
19. Language Teaching
20. Foreign Language Learning

Hotel Aria Gajayana – Kauman, Klojen, Kota Malang, Jawa Timur 65119

23-24 March 2019

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Malang , Tanggal 23-24 Maret 2019

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Letter of Welcome

Prof. Dr. Ir. Nuhfil Hanani AR., MS.

Rector of Universitas Brawijaya

I would like to extend a warm welcome to you all in Malang. I would like to express our sincere gratitude to the keynote speakers from Japan, Korea, Taiwan, Malaysia, United States of America and Indonesia who have been willing to fulfill our invitation. We also extend our gratitude to the presenters and participants from various universities, provinces and countries. We really appreciate your dedication to share knowledge in the first International Conference on Advances in Education, Humanities and Language 2019 (ICEL 2019) organized by Language Education Department, Faculty of Cultural Studies, Universitas Brawijaya.

One of the missions of Universitas Brawijaya is developing and disseminating science, technology and art, and striving to use it to improve people's lives and to enrich national culture. In its endeavors to support the dissemination of new development in science, technology and art, Universitas Brawijaya requires the faculties to host international conferences. This is because conferences such as this provide a valuable opportunity for research scientists, industry specialists and decision-makers to share experiences. I do expect that you all will be able to benefit from these two-day conferences to develop intriguing and motivating discussion to continue working. Hopefully this conference will bring great success, both of in the sense of sharing knowledge, experience, networking, and bring great significance as the beginning of academic collaboration that benefit the nation and the people of Indonesia.

Thank You.

Prof. Dr. Agus Suman, SE., DEA

Dean of Faculty of Cultural Studies
Universitas Brawijaya

Welcome to International Conference on Advances in Education, Humanities, Education and Language 2019 (ICEL 2019) that held on March 23–24, 2019 in Aria Gajayana Hotel, Malang-Indonesia. The aim of the conference is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and development activities in education, humanities, and social sciences. ICEL 2019 invites the scholars and encourages the researchers to submit high- quality manuscripts and papers to this conference. It is also to share extensively and exchange of ideas, thoughts, and discussions on all aspect of information technology, education, humanities, social sciences to facilitate the formation of networks among participants of the conference for improving the quality and benefits of the research.

It is a great pleasure to welcome all the participants of this conference in Malang. I also would like to welcome the keynote speakers from a various countries; Prof. Dr. Nuraihan Binti Mat Daud (UIIM, Malaysia), Edith Dunn, Ph.D (Conservator/Cultural Specialist, USA), Prof. Yoshihiko -Sugimura (University of Miyazaki, Japan), Prof. Park Yoonho (Sunchon National University, Korea), Prof. Su Keh Bow (Soochow University, Taiwan) and Hamamah, Ph.D (Universitas Brawijaya, Indonesia).

I do hope that this conference to be a valuable forum for lecturers, researchers and scientists to share their precious researches and this event will give significant contributions to the development of information technology, education, and humanities and it will raise the awareness of scientific community members in bringing a better life.

Dean of Faculty of Cultural Studies,

Prof. Dr. Agus Suman, SE., DEA

Dr. Sony Sukmawan, M.Pd

The Head of Language Education Department
Faculty of Cultural Studies
Universitas Brawijaya

The Industrial Revolution 4.0 has the potential to empower people, both individually and communally. This phase opens new opportunities for economic, social and self-development transformation. The transformation in the aspects of life goes much faster, accelerative, and exponential. However, the fourth wave of the industrial revolution can also lead to the marginalization of human and humanity which results in chaos and the upsurge of social cohesion that can damage human relations. Good and wise management of these two contradictory sides presents both opportunities and challenges for Indonesia, not only for the society but also for the scientific community. Biology, Physics, and Digital Science which become the main actors in the industrial revolution 4.0 certainly need to be directed to the right direction. Therefore, humanities, education, and social sciences are expected to become the driving force, the director, and the counterweight.

International Conference on Advances in Humanities, Education and Language (ICEL) is a forum for researchers, professionals, academician and industry professionals from around the world to present the results of research and development in the fields of education, humanities and social sciences in order to embrace the era of the 4.0 Industrial Revolution. This scientific forum is expected to be able to provide scientific contributions and produce new perspectives in dealing with the acceleration of civilization.

I would like to thank all the committee for their hard work to make this event a success. My gratitude is extended to the dean of Faculty of Cultural Studies and all the vice deans for the totality of the support. And finally I would also like to thank to all the keynote speakers, presenters, and participants for the ideas and contributions.

The Head of Language Education Department Dr. Sony Sukmawan, M.Pd

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Managing an Arts Faculty in a Disruptive Technology Environment

Nuraihan Mat Daud
Keynote Speaker

Kulliyyah of Languages and Management
International Islamic University Malaysia

Abstract

Technological advancement has impacted on the way a faculty is run. In many ways, it has made management more effective provided we know how to take advantage of its existence. Systems such as student management system, learning management system, admission system are among those that are needed in order to run a university effectively. Apart from these systems, social networks are increasingly used in managing a faculty. The fact is machines will continue to take over our jobs especially those that can be automated. Where teaching is concerned the modern teachers are expected to go for active approaches and to integrate the technology into their teaching. Preparing students to face the 4th and 5th Industrial Revolutions would demand more than the traditional in-class teacher-centred teaching approach. A curriculum that can produce independent learners may help to prepare our learners for the unknown future and the rapidly changing society. There is a need for us to come up with a more flexible programme that aims at producing students who can adapt to changes that are taking place in the society. This paper discusses some of the changes that have taken place with the advancement of technology in managing an Arts Faculty. Initiatives taken to keep abreast with the latest development of technology will also be shared.

The first explanation that I received on the 4th IR was when a presentation was made by the Director General of Education to all the Chairpersons of the Councils of the various disciplines. She stressed on the need to respond to the 4th Industrial Revolution. We were ask to revisit the curriculum and the way we teach. The change in the way research is conducted and managed was also highlighted.

The fact is machines will continue to take over our jobs especially those that can be automated. However, this does not necessarily mean there will be a big increase in unemployment. The innovation may mean the creation of new sets of jobs.

My level of anxiety was high since the expectations seemed to be high. As the Chair, I was expected to share the information with members of the Council of Language Deans. A similar reaction was given by members of the Language Deans Council of the Malaysian Public University when I presented the slides to them. I also shared the slides with my Faculty members, and many were quiet, not knowing what to expect. I saw many confused faces during the presentation, learners as co-curator, connectors and constructivist, heutagogy are among the big words used. The questions that they raised were what changes were they expected to do?

The fact is many are still using IR 1.0 method, chalk and talk, except that the chalk has been replaced with a marker. Before becoming a Dean in 2006, I was a Deputy Dean for 2 years and a Head of Department for four years. That was long enough to see changes in the academic world. I am seeing a blurring distinction between traditional, academic capitalist and corporate university. One of the characteristics of a traditional university is that it is highly dependent on the government, financially. But I am seeing less of this now. This does affect the way a university is run.

Infrastructure of a New Campus

In 2011, I was entrusted to establish a Faculty of Languages and Tourism, to be located in Pagoh, Johor, the southern part of Malaysia. There was no mention of the industrial revolution then, but I had e-learning in mind and the different pedagogical approaches to enhance students' critical thinking skills. Thus, I requested for smart boards in all classrooms, rooms that are suitable for problem-based learning and labs with different computer arrangements to allow for easy interaction in the class. I also requested for a whiteboard and a sticky board. But I did not get all that I requested for, mobile chairs and tables, for example. They developer claimed that the cost was too high, and not budgeted for. In a way, though it is not perfect, we have the infrastructure to prepare students for the 3rd Industrial Revolution. The campus is ready for developing students' ICT competencies, and the classroom is adaptable to the various teaching methods.

The next thing is to identify the skills that might be needed in the future Linked-in on nzherald.co.nz which appeared on 15th January 2019 listed the following among the most in-demand soft skills.

- creativity
- persuasion
- collaboration
- adaptability
- time management

Apart from the integration of the above in our curriculum, the staff were also asked to align the curriculum to the Common European Framework of Reference for Languages (CEFR). This makes it easy for them to put a target and to develop a rubric for assessment where language is concerned.

The curriculum was designed at a time when the technology was already part of our life. Hence, we had 'Sheikh Google'' in mind when developing the curriculum. The students can access the content on the Internet on their own. Hence, there is a greater emphasis on their soft skills development. Thus, we chose subjects that could enhance students' communication and thinking skills. The curriculum is also made flexible in a way that students can do subjects of their choice apart from the compulsory core courses based on their interest. They are encouraged to minor in any of the other disciplines. By doing this, we can offer broader skill-sets to our students, which is one of the recommendations made by the Industry.

I also encourage my students to join exchange programmes with a university abroad. The flexible nature of curriculum makes it easy for this to take place. Students can transfer the credits that they earned at a partner university easily. Since we go for outcome-based education it helps us to be more flexible as what we expected to produce is clearer. One of the reasons why students are encouraged to spend time overseas is the fact that offshoring seems to be in the rise. Service jobs are migrating outside the developed countries.

In managing the faculty, I found whatsapp application to be useful and powerful tool for communication.

Orientation Programme

It is also important fir the students to know the measures taken by the faculty in producing quality graduates, particularly the role that they need to play in enhancing their skills. In a briefing session to the Faculty new students this semester, I asked the students what kind of jobs can be replaced in the future. The hall was quite, and I answered the question myself, jobs that can be automated. I stressed to them that that is where we will strive. In areas where creativity and social skills are needed. I mentioned to them the importance of developing their interpersonal skills such as their communication, persuasion and negotiation skills. And these skills cannot be developed in the classroom alone. They would need to be creative in coming up with co-curricular activities to hone these skills. They would have to be creative in thinking of the activity and the budget for the programme. From the students' facial expression they were full of hope and some were anxious. But I gave the assurance that they could do it based on the performance of the previous students. Every semester, the students organized activities at faculty, university, national and international levels. Some have won awards for these activities. The briefing at the beginning of the semester is important for students to know what are expected of them. The students were also informed also informed of the flexibility of the curriculum. They are also expected to join the mobility programme especially the one that involved credit-transfer. Living in another country will help them understand another culture better, and this will prepare them to be a global citizen.

Conclusion

With the constant development in technology, there is a need for us to come up with a more flexible programme that aims at producing students who can adapt to changes that are taking place in the society. A curriculum that can produce independent learners may help to prepare our learners for the unknown future and the rapidly changing society.

Indonesian Academics' Productivity in Research Publication in Relation to the Demographic Background

Hamamah
Keynote Speaker

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Abstract. This article reports the productivity of Indonesian academics in publishing their research results in relation to the academics' demographic background. This article focuses on research publication in the form of scholarly journal articles. The demographic background includes gender, age, employment status, educational background, and the types of higher education institutions the academics works for. The data were collected by using questionnaire which resulted in 188 usable responses. The findings show that: 1) in terms of gender, male and female academics are equally productive in publishing. However, there is an interesting phenomenon that female academics publish more in English-medium International Journals. While male participants publish more in national journals; 2) from age point of view, the participants in mid-age group are the most productive group; 3) the tenured academics from state higher education (HE) institutions get more pressure, more supports, and more fundings, therefore they can be most productive in publishing journals amongs other groups of academics; 4) in terms of educational background, the greater number publication is from Doctoral degree title holder, and 5) academics from state HE in Java are more productive, since they were supported by better resources availibilities.

Keywords: Research publication, Indonesian academics, productivity in research publication.

1. Introduction

Higher education Institutions in Indonesia are clustered and rated through several indicators and aspects. According to Ministry of Research, Technology, and Higher Education Indonesia (Ristekdikti, 2017), clustering higher education institution is seen through 4 main aspects, namely: 1) human resources aspects, 2) institutional aspects, 3) student aspects, and 4) research and community service aspects. Research aspects can be assessed from the productivity of academics in publications and the number of scopus- indexed scientific articles that can be produced (Ristekdikti, 2017).

Indonesian academics' productivity in publications is still very much behind compared to other Southeast Asia countries. Pratikno & Sujarwo (2017) stated that in 2000-2017, five of Indonesia's best higher education institutions were only able to publish 3,000-9,000 articles, while five of Malaysia's best higher education institutions could produce 29,000-30,000 articles. Significant differences in the productivity of academics from Indonesia and Malaysia appear to be almost 10 times. Based on Google

Scholar in 2015, Indonesia's best higher education institutions could only produce 16,809 citations, while higher education institutions in other Southeast Asia countries such as Thailand could produce 40,030 citations, Malaysia with 89,405 citations, and Singapore with 419,702 citations (The Jakarta Post, 2016). Indonesian academics' lag in terms of publication productivity is noticeable compared to other countries. Indonesian academics' productivity in publications was classified as weak before 2000, although it began to increase after 2010 (Darmadji et al, 2018). Even with the increase in the amount of productivity, Indonesia's publication performance is still far behind other countries in Southeast Asia.

Research related to citation and productivity of Indonesian academics have been conducted by previous researchers, among others Lukman et al (2018) who measured the number of citations of Indonesian academics in Scopus database and Google Scholar. While other related research, is the study of Darmadji et al (2018) which discusses the productivity of research and international collaboration by Indonesian academics from 10 higher education institutions after 2010. The current study intends to examine the productivity of Indonesian academics from another point of view. This research maps the productivity of Indonesian academics through their demographic background.

2. Research Methods

What reported in this paper is a part of alarger study. The study utilized a questionnaire as the research instrument. The questionnaire was developed to collect the data and gather information about the attributes, attitudes, and behaviors of Indonesian academics entitled "Indonesian Academics' Publication Experience". The questionnaire was designed as a 49-item instrument including both open-ended and close-ended questions. The questionnaire was distributed using direct e-mailing and mailing lists.

The questions were developed from the reviewed literature and preliminary informal conversations with Indonesian academics. From the literature, items from Flowerdew (1999b), Hemmings, Rushbook, and Smith (2007), Sahakyan and Sivasubramaniam (2008), and Duszak and Lewkowicz (2008) were adopted and modified.

Participants

The eligibility criteria of the participants in this research are as follows:
a. being a native Indonesian academic
b. working in higher education institutions in Indonesia
c. having had or not had experience in publishing articles in journals

After distributing the questionnaire, 188 Indonesian academics in total from various higher education institutions across Indonesia returned the questionnaire. Most of the academic who responded were in the process of undergoing their postgraduate degrees.

3. Findings and Discussion

In line with the aim of the study, the findings presented here are focused on the demographics of the participants in publishing their research articles in journal. The findings are displayed based on participants' demographic background includes 1) gender; 2) age; 3) employment status; 4) educational background; and 5) the types of higher education institutions the academics works for.

3.1 Gender

In terms of gender, the data in Table 1 show that there were slightly more female participants (52.1%) than male participants (47.9%) in this research. Based on participants' gender, there are some similarities and differences in pattern of responses.

Table 1. Indonesian Academics' Productivity in Research Publication Based on Gender

Characteristics	Number of Participants		Categorisation of Participants Based on Kinds of Journal Publications							
			English-medium International		National		National & English-medium International		No Journal	
	No	%	No	%	No	%	No	%	No	%
Gender										
• Male	90	47.9%	4	2.1%	42	22.3%	29	15.4%	23	12.2%
• Female	98	52.1%	8	4.3%	32	17.1%	21	11.2%	29	15.4%
Total	188	100%	12	6.4%	74	39.4%	50	26.6%	52	27.6%

In terms of their similarities, the highest amount in category of journal publications of both groups is national journals, 39.4% from total participants, and the lowest is the English-medium international journals, 6.4% from total participants. In terms of their differences, the female participants had produced slightly more publications in 'English-medium international journals' (4.1%) and had more participants with no journal publications (15.4%) compared to the male participants (2.1% and 12.2% respectively). The male participants have shown higher frequency for publication in 'national journals' (22.3%) and publication in 'national and English-medium international journals' (15.4%) compared to female participants (17.1% and 11.2% respectively).

3.2 Age

Based on their age, participants were divided into three groups of age, 1) younger age group is the participants in range age of 25–34 years old; 2) mid-age group is 35–44 years old, and 3) senior age group is 45 – 65 years old. In Table 2, it canbe seen that the most productive group is the mid-age group (54.8%) and for the least productive one is the senior age group (10.5%).

Table 2. Indonesian Academics' Productivity in Research Publication Based on Age

Characteristics	Number of Participants		Categorisation of Participants Based on Kinds of Journal Publications							
			English-medium International		National		National & English-medium International		No Journal	
	No	%	No	%	No	%	No	%	No	%
Age										
• 25 – 34	65	34.7%	5	2.7%	21	11.2%	18	9.6%	21	11.2%
• 34 – 44	103	54.8%	6	3.2%	46	24.5%	25	13.3%	26	13.8%
• 45 - 65	20	10.5%	1	0.5%	7	3.7%	7	3.7%	5	2.6%
Total	188	100%	12	6.4%	74	39.4%	50	26.6%	52	27.6%

From the senior age-group (45-62) and the younger age-group (25-34), the number of academics who have published in national journals is similar to the number of academics who have the experience to publish in both 'national journals' and 'English-medium international journals'. Participants in younger age groups who have publications in journals are probably the result of the availability of more opportunities to study in higher degree programs and get scholarship in more recent times. In this case, younger age groups might have more opportunities to publish their research articles in journals. For participants in senior age group with publishing experience in journals, their success were probably because they were in the process of achieving high-level academic positions.

As the most productive group, participants in mid-age group had more experience in publishing in national journals (24.5%) compared to the English-language international journals and national journals publication (13.3%). This phenomenon happened probably because the participants in this group got very limited opportunities to get scholarship from government to pursue their higher education abroad. By studying in Indonesia they tend to publish in national journals. The less opportunity to receive exposure to bibliographic resources including international journals, might be the cause to less publication knowledge and the number of publications in international journals.

3.3 Employment Status

According to their employment status (see Table 3), it was found that the tenured academics, both from state Higher Education (HE) and private HE, have experience in publishing journals.

Table 3. Indonesian Academics' Productivity in Research Publication Based on Employment Status

Characteristics	Number of Participants		English-medium International		National		National & English-medium International		No Journal	
	No	%	No	%	No	%	No	%	No	%
Employment										
• Tenured, state	126	67%	8	4.3%	52	27.7%	39	20.7%	27	14.3%
• Tenured, private	35	18.4%	1	0.5%	17	9.0%	7	3.7%	10	5.2%
• Fixed term contract academics	11	6%	1	0.5%	1	0.5%	3	1.8%	6	3.2%
• Honorary	16	8.6%	2	1.1%	4	2.2%	1	0.5%	9	4.8%
Total	188	100%	12	6.4%	74	39.4%	50	26.6%	52	27.6%

For fixed term contract and honorary academics, most of them did not have journals publications. It seems that permanent position academics are more productive compared to other employment status. It is probably because tenured academics had more pressure to publish their articles in relation to their academic performance and promotion. In Table 3, it also can be seen that academics from state HE were more productive (have more publications) than academics from private HE. It probably indicates that state HE academics get more pressure or have more supports and funding to publish their work than private HE academics.

3.4 Educational Background

In terms of educational background, the majority of participants (63.3%) are from doctoral degree title holder (completed and ongoing) and the rest of the participants are distributed into the master program (35.7%), and some hold a bachelor degree (1%).

Table 4. Indonesian Academics' Productivity in Research Publication Based on Educational Background

Characteristics	Number of Participants		English-medium International		National		National & English-medium International		No Journal	
	No	%	No	%	No	%	No	%	No	%
Education										
• Doctoral, ongoing or completed	119	63.3%	9	4.8%	47	25.1%	42	22.3%	21	11.1%
• Master, ongoing or completed	67	35.7%	3	1.6%	26	13.8%	8	4.3%	30	16.0%
• Bachelor	2	1%	0	0%	1	0.5%	0	0%	1	0.5%
Total	188	100%	12	6.4%	74	39.4%	50	26.6%	52	27.6%

In Table 4, it can be seen that the higher education title holder produced more publications than academics who were young and junior in terms of academic degree (bachelor degree). This kind of finding was not surprising since the academics who were holding lower academic degree were probably just starting their careers. In general, these results are consistent with the results of Duszak and Lewkowicz's research (2008) about Polish academics that those who did not have experience in publications were academics who were younger and junior in terms of academic degrees.

3.5   Types of Higher Education Institutions

Based on their HE Institutions, most of participants worked in Java (59.7% from state HE institutions, and 16% from private HE institutions), while the rest, 22.3% were from outside Java.

Table 5.   Indonesian Academics' Productivity in Research Publication Based on HE Institutions

Characteristics	Number of Participants		English-medium International		National		National & English-medium International		No Journal	
	No	%	No	%	No	%	No	%	No	%
Type of HE units										
• State, in Java	112	59.7%	8	4.3%	47	25.1%	37	19.8%	20	10.5%
• Private in Java	32	16%	0	0%	13	6.9%	5	2.7%	12	6.4%
• State, out of Java	34	18.7%	2	1.1%	13	6.9%	4	2.1%	16	8.6%
• Private, out of Java	6	3.6%	1	0.5%	1	0.5%	1	0.5%	4	2.1%
Missing	4	2%	1	0.5%			3	1.5%		
Total	184	100%	11	6.4%	74	39.4%	47	26.6%	52	27.6%

As can be seen in Table 5, the most productive academics were those who worked for state higher education in Java. They were productive in publishing in English-medium International Journal, National Journal, and both of national and English-medium International Journal compared to other categories. This result probably reflects the better resource availabilities in Java compared to other regions in Indonesia. Beside this finding, comparing state and private in this following table, it can be seen that state HE both in Java and outside Java show greater frequency compared to private HE ones.

4. Conclusion

This research finally concludes that most of Indonesian academics had publication in national journal than in English-medium International Journal. Also, as stated in findings of this research, there were some of Indonesian academics that did not have any publication in journals at all who needs attention, supports, and aid from the institutions. This research also concludes that publishing in International Journal still considered as a big challenge for Indonesian academics. This research also found that male and female academics are equally productive in publishing. However, there is an interesting phenomenon that female academics publish more in English-medium International Journals. While male participants publish more in national journals. More pressure, more supports, and more fundings can encourage Indonesian academics to write their research results and publish them in journals.

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Being Students, Being Leaders: Student Leadership Experiences and Facilitation of Student Leadership Development in Higher Education

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Abstract. Leadership capacities can be learnt and built during students' learning process in higher education institutions. However, not all students have strong motivation to learn to be leaders, especially when these leadership roles, leadership learning process and development risk their potential academic success. Becoming leaders of students associations may need students to learn wide ranges of skills outside their academic knowledge and devote more energy, time and thinking. This may impact their academic learning and bring consequences on other areas of learning. This study aims to explore perceived student leadership impacts and roles: does leadership inhibit students' academic success, how and what learning areas are potentially benefited from their leadership skills, characters and behavior, and how student leadership development can be facilitated. The data are collected from open ended questionnaire distributed to some students who lead students' associations at a higher education institution and interviews with an official from student affairs at a higher education institution. The study indicates that leadership capacities may not directly benefit students by increasing or adding direct knowledge to their specific academic subject. However, leadership capacities provide life learning characters: responsibility, wisdom, open minded, patience, integrity and commitment. Leadership encourages the students to learn problem solving, organizational, people and self management, decision making skills. Leadership provides foundation for wider learning characters and skills which they need for learning along their life, at wider community in and out campus and managing wider life issues than specific academic problems. Student leadership facilitation requires coordination, education and personal-communication approaches.

Keywords: student leadership, leadership development, leadership facilitation, leadership capacities

1. Introduction

Higher education is not only a place for not only a place for learning certain academic discipline, but also a place for developing soft skills. Some students may not happy with just studying their core subjects, but being also interested in actively engaging with their other friends in students' associations and

communities and becoming students' communities leaders. Learning period at higher education can be a golden time to acquire skills beyond core knowledge. It is a time for students to learn networking, communication, organization and leadership. It is expected that these skills can supplement their core knowledge development during their formal learning at higher education. Furthermore, it is expected that these non-academic skills can contribute to their post-higher education period, life learning, learning process during entire their life.

Leadership skills can be learnt from direct experiences during students' learning at higher education. Becoming students while at the same time becoming leaders of students association can be challenging and problematic. Student leaders should be able to manage their energy, focus, activities, time and emotion to perform their double roles. They may frequently be in dilemmatic situation between prioritizing their responsibility as students or as leaders. This challenges and problematic circumstance can generate academic-related issues. Frequently, leadership roles and activities risk students' academic achievements. This may lead to wide assumption that successful student leaders may not be successful students. These assumptions frequently arise because student leaders may have too many leadership activities and responsibilities and neglect their academic responsibilities and duties.

This study aims to explore leadership experiences of several student leaders of student associations from a higher education institution. Many previous researches and studies on student leadership concentrate on investigating training and development of student leadership. However, rare researches and studies are focused on exploring the problematic situation faced by student leaders. Thus, this study aims to highlight the challenges encountered by student leaders in balancing between their leadership and studentship roles and responsibilities, what challenges and difficulties they find and why they are still motivated to lead in spite of those challenges and adversities.

2. Literature Review

2.1 Foundation of Leadership

Leaders are central figures in their organizations. Their skills, characters, planning, programs, communication and behaviours determine organizations' life and sustainability. Many researches and studies explore leadership from many different perspectives and attempt to dig the nature and basic characteristics: definition and essences of leadership. Thus, leadership is defined and viewed from various perspectives and directions.

Leadership is not only limited to having power and authority in certain organization, but it is involving wider aspects. Leadership involves three grounding aspects: people, process and systems (Hanson, 1985, p. 180). Furthermore, Stogdill (1948, cited in Hanson, 1985, p. 180) identifies several basic elements of leadership, including group dynamics and formation, leaders' personality traits and its consequences, influencing, leaders' behaviour, persuasion, vision attainment, interaction, responsibilities and planning design. The other direction of leadership theory attempts to view and define leadership from the perspective of analysis levels, which is divided into analysis at the individual level focusing on dyadic process, analysis at group level concentrating on group process and dynamics and analysis at the organizational level which highlight the process occurs at the organization level (Lussier & Achua, 2004, p. 13).

What makes a leader is also becoming the centre of discussion. Leaders are identified from having certain personality traits. The big five mode of personality lists several characteristics owned by leaders: surgency, agreeableness, adjustment, conscientiousness and openness to experience (Lussier & Achua, 2004, pp. 30-31). Leaders are also identified as having certain capacity (smart, attentive, communicative, original and evaluative), attainment (education, knowledge and fit), responsibility (reliable, inventiveness, determination, assertiveness, self-efficacy, passion), involvement (action, friendliness, working together, adjustment, joyful), status (socio-economic, position, admired) and situation (mentality, status, competencies, followers' needs and interest, being objective) Stogdill (1948, cited in Hanson, 1985, p. 180). Leadership is also defined by specific roles and behaviours, which are different from managers. Leaders should perform their interpersonal responsibilities, in which they should be the organizational figurehead, leader and communicate with people and other organization, informational roles in which leaders should monitor organization, disseminate information, and become spokesman, and decisional roles, including becoming organization's entrepreneurs, problem solvers, resource decision makers and negotiators (Lussier & Achua, 2004, p. 9). Leaders also exhibit certain behaviours. Stogdill (1963, cited in Colquitt, Lepine, & Wesson, 2013, p. 458) identifies several leaders' daily behaviours, including starting programs, facilitating, organizing, producing, interacting with members, integrating, communicating, recognizing and representing. Leaders are responsible to equipped themselves with several skills. There are three main categories of leaders' capabilities: technical competency (referring to leaders' knowledge on their job mechanisms, ways, procedures and systems), interpersonal skills (including relationship, managing conflict, building team and negotiating), and conceptual competencies (covering solving problems, thinking logic, decision making, creativity and general reasoning) (Nahavandi, 2015, p. 138). Leadership involves process of influencing, reaching goals and organization vision, implementing attitudes and values at self and organizational levels (Zilembo & Monterosso, 2008, p. 194).

2.2   Student Leadership, Development and Students Associations

Leadership qualities can be learnt. Komives, Lucas and McMahon (1998, pp. 27-30, cited in Shertzer *et al*., 2005, p. 87) mentions "leaders are developed, not born." Leadership skills can be grown through leadership growth efforts (Bisland, 2004; Brungardt, 2011; Dugan, Komives, & Segar, n.d.; Miles & Scott, 2018; Posner & Brodsky, 1992; Zimmerman-Oster & Burkhardt, 2000).Today's students are leaders for the future. Tomorrow, they are going to be responsible for decision making at the local, national or world levels. Leadership development is becoming central way to educate society figures in all aspects of sectors: politic, social, science, culture, art and ethic which can be done through leadership development plan and learning at higher education (Amirianzadeh, 2012, p. 382). Higher education institutions are vital learning places for preparing and developing leaders (Dugan *et al*., n.d.; Shertzer, *et al.*, 2001).

Higher education is one of effective places to develop students' leadership characters. Developing integrity and strong characters are the responsibility and challenges faced by higher education today (King, 1997, p. 87). As students come into universities/colleges, they have wider environment and opportunities to learn inside and outside classrooms. They have more options of activities to participate and students associations to voices or actualize their interests, talents and passions. Students' associations can be places for students to voice their inspirations and develop leadership competencies. Students' participations in students associations can help students develop their leadership skills (Astin, 1993, cited in Amirianzadeh, 2012, p. 382). Moreover, students' leadership skills can be built most

through students' learning experience (Shertzer, 2001, p. 76). This indicates that students association can be effective places for students to learn leadership in practice. Students associations can facilitate students' leadership capacities through several aspects: individual, group and social (Amirianzadeh, Jaafari, Ghourchian, & Jowker, 2011, p. 383). Furthermore, Roberts and Ulloms (1989) propose three methods to construct leaders: leadership training, leadership education and leadership development. Leadership training focuses on providing students skills for leading and managing, leadership education concentrates on providing knowledge and concepts on leadership and developmental experience highlights integrated ways, through which students understand their self position in different various situations in which students can explore different leadership contexts. Roberts and Ullom (1989) identify leadership development as the most effective approach. Leadership development approach can provide students chances to work with others, chances to learn and manage different educational circumstances (Roberts & Ullom, 1989, p. 76). This leadership development can be aided by adults, peers, experiences of being involved and learning through contemplation (Komives, Owen, Osteen, & Longerbeam, 2005). Adults can be role models and mentors for growing potential leaders, peers can provide encouragement for their leader friends, become senior models and served as communities, followers and friends, leadership involvement emerges students' sense of group instead of self and reflective learning which can be stimulated through dialogue with others and journaling their analytical thinking (Komives *et al.*, 2005).

Student leadership brings about benefits for students learning. Leadership learning grows several leadership competencies, which can contribute for student leaders learning, including concentrating on clients on needs and expectations, responsibilities and commitment, improving achievement, integrity, social communication, openness to experience, achievement and teamwork (Alabart, Özgen, & Brull, 2008). Leadership learning can also increase student leaders' capacity to initiate, including encouraging, organizing teams, empowering, structuring tasks, being representative (Oswald, Kim, Ramsay, & Gillespie, 2004). Compelling communication and influencing skills can also be learnt from leadership experiences (Blume, Baldwin, & Ryan, 2013, pp. 160-161). Leadership can also lead students to learn experiential system thinking (Phillips, Stalter, Dolansky, & Lopez, 2016). Senge (2006) defines system thinking as an approach to think about, and a way of communication to comprehend associated aspects which influence systems behaviour. System thinking may help students to analyze broader context, anticipate errors, enhance delegation process and planning for priority, improve problem solving and capacity to improve quality (Dolansky & Moore, 2013).

3. Research Method

The study is based on qualitative research on student leadership. It aims to explore student leaders' lived experiences in leading students' associations at campus level in a higher education institution. Lived experience includes spontaneous and pre-reflective consciousness (Dilthey, 1985, cited in van Manen, 1990, p. 33). Qualitative researchers gather data in natural setting, from participants' experiences on certain issues (Creswell, 2007, p. 37). The student experiences are focused on three main areas:

1. Benefits of becoming student leaders
2. Leadership challenges and issues
3. Leadership and students' academic learning

The data are collected through open-ended questionnaire. The participants are nine students leaders from nine students' associations (UKM) at campus level in a higher education institution. The

questioner data are supported by interviews data with the head of character education of a higher education institution. These interviews are intended to explore the challenges and dynamics of student leadership in this particular institution.

The collected data are analyzed based on themes derived from the three main aspects of questionnaire (benefits of becoming student leaders, leadership challenges and issues, leadership and students' academic learning) and an aspect of student leadership development, extracted from interviews. The analysis is done inductively. Inductive analysis is used to examine systematic similarities and differences among data to construct concepts and ideas (Punch, 2005, p. 196). The analysis is also open to the emerging of new empirical themes. Qualitative researches are built on inductive analysis and accommodate the emergent design (Creswell, 2007, pp. 38-39). The analysis are linked to theories and concept to relate practices to theories, challenges and verifies previous leadership findings.

4. Findings and Discussion

The data show that the student leaders are aware of the consequences, risks and potential benefits of becoming leaders while they are still learning their academic. The study finds that the student leaders obtain several positive benefits from their leadership experiences, but in some circumstances they have to conquer leadership challenges, difficulties and risks which may eradicate these benefits and turn their leadership experiences into disasters that endanger their future.

4.1   Student Leadership, Development and Students Associations

4.1.1 Benefits of Students' Learning

The study indicates that leadership does not only affect students' organizational skills, but also building students' certain characters. This is as shown by the following sample of data extracts.

> *"...certainly, many types of experiences I can learn, including how to organize an organization, how to lobby formal leaders at upper managerial levels, and how to understand individual characters of every member. So, we can understand what the most effective method is and what actions should be done to move them..." (Student Leader Participant 6)*

> *"..organizational management is the most significant thing which I get from leading UKM. This organizational management includes responsibility which I should run dedicatedly, from arriving at the decision and providing guidance for team members. Structurally, I should be able to manage the life of organization in order to create effective system which can accommodate our UKMM necessity, and evaluate. Being open minded to exchange experiences with other leaders (UKM or BEM) on how they lead their organizations in order to broaden my leadership knowledge. I also learn to work under pressure, especially when I have to decide something immediately. Indirectly, I obtain experience to manage my time, share my time for academic, social and organizational activities" (Student Leader Participant 2)*

> *"..character which I can grow when I lead UKM is especially related to taking best decision when I have to select several options for the sake of UKM. Benefit which I get is I can learn how to be patient in leading, especially leading many members who have different thinking" (Student Leader Participant 4)*

> *"character to be a patient leader and guide the junior friends and staff of UKM...the benefit is I can get a lesson that leading is not an easy thing because I have to really develop strategies to motivate and empower members, since many members are frequently going out since they get bored" (Student Leader Participant 9)*

The student leader participants are learning how to manage people, including motivating, understanding characters, adapting to other people, building team. They also learn how to manage their organization, as a system, containing culture, social rules, behaviour/attitude and social emotion. Leadership is not only about looking outward and managing outward/external, but also managing inside. Managing their own self, since effective leaders are emerges from effective self-manager. They are expected to be able to manage their time, their multi-dimension of selves: as leader self, social, academic and organization self. The integrated leadership learning involves multi-dimensions of: people, organization and self.

The study also shows that leadership characters are learnt. Leadership experiences built certain characters which are required to become effective leaders. The characters include task-related character and people-centred characters. The task related character (discipline, responsible, committed to job, continuous upgrading skills and knowledge) and emotional- and people-related character (for instance, tolerance, listening appreciating, motivating, empowering, being care, being patience). Generally, leadership researches differ task orientation (including structure initiation, focus on production, task functions) from people orientation (being considerate, focus on relationship, focus on employee, group building) (Schein, 1994, p. 131). The study indicates that there is no clear separation between task orientation and people orientation, since the student leaders lead not only organization as collection of system, but also their own peer who needs to be listened, appreciated, motivated. These characters are not only for their leading process, but also for life skills which can be transferable into many other contexts of life. Thus, leadership (to be leaders) does not require complete effective potential leaders characters, instead the leadership characters are built and matured as the student leaders experience leadership.

4.1.2 Challenges and Difficulties of Leadership Learning

The study also finds that leading UKM gives them some experiences on the challenges to be a student leader and difficulties they encounter when they organize their UKMs.

> .".*from the previous generation, before I lead this UKM, skills and knowledge transfer are always inhibited. This is because many previous cadres who already get upgrading skills and knowledge, are not active anymore. Thus, skills and knowledge transfer from generation to generation is difficult to do. All the things, including history, administration and many things which finally can impede UKM's finance and system knowledge."...for UKM activity, frequently, our activities are impeded by bad weather at night. This disturbs us, pollution and weather...so that we have to move outside campus area and this disturbs me and my team...the other challenges is relating to my carelessness which should be minimized"(Student Leader Participant 3)*

> *"problem at the beginning of my leadership is relating to administration, which is obstructed by normalization. The next problem is financial and tight timeline. The other challenges is about caderization and I am required to run organization program and at the same time, I also have to focus to my classes and tight academic timeline"(Student Leader Participant 1)*

> *"becoming leaders means dedicating all of my self for the organization. That's why all individual necessities (including family, lecture and vacation), are frequently sacrificed. The other challenge is being aware of my attitude. This is because as a leader, all of my behaviour will emerge certain perceptions on the eyes of other members"(Student Leader Participant 5)*

This study indicates that the student leaders are aware that leaders are the central figures of organizations. This means that leaders should be responsible for the life of their organizations. These responsibilities need commitment to solve leadership and organizational challenges. The study finds

that there are three main challenges the student leaders frequently find. The first challenge is organizational difficulties. There are several organizational aspects which can potentially impede organizational life and progress. Those are including members' motivation, members' retainment, members 'learning, organization knowledge transfer and management, administration, finance and the unfit between the changing organization and the external environment (bureaucracy). The second challenge is external environment. This includes higher education policies, bureaucratic procedures and norms, and the disagreement with leader at higher managerial levels. The third challenge is leaders' internal factors. These factors relate to leaders' self. These factors include leaders' time management, carelessness, conflicting roles among becoming students, leaders and family members, being aware of their own attitude since it will affect followers' perceptions and behaviours.

The challenges that the student leaders find is as the result of the complexity of organization faces. Organization is not a simple system, but it is composed by many components. Organization is a brain, culture, "psychic prisons," machine, and a flux and dynamic team (Morgan, 1986).

4.1.3. Students as Students and Students as Leaders

This study indicates that becoming leaders while learning as students impacts students'academic life.

> *"I believe that after graduated, I will get many advantages from my leadership, including I can establish many networking, my leadership experience will enhance my skill to get job, and prevent me from making mistake at workplace, I can socialize and adapt well with all people around me" (Student Leader Participant 2)*

> *"under certain circumstances, I have leave my classes, I ask permission for not coming to classes because I have to do organization work which I cannot leave as a leader. This makes me missed my classes and cannot follow the given lessons" (Student Leader Participant 5)*

> *"it has positive contribution since by leading UKM, I am demanded to be ready to manage my time. Thus, I should be able to organize by balancing time for leading and time for academic. Leading an organization makes my schedule be more organized" (Student Leader Participant 4)*

The study shows that being student associations leaders bring some consequences on students' academic life. Being leaders tend to force them to share their focus, time and energy between their responsibility as students and as leaders. The student leaders find difficulties to adapt and follow their lessons at classes, especially when they have to leave their classes because of leadership responsibility and commitment. They tend to put their leadership roles as the first priority above their academic roles. They are aware that leaders are responsible for other people, their followers and organization. This responsibility and consequences risk their academic attainment. However, they are aware that leadership skills that they learn through direct experiences enhance their soft skills, including networking, communication, time management, emotional management, people management, leaders' behavioural management, financial management, organizational skills, politics and organizational culture. All of these skills are closely related to life skills, competencies for learning for life at broader context wider than academic skills. The student leaders believe that their leadership skills bring about positive long term benefits, for their life, at workplace and life in society. The student participants believe that after they can manage their time and focus, leadership experiences will enhance their academic learning. This relates to the new concept and paradigm of leadership. Leadership is not an outcome, but it is a process (Shertzer *et al.*, 2005, p. 106). The study also implies that leadership is not about structural position, but it is about building characters. Leadership does not always refer to certain position, but it is more associates with life-skills (Shertzer *et al.*, 2005, p. 106).
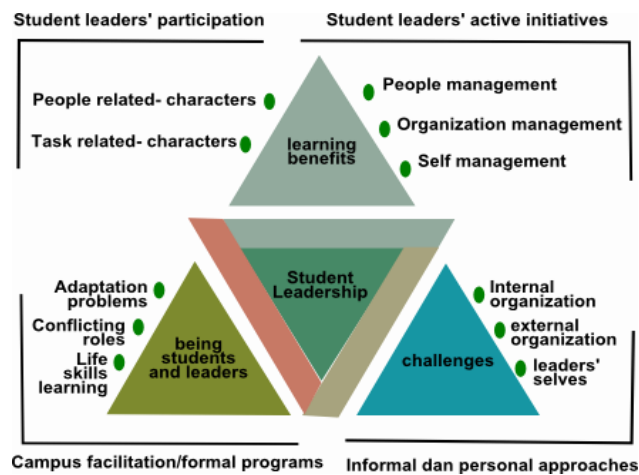
Figure 1.   Principle ASPECTS of Student Leadership and Development

Figure 1 shows the associated dimensions of student leadership: benefits, challenges and their double roles. The student leaders can learn technical aspects of people, organization and self management, soft dimensions of characters, people-related characters and task-related characters. The challenges of student leadership are coming from internal organization, external environment and leaders' own selves. The third aspect relates to the student leaders' double roles which emerge some issues relating to their adaptation to their academic activity/learning, conflicting roles, commitment and responsibilities between becoming students and becoming leaders. However, their leadership roles and learning can bring benefits for their life learning skills and competencies for their future life.

4.2   Student Leadership Development

Students' associations are an effective way to accommodate students' leadership and organizational passions. These associations/students' organization tend to emerge because the students need to express their creativity, hobby, interest and talent. Moreover, some students want to continue their organizational activities which they joined since they were in high schools. Through these organizational activities, they learn how to build teamwork, communicate, respect and appreciate other people, be responsible and be committed to their organizations. These soft skills should be provided to enhance students' learning process.

From the perspective of student affair division, there are three main areas which can impede students leadership and organizational development. The first area is leadership and organizational caderization. This is because leadership and organizational activities need time and commitment which frequently demand students are able to share their academic and organizational time. Moreover, there are many members are moving from one organization to other organization since they are still exploring which organization is best fit for them. The second area is conflicting roles between being students and leaders/activists. Many students leave their organizations when it needs them to sacrifice their academics since they perceive that being activists cannot help them to find desired job. The third area is financial issue. Frequently, the students should use their own budget to develop their own activities.

Student leadership development requires several aspects to be considered. The first is they should be active to explore and develop initiative for running and maintaining their organizations. They cannot depend on campus support and facilitation only, but they should develop networking outside campus area, including networking with alumni. The internal campus facilitation is done by opening communication and supervision for student leadership and organization activities. Talks and regular meetings are significant to explore student leaders' difficulties in developing their organization. The

other method is through leadership training programs. Effectiveness of student leadership building is depending on three aspects: the students are being listened, providing chance to collaborate with adults and programs for facilitating their leadership (Mitra, 2006, cited in Black *et al.*, 2014, p. 7). Moreover, student leadership development should be supported by multi-components: family, university, self, society and school (Amirianzadeh, 2011, cited in Amirianzadeh, 2012, p. 337). Thus, student leadership of student association within higher education institution should not only work inside their organization, but also is encouraged to participate in university programs.

5. Conclusion

Leadership learning is still neglected in the area of students' learning. Many studies and research subjects are focused on education directed to improve students' academic success. This study indicates three main principles in student leadership. The first is student leadership allows students leaders to learn three main aspects managing self, managing organization and managing organization. Furthermore, the student leaders also can learn leadership characters, task-related (discipline, commitment, responsible, organizational networking, knowledge and creativity upgrading) and people-related characters (including tolerance, appreciation, empowering and motivating, patience, managing self-behaviour). Students' leadership characters and competencies are also matured and tested through direct experience on how they can manage the emergent issues emerging during their leading and organizing processes. These issues may emerge from three main sources: internal organization, external environment and leaders' own selves. The second principle shows that leading organization may impact students' academic attainment and learning in short-term. This is because they are frequently in conflicting roles, commitment and responsibility as ordinary students and as student leaders. However, leadership skills and behaviour can enhance students' life learning. The hidden potential of student leadership entails a need for higher education institution to grow and develop their young leaders. These can be done through opening networks with outside environment, carrying leadership formal training and education, simplifying the bureaucracy process and mechanism, listening to their voices and opening more chances for them to express their hobby, interest and creativity.

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A Comparison of Logistic Regression with Item Response Theory (LRIRT) and Rasch Model: Sensitivity Detecting Differential Item Functioning

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Abstract. One of the good criteria for an item is that there is no discrimination or benefit in the group in correctly answering an item. This is called the difference in grain function called the differential item functioning (DIF). The purpose of this study, first to examine whether the Rasch method is more sensitive than the logistic regression with item response theory (LRIRT) method in detecting DIF for the size of 200 respondents and 2000 respondents. Second, in the LRIRT method and Rasch model, is it more sensitive to detect DIF with 2000 respondents than 200 respondents. The research method used was experimental design, analysis used two independent samples t-test. The research data used the 2015 National Examination (UN) results. The results of the first study, the Rasch model were more sensitive than the LRIRT method of detecting DIF for the size of 200 respondents. Second, the LRIRT method is more sensitive than the Rasch model in detecting DIF for the size of 2000 respondents. Third, the LRIRT method is more sensitive to detect DIF that uses 2000 respondents than 200 respondents. Fourth, the Rasch model is more sensitive to detect DIF that uses 2000 respondents than 200 respondents.

Keywords: Logistic Regression with IRT; Rasch model; differential item functioning

1. Introduction

Good test items will provide accurate information or test results. When the item is not functioning properly, the results to be described are certainly not good. One item that is not a good factor is the imbalance in the distribution of correct answers among different groups of test takers. So, the results obtained are not accurate in describing the true abilities of students. One of the factors that affect the item is the bias in the item or commonly known as the latest research, namely differential item functioning (DIF). [1] States that DIF is a statistical term used to describe situations in which people from one group answer an item correctly more often than people who are equally knowledgeable from other groups. DIF detection is an attempt to find out whether a test item acts fairly or unfairly against several different groups. [2] characterizes the difference in grain function (DIF) as a type of in-validity which

harms one group more than the other group. The difference in grain function (DIF) that distinguishes the two groups is known as the Differential item functioning (DIF).

Good items are able to provide accurate information. In this case, the item does not benefit one particular group, so the item is accurate in retrieving data on the ability of the respondent. [3] explain that differences item functioning (DIF), namely an item is said to be DIF, when several individuals from different groups have the same ability, but do not have the same possibility of answering the items correctly. In addition, it was stated that the differential item functioning (DIF) can also be interpreted as an unexpected difference between several test groups which should have comparable test results based on the attributes measured by the items in the tests performed [4]. Differential functioning items (DIF) can be interpreted that where examinees from different groups also have different possibilities in answering a test item, after all abilities are controlled [5]. In addition, DIF is defined as different probabilities of examinees from different groups but with the same ability to respond correctly to items [6]. DIF detection procedure assumes a calculation after adjusting for the construct underlying the item is intended to measure, the impact of the item occurs when examinees from different groups have different probabilities to respond correctly to an item [2]. There are two different types of grain function (DIF), namely uniform (Uniform) DIF and DIF that are not uniform (Non-uniform).

Uniform DIF occurs when the probability of answering an item correctly is consistently higher for one group than for another group at all ability levels. This is indicated by the presence of two parallel Characteristic Curve (ICC). In this case, there is no interaction between ability level and group membership [7].

DIF does not uniformly occur if the difference in probability for answering items correctly differs in different directions for different levels of ability for different groups. This is indicated by two intersecting ICCs. In this case, there is an interaction between the level of ability and group membership.

The causes of the bias in the implementation of tests according to [8] that when discussing minority and majority groupings in conducting tests, stated that the two terms mentioned above can be defined by the existence of two groups caused by differences in characteristics that reviewed in terms of race, cultural background, age, and physical disability. This is also confirmed [9] that appearing grain bias actually occurs due to race and sex factors.

The values obtained from the test results are presented with the aim that to provide information about the magnitude or dimensions measured by the test. Sometimes scores on test results do not provide accurate information about test takers. The test package can not function properly due to the different functions of the test items.

Based on this description, the ability of the detection method to check whether there is a difference in grain function (DIF) in each item test, is expected to carry out a measurement process so that injustice or loss in certain groups can be avoided and the students'abilities are measured objectively.

The purpose of this study, first to examine whether the Rasch method is more sensitive than the logistic regression with item response theory (LRIRT) method in detecting DIF for the size of 200 respondents and 2000 respondents. Second, in the LRIRT method and Rasch model, is it more sensitive to detect DIF with 2000 respondents than 200 respondents.

2. Logistic Regression with IRT

Wrote an alternative form of formula that is equivalent to the logistic regression method used for DIF detection [10]. The ability of participants to be used in the analysis is the ability of participants to be estimated by the three parameter logistic model (3PL). This, in line with the results of the study of [11] who replaced the number of participants' ability scores with participants' abilities or theta (ϑ) estimated results using 3PL.

This method can detect uniform DIF and nonuniform DIF at once. The probability model is as follows,

$$P(u = 1) = \frac{e^z}{(1 + e^z)}$$

(1)

where, P (u = 1) is the chance of the respondent to correctly answer a test item,

$$z = \tau_0 + \tau_1\theta + \tau_2 g + \tau_3(\theta g)$$

(2)

where, ϑ is the level of ability of the test participants to estimate the three parameter logistic model (3PL), g is the group of participants coded 1 (for focal groups) and 2 (for reference groups), while ϑg is the multiplication of two independent variables namely ϑ and *g*. Significance value τ_2 indicates the existence of group differences in the performance of the item or called the Uniform DIF, and the significance value τ_3 indicates the interaction between group members and abilities or called nonuniform DIF.

The significance test of DIF used the Wald test with the help of the SPSS for windows program [12] as follows:

$$Wald = \frac{b}{SE_b}$$

(3)

where, *b* is estimated regression coefficients and SE is the standard errors. This test uses chi-square distribution.

3. Rasch Model

Mathematically between the Rasch model and the one parameter logistic model (1PL), both are very similar, but both models are independently developed. One of the most fundamental differences in the Rasch model and the one-parameter logistic model (1PL) is the compatibility of the data in the model. The Rasch model assumes that data must match the model, while the IRT model must adjust to the data. The Rasch model focuses on modeling the probability of grain and people. Probability modeling that takes into account the difficulty of the item and the ability of people. Probability is a function of the difference between people's abilities and item difficulties. Model formulation as follows,

$$P(x = 1/\theta,\delta) = f(\theta_n / \delta_i)$$

(4)

for ϑ_n namely abilities and people, δ_i that is the difficulty of the item. Probability is a function of the difference between people's abilities and item difficulties. In the Rasch model grain difficulties and the ability of people are on the same scale.

There are three situations that can be used at meetings between people and items including [13]; first, the number is the same, where the probability of the correct response "1" is 0.5, therefore the wrong probability "0" is 0.5. Mathematically $\theta_n - \delta_i = 0$; second, when respondents have more constructs than items, where the probability of a response "1" is greater than 0.5. Mathematically $\theta_n - \delta_i > 0$; second, when respondents have more constructs than items, where the probability of a response "1" is greater than 0.5. Mathematically $\theta_n - \delta_i < 0$.

The unit of measure for people's abilities and the difficulty of the questions in the Rasch model is called logit (log-odds units). The ability of a person on a logit scale is natural log odds to successfully answer the same type of question chosen to determine the zero point on the scale.

Rasch model for dichotomous items, namely [14],

$$P(X_i = 1 / \theta, \delta_i) = \frac{e^{(\theta - \delta_i)}}{1 + e^{(\theta - \delta_i)}}$$

(5)

in the Rasch model there are two parameters, namely the theta parameter (ϑ) to measure people's ability and item parameters δ_i to measure the level of difficulty of the item. Grain difficulty index in the independent Rasch model. According to [15] the occurrence of differences item functioning (DIF) when invariance does not accumulate in the application of the model. This means that the index depends on the sample taking the exam.

Incorrect functions of the Rasch model can be used to analyze the detection of different grain functions (DIF). To find out the DIF question with the Rasch model using the characteristics of the level of difficulty symbolized by *b*. Participants consisted of two different groups, for example men as reference groups and women as focus groups who took the same test, so the factor of occurrence of DIF from both groups towards one or more test items can be calculated. The approach used to test DIF items from the two different groups is the average score and the standard deviation difference from the two groups, then do the t-test. DIF detection with a t-test or different test approach was first proposed by [14].

$$t = \frac{d_{i2} - d_{i1}}{\sqrt{(s_{i2}^2 - s_{i1}^2)}}$$

(6)

where d_{i1} is the difficulty of the item in the reference group, while d_{i2} is the difficulty of the items in the focus group, s_{i1}^2 is the standard error estimate of d_{i1}, and s_{i2}^2 is the standard error estimate from d_{i2}. According to [16] that a question is called DIF if the t test results are significant, or if the t-count value is greater than 2.4. It can be interpreted that there are differences in the function of the questions in the two groups taking the test.

4. Sensitivity

Sensitivity was first introduced by Yerushalmy on health measurements that Sensitivity is the ability to diagnose correctly in people who are sick, meaning that the test results are positive and really hurt [17]. This, is associated with measurements in grading that sensitivity is the proportion of DIF positive items in the population and after being identified by the detection method it turns out that the item is DIF. In

other words that sensitivity is a possibility that DIF grains are detected correctly or the probability of each DIF item being identified correctly with the DIF detection method. In the world of measurement or psychometry, the concept is used to detect items that are indicated to have DIF and are known to be true positive. True positive is if the correct item is DIF and after being detected by a certain method and the result is positive DIF. True positive is often called the power of a DIF detection method. In addition, also known as type II error rate (type II error rate). Type II (type II error rate) error rate is a detection method on items that correctly have DIF and the detection results of these items do not have DIF.

Explains the sensitivity that sensitivity = TP/TP + FN, where TP is the real positive number and FN is the number of false negatives [18]. Based on the table, so that the sensitivity formulation referred to in this study is

$$Sensitivity = \frac{\sum True\,Positive}{\sum True\,Positif + \sum False\,Negative}$$

(7)

Based on this formula, the DIF detection method, if a slight negative error is detected, the more sensitive the method is. Conversely, if many negative errors are detected, it is less sensitive.

Low sensitivity is caused by the DIF detection method that ignores many grains containing DIF. This, it can be said that a DIF detection method with low sensitivity will increase some false negative numbers (FN).

5. Sample Size

Sample size is one of the important considerations in applying a model to estimate parameters specifically on Item Response Theory (IRT). Estimates will be good when the sample used can meet the requirements for the model to be applied.

The reasonable minimum sample size for the Rasch Model is 30 respondents, while the 1 logistic parameter (1PL) model is 200 respondents [19]. Thus, a minimum of 200 respondents in Item Response Theory (IRT) is quite accurate. As also emphasized by [8] that to analyze items using Item Response Theory (IRT) should be a minimum of 200 respondents.

A good estimate is basically strongly influenced by sample size. The larger the sample size/respondent, the more stable the grain parameter estimation results will be. Conversely, if the sample size/respondent is smaller, then the estimated stability will decrease. As stated [20] that capability parameter estimates and items are less accurate in small sample sizes especially when the item response is generated by the three parameter logistic model (3PL). In addition, [21] reported his research that the effect of sample size on the level of stability and accuracy of model parameters was influenced by sample size, number of item categories and distribution of category scores in items. In general, the more closely the sample size, the better the results.

In the IRT model as explained earlier that requires a sample size of at least 200 respondents. However, to get good stability it is necessary to increase the sample size. Estimates with a smaller error are also influenced by the number of samples. As the results of the study [22] explained that around 500 examinees were needed to achieve root mean square error (RMSE) below 0.10 and a sample size of 2,000 would reach an RMSE value of around 0.05. In addition, [22] explains that sample size has the most severed influence on correlation, illustrating that the correlation r = 0.77 was achieved in the size of 250 examinees, and the correlation value increased to 0.95 for the size of 2,000 participants test. For this reason, around 1,000 examinees are needed to maintain the actual average estimate of the

correlation of 0.90. According to [20] recommending that for 500 respondents for two parameter models (L2P) use 500 respondents, and 1000 respondents for three model parameters (3PL).

6. Methodology

The research method used is experimental design with treatment design. The research variables consist of independent variables and dependent variables. The dependent variable in this study is the number of positive or true positive points (TP) or call power. Meanwhile, the independent variable is the method of detecting grain function differences (DIF) which consists of a logistic regression with item response theory (LRIRT) and Rasch models.

7. Data

The main data used is the student response data in the form of scores, where the form of student scores in the form of responses "0" and "1" with the length of the test or the number of items in the test as many as 40 items. Data source from the Ministry of National Education (PUSPENDIK) Educational Assessment and Testing Center in the form of student national exam results (UN) response data in 2015.

8. Population and Sample

The population in this study were multiple choice test items and test participants. The population of the test participants in the study were the participants of the National Examination Test (UN) in Bone District and East Luwuk Regency, Bunggai District, as many as 3,054 test participants.

From the population samples were taken/test participants for the first variable, namely sex determined by men as the reference group taken as many as (1000 and 100) responses and samples of women as focus groups (1000 and 100) responses.

The number of replications carried out in this study was 250 times randomly. While the population of the test items are the items used in the national exam (UN) as many as 40 items. The item samples used were 25 items taken randomly and matched the model after replication.

9. Research Procedure

The procedure of this study begins with preparing the main data, namely data in the form of work scores for junior high school students on the 2015 national exam obtained from the Education Assessment and Education Center of the Ministry of National Education (PUSPENDIK). Data in the form of scores in the form of zero (0) and one (1) with the length of the test device is 40 items. From 40 items the test was detected by DIF using the help of the BILOG MG program. The purpose of this DIF detection is to get initial information, which items are detected DIF or not DIF. The number of responses used for DIF detection in each reference group and focus group was 1527 responses, so the total number of test participants was 3054.

Participants in each reference group and focus was 1527. Then, 1000 responses were taken randomly and 100 responses were 75 replications for each reference group and the focus group used SPSS assistance. Then, after completing the response, then combine the reference data and focus into 2000 and 200 responses. After merging then estimate the ability parameters and grain parameters. The number of responses used for item estimation and ability estimation is 2000 and 200 responses.

Estimates are made using the BILOG program. From the estimation results, the items that fit the model are only 25 out of 40 items. Total replication is 75, but only 15 replications contain items that match the model in the same number, which is 25 items.

From 25 items, parameter estimation is done for each reference group and focus. After that, detect the items containing DIF using two detection methods, namely the LRIRT method and the Rasch model. DIF detection using the LRIRT method uses the help of the SPSS program, while the Rasch model uses the Winsteps program.

10. Data Analysis Technique

Based on the results of the analysis of the normality test using Lilliefors on true positive data (TP) for each group obtained is not significant. So, in hypothesis analysis using non-parametric statistics, namely the Mann-Whitney Test average difference test. Test differences in group averages in terms of true positive (TP) or true positive data. The average difference test used is Mann-Whitney Test.

11. Results

The results of hypothesis testing based on inferential statistical analysis using the difference test of two independent samples for each hypothesis will be displayed as follows.

Based on the results of statistical analysis on the first problem, namely the test of the average difference of two groups of samples, the results of statistical calculations show that the Mann-Whitney U value is 64,000 and the probability value (sig.) Is smaller than $\alpha = 0.05$ which is 0.041, meaning the hypothesis H_0 is rejected. Thus, the Rasch model is more sensitive than the LRIRT method in detecting differences item functioning (DIF) for the size of 200 respondents. Masasecond, from the results of statistical analysis of the difference test on the average of two groups of samples, the results of statistical calculations show that the Mann-Whitney U value is 37,500 and the probability value (sig.) is smaller than $\alpha = 0.05$ which is 0,000, meaning the hypothesis H_0 is rejected. Thus, the LRIRT method is more sensitive than the Rasch model in detecting differences item functioning (DIF) for the size of 2000 respondents. The third problem, from the results of statistical analysis of differences in the average of two sample groups, obtained the results of statistical calculations that the Mann-Whitney U value is 0,000 and the probability value (sig.) Is smaller than $\alpha = 0.05$ which is 0,000, meaning the hypothesis H_0 is rejected. Thus, the LRIRT method is more sensitive to detect differences item functioning (DIF) that uses 2000 respondents than 200 respondents. The fourth problem, from the results of statistical analysis of the difference test on the average of two groups of samples, obtained the results of statistical calculations that the Mann-Whitney U value is 0,000 and the probability value (sig.) Is smaller than $\alpha = 0.05$ which is 0,000, meaning the hypothesis H_0 is rejected. Thus, the Rasch model is more sensitive to detect differences item functioning (DIF) that uses 2000 respondents than 200 respondents.

12. Discussion and Conclusion

Sensitivity is interpreted as the proportion of DIF positive items in the population and after being identified by a test or DIF detection method it turns out that the item is DIF. In other words that sensitivity is a possibility that DIF grains are detected correctly or the probability of each DIF item being identified correctly with the DIF detection method. The results of this study examine four hypotheses related to two DIF detection methods and two sample sizes namely 2000 and 200. The results of hypothesis analysis indicate that (1) Rasch models are more sensitive than the LRIRT method for

detecting differences item functioning (DIF) for 200 respondents, (2) the LRIRT method is more sensitive than the Rasch model in detecting differences item functioning (DIF) for the size of 2000 respondents, (3) LRIRT method is more sensitive to detect differences item functioning (DIF) that uses 2000 respondents than 200 respondents, and (4) the Rasch model is more sensitive to detect differences item functioning (DIF) that uses 2000 respondents than 200 respondents.

The results of the analysis showed that the Rasch model was more sensitive than the LRIRT method in detecting differences in grain function (DIF) for the size of 200 respondents. From the results of true positive (TP) analysis or called the detection power (power) in the Rasch model for 200 sample sizes in several replications more compared to the LRIRT method which is about 10 replications of 15 selected replications and average value values true positive (TP) or power from the Rasch model which is equal to 5,600 and the average LRIRT method is 4,133. This has an impact on the low value of false positive (FP) which is a method error in DIF detection. Judging from a number of replications, the average sensitivity values of the two methods are shown that the average sensitivity of the Rasch model is higher with an average value of 0.509 compared to LRIRT with an average value of 0.376.

The results of this study are corroborated by the statement [19] that reasonable minimum sample size for the Rasch model is 30 respondents, meaning that parameter estimates on very small samples can be done using the Rasch model, so that with a sample size of 200 it will increase the sensitivity of the Rasch model for DIF detection. Whereas, on IRT for sample size 200 is still very minimal, even though this size has met the requirements for parameter estimation.

The results of the analysis showed that the LRIRT method was more sensitive than the Rasch model in detecting differences in grain function (DIF) for the size of 2000 respondents. The result of true positive (TP) analysis or called detection power in the LRIRT model for the sample size 2000 has increased from the previous sample size of 200. Likewise, the Rasch model has increased sensitivity. However, the results of the two are different. In the LRIRT method almost all items marked DIF by the Student's t test with the BILOG MG program were detected with LRIRT, while only a few Rasch models were detected as DIF that had previously been detected by the Student's t test with the BILOG MG program.

Judging from the average sensitivity between the LRIRT method and the Rasch model shows that LRIRT is superior to the Rasch model for sample size 2000, the LRIRT method has an average sensitivity of 0.903 and the Rasch model has an average sensitivity of 0.842. However, the difference between the two is not so great.

The results of the analysis showed that the LRIRT method was more sensitive in detecting differences in grain function (DIF) that used 2000 respondents than 200 respondents. Judging from the sample size, the results of true positive (TP) analysis, called the DIF detection power, increase with increasing sample size. LRIRT is a logistic regression method that uses student ability values or theta (ϑ) estimated results from the IRT, this is strongly related to sample size. So that when the sample size gets bigger, the results tend to be better and the sensitivity of the logistic regression will increase.

The sensitivity of DIF detection in the LRIRT method for the sample size of 2000 results in a two-fold increase in the sample size of 200. The average value of LRIRT sensitivity in sample size 2000 is 0.903, while the average sensitivity of LRIRT in sample size is 200, which is 0.376. This, in line with the results of the study [22] that increasing sample size will reduce the root mean square error (RMSE) value, for a 500 sample size can reach a small RMSE value below 0.10 and confirm the sample size of 2,000 can achieve an RMSE value of around 0.05.

The results of the analysis show that the Rasch model is more sensitive in detecting differences in grain function (DIF) that uses 2000 respondents than 200 respondents. The result of true positive (TP) analysis, called the DIF detection power, shows that it increases with increasing sample size. The Rasch model is a model that is similar to the 1 parameter logistic model (1PL) which consists of two parameters, namely the item difficulty parameter and the test participant's ability parameters. The Rasch model in a small sample size of 30 respondents is sufficient to meet the estimation requirements, so that at the size of 200 respondents the Rasch model will give good estimation results. DIF detection with the Rasch model on a sample size of 200 shows a large sensitivity value, after the sample size is enlarged to 200 sensitivity values almost doubled from the 200 sample size. The average value of the Rasch model sensitivity at 200 sample size is 0.509, while the average value the sensitivity of the Rasch model on the 2000 sample size is 0.842.

Conclusion, the Rasch model is more sensitive to 200 sample sizes and the LRIRT method is more sensitive to DIF detection in the 2000 sample size. In the LRIRT method and Rasch model it is more sensitive to DIF detection on 2000 sample sizes than 200 sample sizes.

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Where "That" Come From? A Study of Explicitation in Indonesian-English News Translation

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Abstract. Explicitation is concept of how the translator consciously or unconsciously making their translation more "explicit" from its source text. Many study in the beginning of 21st century discussed of how translated English is far more explicit in certain grammatical word like "that" but it focused more on corpus statistics without detailed research of how the items appear in translated text. This study aims to fill the gap by using detailed analysis of how explicit sentence marked by that can appear, specifically in Indonesian-English news translation. The data for this study was taken from bilingual news site Berita 2 Bahasa, a startup news site that provide side to side news in Indonesian-English. 222 extracted news from the site made into parallel corpus for specific purpose of this study. To search of how the word appear, model of translation transformation and explicitation category was used. Thereafter it was found that the word "that" in the parallel corpus, mostly arise from reorganization, and addition specifically event specific type of transformation. In parallel, obligatory, and pragmatic types also dominating explicitation categories. Briefly, in the translation process, structural compliance is the most reason why the word appeared. Equally important, event specific description that was not exist in source text appear in translated text. This occurrence caused by cultural adaptation in target text, where extra information clause added as a background context to reader who have different general knowledge.

1. Introduction

News translation mainly have distinguishable form and function than any other form of writings. In here, the translator need to consider how the readers are going to read their news. News text particularly for certain purpose, one of it is called speed in translation exploitation (Bani: 2006:37). In general purpose, news was made for quick and light reading activity. Take this to account, translator need kinds of transfer method so translated text can easily read by target reader. To give a better sight of what kind of transfer process occurred in news translation, Hursti (2001) divide translated news transformation into:

- Reorganization: common procedure to re-structuring text from ST (Source Text) to TT (Text Target).
- Deletion: Omitting part of ST to TT, from entire paragraph to sentence. To keep the text simple and easy to read. This further divided into deletion of: sourcing, time adverbial, and place adverbial.
- Addition: Adding new information to TT, for the reader to understand certain detail or background information for granted. Addition item can vary from: culture specific addition, event specific addition, and background addition.

● Substitution: changing certain items to make TT become more interesting for the reader. Substitution can be in form of: making detail less specific, refocusing information, and demetonymisation/depersonalisation.

The model was made specifically for news translation. Thus, the model fit in order to analyze data in this study, a bilingual news. This model then, paired with explicitation can made into certain model in this section.

Term explicitation has been around and receive attention since its first systematic study written by Blum-Kulka in 1986. Then in 1993 Mona Baker publish its paper entitled Corpus Linguistics and Translation Studies-Implications and Applications, where it is mentioned that with the increasing computing power corpus can be used as a tool to study certain linguistics field. Then in 2000 Maeve Olohan and Mona Baker publish their study that use corpus approach entitled Reporting that in translated English. Evidence for Subconscious process of Explicitation? In this paper they prove that use of "that" in directly written English and Translated English are different. The differences lie in the prevalent use of reporting that in translated English. However, the study did not compare Source Language (SL) and Target Language (TL) to see how "that" can appear.

Back in 1996, Klaudy Kinga in his paper entitled Back Translation as a Tool for Detecting Explicitation Strategies in Translation, categorize explicitation into 4 types:

● Obligatory Explicitation

This type regarded as explicitation that resulted from different syntactic and semantic from SL and TL. The most obvious example is missing category, where SL have certain syntactic or semantic feature that TL don't have.

● Optional Explicitation

How text is constructed and stylistic preference are cause of this type. It is optional, the translator use this to make the text look natural. Addition of connectives, use of relative clauses instead of long, left branching nominal construction etc. are example of the type.

● Pragmatic Explicitation

Different culture, different shared knowledge of different communities is the cause of this explicitation. In this case the translator needs to make those different elements of SL to be understood by TL communities by making it more explicit.

● Translation-proper explicitation

This type can be connected to nature of the translation. Idea reformulation from SL to TL are transferred with higher degree of explicitness. It is not depending on general construction and direction of translation, thus making the explicitation different yet still preserve the idea.

Meanwhile, that position English is vary. Besides conjunction It can also make a clause which called that-clause, that can be placed in subject or object position (Storm, 1966). Furthermore it can also be followed by verb, adjective, or noun which mark the relation to the main clause. But the most important point that made by Storm, is the word "that" marked sense of objectiveness in the sentence.

The news articles was taken from sites entitled Berita 2 Bahasa or abbreviated into B2B. The site provides news in bilingual manner, in Bahasa Indonesia and in English. The site was a start-up news media since 2012. In 2018 the site is still consistent providing news for the reader. Based on the taken data, the most noticed name that translating Indonesian to English is Dhelia Gani. She has translated numerous article since 2013. So the professionalism cannot be doubted in this case.

Based on the background, there are 2 research questions in this study, what is the process of transformation and explicitation in the Berita 2 Bahasa news article? And the second is what is the pattern of that clause in the translated text based from the source text?

2. Method

As the site that provide bilingual news articles, not all of it was translated from English to Indonesian. From brief review, the site have associated press where they use it as their own news. The clearest evidence of text translated from Indonesian are: there's marker of the media at the beginning of the article for example: "Jakarta (B2B)"and second it did not mention associated press for example: "as written in mail online," mail online refer to Daily Mail a UK based news agency. Lastly, only the articles mentioning about Indonesia is only article that will be chosen. The reason, to avoid another non-Indonesian cultural references so we can see translator transfer Indonesian culture to English.

After gathered all of the articles, it will made into machine-readable form. In this case it the Indonesian text and English text separated into two corpus, which make these 2 corpus parallel with each other. After parallel corpus done, AntConc by Anthony (2018) used to search collocation of that with range of 1 for left and right side. From this list of collocates word sentence that have longer text construction in TT (Target Text) than in its ST (Source Text) was searched to see if it is an explicitation or not. Categorizing types of explicitation are the last step them, that make it to the data in this study which is a collection of parallel sentences that categorized by types of transfer, explicitation, and how that in English text was appear from Indonesia ST.

3. Results and Discussion

222 articles was extracted by applying the criteria mentioned before. Two separated parallel corpus Indonesian corpus (IND) and English corpus (ENG) was created parallel to each other. IND have smaller token than ENG, this means whole IND are textually shorter than ENG. 46782 token of words in IND compared to 50771 token in ENG. In terms of collocation, verb and noun have high frequency on the left, while on the right grammatical, noun and adjectives dominating. High variation on the right marking where that clause begin with. To add, right side of "that" also where explicitation occurred.

3.1 Explicitation in the Corpus

82 explicitation was identified throughout the corpus by random sampling method. In order of frequency, obligatory explicitation is the most occurred followed by pragmatic, optional, and translation inherent. This makes "that" are the word that occurred when the translator needs grammatical adaptation from SL to TL. Grammatical adaptation in this study contributed mostly by the need of translator to add time sequence that exist in English while not in Indonesian, take a look at following example:

SL	TL
*Kemal juga mengatakan **memang ada pembagian kondom**. Namun hanya kepada populasi kunci dan tidak kepada masyarakat luas.*	He admitted **that free condoms had indeed been distributed** but its distribution was limited to a key demographic group and not to the general public.
Word count: 18	Word count: 25

SL	TL
Title: *Pekan Kondom Nasional, Bus Kampanyenya Distop oleh Kemenkes*	Title: Condom Campaign Bus Stopped by Health Ministry
Published in 05 December 2013, 00:03:00 WIB Reporter: Gusmiati Waris, Editor: Cahyani Harzi, Translator Dhelia Gani	

As mentioned before, there is no time sequence explained in Bahasa Indonesia, which makes word memang explicitly translated into "had been indeed" marked with that clause. Also to mention, this type of transfer categorized as reorganization transfer process. Reorganization transfer process involved heavily with obligatory explicitation, and I can say all of obligatory transformation are reorganization transfer process.

Meanwhile, pragmatic explicitation mostly related with addition transfer process, especially in event specific description. This mean, translator imagining the reader of the English text as a native speaker of English. The explicit items in TL are vary, but mostly it was event specific description added to help reader understanding the text, as in the following example:

SL	TL
*"Priyo menjumpai Fadh dan mengatakan Fadh minta uang supaya tidak mengungkapkan **Priyo terima uang tentang kasus Al Quran**," jelas Nazar.*	"He met Fadh and stated that Fadh had asked for money in order to maintain silence about the fact **that Priyo had received a bribe in connection with the Al Quran procurement corruption case**," Nazar pointed.
Word count: 20	Word count: 56
Title: *Yusril Bersedia Dampingi Nazaruddin Ungkap Kasus Korupsi*	Title: Former Law Minister of Indonesia to be Nazaruddin`s Legal Adviser to Unveil Corruption Cases
Published in 17 January 2014, 20:11:00 WIB Reporter: Rusdi Kamal, Editor: Ismail Gani, Translator Novita Cahyadi	

For Indonesian, Al Quran procurement case in 2014 is one of the biggest scandal that year. This makes media highlight them frequently at that time, even it is become synonymous with word "kasus Al Qur'an" or Al Qur'an Case. In this and other data with same type, addition transfer process are used to add background information. Thus it can be concluded that addition transfer process are resulting in pragmatic explicitation.

Optional explicitation, is a case where certain item exist in TT but it is also correct if it not appear in it. Most of the data in this study found, optional explicitation are occurred for stylistic reason. It can be that with transition clause, or introductory clause. For example:

SL	TL
Kapolri juga menghimbau masyarakat agar tidak main hakim sendiri karena kepolisian telah melakukan langkah komprehensif untuk	**In view of that** he called on the public not to take the law into their own hands because police have already taken comprehensive actions from appealing,

SL	TL
menangani perkara itu.	counseling, preventing to law enforcement.
Word count: 19	Word count: 32
Title: *FPI, Kapolri Minta Masyarakat Sabar Tunggu Proses Hukum*	Title: National Police Chief Ask the Public Eagerly Awaiting the Legal Process FPI
Published in 24 July 2013, 16:06:00 WIB Reporter: Rusdi Kamal, Editor: Cahyani Harzi, Translator Dhelia Gani	

In data above, clause "in view of that" did not have equivalent in ST. The translator in here use it as transition clause from previous sentence. In this case, it can be argued that this is some kind of form of reorganization transfer, as it affect structurally yet no semantic impact when adding the type of explicitation.

The last type of explicitation, translation inherent did not have rigid pattern as the other types. As it only concern with keep the same meaning from ST. Thus it can be combination of several transformation type. From this study data, this type can through structural reorganization, substitution, addition, or even deletion. Yet, the message from ST cannot be changed.

To conclude, explicitation in this study mostly attributed to reorganization process. Where the translator produce significantly more words to fit category as tenses that not exist in SL. Pragmatic explicitation occurred when translator use addition transfer process to add new information in TT. This addition mostly about adding detail regarding event that might be understood by speaker from SL but not for speaker in TL, as they did not share similar general knowledge from media. Optional explicitation regarded as using reorganization strategy. It existence for contributing more words in TT is matter of stylistic attribute, if this type deleted it will not change the meaning of the text. Translation inherent explicitation can be combination of several transformation type, but need to keep same message from ST.

3.2. Where "That" Come From?

How that can appear in TT can be categorized into 3 major category: definite marker, indirect quotation and extra information marker. Definite marker make the sentence in TT longer than ST because English as TL require specification to the noun to refer for context that has been given. For example:

SL	TL
*Dia menambahkan, **Direktur Jenderal Kebudayaan, Kementerian Kebudayaan dan Pendidikan Dasar***	He added **that the Indonesian Education Ministry's Director General of Culture**
Title: *Festival Nusantara Bertutur Bangun Karakter Anak-anak Indonesia*	Title: Indonesian Storytelling Festival Aims to Build the Character of Children
Published in: 22 January 2015, 01:43:00 WIB Reporter: Gusmiati Waris, Editor: Cahyani Harzi, Translator: Dhelia Gani	

In this clause, the translator add "the" after that to make definite noun clause after it. This form only occurred to noun, or noun clause.

Sourcing are notable feature in news article, where data that was gathered by reporter from interviewees reported in the article. In this case, most of the time when direct quotation was exist in the sentence, there is always "that" before that function as a connective before paraphrased sentence. For example:

SL	TL
*Dia **menambahkan** terkait usulan masa tugas KPK hanya 12 tahun sejak revisi UU KPK diberlakukan, hal itu merujuk pada Rencana Pembangunan Jangka Menengah (RPJM).*	He **added that** the proposals related to the working period is only 12 years since the revision of the KPK Law was enacted, it refers to the Medium-Term Development Plan or Development Plan.
Title: *Fraksi PDIP di DPR Patuhi Perintah Partai Dukung Revisi UU KPK*	Title: Indonesia's Ruller Party Supports the Revision of Law on Anti-graft Agency
Published in: 08 October 2015, 21:19:02 WIB Reporter: Rizki Saleh, Editor: Cahyani Harzi, Translator: Dhelia Gani	

In here verb *menambahkan* have equivalent with verb added. Menambahkan is active verb form, that translated into added that where "that" marking beginning of indirect quotation. Not only this, but every time in the data when this type of quotation occurred that always exist to mark the paraphrase rather than using variation of comma (,) or if. Thus, the translator need to adjust subject less clause in SL to TL who always require subject, making it more long from the ST.

That as extra information marker is not as much in quantity as definite marker of indirect question, yet this type can make significantly longer text in TT. Extra information that mentioned here in another piece of information lump that does not exist in ST yet in TT it was added to describe another information that can help reader to understand context of the text. For example:

SL	TL
*"Seharusnya Presiden mengeluarkan Perpu yang lebih menitikberatkan pada pemberantasan korupsi melalui pemberian wewenang lebih luas kepada KPK," **kata Habiburokhman di Gedung MK, Senin (21/10).***	"The President should issue a regulation on corruption eradication by granting (more) authority to the Corruption Eradication Commission (KPK)," he said. **Habib mentioned that the case contained misinterpretation that the Judicial Commission is far ´cleaner´ than MK.**
Title: *Perpu Mahkamah Konstitusi Digugat oleh Tiga Pengacara*	Title: Three Lawyers Sued Government Regulations in Lieu of the Law of MK
Published in: 21 October 2013, 19:05:00 WIB Reporter: Rusdi Kamal, Editor: Cahyani Harzi, Translator: Dhelia Gani	

In this example extra information with that clause are added to give background information which contribute to longer text. Besides that it also noticed abbreviation especially of institution name like KPK (Corruption Eradication Commission), Kemendikbud (Ministry of Education), DPR (House of Representative) also contribute to longer text construction.

To summarize, that can came out of nowhere mostly first, due to marker of definite article, where in TL it is required to specified noun from general to specific. Second, indirect quotation which make

another that-clause which require construction with subject and verb. Whereas, in SL it can still acceptable without subject. Third, that clause also can appear in extra information lump. This lump significantly increase text length, yet it purpose is to give context for reader who did not share same knowledge about the event.

4. Conclusion

How text can constructed longer than ST in this study mostly attributed to grammatical needs. This proven by obligatory explicitation with reorganization mostly occurred in explicit sentences. Several other studies (Olohan & Baker, 2000; Frankenberg-Garcia, 2009; Chen, 2006; Puurtinen, 2004) confirmed certain grammatical or functional items are used in higher frequency in translated English. This study proves this higher frequency comes from mostly difference aspect of SL and TL, thus translator filling the missing differences with using more functional words like "that" so it fit to TL. However, if truly text length that become a focus, addition transfer process that resulted in pragmatic explicitation are truly type that increase significantly text length. In this specific genre of news, this addition mostly about background of the event.

To add, Indonesian function word also mostly merged with the root word. For example to transform verb into passive construction prefix di- can be added to root of predicate head. In this study sometimes there are data where in SL it in active construction but in TL it was changed into passive construction. This mean, further study about translation of word with addition of suffix also need to be done from Indonesian to another language, as it can be greatly challenge translator ability.

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Development of Open-ended Approach in IPS Learning to Improve Students' High Level Skill of Thinking

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Abstract: An Open-ended approach is a learning approach that emphasizes more on students' efforts to arrive at answers rather than the correctness or accuracy of answers, students are who faced with a problem have more than one correct answer, the teacher does not limit the way students solve, even the teacher provide flexibility to find various approaches to problems. In social studies learning, the Open-ended approach is very appropriate to apply to develop high level thinking skill or **HOT** (high order thinking skill) of students. By high order thinking, the learning process becomes complex and profound. This is very much in line with the purpose and the essence of the open-ended approach. The facts in the field show that a teacher emphasizes students more about giving material and how students can master the material in the learning process, so students do not get the opportunity to develop the potential to think especially in high cognitive such as analysis (C4) evaluation (C5) and Create (C6), but they only move at a low cognitive level such as knowledge (C1) understanding (C2) and application (C3). Students who have a better understanding of the learning process will experience conceptual changes when needed. Characteristics of students should be the main concern for teachers. Students' reasoning.

Keywords: High level thinking skill, open-ended approach, social studies learning

1. Introduction

1.1 Background of the Study

Government Regulation Number 65 Years 2013 of National educational standards related Standards process, that the learning process in educational units organized in interactive, inspiring, fun, challenging, motivating students to participate actively, as well as providing enough room for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students (Kemendiknas, 2013, pg. 1). For every unit of educational planning of learning, implementation of the learning process as well as the assessment of the learning process to enhance the efficiency and effectiveness of achieving competence of graduates.Based on this need for students' active participation, creativity, and independence in learning to achieve the competency completion.

Therefore, it takes an effort to create interactive and fun learning for students with the guidance of a teacher.

In IPS learning, the ability of students to develop is the ability of higher-order thinking or HOTS (higher order thinking skills). With higher-order thinking, the learning process becomes more complex and profound, because high-level thinking ability among other things is the critical thinking ability, creative thinking ability, innovative thinking ability, and solutions thinking ability of students in the subject matter IPS being important objectives in the learning IPS elementary school, to achieve this goal then Education must facilitation through the use of models, methods, media and so on can support the increased high level thinking ability of students. Tsin Yen & Halili, (2015) stated that the factors of teachers also strongly influenced the direction of thinking ability of students where teachers can guide students to develop the thinking ability of students to a higher level.

The facts on the ground show that a teacher more emphasizes only giving material to students and how students can master the material in the process of learning so that students do not get the opportunity to develop the potential to think especially at potential high cognitive analysis (C4) evaluation (C5) and creative (C6), but rather just move on the cognitive level low just like knowledge (C1), understanding (C2), and application (C3). Students who have a better understanding of the learning process will conceptually experience changes when necessary. The characteristics of students need to be used as the primary concern for teachers, for students who have independent potential that must be explored and developed. In addition, students` reasoning abilities must be developed too by applying innovative and interesting learning.

One indicator of student success in the lesson is the ability to teach innovative teachers. Innovative means, namely: First, the teacher is able to design learning strategies to improve the ability of individuals to work together to build social interactions around them that is able to communicate well with a sense of empathy; Second, the teacher is able to design learning strategies using learning approaches that are appropriate to the student learning environment. Learning systems and strategies that are thought to improve students' high-level thinking skills are the application of Open-ended learning approaches. Based on these indicators, researchers tried to develop an Open-ended approach into a learning model that was named the Open-Aus learning model based on meaningful learning theory in social studies learning to improve high-level thinking skills of elementary school students. Why is this model based on meaningful learning theory? Because the Open-ended learning approach is a learning that emphasizes more on students' efforts to arrive at answers to the truth or accuracy of answers only, students are faced with a problem having more than one correct answer, the teacher does not limit the way students are resolved, and vice versa The teacher gives the flexibility to search and use various approaches to the problem, Becker, Shimada. (1997). In terms of the development of social skills, students have been able to establish relationships with peers because at that age the peer bond is so strong that it is considered to have a general basis of knowledge as learning and applying to the community later, this is where the urgency of David Ausubel's learning theory is essentially a process of linking new information to relevant concepts contained in one's cognitive structure Cognitive structures include facts, concepts, and generalizations that students have learned and remembered. (Dahar, 1996, pg. 112). This is thought to improve students' high-level thinking skills.

1.2 Formulation of the problem

Based on the background of the problem above, the formulation of the problem in this study is:

1. How is the implementation of the Open-Aus learning model to improve high-level thinking skills of elementary school students?
2. How is the influence and impact of the application of the Open-Aus learning model in social studies learning to improve the high-level thinking skills of elementary school students?

1.3 Purposes of the Research

The purpose of this study was to develop an Open-ended approach into the Open-Aus learning model based on Ausubel meaningful learning theory in social studies learning to improve the high-level thinking ability of elementary school students in North Kalimantan.

2. Methods and Research Design

This research is research and development (R & D). This research was conducted on April to December 2018 in the fifth grade of SDN 016, SDN 045, and SDN. 018 Tarakan City. The subjects of the study consisted of subjects of feasibility/validation, limited trials, and extensive trials. The subject of the feasibility trial consisted of 3 colleagues, 3 expert lecturers, and 3 Class teachers. The subject of the expert trial included 3 colleagues, 1 media expert lecturer, 1 material expert lecturer, 1 instrument expert lecturer and 2 Elementary School Class Teachers. The subjects of the limited trial were 23 fifth graders of Tarakan City Coastal Elementary School 016. The subjects of the broad trial were 34 fifth grade students SDN 018 as the control class and 23 fifth grade students SDN 045 as the experimental class. The sampling technique uses purposive techniques.

The development procedure used in this study uses 10 steps proposed by Borg and Gall (1983, pg.80). The procedure in question includes 10 (ten) stages, namely (1) preliminary study, (2) planning, (3) development of the initial product draft, (4) initial trial, (5) revised results, (6) extensive trial, and (7) improvement of the results of wider trials, (8) test model validation, (9) Improvement of final validation results, (10) dissemination and implementation.

At this stage of the preliminary studies carried out a study of the literature, the observation field, and fifth-grade ELEMENTARY SCHOOL teacher interview.At the stage of planning carried out an analysis of the structure of the content, materials, concepts, and learning objectives. The stage of the preparation of the initial products includes a learning device in the form of preparation of the RPP, the reserved raw tests, assessment instruments, and a question form. The device was composed of these early products hereinafter referred to as (draft 1). Product Validation stage includes assessment of early product by 3 validators (friends of the associate expert, lecturer, and teacher of fifth grade). The results of the assessment and the commentary on the draft of the next 1 ares used for the product resulting in a revision draft 2.Limited Test phase is done with test the drafts 2 limited in scale, as many 23 students. Limited testing using experimental design one group pretest-posttest design (Sugiyono, 2012, pg 72).Limited trial results next used to draft revision 2 resulting in draft 3. The extensive test phase consists of testing a draft class 3 experiments and compared to a control class that uses the existing learning at school. Extensive test method using a quasi-experimental design with nonequivalent control group pretest-posttest design which is a modification of Sugiyono (2012, pg. 86).Trial results widely used to draft revision 3 so as to obtain the final product. The final product is then propagated to apply further through the stages of dissemination.

Data collection techniques in this study include techniques for measuring high-level thinking skills including standardized tests and observations. The instruments used to collect data are divided into three types, each of which is used to meet the criteria of validity, practicality, and effectiveness. The Instrument for measuring feasibility aspects using product validation sheets. The instrument for measuring practicality consisted of the implementation plan of lesson plans and questionnaires on students' responses to learning models, standardized tests, and learning processes. Instruments for measuring effectiveness consist of instruments to measure high-level thinking skills in the form of standard questions and observation sheets, as well as instruments to measure aspects of knowledge in the form of questions in IPS material.

Data analysis in the form of comments, suggestions, and revisions during the trial process was analyzed descriptively qualitatively and concluded as input to revise the product being developed. Data analysis techniques in the form of expert response scores (product feasibility), student response scores, RPP implementation scores, HOTs ability scores.

2.1   Analysis of Results of the Product Validation and Student Response

Data analysis techniques for validating learning models and student responses are carried out with the following steps: (1) Tabulation of all data obtained from the validators for each assessment item available in the assessment instrument, (2) Calculating the average total score of each component using formula 1, and (3) changing the average score into a value by category. The reference for changing the scale score of five according to Sukardjo (2012, pg. 92) is presented in Table 1.

Tabel 1.   Actual Score Conversion to Scale 5

Score Range (i)	Value	Category
$\overline{X}_i + 1,80\ SBi < X$	A	Very Good
$\overline{X}_i + 0,60\ SB_i < X \leq \overline{X}_i + 1,80\ SB_i$	B	Good
$\overline{X}_i - 0,60\ SB_i < X \leq \overline{X}_i + 0,60\ SB_i$	C	Enough
$\overline{X}_i - 1,80\ SB_i < X \leq \overline{X}_i - 0,60\ SB_i$	D	Less
$X \leq \overline{X}_i - 1,80\ SB_i$	E	Very Less

Information:

$\overline{X}_I$ = Ideal score average = ½ (Ideal max score + Ideal min score)

SB_i = Standard deviation ideal score = 1/6 (Ideal max score-Ideal min score)

X = Actual score

In this study, the learning model is said to be worthy of being used for trials if the results of the assessment of each learning device are at least in the good category with a value of B.

2.2   Implementation Analysis of the Open-Aus Learning Model

Data on the implementation of the Open-Aus learning model were analyzed using descriptive statistics with mean scores. Analysis of model implementation is done by calculating the percentage value of the feasibility of the learning stages at each meeting. The percentage of implementation of the model is determined using formula 1.

$$P = \frac{\Sigma X}{n} \, x\ 100 \qquad\qquad \text{formula (1)}$$

Information:

P : Percentage of implementation RPP

$\sum^{X:}$ Number of implementation scores

^{n} : Total maximum score

RPP is assessed by interpretation criteria as follows:

25%-43,7%	= not good
43,8%-62,5%	= less good
62,6%-81,25%	= good
81,26%-100%	= very good
	(Ain, 2013, pg.94)

2.3   Questionnaire of Student Response to Learning Models, Standard Tests, and Learning Processes

Analysis of the results of student questionnaire responses to Open-Aus Learning Models, Standard Tests, and learning processes is done by calculating the average total score of each component using formula 1 then changing the average score to the value with the category. Reference to changing the five-scale score according to Table 1.

2.4   Analysis of Standard Test Results for Higher Level Thinking Ability (HOT)

The results of the completion of the standard test questions at the Higher Level Thinking Ability (HOT) are calculated by the score of each question based on the scoring guidelines, then the value of each student is determined using formula 3.

$$Value = \frac{\text{Score obtained}}{\text{ideal scores are standardized}} \; x \; 10$$

After obtaining the next value, it is analyzed using normalized gain (g) according to Hake (2007, pg.95) to calculate the HOT increase. The steps to determine the normalized score gain begin by calculating the normalized gain score with formula 4.

$$(g) = \frac{\text{score postest} - \text{score pretest}}{\text{score maximum} - \text{score pretest}}$$

The results of the normalized gain of each student are then averaged. The normalized gain average is then categorized based on the gain category revealed by Hake (2007, pg.96) in Table 2.

Table 2. Interpretation of Normalized Gain Scores

Gain Value <g>	Interpretation
≥ 0,7	High
0,7 > (<g>) ≥ 0,3	Medium
< 0,3	Low

2.5   Analysis of HOT Capability Observation Sheets

Observation sheet HOT ability was analyzed by converting scores on a scale of 5 results of observation HOT ability based on the rules of table 1 and made the percentage of achievement of HOT Capabilities in each learning process.

2.6 Test the Difference in HOT Ability between the Experimental Class and the Control Class

The difference test was carried out by analysis using the SPSS version 24 program. Normalized gain from science process skills, environmental care attitude, and learning outcomes were analyzed using Manova parametric test analysis through a prerequisite test, but if the prerequisite test was not met, nonparametric statistical analysis would be carried out. The stages of the HOT ability difference test are carried out through the following stages:

2.6.1 Prerequisite Test

Prerequisite test consists of a test of its homogeneity and normality test. The data is said to be normal if the distributed probability value/sig > 0.05 (Ghozali, 2006, p. 97). Test of normality test done with Shapiro Wilk using SPSS program version 24. The data revealed homogeneous if the value of sig > 0.05. Its homogeneity test in this research using Lavene test on SPSS program version of 24.

2.6.2 Parametric Statistical Analysis/Manova Test

The Manova test aims to test the hypothesis. The hypothesis in this study consisted of hypothesis I, hypothesis II, and hypothesis III. A hypothesis I as follows:

H_0: There was no significant difference in the application of the learning model to HOT abilities students between the experimental class and the control class

H_1: There is a significant difference in the application of learning models to HOT abilities students between the experimental class and the control class

Terms H_0 accepted if the probability is sig > 0,05

2.6.3 Nonparametric Statistical Test

Non-parametric statistical tests are used if the Manova prerequisite test is not fulfilled. Nonparametric tests in this study used the Mann Whitney test. The hypothesis and acceptance criteria and hypothesis rejection in the Mann Whitney test are the same as the Manova test.

3. Results and Discussion

The results of the first stage (Preliminary Study) are in the form of interviews, field surveys, and literature studies. The results of interviews and field surveys show that learning is carried out in interactive lectures and learning activities are still centered on the teacher (teacher center), the learning process does not use worksheets, and the dominant learning resource used is the book package of one publisher. The results of the literature study by reviewing the curriculum. The following are the results of the final model validation of the High-Level Thinking Ability of Primary School students, from 228 Elementary Students from 10 schools spread into 5 districts/cities in North Kalimantan Province.

The data of the five high-level thinking ability of students from 5 different district/city above, we can find the difference in average ability refers to:
1. School location (city vs. village) in North Kalimantan Province
2. Between the location of the school (city vs village) in one district
3. Between the location of schools between regencies/cities (Tarakan City-Malinau City, etc.)
4. And others

However, it should be noted that to test the average difference between the two groups of data, it is necessary to test assumptions beforehand (Normality and homogeneity test) so that the choice of test type or statistical formula becomes more appropriate. For this reason, each statistical analysis

below will be presented in two assumption tests and one statistical test in sequence: Normality Test, Homogeneity Test, Mann Whitney U Test.

3.1 Normality Test

1) Statistical hypothesis

H_0 = Data is Normal distribution

H_1 = Data is not normally distributed

2) Significance level

$\alpha = 5\%$

3) Test Criteria

H_0 rejected if value sig (*p-value*) $\leq \alpha$

4) Analysis Results

a) The city's student data

Table 3. One-Sample Kolmogorov-Smirnov Test

		Siswa Perkotaan
N		139
Normal Parameters[a]	Mean	81.73
	Std. Deviation	3.708
Most Extreme Differences	Absolute	0.233
	Positive	0.233
	Negative	-0.135
Kolmogorov-Smirnov Z		2.748
Asymp. Sig. (2-tailed)		.000

a.Test distribution is Normal.

b) Data on rural students

Table 4. One-Sample Kolmogorov-Smirnov Test

Table 4. One-Sample Kolmogorov-Smirnov Test

		Siswa Perkotaan
N		89
Normal Parameters[a]	Mean	81.02
	Std. Deviation	4.966
Most Extreme Differences	Absolute	.182
	Positive	.143
	Negative	-.182
Kolmogorov-Smirnov Z		1.721
Asymp. Sig. (2-tailed)		.005

a.Test distribution is Normal.

5)   Interpretation

Because the value of sig for students of the city = 0.000 < 0,05 and the value of sig for the student village = 0,005 < 0,5 it can be concluded that data from both groups of students are not normally distributed.

3.2   Variant Homogeneity Test

1)   Statistical hypothesis

H_0: The second variant of the data is homogeneous

H_1: The second variant of the data is not homogeneous

2)   Significance level

$\alpha = 5\%$

3)   Criteria for decision making

H_0 rejected if the value *sig* < α

4)   Analysis results

Table 5.   Test Homogeneity of Varians

Postest_HOT

Levene Statistic	df1	df2	Sig.
5.262	1	226	.023

5)   Interpretation

Because the value of sig = 0,023 < 0,05 means that the second variant of the data is not homogeneous.

3.3   Mann Whitney Test

Because the data is not normally distributed, the non-parametric statistical test is chosen Mann Whitney U test, as follows:

1)   Statistical Hypothesis

H_0: There is no difference in HOT score distribution between Students in Cities and students in Rural Areas

H_1: There is a difference in the HOT score distribution between Students in Cities and students in Rural Areas

2)   Significance level

$\alpha = 5\%$

3)   Decision Making Criteria

H_0 rejected if the value *sig* $\leq \alpha$

4)   Test Results

Table 6.   Test Statistics[a]

	Postest_HOT
Mann-Whitney U	5722
Wilcoxon W	9727
Z	-0.97
Asymp. Sig. (2-tailed)	.332

a. Grouping Variable: Wilayah

5)   Interpretation

Because the value of *sig* = 0.332 > 0,05 then H_0 accepted, meaning that there is no difference in the proportion of HOT scores between students who study in urban areas and students in rural areas in the Provinces of North Borneo.

Furthermore, to find out the difference in average HOT scores between SD in Tarakan City and SD in Malinau City the interpretation is as follows:

3.4   Normality Test

1)   Statistical hypothesis

H_0 = Data is Normal distribution

H_1 = Data is not Normal distribution

2)   Significance level

$\alpha = 5\%$

3)   Test Criteria

H_0 is rejected if the value is sig (p value)

4)   Analysis Results

a.   Data from Tarakan City students

Table 7.   One-Sample Kolmogorov-Smirnov Test

		Kota_Tarakan
N		34
Normal Parameters[a]	Mean	81.76
	Std. Deviation	4.222
Most Extreme Differences	Absolute	.219
	Positive	.219
	Negative	-.132
Kolmogorov-Smirnov Z		1.277
Asymp. Sig. (2-tailed)		.077

a. Test distribution is Normal.

    b.   Data from Malinau city students

Table 8.   One-Sample Kolmogorov-Smirnov Test

		Malinau_Kota
N		24
Normal Parameters[a]	Mean	80.33
	Std. Deviation	5.147
Most Extreme Differences	Absolute	.183
	Positive	.115
	Negative	-.183
Kolmogorov-Smirnov Z		.894
Asymp. Sig. (2-tailed)		.401

a. Test distribution is Normal.

5)   Interpretation

      Because the value *sig* for urban students = 0.077 < 0,05 and value *sig* for rural students = 0,401 > 0,5 it can be concluded that data from both groups of students are **normally distributed**.

3.5 Variant Homogeneity Test

1)   Statistical hypothesis

    H_0: The second variant of the data is homogeneous

    H_1: The second variant of the data is not homogeneous

2)   Significance level

    $\alpha = 5\%$

3)   Criteria for decision making

    H_0 is rejected if the value is sig< α

4)   Analysis Result

    Postest_TrkMal

Table 9.   Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.099	.755	1.161	56	**.251**	1.431	1.233	-1.038	3.901
Equal variances not assumed			1.122	43.235	.268	1.431	1.276	-1.141	4.004

Table 10. Test of Homogeneity of Variances

Postest_TrkMal

Levene Statistic	df1	df2	Sig.
.099	1	56	.755

5) Interpretation

Because the value of sig = 0,755 > 0,05 means the second variant of the data is **homogeneous**

3.6 T-Test (Independent t-test)

Because data is normally distributed, Independent t-test is chosen, as follows:

1) Statistical hypothesis

H_0: $\mu_1 = \mu_2$ (There was no difference in the average HOT score between Students in Tarakan City and students in Malinau City)

H_1: $\mu_1 \neq \mu_2$ (There is a differences in the average HOT score between Students in Tarakan City and students in Malinau City)

2) Significance level

$\alpha = 5\%$

3) Decision Making Criteria

H_0 is rejected if value $sig \leq \alpha$

4) Test Results

5) Interpretation

Because the value of sig = 0.231 > 0,05 then H_0 accepted, meaning that there is no difference in the average HOT score between Students in Tarakan City and students in Malinau City.

4. Conclusions

Based on the objectives of the research and analysis of the results of development research, it can be concluded that: (1) Open-Aus learning model based on Ausubel meaningful learning theory in social studies learning to improve high-level thinking skills of elementary school students in North Kalimantan is feasible based on peer assessment, lecturers experts, and teachers, (2) Open-Aus learning model based on Ausubel meaningful learning theory in social studies learning to improve high-level thinking skills of elementary school students in North Kalimantan can effectively improve high-level thinking skills of elementary school students in North Kalimantan seen from the application of the model Open-Aus learning in the learning process during the research is that the experimental class students are higher than the control class students.

5. Thanks, Note

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Social Capital Transformation through Activities of Philanthropy Organization as Civic Engagement Improvement

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Abstract. This research is motivated by the lack of civic engagement which indicated by scarcity of social movement regarding humanity, social care, and social services in the midst of social gap and human rights violation cricis at the local, regional and global levels. The study focuses on activities which pioneered, campaigned, and carried out by non-governmental organizations within the framework of civic engagement improvement. Civic engagement in this context is understood as citizen participation in community life in order to improve the quality of social life. This study used a qualitative approach with case study design. Data collection is done through observation, interviews, and documentation. Conducted at non-governmental organization called *Aksi Cepat Tanggap* (ACT-Fast Action Response), this study try to observe and examine the activities and programs carried out by ACT in improving civic engagement especially in the perspective of industry 4.0 era. The findings show that ACT is able to transform social capital to strengthening civic engagement in the form of some activities and programs. Transformation occurs through (1) digital philanthrophy; (2) volunteering; and (3) calls for action as public sphere to respon the humanity issues at the local to global level.

Keyword. Civic Engagement, Community Civic, Philanthropy, Volunteering

1. Introduction

Indonesia as one of democratic states requires civic engagement which is not only manifested by political participation (general elections or the process of influencing policy). Furthermore, democracy contains broader and more complex definitions including aspects of community life that are institutionalized in the daily behavior of citizens. As agreed by experts that civic engagement is a condition or norm where citizens individually or collectively, participate actively in community life based on skills, expertise, knowledge, which combine with values, motivation and commitment to make changes in order to improve quality people's lives for the better. (Jacoby, 2009; Adler & Goggin, 2005; Ehrlich, 2000; Carpini & Keeter, 1996).

This article seeks to inform the transformation of social capital in the form of improvement of civic engagement, especially in the context of community life. This is based on the perspective that social problems in the field still need repressive efforts that are synergistic across sectors, both from the

government and various elements of society. The role of citizens becomes urgent amid the social and humanitarian crisis. Citizens in dealing with these problems must be able to collaboratively with the government or even be able to independently develop their involvement. The essence is not only limited to solving social and humanitarian problems. Furthermore, social movements must be able to be a construct of understanding for citizens that their involvement is not as a rights-bearing of citizen but rather a responsibility to develop the nation and people (Jakinow, 2018). The practice of philanthropy and voluntarism basically reflects the socio-cultural understanding of the rights and obligations towards citizens. Civic engagement through social humanitarian movements has become very meaningful in the midst of apathy and individualism 'viruses.'

The practice of philanthropy and community voluntarism both locally, nationally, and transnationally has received much attention from academics and researchers. These social symptoms are considered interesting to be appointed as the topic of research. There are redefining them as prosocial practices in the form of cultural tendencies of society (Bailin, 2003; Smith, 2008; Sulek, 2010; Pospisilová, 2018). Many also study it as a solution to social injustice and manifestations of human rights enforcement (Pagden, 2003; Lin, 2004; Fishcer, 1995). On the other hand, some experts (Meijer, 2006; Van Sylke, *et al.*, 2007; Hentorn, 2015; Foster, *et al.*, 2008; Jakimow, 2018) view it as an indicator of strengthening civil society and the model of community development. There are also those who study it from an educational perspective. In the context of formal education, philanthropy and voluntarism are understood as actions that can be learned through value-based learning, service learning, school culture and habituation. (Anggraeni, 2016; Ball, 2008; McDougle, *et al.*, 2016; Reckhow and Snyder, 2014). However, only a handful have seen it from the perspective of citizenship (Molnal & Purohit, 1977; Helm, 1981). Therefore, this article is try to elaborate on the social movements as a form of social capital transformation towards civic engagement improvement.

2. Background and Conceptual Framework

This study was encouraged by the identification of problems which showed that there was still a need to increase the involvement of citizens in particular in responding to social problems of humanity. The selection of research topics is based on the symptoms of problems in the field. *First*, the lack of willingness, the lack of awareness, the lack of care, and the lack of responsibility of citizens to involve themselves in facing the social crisis both at the local and global level. Today's trend in citizen behavior shows apathy towards the problems of people's lives. Most individual citizens focus on personal goals. The indifferent attitude displayed signifies that they seemed to close their eyes and ears to the ongoing humanitarian crisis. The willingness of citizens to contribute to philanthropic and voluntary activities must still be improved. Contradictively, Affandi (2009) argues that one of the characteristics of citizens agreed upon by experts is the ability to see and approach problems as citizens of the nation and as global citizens.

Second, in Indonesia the role of government and non-government organizations has not been optimal to accommodate the involvement of citizens especially in collective action in the field of social humanity. The fact shows that social movements that lead to fostering the civilization of citizenship and social care in the field of humanity are still very much needed to be built. Society should have a strong spirit of social service. The minimum crisis of service, community service and community empowerment in the context of national development in the field of social and humanity must be a common concern.

Third, the use of new media to respond social and humanitarian crises still need to be strengthened among netizens through social innovation movement based on digital activities. Along

with the globalization and digitalisation, cyberspace has becomes the main media overtaking the conventional media mainstream like television, printed media, or radio. A press statement realesed by the Ministry of Communication and Informatics of the Republic of Indonesia stated that Indonesia was ranked top 6 as the largest internet users in the world. The survey results on the penetration and behavior of Indonesian internet users in 2017 were released by the Indonesian Internet Service Provider (APJII) and Techno-Entrepreneurs showed that as many as 143.26 million of the total population of 262 million Indonesians were internet user (accessed online from kominfo.go.id, 2017). Viewed from some sector that accessed, among the use of the fields of economics, public services, education, socio-politics, lifestyle, and the health sector, the field of lifestyle is the largest percentage with 87.13%. If linked to the data with the parameters of public space initiated by Habermas (2015), especially in terms of its function, cyberspace in Indonesia is still limited to the use of leisure and pleasure. Contradictory, an article postulates that internet penetration through cyberspace sows deliberation of democratic values such as voluntarism, equality (egalitarian), as well as the practice of networking and widespread acceptance in society (Jati, 2016). It seems that the postulate still does not represent the conditions in the field. The fact that the internet as cyberspace has not been optimal in transforming existing social capital in the form of skills, expertise, knowledge in combination with values, motivation and commitment to make changes in order to improve the quality of life for the community to be better.

Symptoms in the field show that social problems related to social humanity both at the local, regional and global levels still need to be addressed. Antara News (Indonesian National News Agency) stated that several social and humanity problems in Indonesia such as poverty, neglect, disability, social disability, disaster victims, the level of violence, and remoteness are still joint challenges (accessed from antaranews.com, December 2018). Many social problems in Indonesia are also caused by natural disasters. The geographical characteristics of Indonesia, causing Indonesia to be prone to disasters in the form of earthquakes, tsunamis, mount eruptions, droughts and forest fires during the dry season, floods and landslides during the rainy season. Other humanitarian problems at the global level are also increasingly alarming and require serious attention not only through foreign policy, eradicating humanitarian crises such as the Israel-Palestine conflict, the Syrian conflict, the Yemeni conflict, the Rohingya conflict and others are very demanding the involvement of global citizens. In 2016, it was reported by the International Strategic Study Institute (IISS) that the death toll from the global conflict had reached 167,000 (accessed from http://nasional.kompas.com, December 2018). This number certainly continues to increase every day until this moment. Indonesian as a nation that constitutively aspires to world peace inspired by human values and social justice should provide the best contribution with the availability of social capital and any resources both materials and moral.

2.1 Indonesia's Social Capital Perspective

Social capital is one type of social relationship characterized by trust, reciprocity, and cooperation that is associated with positive community-development outcomes (Narayan and Pritchett, 1999). Putnam (1993, page 167) defines social capital as the features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated action. According to Putnam, a number of factors prevent the expected self-defeating opportunism. First, because the risk involved in participation is recognized by all members, new participants are carefully screened; and, second, the threat of ostracism from the socioeconomic system is a powerful, credible sanction in a community of dense networks of exchange (Putnam, 1993, page 168). As a result, the social capital underlying these mutual aid efforts is expected to increase with proper use and decrease with misuse.

In Indonesia the generalized reciprocity aspect of social capital is best illustrated by the sociocultural ethic of *gotong royong* (Bowen, 1986; Koentjaraningrat, 1961; Sullivan, 1992). This ethic is believed to have originated from the cooperative conditions necessary for wet rice production in Java. Bowen (1986) traces the politically motivated use of the term and differentiates among three generalizeable types of *gotong royong* found in both rural and urban areas. It is widely accepted that the Indonesian state has used the ethic of *gotong royong* to further its own development agenda. *Gotong royong,* Bowen distinguishes, remains a strong social norm in Indonesia as well as a powerful determinant of social capital.

2.2 Civic Engagement Theory

Defining civic engagement depends on the perspective and interests of the defining maker. (Jacoby, 2009; Adler & Goggin, 2005). Quoting the opinion of Jacoby (2009) that "civic engagement is a complex and polyonymous concept," considering that practitioners and scholars still use various names for this. Ramaley describes the perspectives and interests of civic engagement in question, among others; civic engagement as community service, civic engagement as collective action, civic engagement as political involvement and civic engagement as social change. (Adler & Goggin, 2005). From the explanation from Ramaley, it can be said that the spectrum of civic engagement tends to be widespread. Scientists and practitioners use various terms according to the concepts intended and used. Jacoby further broadens his scope with the statement "civic engagement is defined as acting upon a heightened sense of responsibility to one's communities." (Jacoby, 2009, page 9). The civic engagement in this sense includes a sense of responsibility that encourages participation to build civil society, and to provide benefits for the common good. The essential part of civic engagement is a sense of responsibility for something more than personal interests (Lawry, Laurison, & VanAntwerpen, 2006). To narrow the limits of the civic engangment spectrum, Pancer in his book Pshychology of Citizenship and Civic Engagement stated that civic engagement is supported by factors at the individual level to the system level. At the individual level people become civically involved as a result of various causal factors, and the most prominent are social influences, individual values, and instrumental motives. While in the system level, civic engagement is much influenced by social systems (family, community, work environment, learning environment, play and worship environment). At the individual level, civic engagement is manifested by community service, organizational involvement, social action, and political activity. While in the system level, civic engagement conducted through community organization, social movements, and collective action (Pancer, 2015).

2.3 Digital Citizenship and Social Media Competence

While traditional citizenship studies have focused on public participation in the political process, conceptualizations of citizenship are becoming more inclusive of a range of civic behaviors such as participating in community activities, working to improve community or societal problems, and addressing social injustices (Yang *et al.*, 2018). Nowadays, citizenship is increasingly mediated by digital communication (Hernon, 1998; Larsen & Rainie, 2002; Temin, 1997 in Shelley *et al.*, 2004). The rise of the "virtual" individual and cyberspace community substantively changes both the manner in which citizens can engage democracy and the prerequisites for equitable participation (Baddeley, 1997; Jordan, 1999; Moore, 1999, in Shelley *et al.*, 2004).

Due to the multidisciplinary and multidimensional nature of this topic, several interpretations of digital citizenship in relation with civic engagement have been proposed in the literature. For example,

Jones and Mitchell (in Yang *et al.*, 2018) described digital citizenship with a digital literacy foundation that focused on (1) respectful behavior online and (2) online civic engagement. In contrast, Choi *et al.* (2017) approached the concept from the perspective of democratic citizenship in the Internet age. The most longstanding conceptualization of digital citizenship has been defined as,'the norms of behavior with regard to technology use'. Digital citizenship is a mediated guide for human behavior so that all may benefit in digital society (Ribble, 2015). Ribble and Miller (2013) further categorized digital citizenship by organizing three dimensions out of the existing nine constructs. These dimensions are (1) Respect Yourself/Respect Others, (2) Educate Yourself/Connect with Others, and (3) Protect Yourself/Protect Others (in Yang *et al.*, 2018).

In the discourse of digital citizenship, will also related with the concept of social media competence. Xu *et al.* defined social media confetence as an individual's capacity to use social media appropriately to send messages, engage with others, and encourage conversation and participation in a community (in Alber *et al.*, 2015). In other words, competence is defined as possessing the knowledge and confidence to engage appropriately and effectively with social media. Alber *et al.* (2015) identify that (1) social media self-efficacy, (2) social media experience, (3) effort expectancy, (4) performance expectancy, (5) facilitating conditions, and (6) social influence are all critical dimensions of the social media competence construct.

3. Method

This research will be conducted with a qualitative approach. The qualitative research approach according to Fraenkel & Wallen (in Creswell, 2012, page 293) is a research approach that emphasizes participant perceptions and experiences, and the way they interpret life. Looking at the characteristics of the problem under study, this research was conducted using a case study method because it aims to identify and examine typical and limited problems which in this context are concepts and praxis of philanthropy and community voluntarism in the social humanitarian movement in a limited scope of *Aksi Cepat Tanggap.* This is in line with Gay *et al.* (2009, page 426) which describes the case study method as "a qualitative approach to studying a phenomenon, focused on a unit study system, not a methodological choice, but a choice of what to study, an all-encompassing research method. Researchers chose case studies for several reasons." *First,* in accordance with the problems studied regarding the model of fostering civic engagement through social movements by humanitarian agencies. So this is a study that is limited to certain units. *Second,* even though this research is limited to one particular unit but does not eliminate the substance and orientation of the study, because this research is carried out in a thorough, comprehensive and in-depth manner. *Third,* this research focuses on relationships and processes which in this context are humanitarian social movements in transforming the value of voluntary civic engagement as the basis for civic virtue. *Fourth*, this research is also conducted in real and cyberspace as the location where new media-based philanthropic occurred. Data collection techniques used in obtaining data and collecting data in this study are observation, interviews and study of documentation. Reseacrh partisipan are board of Director ACT or the representative. Observation mostly conducted by monitoring the organization main online based activities. Some relevan documents have been anaylized to be appropriately reported.

4. Result

4.1 Digital Philanthropy

The first domain activitiy of ACT is strongly related with the use of new media in order to improving civic engagement in the era of information abbundace. Digital philanthropy being organized by ACT for recent years since the disruption era took place. Digital philantrhopy in this context defines as helping behavior manifested in material form which channeled online. The practice of philanthropy has been campaigned and facilitated based on internet availibility through several online platforms and official social media accounts. So far ACT has the main online platform, act.id, various online shopping platforms, and social media. The public can enjoy the convenience of donating in a variety of ways.

Firstly, by direct donation, this type of donation is conducted by bank transfer or online donations 24/7. Direct donation uses the e-banking system or transfers directly to ACT's bank account according to particular ACT program. Through this type of donation, citizens who in this case act as donors are easily facilitated. Secondly, is scheduled donation with paypal, through this type of donation, donors let the organization access monthly autodebet their bank accounts for humanitarian purposes. ACT is supported by public donors from the community who have a high awareness of the humanity issues, and also from some companies' participation through partnership and the Corporate Social Responsibility (CSR). Different from the previous donation system, which offers practical aspects and convenience, this second type of donation emphasises on maintaining civic commitment. The community are permitted to actualize their philanthropic practices continuously. Thirdly, natura donation, is non-cash donation or in the form of physical objects that are informed online and channeled directly to helping others never limitless ways, both life and property.

Donations can also be made through online shopping platform. Shopee.id, JD.id, blibli.com, elevenia.co.id, bukalapak.com, lazada.com, tokopedia.com platforms has transformed as a channel for giving donations using e-money/"saldo." The system will automatically reduce the "saldo"as much as customer's request. On these online shopping platforms, instead of other sellers displays photos of their merchandise, ACT displays program posters accompanied by nominal donation tags donors want to give. In this condition, the buyer changes status to become a donor.

Apart from that, the public also donated a lot through a charity campaign on ACT social media which included Facebook (1.8 million more followers), Twitter (347,000 more followers), Instagram (444,000 more followers), and utilization of chat applications such as WhatsApp for contacts directly (acessed January, 2019). Through social media, public persuaded by posts in the form of current news about tragedies and humanitarian crises, social problems such as poverty or the impact of natural disasters that take place at the local to global level. Observations show that the public enthusiasm for channeling their assistance every time a humanitarian news post released is quite good. This was indicated by the large number of content enthusiasts posted and noisy comments columns for the public who expressed concern and concern as well as those who asked directly how to donate.

4.2 Volunteering Practices

ACT develops networks in the form of representative people. According to institutional statistics, it was noted that ACT volunteers since the establishment of this organization had reached 175,264 volunteers. ACT in the context of its volunteerism formed a special unit called *Masyarakat Relawan Indonesia* (MRI-Indonesian Volunteer Society). MRI is cooperated with various parties to defend the interests and rights

of the people oriented towards the development of a strong civil society. MRI upholds human values in an effort to strengthen togetherness and build harmony in people's lives. MRI consists of individual volunteers who have commitment and contribution in creating positive changes in their environment both micro and macro environments on the basis of voluntary principles as a form of social responsibility as a citizen, as a nation, and as a global citizen.

In carrying out the core role, which is to restore human authenticity to glorify each other, MRI emphasizes its activities in: (1) Vocational Training. The series of training conducted, including volunteer orientation, managerial & leadership training, the total disaster management training package, humanitarian program management training, humanitarian journalism training, briefing in the "volunteer university," etc; (2) Vocational Empowerment. Volunteers were given the opportunity to be to tally involved in mentoring and community empowerment programs, with an activity model: (a) Volunteer Work Lecture or Volunteer Work Service. Volunteers dedicate their time and all their potential in encouraging and supporting communities in their chosen communities to improve the quality of their lives in various fields of education, health, economy, etc. Volunteers in groups prepare program concepts, plan and implement directly together with the community. The duration of this activity is mutually agreed between volunteers and the community/community; (b) Community Companion Volunteers, volunteers act as coaches as well as facilitators who assist the community in undergoing a quality improvement program especially in the fields of economics and mental spiritual development; (c) Mobile Volunteer, regular action by volunteers to help the community from one place to another in the form of health services, provision of food packages, joint clean environment actions, etc. All activities are initiated and carried out by volunteers in the form of a solid team and in action with conceptual concepts and careful planning so that the action programs implemented can be felt by the community.

ACT sends volunteers who voluntarily carry out social service activities for victims of the humanitarian crisis that are spread across various parts of the world. This humanitarian activity positions the ACT Global Humanitarian Institution as a community civic that is not only able to strengthen civic engagement, but also able to build transnational networks, and as an innovator of alternative models of community development based on global solidarity.

4.3   Calls for Action: Public Sphere to Respond the Humanity Issues

Beside the two domains of activities of ACT in the pursuit of social services and upholding humanitarian values, this non-governmental organization is also created many public spaces where discussion and protest in responding to various humanitarian issues were voiced. This public space involves ACT activists and the community. People are free to join and express their attitude towards human rights violations which have caused many humanitarian crises in various parts of the world such as genocide, poverty and hunger. ACT has held many social actions and public discussions which involving ACT humanitarian activists, communities, students, and the community. Activities recorded in this year include solidarity actions for Uighur ethnic groups pointed directly at the Chinese Embassy for Indonesia, caring for Rohingya refugees, and actions for Palestine as a form of opposing American policies that recognize Al-Quds as the capital of Israel.

ACT is actively mobilizing the social action through broadcasting system news and social media. Information dissemination is mostly done on the online background. ACT has an online platform in reporting humanitarian news. ACT developed information media in the form of Emagz. Emagz is an electronic magazine owned by ACT consisting of the form of News Letters, Magazines, and Tabloids

which are published regularly. Besides Emagz's information media, ACT also actively reports on the latest humanitarian news through the online platform act.id/news and YouTube channel *Aksi Cepat Tanggap* with 16.700 more subscribers. (January, 2019). ACT had been arranged many incidental and tentative programs by looking at and considering the ongoing symptoms of humanity. In this context, social action can foster the social care and represent the social capital which transformed to civic engagement.

5. Conclusion

The contemporary citizenship studies today mostly concerns about the massive impacts of the 4.0 industrial revolution. Kalidjernih (2010) mentions the culture and lifestyle of citizens as one of them. Today, in the era that Keane (1996) calls the information and communication abundance, it is very interesting to observe the implications of new media on the order and inclination of citizens in terms of promoting democracy, social development, and other aspects. This article has reported one of the implications of the industrial revolution on solving social humanitarian problems on the basis of social movements and social capital of the Indonesian.

Based on the findings, it can be postulated that as a philanthropic organization, *Aksi Cepat Tanggap* had succeeded in facilitating the transformation of social capital in the form of the values of *gotong royong* (Bowen, 1986; Koentjaraningrat, 1961; Sullivan, 1992) to improve civic engagement. In the context of social development, *gotong royong* and volunteerism of citizens is the main base. Bowen (1986) sees Indonesia used the ethic of *gotong royong* to further its own development agenda. *Gotong royong* according to him remains a strong social norm in Indonesia. The social capital of the community channeled into civic engagement based on the integrative theory of civic engagement in the form of community service, collective action, social change, and political involvement is absorbed in social movements (Ramaley 2005; Pancer, 2015). When the community independently can develop its involvement, various social problems will be more easily handled In this study, the improvement of civic engagement was seen as a result of the transformation of social capital through social movements. Community service, collective action, social change, and political involvement are developed through various activities as digital philantrophy, volunteering, and protest.

The **First** activity is digital philanthropy. This activity can be viewed from the perspective of digital-based social movements in the era of industrial revolution 4.0. The civic community is very instrumental in reviving and educating the values of citizens' wisdom in utilizing new media. The trend of internet user behavior that Jones and Mitchell described as digital literacy characterized by respectful behavior online and online civic engagement can be formed. (in Yang *et al.*, 2018). Through digital philanthropy, there is a digital-based civic engagement development. This can also be seen as social innovation. Therefore, the parameters of public space Habermas (2015), especially in terms of functions, cyberspace in Indonesia are still limited to the use of leisure and pleasure can be changed to the better direction.The **second** activit is volunteering. This activity is closely related to the ethics of *gotong royong* which Bowen (1986) reviews. From the perspective of Pancer's theory of civic engagement, this activity can be seen as an activity of community service. The spirit of social service so far still needs to be improved. In a democratic perspective, the government should act as a controller of social capital. Community volunteerism must always be controlled so that it is more organized and processed professionally (Suryadi, 2017). **Third** is public sphere to response the humanity issues. NGOs as political infrastructure also have a big contribution in voicing interests. As a non-governmental organization engaged in the humanitarian field, the issue raised is the process of influencing social and human rights

policies both at the local and global level. This action can be seen as a form of political involvement and collective action (Adler and Goggin, 2005).

In response to the humanitarian crisis, several efforts have been taken by the state with foreign policy and politics. In relation to the promotion and protection of human rights, we should not remain silent. The community surely has ability to answer the challenges of industrial revolution 4.0 through developing social movements and public sphere by utilizing new media such as social media and web 2.0 facilities. Therefore, the constructs of digital citizenship included (1) Respect Yourself/Respect Others, (2) Educate Yourself/Connect with Others, and (3) Protect Yourself/Protect Others (in Yang *et al.*, 2018) and the social media competence such as (1) social media self-efficacy, (2) social media experience, (3) effort expectancy, (4) performance expectancy, (5) facilitating conditions, and (6) social influence (Alber *et al.*, 2015) must always be developed to face the challenge of humanity crises and social affairs today.

Acknowledgements

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Raising the Quality Standards of the English Translation of Selected Indonesian Local Insecticide Product Instructions in the Industrial Revolution 4.0

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Abstract

This paper aims to explicate and examine the English translation of selected Indonesian local insecticide product instructions based on Reiss' informative text type by scrutinizing the intralinguistic criteria of the text. These criteria comprising semantic, lexical, grammatical, and stylistic features are analyzed to asses whether the language dimension used to transmit the information in the instructions is already logical or referential. Furthermore, the researcher analyzed the translation shifts and errors found in the product instructions and propose the appropriate English translation based on Vinay and Darbelnet's translation strategies. The English translation of selected Indonesian local insecticide product instructions has not fulfilled the informative function as required by its text types as several cases of translation errors are found in the translated text. In addition, there are also some important parts in the source text have not been translated. Therfore, the researcher proposed a revised translation that it is expected that the result of this analysis can produce an improved translation quality standards of the Indonesian local product instructions that can fulfill its informative text type while maintaining the information and sense of the original text without redundancy.

Keywords: *local product instructions, translation errors, translation strategies*.

1. Introduction

In the Industrial Revolution 4.0, Indonesian local products have widely challenged foreign brands not only domestically but also globally. To compete with the others, these products must be not only high quality but also equipped with the appropriate instructions or manuals to provide a clear and informative explanation in using them. The English translation of these instructions is essential as one of the requirements of the marketing authorization regulated by the government. In addition, it also facilitates customers who do not understand Bahasa Indonesia. Therefore, this paper will focus on examining the English translation of selected Indonesian local insecticide product instructions based on Reiss' informative text type by scrutinizing the intralinguistic criteria of the text. These criteria comprising semantic, lexical, grammatical, and stylistic features are analyzed to asses whether the language dimension used to transmit the information in the instructions is already logical or referential. Furthermore, the researcher will analyze the translation shifts and errors found in the product instructions and propose the appropriate English translation based on Vinay and Darbelnet's translation strategies. It is expected that the result of this analysis can produce an improved translation quality

standards of the Indonesian local product instructions that can fulfill its informative text type while maintaining the information and sense of the original text without redundancy that will open more opportunities for Indonesian local products to reach wider customers and to compete with the other products in international trade.

2. Literature Review

Katharina Reiss' Text Type

The work of Katharina Reiss in the 1970s was built on the concept of equality but looked at text, not words or sentences, as the level at which communication was achieved and where equality must be sought (Reiss 1977/89: 113-14). Its functional approach was initially aimed at systematizing the assessment of translations. He borrowed Karl Bühler's three-way grouping of language functions.2 Reiss connects the three functions with their language 'dimensions' and to the type of text or communicative situation in which they are used. This link can be seen in Table 5.1. The main characteristics of each type of text are summarized by Reiss (1977/89: 108–9) as follows:

(1) 'Clear communication of facts': information, knowledge, opinions, etc. The language dimension used to transmit information is logical or referential, content or 'topic' is the main focus of communication, and the type of text is informative. **(1) TARGET TEXT from informative texts must send full reference or conceptual content from ST. Translation must be in 'simple prose,' without redundancy and with the use of explanations if needed.**

(2) 'Creative composition': the author uses the language aesthetic dimension. The author or'sender'is foregrounded, as well as the form of the message, and the type of expressive text. **(2) TARGET TEXT from expressive text must transmit aesthetic and artistic forms from ST. Translations must use the identifikasi identifier'method, with translators adopting the author's perspective ST.**

(3) 'Encourages behavior response': the purpose of the appeal function is to attract or persuade the reader or'recipient'of the text to act in a certain way. The form of language is dialogic, the focus is appellative and Reiss referring to this type of text operation. **(3) TARGET TEXT from the operation text must produce the desired response in the TEXT TARGET receiver. Translations must use the'adaptive'method, creating an equivalent effect among TEXT TARGET readers.**

(4) Audiomedial texts, such as films and visual and oral advertisements that complement three other functions with visual images, music, etc. **(4) The audio-medial text requires what is called Reiss as an'additional'method, completing written words with visual images and music.**

Reiss (1971: 54-88) also lists a series of intralinguistic and extralinguistic instruction criteria (Instructionen) in which sufficiency from TARGET TEXT can be assessed. These are: (1) intralinguistic criteria: semantic, lexical, grammatical and style features; (2) extralinguistic criteria: situation, subject area, time, place, recipient, sender, and'affective implications' (humor, irony, emotion, etc.). Although interrelated, the importance of these criteria varies according to the type of text (Reiss 1971: 69). For example, translations of texts that focus on content should aim to maintain semantic equality. For TARGET TEXT which is a news item, the second place may be occupied by grammar criteria, while popular science books may pay more attention to the individual style of ST. Likewise, Reiss (p. 62) feels that it is more important for a metaphor to be maintained in expressive text translations than in an informative TARGET TEXT, where only semantic value translations will be sufficient.

Informative Text Type

Vinay and Darbelnet's Translation Strategies

Vinay and Darbelnet conduct a comparative style analysis of French and English. They see texts in both languages, record differences between languages and identify various translation strategies and 'procedures.' Although their comparison of Stylistique é e du fran ç ais et de l'anglais (1958) was only based on French and English, the effect was far wider. Among other things he has formed the basis for a work in the same series of French-German translations (Stylistique Malblanc comparing é e du franç ais et de l'allemand, 1963) and two similar books about English-Spanish translations: VázquezAyora's Introducci ó na la traductología (1977) and theoría y cática de la traducci García Yebra (1982). Ironically, at the time of writing this volume, the work of Vinay and Darbelnet is difficult to obtain in French but is available in revised form in its English translation, which was first published in 1995, thirty-seven years after the original. Because the theoretical revisions are included in the English version later, references are made to that edition unless otherwise stated. If necessary, original French terminology is also given. The two general translation strategies identified by Vinay and Darbelnet (1995: 30–42, see also 2004: 128–37) are direct translations and italics, which refer to the'literal vs. free'division discussed in Chapter 2. Indeed,'literal'is given by the author as a synonym for direct translation (1995: 31; 2004: 128). The two strategies consist of seven procedures, which direct translation includes three procedures:

(1) Borrowing:

The word SL is transferred directly to TL. This grouping (1995: 31-2; 2004: 129) includes words such as Russian rubles, datcha or, more recently, glasnost and perestroika, which are used in English and other languages to fill semantic gaps in TL. Sometimes loans are used to add local colors (péé tanque, armagnac and bastide in tourist brochures on southwest France, for example).

(2) Calque:

This is a'special type of loan'(1995: 32–3; 2004: 129–30) where SL expression or structure is transferred in literal translation. For example, Calque France is 'Praise de la Saison' for English 'Praise This Season.' Vinay and Darbelnet note that both loans and calques often become fully integrated into TL, although sometimes with some semantic changes, which can turn them into fake friends.

(3) Literal translations

This is a'word-by-word'translation, described by Vinay and Darbelnet as the most common among languages of the same family and culture. Their example is 'I left my glasses on the table below'which became'J'ai laissé mes lunettes sur la table en bas.' Literal translation is the author's recipe for a good translation:'literal can only be sacrificed because of structural and metalinguistic requirements and only after examining that its meaning is fully preserved'(1995: 288). 2 But, say Vinay and Darbelnet (1995: 34–5), the translator can judge literal translation as 'unacceptable' because: (a) gives a different meaning; (B) has no meaning; (c) impossible due to structural reasons; (d)'does not have an appropriate expression in TL's metalinguistic experience'; (e) relating to something at a different language level.

In cases where literal translation is not possible, Vinay and Darbelnet say that the skew translation strategy must be used. This includes four further procedures:

(1) Transposition (2004: 132 and 1995: 94–9):

This is a change from one part of speech to another without changing meaning. Transposition can: mandatory: ès dès son lever '[dia when he rises]' in certain past contexts will be translated as 'as soon as

he gets up;' optional: in the opposite direction 'as soon as he wakes up' it can be translated literally as le levée d'est quelle' or as a transposition in'dès son lever'. Vinay and Darbelnet (1995: 94) see transpositions as 'perhaps the most common structural changes carried out by translators.' They list at least ten different categories, such as: verb → noun: 'as soon as he wakes up'→ ès dès son lever;' adverb → verb: 'He will return soon → →'Il ne tardera right à rentrer' [lit. 'He will not remain silent in restoring']

(2) Modulation:

This changes the semantics and viewpoint of the SL. It can: must: eg'Time when transl is translated as moment moment when o ù'[lit]'When where']; optional, although related to the preferred structure of two languages: e.g. the opposite from the point of view in'it is not difficult to show'→'il est facile de démontrer'[lit.'Easy to display']. Modulation is a justified procedure, in English edition words,'when, even though the translation is literal, or even changes, results in a speech that is grammatically correct, it is considered incompatible, not automatic or awkward in TL'(2004: 133).

Vinay and Darbelnet place many stores with modulation as 'good translator touchstones,' while transpositions 'only show a very good command of the target language' (1995: 246). Modulation at the message level is subdivided (p. 246–55) along the following lines:

> *abstract for concrete cause and effect-all other parts reverse the term negation from the active space to the passive (and vice versa) opposite for the time of rethinking intervals and limits (in space and time) changes in symbols (including fixed and new metaphors)).*

Therefore, this category includes various phenomena. Often there is also a modulation process that was originally free to become a permanent expression. One example given by the author (1995: 254) is 'Vous l'avez échappé belle' [lit.'You have escaped beautifully]] → 'You have a narrow way out.'

(3) Equality:

Vinay and Darbelnet use this term (1995: 38-9; 2004: 134) to refer to cases where language describes the same situation in a different style or structural manner. Equality is very useful in translating idioms and proverbs (meaning, though not pictures,'comme un chien dans un jeu de quilles'[lit.'like dogs in skittles'] can be translated as'like a bull in a Chinese shop'). The use of equivalents in this limited sense should not be confused with the more general theoretical uses discussed in Chapter 3 of this book.

(4) Adaptation (1995: 39-40; 2004: 134-6):

This involves changing cultural references when situations in source culture do not exist in the target culture. For example, Vinay and Darbelnet suggested that the cultural connotations of references to cricket games in English texts might best be translated into French with references to the Tour de France. The authors claim that the refusal to use such adaptations in 'truly perfect TT' may still be seen in an indeterminate tone, something that doesn't sound right' (1995: 53). However, while their solution might work for some limited metaphorical use, it would make sense to turn cricket into cycling in phrases like 'it's not cricket' or 'a quiet Wednesday match at Lords.'

The seven main translation categories described (1995: 27–30) operate at three levels; these three levels reflect the main structural elements of this book. They: (1) lexicon; (2) syntactic structure; (3) the message.

In this case, the'message'is used to interpret the words and situations or the metalinguistic context. Two further terms are introduced which appear above the word level; This is: (1) word order and thematic structure (pp. 211–31, called d é marche in original French); (2) connectors (p. 231–46, called charni è res in the original), which are cohesive links, discourse markers (but, first, etc.), Deixis (pronouns and demonstrative pronouns like this, that) and signs read it.

This level of analysis to some extent displays higher-level texts and discourse-based analysis discussed in Chapters 5 and 6 of this book. The next important parameters calculated by Vinay and Darbelnet are slavery parameters and options:

> slavery refers to transposition and obligatory modulation because of the differences between the two language systems; options refer to non-compulsory changes caused by the style and preferences of the translator themselves.

Obviously, this is a crucial difference. Vinay and Darbelnet emphasize (p. 16) that it is a choice, the field of language style, which must be the main concern of the translator. The translator's role is 'to choose between the available options to express the nuances of the message.' The author continues by giving (pp. 30–1) a list of five steps for the translator to follow when moving from ST to TT; This is: Identification of the translation unit. (2) Check the SL text, evaluate the descriptive, affective and intellectual content of the unit. (3) Reconstructing the metalinguistic context of the message. (4) Evaluating style effects. (5) Produce and revise the TT.

The first four steps were also followed by Vinay and Darbelnet in the analysis of published translations. As far as the key questions related to the'translation unit', the author rejects the word. They regard the unit of translation as a combination of the'lexicological unit'and'unit of thought'and define it (1995: 21) as:'the smallest segment of speech whose signs are connected in such a way that they should not be translated individually'. In the original French version (1958: 275–7), an example is given from the division, or d é coupage, from the ST and short TT into the translation unit. The proposed division includes examples of individual words (eg Him, but), groups that are grammatically connected (eg watches, to see), fixed expressions (eg from time to time) and groups that are semantically connected (eg for look away). In the new analysis in the English version, later on from the book, the units are somewhat longer: for example, the second grouping of 'si nous songeons'/'if we talk about' and 'en Grande Bretagne, au Japon'/in Great Britain, Japan is each given as a unit (p. 321). To facilitate the analysis where tilt translations are used, Vinay and Darbelnet suggest numbering translation units in ST and TT.

3. Method

This study uses the analysis of translation texts that involve comparison of text translations with the originals (Williams & Chesterman, 2002: 6). The main focus of this paper is the type of shift and translation errors between source and target texts with the aim of finding patterns of correspondence between texts. The correspondence in this study is the formal and functional equality relationship between the translation elements and the source text. The source text is taken from selected Indonesian local products. To assess the quality of translations, researchers used a source-oriented approach. This approach uses text analysis to assess differences or shifts and to classify various types of deviations between translation and source texts (Williams & Chesterman, 2002: 8).

Next, the researcher used the Reiss method which observed the shift in translation, specifically changes in expression in the target text. In addition, the intralinguistic instruction criteria consisting of

linguistic components such as semantic equality, lexical equality, and grammar and style features were also examined in the analysis. To find answers to the research questions about the function and the occurence of translation errors, the manual errors of Dagneaux *et al.* (1996), was applied. The types of errors identified, along with the code, are shown in the table below:

Table 1. Translation Error Codes

NO	ERROR CODE	TYPE OF ERROR
1	GSO	grammar-subject omission
2	GCA	grammar-continuous aspect
3	GVT	grammar-verb tense
4	GST	grammar-sequence of tenses
5	GIF	grammar-conditional clauses
6	WO	word order
7	GUN	grammar-uncountable nouns
8	GP	grammar-propositions
9	GNEG	grammar-double negation
10	GIA	grammar-indefinite articles
11	GDA	grammar-definite articles
12	WOM	word omissions
13	VLC	vocabulary-lexical confusion

Source: adapted from Dagneaux *et al.*, 1996

After analyzing the translation errors, the researcher composed the translation to make a more natural and clearer translated text and analyze the translation strategies employed in the proposed translation.

4. Findings and Discussion

Some of the data found in the **Selected English Translation of Indonesian Local Product Instructions vary in may types of product and goods. Some of them are insectices products which should garner more attention in using them.** The first data found in the mosquito coil or a mosquito repelling incense. Burning mosquito coils indoors generates smoke that can control mosquitoes effectively. This practice is currently used in numerous households in Asia, Africa, and South America. However, the smoke may contain pollutants of health concern. Therefore, the clear instruction and direction of use for this product must help the cutomer to avoid the drawback and guide them to use it effectively (Liu *et al.*, 2003).

Also known as "Miraculous Chalk" or kapur bagus is claimed by the manufacturer that the chalk is "harmless to human beings and animals" and "safe to use." However, children can easily mistake insecticide chalk for blackboard chalk or put it in their mouths. Some insecticide chalks can cause serious health problems, including vomiting, stomach pains, convulsions, tremors, loss of consciousness, and serious allergic reactions. Due to the fact that this chalk may cause some serious health problems, therefore, the proper direction of use is urgently needed and also its translation in English to make the woder customer understand how to use the product.

Selected English Translation Of Indonesian Local Product Instructions As The Informative Texts

The product instruction are not translated as a whole. There are some parts that are not translated as in the following datum.

PETUNJUK PENGGUNAAN
→ Pisahkan lingkaran hingga menjadi dua keping.

Caranya: Bagian tengah lingkaran diangkat dengan ibu jari dan telunjuk sambil digoyangkan perlahan-lahan.

→ Bakarlah dan letakkan di atas penyangga.

→ Bila lingkaran patah dapat dijepit pada lubang di atas kaki penyangga.

DIRECTION FOR USE

→ Split the couple of mosquito by pressing the center of it with the tip of your middle finger gently. Then hold the circle by all of your five fingers.

→ Light the edge of the mosquito coil according to the picture below.

→ Place the burning mosquito coil with metal stand on a metal or ceramic plate to avoid the danger of fire.

The sentence Bila lingkaran patah dapat dijepit pada lubang di atas kaki penyangga. In the ST is not translated in the TT.

Furthermore, the source text contains more information that is not translated in the TT such as:

GEJALA DINI KERACUNAN

→ Pernafasan tidak teratur dan bersin-bersin.

PERTOLONGAN PERTAMA PADA KERACUNAN

→ Bila kena kulit, cuci dengan air dan sabun.

→ Bila tertelan, usahakan agar penderita muntah kemudian bawalah kedokter yang terdekat.
   Antidot: Belum diketahui, perawatan menurut gejala yang timbul.

Thus, by analyzing the structure of the TT, it can be inferred that the translation has not fulfilled its informative text function as it contains ambigous message. The problems come from both the source text that uses ambiguos expressions in Bahasa Indonesia and they are translated literally to English and even produce a more ambiguous translated text. Moreover, the omission of some parts of the source text that are left untranslated is unfortunate.

Translation Errors Found in the Selected English Translation of Indonesian Local Product Instructions

From the previous discussion, it can be seen that that the translation has not fulfilled its informative text function. This occurence is caused by translation errors found in the target text. One of the errors is in the form of vocabulary employed in the target text as shown in the following datum.

PETUNJUK PENGGUNAAN

→ Pisahkan lingkaran hingga menjadi dua keping.
   Caranya: Bagian tengah lingkaran diangkat dengan ibu jari dan telunjuk sambil digoyangkan perlahan-lahan.

→ Bakarlah dan letakkan di atas penyangga.

→ Bila lingkaran patah dapat dijepit pada lubang di atas kaki penyangga.

DIRECTION FOR USE

→ Split the couple of mosquito by pressing the center of it with the tip of your middle finger gently. Then hold the circle by all of your five fingers.

→ Light the edge of the mosquito coil according to the picture below.

→ Place the burning mosquito coil with metal stand on a metal or ceramic plate to avoid the danger of fire.

The dictions used in one of the phrases in the target text, "the couple of mosquito" is incorrect as the actual meaning referred in the source text is the mosquito coil. The couple of mosquito has the sense that it referes to the animal, not the insecticide. Furthermore the use of phrase according to is better replaced by the phrase as shown in to make the meaning clearer.

In addition, there are also several word omissions found in the target text that can beobserved as in the following.

→ Jauhkan dari makanan dan jangkauan anak-anak.

→ Simpan di tempat yang kering dan aman.

→ Keep out of the reach of children.

→ Store in a dry place.

It can be seen that the 'makanan;' and 'aman' in the source text are not translated in the target text although the information that is being omitted is actualy very important. Therefore, the proper translation should also state this information, for example:

− Keep away from food and out of reach of children.

− Store in a dry and safe place.

In brief, a revised translation for this Selected English Translation of Indonesian Local Product Instructions is needed for the sake of customer's safety.

Proposed Translation for the Selected English Translation of Indonesian Local Product Instructions

In raising the translation quality standards of the Indonesian local product instructions so that they can fulfill its informative text type while maintaining the information and sense of the original text without redundancy is one way to open more opportunities for Indonesian local products to reach wider customers and to compete with the other products in international trade. Therefore, the researcher proposed revised translation as in the following.

PETUNJUK PENGGUNAAN

→ Pisahkan lingkaran hingga menjadi dua keping.
   Caranya: Bagian tengah lingkaran diangkat dengan ibu jari dan telunjuk sambil digoyangkan perlahan-lahan.

→ Bakarlah dan letakkan di ats penyangga.

→ Bila lingkaran patah dapat dijepit pada lubang di atas kaki penyangga.

DIRECTION FOR USE

→ Split the mosquito coil circle into two pieces by lifting the center of the circle by using your thumb and forefinger gently while slowly shaking the coil. Then hold the circle by all of your five fingers.

→ Lit the coil and place it on the support leg as shown in the picture below.

→ Place the burning mosquito coil with metal stand on a metal or ceramic plate to avoid the danger of fire.

→ If the mosquito coil circle is broken, it can be clamped on the hole above the support leg.

Therefore the cautions fos the product is also very salient to be translated as follows.

PETUNJUK KEAMANAN

→ Jauhkan dari makanan dan jangkauan anak-anak.

→ Simpan ditempat yang kering dan aman.

→ Gunakan pada ruangan yang baik peredaran udaranya, untuk mencegah pencemaran udara.

→ Gunakan berhati-hati untuk menghindari kebakaran.

→ Saat dibakar jangan diletakkan diatas tatakan plastik atau kertas dan jauhkan dari benda-benda yang mudah terbakar.

CAUTION

→ Keep away from food and out of reach of children.

→ Store in a dry and safe place.

→ Use in a well-ventilated room to prevent air pollution.

→ Use with care to avoid fire.

→ When burned, do not place it on a plastic or paper mat and keep it away from flammable objects.

Meanwhile, the symptoms and the first aid of poisoning is translated as in the following.

GEJALA DINI KERACUNAN

→ Pernafasan tidak teratur dan bersin-bersin.

PERTOLONGAN PERTAMA PADA KERACUNAN

→ Bila kena kulit, cuci dengan air dan sabun.

→ Bila tertelan, usahakan agar penderita muntah kemudian bawalah kedokter yang terdekat.

Antidot: Belum diketahui, perawatan menurut gejala yang timbul.

SYMPTOM OF POISONING

→ Irregular breathing and sneezing.

FIRST AID OF POISONING

→ In case of skin contact, wash immediately with water and soap.

→ If it is swallowed, try to get the patient to vomit it then take to the nearest physician.

Antidotes: Not yet known, treatment according to symptoms that arise.

5. Conclusion

By examining the English translation of selected Indonesian local product instructions based on Reiss' informative text type by scrutinizing the intralinguistic criteria of the text comprising semantic, lexical, grammatical, and stylistic features, it is analyzed that the language dimension used in the selected products to transmit the information in the instructions is not fulfiling the logical or referential function. However, for the customer's safety and to open more opportunities for Indonesian local products to reach wider customers and to compete with the other products in international trade, the higher quality standars of the Indonesian local product instructions is needed. It is expected that the result of the proposed revised translation can produce an improved translation quality standards of the Indonesian local product instructions that can fulfill its informative text type while maintaining the information and sense of the original text without redundancy.

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School Culture Based Character Education to Strengthen the Nation Identity

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Abstract: Globalization has made the world open and has brought changes, impacts, even challenges. The challenges are begun to come up through the change of characters emerging every lives in the nation which it is sometimes not suitable with the identity of the nation. Among students, there is such an improvement of violence, drug abuse, pornography, and promiscuity. This study aims to describe the school culture-based character education to strengthen the identity of the nation at SMAN 5 Bandung. It was a case study with a qualitative approach. Then, it was carried out at SMAN 5 Bandung. The participants were the principal, the teachers, and the students. The data were collected by using interview, observation, and documentation and were further analyzed by using the triangulation technique. The results showed that school culture is very important to concern in internalizing the character values at school. Some strategies in implementing school culture-based character education were carried out with interventions and habituation through various activities, such as: (1) routines done by the students continuously and consistently whole times; (2) spontaneous activities carried out by the students spontaneously at that moment; (3) exemplary of the teachers' behaviors and attitudes in giving examples through good actions so that they become role models for the students; and (4) conditioning by creating supportive conditions in the implementation of character education.

Keywords: *Character Education, School Culture, The Identity of the Nation*

1. Introduction

Globalization and the development of science and technology in the extraordinary 21st century have made the world open. Globalization will trigger changes in the order of fulfilling the basic needs based on their mobile, plural, and competitive characteristics. The 21st century is marked by an important trend like the ongoing digital revolution changing the life norms, the world integration, the very rapid world changes that cause space narrowed, time shortened, and obsolescence of things quickly happened. These changes will be a future challenge for mankind in the world and also bring impacts on various aspects of life, both positive and negative impacts.

The challenges begin to be seen by character changes emerging in the lives of every nation and country. We can pay attention to the emergence of citizens' behaviors which are not suitable with their national identity. Some of the characteristics and identities of the Indonesian nation are faded and may have disappeared including eastern customs that began to erode, luxurious lifestyles, hedonism, the

development of westernized fashion, and the emergence of promiscuity among teenagers. When studying various influential factors of the identity of the nation, the development of globalization is a significant factor in influencing characters and identity of the nation [1].

The development of new behaviors before the global era did not even appear but tends to be widespread now include: (1) the violence enhancement in community; (2) worsening use of language and words; (3) the influence of strong peer-groups (gangs) in violence; (4) the enhancement of self-destructive behavior, such as drug use, alcohol, and free sex; (5) the obscurity of good and bad moral guidelines; (6) the decrease of work ethic; (7) the decrease of respect for parents and teachers; (8) the low sense of responsibility; (9) the dishonesty cultivation; and (10) the existence of mutual suspicion and hatred among others [2]. The discipline in traffic, the culture of queuing, the culture of reading until the culture of clean living, the intention to respect the environment are still below the standard very much [3]. Among the students, there is an increase in crime of violence, drug abuse, pornography, promiscuity, bullying, cheating, truant, smoking, and student brawls [4].

From the data above, it shows that the complexity of the problems surrounding character or morality has become a thought and a common concern. Strengthening character education in the present context is very relevant to overcome the moral crisis that is attacking the Indonesian nation [5]. Wilson and Ernesto [6] have stated that the core of life is human resources or characters. Therefore, human quality determines the quality of life including the quality of a nation. It is related to the quality of education. It means that the character of the nation's next generation is determined by the quality of education. A prosperous country may not be capable of carrying out the quality education but the quality education guarantees a prosperous country.

To strengthen the identity of the nation can be done in various ways and approaches from various fields. If it is studied more deeply, there is one main dominant area in strengthening the identity of the nation, namely education. The constitutional base of the character education development is the Opening of the Paragraph IV 1945 Constitution mandates *"... to educate the life of the nation."* It shows how important education is for this nation. The efforts to realize this education have been carried out by the Indonesian people through the development of national education. The development of national education is expected to shape and strengthen the character and identity of the Indonesian people.

The basic idea of character education in general is actually nothing new. Several decades ago Ki Hajar Dewantara had explicitly emphasized that education is an effort to advance the growth of character, mind and body of children [7]. In addition, Law Number 20 of 2003 about the National Education System has affirmed that national education functions are to form a dignified character and national civilization in order to educate the life of the nation. Furthermore, the Presidential Regulation Number 87 of 2017 and the Republic of Indonesia Minister of Education and Culture Regulation Number 20 of 2018 also emphasize the importance of strengthening character education. This all indicates that education is actually in charge of developing character as well as intellectuality of student competencies.

Thomas Lickona [8] emphasizes the importance of three components of good characters consisting of moral knowing, moral feeling, and doing moral actions like ways of thinking habit, in the heart habit, and in action habit. Therefore effective characters can be formed by involving those three components. Moral knowing is easy to teach, because knowledge is cognitive. Afterwards, Moral feeling must be cultivated by developing how to feel and love the goodness that people always want to do it in order that there is a growing awareness that people want to do good behavior because of love of god

behavior. Then, the moral action will change into habits. Through good habits, there will be a desire to change in a person. In addition, effort and cooperation from all parties between parents, schools and the community are required to form a good person.

One of the character education scopes that strongly supports the implementation of the progress of character education is culture school-based. A good school culture strongly supports the success of character education programs. However, a negative culture will hinder the implementation of character education in schools. It shows that school culture has a major influence on the process of implementing character education [9]. If students have good character, high academic achievement will be directly affected. Therefore, the first step in applying character education in formal education unit is to create a characteristic school culture atmosphere that will help the transformation of teachers, students, and education personals into characterized school people. It can be interpreted that character education also has a role to be a part of shaping a positive school culture. Therefore, school culture-based character education is an absolute necessity for schools to create conducive school culture and facilitate the instilling of character values to students.

The positive school culture will encourage all school members to work together based on mutual trust, invite the participation of all members, encourage the emergence of new ideas, and provide opportunities for the implementation of reforms in school which all lead to achieve the best results. It can also foster a supportive atmosphere to learn. A good school culture can improve school performance of the principal, teachers, students, employees and other school members [10]. Thus, one of the success determinants of the implementation of the educational process is a well-built culture. If the school succeeds in building a good school culture, it will not only produce academic achievement, but also produce a school culture by instilling good character values.

School culture-based character education is an activity to create school atmosphere and environment involving all systems, structures, and doers of education in schools. School culture-based education focuses on habituation and culture formation that represents the main values of character as the priority of the education unit. This habituation is integrated in all activities in the school reflected in a conducive atmosphere and school environment [11]. This is appropriate with Berkowitz's thought cited by Samani and Haryanto [3] stating that the implementation of character education through school culture, felt more effective than changing the curriculum by adding character education materials in the curriculum contents.

School culture-based character education can be carried out in the school environment using Routines strategy, spontaneous activities, exemplary and also conditioning [12]; [3]: (1) Routines are activities carried out by students continuously and consistently all times. For example, Monday ceremony activity, body hygiene checks, class pickets, congregational prayers, praying before the lesson begins and ends, and greetings when meeting the teachers and friends; (2) Spontaneous activities are activities carried out by students spontaneously at that time. For example, reprimand the students who dispose of litter anywhere, dissolve if there are those who fight, rebuke students who are not polite in saying, doing and appearing. Besides, collecting donations to friends or communities who are in needs is also good; (3) Exemplary is the behavior and attitudes of teachers and students in giving examples through good actions so that they are expected to be role models for other students like discipline, cleanliness and compassion; (4) Conditioning is the creation of conditions that support the implementation of character education. For example, the condition of clean toilets, trash cans, green areas, posters of wise words on displayed in the school aisles and classrooms.

The main point is that school culture based character education is inseparable from the role of all parties in school. A school principal has a strategic position in determining character education policies at school. The teachers as educators are the main roles in implementing character education policies for students. Likewise, the roles of education staffs in the school environment also support the creation of a school culture that is in accordance with character education carried out in schools. Students also play an active role in socializing and giving examples to other students to get used to implementing character values developed at school.

Therefore, this is the inspiration for writers to express heir ideas and ideas to strengthen national identity in this global era through school culture-based character education. In this study, It is better to know in depth about school culture based character education to strengthen national identity at SMAN 5 Bandung. A school located on Jalan Belitung No. 8, Bandung City, West Java Province.

2. Method

The method used in this study was a case study method with a qualitative approach. According to Robert K.Yin [13], the case study is a strategy that is more suitable if the questions of a study are related to how and why if the focus of the research lies in the present phenomenon in the context of real life. In line with this, Creswell [14] also revealed that a case study method can be used to describe events or activities of individuals or several individuals from groups. This study aims to reveal and understand the realities that occur in the field as they are intensively, deeply, in detail, and comprehensively. The data were collected through observation, in-depth interviews and documentation study. Observation was done as the process of collecting first-hand information by observing people and places at SMAN 5 Bandung. Qualitative interview was done by asking various open questions to participants and recording their answers. Documentation was used to obtain data about activities in the school. Documents represent good data sources for text data (words) in qualitative research [14]. To obtain the data that could be scientifically accounted for, in this study, the data analysis was carried out by using triangulation techniques. Therefore, a data analysis technique model from [15] was used which consists of three lines of activities carried out simultaneously, namely: data reduction, data presentation and conclusion drawing. In data reduction, election and attention centering were done by the researchers for simplification, abstraction, and transformation of crude data obtained. At the data presentation stage, a structured description of information to draw conclusions and take action was developed by the researchers. The presentation of data commonly used in this step was formed in narrative text. In the stage of drawing conclusions, the researchers tried to draw conclusions and verify by looking for the meaning of each symptom they obtained from the field.

3. Result and Discussion

3.1 Profile of State Senior High School 5 Bandung

SMAN 5 Bandung is one of the high school education institutions that has made various efforts to advance the school since it was first established. Various forms of learning activities, intracurricular, cocurricular and extracurricular activities have been carried out to create intelligent human resources that are intelligent, skilled and have good character. SMAN 5 Bandung, located on Jalan Belitung No. 8, Bandung City, West Java Province has a vision and mission that aims as a motivator in teaching and learning activities.

The vision of SMAN 5 Bandung is "Superior schools that are highly competitive, based on religion, culture, science and technology, and environmentally friendly." And it is strengthened by its missions: (1) Forming the character and personality of students who are dignified and have the spirit of Pancasila; (2) Developing intellectual, emotional and spiritual potential; (3) Developing superior science and technology, art and culture; (4) Increasing the professionalism of educators and education staffs and school accountability as the center of developing education based on national and international standards; (5) Empowering the participation of stakeholders in the implementation of quality and globally competitive education based on the principles of school-based management.

3.2   School Culture-Based Character Education at SMAN 5 Bandung

Based on the results of the study, in building smart, skilled and well-mannered human resources, SMAN 5 Bandung cooperates with all school components (principal, teachers, education staffs, students, and parents) and together united to build good character in the school environment. In the implementation of character instilling at SMAN 5 Bandung, there were various methods, programs, and ways applied to create a strong and good school culture. Instilling character values through school culture included all activities carried out by principal, teachers, and educational staffs when communicating and interacting with students by using school facilities. The interaction was related to various rules, norms, morals and shared ethics applied in the school. Characters imbued with Pancasila values such as divine character, humanity character, national character, popular character and the character of justice were values developed in school culture. Through a variety of activities carried out in schools like routines, spontaneous activities, exemplary, and also conditioning activities at State Senior High School 5 Bandung by instilling character behaviors with students.

The strategies carried out by SMAN 5 Bandung in implementing school culture based character education were as follows:

3.2.1 School Routines

School routines were activities carried out by all school members continuously and consistently at all times. At SMAN 5 Bandung routines were carried out as follows:

- Teaching. The curriculum applied in schools in realizing character school culture encompasses all subjects. In this case, the teachers actively teach character values by integrating them into subjects. The development of cultural values and characters is integrated in each subject.
- Routine Ceremony. The school has a ceremony schedule on every Monday and also national holidays. It is done to instill the value of discipline, foster an attitude of nationalism and shape the character of the nationality of students.
- Singing the National Anthem. Every time the learning begins, students sing *Indonesia Raya* song guided by loudspeakers from the picket room. At the time when the song Indonesia Raya reverberates, all school members are obliged to stand tall and join in singing the national anthem. This activity is carried out in the hope that students would have a sense of nationalism and shape the national character of students.
- Tadarus. Every day before learning takes place, for 15 minutes, the school conducts Tadarus activities (reading the Holy Qur'an) for Muslims and religious learning is conducted for Non Muslims. The purpose of this activity is to grow the religious and responsibility character.
- Sublime Prayers to Congregate and Friday Prayers: Zuhur prayer in congregation is held every day at the school mosque. This activity is carried out by students, principal, teachers and education staffs.

While Friday prayer is held on Fridays by male students and teachers at the school mosque. This activity is carried out in order to grow the character of religious and responsibility for their religion.

- Environmental care. In accordance with the school's vision of the environment, students routinely carry out activities by cleaning the environment both inside and outside the classroom, not littering, not scribbling walls, and not damaging plants around the school. This activity is carried out with the objective to develop students' cooperation and concern for the environment.

- 5S Culture.The school has a 5S culture that is reflected in smiles, greetings, greetings, courtesy, and courtesy. 5S culture is held every day at school, from entry to school. These activities, among others, are implemented in the morning before the bell rings. The principal, vice principal and teachers stand at the school gate welcoming students by shaking hands.

3.2.2 Spontaneous Activities

Spontaneous activity is an activity carried out spontaneously at that time. This activity is usually carried out when the teachers and other education staffs know that there is a bad deed from the student that must be corrected at that time. If the teacher knows that there are behaviors and attitudes that are not good, at that time the teacher must make corrections so that students will not do the same mistake. This activity is not only carried out by the teachers to students. Among fellow students, they remind each other of bad behavior and attitudes such as, throwing garbage out of place, behaving disrespectfully, saying dirty words, shouting to disturb other people, and dressing disrespectfully.

Another spontaneous activity is collecting donations when there are school members are in needs or community when they are struck by natural disasters. As example, they raise funds for earthquake victims in Lombok and Palu, as well as tsunami victims in Banten and Lampung.

3.2.3 Exemplary

In exemplary activities at SMAN 5 Bandung, principal, teachers, and education staffs must understand the importance of good example for students. Because instilling characters is easier to practice than to teach. The school must understand very well that the lesson on values, norms, and habits of character. The first character for students is their own character including how principal, teachers, and education staffs behave, treat, and serve the students. The behavior and attitudes of principals, teachers, education staff, and students in giving examples through good actions become role models for other students, for example, discipline, cleanliness, and neatness, compassion, politeness, honesty and hard work.

3.2.4 Conditioning (Strengthening School Environment)

Culturing characters must be supported by consistent reinforcement in order to develop and run effectively. This consistent reinforcement can be carried out by continuous communication relating to character values, norms and habits that have become school priorities and also provides opportunities for students to apply these values. At SMAN 5 Bandung, strengthening the school culture can be done in several ways, such as: policies regarding school rules or rules. Strengthening the character culture at SMAN 5 Bandung is also done through the installation of pamphlets or posters that contain character values and wall magazines. Another thing that is done in the context of conditioning is giving awards to teachers, students, certain classes who have achievements related to character education. No less important conditioning is the physical arrangement of a clean, healthy, safe, comfortable and beautiful school environment.

Beside various kinds of activities both routinely, spontaneously, exemplary and conditioning in instilling character values to students, SMAN 5 Bandung also has activities outside of school hours in the form of extracurricular activities. Extracurricular activities are used as a means of developing talents and interests of students. Various activities carried out at SMAN 5 Bandung became the basis of character planting in students. Instilling characters through various activities carried out in schools cannot be separated from the participation of parents. To in still the character of students, the school cooperates with parents so that this character planting can continue, not only at school, but also at home.

4. Conclusion

Based on the description and discussion of school culture-based character education at SMAN 5 Bandung, several conclusions can be summed up as follows. SMAN 5 Bandung has a school culture that develops character education to strengthen national identity through various activities carried out in schools. All school members both students, teachers, principals, and education staff are involved in character education activities.

Embedding character in students is done with intervention and habituation through various activities, namely: (1) routines are carried out by students continuously and consistently at all times; (2) spontaneous activities carried out by students spontaneously at that moment; (3) exemplary is the behavior and attitudes of principals, teachers, education staff and students in providing examples through good actions so that they become role models for other students; and (4) conditioning by creating conditions that support the implementation of character education.

The implementation of school culture based character education is inseparable from the role of all parties in the school. A school principal has a strategic position in determining character education policies at school. The teacher as an educator has the main function to implement of character education policies for students. Likewise, educational staffs also support the creation of good school characters. Students also play an active role in socializing and giving examples to other students to get used to implementing character values developed at school.

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Living in Harmony with Nature:
An Ecocritical Approach to Sophie Dressler's *Clara au Pays des Hommes-fleurs*

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Abstract

After the industry experienced a revolution that is now taking on a new dimension, the Industrial Revolution 4.0 leads to the era of disruption in the economic, social, and natural aspects. The degradation of the natural environment is accelerated by the massive exploitation of nature to meet the needs of the industry. Therefore, establishing human's awareness of the respect for the environment is one of the major issues facing the Industrial Revolution 4.0. Sophie Dressler's *Clara au Pays des Hommes-fleurs* appears as a literary work that offers insights into the Mentawais of Indonesia's Siberut Island and the richness of its tropical forest resources. This article thus aims to illustrate, in an ecocritical perspective, the relationship and interaction between the men of the Island of Siberut and also their tropical forest facing the challenges of modernity. The result show that the relationship between men and nature is reflected in the practice of conservation of nature and symbiosis between men and nature. In addition, *Clara au Pays des Hommes-fleurs* support to stimulate strategic thinking as a tool to help humans facing the Industrial Revolution 4.0 for the benefit of society.

Keywords: Nature, Ecocriticism, Industrial Revolution 4.0, Siberut, Indonesia

1. Introduction

Driven by the emergence of new technologies, the 4.0 industry touches all sectors in life. It is a step in the digital transformation that goes beyond the simple use of technology. In other words, it creates a change based on automation, the internet and digitalization, robotics as well as artificial intelligence within the different levels of the industry. Industry 4.0 is subject to tension especially for the environment. The exploitation of natural resources is done in order to meet industrial needs. With climate change and dwindling resources, Industry 4.0 could have a negative impact on the environment.

Biodiversity is the natural wealth of the earth, a vital resource on which humanity depends. Many of these species are essential to the well-being of humans. The increase in the human population and the development of the industry lead to the decline of biodiversity in the world. Biodiversity loss has become one of the biggest environmental concerns. The trends observed on the earth show the serious dangers that the loss of biodiversity poses for the well-being of humanity. Increasing populations but also the exploitation of forests and oceans has degraded natural biodiversity. Some industrial activities including 4.0 have a big impact on the environment and biodiversity. Its impact can trigger a chain reaction that disrupts the functioning of an entire ecosystem.

The story of *Clara au Pays des Hommes-fleurs* written by Sophie Dressler from Algeria includes a theme of the environment, ecology and the discovery of nature. Written in a simple way, this story tells the discovery of the Siberut Island in Indonesia through its main characters, Clara and his brother, to raise awareness of nature and the environment. Clara makes the discovery of a civilization close to nature by the glance of a young girl. Like a travel diary, the reader follows all the steps that Clara goes through and lets herself be guided through the customs and rituals of this people of the Siberut Island. The text is clear, easy to follow while evoking in a very complete way all aspects of this fascinating culture. Clara's vision of sharing the daily life of the local people is a real life lesson that she summarizes in the last sentence of the story: « *Il suffit de si peu pour vivre joyeux et en paix avec sa famille et ses amis, en écoutant les messages que la nature nous envoie. Chacun doit veiller à la garder toujours aussi belle* (p. 36) » [It takes so little to live happily and peacefully with family and friends, listening to the messages that nature sends us, and everyone should be careful to keep it as beautiful as ever].

Adapted to children, this story aptly and simply explains the intimate and symbiotic relationship created between the Mentawais and their nature that creates a kind of environmental and social impact. Through colorful and attractive illustrations as well as short and simple texts, the story of *Clara au Pays des Hommes-fleurs* gives readers great tricks so that they can respect nature, its ecological and cultural riches, also raising awareness of the ecological emergency in today's modern era. Thus, in this article, we try to show how the author describes nature among the Mentawais and how it reveals the relationship of the people of the Siberut Island with the tropical nature. It seems that natives have a strong symbiosis with the forest in which they live.

To carry out our research, we will rely on the concept of ecocriticism. Ecocriticism begins to enter the literary field in the mid-seventies. However, this concept only developed at the beginning of the nineteen-twentieth thanks to the Association for the Study in Literature and Environment (ASLE) in the United States, which gave birth to several texts on ecocritics and these try, through an interdisciplinary approach: from ecology to literature through geography and biology, to respond to the environmental crisis (ASLE, https://www.asle.org/accessed January 15 2019).

Ecocriticism is based on the concept that the world and human are connected and influence each other. Thus, this concept aims to evaluate the dynamic relationship between nature and human culture. Glotfelty explains in *The Ecocriticism Reader* more precisely:

> « *What then is ecocriticism? Simply put, ecocriticism is the study of the relationship between literature and the physical environment. Just as feminist criticism examines language and literature from a gender-conscious perspective, and Marxist criticism brings an awareness of modes of production and economic class to its reading of texts, ecocriticism takes an earth-centered approach to literary studies* » (Glotfelty, 1996, p. xviii).

The same idea as Glotfelty, Richard Kerridge in *Writing the Environment* gives his argument: « The ecocritic wants to track environmental ideas and representations wherever they appear, to see more clearly a debate which seems to be taking place, often part-concealed, in a great many cultural spaces. Most of all, ecocriticism seeks to evaluate texts and ideas in terms of their coherence and usefulness as responses to environmental crisis (1998: 5)». Thus, the work ecocriticism aims to seek the answer to ecological problems, to give birth to the ecological vision of man and to understand the symbiotic and dynamic relationship between human beings and nature.

By taking the example of feminism criticism, Cheryll Glotfelty proposes a model for approaching the ecocritical text. First, it is a question of analyzing the way nature is represented in the text. Then, it's about analyzing environmental influences in order to understand the relationship created between

humans and the environment in the text. Finally, it is a question of examining the construction of the human in its environment (Glotfelty, 1996).

2. Method

This present work is a descriptive-qualitative research using Sophie Dressler's work entitled *Clara au Pays des Hommes-fleurs* published by the *Ecole des Loisirs* in 2006. The analysis of our work is based on the concept ecocritical as a starting point for analyzing the chosen book. This allows through a critical analysis to understand the dynamic and symbiotic relationship established between man and nature, to know the singular case of man in his way of seeing the world and to create the relationship with the other and with himself.

The critical analysis is done in two stages. The first stage focuses on the representation of the nature of the Siberut Island described by the author. The description of the author shows a representation that helps the understanding of nature and the man who is part of it. The second step is the observation of the intimate relationship of the populations facing natural environments. The practices made by the natives in the wild are then observed as well as the impacts of these human activities on the nature and the population in order to see the relation man-nature.

3. Discussion

I. Mother Nature: A source of life

One of the most recurrent themes throughout the story *Clara au Pays des Hommes-fleurs* is the presence of the forest of the Siberut Island. The forest is the area in which plants, animals and the Mentawais can live. In addition, through the description of the forest, the author reminds readers of the great abundance of natural resources found on the island of Siberut, resources that are ready to be used by local populations.

To live, man must satisfy his vital needs by exploiting the resources at his disposal. For Mentawai people, the forest takes its important role in their life. It feeds them and serves as a natural resource. The forest is thus useful to meet the needs of the natives. Deep knowledge of nature creates strong connection of the Mentawais to the forest: « *Nos anciens connaissent bien la nature. Nous resterons ici ensemble, à l'abri des grands arbres* (p. 33) [Our elders know nature well. We will stay here together, safe from the big trees].

People settled on the Siberut Island for thousands of years have adapted and gained a lot of knowledge about the life of the forest. Thus, the close relationship is established so that the Mentawais know the forest and its geo-climatic characteristics. This intimate bond brings ecological awareness to the local populations. Trees, animals and objects must be respected to avoid the destruction of the fragility of nature. Thus, the local populations had created a society of solidarity, adapted to this natural environment where the man is only one element among others.

Yet some clans are attracted to the consumer goods of the modern world. When the neighboring clan wants to make more money selling the beautiful trees in the forest, the Mentawais try to warn of the dangers: «*Soardi, son père et Pak Tari, le chef du clan, sont du voyage. Ils veulent avertir leurs voisins des dangers qui les guettent si les compagnies forestières s'attaquent à leur* forêt (p. 21)». [Soardi, his father and Pak Tari, the chief of the clan, are traveling. They want to warn their neighbors of the dangers they face if logging companies attack their forest].

The forest becomes an important universe. It is a sanctuary for the Mentawais. The intelligence of local people to live alongside nature is linked to their mythology about the lives of the gods around them. The Mentawais believe that gods are everywhere, at any time, day and night. Their belief that the gods lived among them in nature encouraged them to always take care of nature. They care for the forest because they believe in the existence of a forest god who lives in their tropical forests. They believe that if they destroy the forest, the god will be angry which will be realized by giving a disaster. Therefore, the forest is home to the spirits and divinities of Mentawai peoples. As the Mentawais enter deeper into the forest, they open a path with *parang*. They walk with care and this is done with respect for the jungle spirits. It shows that the Mentawais consider themselves not the only one who live in the forest. They keep the habit of respecting nature to safeguard the fragile balance of life.

> *« Couper les arbres pour en faire des planches est une chose terrible. Grâce à leurs feuillages et à leurs racines, les pluies fortes et abondantes arrivent au sol en douceur et s'écoulent sans emporter la terre et les cultures (p.21)»* [Cutting trees to make boards is a terrible thing. Thanks to their foliage and their roots, the heavy and abundant rains arrive on the ground gently and flow without taking away the soil and the cultures]

This part indicates the consciousness of the populations towards the nature. Forests regulate the flow of rivers by absorbing water in the soil and gradually releasing it into streams and rivers. This minimizes flooding and drought. Trees allow the effective maintenance of soil fertility by maintaining moisture in the soil.

II. Humans and Nature: The Right Relationship

Humans are social beings who need cooperation with another humans and also depend on nature. Between humans and nature there are interplay of interactions. Nature meets the needs needed by humans, humans can take advantage of all that is provided by nature. There is a reciprocal relationship between nature and humans. In interacting between nature and human reciprocity can be positive but it can also be the opposite.

The Siberut Island has long lived apart from other peoples. People have been animists for a long time, and even though they have been converted by European or Asian newcomers, they have kept the habit of respecting their environment. Thus, the Mentawais know the secrets of their environment. They understand that the forest gives everything they need. If the Mentawais are sick, they use plants as drugs that can heal them. They know a lot about the forest. They know how to tame and preserve it. Also, the Mentawais are known as "flower men" because they love beauty and are adorned with flowers so that their bodies will please their souls. «*Pour l'instant, il [Pak Raiba] est assis, au centre d'un groupe anciens parés d'amulettes, un bandeau de perles au front, leur frange décorées de fleurs. Ils portent des tatouages figurant des lianes de rotin et des feuilles de bananier* (p. 19)». [For now, he [Pak Raiba] sits, in the center of an old group adorned with amulets, a band of pearls on the forehead, their bangs decorated with flowers. They wear tattoos depicting rottans and banana leaves].

Ghosts are part of the story of Mentawai culture. The strong relationship with the guardian spirits of the forest creates a kind of dependency among the Mentawais. Spirits help them to help if local people have problems: «*Voici donc les hommes-fleurs!» pense Clara. Les anciens font de petits pas saccadés et agitent des feuilles autour du malade. C'est la danse de l'oiseau, que l'on exécute pour éloigner les esprits malfaisants qui essaient d'entraîner l'âme de Pak Raiba dans le monde invisible* (p. 19) [Here are the *men-flowers*! Clara thinks. The elders make small jerky steps and wave leaves around

the patient. This is the dance of the bird, which is performed to ward off the evil spirits who try to drag Pak Raiba's soul into the invisible world].

The Siberut Island is near tectonic plates. By moving, the tectonic plates cause earthquakes and tsunamis. However, this is not a problem for the Mentawais because they are very familiar with their surroundings. They know natural signs as alarms when there is a disaster warning, such as a tsunami. Between Siberut Island and Sumatra Island there is a trough with a depth of 1000 meters where the sea is often agitated: «*Les anciens savent que c'est [la mer se rétirant tres loin] mauvais signe: la mer revient très en colère et entre dans la forêt* (p. 33) [The ancients know that it is [the sea retreating very far] bad sign: the sea comes back very angry and enters the forest]. Apart from natural signs, warnings of the natural disasters arise from the behavior of animals in the forest. The Mentawais people understand this behavior. It is said that animals feel earthquakes twenty-four hours before the disasters.

In the tradition of the Mentawais, there is a valuable local wisdom in forest management and its contents for survival as well as mental development of the Mentawai populations. The collective awareness of the Mentawai community to protect nature is part of the knowledge of the importance of the natural environment.

4. Conclusion

Humans are ecologically an integral part of nature. Humans are formed by their environment and *vice versa*, humans shape their environment. Human survival depends on the integrity of the environment. The environment is not merely seen as a resource that must be exploited but also requires the existence of harmony between humans and nature. Reflective lessons from *Clara au Pays des Hommes-fleurs* are the modern society needs to reflect on the Mentawai's local wisdom: being able to hear language and natural phenomena, unite with them, care for them and make peace with them because it is not nature that needs us, but it is us who need nature.

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National Values Based Learning: A Strategy in Counteracting Radicalism in Schooling

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Abstract

This study examines the implementation and impact of the Lemhannas RI National Values ToT program aimed at teachers and lecturers in West Java Province. Various research results explain a lot about the development of radicalism in the world of schooling in West Java. Through the internalization of national values carried out by teachers towards students, it becomes an effective strategy as well as a model of counteracting radicalism in schooling. This research was conducted using a qualitative approach. Interviews and observations were chosen as data collection techniques to obtain deep results. The results of this study are that teachers who are alumni of the ToT National Values of Lemhannas RI generally participate in socializing national values in learning through varied methods according to the subjects they are teaching. There are differences in methods or methods in integrating material values of nationalism into subject matter, but the response given by students is very enthusiastic.

Keywords: Internalization, Nationality Values, Deradicalization, Strategy

1. Preliminary

Radicalism continues to develop in Southeast Asia including Indonesia. The number of Malaysians who have joined terrorist groups is still small compared to Indonesia (Hassan, Yussof, and Omar, 2015). This requires Indonesia as the 4th largest country in the world to increase awareness. Radicalism develops not only at the level of society that is far from formal education but also has the potential to go to school and campus.

A previous study explaining the misunderstanding of young people regarding Islamic preaching conducted in October 2010 and January 2011, the Institute for Islamic and Peace Studies (LaKIP) as quoted by Fanani (2013) conducted a study in 59 private schools and 41 public schools in 10 regions Jabodetabek (Jakarta, Bogor, Depok, Tangerang and Bekasi). The survey of 993 respondents showed results that nearly 50% of students agreed with violence or radical acts for religion; 14.2% of students said they agreed with the terrorist acts carried out by Imam Samudra, Amrozi, and Noordin M Top; 84.8% of students also agreed with the enforcement of Islamic law. Meanwhile, 25.8% considered that Pancasila was no longer relevant as a state ideology (Fanani, 2013).

The perception of radicalism which considers violence as the right way to spread and uphold Islamic teachings is realized in ways such as terrorism. Terrorism has become increasingly widespread

since the fall of the New Order government under President Soeharto. Referring to the Global Terrorism Database (2007), out of a total of 421 acts of terrorism in Indonesia recorded from 1970 to 2007, more than 90% of acts of terrorism occurred in the years approaching Soeharto stepping down to enter the reform era.

In addition, in 2017 alone, the Global Terrorism database noted that there have been 28 cases of terrorism in several regions in Indonesia and from the many actions, the police have become the most targeted type planned by terrorists. Mufid, (2016) revealed that this shows that there is still a mistake in the paradigm of thinking in the implementation of religious life in a multicultural country, it is based on perpetrators of terrorism carried out by Islamic groups such as Jamaah Ansharut Daulah, Mujahiddin East Indonesia (MIT) and Muslim extremists. The number of acts of radicalism carried out by groups in the name of Islam make the image of Islam tarnished, besides that order and security of the people also become disturbed because terrorism causes anxiety and fear for the people.

The results of the above research on radicalism imply that radicalism actually has an influence and develops in school life, for example in research on multicultural education in counteracting radicalism signifies that radicalism is born earlier than multicultural education. This means that from previous studies it has been proven that radicalism grows and develops, including in educational institutions.

The fact is that high or low religious knowledge does not have a good correlation with the understanding of multiculturalism, radicalism in the name of religion in the form of violence and even terrorism has made a small number of Muslims do this. This is shown by a study conducted by Ansori, (2018) that the level of religious knowledge does not have a significant effect on student perceptions of religious-based radicalism. The magnitude of the influence of religious knowledge on student perceptions of religious-based radicalism movements is only 1.5% which is categorized as very weak influence.

As a result of this reality, radicalism and extremism develop as if nothing is obstructing, both attacking students and the general public through various means, such as brainwashing which is mostly done by the NII and by giving false understanding of religion. As one example that makes our minds disturbed is the holding of an Indonesian independence march by kindergarten children in Probolinggo who use veils and carry weapons. Reported from detik.com that the participants who had the chance to go viral were children of TK Kartika V 69 Probolinggo. Despite his intention to participate in enlivening the Indonesian independence day, but the appearance of veiling and carrying weapons seemed to explain that the spirit of struggle to uphold Islamic teachings through radical means was natural. Islamic radicalism is described as a conservative view and often uses violence in teaching and defending their beliefs. (Nadia, 2012).

Religious violence is certainly a violation of other people's constitutional rights, the rights of every individual in religious freedom are clearly stipulated in article 29 paragraph (2) of the 1945 Constitution of the Republic of Indonesia that "the state guarantees the independence of each citizen to embrace their respective religion and to worship according to his religion and his beliefs." This means that the state guarantees the freedom of religion of every individual without coercion or intimidation, but da'wah is an agenda that cannot be separated from each religion, because the teachings of religion need to be disseminated and enforced as a government. The nature of da'wah is an effort to invite and restore human beings to an integral existence, and is an effort to elaborate divine values into virtuous deeds in real life (Bungo, 2014).

The hard power approach with the use of battering forces, such as Detachment 88 and Brimob can trigger the emergence of retaliatory actions by terrorist actors. (Mukhtar, 2016). This means that a model approach is needed that does not trigger retaliatory actions or cause other resistance. In the study of Brzuszkiewicz (2016) deradicalization or more often occurs only at the individual level, whereas to be politically effective it must occur in the collective and organizational dimensions. So that the deradicalization model must be conceptualized collectively in revitalizing the erroneous understanding of the struggle in religion.

Since the days of the struggle for independence, the role of Muslims and Islamic conceptions cannot be underestimated, of course, there are very many contributions given by Islam to the NKRI. Although in its development there were various rebellions in the name of Islam, for example the Darul Islam/Indonesian Islamic Army (DI/TII) movement in Tasikmalaya, West Java, which was initiated by Kartosuwirdjo and DI/TII South Sulawesi initiated by Abdul Kahar Muzakar. Islamic conception and Indonesian-ness should go hand in hand, as stated by Alfian, (2013, p. Viii) for example, such as the view held by the student organization of the Islamic Student Association (HMI). In the HMI paradigm, there is no need for a diametric conflict between the interests of Islam and the interests of the state, so that cadres can fight for the interests of both at the same time. That is what is often called the compound between Indonesianness and Islam

This conception is actually also shared by all levels of society, so there is no return to dimetrial conflict between Indonesian values with Islamic values, although there have been many efforts to provide understanding to the community about how to live and be religious in a multicultural society such as research conducted by Bahruddin and Rosyadi, who explained that the perception of Madrasah Tsanawiyah students saw tolerance as being needed to be built in the diversity of the Indonesian nation with a variety of religions, tribes and customs that could prevent the practice of radicalism early on from basic education institutions. (Bahruddin and Rosyadi, 2018).

The soft approach the author considers to be a fairly effective approach, because basically the perpetrators are also citizens who must get protection from the government, even though on the one hand it becomes a "pest" in the life of the nation and state. The protection meant does not mean giving protection to terrorism and extremism, but terrorism is a real enemy for the state, therefore the state must save citizens who have and are potentially involved in the flow of radicalism.

Training of Trainer The national values of Lemhannas RI as one of the work programs become one of the mouthpieces for internalizing national values to students or students at all levels, because the participants of the Indonesian Lemhannas ToT are teachers, lecturers and widyaiswara including all teachers level and military teacher (gumil). It is hoped that the escalation of the internalization of national values can be broader. It becomes very logical if the target audience is as such, because the flow of radicalism is based on several studies discussed earlier because children at the school level become potential from radicalism, so prevention and avoidance of children from the influence of negative radicalism are needed.

2. Research Methods

This study uses a qualitative approach that focuses more on the depth of the data rather than on the amount of data (Kriyantono, 2009). Nasution (2003, p. 5) states that the essence of qualitative research is to observe people in their environment, interact with them, try to understand their language and

interpretation of the world around them. This means that qualitative research must be carried out in depth (deeper research) because it should be able to arrive at the nature of a problem.

Miles & Huberman (2007, p. 2) suggest that with qualitative data we can follow and understand the flow of events chronologically, assess causation within the scope of the minds of local people, and obtain many and useful explanations. In social science, qualitative research has a narrow research space but has more in-depth discussion than quantitative research. Meanwhile, the research method of critical discourse analysis is one example of the qualitative implementation carried out explanatively. By using this critical discourse analysis method, the analysis will be focused on linguistic aspects and contexts related to that aspect.

The method used in this research is descriptive method. In general, descriptive methods have characteristics, namely concentrating studies on solving problems that exist at the present time, namely the actual problem and the data collected initially compiled, explained then analyzed with the aim of explaining or defining a number of variables studied.

Based on these two definitions, it can be seen that descriptive research focuses on ways to explain data, facts and events accurately. By using this descriptive research method, it is expected to facilitate researchers in observing and processing research data about the Subjects in this study, namely ToT Alumni National Values of the National Defense Institute of Republic of Indonesia, West Java Province.

Data collection activities are from a process of procuring primary data for researchers' needs. According to Bungin (2003, p. 174) argues that "data collection is a systematic procedure and a standard for obtaining the data needed." Interviews are carried out as an interaction process, obtain information/data and explore deeper information related to research subjects in the interest of data and facts in research. Bungin (2003, pp. 193) said that "Interviews are the process of obtaining information for the purpose of research by way of question and answer, face to face between the questioner or the interviewer with the respondent or respondent using a tool called the Interview guide (interview guide)."

The interviews conducted by researchers were aimed at the apparatus who developed the ToT National Values program of the Indonesian National Defense Institute as well as the alumni from the Indonesian National Defense Institute's ToT who were thus determined as the main research subjects. By using this descriptive method it was hoped that researchers could explain research data into a representative research result.

Direct observation is an observation or monitoring activity carried out by the conceptual researcher. According to Bungin (2003, p.175) said that "Collecting data by direct observation or by direct observation is a way of retrieving data using the eye without any other standard tools for this purpose." To obtain the data needed in the study, observations are carried out structured or unstructured. By using this observation method, the researcher will examine the implementation of ToT Nationality values carried out by the ToT alumni of the National Values of the National Defense Institute of West Java Province.

This research uses one of the methods is triangulation. As according to Stainback (in Sugiyono, 2013, p. 85) that "the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase understanding of what is ever being investigated." The goal is

clearly not to revealing a truth about something but more about how researchers understand the data used in research, but it does not mean refracting the truth of data.

The data analysis used in the study of the evaluation of the ToT implementation program of the National Resilience Values of the Republic of Indonesia in counteracting radicalism consists of three lines of activities that occur simultaneously namely "data reduction, data presentation, and conclusion/verification" (Miles and Huberman *in* Sugiyono, 2012, pp. 91-99). Bungin (2003, p. 70) suggests that "data reduction includes activities to summarize the results of data collection as completely as possible, and sort them into certain conceptual units, certain categories, or certain themes."

In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. Miles and Huberman (in Sugiyono, 2013, p. 95) state "the most frequent of data display for qualitative research data in the past has been narrative text." Narrative text is the one most often used to present data in qualitative research. By displaying data, it will be easier to understand what happened and guide you to do the next in the research.

Given the amount of data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Therefore, the data that has been obtained will be easier to choose and use as needed and make it easier to find other data to complete. Data reduction can be assisted with electronic equipment such as mini computers, by giving codes to certain aspects.

3. Analysis

Briefing of Prospective Trainers

ToT The national values of Lemhannas RI are the starting gate that will shape the participants, especially the teachers as trainers, who in the future will implement and internalize their particular national values to their work environment, namely to the students and other teacher colleagues. Based on the results of research conducted on the teachers who are alumni of ToT National values are obtained that in terms of the implementation of ToT National values are very good, both in terms of very capable speakers in their fields, time management is very good, because during various ToTs or the like, this Lemhannas ToT is the best.

Always on time and events are organized and run in an orderly manner. The little deficiency that must be fixed is from the material content that should be added, because participant cognition is not the same. There are kindergarten, elementary, junior high school, high school, lecturers, widyaiswara and military teachers, so they have the ability to capture different material especially to arrive at translating and integrating national values into the fields of study/subjects taught by the participants. where he works. Thus it is very necessary for the specification of material and methods to be better, because basically program evaluation is carried out in measuring the level of success of the planned program implementation (Arikunto, 2013, p. 297).

From various aspects it is quite good, judging from the content and packaging of the event, but what is not clear is how the format for creating trainers. As for the event, the interaction between trainees and instructors must be increased, still dominated by speakers so that they are still in one direction (less interactive). It should be adjusted to the level of alumi teaching because the obligations

of the alumni are contained in article 36 paragraph (3) of Law Number 20 of 2003 concerning the National Education System that "the curriculum is prepared in accordance with the level of education in the Unitary State of the Republic of Indonesia by observing: a) increasing faith and piety; b) increase in noble character; c) increasing the potential, intelligence and interests of students; d) diversity of regional and environmental potential; e) demands for regional and national development; f) the demands of the world of work; g) developments in science, technology and art; h) religion; i) dynamics of global development; and j) national unity and national values."

The follow-up (follow-up) from Lemhannas as organizers was felt very lacking by the respondents as alumni of the training participants. The follow-up carried out by Lemhannas was still very lacking, it was more a pattern of follow-up after the ToT of national values, because when the training lasted until it was finished, no specific task was clearly implemented, so most alumni were confused about what that must be done after the ToT. This then causes a sense of laziness to implement national values, because the emergence of value due to the encouragement from within human beings, including encouragement to meet physical needs for survival, the need for security, the need for love, the need for appreciation and known to others, the need for knowledge and understanding, the need for beauty and self-actuality (Isna, 2001. p. 97).

If you look at who is the participant and there are expectations from Lemhannas so that participants are able to translate what is given, but it is not clear about the goals, objectives and targets of what the participants should do next. It should have been clear from the beginning regarding the goals and targets. We cannot use a humanist model, for example participants may do what they can do, but not all participants can think in such a way that Lemhannas must better understand the heterogeneity of participants, even if placement tests are needed so that there are groupings of trainees based on their level of understanding especially about radicalism, because radicalism can arise because a group of people feel that the values or practices of the values they hold are under threat and uncertainty, so they strengthen identity in radical ways characterized by violence (Hogg, 2010).

Integration of National Values

In trying to internalize through the integration of national values into the material, it is seen first about what material content must be delivered, after that then look back and combine national values that are considered relevant to the material being taught. In addition, there are also many files and videos from Lemhannas that can be used in classroom learning so that children are more enthusiastic in learning and learning becomes more varied.

In providing lessons and lectures, national values are always inserted according to the context of the subject matter, but not necessarily gamelan values but rather simple actions that are felt to be the basic capital for students in developing national values and high sense of nationalism. In an effort to internalize national values towards students, a variety of learning media are supported. The learning media that are routinely used are power point and learning videos, besides that they often do games or ice breaking as obtained from Lemhannas during the ToT. With that all, learning feels more interesting and makes students more enthusiastic, besides, several other respondents use media with songs, movements, videos, pictures and so on that make the lesson more meaningful because it is more interesting in learning.

Student Response

ToT Activities The national values of Lemhannas RI also provide various models for developing the spirit of learning for prospective trainers in giving later lessons. when the alumni gave slogans like the one taught by Lemhannas during the ToT for example by shouting "who we are" and answered "Indonesia," the students' responses were very good, they were so excited and even asked to be repeated. In the aspect of integrating the material of national values with subject matter to get a good response also from students, for example by showing videos or singing songs that can foster a sense of nationalism, the students are always happy and more excited, because the material must be acknowledged lessons if not accompanied by other things will be very saturating, therefore integrating national values into subject matter is clearly very helpful in increasing students' learning motivation. value is something that is ideal, value is not a concrete object, not a fact, not only a matter of right and wrong that demands empirical proof, but social appreciation which is desired, liked, and disliked (Isna, 2001, p. 98).

The tangible results that have been seen are the spirit of learning and the seeds of nationalism that are beginning to grow, although they cannot be measured by numbers, but this can be seen in their daily learning spirit. In implementing and internalizing national values towards students, there were also some obstacles. in fact, the obstacle in integrating national values into the learning plan is the problem of how to choose the material and national values that match the material, generally there are no obstacles. In fact, I integrate the national values into the lesson plan so that the integration of national values has been clearly included in the learning plan.

Meanwhile, there were also alumni who assumed that the obstacle found when going to insert the material of national values into the subject matter lies in the ability to see which values fit the material. Elementary teachers do not experience difficulties because the current curriculum must contain certain character values, so integrating national values is not too difficult. However, they did not include the character values into the learning implementation plan (RPP) but rather became an improvisation.

Method of Developing National Values in Schooling

In the practice of internalizing national values to students as an effort to ward off radicalism in schooling, the conception built by teachers as alumni of ToT National values of Lemhannas RI is by planting the values of nationalism, patriotism based on four the nation's basic consensus.

Some respondents included national values in the Learning Implementation Plan (RPP). This means that internalization takes place consciously and planned, for example in the part where the valuesare conveyed and which material is integrated with the learning material. However, some others do not include explicitly the learning material into the lesson plan but rather do it improvised.

The integration was carried out by alumni who became respondents as teachers at various levels, ranging from kindergarten, elementary, middle and high school/vocational teachers to various subjects, ranging from teachers of Pancasila and Citizenship Education (PPKN), Social Sciences (IPS), English, Indonesian, arts, classroom teachers and so on. Each respondent develops his or her own model that is tailored to the subject matter he is teaching.

At every level and subject certainly has different styles and models, even between PPKn teachers with one another they are not necessarily the same in integrating and internalizing national values.

Specifically there are several things that become differences and similarities in integrating the national values of the teachers, as can be seen in the following table:

Table 1.1 Differences and Equations Internalization of National Values in Schooling

Nmb.	Equation	Difference
1.	Using various learning media such as images, videos and motion	There are teachers who incorporate material into national values into the lesson plan but there are also those who do not in writing integrate the material values of nationalism into the subject matter.
2.	Learning through the stimulus of the spirit of nationalism in the form of yells and ice breaking	Each teacher develops national values into subject matter with different methods and models, because there is no standard reference given
3.	Get a good response from students	Each teacher develops the integration of material according to suitable material, so that there is no similarity in the delivery of material temporarily
4.	Feeling the need for upgrading in updating the methods and strengthening of materials	Each participant has different perceptions in translating national values both content and contextual

Source: Data processed by researchers in 2019

Based on the table above can be seen how the comparison of alumni who have similarities and differences. These equations and differences arise because they are caused by several factors. First is the difference in subjects taught. Every teacher who is an alumni of ToT National values teach different subjects, PPKn teachers with Mathematics teachers will be very different in their packaging efforts to integrate national values.

Second is the different levels of the teaching environment. The alumni are very heterogeneous in the aspect of the place of work, some teach at the kindergarten to high school level. This is very influential in determining ways to internalize the national values used. This condition is more due to different levels of cognitive, so the alumni as teachers must be able to embody national values according to the context they teach.

Third is the difference in the educational background of the alumni who are teachers. Education in this context is the difference in education in general in the form of formal and informal education. Teachers who do not take part in many training activities or the like will certainly have different enthusiasm and capture power than teachers who often participate in such activities. So that it will have an impact on the ability to translate and strive to internalize national values into the subject matter.

4. Conclusions and Suggestions

The development of integrative national values into the subject matter taught by ToT alumni teachers is proven to increase nationalism (the spirit of nationalism) and patriotism of students. This can be realized due to several main reasons, namely (1) the transformation of a sense of responsibility in internalizing national values from initially more focused on PPKn teachers but the responsibility of all subject teachers; (2) the more intensity of internalizing national values to students, the more radicalism will be from students, the influence of nationalism on the influence of competing radical thinking simultaneously in influencing the cognitive and attitudes of students; and (3) students feel happier in learning when delivering yells, showing videos about national and ice breaking values done in learning.

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Role of Citizenship Education in Growing Democratic Values of Students According to Global Perspectives

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Abstract

This study is entitled "The role of Civics in fostering democratic values of students according to the global perspective." Background to the problem is that in the global era, national education must pay attention to developments that occur internationally, so the study of teacher competencies as a key element in the implementation of formal education needs to also consider how teacher competencies are fostered and developed. Regarding the implementation of learning, the teacher needs to pay attention that students have various potentials in him. The problem formulation is; (1) How do school programs grow the democratic values of SMAN 2 Bandung students through a global perspective (2) What is the school's obstacle in fostering democratic values of students through a global perspective at SMAN 2 Bandung. The research objectives are: (1) Knowing the role of schools in fostering the democratic values of SMAN 2 Bandung students through a global perspective; (2) Knowing school constraints in fostering democratic values of students through a global perspective at SMAN 2 Bandung. The subjects in this study were teachers of SMAN 2 Bandung. The research method used in this study uses a qualitative approach with a type of descriptive research. Data collection is done by interview. The results of the study show that in growing democratic valuesthe teacher has tried his best. The efforts made are by providing understanding and learning about democratic values, planting democratic values also carried out by the teacher so that students are able to express their opinions and democratic values make students more confident about what they achieve. Obstacles experienced by teachers are guidance to students sometimes does not work well, students who are still not confident in expressing their opinions or expressing themselves well are still very much. The conclusion is that the teacher always gives learning and the planting of democratic values and an understanding of being free to express opinions, the teacher is always doing the training for students who still lack self-confidence. The suggestion in this study is that teachers are expected to always improve the learning of democratic values so that all students dare to appear in public, teachers must support whatever students will put forward well in the teaching and learning process at SMAN 2 Bandung.

Keywords: *grow, democratic values, global perspective*

1. Introduction

In this era of globalization, the world of education in general is facing various challenges. Among other things, globalization in the field of culture, ethics and morals as a result of technological advances in the field of transportation and information, the enactment of globalization and free trade, which means that alumni competition in the work is increasingly tight, the results of international surveys show that the quality of education in Indonesia is still low or even placed in the position of caretaker when compared to neighboring countries and the problem of the low level of social capital. The essence of social capital is trust.

In the global era, national education must pay attention to developments that occur internationally, so the study of teacher competencies as a key element in the implementation of formal education needs to also consider how teacher competence is fostered and developed. Regarding the implementation of learning, teachers need to pay attention that students have various potentials in themselves.

Countries that have the role of forming their citizens into good and smart citizens must strive to overcome global problems. In order for students as young citizens to have the understanding, skills and competitiveness involved and participate in the lives of the world community, then one option is to prepare them through various efforts, both education in schools and outside schools (Wahab and Sapriya, 2012: 236). One effort that can be done is to integrate the education of global citizens with civic education so that students are expected to have open insights when faced with issues of conflict, environment and other problems both from the local, national and international levels (Wahab and Sapriya, 2012: 236).

School is an institution to carry out democratic education. Democracy education in schools is carried out by implementing democratic values in various school activities, both intra-curricular and extracurricular activities. One way to develop democratic values is through the process of democratic education. The process of democratic education can give birth to democratic human beings who have the awareness and belief that democratic societies can maximize welfare and freedom properly and correctly. This is according to what was stated by Zamroni (2011: 39), education must be able to produce democratic human beings. Without humans who uphold the values of democracy, democratic society is only a dream. The life of a democratic society must be based on the awareness of the citizens of the ideas and ideals of democracy that give birth to the awareness and belief that only in democratic societies can the citizens of the nation maximize welfare and freedom.

Democracy as a global understanding of freedom has penetrated into school education institutions. Democracy that is often understood by some people is freedom, where freedom that is as free as possible without thinking about the effects of a freedom they do will have a negative impact. To address the problem of understanding the true democracy, the need for maturity and maturity in implementing democratic values is necessary. Because maturity and understanding of democratic values are very important because they will provide direction and meaning of democracy correctly and on target. As Sundawa (2011) argues, inequality, immaturity, and citizen discretion in implementing democracy are inseparable from the lack of success in planting democratic values in the world of education.

Education today must function to help build the capacity of the nation as a human learner, so that they can be reliable and confident in the current global arena and design into the future. In this context,

it is not only strong in humanist and religious vision and ethical ideals, but also education has the power and governance to enrich democratic life.

The development of democratic values in schools also needs to be applied to face the era of globalization which is now believed to present many global changes along with the acceleration of the entry and exit of various new cultures and civilizations from various nations in the world. That means, the world of education in printing quality and professional human resources must prepare a democratic generation so that it has strong resistance in the midst of civilizational conflicts.

In the world of education democracy education is needed as a form of implementing democratic values on students about how obligations and rights and freedom of opinion by respecting each other. Democracy education is divided into three:

1. Formally democratic education, namely education that passes face-to-face, reciprocal discussion, presentations, and case studies to give students an idea of how to love the country and the nation. Formal education is usually done at school and in college.
2. Informal democratic education, namely education that passes through the social stage at home or society as a form of democratic values. In addition, as a result of the interaction with the surrounding environment, the results are immediately felt.
3. Non-formal education, which is education that goes beyond the stage outside the community. This education is more macro in interacting because education outside of school has significant variables or parameters towards the formation of soul.

It should be realized together that globalization is not a natural process but rather a process that is raised based on ideas, which are then offered to the world to be followed by other nations. Thus, globalization which has resulted in a very mutually agreed upon agreement with the content of interests and benefits for those who create. Many symptoms of globalization are characterized by ambivalence, which is seen as a "blessing" on the one hand but at the same time becomes a "curse" on the other. This characteristic of ambiguity in globalization is a central issue that is very important. There lies locus problematicus which holds a big challenge for school education (Tanje, 2008).

J. Soedjati Djiwandono in his paper on "Globalization and Value Education" (*in* Sindhunata, 2001: 105) argues that countries and nations in the world are not only open to one another, but also interdependent to each other. dependency will always be asymmetrical, meaning that one country is more dependent on another than the opposite. Because this interdependence and openness is not symmetrical, the influence of globalization on various countries is also of varying levels. Developing countries will tend to be more open to the influence of globalization than advanced industrial countries, due to the dependence of the first group of countries on the second group of countries that have economic capabilities, human resources and technology. Likewise developed countries will act as actors or subjects, while groups of developing countries are more targets or objects of globalization.

To answer the opportunities of global life, a new paradigm of education is needed. H.A.R Tilar (2000: 19-23) presents the main points of the new educational paradigm as follows:

a. Education is aimed at forming a new democratic Indonesian society.
b. Democratic societies need education that can foster democratic individuals and societies.
c. Education is directed at developing behavior that answers internal and global challenges.
d. Education must be able to direct the birth of a united and democratic Indonesian nation.
e. In facing a competitive and innovative global life, education must be able to develop the ability to compete in the framework of cooperation.

f. Education must be able to develop diversity towards the creation of an Indonesian society that is united above the rich diversity of society.

g. Most importantly, education must be able to Indonesian society so that every Indonesian feels proud to be an Indonesian citizen.

The new education paradigm above implies that education responsibility is no longer borne by schools, but returned to the community in the sense that schools and communities share responsibility. In this new paradigm, people who have been passive towards education are suddenly challenged to be responsible for education. This responsibility is not only to contribute to the construction of school buildings and to pay school fees, but more importantly the community is challenged to participate in determining the type of education that suits their needs, including improving the quality of education and thinking about the well-being of educators to students.

2. Method

The research method used is a qualitative approach with a case study research strategy. The study was conducted at SMAN 2 Bandung. The research subjects were teachers at SMAN 2 Bandung as instructors. As for the sample in this study were 3 (five) Civic Education teachers of SMAN 2 Bandung as instructors of civic education subjects which were used as informants in strengthening data. The research data was collected through observation, interviews, and documentation which were then analyzed using the Milles and Huberman models. Data analysis techniques consist of data reduction, data presentation, and data verification (Miles & Huberman, 2012). Data validation uses triangulation techniques from data sources and data collection techniques.

3. Theory

Democracy

The term democracy is often used in government systems. A democracy is a country that places the highest authority in the hands of its people. The people are involved in determining every policy in the government. As stated by Bd. Rahman Assegaf (2004: 140) which defines democracy from the origin of words that comes from the word demos which means people and kratos which means power. The same thing was expressed by Haris Soche (Winarno, 2010: 91), democracy is a form of public government. Therefore the people have the right to regulate, defend and protect themselves from coercion and rape of others.

Etymologically, democracy comes from Greek, namely "demos" and "kartos." The "demos" are the people while "cratos/cratein" is power, so democracy means the power of the people. Democracy is a form of people's government because it is the people who are both in power and governed. The popular meaning of democracy was expressed by the president of the United States Abraham Licoln, namely the government of the people, by the people, for the people. Democracy is not just a form of government, but a political system characterized by the principles of democracy. A democratic country is a country that has democratic principles and adopts the principles of democracy in the administration of the state (Ubaedillah 2015: 66).

Azra (Abdul 2010: 13) says the concept of indigenous demoracraciy is democracy that grows and is rooted in life. If the values of democracy grow and develop in the daily behavior of citizens, it will encourage the development of an established democracy. (estabilished democracy) on the contrary if these democratic values are not developed or applied in real life by citizens in life, then democracy is

fragile democracy therefore democratic values need to be developed in local life as the development of democracy in the life of nation and state.

Suwarma (Abdul 2010: 15) said that one of the steps to cultivate democracy is to strengthen democratic education and acculturate democratic values by the elements of society with it, it can be avoided that there are shifts and decay of democratic values. therefore democracy is important and strategic to realize and improve the life of democracy, legal awareness, society and the rule of law. Democracy is something that is learned not inherited.

The behavior of democracy refers to democratic values in society. A democratic school is a school based on democratic values. democratic values according to Cipto (2002) in Taniredja, T (2009: 59-63) include:

a. Freedom of expression
b. Group freedom
c. Freedom of participation
d. Equality between citizens
e. Confident
f. Cooperation

Freedom of expression is a right for every ordinary citizen who must be guaranteed by law in a democratic political system. this freedom is needed because the need to express opinions always arises from every citizen in the current era of open government. Also in school students are given the freedom to express their opinions so that students become more confident in appearing in public.

Grouping in an organization is a basic democratic value that is needed for every citizen. Group freedom is needed to form student organizations, political parties, mass organizations, companies and other groups. Group needs are basic human instincts that cannot be denied. In the modern era these group needs are growing stronger. Problems that arise in the community that are so complex often require organizations to find a way out.

Freedom of participation is actually a combination of freedom of opinion and group. Participation is voting in general elections. Participation is a form of participation called contact or relationship with government officials. Participation can be done by nominating yourself in the selection of public office in accordance with the applicable electoral system.

Equality or egalitarianism is one of the fundamental values needed for the development of democracy in Indonesia. Equality is interpreted as having equal opportunities for every citizen. Equality provides a place for every citizen regardless of ethnicity, language, region or religion. This value is needed for heterogeneous communities such as Indonesia which is very multi-ethnic, multilingual, multi-regional, multi-religious. The heterogeneity of Indonesian society often invites problems, especially if there is inter-group miscommunication which then develops into inter-group conflict. The values of equality need to be developed and institutionalized in all government sectors and community groups.

Confidence is another basic value that is needed so that democracy can be formed. A democratic government will be difficult to develop if mutual trust does not grow. If there are fears, suspicions, worries and hostilities, the relationship will be permanently disrupted.

Collaboration is needed to overcome problems that arise in society. The collaboration referred to here is cooperation in terms of virtue. Cooperation can only occur if everyone or group is willing to

sacrifice some of what is gained from the collaboration. Open cooperation means closing the emergence of differences of opinion between individuals or between groups. Cooperation is not enough to build an open society. Competition from each other is needed as a driver for groups to improve the quality of each.

According to Henry B. Mayo (1983) in Budiardjo, M (2009: 62-63) democratic values include:

a. Resolve disputes peacefully and institutionally
b. Establish a peaceful change in a changing society
c. Organize leadership changes regularly
d. Limit the use of violence to a minimum
e. Recognize and consider the existence of diversity in society that is reflected in the diversity of opinions, interests and behavior
f. Guarantee the upholding of justice

Resolve disputes peacefully and institutionally. In every society there are disputes of opinion and interests, which in the realm of democracy are considered reasonable to fight for. These disputes must be resolved through negotiations and open dialogue in an effort to reach a compromise, consensus or consensus. If the interested groups are unable to reach a compromise, then there is the danger that such a situation will invite outside forces to intervene and forcefully reach a compromise or consensus.

Establish a peaceful change in a changing society. In every society that modernizes itself there are social changes caused by factors such as the advancement of technology, changes in population density patterns in trade patterns and so on. Limit the use of violence to a minimum. Minority groups who will be more or less subject to coercion will receive it more if given the opportunity to participate in open and creative discussions, they will be more motivated to provide conditional support, because they feel they are also responsible.

Democracy is not merely to be cognitively known, but must arrive at the experience or application of these democratic values in everyday life. The need to foster future generations with democratic values cannot be separated from the formation of a social climate conducive to the emergence of a tolerant, egalitarian and active participation scap. Indonesia needs a democracy of civilization (Ubaidillah, 2000: 13).

Democratic Values

Democratic values according to Chamim (2006: 39), namely the existence of freedom (opinion, grouping, participation), respect for other people or groups, equality, cooperation, competition and trust.

a. Saiful Arif (2007: 58-59) said that democracy is not limited to the political system or formal rules contained in the constitution alone. The success and failure of the implementation of democracy is determined by the extent to which local values that are in line with democracy are applied in people's lives. Democratic values such as respect for others, tolerance, respect for the opinions of others and equality as citizens and rejecting discrimination.

b. The same thing was stated by Paul Suparno (2004: 37) who stated that the value of democracy is a value that forms a non-discriminatory attitude. Democracy upholds the equal rights of everyone, which means the rights of themselves and others are the same. Democracy provides equal opportunity to every citizen and cooperates with others without discriminating against each other. Everyone does the same rights and treatment in the eyes of the state regardless of their ethnic background, race, religion, social level and gender. Democracy does not allow the occurrence of

oppression both in the form of individuals and groups. Democratic values teach individuals to respect each other.

c. Ivonna Indah (2003: 69) reveals that the planting of democratic values can begin with simple actions such as giving children the opportunity to do drawing activities, observe and discuss images. Each child will produce answers that are different from each other. Planting values should be done step by step and must be directed at a responsible and reasonable attitude. The planting of democratic values can be initiated by respecting differences in students being invited to reach joint decisions in an open and respectful manner. This is the basis of democratic attitudes.

d. Arief. S. Sadiman (2001: 2-4) states that schools that implement democratic values must meet several indicators as follows.

Flexible curriculum can be developed by teachers and subjects that can be used as a medium for socializing the value of democracy.

a. Use a variety of source books, not just one source.

b. Facilities and infrastructure that can support the realization of democratic values such as seats that facilitate the movement of students, colorful libraries that give rise to the desire for students to make libraries as learning resources, a comfortable and conducive learning environment.

c. Teachers who are democratic. Teachers can accept differences, respect student opinions, not be the only source of learning and create a democratic learning environment.

d. A democratic learning process, such as: a) puts students into a unique person by giving different treatments according to the needs of students, b) learning is individual in the sense that each child gets treatment according to his abilities, c) acceleration system according to the ability of students, d) give freedom to students to do the desired thing in accordance with applicable norms and ethics, e) group learning to train students' socialization, f) provide opportunities for students to express opinions verbally or in writing, g) involve students in determining school policy, h) graph of student achievement to correct themselves and be open in recognizing weaknesses and self-deficiencies, and i) democratic judgments, not only the achievements and attitudes of students who are assessed, but the teacher provides opportunities for students to assess the teacher.

All countries recognize that the main basis of government authority is the basis of the establishment of a political system, democracy as a measure of political validity. The will of the people is the main basis of government authority as the basis for establishing a democratic political system. democracy puts the people in an important position, this is because they still hold on to the people as holders of sovereignty. Democracy is based on several values.

The behavior and culture of democracy refers to democratic values in society. Democratic organizations are organizations based on democratic values. democratic values according to Cipto (2002) in taniredja, T (2009, HLM. 59-63) include:

a. Freedom of opinion

b. Group freedom

c. Freedom of participation

Characteristics of Democratization

Maswadi Rauf (1992), argues that democratization has several characteristics that must be inherent in its implementation in people's lives, namely:

a. Evolutionary takes place

Democratization lasts long. Run slowly, gradually and part by part. Developing democratic values and establishing democratic institutions cannot be done as soon as possible and is soon completed.

b. The process of change is Persuasively not Coercive

Democratization is carried out not by force, violence, or pressure. The process towards democracy is carried out by deliberation by involving every citizen. Differences in views are resolved well without violence. The attitude of coercion, burning, and destruction is not a democratic way.

c. A process that has never been completed

Democratization is a continuous process. Democracy is an ideal that cannot be achieved. A truly democratic country does not exist but the state is as close to the criteria of democracy as possible. even democracies can fall into authoritarianism, Winarno (2010:100).

In its implementation democracy can be applied in various social environments, so that it becomes a cultural behavior of democracy. This democratic culture can be carried out in families, schools, communities and the state.

a. Culture of democracy in the family environment

In the family should always be accustomed to solving various problems and interests by means of deliberation. The benefits of deliberation include:
1. All family members feel they have a meaning or role.
2. Family members take responsibility for joint decisions
3. No family member feels left out.
4. The spirit of family and togetherness is getting stronger.

b. Culture of democracy in the school environment
1. Arrange order by all elements of the school.
2. Arrange class pick groups
3. Choose student council president.
4. Involve all parties in solving common problems

c. Culture of democracy in the community
1. Community or environmental development programs.
2. Implement environmental security systems
3. Election of the head of the RT.

d. Culture of democracy in the country
1. Involved in the administration of elections to either elect people's representatives or elect a president or vice president.
2. Through supervision of both the people's representatives and the government through the mass media.
3. Through their representatives involved in drafting the Law.
4. Complete the development program on target.

Global Perspective

Robert Hanvey (1982: 5) states, a global perspective is not independent, something you either have or don't have "(a global perspective is not a quantum is something you have or do not have). The global

perspective is a mixture of many things and given individuals may be certain elements and relatively lacking in others" (a combination of many things and individuals who have wealth in certain respects but lack in other matters).

Globalization. Globalization is a special phenomenon in human civilization that moves continuously in global society and is part of that global human process. The presence of information technology and communication technology accelerates the acceleration of this globalization process. Globalization touches all the important aspects of life. Globalization encourages us to identify and look for symmetrical points so that we can bring together two seemingly paradoxical things, namely Indonesian education with national implications and glbal. The impact of globalization has forced many countries to review their insights and understanding of the concept of the nation, not only because of factors.

4. Research Result

Cultivation of Democratic Values at SMAN 2 Bandung has been done since they entered school with the holding of Student Orientation Period (MOS) after which students are trained to organize, the activity is carried out to train students to work together with other students, train students to complete problem with deliberation as long as it can respect the opinions of others, train students to be able to socialize inside and outside the school environment of SMAN 2 Bandung, train students to be able to help each other and help train students' skills in the fields of education, arts, and sports. Therefore, the growth of democratic values of students has been implanted since the beginning of entering school, but to overcome the gap between groups of students at SMAN 2 Bandung continues to be guided to be able to cooperate in groups and respect one another.

The results of this study indicate that the growth of student democratic values according to the global perspective is done by students of various types of SMAN 2 Bandung, in this study the following can be concluded:

Activities for the Growth of Democratic Values according to Perspective

Global at SMAN 2 Bandung is done to train students to work together with other students, train students to solve problems by deliberation provided they can respect the opinions of others, train students to be able to socialize inside and outside the school environment. This is realized by the following activities: OSIS (Intra-School Student Organization) is one of the organizations in Indonesia that starts from junior high and high school, Scout is one of the activities in SMAN 2 Bandung useful to shape the democratic attitude of students so that In accordance with the era of scout drama, scouts will foster the personality and noble character of young people so that they will create the next generation that is able to advance the life of the nation in accordance with the spirit of the scouts.

The values of democracy in schools are needed to make the world of education able to sow the seeds of democracy to students and give birth to excellent, intelligent and reliable democrats.

5. Conclusion

Education has a wide range, school paths, outside schools and families. School education itself consists of elementary, secondary and tertiary education. To realize in and through school democracy, according to John Dewey (2004), schools must carry out the following three functions, (1) schools must provide a simplified environment of existing complex cultures, namely fundamentally absorbed by students, (2) schools as far as possible eliminate things that are not good from the existing environment, eliminate

the trivial and useless things from the past and choose the best and allow children to become better citizens and shape a more future society forward and prosperous, (3) schools should balance various elements in the social environment and try to get each individual to have the opportunity to break away from the limitations of the social group where he was born.

At the school of SMAN 2 Bandung, the role of Civics in fostering democratic values of students has begun since the beginning of entering school. Such as student council activities, Rohis and Pramuk where students are taught to cooperate in groups and respect each other among groups. In extracurricular activities like that, students are taught to tolerate between friends who respect differences and are free to give opinions.

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The Effect of Teacher's Competence and Leadership Style on Student Achievement at SMAN 4 Banda Aceh

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Abstract: Learning achievement is influenced by internal and external factors. External factors consist of teacher's competence and leadership style. This study aims to see the effect of teacher's competence and leadership style on the learning outcomes of SMAN 4 Banda Aceh students. The method used in this study is a survey with a quantitative approach. The population in the study was all students of SMAN 4 Banda Aceh in class XI as many as 84 students, while the samples were 35 people from IPS XI.2 class, taken using a simple random sampling technique. Data collection techniques used are questionnaires and documentation with data analysis techniques in the form of multiple regression. The results of the study show that: (1) teacher's competence influences students' achievement; (2) leadership style of the teacher influences students' learning achievement.

Keywords: Teacher Competence, Leadership Style, Learning Motivation, Learning Achievement

1. Introduction

One of the interesting problems to study is about the students' low achievement in the learning process. Education aims to improve the quality of human resources. One of the efforts to improve the quality of human resources is through the process of learning in schools with adequate quality of teaching resources. The national examination (UN) scores of social studies students at SMAN 4 Banda Aceh have decreased in the last three years. The average UN scores were respectively 74.19, 49.84, 49.80 in 2015, 2016, and 2017 (Ministry of Education and Culture, 2018). Many studies on academic achievement focus on individual and contextual determinants of adolescent academic achievement (Gherasim & Butnaru, 2013).

Studies show that teacher's support is an important factor that influences the achievement of secondary school students by directing learning activities through teaching strategies used, by stimulating students' learning motivation, and by influencing students' behavior through explicit defined behavioral rules (Shuel, 1996). Gagne's theory says that learning is influenced by internal factors and external factors and they interact with each other. One example of internal factors is motivation while the external factors' examples are teacher's competence and teacher's leadership style.

Competence is the ability to carry out something (a task) obtained through education (Susanto, 2012, p. 200). Teacher's competence is an important factor for improving teacher's performance. Spencer and Spencer (1993, p. 9) say that competence is a basic characteristic of a person that is related

to causality, so that it refers to effectiveness or high performance in a particular work or situation. One important component of instrumental factors in learning is the teacher. Teachers play an important role in the accomplishment of students' learning achievements, therefore teachers must have competence (Suwatno *et al.*, 2018).

Academic competence is the teacher's knowledge of the subjects. Pedagogical competence is the art of teaching the subjects, observing principles such as teaching from the unknown to the unknown, concrete to abstract, and from simple to complex (Akpan, 2002). An understanding of teacher's competence refers to the Indonesia Minister of National Education Regulation Number 16 Year 2007 concerning teacher's qualifications and academic competencies. It was explained that the teacher competency standards were fully developed from the four main competencies as follows: (1) pedagogical competence, (2) personality, (3) social, and (4) professionalism. Other competencies needed by the teacher include knowledge about the subject, pedagogy, process skills, resources, behavior, motivation and evaluation (Ivowi, 1986a). Competent teachers can be good sources for students' learning outcomes (Anderson, 1991). Western (2001) found that teacher's mastery was strongly associated with the ability to master students' complex situations. An effective teacher does not only master subject matter knowledge, but he or she also masters classroom situations (Emmer, 1987). To influence desired students' performance, teacher's competence is more than just having the necessary knowledge, skills and attitudes (Kajuru, Ibrahim, & Olaleye, 2015).

One of the teacher characteristics that influences students' behaviors and approaches as well as their involvement in academic assignments is teacher's leadership style. According to the transformational-transactional leadership paradigm, leaders (teachers) can use two different types of behavioral components when trying to influence their subordinates (students) (Sonia *et al.*, 2015). Although these two styles are not seen as an opposing management task approach, they have different influences on subordinates' motivation and performance (Bass & Riggio, 2006). Sentocnik and Rupar (2009) find out that instructional leadership, delegative leadership, structure oriented leadership, interpersonal leadership, political leadership, and symbol-oriented leadership are better leadership styles for the current educational environment.

Transformational leadership implies four components: intellectual stimulation, individual consideration, ideal influence (charisma), and inspirational motivation. When the members use these leadership styles, they feel the senses of trust, admiration, loyalty, and respect for their leaders, and they are also motivated to achieve more than they initially expect (Sonia *et al.*, 2015). This type of leader changes and motivates their subordinates by increasing their awareness of the importance of their assignment results and their innovative thinking as well. Conversely, transactional leadership style implies an exchange process that can enhance subordinates' conformism at the request of their leader without having to generate enthusiasm and involvement related to the purpose of the task (Bolkan & Goodboy, 2009). Transactional leaders have an instrumental, task-oriented approach which extrinsically instructs their subordinates using rewards to stimulate good results and criticisms to prevent their poor performance (Harrison, 2011).

Sonia *et al.* (2015) revealed that there is a correlation between teacher's leadership style and students' learning achievement. How teachers approach students and how they use different teaching and evaluation strategies prove that those significantly influence their students' academic performance (Bass & Riggio, 2006; Bolkan & Goodboy, 2009). The teacher's transformational leadership style influences students' learning and academic achievement (Royal & Stout, 2003). In another study, Tsai &

Liu (2012) found out a moderate positive correlation between teacher's transformational leadership style and students' involvement and satisfaction which, in turn, affects their evaluation of the teaching quality.

Based on the results of previous studies, this study focuses on the effect of teacher's leadership style (transactional/transformational) on learning and teacher's ability/teacher's competence on students' learning achievement. So that the main hypotheses of this study are: 1) teacher's competence influences students' learning achievement; 2) teacher's leadership style influences students' learning achievement.

2. Method

The method used in this study is a survey with quantitative approach. The population in this study was all students of SMAN 4 Banda Aceh in class XI IPS as many as 84 students consisting of 3 classes. Simple random sampling technique is used, by choosing as many as 35 students. Data of teacher's competence and teacher's leadership style were collected through questionnaires that used a Likert scale, while students' learning outcomes were obtained from the scores of the odd semester in 2017/2018 academic year. Multiple linear regression is used as the data analysis technique.

3. Results and Discussion

Table 1. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	618.027	2	309.014	48.821	.000[b]
	Residual	202.544	32	6.330		
	Total	820.571	34			

a. Dependent Variable: achievement
b. Predictors: (Constant), leadership, competence

Table 2. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.684	6.326		2.637	.013
competence	.508	.168	.533	3.030	.005
leadership	.256	.124	.364	2.072	.046

a. Dependent Variable: achievement

3.1 The Influence of Teacher's Competence on Students' Learning Achievement

Based on the results of the study, it was obtained that the teacher's competence of SMAN 4 Banda Aceh was categorized as medium which is equal to 72.26. From the data testing it was found that teacher's competence positively influences students' learning motivation with a coefficient score of 0.005, which is <0.05. This shows that every increase in teacher's competence by one unit will increase students' learning motivation by 0.005.

This may be due to the fact that the teacher's intellectual competence is a major asset in the learning quality that the students get at school. A teacher who is competent in his or her work has qualities that enable him or her to inspire and develop the capacity that students have so that they will improve their performance. Teachers who have social competence and good personalities will improve

students' achievement because they have competences in terms of intelligence, effective teaching skills and good evaluation. This is supported by Furrer & Skinner (2003) who state that teacher's involvement as a center of children's experience in the classroom and that the provision of autonomy and support for a good teacher structure increases children's motivation throughout the year. This shows that student-teacher relations will improve the achievement among the students. The results of this study are in line with the research conducted by Nbina (2012) concluding that there is a relationship between teacher's competence and students' achievement. In addition, the research conducted by Omar *et al*. (2017) also concluded that teacher's competence was related to students' learning achievement mediated by motivation.

3.2   The Influence of Teacher's Leadership on Students' Learning Achievement

Of the 35 respondents, the average teacher's leadership style score was 72.26. Reviewing the description related to teacher leadership style, the teachers of the SMAN 4 Banda Aceh showed more transactional rather than transformational leadership styles. Transactional leadership style usually implies a more pragmatic or instrumental learning perspective, therefore it becomes more task oriented (Sonia *et al.*, 2015). Meanwhile, the behavior of the transformational force component focusing on exploration, elaboration, and stimulation may have a more formative, long-term impact on students' motivation and achievement. This supported the research done by Sultan & Shafi (2014) which concluded that teacher's competence had an effect on students' achievement.

The results showed that the leadership style had a positive effect on students' learning achievement by 0.046. This means that every increase in teacher's leadership style of one unit will increase students' learning achievement by 0.046. Holt (1964) discusses that when the teacher's learning style is relaxed and his knowledge, level of enthusiasm is high, it provides a warm climate in the classroom that encourages students to provide good learning achievement and accept the challenges of new ideas offered by the teacher. This is in line with the results of the study conducted by Tsai & Liu (2012) which find out a moderate positive correlation between teacher's transformational leadership style and students' involvement and satisfaction which, in turn, affects their evaluation of the quality of teaching. This also strengthened the results of a study conducted by Royal & Stout (2003) which concluded that the teacher's transformational leadership style influences students' learning and academic achievement.

4. Conclusion

This research examines teacher's competence, teacher's leadership style, and students' achievement. By using multiple linear regression, it was found that there was an influence of teacher's competence on students' learning achievement, and teacher's leadership style on students' learning achievement as well. On the other hand, this research was contributed as an additional literature on teacher's competence, teacher's leadership style, and knowledge of students' learning achievement theories. However, further studies must be conducted to improve the implementation of teacher's competence and teacher's leadership styles in improving students' learning achievement.

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The Urgency of Civic Literacy in Building Civic Participation

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Abstract. Participation is the manifestation of an active involvement of an individual or group (society) to voluntarily contribute in development programs and be engaged in the planning, organizing, monitoring and the evaluation process as well. Therefore, ideal citizen is needed as an activator to bring change to their surrounding environment. Civic literacy can be one of the means to create ideal conception in regards to that type of citizen. The main indicators of Civic literacy are the government itself and the citizen's roles such as civic disposition, civic knowledge dan civic participation. This study aims to investigate the urgency of civic literacy in building civic participation. Descriptive analysis is employed in which concepts and theories from scholars are presented in regards to civic literacy in building civic participation. Furthermore, the researcher will conduct critical analysis to discover correlation of both aspects. Thus, it can be concluded that Civic literacy must be possessed by young citizen as a mean to create ideal citizen in this 4.0 industrial revolution era.

Kata kunci: *Civic literacy*, *Civic participation*.

1. Introduction

In this millennial era of the 21st century, we can witness how rapidly things are proceeding in various fields in life. The influence of technology and digital information demand us to adapt and adjust quickly so that we will not be far behind from other countries. Moreover, we have to be reflective and stay true to our identity as a nation. Therefore, in order to strengthen our national identity, we have to be sufficiently literate regarding civic literacy or have good understanding about the value of being a nation or country. In other words, we have to understand the culture values and local identity that pose as the guidance of our attitude and action everyday as citizen of Indonesia.

One of the sign of understanding civic literacy concept is the presence of society active participation in order to contribute toward the development of surrounding environment. The endeavor can vary based on the field of capabilities. However, recently we can see that with the development of technology and social media, it is easier for us to do various daily activities, instant access thus unconsciously makes our younger generation socialize less and put even less care to their social environment. This may cause low participation of the citizen in building their surrounding environment.

Civic literacy is significant as the development of technology increases. There are some components that becomes the main parts of civic literacy which are civic knowledge, civic skill, and civic

disposition as the main factor in forming good citizenship. In integrated contexts, civic literacy become so vital in arising citizen contributive attitude in order to form national integration. Ultimately, developing integrated attitude in the citizen will be able to realize productive nation and country life in order to realize the goals and ambitions as a country, namely, Indonesia (Cholisin, 2010).

The effect of negative flow of global culture flow might also influence the declining awareness of cultural value. This phenomenon can be seen clearly from the behavior of Indonesian citizen who appreciate other nation culture more than their own culture, in the way they dress, speak, relationstip, lifestyle, and less appreciation for local product in the society at the moment (Andriani, 2015: *http://www.membumikanpendidikan.com/2015/03/permasalahan-bangsa dewasaini dalam.html*).

In regards to literacy in general, a study conducted by Programme for International Student Assessment (PISA) in 2012 revealed that Indonesia ranks in 60 with the score of 396 from the total 65 countries participating in the literacy (reading) category. The newer data regarding the literacy level of Indonesia in 2016 is delivered by Central Connecticut State University, United States with the theme *World's Most Literate Nations Ranked* released on March 9th. yang dirilis pada 9 Maret 2016. This study placed Indonesia in rank number 60 from 61 countries being observed (Firman, 2016: *https://tirto.id/literasi-indonesia-yang-belum-merdeka-bBJS*).

The low rank of literacy in Indonesia affects the quality of education as well. The Learning Curve Pearson, an institution of world rank om May 2014 released data in regards to the quality of world education. Indonesia rank the lowest from the 40 countries studied with the total score minus 1,84. The low rank of literacy and quality of education phenomena in Indonesia is contradictory with the development of technology and information in regard to the social media. In social media such as instagram, facebook, path and others, users from Indonesia rank in the big 10 in such kind of sites (Chandra, 2014: *http://www.kompasiana.-com-/10-peringkat-indonesia-di-dunia*).

This problem occuring is one kind of the analysis from civic knowledge, an analysis on a subject of citizen, specifically young generation. The wide spread of research about to civic will no doubt related to not only contexts of democracy development, but also associate with the condition such as postmodernism and globalization manifesting in the issues like reconfiguration of social class, the emergence of international gobernance, new rationality in the governance, dan the spread of new social movement promoting political acknowledgment and redistribution (Juru, 2013).

The importance of civic literacy is one of the efforts to overcome the threat and national problems, specifically to the currently growing younger generation. Strengthening civic literacy leads to how to form active and engaged citizen in responding the problems happening around them. Moreover, civic literacy is expected to give direction of thinking to the younger generation so that they do not act based on personal orientation but based on mutual interests and to encourage citizen to participate in building the nation with their own actions, expertise, and thoughts (Raharjo *et al.*, 2017).

2. Method

The method used in this study is descriptive analysis by presenting the concepts and theories from scholars and experts obtained from review of literature about the urgency of civic literacy in building civic participation. Descriptive analysis is a research method frequently employed to give general description toward certain phenomenon currently happening in the present which aims to describe what is happening as it is during the period of research conducted (Ali, 1982).

Descriptive method is a method use to study about the state of a group of individuals, object, a set of condition, a system of thought or a class of circumstances in the present. The primary aim of descriptive method is to give description regarding the general description or systematic portrayal, accurate facts, features and relation between phenomena being analyzed (Nazir, 1988).

3. Discussion

3.1 Civic Literacy

Civic literacy is a knowledge and citizens' capability to solve social, political, and statehood problems, (Suryadi, 2010). In the civic repertoire, civic literacy is placed as a basic element of citizenship's political virtue, civic literacy implied a form of political knowledge authorization over citizenship in particular and will be manifested in citizenship activities (Suryadi, 2010). Dwipayana (2013) explained that civic literacy is interpreted as knowledge capacity and citizens' capability for understanding their political world, or broadly interpreted as knowledge capacity about how they actively participate and start the revolution in the community and broader society, as well as willingness and capabilities to involve in public discourse. Civic literacy is a foundation of democratic society and manifestation from Power Citizen. Civic literacy can be used as a tool together with the aim which is empowered by the policy choice. For instance, the policy to enlarge access for reading newspaper can explicitly strengthen civic literacy, besides society's relation with various political institutions which agreed immediately can increase the quality of civic literacy (Suryadi, 2010).

Civic literacy is closely related to a discussion of civics theory. As explained earlier, civic is a knowledge which discusses and studies about right and obligation as a citizen (Wuryan and Syaifullah, 2008). Wherewith to implement right and obligation as necessarily and certainly, citizens have to know, understand, and implement the society's rights and the society's obligations, herein the importance of civic literacy. In principle, civic literacy is a comprehensive mastery of civic education domain. Civic education basically has a strategic role in the effort of maintaining global insight into Indonesian's citizen. Civic education is not merely learning citizens' rights and obligations, yet it is broader and deeper which includes preparation for a national citizen to become a global citizen. Civic education equips students with knowledge of global issues, institution cultures, and international systems (Murdiono, 2014).

Civic literacy is individual capability and awareness regarding right and decision towards country's management along with actions and behavior for it in the social and state life (Kemendikbud, 2016). In principle, civic literacy is tightly related to civic education. Yet civic education frequently held through formal realm as in schools and colleges. Civic literacy has a right purpose and is parallel with civic education. The two matters cannot be separated since it has the same purpose which is for shaping good citizenship. Civic literacy is needed to be encouraged in society, children, youths, and oldsters. This is a form of effort to overcome issues which continually exist in the social, nation, and state life (Raharjo, 2018).

Civic literacy is a pivotal thing which encourages society to face the advance of the digital era today. This is to optimize positive effect from the growth of information and communication technology, primarily to hinder negative effect from the growth of information and communication technology as the rampant of "hoax" which is troubling, utilization of social media to provoke (divisive) among others, even fraudulent action using technological devices. Civic literacy is one of the concrete things which can

be made a provision in the digital era in order to hinder millennial generation from a negative effect (Raharjo, 2018).

Strengthening effort of civic literacy basically implemented in the formal realm through civic education in school and colleges, yet it is rare in the non-formal realm. Necessarily, civic literacy can be informed or published through any media, either formal or informal. With high civic literacy, the citizen would not be easily dragged by unclear issues, thus they can be critical yet careful in responding one phenomenon or problem since the growth of technology can be dealt with the enhancement of civic literacy for every citizen (Raharjo, 2018).

3.2   Civic Participation

Government attention and support towards the importance of participation is actually started since the early 1960s mainly for a developed country like America (Smith, 1985). In the developing country, since the occurrence of democracy restoration or political reform in the late 20s, citizen involvement in policy selection in the local government start to be taken into account. Previously, democracy development lost its meaning which led into an autocratic dictatorship (Yunus 2005). Therefore, policy development including public policy construction such as living environment tends to be top-down, in which it raises citizen passiveness towards whatever happens in the constructiosn development.

The dynamics of problems faced by either government or society demands administration to make performance shift. Public administration no longer placed government as a single actor into public policy as classical public administration view (Henry, 2004). In the era of democracy, the role of society in public policy is a must. When democratic value spread the social life, thus the same value is accused to exist in public administration practice. In other words, participation as the basic value of democracy becomes the pivotal attention in democratic public administration (Muluk 2007).

Caiden (1982), the writer of Public Administration book, proposed that public participation is an important study in public policy, thus he particularly inserts participation in the scope of his discussion. The participation of society in public policy interprets as activities which conducted by the citizen, either personally or in a group to interfere with government decision making (Thoha, 2005:76). Old literature from Bum and Peltason (1966), which is Governed by the People, elaborates about democratic government by placing basic value of democracy such as citizen's freedom to involve in government policy. Therefore, democratic government should maintain harmony between diversity and uniformity and between individual rights and public interests.

Another article which proposes the importance of participation in public policy is Graham and Philips on Citizen Engagement: Lesson in Participation from Local Government. the principle of citizens' participation according to them, are: first, the process should be community-based. The ongoing process should be based on the society, perspective used is not based on the concern of policymaker yet it is through citizen's perspectives. Second, citizen engagement should be connected to the political process. In maintaining citizens' participation, it requires direct relation to the political process. Citizen's participation out of the political process will not be heard by a decision maker. Third, citizen engagement should also involve public education. To begin the participation, it requires education for citizen related to the importance of change. Fourth, there is a need for edibility regarding methods of engagement and timing. In the participation process, it requires openness in terms of deciding consideration and selection. Fifth, there is a need for edibility regarding methods of engagement and timing. In the principle, the participant requires various methods with the aim of achieving the intended

message. Sixth, the process should be transparent. Transparency will bring into openness between elite and society over various information, increase the quality of legitimacy, and as learning contribution to the importance of citizens' participation.

Other view related to the importance of participation in public administration proposed by King and Striver (1998), in which they centralized citizens' position in governance era. The word government is interpreted as the government that has been overly dominant and had not involved citizen within the decision. The article emphasized that in the history of public administration, citizens are seen as a separate unit in public administration. Citizens' participation is merely positioned or represented in the legislative process through voting, which frequently not representative. Thus, it raised new thought to what extent public administration should consider citizen as a citizen, not a customer. In conclusion, it is stated that "Government is used as a democratic public administration that involves active citizenship and active administrations." Public administration is democratic if it actively involves citizen and government. Therefore, it will emerge egalitarian relation between citizen and government.

Islamy (2004) stated that at least there are 8 benefits which can be achieved by involving citizens' participation in the development, those are; first, society will be more prepared to accept and implement perspectives of development. Second, the relationship between society, government, and legislative will be better.

Table 1.   Direction of change in Participation

From	To
Beneficiary	Citizen
Project	Policy
Consultation	Decision-making
Appraisal	More real since it emphasizes on the Implementation
Micro	Macro

Source: Cornwall and Gaventa, (2001).

Third, society will have a high commitment to institutions. Fourth, society has greater trust for government and legislative and is willing to work together to handle public duties and affairs. Fifth, when society has the trust and accepts the perspective of development, they will actualize the perspectives. Sixth, the quality of the accepted policy will be greater as society participates in giving ideas. Seventh, it will accelerate the communication. Eighth, it could accelerate cooperation mainly for solving complex and complicated mutual problems.

The concept of participation from Peter is parallel with the concept of participation in the perspective of good governance (Cornwall and Gaventa, 2001). In this context, the participant is led into more direct form. The principle is on how society could influence government and compel to a more accountable. Related to this matter, they appraise there is a change of participation form and pressure in the democracy, as in table 1. In another occasion, Gaventa (2002) in his article entitled Introduction: Exploring Citizenship, Participant and Accountability, proposed participation linkages to civic and accountability. It is stated that in the old time, there were two tendencies in facing discrepancy between citizen and governmental institutions. On one side, this matter can be overcome by strengthening the participation process to interfere with the bigger institution in the process of formulating policy.

Furthermore, it is reflected in the table above if citizens were original as beneficiaries, today they have to be positioned as in dispute that reserves the right and legal in the development. Citizens' participation is more political and based on the right approach which allows citizen as maker and shaper of their own development program. Cornwall and Gaventa (2001), then observe closer on how shape

and form of participation should be. Yet, it is avowed that there is no neutral form of participation, but rather exist a form of participation which relates to authority. Therefore, what needed is more attention which should be given to anyone, which purpose is to create social relation, source, and knowledge in order to be actively run.

Here lies the dilemma of civic participation; not only participation is as a part of the democratic process, but also as a necessity. On the other hand, it is not easy to build a neutral participation which is free from the power influence. Burke, decades ago (1968) had conveyed this anxiety. In his article, entitled *Title of Civic participation Strategy*, he argued that participatory democracy cannot be separated from values, namely the conflict between a freedom, which was represented by one side of citizen, and power; the government on another side. Nelson and Wright (1995) also expressed similar opinion with Burke's view which claimed that when power associated with participation, then one party will influence the other to participate in realizing the intention of the powerful party. Power is part of the daily life system which also cannot be separated incivic participation.

A pleasant participation is a participation that could encourage a shared learning process and is able to create balanced communication in discussing public case in order to produce agreement in accordance to the agreed objectives of decisions at the formal political level. As proposed by theory and basic ideology of participation put forward by the World Bank. There are two key words in the participation. They are the transformative and stakeholder (Nelson and Wright,1995). These two key words were gained from the theory on how community was organized and on how community changes. This means participation related to stakeholder participation that is interrelated in transforming better values development.

In this context, Burke (1999) analyzed civic participation not as a value, but rather as a strategy, and organizational requirements. Burke also identified 5 (five) strategies in participation, namely: education therapy, behavior change, staff supplement, cooptation, and community power. First, education, in this context, is holding a training for citizens in which citizens worked together to solve community problem, not only learning about how to work, but also learning about values and appreciating collaboration as a method to solve problems (problem solving). In this case, local government will be strengthened, encourage community development, and develop community identity.

Second, behavioral change is an effort to change behavior towards deliberation, and the goal is to encourage individuals through group participation. Through this strategy, it will help individuals in group to change rather than be separate ones. On the other hand, individuals and groups could participate in making a decision. Third, staff supplement is a basic strategy in voluntary associations. Fourth, cooptation strategy provides input to influence policy, and Fifth, communitypower is the strategy that most of the power of citizens can influence in making decisions.

One of the concepts of participation that was very popular since forty years ago was the "participation ladder" proposed by Arsntein. In July 1969, Arsntein published his writing entitled "*A Ladder of Civic participation*" in the *Journal of the American Institute of Planners*. Arnstein's opinion was departed from his experience in social programs, urban improvement, poverty, and urban models. The idea was more "provocative" and focused on the redistribution of power as an important element in pointing civic participation. The Arnstein's participation ladder consists of eight small ladders which were then divided into 3 (three) major categories. The first category is *non-participation*, consisting of manipulation and therapy. Secondly, it is the degree of participation which covered information giving,

consultation, reassurance, and partnership. Thirdly, it is the degree of citizens' authority which consists of the power of delegation and citizens' control.

In other words, despite differences in point of views from the experts in formulating the concept of participation, in essence they are in one idea. In principle, experts agreed that there was a need to provide more space for citizens to participate in the public policy process. The question was how high the degree of participation can be made by citizens. Considering the existing of various concepts, civic participation does not stand alone, but it must relate to stakeholders, namely the government and the market. The experts further categorized participation which is originally associated with government power over citizens in general.

3.3 Civic Literacy in Building Civic Participation

Civic literacy could be perceived or equated with civic knowledge in the form of basic knowledge that should be owned and understood by every citizen. That knowledge can be in the form of knowledge about the political system, the government, the laws, rights and obligations and so on. When we reconsider the purpose of Education of Civic which gain the ability of students to participate actively and responsibly, and act intelligently in community, nationalactivities and anti-corruption, it is very much in line with the concept of civic literacy which is intensely encouraged recently. With sufficient knowledge, studentcould developand change into a citizen who is capable and accustomed in making precise and rational decisions.

In this industrial revolution 4.0 era, everyone is required to adapt and adjust with rapid advances in communication technology. At the formal level of education, Civic Education is one of the most vital focus in equipping students with a knowledge base on citizenship. However, it needs to be understood that civic education is not only a study of the status of a person as a citizen but also a deeper civic study which is very broad including studies on politics, law, social, education, and also with regard to obligations of citizens including the study of the role of citizens, especially youth, as described above.

Civic literacy is one of the importance modals which can be used as a tool to answer and provide solutions to citizens' problems. Basically, every citizen must understand his/her rights and obligations, laws, values, norms and morals that apply in the practical level of life of the nation. Therefore, the study of civic becomes very important for every citizen in an effort to develop civic knowledge. The knowledge are expected to be ashield for every citizen, especially youth, in facing the negative influence of globalization. There are several core components that exist *in civic literacy*, such as the component of civic knowledge, civic skills, and civic dispositions which are determinant factors in the effort to create a good citizens (Cholisin, 2010).

By understanding its functions, roles, rights and obligations as citizens, everyone will have awareness that he/she owns the country and become responsible in keeping it. This understanding will also foster a participative attitude of citizens in moving towards change. Basically, the active participation of citizens is based on a deep understanding of the concepts and values of citizenship, because participation is a form of voluntary conscious action based on a strong desire to do change. A person who has a strong foundation and principle of citizenship, will be willing to devote himself to the interests of the nation. The form of participation can be various, anywhere and even with a smallest actions. When all of those happen, it can be said that one of the objectives of the Civic Education also has realized (Mikkelsen, 1999, Achmad *et al.* 1999).

In principle, civic literacy and civic education are two interrelated studies. However, at the practical and technical level, civic education is focused on formal education levels such as schools and colleges, while civic literacy studies are general studies both in terms of goals and content. Civic literacy has a noble goal and is in line with civic education which is forming citizens to be good and smart citizens. The efforts to deliberate and strengthen civic literacy must exist and be developed in all society. The efforts to develop civic literacy should be promoted not only in formal institutions through civic education, but also in both formal and informal kinds of society. The progress of communication technology must be one of the important instruments that can be used as a medium for disseminating information, publication and education about civic literacy. The media must be able to be used to filter useful information so that the community is not easily influenced by hoax that could divide people and lead to conflict between people. In addition, the development of the civic literacy must be able to provide awareness to every citizen to participate in the development of the nation through their respective ways and expertise.

4. Conclusion

Based on the results of the descriptive analysis above, the researcher concludes that in an effort to develop civic participation in development activities, it is necessary to provide a civic literacy understanding. By understanding civic literacy, every citizen will be able to act consciously and actively contribute to development because everyone will know and understand his/her functions, roles, rights and obligations as citizens so that they want and are able to act in development activities through his/her backgrounds and expertise. The understanding of civic literacy is also absolutely necessary in an effort to stem the younger generation from the negative influence of the rapid development of technology in this industrial revolution 4.0era. By understanding and realizing this reality, the efforts to strengthen civic literacy must continue to be encouraged and developed in producing the active participatory citizens for the development in various aspects of life.

Acknowledgement

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Crossing the Boundaries: Female Dancers Performing Male Dancer's Motion in the Sholawatan Emprak Performance Yogyakarta

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Abstract. This paper aims to extend the phenomena of women dancing in the mixed-gender performance of Sholawatan Emprak, an Islamic art group in Klenggotan Yogyakarta. The woman did men's styled movements although the outer appearances gave limits to her in demonstrating. Additionally, the male body disciplines as shown in both training and performance have also been intrigued by the social constructs. In view of such interplays, we sought to investigate the position of a female dancer in the group in which the female motions were in absence and conversely exhibited the male motions. The research was undertaken through ethnographic methods in March-June 2017. Intense observing, interviews, field notes and documentations made contributions to the project besides one of us became an actual participant as a dancer. Thus, the self-experience may add the detailed information as needed. As observed, the woman was placed in men's dance area and her body was much located. When entering the stage to begin the dance, the female dancer in feminine outfits with traditional sarong had to move like the male; walking with the knees while opening wide the legs and the arms. In contradiction, the woman befitted to be the flower of the show. Seeing such event, the dance turned to be a discursive practice wherein motion consumption and reproduction escaped the crossing boundaries because the female could pass the borders of female-male dance categories.

Keywords: Sholawatan Emprak, female dancer, male motion

1. Introduction

It is common to see in sholawatan performance male performers only or female performers both in the position of musicians or dancers if the group puts on dancing into the musical presentation. But in Sholawatan Emprak Kali Opak Klenggotan Yogyakarta, women are allowed to join the group as dancers. As men and women have been constructively structured within society, the dancing technique between the two may differ due to the basic understanding of how to be men and how to women. However, that does not apply much in this group; the female's appearance remains feminine, but masculine in the motion she demonstrates. Thus, this article examines the existence of female dancer in this male-dominant group in terms of how she learns and manages herself to demonstrate the male dancing motion. As the matter of fact, most of the moves are inspired from the wayang wong performance –the human puppet– whom the dance instructor was a male wayang wong dancer. Ethnographic data were collected through field observation and actual participation in the group in March-June 2017, and contributed to the confidence of this research paper in which insights from the group members were

gained. The woman learning the man's dance moves becomes discursive cultural praxis as she has to step out of her individual setting and moves in to man's area. Such observable fact causes interchangeable circumstances which require her to traverse somewhat attributive upon manliness.

This article begins with brief information about Sholawatan Emprak and is followed by the explanation of dance as performed by the group. As well, we explores how a female dancer is positioned and does the male dancer's motion in the group. In order to delve deeper on the bodily practice and supply with compelling fact, we illustrate some dialogues and describe opening movement which also becomes closing movement. It is expected that the thorough indulgence upon this cultural artistic phenomena reveals the dynamics of female and male placement within the framework of dance.

2. Sholawatan Emprak Kali Opak Klenggotan Yogyakarta

Sholawatan Emprak exhibits an art work in the forms of dance, music, vocal, singing, and literature with melodious recitation in both Javanese and Arabic languages. Sholawatan itself is derived from the word *sholawat* which identifies the practice of reciting prayers to glorify God Allah SWT and praising the Prophet Muhammad. As well, the lyrics tell stories of the Prophet either His birth or struggle for Islam. As it develops into an art work, it becomes sholawatan as if doing sholawat with the addition of artistic elements. No one in the group could mention when it was first found or performed. The only remark they said was "It is hereditary for years." Moreover, the group members share no meaning of Emprak word either. According to Jadul Maula (personal communication, 6 June 2018) who has been in search of the actual meaning of Emprak word, in Sundanese, it means clapping hands. Indeed, some parts of the dancing include hand clap. Another meaning is to sit cross-legged as he mentions more of the derivation from the word *nglemprak*. Thus, the word Emprak may refer to the dancing not the musicality. Through his exploration on this Emprak tradition in and outside Yogyakarta, he met with several sholawatan dancing groups similar to this Emprak Kali Opak, such as in Bantul (Montro), Kulon Progo (Mondreng), Demak and Tegal. He comes to a potential assumption that Emprak has appeared in Demak monarchy era (1475–1554) and flourished during Sultan Agung of Islamic Mataram (1613–1645).

Sholawatan Emprak Kali Opak comprises members from the Klenggotan Village Bantul Regency and nearby areas. They call themselves *santri* Kali Opak. Jadul Maula himself has founded a sort of cultural *Pondok Pesantren/Ponpes* (Islamic Boarding School) next to Opak River, but it does not house the santris (students) or holds up academic curriculum as in general ponpes. Instead, it has become a place for those who wish to learn Islam without ignoring the cultural context that surrounds Islam. For the purpose of reviving the Emprak tradition, Jadul Maula gathered the members and facilitated their efforts in reconstructing Emprak. As of 2011-2012, Jadul Maula could not mention the specific time, he brought the Emprak group to perform at the Chinese Lunar Festival. The members said that the performance was done after 15 years in vacuum. This means around 1990s they no longer activated the practices. Further, regular trainings on Sunday nights, public performances, documentary shots, festival or competition participation, have been the attempts to preserve Emprak.

3. The Dance in Sholawatan Emprak

The dance within Sholawatan Emprak is inspired from wayang wong of Yogyakarta tradition. Jadul Maula and an Emprak member named Mbah Adi Winarto both articulated that it was the late Mbah Mitro Hardjono who introduced the moves of *Wayang Wong* and inserted the moves in Emprak dancing. Thus, not only sitting cross-legged and moving the torso to the right and left following the

rhythm, the dancers are able to showcase more dynamic bodily movements extending from how the dancers enter and leave the stage.

According to Mbah Adi (personal communication, 21 October 2018), Mbah Mitro frequently watched wayang wong trainings in Taman Siswa School Complex Yogyakarta and gradually he knew most of the wayang stories. He then demonstrated his wayang skills as *dhalang* (puppeteer) as well as dance instructor. After 1950s, not only he added wayang wong moves to Emprak members, but also the presentations was similar to wayang wong seen from section parts, the story reading by dhalang, and a full night performance. Since the figures for wayang wong were mostly male characters, it is perhaps the most attention Mbah Mitro had captured so that he only transferred the knowledge of male disciplinary body for Emprak dance. Also, in terms of the appropriate techniques, his skills might not be as proper as they had to be because Mbah Mitro depended on the power of the eye in learning the dance skills and without neither teacher nor instructor. Therefore, what he taught exactly what he could observe and hear, and how he could practice to the best of his knowledge. In addition, the squatting walk may not necessarily identify wayang wong as it shows more of *langen mandrawanara*, a dance drama of Yogyakarta tradition which takes Ramayana story and demonstrates bodily dancing practice by squatting or using both knees to support the body while both arms, head and torso move typically like when in standing position (Soedarsono & Narawati, 2014). However, what he had been through in this very independent dance learning has supported the existence of Sholawatan Emprak Klenggotan.

Wayang wong exhibits a dance drama that is transformed from the so-called *wayang kulit* or leather puppet show. *Wayang* means shadow whilst *wong* stands for human and *kulit* is leather. In wayang kulit, one dhalang plays a number of puppets –movements and voices– made out of leather for the whole night whereas in wayang wong, the puppet characters are demonstrated and spoken by human dancers. Of course there is a dhalang leading the performance, but he usually joins the musicians in gamelan area. Wayang wong of Yogyakarta tradition was created by the late Sultan Hamengku Buwana I in 1756 and served as a state ritual, but then was brought to wider audience outside the palace in 1918 (Soedarsono & Narawati, 2014). This indicated the exclusion of the sacred context upon the wayang wong. In wayang wong, the stories presented are taken from the epics of Mahabharata and Ramayana whose characters are categorized into refined and strong natures, and transformed into specific bodily movements and voices. In Emprak, the characterization applies in dance parts supported by the singing and musical rhythm.

4. The Female Dancer Demonstrating the Male-styled Dancing

This section concerns the presentation of Sholawatan Emprak held on 14 April 2017 to celebrate the opening of Universitas Nadhatul Ulama in Yogyakarta. The performance lasted for thirty seven minutes divided into three sections. The dance was supported by eight dancers of seven male dancers and a female dancer while 13 other men were doing the music and the singing. One man in the music part became the leading person responsible as a vocalist and narrative reading. Within the dance formation of eight dancers, Dewi –the female dancer, the dancing researcher-was given a position in the middle of the back row. This aimed to give her chances to imitate other dancers if she forgot the moves.

Before staging Emprak, there were several rehearsals undertaken. Rehearsals on 9 and 10 April 2017 were prioritized due to these dates were close to performance day. Preparation should be affirmed comprising the exact musicians and dancers, the orders of the parts, positions of dancers, costumes, time and place to gather, and the mode of transport to carry all performers. During rehearsals, the members were not always complete to rehearse. Their absence, even in the last

rehearsal, gave less worry upon the group of not performing well. This is because their frequent performances have stimulated them to gradually memorize materials needed to perform Sholawatan Emprak so whenever they perform they do not need to make newly creation for music and dance movements. The original length could be nine hours from 9 PM until next early morning at 6 AM. However, the condensed style is more favourable that the long duration is cut to let say thirty minutes which needs strategies of what parts remain and be remove. Selecting the parts also involve certain considerations in regard to its importance, for instances, limited duration causes the group to reduce the length of singing, remove certain lyrics or parts, and remove *rawen* or reading the narrated story. Like the one for UNU event, it was shortened. And for most shows this group has done cover this condensed style, not much for the long style. Particular part or section has its own song and lyric. And for the dancing, not all parts are danced with similar bodily motion. Rather, each song describes certain character which transforms into specific dancing though there observed some moves are demonstrated repeatedly in some dance parts.

Except entering and leaving the stage, the movements are done *sila* or sitting cross-legged. The dance movements include moving the head to right, left, down and above; lifting arms symmetrical and asymmetrical, moving the torso and shoulder, and making some finger forms like *mudra*. The bodily movements are universal in nature meaning that the whole acts are applied to both men and women. Although the movements can be categorized under motion for male but they should be applicable for the female for Emprak case. Not a single female motion is found in the dance because it was never taught by the members, still not. That is why Dewi consumed and reproduced the male motion as she retrieved information and applied it into practices the way she could; seeing, observing, following, and imitating. In other words, Dewi had to do what the other male dancers did as stated by Pak Mulyanto the leader during rehearsal below (personal communication, 10 April 2017)

> Pak Mul   : Later, you just have to imitate the moves from other dancers. Do what they do.
>
> Dewi   : Alright. Excuse me, is there any move for female dancers?
>
> Pak Mul   : No. All do the same moves.
>
> Dewi   : Also sit cross-legged?
>
> Pak Mul   : Yes, sit cross-legged.

In the making of dance, there indicate parts for men and parts for women. Speaking of which, the parts more or less determine the process run as expected and the forms of the dance. This encompasses moves division based on sexes as in male motion and female motion, the leadership in the dance as in who takes the lead when dancing or makes decision of what to do, and creates the moves (Polhemus in Thomas, 1993). Thus, when Dewi is given the information on the absence of female motion, but instead, only male movements that would be practiced, she starts to cross the boundaries between men and women relations besides being the only woman in this respective male dominated group. Accordingly, negotiation emerges within this complexity. Dewi takes the consequences upon this challenge though of course the bodily practices that Dewi has to do are deconstructed because she has limitation in performing, yet the regulations upon her also work in terms of feminine symbolism as seen from her outfits. And at the same time, her being a woman also elevates that the group puts her on a significant position for generating the group's pride.

4.1 Positioning the Female Dancer

Before Dewi came to join the group, there were several female dancers who participated both in the training as well as the performance. Their duty as students gave them some obstacles in attending the training which was usually at night. Particularly for the purpose of preparing a performance, the frequency of rehearsals was added. However, the long absence of female dancers does not mean that the groups close a space for them. Conversely, from the conversations with the members, the group needs the female figure for the reason of making the dance universal for both genders. However, the need of making the performance more attractive is also important on the hands of women. Here, the existence of female dancer has moved to different direction; from fulfilling the universality of mixed-gender cultural practice to the aesthetic trait by the presence of the female dancer. It is no wonder to know such request because most of the audiences are men (and to take this male-dominated group into account as well); the male perspective is more prominent. Therefore, giving front position to the female dancer has indicated the shifted objectives of having women in the group as articulated by Pak Pandi, a musician of Emprak (personal communication, 10 April 2017)

> Pak Pandi: You take the front position, will you?
>
> Dewi   : Why Pak?
>
> Pak Pandi: You're the only woman and you'll make the performance look good.
>
> Dewi   : Good in what ways Pak?
>
> Pak Pandi : Look at us, all men. If there's one woman in this group, she will become the flower of Emprak. And that would be you. Better take the front position rather than in the back.

If seen deeper, the presence of the female dancer contributes to the success or at least the making of a visual performing art. An art performance is something that is watched by the public (Soedarsono 2010, Soemaryono 2016) and so is Emprak. Therefore, the Emprak members are motivated to prepare and maximize the resources including the female dancers to support. Additionally, the male members retain a thought that Emprak dance without female dancers may be less attractive. The gender issue does play a role on stage that ostensibly the work of making the dance more attractive lays on the female's figure providing a fact that there is a work division within the group. Creating works that can only be fulfilled by women, making the appearance of the group performance eye-catching are areas distant from men's field (Saparinah Sadli and Somantri Patmonodewo in Caturwati, 2003).

Unlike the male dancers, female dancers cannot lift arms in parallel with or higher than shoulder as regulated by the Yogyakarta classical dance tradition. It is because within female disciplinary body in dance, female dancers are not allowed to expose armpits which it is considered improper. Hence, the arms should be lowered. However, a paradox is found here in the Emprak group. As told by the dance members, Dewi had to demonstrate the dance moves as strong as she could display, showing the strong side of male characters or *gagah*. Pak Yono showed Dewi what they meant upon this suggestion through a brief demonstration of arms move as mentioned in their conversation below before the performance at UNU (personal communication, 14 April 2017). The move showed by Pak Yono was lifting the arms high symmetrical with the shoulder for male strong characters.

> Pak Yono : *Mangke le njoget sik gagah mawon Mbak.*
>
>   (When dancing, you should express the strong character)
>
> Dewi   : *Gagah dospundi Pak?*

(How does it go?)

Pak Yono: *Ngaten lho, gagah…lengene diangkat dhuwur, awake diobahke sik gagah, ben ora ketok lemes.*

(Like this..strong..you lift your arms high, you move your body with strong emphasis, so you will not look weak).

The above conversation touches the ground of expressional style which is shown by the dancers in order to attract or stimulate the desire of the audience to watch the performance. It also gives added values upon the dancers in ways that the moves are manipulated (Soemaryono, 2016). More on to that, the female dancer has to bring her body to traverse from her field to more masculine vicinity. The question is whose authority? It reveals a dilemma to the extent of the group is not capable to accommodate the female in terms of movements while the female has neither capacity nor power to create any movements appropriate for her. Such phenomenon of traversing the body indeed brings consequences in a certain field altogether with regulations and manipulations (Coakley, 1997). Then, it returns to the collective conformity in operating the dance by the system of one leads and the other will follow.

4.2   Opening Movement to Enter and Leave the Stage

The music started at 20.00. Around six minutes after the leader articulated the greeting, narrative and began to sing, the dancers entered the stage from the right side of the stage. Every two dancers began to dance entering the stage, not in standing position but making steps with their knees on the floor. Wider steps were exercised creating a horizontal line from the entry point to the position. Both legs bent down to the floor the knees could reach while torso was kept upright. In making the steps; still in squatting position, right leg went forward one step, the body weight on bent in-left leg, then the weight moved to the right leg as soon as the leg pulled in. similar technique applied to the left leg when it got wider to make a step forward and it got pulled in to bear the body weight. Keeping the weight in the centre aimed to maintain the balance. For the arms moves: left arm was lifted symmetrical to left side in parallel with shoulder, left elbow to palm bent to the front as if the arm shaped a triangle facing in. The left arm remained in this pose whilst the right arm moved monotonously extending to the right out and bending in before the chest. Fingers of both palms held the shawl tips, so when the arms moved, the shawl would automatically follow. The shawl itself was hung onto the neck with both sides draped down with same length. In addition to that, the head moved following the right arm. The end of this entering the stage practice was when the dancers reached their position spots and sat cross-legged facing the audience. Both arms were on top of the crossed legs.

When demonstrating the bodily dance moves, the female dancer met with other challenges besides doing cross-motion. This was triggered by the effect of being in the male territory. Her body was then contested as she had to adjust with her new situation. New situation meant; the performance was not the rehearsal so real audience was there watching, her special performance costume which was not-everyday clothing style, and the complication in practicing the body motion combined with the costume wearing. She was not used to do male steps while squatting in terms of wearing the sarong. Since wearing sarong upon men and women is regulated by the Javanese tradition, the woman's sarong was a little tighter than the men's. This is due the prohibition upon women to make wider steps, but narrow. Wide steps are for men while the women may make half step of men's. Further, the longer and wider steps were taken, it affected the sarong got pulled high so that the dancer's leg was exposed. Such

consequence was actually not allowed and causing embarrassment to the dancer. Moreover, she exhibited Islamic identity through Muslim clothing of *jilbab*. For it, one should not leave the legs area open because it would have said violating the norm. In view of Javanese dancing tradition, such prohibition also applies unless the costuming style requires the female dancer to wear down-to-below-knee pants costume. Certainly her focus in dancing was distracted with her efforts in pulling in her fabric to cover her legs while continuing to dance.

5. Conclusion

In the beginning of this article, we embark on the learning of a female dancer in doing the male dancer's bodily motion in the Sholawatan Emprak. As well, how she gets located in the group's dance performance provides a fact that there is a particular position a woman should be situated. A female dancer accepts where to be situated and has to move out from her field and go through the man's field. The absence of female dancers besides the single dance male instructor adds the reasoning of why the group does not have the moves for women. More importantly, making the uniformity of the dance also plays a role rather than having one female dancer with different motion. Nevertheless, the female dancer with her capacity can fit into place and managed to dance together with the male dancers as she moves her body under the canopy of male dancer's bodily practice. She arbitrates the setting she is situated involving the dominance of men within the group and the male disciplinary body trainings she has to undertake. The complexity of such discursive dance practice as in Sholawatan Emprak results to the emergence of potential interplay within female and male dancers' placement in which this contributes to the study of dance learning.

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Digital Based Learning in Form Civic Skills 21st Century

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Abstract. The explosion of technology information and communication requires several skills that must be owned by citizens of the world. Competencies that must be possessed in the 21st century are different from the competencies possessed in the previous century. The industrial revolution 4.0 requires citizens to innovate in order to solve global challenges. The skills of citizens have a very important role in nation building, so that education quality is needed for human resources. Education is the main key in building the progress of a nation because it can create a young generation that is skilled, innovative, and broad minded. Success in the fourth industrial revolution needs to embrace the opportunities offered by innovation. 21st century learning has been innovating with digital based learning. Digital based learning can facilitate learning in the industrial revolution era 4.0 with a variety of creativity in it so that it can shape 21st century skills. This study used a qualitative approach with a case study method for programs smart digital class room at SMAN 3 Bandung. The results of the study show that civic skills through programs smart digital class room are carried out with learning activities in class through civic education subjects and general subjects using a sophisticated set of learning and creating an innovative learning atmosphere. Students show good results in several aspects such as critical thinking, innovation, problem solving, develop creativity, information literacy and responsible.

Keywords: Digital based learning, civic skills, 21st century skills.

1. Introduction

Globalization requires a variety of skills that must be mastered by someone, this becomes a challenge for countries in the world including Indonesia. Indonesia is one of the developing countries that is facing big problems in achieving national progress (Barthos, 2014, p. 15). With the rapid development of information communication technology, the competencies needed for the workforce in the 21st century are fundamentally different from those in the 20th century (Ping Shu & Wenting, 2018, p. 2). This has a huge impact on the Indonesian people. The industrial revolution 4.0 has encouraged technological innovations that have disrupted or fundamental changes to people's lives. The industrial revolution 4.0 in the next five years will eliminate 35 percent of the work, and even the next ten years the type of work that will be lost will increase to 75 percent (Rosyadi, 2018, p. 7). This is because the work played by humans step by step is replaced by the program digitalization technology.

Community skills have a very important role in nation building, so education quality is needed to improve human resources. In the 21st century, the explosion of information and communication technology has increased the use of digital devices for many purposes in the world of work and in formal and non-formal education (Basak, 2018, p. 191). Education is the main key in building the progress of a nation because without education it is impossible to develop the economy, technology, and social life. Education unites in life, education gives lessons to someone other than that the person can adapt to real life situations and conditions also in order to improve the quality of life by enhancing morality and reason (Bernadib, 1996, p. 59). The National Education System Law No. 20 of 2003 Article 3 states that "the goal of national education is the development of potential students to become human beings who believe and devote to God the Almighty, have noble character, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens." This means that national education in Indonesia is directed at forming people who have the skills needed in maintaining the culture and identity of the nation in the midst of the onslaught of various cultures and civilizations of other nations in the era of globalization (BNSP, 2010).

Indonesia itself is aware of the importance of 21st century skills itself can be found in documents issued by the National Board of Education Standards in 2010 which states that "National Education of the XXI century aims to realize the ideals of the nation, namely the people of Indonesia who are prosperous and happy, with a position honored and equal to other nations in the global world, through the formation of a society consisting of qualified human resources, namely an independent person, willing and capable of realizing the ideals of his nation." Trilling & Fadel (2009), said that in the 21st century education must always move in line with the progress of the era of the movement based on changes in the paradigm of education from the conventional to the education of the modern century.

2. Literature Review

a. Concept of Digital Based Learning

1) Learning

Muhibbin Shah (2000, p. 92) learning means the stages of change in all individual behaviors that are relatively settled as a result of experience and interaction with the environment involving cognitive processes. Whereas according to Sardiman the understanding of learning is divided into two, namely broad and specific understanding. In the broad sense of learning can be interpreted as a psychophysical activity towards complete personal development. Then in a narrow sense, learning is intended as an effort to master the material of science which is part of activities towards the formation of a whole personality (Sardiman, 2000, pp. 20-21).

The term learning based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 of the first Chapter, is the process of interaction between students and educators and learning resources in a learning environment. So the interaction between students and teachers or other learning resources in a learning environment is called learning. Whereas according to Degeng, as quoted by Hamzah B. Uno (2012, p. 2) that learning is an effort to teach students. In this sense implicitly in teaching there are activities to choose, determine, and develop methods to achieve the desired teaching results. Surya, as quoted by Abdul Majid (2013, p. 4) argues that learning is a process carried out by individuals to obtain a change in behavior, as a result of individual experiences in interacting with their environment. In line with that, E. Mulyasa (2012, p. 129)

argues that learning is the actualization of the curriculum that demands teacher activeness in creating and growing student activities in accordance with the programmed plan.

So in the learning found two actors namely students and learners. Students are subjects who learn, while learners are subjects (teachers) who "teach" students (students). Self-learning is the activity of the teacher programmed in instructional design to make students learn actively. Whereas instructional design is a teaching program made by teachers conventionally called teaching preparation (Dimyati and Mudjiono, 1999, p. 296).

2) Digital Knowledge

Judging from the origin of the word, the digital concept comes from Greek which means "fingers." However, Ribble and Mike (2016) see that digital is a media mathematical code that can be projected and accessed by humans as users. Digital media includes information and communication, namely how to get and produce knowledge and communication tools to get and disseminate knowledge (Schroeder, 2018).

Based on the context of social theory, especially after new media came in, Scroeder (2018) interpreted digital knowledge not only as technology can create new knowledge, but in the world of new technology it is necessary to have social, political and cultural knowledge that must be possessed. Definition of digital knowledge is knowledge that must be possessed by someone in the digital age as a form of awareness to be able to solve problems in the digital era.

3) Digital Skills

Students who have global competence do not assume that they are able to handle complex challenges alone, but are able to reflect on how much their capacity is to complete the tasks given and look for opportunities to collaborate to join others who will complement their strengths (Mansilla and Jaskson, 2011).

Van Der Djik (2012, p. 49) that there are six digital skills that citizens must have in the digital era, namely; operational, formal, information, communication, strategic, and content creation. Digital citizens must have the ability to operate technology, meaning being able to use technology devices (operational), after being able to operate the tool, the next step must be browsing and navigating (formal), browsing and navigating information must be selected and evaluated from digital media (information), the ability to communicate through social media (communication), has the meaning of being a specialized professional in using digital media (strategic), contributing to coloring digital media (content creation) (Van Der Djik, 2012).

Trilling and Fadel (2009) reveal that there are three 21st century competencies which are often referred to as rainbow 21st century knowledge skills, namely: (1) life and carrer skills, (2) learning and innovation skills, and (3) information media and technology.

4) Digital Learning

The development of information and communication technology has an effect on digital learning, with the development of computer based media. Computer media is an attractive, attractive and interactive media. Digital learning provides students with a variety of characters that are the strengths and weaknesses of the media. Digital learning can be formulated as a large collection of computers that are tied together so that many users can share their vast resources (Williams, 1999). Definition of digital learning includes aspects of hardware (infrastructure) in the form of a set of computers that are

interconnected with each other and have the ability to send data, both in the form of text, messages, graphics, video and audio. With this, digital learning can be interpreted as another computer network throughout the world.

The scope of competence for a teacher in digital learning includes planning and organizing learning, presentation skills both verbal and non verbal, teamwork, strategy skills asking skills in mastering learning material, involving learners in learning and coordination of learning activities, knowledge of learning theory, knowledge about digital learning, knowledge about learning planning and mastery of learning media (Crys, 1997). Another opinion was conveyed by Purdy and Weight (1992) that there were shifts and paradigm differences in learning patterns between learning that did not involve technology and learning using technology and Between the concept of learning in the classroom (classroom setting) with open learning or digital learning that did not always have to be in class. The model has differences in terms of teaching style, techniques and motivation of learners and instructors. The digital learning model is an effective future model because it is in accordance with the demands of the development of science and technology.

b. Civic Skills

Civic skills are an ability to apply or implement knowledge of citizenship that has been controlled by citizens. In forming a good citizen (good citizenship), certainly there is a need for aspects of Civic Skills that must be developed by every citizen. Good citizens are citizens who have concern for other citizens, relate to others, have the ability to submit and provide critical ideas, and are capable of making or making choices on good grounds.

Branson (1991, hlm. 17-20) menjelaskan bahwa keterampilan kewarganegaraan (*civic skills*) adalah kecakapan kewarganegaraan yang terdiri atas kecakapan intelektual (kecakapan berpikir kritis) dan kecakapan partisipasi yang bertanggung jawab, efektif, dan ilmiah dalam proses politik dan dalam civil society. Hal ini dipertegas oleh Sapriya (2002. hlm. 72) keterampilan kewarganegaraan (*civic skills*) meliputi: 1) keterampilan investigasi, 2) keterampilan berkomunikasi, 3) berpartisipasi dalam kehidupan berbangsa dan bernegara.

c. 21st Century Skills

21st century life requires a variety of skills that must be mastered by someone, so education can be expected to prepare students to master various skills in order to become a successful person in life. The 21st century education must always move in line with the progress of the era of the movement based on the changing paradigm of education from the conventional to the modern century education (Trilling, 2009. p. 373).

Important skills in the 21st century are still relevant to the four pillars of life that include learning to know, learning to do, learning to be and learning to live together. The four principles each contain special skills that need to be empowered in learning activities, such as critical thinking skills, problem solving, metacognition, communication skills, collaboration, innovation and creation, information literacy, and various other skills.

Various organizations try to formulate various kinds of competencies and skills needed in the face of the 21st century. However, one important thing to note is that educating the younger generation in the 21st century cannot only be done through one approach. Some of these organizations and their development results are presented at a glance as follows.

Wagner (2010) and Change Leadership Group from Harvard University identified competencies and survival skills needed by students in facing life, the world of work, and citizenship in the 21st century emphasized in seven (7) the following skills: (1) critical thinking skills and problem solving, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) being able to communicate effectively both orally and in writing, (6) being able to access and analyze information, and (7) have curiosity and imagination.

The US-based Apollo Education Group identifies ten (10) skills needed by students to work in the 21st century, namely critical thinking skills, communication, leadership, collaboration, adaptability, productivity and accountability, innovation, global citizenship, ability and spirit entrepreneurship, and the ability to access, analyze and synthesize information (Barry, 2012). Based on the results of research conducted by OECD, three (3) descriptions of learning dimensions in the 21st century were obtained, namely information, communication, and ethics and social influences (Ananiadou & Claro, 2009). Creativity is also one of the important components in order to succeed in facing a complex world.

3. Methodology

Methodologically, this study uses a qualitative paradigm with case study research design. Qualitative research consists of philosophical assumptions, strategies, methods of data collection, data analysis, and interpretation of data that are more diverse than quantitative research (Creswell, 2010). This research seeks to explore and examine how the school attempts to shape 21st century civic skills through class digital smart programs, as qualitative research is research that intends to understand the phenomenon of what is experienced by research participants, such as behavior, perception, actions holistically by means of descriptions of natural words and languages (Moleong, 2012).

This study uses a variety of techniques in data collection, namely observation of the environment and learning activities of students which leads to the formation of 21st century civic skills, interviews with principals, teachers, students, and documentation techniques to see how teacher planning in based learning digital. Qualitative research has the characteristics of using data collection methods that are more diverse than quantitative research (Creswell, 2015). This research falls within the scope of a qualitative approach because it tries to interpret data naturally which actually happens in the field. Research conducted focuses on natural activities that occur in all learning processes both in the classroom and outside the classroom in students in SMA 3 Bandung. For this reason, researchers use a qualitative approach to be able to observe deeply the social situations that occur in the field (Sugiyono, 2014, p. 9).

4. Results and Discussion

The existence of information and communication technology in the industrial revolution era 4.0 generates or develops new values, reaches out to large amounts of learning and empowers individuals and social groups. In this study, the functions of information technology and communication are also media in learning. Through the use of technology, students can teach themselves to obtain new values developed within themselves, or strengthen the various knowledge that they have had before. These values also relate to the development of international knowledge, so that insights will be obtained regarding global developments. Information and communication technology is a tool or means of learning that is effective because of its ability or potential that enables the development of global communities and learners. The process of knowledge transfer is carried out through learning activities through technology. This will become new in him, or strengthen the various knowledge that has been

possessed before. The existence of digital technology is a tool or means of learning that is effective because of the ability or potential it has that enables the development of communities and learners of a global nature and are able to shape civic skills. The digital learning aims to build more communication on the development of technology and knowledge tools that are global in nature. Digital-based learning provides opportunities to (1) increase access to information, (2) collect, analyze, and organize information, (3) communicate ideas and information, (4) plan and organize activities, (5) cooperate with others, (6) solve various problems, and (7) foster developing cultural understanding.

In connection with learning through the use of information and communication technology, in the digital learning process identified there are several benefits that can be obtained, including (1) improving learning competencies of learners, (2) improving teaching skills and experience in the procurement of learning materials, (3) solving problems-issues of limited labor, and (4) improving work efficiency), (5) can increase the level of learning interactions between learners and instructors or enhance interactivity, (6) enable learning interactions from where and at any time (time and place flexibility), (7) reach a wide range of learners (potential to reach a global audience), (8) facilitate the improvement and storage of learning materials (easy updating of content as well as archivable capabilities). In addition to the benefits of learning through technology programs as stated above, there are still other benefits, namely the flexibility of learning activities, both in terms of learning interactions with learning material, as well as interactions between learners and instructors, and interactions between fellow learners to discuss learning material (Siahaan, 2002).

Disadvantages and Strengths of Digital Learning

The use of technology and the application of digital learning have advantages and disadvantages compared to other systems. Some of these advantages are a) the ability of the technique to penetrate time and place, b) the ease of updating the learning material or information to be delivered, c) facilitating the relationship between learners and resource persons, and d) opening up vast opportunities to learn other cultures. As for the challenges of information and communication technology in the learning process, among others 1) the opening up of vast opportunities to study other cultures allows for a faster acculturation process, so that it can threaten native culture, and 2) different ways of communicating allowing misunderstandings when learning process. The digital learning system needs to be studied more deeply and extensively, concerning all aspects, such as the technology, the design of the curriculum, this design, and its human resources. Human resources are a major factor in this sector. For example, a teacher who will teach using technology, should also learn with technology, so that the teacher can overcome any difficulties that will be encountered by the learner during the learning process.

In this case, it is the duty of the teacher to find the right solution in the learning process that will be passed. Digital learning using information and communication technology starts from providing teaching human resources by using information and communication technology. Teachers apply technology that is used to looking for information digitally. Teachers can be an expert learner who can help learners answer and find solutions to all problems. A student needs strong motivation to complete the learning process through technology. Because in digital learning the learning process is focused on the independence of students who will form skills. While the instructor acts as a facilitator or facilitator of learning to learn by constructing information he knows.

Using technology in organizing digital learning has several benefits, including: (1) learning through technology is that learners can learn from anywhere and anytime, (2) shorter and more efficient time

using the web, all of these can be reduced in a short time. Only by uploading to the internet, can anyone from anywhere and at any time access or read the learning material, (3) reach various places, (4) learning books/modules are no longer the only learning material as in conventional learning and (5) can improve skills in using digital that will create an innovation. There is also a need to consider learning to use digital, among others, must consider the cost factor. In terms of costs, of course it will not be the same as the conventional way of organizing. In addition there are additional costs for subscribing to the Internet, the cost of designing and developing the web itself. But which education is cheaper in the implementation through the internet or conventionally, the answer is relative depending on how the service pattern will be run. Utilizing the internet/intranet as a medium for learning, has led to the use of information and communication technology in the field of education that has begun to be seen with the emergence of portal learning sites. The use of information and communication technology in the world of education, preferably the signs that will regulate the process of the education system are considered, so that the utilization of information and communication technology can run well. Technology is only a tool that can help humans, so that the utilization must be addressed wisely and useful benefits will be obtained.

5. Conclusion

In the digital era or the era of industrial revolution 4.0 today science and technology is growing rapidly. This development has an increasingly open impact and the spread of information and knowledge to and from the rest of the world penetrates the boundaries of distance, place, space and time. The reality in human life in this digital era will always be related to technology. The teaching and learning process must follow the current era of development. Learning to use digital media is the right solution in the era of industrial revolution 4.0 because the results can create various skills that are demanded in the XXI century. Technology has influenced and changed people in their daily lives, so if now "technology stutter" it will be too late in mastering information, and will be left behind to obtain various advanced opportunities. Information has an important and real role, in the era of information society (information society) or the scientific society (knowledge society).

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Application of Project Based Learning and Inquiry Learning Methods on Critical Thinking Skills

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Abstract

Education is an instrument to optimize competencies and skills as an effort to empower human beings. Critical thinking ability is one of the 21st century competencies that can equip students to have skills in solving life problems according to the times. Efforts to improve the ability of critical thinking can be carried out through learning methods. Project Based Learning method is a learning activity where students will carry out an in-depth investigation of a topic and then compile the results of the report based on these activities. Inquiry Learning Method is a series of learning activities in which students will carry out a systematic, critical, logical, analytical search and inquiry process for information relating to material that must be mastered by students. This article will explain the Project Based Learning and Inquiry Learning methods of critical thinking skills. The purpose of writing this article is to find out the concept of Project Based Learning and Inquiry Learning methods which are formulated by experts in an effort to increase critical thinking skills. This study uses descriptive analytical methods, namely by describing theories according to experts about Project Based Learning, Inquiry Learning, and critical thinking methods. Based on the description of the analysis obtained an overview of the concepts, procedures, steps, and indicators of Project Based Learning and Inquiry Learning on critical thinking skills.

Keywords: project based learning and inquiry learning on critical thinking skills

1. Introduction

Education is one instrument in developing human skills competencies in carrying out life. Critical thinking ability is related to daily life activities where students must be able to solve problems that exist in their lives. Both problems in learning and in life using logic and common sense. The key to recognizing and using critical thinking lies in creating an atmosphere that builds confidence to ask, challenge, and reflect because it is an acknowledgment of the needs of a number of assumptions, understanding negotiations, making questions, making guesses, justifying and expressing arguments, checking and modifying, and realizing several different approaches.

The complexity of the process of critical thinking ability which is part of a high level of ability (HOTS) is believed to be a benchmark for the quality of students measured by learning outcomes. The quality as a whole is a picture of the learning process of schools in Indonesia which only emphasizes low level thinking (LOTS). This has an impact on the ability of students to lack critical thinking skills.

Indonesia only occupies education with the fifth fastest rate among 72 countries participating in this comparison. The pace of scientific and technological innovation is increasing, so it is important that countries prepare more talent for students to study harder by all circles. This increase is consistent with the overall level of PISA, a measure of the proportion of 15-year-olds in the country who are entitled to take the PISA assessment-that is, those enrolled in grades 7 or above-which have increased by 15 percent in Indonesia since 2006. countries in the region, Indonesia's coverage rate (68% of students) is higher than Viet Nam (49%) and now below Thailand (72%) (Indonesia *et al.* 2018).

Theory of Richard Paul (Paul, Richard W.; Binker, A.J.A., 1990) explains that critical thinking is influenced by curriculum, teaching, learning, cognitive, psychological, metacognition, dialogic, cultural, and self-control. The theory of Patricia M. King (King, Patricia M.; Kitchener, 1994) explains that critical thinking is influenced by reflective judgment, psychological development, and epistemological development. Theories seeking truth from Socrates (Paul, Elder, 2006) explain that critical thinking is influenced by the many questions that arise from within and conveyed through dialogue. Other researchers showed that the metacognitive factors significantly influence students' critical thinking abilities (Magno, 2011), and the factors most often cited in their influence on students' critical thinking skills are learning method factors (Cicchino, 2015).

Critical thinking ability is the highest stage of the ability of intellectual skills (Scott D. Jhonson, Journal of Tecnology and Design Education. Pp. 7: 161-180, 1997). Critical thinking skills are very important to be improved as part of HOTS-based learning. The ability to think critically in the learning process in economic subjects is a very interesting topic to study. The problem of students' low critical thinking especially on economic subjects also occurs in developing countries such as Indonesia. Based on the explanation above, the researcher intends to conduct research on Bandar Lampung 8 SMA in relation to critical thinking of students, especially on economic subjects. The results of the survey in the field, there are still many students who have not yet completed the material taught at the level. The low value achieved by students and under the KKM, identifies the low ability of students to answer questions on daily tests, for that reason an analysis of items is carried out to find out which questions students cannot answer.

Pre-research activities show that what is done on economic subjects is still low. This can be seen from the low level of students in completing the domains of C4 and C5. The highest percentage in the criteria of being able to answer the C4 realm problem is in the X IPS 1 class, where students can answer the C4 realm questions as much as 12 people (40%) and the highest in the C5 domain are in the X 2 IPS class of 11 people (36%). The test results indicate that students' critical thinking skills are still lacking, because both the C4 and C5 domains are below 50% with the right answers. Therefore, efforts need to be made to develop students' critical thinking skills in learning.

The lack of involvement of students actively in learning is because students have not been able to try to find their own information so that this reduces the meaning of active and effective learning. Efforts to overcome these problems need to be carried out effective learning activities in shaping students learning independently without learning objectives that can be achieved holistically. Other learning methods that are claimed to effectively improve the process of learning critical thinking are Project Based Learning and Inquary Learning. Project Based Learning learning method is a project-based learning activity with an innovative approach that emphasizes learning approaches contextually through complex activities (Thomas, 2000, Kamdi; 2007).

The method of the learning process where students can find their own concepts to achieve the learning objectives that have been determined. Inquary Learning is a method of inquiry learning in which the teacher provides extensive guidance or guidance to students. Inquiry is a diverse activity that includes observing, asking questions, testing books and other sources of information to check what is known to be able to explain, predict, and communicate results. Piaget argues that the inquiry model is a model that prepares students in situations to conduct their own experiments extensively in order to see what is happening, want to find their own answers and connect one finding with another, then compare what is found with what other students find (Dyah Shinta Damayanti, Nur Ngazizah, Eko Setyadi K, 2012).

Based on the description of the background above, the author identifies several problems in learning, namely difficulties in aspects of knowledge, especially in the realm of C4 and C5 on economic subjects and conventional learning is felt to be unable to develop critical thinking skills. To find solutions to these problems researchers are interested in further researching students' critical thinking skills by applying learning methods. For this reason, if it is associated with the Project Based Learning and Inquary Learning methods applied, the researcher formulates the title "Application of Project Based Learning and Inquary Learning Methods to Critical Thinking Skills on Material of Indonesian Business Entities in Bandar Lampung Public Middle School."

2. Theoritical Review

Critical Thinking Ability

Thinking is a cognitive process or mental activity to gain knowledge. Etymologically critical thinking implies a mental activity carried out by someone to be able to give consideration by using a certain measure or standard (Lambertus, 2007). Thinking is all mental activity which formulates problem solving, makes decisions, and has the desire to understand the search for answers, an achievement of meaning that is the foundation of critical thinking skills (Ryan, 2007). Cognitive activities in critical thinking processes are part of the process of intellectual discipline that actively and skillfully conceptualizes, implements, analyzes, synthesizes, and/or evaluates information obtained by students.

Critical thinking is the ability to argue in an organized manner, systematically evaluating the weight of personal opinions and opinions of others. Critical thinking allows students to study problems systematically, face millions of challenges in an organized way, formulate innovative questions, and design original solutions. Critical thinking is an ability possessed by individuals to see and solve problems (problem solving), decision making (decisison making), assumption analysis (analyzing asumtion), and science inquiry (scientific inquiry) which is characterized by character and critical talent. The nature and critical talents are indicated by curiosity, imaginative, challenged by pluralism, and risk-taking (Krulik and Rudnick, 2005).

According to Richard W. Paul, quoted by Kasdin and Febiana (2012: 5) "Critical thinking is an intellectual discipline process in which a person actively and skillfully understands applying, analyzing, synthesizing and evaluating various information that he collects or that he takes from experience, observation, reflection that he does, reasoning or communication he does." So, someone who thinks critically will always be active in understanding and analyzing all the information he gets. Critical thinking skills don't just happen. These skills should be trained at any time and anywhere. Critical thinking skills can be done by finding out what to believe or what should be done and doing it in a reasonable and reflective way Kuswana (2011). "Critical Thinking is the process of analyzing and

assessing the quality with a view to improving it. Critical thinking presuppose knowledge of the most basic structures in thinking..." (Paul & Elder, 2007). To do it in class, collaboration is needed in the form of the willingness of both parties both the teacher and the students involved in the learning process. This means that student involvement in the learning process is the main key in achieving learning goals.

Critical thinking aims to make students able to transfer abstract principles by applying them to everyday life. Critical thinking is needed so that students are able to make rational and responsible decisions, be able to solve problems, critical in thinking and have high creativity so that by practicing critical thinking skills, students will not only master the content taught, but become quality citizens who are capable of reasoning effectively and act in the public interest (Paul & Elder, 2005).

Theory and Definition of Project Based Learning (PjBL)

Social teaching theory (Joyce, 2009) is a theory that underlies one of the cooperative learning models, in which the theory says that social phenomena that exist within society can be a learning to be applied to students who are solved by a system of discussion and collaboration within a group. The teacher in the illustrations told by Joyce's book shows that each has a different strategy for teaching students to work productively. They are guided by several books such as; Circle of learning (Johnson & Johnson, 1994), Cooperative Learning in the Classroom (Johnson, Johnson & Holobec, 1994) and Cooperative Learning Resource for Teachers (Kagan, 1990). Each book together teaches students to learn how they can work together effectively, and plan further activity designs to teach students to work more effectively.

In well-organized classrooms, students work on tasks in a larger group, respect each other, teach each other, so there will be a better mastery of one subject than a single learning pattern/teaching done alone. In addition, a sense of belonging to responsibility and intense interaction between fellow group members produces a lot of positive feelings towards task problems, increasing relationships between groups, and more importantly is producing a better self-image in students who have poor performance.

Teachers who have innovative cooperative learning models understand that a step and the right way to organize students in pairs or groups, for example consisting of three people is an easy thing. They also understand that a combination of social support and increasing cognitive abilities called social interactions are often underestimated but can have a powerful effect in a short period of time both in terms of academic learning and skill aspects. In addition, grouping in the learning process gives someone a fun learning companion and together develops social skills after empathizing with others. Another interesting feature of this grouping strategy is its position in favor of students with low academic achievement.

Project based learning is a student-centered learning model for conducting an in-depth investigation of a topic (Grant, 2002). Students constructively deepen learning with a research-based approach to problems and questions that are weighty, real and relevant. Project based learning allows students to learn by doing and applying ideas. Student engage in real world activities that are similar to the activites that adult professionals engage in (Blumenfeld *et al.*, 2000 & Krajicik *et al.*, 1994). Komalasari (2017) adopted Permendikbud No. 103 of 2013 concerning the guidelines for implementing learning revealed that project based learning is a learning model in which there are several methods such as creating an environment, participation in associations, managing conflict, community service, role playing or simulation, character character studies, and peaceful demonstrations in practice. Project-based learning is a learning model that provides an opportunity for teachers to manage learning in class involving project work (Wena, 2014).

Based on some of these opinions, it can be understood that project-based learning (project based learning) is a learning model that involves teachers to manage the learning process by providing a form of work to students so that students gain experience and activity in a real way. Project work is a form of work that contains complex tasks based on questions and problems that are very challenging and guides students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for students to work independently.

Meanwhile in another section of The George Lucas Educational Foundation in Wajdi (2017), explain the steps of learning using the Project Based Learning (PjBL) learning model as follows:

1) Questions at the beginning of learning, this stage of the learning activity begins with giving challenging questions to students. Questions that will lead students in the context of project-based learning and assign assignments to students to carry out a controlled activity.

2) Project planning, at this stage students with the guidance of the teacher prepare a project plan to be done. Determination of activities to be carried out in the project from the initial stage to the end of the project.

3) Scheduling, at this stage with the guidance of the teacher being asked to make a schedule of activities to be carried out based on the planning of activities to be carried out

4) Supervision, at this stage students carry out the project with supervision from the teacher. This supervision functions not only as a work control but also is actually a coaching process.

5) Assessment, this is done on the results of student work in the project. Assessment is done to measure the achievement of student competency. Therefore, teachers are required to make judgments as authentic as possible.

6) Evaluation, at this stage the learning activities project will end. The activities carried out were teachers and students reflecting on the implementation of the project.

Inquary Learning

Inquiry is a learning method that can train students' skills in carrying out the investigation process to collect data in the form of facts and process these facts so that students are able to build conclusions independently to answer questions or problems raised by the teacher (teacher-proposed research question) (Bell and Methane in Maguire and Lindsay, 2010: 55). In applying this learning method, Ibrahim (in Paidi, 2007: 8) explains guided inquiry as an inquiry activity in which students are given the opportunity to work out procedures, analyze results, and draw conclusions independently, while in determining topics, questions, and materials support, the teacher is only a facilitator.

The main emphasis in inquiry-based learning processes lies in the ability of students to understand and then identify carefully and thoroughly and end by providing answers or solutions to the problems presented. The pressure point that becomes the main concern in inquiry learning is not the solution or the answer given, but the problem mapping process that presents a valid and convincing solution or answer. One way to make this happen is to position students as an important part of the learning process; invites them to be actively involved in every process in it. This is in line with the intent and basic understanding of inquiry-based learning as presented by W. Gulo (2008) that inquiry learning means a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, logically, analytically so that they can formulate their own findings confidently.

Inquiry that is applied in the learning process can increase students' ability to make observations and express answers to problems through interpretation of data to obtain a conclusion (Carlson, 2008:

33). Guided inquiry does not only require students to be able to carry out the investigation process independently, but also requires students to be able to understand the implications of an experimental result, in detail explained by the MMC in 2007. According to the Michigan Merit Curiculum or MMC (in Carlson, 2008: 9) ".. Inquiry require students not only to conduct their own investigations, but also to understand their implications."

Based on some of these opinions, it can be understood that inquiry learning is a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings. Implementation of learning is carried out on the instructions of the teacher in the form of core questions with the aim to direct students to the expected conclusion point, students learn to formulate their own problems, conduct their own investigations, to obtain their own conclusions. Modified free inquiry is carried out as an investigation in order to prove the truth of the theory through the submission of problems from the teacher based on theories that have been understood by students.

3. Fixed Framework

Learning is explained in Vygotsky's constructivism theory where learning emphasizes the existence of scaffolding so as to enable the occurrence of social interactions between students, as well as students and teachers in an effort to find concepts and problem solving. According to this theory, one fundamental principle is that teachers do not only provide knowledge to students, but students must also play an active role in building their own knowledge in their memories. Constructivism is principled on things such as knowledge that is built by students themselves, both personally and socially, knowledge is not transferred from teacher to student, students actively construct continuously, so that the concept changes to a more detailed concept, complete, and in accordance with scientific concepts, the teacher acts as a facilitator who helps provide facilities and situations so that the student's construction process runs smoothly.

Constructivism learning strategies include cooperative learning, a strategy used to make it easier for students to easily find difficult concepts by discussing with peers in pairs or groups. This cooperative learning places more emphasis on the social environment. There are a number of reasons why cooperative learning is used including increasing student achievement, developing inter-group relationships, accepting friends who are academically weak and increasing self-esteem.

Cooperative Learning consists of a variety of methods that are said to be effective in cooperative learning, in this study as previously stated, will use two methods in the cooperative learning model namely Project Based Learning which involves students in learning independently in implementing projects and Inquary Learning namely activities that facilitate students to carry out scientific processes, ask questions, formulate, find, and build solutions. Both methods were chosen on the basis of previous research which revealed that Project Based Learning and Inquary Learning can improve students' critical thinking skills.

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The Role of Rehabilitation Institutions in Developing Drug Users with Spiritual and Intellectual Therapeutic Community (TC) Methods

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Abstract

This study aims to describe the implementation of character building for victims of drug abuse, identify supporting and inhibiting actors in the implementation of character building, and to identify efforts to overcome barriers to the character building of victims of drug abuse using the Therapeutic Community (TC) method at the BNN Center for Rehabilitation. This research is a case study research with a qualitative approach to the subject of research, the head of the National Rehabilitation Center, rehabilitation officers, and drug victims who are at the BNN Center for Rehabilitation. Data is collected through interviews, observation, documentation and literature studies which are complemented by a questionnaire. All data collected was analyzed by interpretations preceded by triangulation to determine the validity of the data. The results showed that character building through the TC method was carried out through several stages, namely process intakes, entry units, primary stages, re-entry units, and after care. Spiritual and intellectual services carried out by the Center for Rehabilitation focused on counseling programs, seminars, and discussions for drug victims for their intellectual fields. For the spiritual field of the Center for Rehabilitation, BNN implements religious programs, there are applied religious classes, the task of which is drug victims are taught to read iqro', al-quran, prayer, and religious dialogue. Supporting factors in the implementation of character building through the TC method include the enthusiasm and hard work of rehabilitation officers in carrying out rehabilitation activities for drug abuse victims, the motivation of residents to recover fully from the effects of drug abuse, openness to each other between residents and managers of the BNN Rehabilitation Center. There is support from the government in assisting the provision of facilities at the BNN Rehabilitation Center. Whereas the inhibiting factors are the lack of existing rehabilitation staff, the unavailability of guest house facilities to support family unity with residents in the recovery process, the families of drug abuse victims who do not play an active role in the rehabilitation process.

Keywords: *Character Building, Drug Abuse Victims, Therapeutic Communiy*

1. Introduction

The development of socio-economic modernization and civilization has proven to lead to uncertain conditions such as the existence of tighter competition, loss of norms of family ties, depletion of

religious beliefs, the existence of social clashes is a difficult era which provides an opportunity for the growth of drug abuse (narcotics), psychotropic and alcohol). According to the National Narcotics Agency (BNN) in 2010 the problem of drug abuse is a problem that is a concern nationally and internationally besides the problem of HIV/AIDS, violence, poverty, environmental pollution, global warming and food scarcity, which are considered as diseases a disease that is a burden on the world.

The young generation is the next generation of the Indonesian people who are expected to realize the ideals of the nation. The aspirations of the Indonesian people have been stated in the Opening of the 4th Constitution of the Republic of Indonesia State Constitution, namely ".. protecting the entire Indonesian nation and all of Indonesia's bloodshed, advancing public welfare, educating the nation's life, carrying out world order based on independence, lasting peace and social justice...." So that the independence of the Indonesian people is expected to be filled by carrying out development in order to achieve a just and prosperous society.

To realize the ideals desired by the nation through the hands of the young generation, there must be many challenges that must be overcome. These challenges arise because of the many external cultural influences that began to enter Indonesia. This is due to the era of globalization which is fitting for the younger generation to filter the incoming cultures. In reality there are some external cultures that are now beginning to destroy the younger generation such as free sex, the culture of alcoholic beverages and the use of illegal drugs such as narcotics.

Now these needs of life are getting higher and of course the problems of the nation are increasing too. Various kinds of crises hit the Indonesian people today, starting from the crisis of exemplary, crisis of moral, culture, politics, to the ongoing economic crisis. Various social ailments also hit everywhere, undermining Indonesia at this time, which caused this nation to be on the verge of collapse. One such social disease is the high rate of drug use in Indonesia.

The cause of the destruction of the younger generation is the existence of abuse of narcotics. Narcotics based (Americana Ensyclopedia: No.19, pp. 705): "narcotic drug drug dulls, relieves pains, induces sleep and can use an addiction in varying degree (a drug, a substance that destroys the mind, eliminates pain, causing sleep and can cause addiction in various levels)."

Today's narcotics abuse is increasing as well. We can observe from the news both in print and electronic media that almost every day reports about the arrest of perpetrators of narcotics abuse by state officials either through the National Narcotics Agency (BNN) or the Police of the Republic of Indonesia (POLRI). The widespread crossing and victims of narcotics crimes have penetrated all levels of society without exception, including children, adolescents, youth, parents, both educated and uneducated people and from various types of professions.

Social symptoms and the danger posed by the problem of drug abuse today are not only social problems, but also become acute national problems. Nearly 90% of victims of drug abuse in Indonesia are teenagers, and besides them as users, also as a dealer that has a greater potential to destroy the building of this nation. Drug abuse from time to time has experienced a tendency to increase quite rapidly, both in quality and quantity. Drug abuse in Indonesia has reached a worrying point. Misuse in 2012 as written in http://kompas.com is:

> "From the central BNN data, in the past five years, drug use in Indonesia was 1.8 percent. But now it has risen to around 2.2 percent or 3.8 million. This was stated by the Main Secretary of the central BNN, Bambang Abimayu, after inaugurating the building of the Regency Narcotics Agency (BKN), in Kendal, Central Java."

Based on the Final Report of the National Survey on the Development of Narcotics Abuse in the 2014 budget year, there are an estimated 3.8 million to 4.1 million drug abusers who have used drugs in the last year (current users) in the 10-59 year age group in 2014 in Indonesia. So, there are about 1 in 44 to 48 people aged 10-59 years old who have or have used drugs in 2014. This number continues to increase, based on data carried out by the BNN in 2015 drug users in Indonesia reached 5.9 million people. The data written in https://regional.kompas.com is:

> "The number of drug users in Indonesia until November 2015 reached 5.9 million people. This was conveyed by Pol. Gen. Budi Waseso, Head of the National Narcotics Agency (BNN) during a visit to the Blok Agung Banyuwangi Islamic Boarding School on Monday (11/1/2016)." "Indonesia has an emergency about the dangers of drugs and this has been conveyed by the president. Previously in June 2015 there were 4.2 million and in November it increased significantly to 5.9 million."

Based on the results of research from the National Narcotics Agency, the prevalence of drug abusers as released by the National Narcotics Agency (BNN) is experienced by many students in 2016, namely 84 students are known to have consumed drugs. This means that there is a very significant decrease. But, later in 2017 it went up again. The data is written by online news, namely https://www.merdeka.com stating that:

> "From the BNN data, the trend of drug attack in 2015 was quite high, then in 2016 it went down, and in 2017 it rose again, it was recorded that there were 118 students who were affected and positive as drug users,"said AKBP Suparti, head of Surabaya's BNN when socializing the dangers of drugs at Al Falah KB-TK, Tuesday (12/12).

From the data above it can be concluded that every year there is an increase in the number of drug cases in Indonesia, and the increasingly complex problem of drug abuse. This encourages various parties to be involved in the process of handling these social-national problems. In addition to the government, there are also many non-governmental parties involved in the process of handling drug abuse problems.

The rise of the circulation of narcotics in the community and the magnitude of the adverse effects as well as the loss of both economic losses and social losses that have caused them to open awareness of various groups to move'war'against narcotics and other illegal drugs (drugs). In the field of law, in 1997 the government issued 2 (two) laws governing drugs, namely Law Number 5 of 1997 concerning Psychotropics and Law Number 22 of 1997 concerning Narcotics. Both of these laws provide a threat that punishment is quite severe for both producers, distributors and users.

In Indonesia, most drug users are still relatively young, the National Narcotics Agency (BNN) data related to drug users and drugs in 2014 states, 22 percent of drug users in Indonesia are students and students. Meanwhile, in the amount of narcotics abuse in children who received rehabilitation services in 2015, there were 348 children under the age of 19, out of a total of 5,127 people rehabilitated that year. While the number of suspected narcotics cases based on age groups in 2015 were school-age children and under-19 adolescents totaling 2,186 or 4.4 percent of the total suspects.

From the background above, we know that the character of the Indonesian people is getting worse at this time. Of course, it is very worrying that drugs have penetrated all circles, especially teenagers and young adults, who are the hope of the Indonesian people in the future. In order to overcome the problem related to drug abuse, in 1985 the BNN Center for Rehabilitation began with Wisma Parmadi, which was inaugurated by Tien Soeharto's mother, becoming a place of rehabilitation for juvenile delinquents and drug victims. Basically the establishment of the BNN Rehabilitation Center,

namely as a means of therapy and social rehabilitation services for victims of drug abuse (Resident), starting from residents undergoing detoxification to returning residents to their family environment or social environment.

A victim of drug abuse every day is not calm, it has an impact on their behavior changes that are easily irritable, irritable, lack of confidence, lack of concentration, laziness, apathy, and others. So that victims of drug abuse can be said to have bad or deviant characters. Those who are dependent on difficulties in living a social life make their lives worse. Therefore, it is necessary to have an integrated treatment to restore them to a normal life and be accepted again in community life. In addition to medical rehabilitation, the BNN Center for Rehabilitation also organizes social rehabilitation for victims of drug abuse, one of the focuses of coaching that is on character building for victims of drug abuse. It is very important to see the character of victims of drug abuse who experience a decrease in the quality of behavior resulting from drug abuse.

Character building given at the BNN Center for Rehabilitation is certainly different from character education in formal schools, in shaping the character of victims of drug abuse it is necessary to have appropriate and integrated efforts in view of the character condition of victims of drug abuse which is certainly different from normal people's conditions. For this reason, forming the character of drug abuse victims of the BNN Center for Rehabilitation uses the Therapeutic Community (TC) method, which is a method of rehabilitation for drug addicts, where a positive community is formed in an organized and coordinated environment with activities that support physical change and mentally.

Integrated social therapy and rehabilitation services with the Therapeutic Community (TC) method are focused on coaching which includes 4 main things, namely (1) fostering character and personality, (2) emotional and psychological structuring, (3) improving spiritual and intellectual fields, and (4) skill abilities and survival. Seeing the service program provided by the National Center for Rehabilitation of BNN to victims of drug abuse shows that it is very feasible to be a place to see the effectiveness of the services of a rehabilitation center.

Based on the service of the Therapic Community (TC) which is dominant in fostering the character of drug victims, it is a service to improve the spiritual and intellectual fields. These two fields are services in developing the thinking and spirituality of a drug victim being rehabilitated. This service leads to changes in behavior of drug victims who later aim to improve aspects of knowledge, spiritual values, morals and ethics, so as to be able to deal with and overcome life's tasks and problems that have not been implemented.

Fostering the character of victims of abuse through the Therapeutic Community method implemented at the BNN Center for Rehabilitation has been going on for a long time, but there are problems in carrying out activities in the field. Among them are related to the condition of the residents themselves who come from different backgrounds, of course they experience different problems. In handling each individual, of course, it must be done in an integrated manner and the handling is different from one another, if this is not done then the implementation of character building for victims of drug abuse in the BNN Center for Rehabilitation becomes less effective. In addition, the implementation of the Therapeutic Community (TC) method which is less optimal results in residents who have not fully recovered from the problems caused by drug abuse, one day they can reuse their drugs again.

The success of a place of rehabilitation can be seen from the success of the programs implemented. For this reason, the authors want to know the service of a rehabilitation place in

implementing their program, especially those related to the implementation of character building for victims of drug abuse. To find out the extent of program services at the BNN Center for Rehabilitation in dealing with victims of drug abuse, the authors are interested in conducting research under the title Role of Rehabilitation Institutions in Fostering Narcotics User Characters with Spiritual and Intellectual Therapeutic Community (Tc).

2. Method

The research method used is a qualitative approach. This study uses a qualitative approach because this approach is the most suitable approach to describe in depth the realities that exist in the services of community therapists. This study uses a case study method. The study was conducted at the Center for Rehabilitation of BNN Lido, Bogor City, with the subjects of this study being the head of the National Rehabilitation Center for rehabilitation, rehabilitation management officers at the National Rehabilitation Center and residents (victims of drug abuse). As for the sample in this study were 1 (one) Head of the BNN Rehabilitation Center, 3 (three) rehabilitation officers, and 3 (three) residents (victims of drug abuse). The research data was collected through observation, interviews, documentation, and literature studies. Data analysis techniques consist of data reduction, data presentation, and data verification. Data validation uses triangulation techniques from data sources and data collection techniques.

3. Theory

Drug Rehabilitation

Rehabilitation of narcotics addicts is a treatment process to free addicts from dependence, and the period of rehabilitation is calculated as a period of serving a sentence. Rehabilitation of narcotics addicts is also a form of social protection that integrates narcotics addicts into social order so that he no longer commits narcotics abuse.

Based on Law No. 35 of 2009 concerning narcotics, which is a substitute for Law No. 22 of 1997 concerning Narcotics, there are at least two types of rehabilitation, namely medical rehabilitation and social rehabilitation. Article 1 point 16 of Law Number 35 of 2009 states that: Medical rehabilitation is a process of integrated medical activities to free addicts from drug addiction.

Article 1 item 17 of Law Number 35 of 2009 states that: Social rehabilitation is a process of integrated recovery activities, both physical, mental, and social, so that former narcotics addicts can return to carrying out social functions in people's lives.

In dealing with rehabilitation issues, the National Narcotics Agency has a special deputy to handle it, namely the Deputy for Rehabilitation. This can be seen in Article 20 paragraph (1) of the Republic of Indonesia Presidential Regulation Number 23 of 2010 concerning the National Narcotics Agency which states that:

> *"The Deputy for Rehabilitation is the implementing element for some tasks and functions in the field of rehabilitation under and responsible to the head of the BNN. President Number 23 of 2010 concerning the National Narcotics Agency."*

Understanding of Character

Epistemologically, the word character can mean character, psychological traits, morals or character that distinguish a person from others, or character. People with character means people who have character, personality, character, or morals. With meaning like this, the character is identical with personality or morals. Personality is a characteristic or characteristic or characteristic of a person that comes from formations received from the environment, such as families in childhood, and also from birth (Koesoema, 2007: 80).

Further explained that these characters become personal characteristics that include things such as behavior, habits, likes, dislikes, abilities, tendencies, potentials, values, and patterns of thought (Majid & Andayani, 2011, p. 11). According to the term character can be interpreted as "a person's mental or moral state, society, nation and so on, in Musfiroh suggests that characters refer to a series of attitudes (attitudes), behaviors (behaviors), motivations and skills." (Musfiroh, 2008, p. 27). And according to Hermawan Kertajaya defines characters as:

> "The characteristics possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual and are'machines' driving how someone acts, behaves, says, and responds to something."(Majid & Andayani, 2011, p. 11)

Based on some opinions stated above, that conclusions can be drawn on the character is a basic value in the form of good values in the individual and becomes a guideline for him in behaving and behaving. And it can also be said that the character is not just knowledge, but also about emotions, behavior and habits. Because people who know about character cannot be said to have character when they have not acted according to their knowledge.

There are six main characters (pillars of character) in humans that can be used to measure and assess their character and behavior in specific matters. These six characters can be said to be the pillars of human character (Fatchul Mu'in, 2011, p. 211), including:

a. Respect, is to show how we behave seriously and solemnly to others and ourselves. there is an element of awe and pride here. Treating others respectfully means letting them know that they are safe, happy, and important because of their position and role as human beings before us.

b. Responsibility, showing whether the person is a good character or not. People who run from responsibility are often disliked. Responsible for an object whether inanimate objects or living things means giving birth to attitudes and actions on the object, the fate and direction of the object, not allowing it.

c. Citizenship-civic duty (civic awareness) is values that must be taught to individuals as citizens who have the same rights as other citizens. This value must be maintained so that there is no violation of the value limit.

d. Fairness (fairness and honesty), Justice can refer to aspects of equality (sameness) or giving the rights of others equally. It can also be based on what he has done: people who work hard will get better and more.

e. Caring (caring and willingness to share), Concern is a trait that makes the culprit feel what others feel, knowing how it feels to be someone else, sometimes shown by the act of giving or engaging with other people.

f. Trushworthiness (trust), trust that is increasingly lost also contributes to human character. When trust is lost, people will interact with lies.

From this, it is hoped that character building can improve the attitudes and behavior of drug victims, and can make them realize that they will not repeat other mistakes. The activities in the BNN Center for Rehabilitation are not only to punish or guard drug victims but include the process of fostering so that drug victims are able to master specific skills and capabilities and can rejoin the social environment and interact with the community without feeling awkward.

Formal and non-formal educational institutions are able to accommodate character values that can be applied to the community so that a measure of community character quality can be achieved. So that community life that is synergistic, harmonious and organized will run well if the community has the value of that character.

Understanding Drug Use

Victims of drug abuse are abusers and use drugs themselves. According to the Law of the Republic of Indonesia No.22 of 1997 concerning Narcotics, the notion of drug addicts is people who use or misuse narcotics and in a state of dependence on narcotics both physically and psychologically (Putranto, 2009, p. 107). According to (Dadang Hawari, 2004, p. 147), drug abusers are a person who has a psychiatric disorder, a person who is sick, a patient, who needs help, therapy instead of law. The act of drug abuse with all its effects (crime, immorality, antisocial) is a further development of psychiatric disorders.

Based on the above opinion, it can be concluded that the understanding of victims of drug abuse is a person who uses and misuses narcotics for pleasure, overcomes stress and is dependent on using and abusing narcotics both physically and psychologically.

Impact of Drug Abuse

According to (Agus Dariyo, 2002: 33) the effects of drug abuse, namely:

a. Addiction personality

Individuals who experience personality addiction are characterized by likes to hide actions or motives of behavior, pretend, lie, cheat, break promises. Intellectually, individuals will easily forget, cannot concentrate, giving rise to decreased thinking capacity and decreased ability to make decisions in their lives, indeed having problems with drugs and alcohol, namely physical, mental, emotional, and spiritual.

b. Body health disorders

Body health problems experienced by drug abusers are: addiction (dependence), lung infection, heart infection, transmission of hepatitis C, B, and AIDS or HIV, Impotence, disability in the body. While the disorders experienced by drug addicts according to Isep Zainal (2009: 170) include:
1) Physical damage with the appearance of various physical abnormalities to the emergence of various physical ailments from mild to severe and contagious.
2) Psychological damage with the emergence of various mental disorders to mental illness (neurotic-psychotic).
3) Social damage with the appearance of various abnormal patterns of social behavior that disturbs him, his family and his social environment.
4) Spiritual damage with the emergence of emptiness and spiritual crises, deaths from overdoses, and infections.

Understanding the Therapeutic Community Method (TC)

According to the Directorate of Social Services and Rehabilitation of Drug Victims, Ministry of Social Affairs (2003: 24) Therapeutic Community (TC) is an environment where a group of individuals who previously lived "alienated" from the general public, tried to know themselves and learn to live life based on the main principles in relationships between individuals, so that they are able to change behavior that so far is not in accordance with social norms towards behavior that can be accepted by society.

While telling R. Suprayogo (2008: 48) defines the Therapeutic Community (TC) method as a method that applies the concepts to and for addicts (addict to addict) where they help restore themselves by helping other addicts recover (man to help to help self him).

From the above understanding it can be concluded that the Therapeutic Community (TC) method is a method in which an environment consisting of victims of drug abuse is assembled in an organized and structured manner that has the same problem and has the same goal of changing behavior that has been not in accordance with social norms towards behavior that can be accepted by the community.

Characteristics of Therapeutic Community (TC) Method

The theory underlying the Therapeutic Community (TC) method is a behavioral approach where a reward system applies and punishment in changing a behavior. In addition, a group approach is also used, where a group is used as a medium to change a behavior. Therapeutic Community (TC) method focuses on coaching covering 4 main things (MOSA, 2003: 25), namely:

a. Behavior changes (Behavior Modivication), Changes in behavior directed at the ability to manage their lives so as to form behaviors that are in accordance with the values and norms of community life.

b. Arranging emotions and psychology (Psychologican and Emotional), Changes in behavior directed at increasing self-adjustment abilities emotionally and psychologically.

c. Increased spiritual and intellectual (Intellectual and Spiritual) fields, Behavioral changes directed at increasing aspects of knowledge, spiritual values, morality and ethics, so as to be able to deal with and overcome their life's tasks and unresolved problems.

d. Ability to survive and independence (Survival and Vocational), Changes in behavior that is directed at increasing resident abilities and skills that can be applied to complete daily tasks and problems in life.

Department of Social Affairs (2003: 5) explains the five pillars of the Therapeutic Community (TC) method:

a. Family mileu concept (A family concept), Aims to equate equality among communities so that together become part of a family, where each staff and resident is a family member who is considered to have rights and obligations.

b. Peer pressure, residents who previously have the tendency to do negative things are guided by other peers to encourage each other and create a conducive atmosphere for positive actions.

c. Therapeutic session, this session aims to improve the self-esteem and personal development of residents in order to help the recovery process. Every activity carried out by residents is always directed towards forming behaviors including discipline, responsibility, and concern to support their recovery process.

d. Religious sessions (religious sessions) Aim to improve the quality of their faith and beliefs, and to enhance the values and understanding of their religion.

e. Role modeling, Being a role model means that each resident learns to be a role model for other residents, so that in the future it can provide exemplary. The learning process to become a role model makes it easier for residents to learn and teach following the success of resident observers.

4. Results and Discussion

The implementation of the Therapeutic Community method is carried out by the BNN Center for Rehabilitation through several stages, namely: (1) Phase of acceptance (intake process), (2) Initial recovery stage (entry unit), (3) Primary stage, (4) Re-entry stage, (5) Aftercare.

In addition to having to go through several stages of character building for victims of drug abuse through the Therapeutic Community method implemented at the BNN Center for Rehabilitation, the program focuses on 4 program categories. So the researcher took one of the 4 services implemented by the National BNN Rehabilitation Center which was very suitable for fostering the character of drug victims, namely: Development of thought and spirituality (Intellectual and Spiritual). According to researchers, spiritual and intellectual services are very suitable for fostering the character of drug victims where behavior changes are directed at increasing aspects of knowledge, spiritual values, morality and ethics, so that they are able to face and overcome their life's tasks and unresolved problems. The therapeutic group used included seminars, discussions, religious classes, reading yassin and religious dialogue.

From the results of research on spiritual and intellectual services carried out by the Center for Rehabilitation focusing on counseling programs, seminars, and discussions for drug victims for their intellectual fields. So that drug victims understand and understand the importance of science, so that they do not repeat or fall into the influence of drugs.

For the spiritual field of the Center for Rehabilitation, BNN implements religious programs, there are applied religious classes, the task of which is drug victims are taught to read iqro', al-quran, prayer, and religious dialogue. In order for drug victims to understand more about spiritual values and be more obedient to religion. So that later they will be able to become good citizens, who are religious and understand science.

Supporting factors in the implementation of character building through the TC method include the enthusiasm and hard work of rehabilitation officers in carrying out rehabilitation activities for drug abuse victims, the motivation of residents to recover fully from the effects of drug abuse, openness to each other between residents and managers of the BNN Rehabilitation Center. As well as support from the government in assisting the provision of facilities at the BNN Rehabilitation Center. Whereas the inhibiting factors are the lack of existing rehabilitation staff, the unavailability of guest house facilities to support family unity with residents in the recovery process, the families of drug abuse victims who do not play an active role in the rehabilitation process.

5. Conclusion

From the results of the above research it can be concluded that the stages of the implementation of the Therapeutic Community method carried out by the Central BNN Rehabilitation Center are 5 processes, namely:

a. Stage of acceptance (intake process),

b. The initial stage of recovery (entry unit),

c. Primary stage,

d. Re-entry stage,

e. Aftercare.

The process of fostering its own character is directed at increasing aspects of knowledge, spiritual values, morality and ethics, so as to be able to face and overcome life's tasks and unresolved problems. The therapeutic group used included seminars, discussions, religious classes, reading yassin and religious dialogue.

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Using TED Talks to Enrich Students' Vocabularies

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Abstract. Enriching vocabulary is one of the efforts to improve language competency. It supports the flow of communication and better understanding among the speakers. The use of technology can be applied to improve it. One of them is by utilizing TED Talks, a free website which consists of interesting and inspiring talks that can attract students to listen and indirectly add their vocabularies. Teachers can present this media in such a way to maximize its potential to improve students' vocabularies. Students exposed to this media will be able to get authentic input of the target language, but teachers are expected to be creative to maximize its advantages and minimize the disadvantages.

Keywords: enriching vocabulary, teaching media, TED talks

1. Introduction

Learning a foreign language can be quite challenging for some people, especially to those who do not have enough interest and motivation in mastering the language. Learning a language does not only mean learning its words and structures but also learning its discourse, language context, even learning the customs and cultures behind the use of the language. Constant effort is required to understand, produce, and manipulate the target language. Therefore, teaching a language must also have special approach to make the students feel comfortable and not burdened in learning the language.

According to [5], there are at least four important ideas in terms of learning any kind of language, they are:
- Learning to learn
- Learning about one's strengths and weaknesses as a learner
- Becoming better at solving challenging problems and accomplishing challenging tasks
- Intrinsic motivation-students being engaged because they want to be engaged

Teachers should consider those principles to get the students' best result of learning. It is expected that students will feel comfortable in learning a language when these ideas are applied in the process of learning.

Enriching students' vocabularies is one of the language learning goals that language teachers consider to be achieved in a learning process. This is one of the factors that will encourage language learners to actively use the language. It will also help to reduce anxiousness when dealing with the language because the learners feel that they have enough vocabularies to converse with. Better vocabulary acquisition process will possibly to happen to if the speakers feel comfortable to use the language, be more active, and get more exposure to the language.

Authentic language material is considered to be one of the possible media that can be used to enrich students' vocabularies. It seems to have become essential in creating communication-friendly, motivating classroom atmosphere [2]. Technology development nowadays also gives a wide array of authentic English language materials that can be accessed and used freely to support language learning activities. One of the sources of authentic materials that can be employed nowadays is TED Talks videos. TED talks not only provide spoken materials but it is also being completed with transcripts so that when students have difficulties understanding the talks they can directly consult to the transcripts which makes it easier for them to comprehend the meaning of certain words or terms. These will be really helpful to enrich students' vocabularies.

Dealing with this, there are some significances that can be fulfilled when employing TED Talks in classroom activities. Not only developing language skills, it can also connect the learners to the content of the talks, and foster critical thinking. TED Talks also offers great opportunity to learn vocabularies through concepts so that it helps to form connections between different contexts since it has been proven that connections between different contexts will increase comprehension toward certain spoken or written materials that will be good for better flow of communication.

Regarding all the advantages of this notion, this paper is aimed at describing theoretical and library research on how TED talks can enrich students' vocabularies. It will discuss about: a). TED talks definition, b). The advantages and disadvantages of using TED talks in teaching and learning process, c). How TED talks helps to enrich vocabularies. d). Activities to use TED talks in teaching and learning process.

2. Discussion

2.1   What is TED Talks?

One of the ways to motivate students to learn a language is by exposing them to authentic materials. Authentic materials will give different "vibes" to the students since they will feel that they are truly involve and exposed to real situations which will increase the students' interest. One of the best and practical sources for authentic materials nowadays is TED talks. In this case we can use TED talks as an alternative media since it is almost impossible to bring world class guest speakers in to school to lecture students about their chosen field of expertise. It is, however, easy to bring their ideas and their passions direct to our students through the superb online collection of TED Talks available. The nature of TED talks that gives full freedom to the speakers to express their ideas makes the talks more passionate, full of spirit and "raw," which can make the talks more attractive and can make the audience fully drawn to them.

TED is a non-profit organization which has been publishing various speeches and conference reports online since 2006. It is a global community which makes people easier to express ideas and opinions worldwide, suitable with its motto "Ideas Worth Spreading." It covers series of public speeches by notable people and even not so famous ones from any walks of life. Those people are given a chance to share their ideas, spread their spirits, and express their feelings and emotions toward certain topics that may not be able to be conveyed worldwide before. This condition makes it interesting for the audience to follow the talks and understand about the speakers' ideas more.

TED Talks is one of technology advancement that encourage people to use the language freely and in such a way where other people can also get benefits from it. TED stands for Technology,

Entertainment, and Design. The talks here usually only lasts fewer than 18 minutes but it packs a punch, unique ideas presented with passion [1]. The talks are made short to hinder boredom and keep the audience interest. The talks cover lots of interesting topics that will attract audiences from all ages. These talks, at many times, are also equipped with attractive animations, images, and illustrations that make them more interesting to watch.

2.2   The Advantages and Disadvantages of Using TED Talks in Teaching and Learning Process

TED talks is totally an authentic material since the speakers share their own personal stories, experiences, and ideas with their audience. The talks feel more alive because the speakers talk about their own personal matters and experiences. Not only that, the talks that relate to the speakers directly make them to have richer content and better deliveries from the speakers, so the ideas expressed feel fresher and more entertaining. Regarding its benefits to enrich students' vocabularies, according to [2] there are some advantages that can be achieved through the application of this media. They are:

- TED talks provide optional subtitles in more than 40 languages, so when students want to check their understanding about a certain word or term they can directly consult to the subtitle. This will be helpful because problems with difficult words can be handled sooner and easier.

- All the talks here are available online and offline. So if the students want to watch it later, they can download it and watch it again at anytime. It can also be helpful for students who live in the area where its internet connection may not be available with good quality at all times.

- The webpage is easy to access and navigate. There is complete information about the talks that the audience want to find. It includes the topic of the talks (health, science, literature, etc.), length of the talks, its language, and date of recording. Students and teachers can choose any topics suitable with their choice of interests. The level of availability is so high that whatever topics or areas that we choose will provide so many options for the talks as well. It is up to us to choose any talk we are interested in.

- It can raise students' awareness about different accents and English variations in vocabularies. Providing students with this kind of exposure will give them richer experience and better understanding and preparation toward varieties of language exposure that they will face in their real world.

- TED talks are modern, well-structured speeches that will be in line with the nature of young people nowadays that are very attached to digital world. They will be attracted more to materials which involve modern and digitalized designs. This can encourage them to be actively participating in the learning process.

Due to all of those facts mentioned, TED presentations are considered to be suitable for modern learner's needs and study text requirements [3]. Students can improve their vocabulary, listening, note-taking, and discussion skills. Its authentic content will improve students' motivation and increase their engagement in classroom activities as well.

Based on a research conducted by Anggareni, *et al.* [1], TED talks also proven to be able to improve students' vocabulary, creativity, speaking skill, critical thinking, and confidence due to the fact that it can boost students' active involvement during teaching and learning process. It becomes an interesting media to be applied in classroom activities too.

Aside from its advantages, there are also some disadvantages that teachers may encounter along the use of TED talks in classroom activities [1]. Some of them are:

- Students need more preparation to give ideas about TED talks topics

- Sometimes students have difficulties in understanding TED talks topics
- TED talks is a one-way communication
- It needs good internet connection to watch TED talks videos smoothly

To deal with those drawbacks, teachers must apply some strategies to minimize them. For example teachers can set some time limit to make students able to give better ideas about Ted talks topics that they watched. When students have difficulties to understand TED talk topics, teachers can give some hints about the topics or give them some possible resources that can be studied by the students to make them easier to understand the topics.

Dealing with TED talks as one-way communication, teachers can give follow up activities that encourage two-way communication after they finished watching TED talks such as asking them to have a group discussion or case studies based on the talks they have watched. These activities will improve their critical thinking ability as well.

Bad internet connection problem can be solved by downloading the TED talks when the connection is in stable condition and watch them later when they need them. The collection can also be used again at any time they want.

2.3   How TED Talks Helps to Enrich Students' Vocabularies

In learning a language, vocabulary acquisition is one of the most crucial matters to be concerned about. It can boost confidence and also reduce confidence when a person wants to use a certain language. The more vocabularies that a person has, the better language acquisition that he has, and it will directly influence other skills capacity in language learning. [7] argues that to infer meaning of spoken and written English, one need to have huge collection of vocabularies.

Vocabulary acquisition happens more effectively when learners make meaningful connections between words and pictures in order to learn more deeply than when they learn with words or pictures alone [4]. This may occur during teaching and process that includes TED talks as the teaching media. The nature of TED talks which has huge collections of topics, areas of interests, and talks of famous people around the world make it interesting for the students to watch and learn about it. Students will enjoy watching it due to its variety and vividness added to the normal routines of the class [6].

TED-Talk application helps students to gain new words from context. It provides transcripts so students can consult directly to the transcript when they find troubles understanding certain vocabularies. Different speakers performing in TED talks also give a chance for the students to understand wide range of English diversities which indirectly give better impact on students' vocabulary enrichment since it will make them more accustomed to the different types of accents or word choice that native English speakers use in certain situations.

2.4   Activities to Use TED Talks in Teaching and Learning Process

There are activities that can be developed based on TED talks application in ESL class. Teachers can create them as creatively as possible to meet the students' needs. Some of the possible activities are proposed by [2] based on the timing of the lesson, they are:

Timing	Type of Activity
Pre-listening tasks	*Speculation*: deducing the gist of a speech by its title; brainstorming key words about the topic; anticipating key concepts of the talk; *Research*: finding information about the speaker/topic;

Timing	Type of Activity
	Discussion: sharing opinions about the topic; discussing key vocabulary units of the talk, pre-taught by the language instructor; etc.
While-you-listen tasks	*Listening for specific information*: answering the teacher's questions; noting down unfamiliar/unclear vocabulary; *Listening* for details: answering the teacher's questions; *Listening* for gist: checking your predictions; focusing on general meaning of the talk; etc.
Post-listening tasks	*Speaking*: checking/comparing your answers; discussing the talk and its details; offering your opinions about the topic; debates; critical assessment of the presentation, etc.
Follow-up activities and home work assignments:	*Writing*: a summary, a plan or a critical review of the topic discussed in the class; opinion essays; *Listening and Speaking*: watching another talk to a similar topic, comparing and contrasting the two presentations, evaluating the key points and expanding on the *topic; etc.*

Those activities can still be developed and integrated with other activities as well to suit the students' capabilities and conditions to get better achievement in their learning process.

Other activities that can be applied using TED talks include out-of-class practice and in-class practice. During out-of-class practice, students can select the speech (or teachers can select them for the students) and listen to the speech while reading the transcript provided. It is important to also read the transcript since students may not be familiar with the words used in the talks. On the second listening, it is fine if the students listen to talks without reading the transcript.

When they finish doing the out-of-class practice, students can have in-class practice. In this activity students can show the speech to their friends. They will listen to the speech together and at times, students are chosen to verbally give their own definition of certain words in the speech. Students who are responsible for a certain video can act as a "tutor" for the other friends who will watch the video for the first time in class. After the video has been watched together by the class, a discussion can be conducted regarding the content of the talks. Teachers can choose suitable topics for the students which relate to their point of interest to make the discussion more alive.

Another key point for TED talks to become an effective media for enriching students' vocabulary is the teachers' creativity to make variation of activities using TED talks to engage students more in the process. When students are given chance to explore and express more in these activities then they will be more encouraged and motivated to participate actively.

3. Conclusion

TED talks as one of the advancement of technology can be considered as a resourceful media to enrich students' vocabularies. Its advantages include its high range of availability, originality, and high quality content which makes it a perfect choice for providing students with interactive and interesting media to be applied in and out of classroom context. What teachers should bear in mind is that they must also find some strategies to minimize its drawbacks and make them not quite influence the learning process.

TED talks that uses internet as its platform offers opportunities for digital literacy skills and provides authentic environment to get native English exposure. When applying this media for enriching students' vocabularies, teachers should give enough freedom to the students to explore the ideas and topics that may interest them. If the talks they watched are based on their own interest, they will be

more encouraged and eager to dig deeper to what the talks are about. Vocabulary acquisition will occur effectively if students are highly motivated to learn them by themselves.

As conclusion, it can be seen that TED talks will be advantageous to help students enriching their vocabularies. Authentic exposure offered by this webpage will provide students with authentic English needed to be dealt by students in their real discourse. Vocabulary acquisition can happen incidentally along this process and this is good for the students because they will feel fewer burdens in it. When this condition can be created, then the target of enriching students' vocabularies will be well achieved during the process.

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Implementation of the Dukasan Media Based on Higher Order Thinking Skills as An Efforts to Increase the Civic Knowledge

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Abstract

Higher Order Thinking Skills (HOTS) is one indicator of the success of learning in the 21st century. Analyzing, evaluating, and creating skills are the knowledge domains in the realm of Higher Order Thinking Skills (HOTS). In Pancasila and Civic Education subjects, civic knowledge is an aspect of material content developed based on the domain of knowledge. The teacher becomes an important aspect in developing civic knowledge by conducting learning innovations. The use of learning media can be a solution to develop the domain of civic knowledge. Dukasn media based on Higher Order Thinking Skills (HOTS) is a learning media that is modified from the game element where students will carry out an analysis, evaluation, and creating activity that is tailored to the content of the Pancasila and Civic Education material content on the insight card. The purpose of this article is to find out the theoretical study of research variables and the relationship between research variables on learning media, media based on HOTS, and the domain of civic knowledge. This study uses descriptive analytical methods, namely by describing theories according to experts about media Dukasan and civic knowledge. Based on the studies that have been carried out obtained the concepts, procedures, and indicators of media Dukasan and civic knowledge and media assumptions of Dukasan in increasing civic knowledge.

Keywords: dukasan media, civic education, civic knowledge

1. Background

The success of learning often requires teachers to innovate in carrying out the teaching and learning process. The development of learning methods, sources, and media was developed as an effort to succeed in learning. The use of learning media is one step that can be done as a form of variation and innovation of teachers in implementing learning so that the ability of students to develop optimally. With the learning media, it will make it easier for the teacher to deliver the lesson message. Learning media can foster participation, communication and creativity of students in understanding learning material (Bukhingham, 2015). This means that learning media will greatly help teachers in achieving learning goals. As stated by Putu Ekayani (2017; 8):

> *"Learning media has a very important role in improving learning achievement. Learning media is everything that is used to stimulate thoughts, feelings, attention, and abilities or skills of learning so that it can encourage the learning process. The learning media is quite*

> *broad including sources, environment, people, and methods that are used for learning purposes."*

Various media that can be used in learning aim to package learning to attract the attention of students and increase the desire of students to learn. According to Brings (1977) learning media is a physical means to deliver learning content/material such as books, videos, films, teaching aids, and so on. Activities that provide stimuli to attract students' attention are important, especially learning activities must be fun activities for students. The development of games-based media is an alternative learning innovation that increases students' learning motivation. Because playing is a necessary process so that children can develop cognitively and socially (Fileni 1998, Pieget 1962, and Provost 1990).

The use of learning media will create learning that is innovative, varied and fun, so that learning activities will motivate students to understand the material being taught. Modified media for learning purposes and equipped with knowledge will make it easier for students to classify material (Lin *et al*., 2015). In an effort to achieve competencies and improve learning outcomes and quality of education, a teacher is expected to have extensive knowledge and be able to design learning and be able to create fun learning for students (Rohani & Samsidar, 2017).

Pancasila and Citizenship learning is one of the subjects that has a broad and broad scope of material. As a compulsory subject in school, PPKn is a learning that is part of the government's strategy in instilling a sense of homeland love, being responsible, and having character in accordance with Pancasila values. The indicator of the success of being a good citizen can be seen through citizenship competencies. These aspects of competence include civic knowledge, civic skills, and civic dispositions. Knowledge of citizenship (civic knowledge) is the basic component of the formation of citizenship competencies. Civic knowledge is concerned with the content or what citizens ought to know; the subject matter, if you will. Conceptually civic knowledge is related to the content or what citizens should know.

The formation of citizenship knowledge is the basis of the success of PPKn learning in the classroom. The classroom climate that is open to discussion is an important factor in strengthening insight and knowledge as a whole. The research carried out by Fabio and Sara (2011) shows that an open classroom climate with discussion on Civics learning affects significantly the knowledge and values of students. The teacher has the obligation to carry out material with methods that support the success of achieving these learning outcomes. This can be done if the teacher continues to innovate PPKn learning. PPKn learning competencies must be achieved holistically. The success of civic skills and civic disposition missions is obtained because of the success of good civic knowledge knowledge base.

A study in the development of intellectual skills of students in schools, was examined by Berchah Pitoewas in 2016 with the title "Increasing Intellectual Skills by Using Media Meditations.," 4%, it can be concluded that dukasan media is effective in improving intellectual skills in learning PPKn. With the application of innovation media Dukasan in PPKn learning can increase learning motivation in students. The game/game elements in the Dukasan media add to the enthusiasm of learners, the classroom conditions become more alive and students become more active, and the level of saturation in learning decreases, and the understanding of PPKn material increases. Understanding of PPKn material called civic knowledge must be able to be developed in accordance with the needs and development of the times.

The results of the study conducted by Heong *et al*. (2011) entitled "The Needs of Analysis of Learning Higher Order Thinking Skills for Generating Ideas" showed that HOTS-based learning will

support creativity, innovation, and problem solving skills in daily life. The ability to solve problems is an important aspect in facing challenges in the 21st century (Sharp, 2008). High-level thinking skills will be categorized in the form of analyzing, evaluating, and creating skills. This media innovation is certainly very good if it is able to be packaged with the development of HOTS-based learning contained in the insight card component. HOST-based Hamlet media is a learning media that is modified from the elements of the game with the development of student-centered insight cards to carry out an analysis, evaluation, and creating activity tailored to the content of the PPKn material. Students constructively deepen learning by conducting critical thinking learning activities as a form of high-level thinking skills.

The formation of citizenship knowledge is the basis of the success of PPKn learning in the classroom. The teacher has the obligation to carry out material with methods that support the success of achieving these learning outcomes. This can be done if the teacher continues to innovate PPKn learning. PPKn learning competencies must be achieved holistically. The success of civic skills and civic disposition missions is obtained because of the success of good civic knowledge knowledge base. A study in the development of intellectual skills of students in schools, was examined by Berchah Pitoewas in 2016 with the title "Increasing Intellectual Skills by Using Media Meditations," 4%, it can be concluded that dukasan media is effective in improving intellectual skills in learning PPKn.

With the application of innovation media Dukasan in PPKn learning can increase learning motivation in students. The game/game elements in the Dukasan media add to the enthusiasm of learners, the classroom conditions become more alive and students become more active, and the level of saturation in learning decreases, and the understanding of PPKn material increases. Understanding of PPKn material called civic knowledge must be able to be developed in accordance with the needs and development of the times. HOST-based Dukasn media is a learning media that is modified from the elements of the game with the development of student-centered insight cards to carry out an analysis, evaluation, and creating activity tailored to the content of the PPKn material. Students constructively deepen learning by conducting critical thinking learning activities as a form of high-level thinking skills. Based on the description of the background above, the author formulates the title "***Implementation of The Dukasan Media Based On Higher Order Thinking Skills As An Efforts to Increase The Civic Knowledge***."

2. Discussion

The use of learning media is one step that can be done as a form of variation and innovation of teachers in implementing learning so that the ability of students to develop optimally. The development of games-based media is an alternative learning innovation that increases students' learning motivation. Because playing is a necessary process so that children can develop cognitively and socially (Fileni 1998, Pieget 1962, and Provost 1990). Other research results also show that games-based media is considered as an effort to reduce saturation, pressure, and stress and provide flexibility for self-freedom (Ryan el al 2006). Games that are modified and utilized in the world of education and learning become breakthroughs that are felt to have a positive impact on the development of student competencies. This is very good to develop considering there are challenges in some subjects that have a broad scope of material so that students are often considered boring. PPKn learning is one of the eyes that really needs to innovate because the learning challenges are so complex.

Theory Study which Underlies Learning Media

By paying attention to the complex and unique learning process, the accuracy of the selection of learning media will greatly influence the knowledge that students will build. Here are some theories that underlie learning media:

Constructivism Theory

The view of constructivism learning is the process of forming knowledge. Things that are characteristic of constructivism learning include students who are not seen as something that is rather something that has a purpose, learning must consider as optimal as possible the process of involvement of students, knowledge is not something that comes from outside, but is personally constructed, learning is not the transmission of knowledge, but it involves regulating the situation of the learning environment, and the curriculum is not just a matter of learning, but a set of learning, material and resources.

Humanistic Theory

Humanistic theory explains that the learning process must be started and aimed at humanizing human interests (humanization process). Humanistic learning theory emphasizes the contents of the learning process, it is intended to form good human beings. This is reinforced by the statement Surya (2003, p. 7), namely learning is a process carried out by individuals to strengthen a new behavior change as a whole, as a form of one's own experience in interaction with their environment.

Instructional Media

Learning media will help facilitate learning for students and help facilitate teaching for teachers, provide more real experiences (the abstract can be more concrete), attract greater student attention (learning activities can be more fun and not boring), and all the senses of students can activated (Asnawir & Usman (2002: 24). Learning media is a means of delivering learning messages related to models, learning strategies that aim to bring information, messages, material that can facilitate students through the learning process. As a tool for teaching and learning the media is used to stimulate thoughts, feelings, attention and abilities or skills, motivation to learn and the material taught will be clearer, more quickly understood so that it can improve student achievement.In this study the media is a tool that is planned and used to teach in Civics learning so it can increase the development of citizenship knowledge.

Dukasan Media Based on HOTS

Learning media include physical tools that are used to deliver teaching materials consisting of books, tape recorders, video cameras, video recorders, films, slides, photos, images, graphics, television, and computers (Gagne and Briggs in Arsyad, 2007, p. 4). Media becomes a learning resource or physical vehicle that contains instructional material in the environment of students which can stimulate students to learn. In that sense learning media can be interpreted as a learning resource that gives students the stimulus to learn to increase students' interest in the material learned in the learning process takes place. Improving the quality of learning can be carried out by utilizing innovative media. Innovative media designs can be inspired or modified from games that are familiar with the lives of students. Likewise with the Shaman Media developed in this study.

Previously, the author had developed an innovation media called Dukasan media as an effort to attract interest and motivate students to learn PPKn material. Dukasan media is a PPKn learning innovation media that is modified to play ludo, snake ladder, monopoly which is packaged with pictures

that have nuances of PPKn such as National Pillars, National Figures, National Symbols, etc. This media is very thick about educative values that bring the national mission to share character values such as honesty, cooperation, confidence, courage, caring, and responsibility. Dukasan Media is expected to be able to improve and innovate PPKn learning which has been considered boring, monotonous and uninteresting. The Dukasan media is designed in the form of a plus sign symbol consisting of 5 parts (boards), 1 middle board and 4 side boards (right, left, top, and bottom), 4 dice, 4 boxes of dice pedestrian statues, 48 insight cards and 1 flag. So far the Dukasan Media is still designed as a conventional physical media designed with a minimum size of 20X20 cm (on each board) so that the overall size is 60cm^2.

Dukasan media can be effective if students hav e sufficient knowledge about the material. Insight cards on Dukasan media can be in the form of commands for brief presentations/explaining about the material or in the form of short questions. Using modules that have been prepared by the author to facilitate media dukasan, or the teacher can create their own modules that aim to improve students' understanding and knowledge of PPKn material. HOST-based Dukasn media is a learning media that is modified from the elements of the game with the development of student-centered insight cards to carry out an analysis, evaluation, and creating activity tailored to the content of the PPKn material. Students constructively deepen learning by conducting critical thinking learning activities as a form of high-level thinking skills.

Steps to Using Media Meditation

1) The teacher divides students in class based on the number of media.
2) The teacher reads the terms and instructions of the Dukasan media
3) The teacher and students determine the group that will first start choosing an insight card
4) The first group selected an insight card that had been prepared and submitted to the next group. The group that chooses reads the challenges from the insight card (other groups follow along). Before reading the insight card the group must state a score that can answer the challenge correctly.
5) If the group can answer the challenge, the group can step as much as the score obtained from the insight card.
6) After the group has been right or wrong, the second group is welcome to choose an insight card and so the provisions are the same as before.

Overview of Civic Knowledge

Knowledge of citizenship (civic knowledge) is the basic component of the formation of citizenship competencies. Conceptually civic knowledge is related to the content or what citizens should know. The competencies to be realized through Citizenship subjects are divided into three groups, namely (Center Curriculum, 2001): Ability to master citizenship knowledge which includes: Understanding government goals and basic principles of the constitution of the government of the Republic of Indonesia, Knowing the structure, functions and tasks regional and national governments and how the involvement of citizens shapes public policy, recognizes the relationship between the state and nation of Indonesia with other countries and nations and world and/or international problems.

Civic knowledge is a part of the cognitive aspect which includes the ability of students to repeat or restate the concepts/principles that have been learned in the learning process that they have acquired. This process deals with the ability to think, competence in developing knowledge, recognition, understanding, conceptualization, determination and reasoning. Bloom describes a hierarchical

structure that identifies skills ranging from low to high levels. The thinking process describes the stage of thinking that must be mastered by students in order to be able to apply the theory into action. This cognitive domain consists of six levels, namely: (1) knowledge (knowledge), (2) comprehension (understanding or perception), (3) application (application), (4) analysis (decomposition or description), (5) synthesis (integration), and (6) evaluation. This component of citizenship knowledge is manifested in the form of five important questions which must continually be proposed as PKn learning resources (Branson, 1998), the five questions in question are: What is the life of citizenship, politics, and government? What are the basics of the political system? How does a constitutionally shaped government implement democratic goals, values and principles? What is the relationship between a country and other countries and their position on international issues then what is the role of citizens in democracy?

Based on some of these opinions, Civic knowledge is knowledge of citizenship relating to the content of what citizens should know. This first component must be realized in the form of five important questions that must be continually submitted as a learning resource for PPKn. Civic knowledge is related to substance material that citizens should know about their rights and obligations as citizens. This knowledge is fundamental about the structure and political system, the government and the ideal social system as documented in the life of nation and state and universal values in democratic societies and ways of cooperation to realize mutual progress and peaceful coexistence in a global society.

3. Conclusion

Dukasan Media is a PPKn learning innovation media that can be used as an evaluation of PPKn learning outcomes. Dukasan media is used in Cooperative Learning models in groups using dukuran boards and insight cards. The success of understanding of the material (Civic Knowledge) is seen from the achievement of the highest score (36) which then scores on insight cards are converted in scores and grades in accordance with the existing assessment guidelines. The expected results in this study are the analysis of the application of Media Dukasan in increasing the effectiveness of evaluation, especially in the knowledge of citizenship (Civic Knowlegde) with the form of insight cards contained in the media of the Dukasan.

This research provides a new repertoire for the field of PPKn which has quite high challenges in learning, especially in the realm of material understanding (civic knowledge). Competence in the realm of civic knowledge is the basis on which good and smart citizens must have knowledge as a basis for attitude and behavior. PPKn's learning outcomes in the domain are very complex, so that it requires innovation in developing models, methods, and learning media in the process of fostering critical thinking skills. This Dukasan media can be a solution for teachers as well as a new breakthrough for the development of the field of PPKn science studies.

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Defending Haudenosaunee Sovereignty as Seen in Oren Lyons' Orations to United Nations

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Abstract. Native American Nations have unique position in American political system. The relation between the U.S. Federal governments and Native nations is different from the relationship between the government and the states. The U.S. Constitution acknowledges hundreds of Native American nations within the U.S. borders as sovereign nations. However, those nations have never been truly free from the influence and interference of the U.S. government. This study discusses how the Haudenosaunee, a Native American Nation, construe the concept of sovereignty in this anomalous situation through the representation of sovereignty in three oration transcripts. The Haudenosaunee faith keeper, Chief Oren Lyons, delivered the orations in United Nations assemblies. The researcher employed Paul Ricoeur's interpretation theory to analyze the scripts. The study found that the Haudenosaunee construe sovereignty as a form of self-determination and self-governance. It is reflected through their cultural integrity and their sense of equal standing to other nations.

1. Introduction

The existence of Native American nations within the United States borders has always been unusual. The U.S. Constitution protects the political or "government-to-government" relationship between the Federal government and Indian nations. This relationship is different from that which the Federal government has with states and foreign nations. They are described as having sovereign status but are never truly free from the influence and domination of the United States. Initially, the U.S. government attempted to assimilate Native Americans into European-American culture. This attempt stems from the idea that if they merge tribal traditions with American culture, Native Americans would peacefully join the majority of the society. These efforts are ranging from Christianizing Native Americans, sending their children away from home to be educated in boarding school-cutting them off from their parents' culture, to breaking down their communal land into private properties. These endeavors fortunately failed to integrate completely all Native American people into dominant American culture. Today 573 federally recognized Native American Nations continue to exist within the U.S. borders (National Congress of American Indian [NCAI], 2017).

One of the remaining Native Nations in the U.S. is Haudenosaunee Confederacy, which is widely known as the Iroquois. This nation's territory used to extend from Lake Champlain and Lake George west to the Genesee River and Lake Ontario and from the St. Lawrence River south to the Susquehanna River (Reid, 1996). French and Dutch were the first Europeans to come into contact with the Haudenosunee. They soon became trading partners. However, this form of interaction did not last long. The Haudenosaunee and Europeans relationship were later filled with wars, treaties, and land loss.

Nothing has changed much after the establishment of the United States. To this day, the Haudenosaunee has lost much of its territory due to treaties and policies that favors the U.S. government.

Despite the ongoing pressure to give up their nations and identity, the Haudenosaunee is still pressing on. They keep on practicing their tradition, passing down their values to their younger generation and continuously fighting for their existence. Their tenacity can be seen from the various legal battles for land claims, many environmental campaigns they organized, and their leaders' appearances in international forums.

Native American leaders' presence in international forum, especially in United Nations Assemblies, plays important roles. It gives them opportunity to be heard. Not only does it call the world attention to the difficulties they face at home, but also empowers other indigenous communities around the world who face similar problems. Being present in international forums demonstrate Native Nations existence. Through such forums, international communities could see that even though they live within the United States territory, they remain uniquely separate nations. Oren Lyons, the faith keeper of the Haudenosaunee, is one of Native American chiefs who have the opportunity to represent Native American Nations. He first made international appearance in UN Assembly in Geneva in 1977.

This paper aims to discuss how Oren Lyons' addresses to United Nation assemblies help us to understand how the Haudenosaunee as a Native nation within the U.S. territory construe the concept of sovereignty. The first object of this study is "Where is the Eagle Seat?," which was delivered in Geneva in 1977. The second is "Address to UN General Assembly" delivered in New York 1992; and the last is "The Ice is Melting in the North" which was spoken in the same city in 2000.

2. Theoretical Framework

2.1 The Concept of Sovereignty

Sovereignty is a contested term that carries multiple meanings and interpretations. Commonly, people understand sovereignty as a basic attribute of modern nation-states, which are defined as "having a permanent population, a definitive territory, a functioning government, and an ability to conduct relations to other states" (Article 1 of 1933 Montevideo Convention of the Rights and Duties of States via Carlson, 2016, p. 3). A state is said to be sovereign if it has absolute supremacy over internal affairs within its territory, absolute right to govern its people, and freedom from any external interference in the above matters (Wang, 2004, p. 473). The absoluteness of these capacities is often questioned, however, as no modern nation is entirely free from external control. It is caused by relationship established among nations that brings with it limitations through military force, market dynamics, economic sanctions, reputation, or some combination thereof (Cobb, 2005, p. 116). In addition to the previous definition, sovereignty also means the supreme power from which all specific political powers are derived (Carlson, 2016, p. 16). This is the definition written in a 1977 report on Indian sovereignty prepared by the Institute for the Development of Indian Law (Carlson, 2016, p. 16).

The idea of sovereignty comes from across the Atlantic. This used to be the characteristic of the king or queen as a head of state; and it originally comes into being as the resistance from European Kingdoms that wanted to free themselves from union with Catholic Church. They wanted to cut their ties with the overarching authority of the pope. Whenever these kingdoms interacted with one another over jurisdiction, their authorities engaged in the act of asserting sovereignty, claiming to represent an

alternative to the papacy for the legitimate exercise of political and legal power. This would later lead to the formulation of what would be called as international law in the future, and the system of nation-state emerged from this situation (Carlson, 2016, p. 17).

As time goes by, the concept of sovereign power was no longer seen as the attribute of king or queen or the head of state. It became the attribute of the state itself. In modern and Western politics and law, the concept of sovereignty means that the nation-states possess supreme legislative and political authority, that they are legally independent, formally autonomous, and geographically separate. They are thus entitled to be free from interference by other states in their internal governance (Jackson via Carlson, 2016, p. 19).

By looking at the definition above, the Native American nations within the United States borders cannot be seen as sovereign nations. However, they are not formally called as colonies as well. Under U.S. Indian law, Native American nations has been associated with the term sovereignty, but in an alternate sense to full state sovereignty (Carlson, 2016, pp. 19-20).

Emma Gross identifies four main forms of sovereignty that are often used by Native American scholars or activist. They are political sovereignty, which is also called as tribal nationalism, legal sovereignty, self-determination, and self-governance. Carlson (2016) argues that self-governance is actually just one element of self-determination.

Political Sovereignty/Tribal Nationalism

The advocates of political sovereignty aspired to achieve some form of independent nation status. There are some militant Indian political movements associated with it. For example are American Indian Movements (AIM) and United Native Americans. The political rhetoric and manoeuvres used by members of both organizations since the late 1960s might be seen as earlier representation of this strain of sovereignty talk (Carlson, 2016, p. 37).

Legal Sovereignty

People who use legal sovereignty as strategies are commonly lawyers, legal professional and many tribal officials who advocate for Indian interests primarily within the framework of US legal-political system. Individuals or groups who use this strategy accept the need to work within the basic parameters of Indian sovereignty as defined by US Indian law. There are several points stressed by advocates of legal sovereignty. They are cultivating political relationships in Washington, developing viable litigation strategies to advance Native American interests, pressing for the honoring of treaty terms and the preservation of the existing land base, and maintaining the trust relationship between tribes and the federal government in the most advantageous terms possible (Carlson, 2016, p. 37).

Self-determination and Self-governance

Through self-determination movement, Native nations participation in the decision making process and commissioning administered through the Bureau of Indian Affairs (BIA) is maximized. With self-determination, Native nations sought to achieve restoration of tribal community, self-government, cultural renewal, reservation development and educational control.

Today native nations' governments have rights to maintain their power to decide their own governance structure, pass and enforce law through tribal courts just like state government. They can build infrastructure such as roads, bridges, and public buildings; they can provide public services such as

social programs, education, workforce development, and energy and land management (National Congress of American Indian [NCAI], 2017).

Historically, the emergence of federal policy that favors self-determination can be traced back to the 1930s. John Collier, a social worker who respected tribal cultures and values, was appointed commissioner of Bureau of Indian Affairs under President Franklin D. Roosevelt in 1933. He reformed BIA policies that Native American nations could have more control and influence over BIA decision making (Annual Report of the Secretary of the Interior, 1938, pp. 209–211 via historymatters.edu). Self-determination and self-governance is indispensable if tribal communities are to continue to protect their unique cultures and identities.

2.2   The Haudenosaunee

The Haudenosaunee Confederacy are amongst Native Americans who survive until today. There are six constituent Native nations that forms the Haudenosaunee. They are Mohawk, Seneca, Onondaga, Oneida, Cayuga, and Tuscarora (Reid, 1996). Oren Lyons whose orations are analyzed in this study comes from Onondaga tribe of the Haudenosaunee Confederacy.

In 1600 the population of the Five Nations is estimated to have been about a thousand and five hundred. By 1904 the six Haudenosaunee nations population reached sixteen thousand, not including several thousand persons of mixed blood. In the 1980s their total population was estimated to be over twenty thousand (Reid, 1996).

One of the earliest treaties made by the Haudenosaunee was recorded in two-row wampum belts, which was cultural material made of quarter-inch-long cylindrical beads carved out of shells found along the Atlantic coast (Johansen & Mann, 2000, p. 326). Here is the example of two row wampum which records the agreement made in 1613 in upstate New York between the Haudenosaunee and the Dutch colonies.
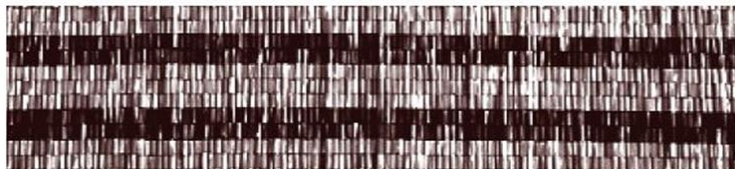
Source: Harris & Johnson, 2009, p.7

Figure 1.   Two Row Wampum

The two parallel lines of purple beads represent the two parties to the agreement. One purple line for a Haudenosaunee canoe and the other for a European ship, they were traveling side by side. Each boat contains the owner's culture, traditions, laws, language and ways of life. The white parallel lines illustrate that the two would travel in peace and friendship without interference (Harris & Johnson, 2009, p.7). This belt represents the earliest peace treaty between the Haudenosaunee and the Dutch in which the two sides agreed to respect each other's cultures and to never interfere in each other's affairs (Harris & Johnson, 2009, p. 7). This wampum demonstrated that from the very beginning, Haudenosaunee was regarded as separate sovereign nation by the White settlers.

Haudenosaunee tribes began to lose large portion of their land since after the American Revolution. They were forces to give up their land through series of treaties in the late 1700s (Gonyea, 1986, p. 19). The loss of vast quantities of land does not stop there, but it continues until the last half of

the 20th century (Graymont, 2005, p. 100). This condition provokes Haudenosaunee's sense of militancy and determination to oppose the ongoing domineering treatment by the white-dominated government.

In 1971, New York State Department of Transportation had planned to widen a section of Interstate 81 that ran along the border of the Onondaga Reservation and create an acceleration lane that would take far more land than was agreeable to the reservation residents without consulting the Onondagas (Graymont, 2005, p. 103). Consequently, in August, the Haudenosaunee organized a sit-down on the work site. This protest hindered the heavy construction vehicles to pass, thus it stopped the road construction. Over the weeks the protest grew larger and it continued on through October. Finally, an agreement was reached between Governor Nelson Rockefeller and the council of chiefs, permitting the state to widen the shoulder of the highway but not to include the large acceleration lane that had originally been planned. It was significant that the governor of New York had negotiated on an equal basis with the Haudenosaunee chiefs and had reached an agreeable compromise (Graymont, 2005, p. 104).

During the last half of the twentieth century, federal and state authorities took some portions of Haudenosaunee land (Gonyea, 1986:31). In 1958 and 1959 the Tuscarora and Seneca nations fought legal battle against the New York State Authorities who confiscated Tuscarora land for a power reservoir and permit the construction of and Kinzua Dam in Seneca Reservation (Gonyea, 1986, p. 31). In 1974 authorities illegally took some Mohawk Nation's territory (Gonyea, 1986, p. 31).

3. Literature Review

Hannum, an international lawyer, discussed the relevance of Native American sovereignty in this century (1999). He perceived sovereignty as constitutional or legal independence that is usually possessed by a state. It should possess a permanent population, a defined territory, government, and the capacity to enter into relations with other states.

Native Americans view sovereignty as a valuable concept. They have been struggling for it legally and culturally, believing that by gaining sovereignty they will be able to end the problems they faced as minorities.

Hannum, on the other hand, argues that sovereignty per se is not the solution for all predicaments faced by Native Americans. He illustrated that even independent states around the world have varied "independence" in exercising their power. Furthermore, he recounted a case in Navajo Reservation in 1998 when Albert Hale, the president of Navajo Nation, was highly criticized by the members of his own tribe and neighboring communities as he decided to close all the roads to Navajo Reservation in an attempt to gain Navajo Sovereignty. This event showed the reluctance of American citizen, including members of Native American community, to consider Native American Nations as "sovereign nations" within the United States. As a lawyer he stated that domestic or international law cannot provide easy answers to the complex problem of how Native American governments will relate to other governments and citizens in the twenty-first century. What is important according to Hannum is that both parties-Native American Society and American Government-must have mutual consent to solve problems rising from their often conflicting rights and interest.

Amanda J. Cobb in her *Understanding Tribal Sovereignty: Definitions, Conceptualizations, and Interpretations* attempted to discuss the concept of sovereignty. She pointed out that prior to 1965, the word sovereignty was not often used to describe Native American Citizen. Now, this word is used frequently in the same manner as the term "liberty" or "freedom." In her article, Cobb quoted Deloria

(2001) saying that Native American Studies Scholars must not'throw around'the big word such as "sovereignty" without giving real contribution to Native American communities.

Cobb realizes that the term sovereignty must have some identifiable characteristics and locatable meaning. Looking at the origin of this word, Lyons (Ojibway) recognized the definition of power carried by the word sovereignty, which is "locatable and recognizable power." Although a nation's sovereignty is inherent, but its ability to exercise its power in the world depends on acknowledgement or recognition from other nations. For Native American Nations, exercising their sovereignty is not easy because of their unequal power relation with the U.S. Government. They are paracolonial nations. Sovereignty is something that is inherent, but US Government often view that it is them who gave native people sovereign status.

Different from Hannum, Amanda J. Cobb strongly believes that sovereignty also manifests some indescribable quality, not wholly of the legal realm. She believes that sovereignty is also something which is deeply embedded in culture. There is association between sovereignty and cultural integrity.

Both Native Nations and US Government highlight the importance of cultural component in tribal sovereignty. However, they view it in very different ways. For Native nations, concepts of government and culture are inseparable. Sovereignty for native people also means cultural continuance. However, for the United States, tribal cultural integrity is viewed as a criterion, a quality that Native nations must prove for their sovereign status to be recognized. If American Indians cannot demonstrate their cultural distinctiveness within American society, Congress can simply terminate its government-to-government relationships with tribes and deny their sovereignty, as happened during the termination era of the 1950s.

Should Native American use the user-friendly term such as self-determination or cultural identity or cultural autonomy to replace the term sovereignty? Cobb argues that native people must use the term sovereignty because the language of sovereignty carries practical power; the practical powers of tribal sovereigns include (but are not limited to) the following:

> .".. the power to adopt its own form of government; to define the conditions of citizenship/membership in the nation; to regulate the domestic relations of the nations' citizens/members; to prescribe rules of inheritance with respect to all personal property and all interest in real property; to levy dues, fees, or taxes upon citizen/members and noncitizens/nonmembers; to remove or to exclude nonmembers of the tribe; to administer justice; and to prescribe the duties and regulate the conduct of federal employees (Cobb, 2005)."

If sovereignty carries those powers, then it unquestionably remains an appropriate term for Native nations. Cobb believes that Government and culture are not separate ideas. Sovereignty, as employed in the American sense, connotes the nation's ability to self-govern as a nation of individuals with individual rights. Sovereignty, for Native peoples, on the other hand, has a very different purpose. According to Lyons, "For Native peoples, sovereignty is the nation's ability to exist, thrive, and continue—not as individuals with individual rights, but as a collective whose sole existence is geared toward the continuation of the group."

In this study, the researcher aspires to see how a Native American nation, Haudenosaunee, construe the concept of sovereignty by looking at their chief's orations in international forum.

4. Methodology

The writer employs Paul Ricoeur's theory of interpretation. According to Ricoeur interpretation fills the gap between the speakers' initial intention and what his statements mean outside of his intentions (Ghasemi, Taghinejad, Kabiri, & Imani, 2011).

There are three steps of analysis in Ricoeur's interpretation. They are explanation, interpretation and understanding (Tan *et al.*, 2009). Understanding is more directed towards the intentional unity of discourse (the view of the whole), while explanation is more directed towards the analytic structure of the text (Ricoeur, 1976, p. 74).

Conducting a library research, the researcher will gather the data from journals, books, articles, and websites. The main data of the study are three Oren Lyons speech transcripts entitled "Where is the Eagle Seat?," "Address to UN General Assembly," and "The Ice is Melting in the North." Whereas other data related to the speech and the Haudenosaunee culture will be used as supporting data.

5. Representation of Haudenosaunee Sovereignty in Chief Oren Lyons Orations to United Nations

5.1 The Use of Indigenous Terminologies

In the three orations, Oren Lyons used various Indigenous terms. One of the indigenous terms he used is the Turtle Island to refer to American continent. The following is the quotations from the first speech.

> *"Of the Red brothers of the Western Hemisphere, of the two Great Turtle Islands a certain few of us have been given a short time and a great task to convince you that we too are human. And have rights (Scharding, 2002, p. 93)."*

In the second speech he did similar thing as he said, "I am Oren Lyons of the Haudenosaunee, and I am speaking on behalf of the indigenous people of North America, of this great Turtle Island (Ewen, 1994, p. 31)." Lyons, in the beginning of his speeches, introduced himself as the representative from the Turtle Island, not the American Continent.

There is a myth believed by many Native nations that American Continent was formed by a turtle who offers it shell to carry the Sky Woman who fell down from heaven to earth. The Turtle vowed to carry the Earth above him forever as he swam (Johansen & Mann, 2000, pp. 89, 90). The Sky Women would later have a daughter who would die in parturition. This daughter of the Sky Woman became Mother Earth as she died, because from her grave grow plants that would sustain human beings' existence (Johansen & Mann, 2000, p. 91). The indigenous term of Mother Earth also appeared in Oren Lyons speech.

In his 1977 speech Lyons said, "On behalf of our mother the Earth and all the great elements we come here and we say they too have rights" (Scharding, 2002, p. 93). In the second speech he remarked, "Our mothers nurture and guard that seed, and we respect and love them for that, just as we love etenoha, Mother Earth, for the same spiritual work and mystery," (Ewen, 1994, p. 31). In the third speech the term Mother Earth is also found as Lyons said, "There can be no peace as long as we wage war upon Our Mother, The Earth" (Lyons, 2000).

Oren Lyon's faithfulness to continue referring to the land as Turtle Island and calling the Earth as Mother shows that as a Haudenosaunee, he continued to see the American land and the earth through the eyes of tradition.

In addition to the two Indigenous terms, Lyons also spoke native language when he greeted the audience in the beginning of his third speech. He said *Neyaweha-scano*, which means: thank you for being well. He closed two of his speeches by saying *Dahnato, Neyawenha*, meaning "I am finished; thank you."

5.2   Assertion That the Haudenosaunee Has Equal Standing with Other Nations

In the first oration, Lyons emphasize that the Haudenosaunee has equal standing with other people in the world by saying that they too are human; therefore, they have rights. Here is the quotation.

> *"Of the Red brothers of the Western Hemisphere, of the two great Turtle Islands, a certain few of us have been given a short time and a great task to convince you that we too are human. And have rights ... We were told in the beginning that we were not human. There are great arguments in the histories of many countries as to the humanness of the Red people of the Western Hemisphere. I must warn you that the Creator made us all equal with one another (Scharding, 2002, p. 93)."*

In the citation, Oren Lyons mentioned that everybody is created equal by the Creator. For the Haudenosaunee, equal value possessed by human beings is inherent as it is given to them by the Creator. Lyons, in a different occasion, pointed out that this is the concept of sovereignty understood by the Haudenosaunee. He said that they apply sovereignty even further than nations. They apply it to individuals in the form of respect. This nation understands the concept of freedom and being born free with rights (Lyons, 1991). The quotation demonstrates that for the Haudenosaunee their position have always been and continues to be equal to all peoples and nations.

5.3   Challenge to the United States Government

The first speech in 1977 is one of the first international forums in which Native American delegates were given chance to voice their aspiration. Lyons used that chance to question the President of the United States about the violation of human rights done by the U.S. Government to Native Americans.

> *"The President of the U.S.A has brought forth into the forum, of the international world, the issue of human rights. It affords us the opportunity at this time to present our position on the issue of human rights. It is strange indeed that we have to travel this far to the east, to the European continent to turn and speak to the President of the U.S. and ask him about our human rights (Scharding, 2002, p. 93)."*

This question can be seen as political measures taken by Lyons. Questioning the President of the United States in such forum would certainly call the world's attention. The subjugation of Native American by the U.S. is certainly a violation of human rights; and this problem was certainly not addressed well at home, as Lyons said that the Native American delegates needed to travel to European continent to ask the President about their inalienable rights.

Lyons took another political measure in the second speech. The following are the quotation.

> *"Another issue is that of violations of treaties that we have with the United States and Canada: there are 371 ratified treaties and agreements between the Indian nations and the United States. The Ruby Valley treaty of the Western Shoshone is a prime example of what the violations of treaties bring: human rights violations, forced removals, disenfranchisement of traditional people with confiscations of their property and livestock (Ewen, 1994, p. 31)."*

Lyons pointed out treaty violations done by the U.S. and Canadian Government in the quotation. He did not stop there, he proceeded by telling the audience about violation of sacred sites done to Apache Nation.

"The refusal to recognize and support the religious freedoms of our people and the decisions of the Supreme Court which incorporate this attitude into federal law translate into the violation of sacred sites. Mt. Graham in Apache country is now a projected site for an observatory, causing great stress to the Apache peoples who have depended upon the spiritual forces of this mountain for survival (Ewen, 1994, p. 31)."

In the above quotation, Lyons pointed out the problem of sacred sites violation that caused distress to other fellow Native American Nation, the Apache Nation. To Native American, land is an integral part of their spiritual survival. The federal government decision to build observatory project in their sacred sites was certainly an insult to the Apache Nation.

This discussion about abuses done by the U.S. and Canadian government and intrusion to Native American sacred sites shows that Oren Lyons, as Native American leader, know well about the rights of his people. By bringing up of this subject matter, he let the U.S. and Canadian government know that they could not do to Native People whatever they wanted to do; he let them know that there are boundaries they should never trespass.

5.4   Remark on Haudenosaunee Tradition

The three speeches were full of Haudenosaunee tradition. The most apparent tradition that was always shared by Oren Lyons is Haudenosaunee worldview that perceives equality among all creations.

Oren Lyons advocates the principle of equality of all creations and the rights of the natural world as he said,

"Our nations who have principles of justice and equality, who have respect for the natural world, on behalf of our mother the Earth and all the great elements we come here and we say they too have rights... And it is with this spirit that we come here and we hope that the people and the nations from which we come and to which we will have to return and which we will have to face, whatever they may have in store for our speaking the truth on behalf of people, of the world, of the four-footed, of the winged, of the fish that swim. Someone must speak for them. I do not see a delegation for the four-footed. I see no seat for the eagles (Scharding, 2002, p. 93)."

When questioning about the delegation of the natural world in the assembly, Lyons metaphorically asserted how important it is to address environmental issues in the gathering. In the Haudenosaunee tradition, when the councils gather, they were instructed not only to talk about the wellbeing of the people, but also the natural world.

This worldview embraced by the Haudenosaunee is foreign to the audience. In western tradition, human being is considered as superior to the rest of creations; and they are given the rights to outsource the natural world to their advantage. It is different for the Haudenosaunee. They have a concept that all forms of creations are linked to one another and all of them are equal (Cajete, 2000, p. 95).

The second Haudenosaunee tradition that can be identified in the three oration texts is concern for future generation. The quotation is as follow.

"The future generations, our children, our grandchildren, and their grandchildren are our concern. That they may have clean water to drink that they may observe our four-footed brothers before they are extinct, that they may enjoy the elements that we are so fortunate to have and that serves us as human beings (Scharding, 2002, p. 93)."

The quotation demonstrates that in Haudenosaunee community the generations to come have equal rights with the present generation. They should be able to enjoy the natural resources enjoyed by

present generation. The concern for future generation can also be found in the second oration as Lyons said, "…Our leaders were instructed to be men with vision and to make every decision on behalf of the seventh generation to come, to have compassion and love for those generation yet unborn (Ewen, 1994)." In this citation, Oren Lyons stresses the obligation of the Haudenosaunee leaders to make the decision on behalf of the future generation.

In Haudenosaunee tradition, the obligation of leaders to think about the future generation in their decision-making is regulated in the Great Law of Peace, the law that governs Haudenosaunee community. The term'seventh generation' shows how important it is for Haudenosaunee leaders to be visionary, to be able to see far into the future.

The obligation to keep the welfare of the seventh generations to come is not only the responsibility of the leaders, but also the responsibility of all people. This idea is reflected in the following quotation in which Lyons stated that all people have responsibility to choose a path of life which has the future for the children.

> "So then, what is the message I bring to you today? Is it our common future? It seems that we are living in a time of prophesies, a time of definitions and decisions. We are the generation with the responsibility and option to choose the path of life with a future for our children-or the path that defies the laws of regeneration. Even though you and I are in different boats-you in your boat and we in our canoe-we share the same river of life. What befalls me befalls you. And downstream, downstream in this river of life, our children will pay for our selfishness, for our greed, and for our lack of vision (Ewen, 1994)."

Oren Lyons, in his statement above implied that thinking about the welfare of the coming generations is not only the obligation of the Haudenosaunee, but the obligation of all people. It is because the Haudenosaunee and other people shared common fate, for there is only one world that people live in.

The next concept from the Haudenosaunee tradition introduced by Lyons is natural law. This concept was implicitly declared in the following quotation.

> "Power is not manifesting in the human being. True power is in the Creator. If we continue to ignore the message by which we exist and we continue to destroy the source of our lives then our children will suffer (Scharding, 2002, p. 93)."

Lyons was talking about natural law when he mentioned that human beings will suffer if they destroy the source of their lives (the natural world). In the second speech he made similar statement.

> "Can we survive another five hundred years ofsustainable development? I don't think so. Not with the definition of sustainable used today-I don't think so. So reality and the natural law will prevail; the law of the seed and regeneration. We can still alter our course. It is not too late. We still have options. We need the courage to change our values for the regeneration of our families, the life that surrounds us (Ewen, 1994)."

In his statement above, Lyons prophesize that people cannot survive another five hundreds of years with the definition of sustainability people used today. It means that generations who lived in the coming five hundred years will face hardship, and probably the world is not going to be a good place to live in. It is because the prevailing of the natural law, as if people continue to violate this law by living unsustainably, their survival as human being species will definitely be at threat.

Natural law is a powerful influence in traditional Haudenosaunee understanding. Those who chose to ignore it, or toil against it, often suffered grave repercussions (Cousins, 2004). People cannot excessively exploit the natural resource and expect nothing to happen. This causal connection of

destroying the source of live and the suffering of people is one example of the working mechanism of natural law believed by Haudenosaunee.

The next Haudenosaunee tradition mentioned in Lyons' speech is the Great Law of Peace. Here is his statement.

> *"This proclamation brings hope, inspiration, and a renewed dedication to our quest for self-determination, justice, freedom, and peace in our homelands and our territories. Indeed, the quest is a renewal of what we enjoyed before the coming of our white brothers from across the sea. We lived contentedly under the Gayaneshakgowa, the Great Law of Peace. We were instructed to create societies based upon the principles of peace, equity, justice, and the power of the good mind (Ewen, 1994)."*

The Great Law of Peace, the law by which the Haudenosaunee live, contains three counterbalancing principles of life (Johansson & Mann, 2000, p. 137). Within these three counterbalancing principles lie what are called by Oren Lyons in his oration as the principle of peace, equity, justice, and the power of the good mind. The first truism was that a stable (good) mind and healthy body should be in balance so that peace between individuals and groups could occur (Johansson & Mann, 2000, p. 137).

Democratic principle from the Haudenosaunee tradition was also asserted in one of the orations. The following is Lyon's statement about the democratic principle of the Haudenosaunee.

> *"Our societies are based upon great democratic principles of authority in the people and of equal responsibilities for the men and the women. This was a great way of life across this great Turtle Island; and freedom, with respect, was everywhere (Ewen, 1994)."*

The democratic principle declared by Oren Lyons above is different from democratic principle in American understanding. Specifically, in this oration, Lyons showed two important principles within Haudenosaunee democracy, which are authority in the people and equal responsibilities for Haudenosaunee men and women. These two principles are intertwined to one another, and this intertwining is reflected in the Haudenosaunee political system.

First of all, the primary mode of Haudenosaunee political system is consensus and this is regulated within the Great Law of Peace in the section Popular Sovereignty (Johansson & Mann, 2000, p. 61). Consensus in Haudenosaunee is a long process, and is clearly different from the concept of consensus in western paradigm which is designed for speed and efficiency (Johansson & Mann, 2000, p. 61). In order to arrive at consensus, all minds had first to be consulted and the consultation occurred through a set round of councils. These councils represented clans, with the Clan Mothers' councils (women council) meeting locally and the men's Grand Council meeting federally. Each council level, whether female or male, had to be in consensus before it sent a matter forward. The next council in line could not meet until its preceding council or subcommittee of council had come to an agreement on the matter (Johansson & Mann, 2000, p. 61). Furthermore, there is no hierarchy nor is the structure of political system top-down as usually found in western governmental system. The structure was horizontal. The top leaders of Haudenosaunee, Jigonsaseh and Adodaroh's positions are first among equals; their jobs are to facilitate consensus, not to issue directives. This is the democracy of the Haudenosaunee; with this system, freedom and respect among people, specifically among men and women can be maintained. With consensus conducted to make sure that all minds are considered, the authority of the people is guaranteed. Moreover, the possibility of power abused was narrowed because there is no concept of hierarchical structure within the government. This ideal vanished with the coming of European settlers. In the colonial era, a hierarchical structure of government was reinforced to the

Haudenosaunee; and as the United States was established, its government disbanded the women councils as one action of its forced assimilation policy. Those are the Haudenosaunee traditions reflected in Oren Lyons addresses to United Nations.

5.5 U.S. Territory vs. Native American Territory

In the second speech, Lyons recounted the history of European colonization in America. He highlighted how the coming of European settlers has been detrimental to Native Americans.

> *"All of these troubles have come from across the sea. The catastrophes that we have suffered at the hands of our brothers from across the sea have been unremitting and inexcusable. They have crushed our peoples and our nations down through the centuries. You brought us disease and death and the idea of Christian dominion over "heathens," "pagans," "savages." Our lands were declared vacant by papal bulls. You created laws to justify the pillaging of our lands. We were systematically stripped of our resources, religions, and dignity. Indeed, we became resources of labor for gold mines and in cane fields. Life for us was unspeakably cruel … Five hundred years ago, you came to our pristine lands of great forests, rolling plains, and crystal clear lake, streams, and waters. Since then we have suffered in your quest for god, for glory, for gold. But we have survived (Ewen, 1994)."*

This recount shows that Native Americans, particularly the Haudenosaunee, have a clear communal memory that they are the rightful owner of the American land and all the natural resources it has. Their ancestors were robbed of their life sustenance and dignity due to European expansion.

6. Haudenosaunee Interpretation over Their Sovereignty as Suggested by Chief Oren Lyons Orations to United Nations

From the representation of sovereignty in the texts, it can be concluded that the Haudenosaunee construes sovereignty in the form of self-determination and self-governance. This Native nation does not sought to be politically and legally separated from the United States. They asserted their sovereignty mainly by showing that they have cultural integrity. They know clearly that they have equal standing with other nations in the world, and thus they are willing to take part in addressing world problem such as environmental problem.

6.1 Cultural Integrity

The Haudenosaunee are still practicing their traditions. Lyons used Indigenous terminologies in his speech. He also pointed out some of Haudenosaunee traditions that concerns about the fate of the future generation. He talked about equality among all creations that only exists in Indigenous paradigm. He discussed about the Great Law of Peace, the Haudenosaunee constitution by which the Haudenosaunee people live. The democratic principle that governed by the Great Law of Peace was also mentioned in the oration. This sense of cultural integrity strengthens their identity as a sovereign nation. They do not just assimilate to the dominant culture, but they retain their identity as a separate nation by holding unto their tradition.

6.2 Equal Standing

From the three orations, it can be inferred that the Haudenosaunee have a clear sense that they are not subordinate. They have fundamental belief on equality among all human beings and all creations. They have sense of entitlement over the American land. They have clear communal memory over the

colonization of the European settler that changes the course of their fate as a nation. They can recount the treaties violated by the U.S. Government; they know their rights and they stand their ground.

6.3   Participation in Addressing World Problem

By sending their delegates to international forum, the Haudenosaunee maintained nation-to-nation relationships as an active expression of their right to self-determination. Sharing the Haudenosaunee tradition, such as Indigenous knowledge concerning future generation and equality among all creations, can contribute to the possible solution to the world's environmental problems caused by continuous unsustainable practice. Through the sharing of Haudenosaunee Indigenous knowledge, the orators, Oren Lyons demonstrated that Native American people can play an important part in global forum to give alternative solution for world problem.

7. Conclusion

As one of the remaining Native nations within the United States Border, the Haudenosaunee construe their sovereignty as a form of self-determination and self-governance. The representation of sovereignty that can be found in the oration texts are the use of indigenous terminology, assertion that they have equal standing with other nations, challenge to the U.S. government, remark on the Haudenosaunee tradition, and revealing the subjugation of the Haudenosaunee. From the identified representation, it is concluded that the Haudenosaunee asserts their sovereignty through cultural integrity, belief that they have equal standing with the U.S. and other nations, and their participation to address world problem by sharing their indigenous knowledge in international forums.

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Subtitles Typographical Features on Novel, L2 Viewers and Listening Comprehension

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The purpose goal of this study was to test the effect of typographical features of subtitles including size, colour and position on L2 English viewers' retention and recall of texts in game visual novel. And, also the voice effect of the visual game.Quasi experimental research played in this study with 54 students of two departments, with the same characteristics. It was played the game visual novel into both classes, and administered 45 multiple choice test and questioners in the end of the classes. Both classes went through the same procedures, but one class watched the customized subtitled of the visual game novel. The data gathered were subjected to the statistical procedure of paired sample t-test. And, the result showed that the experimental class showed the better result on their understanding of the story, but there is contrarily on the listening comprehension result, it is found that the both subtitles did not have an effect on participants' listening comprehension. This study has implications for English language teachers and material developers to benefit customized bimodal subtitles as a mnemonic tool for better comprehension, retention and recall of aural content in game visual novel via Computer Assisted Language Teaching approach.

Keywords: Typographical features, game visual novel, subtitles, retention and recall, Listening comprehension.

1. Introduction

The rapid development of teaching English as a foreign language had a big impact on English for Specific Purpose area, there are; speaking, listening, reading and writing areas. This cannot be separated from today's IT development, that gave birth to many creative things to support teaching methods. One of the impacts is on the teaching supporting materials, especially for listening. That is visual novel. It is featuring mostly static graphics, most often using anime_style art or occasionally live-action stills (and sometime video footage). As the name might suggest, they resemble mixed-media novels. This is as another way to enrich the teachers teaching materials are by using visual novel, a medium using the narrative style of literature. They tend to put more emphasis on the plot and on characterization, rather than on action scenes. Visual novels are effectively seen as a digital evolution books, with music, pictures, and occasionally even voice acting or movies. The only major difference between a videogame and a typical visual novel is player interaction. Visual Novels mostly do not have a game play nor interaction outside of continuing the dialogue with a button press or making a decision when a choice pops up, even though the typical game drive the user do a lot more than that. However, those two

things also share a lot of things; music, sound effects, animation and voice acting are commonly found in both. Some visual novels even include'actual'gameplay elements, such as Zero Escape with its escape the room puzzles. Visual novels are commonly made with game engines, such as Unity or Ren'Py (which is basically Pygame with extra code).

This study focusing on the correlation between teaching methods using visual game novel and students' listening comprehension. Listening involves three cognitive processing phases-perceptions, parsing, and utilization (Anderson, 1983; 1995). The limited capacity of short term memory among L2 learners makes them tend to forget what was heard while rushing to process the new input (Goh, 2000). Relate them to the development of teaching modality to strengthen L2 retention and recall of vocabulary, there are a lot of sources that become the media for teaching listening, especially in attracting interest of ESP students in Listening session. Kusumawati, E & Hasan (2018) said that many students believe that movies can develop their listening. More over, it showed that movie is the other way to connect the students with the story they like to enhance their listening skill. Full video captioning gave benefit to enhance listening comprehension (Bensalem, A. E; 2016).

Most scholars believe and have been proved that listening comprehension can be enhanced with the addition of images (Guichon & McLornan, 2008; Stempleski, 2003; Markham, Peter & McCarthy, 2001) Thus, beside that movies are motivating media due to encompassing various topics and that they are presented with both audio and visual stimuli (Stempleski, 2003), then the benefit of using it for language learning are their images and sound that help set the scene of events and its additional information, like their paralinguistic features, provided as a part of support to listening comprehension (Guichon & McLornan, 2008).

Other scholars added the theory that the typographical features for scenes play an important role to attract the user (the learner) attention curiosity about the story given on the visual novel Weinman (2010). Immersing in the authentic and vivid English context, through the subtitles and lively conversation, students can see the image and hear the pronunciation, use their background knowledge and thus, fetch the main ideas (Safranj, 2015). Typographical features such as size, colors and positions are paid much intentions, conveying the meaning, and even prioritizing the words in the text to be seen, read and consolidating in mind. The significance of typographical features of subtitles, transcribed lyrics, in a music video to prove the value of typo graphics and the effects they could bring about on viewers' mind to read and understand the lyrics in the least possible time and recalling later (Ashtiani, 2017).

When students are engaged in the listening activity, subtitles can give better emphasis or hint of what they should pay attention to, then it gave impacts to their retention and recall of their vocabulary prior knowledge.

In lights of the background study, questions come up with need some proofs to show:
1. Is there any influence using conventional visual novel and visual game novel on students' listening comprehension?
2. What about the treatment used to apply during the experiment conduct?
3. And, those two kind of visual novel and the treatments of the teachers applied has any relation impact?

2. Methods

With quasi experimental, used pre-test and post-test design. Explicit instruction and natural instruction method were used in those experimental classes. The subjects were the 3rd semesters of classes from

Computers engineering department and Informatics engineering department of *Politeknik Elektronika Negeri* Surabaya. They were chosen because those students departments have the same characteristics and level of English proficiency.

Before the experiment conducted, both classes were ensured to be equal in all aspects by observing both classrooms, interviewing the English teacher taught in both classes and examining the English scores in the previous semester. Those were carried out as the efforts to reduce the threats towards internal validity (Ary, Jacob & Sorensen. 2006: 298). The data of those two groups are shown in the table 1.

Table 1.   The Qualitative Features between Two Classes

No	Features	Visual Games Novel Group-VGN (Group A)	Conventional Visual Novel Group-CVN (Group B)
1	Number of students	27	29
2	Mean scores for English Subject	50.07	50.55
3	The schedule of English subject	Monday 3-4	Monday 7-8

Taking the qualitative features in those two classes, it concluded that they were not significant regarding students' number in the portion of mean scores for English subject. It can assume that both classes were homogenous. It is to prove that both groups are equal to avoid the bias.

After that, the researcher and teachers were collecting the score of both classes to compare. It used to determine the effect of the treatment into both classes based on their proficiency. Flashback before the treatments started, the researcher and teachers collected the students' data from their previous semester, to ensure that both classes were equal on their language achievement.

When the experimentation began, both classes had 2 different instructions in the class. Group A with Explicit instruction, and group B with natural instruction. They had the same listening session, but with different visual type. One class (group A) used with the English visual game novel, and another class (group B) used the conventional visual game novel. Due to this study, the researcher prepared two types of visual material to present in those classes. But, those materials had the same audio material for listening. After conducting four meetings, the post-test was given.

While in the processing of teaching and learning, a teaching schedule alternation between the teacher and the researcher was applied in order to minimize the possible threats. By alternating the teaching schedule between the teacher and the researcher, the atmosphere of teaching and learning was conditioned casual like the usual classes to avoid the students suspicious of under the research study. The discussion on the detailed lesson plan, including teaching strategy, media/materials, and assessment were carried out to the process of experiment. Those things are used to ensure that the lesson plan and the instructions could be applied appropriately. The details of the lesson plan were given to the teachers before starting the class. The teaching schedule alternation between the teacher and the researcher is shown in the table 2.

Table 2.   The Teaching Schedules

Meeting	Group A-VGN	Group B-CVN
1	The English teacher	The researcher
2	The researcher	The English teacher

Meeting	Group A-VGN	Group B-CVN
3	The English teacher	The researcher
4	The researcher	The English teacher
5	The English teacher	The researcher
6	The researcher	The English teacher

Before starting the class, the teacher and the researcher would do some discussions about the plans, the threats, the obstacles, and some imagine condition that would be the barrier in the class. Then tried to find the alter list strategies as the solutions to keep the class working out. Four (4) visual game novels and conventional visual novel were used in the experimental classes.

3. Procedures

Data Collections

To complete the purpose study, the same topic visual game novel was chosen, and used in listening for both experimental groups. This visual game novel was chosen because it is required on the syllabus. One of the syllabi discussed about Campus life.

After watching the movie, both groups received questionnaires which aim to elicit students' feedback regarding the use of the visual game novel in the class, and also to investigate the relationship between movie viewing and students' performance. Both experimental classes were then given paper based quiz with vocabulary and listening activities in multiple choice and cloze test.

Pre-test

To investigate the effects of subtitles on listening comprehension, the researcher used SPSS 19. The result obtained from the pre-test of all the groups were presented that the mean score of the group A is 50.0741, and the mean score of group B is 50.5517.

The result of the statistics showed that all groups are almost the same regarding their vocabulary knowledge, and there is no significant difference between them.

Post-test

After analysing the pre-test result, at the end of the treatment, the result obtained from the post-test analysed. The descriptive statistics of the participants' performance in those two groups show that the mean score of group A is 51.4815, and the mean score of group B is 38.4828.

The mean score of each group and comparison with the mean obtained from pre-test revealed that both experimental groups have performed better on post-test and the mean of two groups are significantly increased. As shown by group A with the mean score 51.4815, the group with subtitle significantly outperformed higher than the other group. Another experimental group, the visual game novel without subtitle had the lower.

4. Discussions

Based on the statistics numbers, there are two experimental groups, the visual game novel in group A (VGN), and the other class as group B used the conventional visual novel (CVN). They were under different instructions, explicit instruction group and natural instruction group, and they also had

different treatment media, one group gave the treatment with visual game novel, and the other gave the treatment with conventional visual novel.

Overall, in this study the groups showed enthusiastic response on the media treatment through their listening session. The students get this feeling because they got a new thing on their treatments, the visual game novel series. Many students believe that this media can give some compensation through the audio and visual channel. They can develop their vocabulary comprehension through listening and reading activities. However this statistical data failed to show that they get a greater impact on vocabulary comprehension.

They seemed enjoy the media treatments and the class interactions during the listening session. Some obstacles considered to be the cause of this study, they are; (1) The treatment only played in one session, without repeating. Perhaps presenting more than once would get better result on the students' vocabulary achievement. (2) Some students did not activate their prior knowledge to develop their vocabulary bank during the treatment. This condition is suspected to be the cause of the students failed to enhance their vocabulary comprehension. Because they only understand the novel story through the subtitle and the pictures. (3) The limitation of their vocabulary is the other main cause of the students failed. They cannot explore their limitation through the questions, because of their terminology limitations. Since the written forms of the dialogues and the strips of the visual game novel session played the role, they just received the information from the story without the needs to develop deeper. (4) The explicit instruction method is successfully applied in the class; this treatment has better impact to the students than natural instruction method. Further analyses showed that this treatment has a relationship with the culture, that east culture. Those findings showed that the students' listening does not have any impact on their vocabulary comprehension. Two experiment groups failed to show the development of the students' vocabulary comprehension.

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Appendixes

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Implementation of Blended Learning in Civic Education Learning to Form 21ˢᵗ Century Skills (A Qualitative Descriptive Study at Junior High School 12 Bandung)

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Abstract

This study aims to provide an overview of the implementation of Blended Learning in Civic Education learning to form 21st Century skills. The research design used was a Qualitative Approach. Data were obtained through observations, interviews and documentation studies. The participants in this study were Civic Education teachers and students. Data were analyzed using the steps of Data Reduction, Display Data and Verification. Based on the results of the study, it can be concluded that: (1) The development of Information and Communication Technology (ICT) encourages teachers to be able to carry out learning innovations emphasizing competency-oriented approaches to the use of Information and Communication technology; (2) Entering the 21ˢᵗ Century, students face the more challenging world so that they need to learn various competencies to support the success of their lives (3) Civic Education leaning aims to prepare students to have 21ˢᵗ century competencies (*Communication, Collaboration, Critical thinking, and Creativity*) and good character of citizens through three important components namely *Civic Knowledge, Civic Skills, and Civic Disposition*; (4) One of innovations in Civic Education learning to form 21ˢᵗ Century skills by utilizing Information and Communication Technology is through the use of Blended Learning, a learning method combining strategies to conduct learning through three main learning sources namely face to face learning, computer-based learning (offline), and through internet/mobile learning (online).

Keywords: *Blended Learning, Civic Education, 21ˢᵗ Century Skills*

1. Introduction

This world has experienced the development of information and communication technology rapidly approaching industrial era 4.0. This situation requires the community to be responsive to the development. The development of multimedia has grown massively and rapidly in the community worldwide. Gadgets and other technology devices are also widely used in the community. The development of information and communication technology can be utilized for education, especially for

teaching and learning process. However, unfortunately, this development has not been utilized optimally for the teaching and learning process.

Information and communication technology is beneficial for education if it is designed and employed well for learning activities. It is supported by Ellis *et al.* (in Milyasari, 2014) stating that Information and Communication Technology (ICT) has advantages and can be uutilized for education. However, the ICT will not give a significant impact compared to ordinary learning if the use of ICT is not well designed. The teacher plays an important role in the success and effectiveness of the teaching and learning process in the classroom. Referring to the learning model in the 2013 curriculum that requires students to think critically, teachers should develop their competencies by utilizing the advances of information technology. Books are no longer the only source of knowledge and information. The source of knowledge and information becomes extremely wide open when teachers and students access the internet. By using internet technology, the world is boundless with an open space. In fact, not all teachers are able to utilize technology, both as learning media and as a learning resource. This argument is strengthened by data gathered from the survey results released by one of the online learning media https://blog.ruangguru.com in the form of the following infographics:

Sumber: https://blog.ruangguru.com
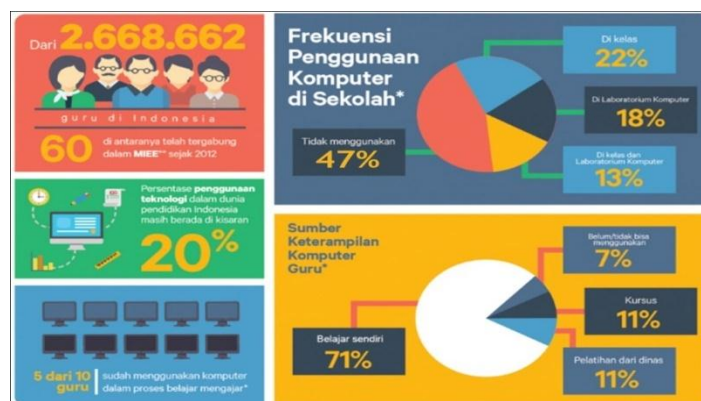
Based on the graph above, it can be observed that the frequency of the use of computer in the classroom is only 22%, the use of computer in the lab. Computer is 18%, and in class and in the lab. computer is 13%. There are still a number of teachers who have not uutilized computers in the teaching and learning process in the class that is about 47% with a ratio of 5 of 10 teachers already using computers in the teaching and learning process. Totally, the percentage of technology use in the world of education in Indonesia is still around 20%. This percentage is still low compared to the acceleration of the use of digital technology in the industrial era 4.0.

From the data of teachers who have been able to use computers, it was revealed that 72 % of the teachers are able to operate computer by learning and exercising autodidactically. Meanwhile, the percentage of the number of teacher being able to use computers through computer courses and training carried out by the education department is only 11%. Obviously, in this case, the role of government especially Miinistry of Education is very necessary. Teachers are not only trained in their teaching skills but must also be trained to be able to operate computer or technology so that the percentage of the use of computer in schools increases. It is strengthened by Wahab (2018) stating that "The era of 4.0 is no longer the era of teaching but the era of learning...." In Indonesia, the use of technology for education is not yet significant. It might be caused by several things one of which is less supportive infrastructure. For example, internet connection speeds is varied in each region.

To take advantage of various technological developments as diverse learning resources, it is necessary to develop learning methods that are able to combine and integrate personal potential (people/teachers) and technology. One of the methods is Blended Learning. Blended Learning is learning method combining the advantages of learning through three main learning resources, namely face to face learning, computer-based learning (offline), and through internet/mobile learning (online) (Dwiyogo, 2017: 7).

The change of learning paradigm this century is more into a result of the massive use of technology (Dwiyogo, 2017, p. 11). As widely known, the use of the web in learning is generally applied in high schools or universities. However, by the times go, the web-based learning model can also be applied at the elementary and secondary school level. This is in line with Passey's idea (in Luik, 2006) stating that "..*web based learning is used often as examples of materials produced by teacher for specific information gathering excercises or to offer information on primary and secondary level."*

Initially, the utilization of e-learning is highly favored compared to conventional learning (face to face learning). It is because through e-learning, learning can be more open, flexible, and can be conducted anytime, anywhere, with anyone. According to Noer (2010), from existing studies, the biggest obstacle to e-learning is direct interactivity between learners and instructors; while, in fact, learning is a two-way process. Students need feedback from the instructor and vice versa and the teacher also needs feedback from students. By this way, teaching and learning process can be more effective and the learning objectives can be obtained. It becomes the cause why e-learning programs in many institutions do not always get the expected results. The material is often abundant and available in full package. People can also study anytime and anywhere. However, if it is analyzed simply, a person needs partners and needs direct feedback in learning. Noer (2010) describes that the continual obstacle of e-learning is the "impression of solitude" so that a person cannot learning intensively and effectively. Even, in a half hour, a student can get bored and less motivated to continue the learning process. It does not happen because of the uninteresting material nor the less interactive material; however, it might because the student feels lonely and needs partners.

In this era, the students are generation who were born and developed in the digital era, so the teacher must also have the ability and creativity to deal with high technology (Milyasari, 2014, p.126). Creativity becomes extremely important for teachers. Therefore, the mission of educational institutions is to educate future generations to become creative and innovative humans (Husamah, 2014). In this case, the teacher must be able to use knowledge and skills in the context of modern life that is how to become a person who is concerned about how to teach students by considering and trying to integrate 21st century skills into the teaching and learning process that is appropriate for students growing and being raised in 21st century (Susilo in Husamah, 2014).

Branson (1999: 4) identifies three fundamental components in Civic Education, namely Civic Knowledge, Civic Skills, and Civic Disposition. In more detail,the first is civic knowledge material includes, knowledge of citizens' rights and responsibilities, human rights, democratic principles and processes, government and non-government institutions, national identity, rule of law and free and impartial justice, constitution, and values and norms in society. Second, civic skills include intellectual skills and participatory skills in the life of the nation and state. Third, civic disposition, this component is actually the most substantive and essential dimension in Civic Education. The civic disposition can be seen as "estuariy" of the development of the two previous dimensions.

Civic Education is a subject integrating knowledge, skills and attitudes in developing various competencies. The competences should be adapted to the development in the era and should be able to deal with ICT. In this context, a teacher must be able to design learning by applying information and communication technology that can develop various skills/competencies without eliminating conventional learning, namely through Civic Education learning based on Blended Learning.

The use of technology in learning process is very highly needed to face the development of the 21st century. The digital technology revolution also demands a paradigm change regarding the development of characteristics of learners in 21st Century. According to Manuel Castell (in Ritzer, 2012, p. 969) the emergence of an informational society is characterized by five major characteristics. First, there are technologies used based on information. Second, because information is part of human activities, those technologies have pervasive effects. Third, all systems utilising information technology are defined by'network logic'allowing them to influence a wide variety of processes and organizations. Fourth, new technologies are very flexible and allow them to adapt and change continuously. Finally, specific technologies associated with information are joining into a highly integrated system.

Bernie Trilling and Charles Fadel (2009) in his book entitled *21st Century Skill: Learning for Life in Our Times*, propose some skills that must be possessed by the 21st century generation including three main categories, namely:

1. Learning and innovation skills: critical thinking and problem solving in communication, collaborative and innovative and creativity.
2. Digital literacy skills: new media literacy and ICT literacy.
3. Life skills and career: having the flexible and adaptive initiative ability, and social-self skills in intercultural interactions, productive and accountable leadership skills, and being responsible.

2. Blended Learning

Etymologically, the term Blended Learning is a term derived from English which consists of two words, blended and learning. The word Blend means "a mixture or combination of them that is useful or pleasant" (Collins Dictionary), or formula for a combination (Oxford English Dictionary). Whereas, *Learning* has the general meaning that is learning or studying. Thus, the Blended Learning means a learning pattern composed of elements mixed, or e-learning pattern contains of various patterns merged. The term blended learning was firstly articulated in a press release in 1999 announcing that the Interactive Learning Center in Atlanta operates 220 online courses by combining various pedagogical methods in various combinations. Then, the term blended learning became more concrete through the publication of the first handbook of blended learning by Bonk and Graham. Graham defines blended learning as a learning system that combines face-to-face instruction with computer-mediated instruction (Bonk & Graham, 2006).

Blended learning is basically a combination of the eminence of face-to-face and virtual learnings. Elenena Mosa (in Prayitno) claimed that the elements mixed are conventional face-to-face learning (classroom lesson) and online learning. According to Graham (2004), Blended Learning is (1) a combination of various learning media modalities; (2) combination of various learning methods, learning theories and pedagogical dimensions, (3) combination of online learning with face to face learning.

Moebs & Weibelzahl define blended learning as mixing between online and face-to-face learning in an integrated learning activity. Blended learning also means using a variety of methods combining

face-to-face learning in traditional classes and online teaching to gain learning goals (Akkoyunlu & Soylu, 2006).

Kurtus (2004) states that "*blended learning is a mixture of the various learning strategies and delivery methods that will optimize the learning experience of the user.*" It states that blended learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience for its users. The implementation of this strategy allows the use of online learning resources, especially web/blog based sources without ignoring face-to-face activities (Elliot, 2002, p. 58). Blended learning is a truly universal and global and brings groups of learners together across different cultures and time zones. In this context, blended learning can be one of the most significant developments in the 21st century.

According to Driscoll (in Milyasari, 2014, p. 127), the definition of blended learning are:

a. Learning method combining various web-based technologies, to achieve Educational goals

b. A combination of various learning approaches (such as behaviorism, constructivism, cognitivism) to gain an optimal learning achievement with learning technology.

c. Blended learning is also a combination of many formats, web-base training, films) with face-to-face learning.

d. Learning method combining technology advances with the orders of actual work to create a good influence on learning and work.

Basically, there are three basic stages (syntax) in the blended learning model that refers to ICT-based learning, as proposed by Grant Ramsay (in Tao, 2011), namely (1) *seeking of information*; (2) *acquisition of information*; (3) *synthesizing*. The three stages are illustrated in the table as follows:

Table 1.   Syntax in *Blended Learning*

Syntax	Teacher's Roles
Fase seeking of information Searching for information from various sources available in ICT (online), books, and face to face in class.	- The teacher conveys the competencies and learning objectives to initiate students' readiness while preparing students in the process of exploring relevant material through face-to-face learning in the classroom and learning with ICT (online). Material exploration activities can be done individually or in groups. - The teacher facilitates, helps, and controls students in the process of material exploration, so that the information obtained is relevant to the topic being discussed, and the teacher can be sure about the validity/reliability and accountability of the academic. - The teacher confronts ideas or opinions on the students' minds with the results of interpretation of information/knowledge from various available sources.
Fase acquisition of information Interpreting and elaborating information both personally and communally	- The teacher encourages and facilitates students to communicate the results of interpretation and elaboration of ideas face-to-face and use ICT facilities (online) in group or individual. - The teacher scaffolds students in working on questions both in individual and in groups. - The teacher asks students to elaborate students' knowledge of the material by giving open-rich problems. - The teacher justifies the results of exploration and

Syntax	Teacher's Roles
	materialization academically and concludes the material being taught together with the students.
Fase synthesizing of knowledge Reconstructing knowledge through assimilation and accommodation process based on the results of the analysis, discussion and conclusions from the information obtained.	- The teacher helps students synthesize knowledge in their cognitive structure. - The teacher accompanies students in constructing/reconstructing material through accommodation and assimilation process, starting from the results of the analysis of the discussion and conclusions of the material being taught.

3. Civic Education

Civic Education is a group of subjects intended to increase students' awareness and insight of their status, rights and obligations of their lives in community, nation and state and to improve their quality as human beings (Law Number 22 Year 2006 concerning Standard Content). Sapriya and Wahab (2011, p. 33) state that Civic Education fosters citizen characteristics that are more directed towards the characteristics of 21st century citizens and are comprehensive because they involve various dimensions of education, politics, socio-culture, and economy.

In general, the aim of the Pancasila (The five basic principles of the Republic of Indonesia) and Civic Education in Curriculum 2013 in primary and secondary education is to develop the potential of students in all dimensions of citizenship, namely:
1. Civic Disposition includes civic confidence, civic committment, and civic responsibility;
2. Civic Knowledge;
3. Civic skills including civic competence and civic responsibility. Specifically, the purpose of the *civic education* in Curriculum 2013 contains all of these dimensions so that students are able to:
   1) Show character that reflects appreciation, understanding, and practice of Pancasila (The five basic principles of the Republic of Indonesia) values and morals personally and socially;
   2) Have a constitutional commitment supported by a positive attitude and a full understanding of the 1945 Constitution of the Republic of Indonesia;
   3) Think critically, rationally, and creatively as well as to have the spirit of nationalism and affection for the state inspired by the values of Pancasila (The five basic principles of the Republic of Indonesia) and the 1945 Constitution of the Republic of Indonesia;
   4) Have the Spirit of Unity in Diversity, and the commitment of the Unitary State of the Republic of Indonesia, and participate actively, intelligently, and responsibly as members of the community, nation, and citizens according to their dignity as a creature of God Almighty, who live together in various socio-cultural settings.

Referring to this goal, Pancasila and Civic Education at the school level aims to prepare students to be smart and good citizens based on Pancasila values, the citizens in this context are citizens who master knowledge, attitudes and values, as well as various skills/skills. This is in line with Wahab's opinion (2006, p. 62) which states that ".. citizenship developed must contain knowledge, skills, values, and dispositions that are ideally owned by citizens." If learning has achieved these aspects, the purpose of PPKn can be said to be successful.

4. 21ˢᵗ Century Competences

Competence is the ability to behave, think, and act consistently as an embodiment of the knowledge, attitudes and skills possessed by students (Law Number 22 Year 2006 concerning Standard Content).

Watson (in Duncan & Barnett, 2009) states that online education develops because technology is not only appropriate and becomes right choice, but it also prepares 21st century education. Wagner (2010) and Change Leadership Group from Harvard University identified competencies and survival skills needed by students in facing life, the world of work, and citizenship in the 21st century emphasized on seven skills include: (1) critical thinking skills and problem solving; (2) collaboration and leadership; (3) agility and adaptability; (4) initiative and entrepreneurial spirit; (5) able to communicate effectively both verbally and in writing; (6) able to access and analyze information; and (7) curiosity and imagination.

The US-based Partnership for 21st Century Skills (P21), identifies the competencies needed in the 21st century, namely "The 4Cs" - communication, collaboration, critical thinking, and creativity. These competencies are fundamental to be developed in the context of the core study field and 21st century themes. The Assessment and Teaching of 21st Century Skills (ATC21S) categorizes 21st century skills into 4 categories, namely way of thinking, way of working, tools for working and skills for living in the world (Griffin, McGaw & Care, 2012). The way of thinking includes creativity, innovation, critical thinking, problem solving, and decision making. Way of working includes communication skills, collaboration and teamwork. Tools for working includes awareness as a global and local citizen, life and career development, and a sense of responsibility as a person and social. While, skills for living in the world are skills that are based on information literacy, mastery of new information and communication technology, and the ability to learn and work through digital social networks.

Delors Report (1996) from the *International Commission on Education for the Twenty-first Century*, proposed four learning visions, namely knowledge, understanding, competence for life, and competence to act. Besides this vision four principles are also known as the four pillars of education, namely learning to know, learning to do, learning to be, and learning to live together. This framework is thought to be still relevant to current educational interests and can be developed in accordance with the needs of the 21st century (Directorate of PSMA Directorate General of Primary and Secondary Education, 2017, pp. 3-4). 21st century skills competency (Directorate of PSMA Directorate General of Primary and Secondary Education, 2017, pp. 6-9) include (1) critical thinking skills and problem solving; (2) communication skills; (3) creativity and innovation; (4) collaboration.

According to Redecker *et al.*l. (in Milyasari, 2014), critical thinking skills are fundamental in learning in the 21st century. Critical thinking skills include the ability to access, analyze, synthesize information that can be learned, trained and mastered. Critical thinking skills also describe other skills such as communication and information skills, as well as the ability to examine, analyze, interpret, and evaluate evidence. In the era of digital literacy the flow of information is very abundant. Students need to have the ability to choose relevant sources and information, find quality sources and assess sources of objectivity, reliability and sophistication.

Good communication skills are very valuable skills in the world of work and everyday life. Raymon Ross (in the Directorate General of Primary and Secondary Education, 2017, p. 7) states that "communication is the process of sorting, selecting and sending symbols in such a way in order to help listeners generate responses/meanings of thoughts similar to those intended by communicators."

Achieving professional and personal success requires the skills of innovation and creative spirit. Students must be triggered to think outside the existing habits, involve new ways of thinking, get the opportunity to convey new ideas and solutions, ask unusual questions, and try to put forward answers. Individual success will be obtained by students who have creative skills. Successful individuals will make this world a better place for all. Guilford (in the Directorate General of Primary and Secondary Education, 2017, p. 7) suggests that, creativity is divergent ways of thinking, productive thinking, creative thinking, heuristics and lateral thinking.

Collaboration in the learning process is a form of collaboration with one another to help and complement each other to perform certain tasks in order to obtain a predetermined goal, (Directorate General of Primary and Secondary Education, 2017, p. 8). Various evidence shows that students who work cooperatively can reach a higher level of ability when it is viewed from the results of thinking and the ability to store information for a long period of time than students who work individually. Joint learning will provide opportunities for students to be actively involved in discussions, constantly monitoring their strategies and learning achievements and becoming critical thinkers.

Although it is commonly known that 21st century competencies and skills are complex and challenging to learn, students do not develop them unless they are explicitly taught. Saavedra and Opfer (2012) stated that complex competencies and skills must be developed integrated with learning and not with individual learning. Saavedra and Opfer (2012) suggest nine principles for teaching 21st century skills, namely
1) make learning relevant to 'big picture';
2) teaching with discipline;
3) develop lower and higher thinking skills to encourage understanding in different contexts;
4) encourage transfer of learning;
5) teach how to 'learn to learn' or metacognition;
6) correct misunderstanding directly;
7) promote teamwork;
8) utilizing technology to support learning; and
9) improve student creativity.

Everyone has various ways to gain expertise. Therefore, learning should be led to accommodate a varius styles and ways of learning students. 21st century learning requires more personalized learning to support creativity. Learning design will play a central role in the success of 21st century learning. Creativity and the ability of teachers to design interesting learning activities are very important. McLoughlin and Lee (2008) state that effective and innovative learning practices will differ according to subjects, but the emphasis is on things that are not much different, digital competence that focuses on individual creativity and performance; strategies for meta-learning, including designed learning; inductive and creative reasoning models, and problem solving; compilation of collaborative learning content and knowledge formation; horizontal learning (peer-to-peer), and other things.

21st century learning must be relevant, interesting, effective and student-centered. Therefore, it is important to change the "closed class" learning model into a student-centered model. The teacher must be comfortable in managing class dynamics and support independent learning as well as the teacher must support the exploration and acquisition of new knowledge and skills to prepare students towards the 21st century (Trilling and Fadel, 2009). One effort that can be used in this case is through the application of blended learning in learning.

At present, students have a variety of choices in learning, not limited to classrooms. The use of various technologies outside the classroom allows students to have forms of learning (Furlong and Davies, 2012). Students can continue to seek and gain knowledge anywhere and anytime from various sources including books, websites, social media, and others, to have 21st century skills. In order to achieve the skills formation process properly, a teacher needs to master various fields, be proficient in pedagogy including innovation in teaching and learning, understanding the psychology of learning and having counseling skills, following developments on curriculum policies and educational issues, being able to use media and technology new in learning, and still apply values to the formation of good personality and morals.

Teachers need to strengthen students' intellectual curiosity, skills to identify and solve problems, and their ability to build new knowledge with others. Teachers in the 21st century are not teachers who are proficient in every topic in the curriculum, but must be experts in finding out together with their students, know how to do things, know how to know something or how to use something to do something new. The important role of a 21st century teacher is their role as a model for trust, openness, perseverance and commitment to their students in facing the challenges of the 21st century.

5. Methodology

This study employed a qualitative approach. With a qualitative approach, it was expected to be able to obtain information and data naturally and be able to explore deeply the research problems. Creswell (2015: 31) states that qualitative research is most suitable for answering research problems with unknown variables and need to be explored.

The method employed in this research was descriptive qualitative. According to Nazir (2011, p. 63), descriptive qualitative is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this method is to make a description and to picture systematically, factually and accurately the facts, the characteristics and the relationship between phenomena investigated. Descriptive research focuses on solving actual problems as they appear during study.

Participants or research subjects are very important and decisive in research. Therefore, participants must be determined before the collecting the data. Participants in this study were teachers of civic education and the students' grade VII. This study was conducted in Junior High School 12 Bandung located at Jalan Setiabudhi No. 195 Bandung.

To facilitate data collection, data collection techniques are needed. In this study data collection techniques employed are:

1) Observation

Observations were conducted by researchers to obtain appropriate data. In this method, researchers become part of every activity in the target organization (Al Muchtar, 2015 p. 279).

2) Interview

Data were collected through semi-structured interviews, which Fontana and Fey (in Creswell, 2015 p. 100) describe as "one of the most powerful ways to try to understand humanity."

3) Documentation

To complete the data needed, researchers collected data from various written sources or from documents. The results of observations or interviews will be more credible if supported by documents related to the focus of study (Al Muchtar, 2015 p. 259).

The data analysis technique used in this study consists of three lines of activities that occur simultaneously, namely data reduction, data presentation, conclusion/verification (Miles and Huberman, 2007 p.16-18). Analysis of qualitative data is sustainable, repeated and continual.

6. Discussion

This research was conducted Junior High School 12 Bandung. Based on the results of interviews with the civic education teachers, the reason behind the use of blended learning in civic education learning in this school is that the application of blended learning is very necessary for current conditions, given the rapid development of information and communication technology. By applying blended learning, it can help the difficulties both for teachers and students improve their competence. Furthermore, it was stated that, before applying blended learning, conventional learning makes students more saturated and passive in learning so that the competencies expected cannot be developed optimally.

The process of applying blended learning at Junior High School 12 Bandung was that the teacher prepares an account and creates a class of applications determined together, supporting web applications were edubox, google form, edmodo, anyboard and the internet and other supporting facilities and tools. In this case, the teacher was required to master the technique of searching for information on the internet, as well as guiding students to find information on the internet that is relevant to learning. Before conducting learning activities, the teacher carried out teaching design and makes topics related to teaching material and provided information needed by students to display their competencies. This activity is a very important phase in blended learning.

According Dwiyogo (2018, pp. 7), Blended Learning is combining the advances of learning through three main activities namely (1) face-to-face learning, (2) offline interactive computer-based learning; and (3) computer-based learning through online internet. Online learning at Junior High School 12 Bandung was done through google form as one of the media in conducting quiz activities given by the teacher to students before face to face learning was done, assignments submission and remedial activities. This Google form could be connected with other forms such as Google docs, YouTube, Google and others. Through Google docs students could share files and videos related to learning material. In this context, students might collaborate with other students in real time. If there was a group assignment, they could edit the file that would be sent each other. Apart from accessing Google, the online activity form was also done through the Edmodo web support. Edmodo could be used as a means of learning communication and easy discussion for teachers and students online. Besides, Edmodo can also be used as a means for examinations, quizzes, assignments, teaching materials, sharing videos related to learning, power points and so on. Offline at Junior High School 12 Bandung using Edubox, which is a web-based application consisting of exam applications, assignments, and material in a local network (internet) without depending on internet access. Edubox is a portable server that already contains learning application software that is easily connected to an existing computer network both wired or wireless. The advantages of this Edubox are smart servers that are very easy to use and maintain. This server can be directly used to make smart classroom as easy as operating a computer or laptop by connecting to a local network.

Based on the results of observations, the advantages of applying blended learning in Civic education learning in shaping 21st century skills are:

1. Leading students to a new learning atmosphere, so that students are not easily bored doing teaching and learning activities in the classroom. In learning activities through blended learning, students do not only listen to material lectures face to face but students can also play an active role in learning. In this case, the teaching material is visualized into more various dynamic formats and forms. Based on the results of interviews with several students, they stated that civic education is a tedious subject so that by applying blended learning the subject becomes interactive and encourages them to think critically.

2. Employing blended learning (face to face, offline and online) through google box, google form, edmodo, anyboard and internet usage, students are more participating in learning and they can collaborate with their friends.

3. Helping students be more creative in developing their potential and competence in the field of technology to face the demands of 21st century skills.

4. Providing practical-realistic opportunities both for teachers and students in useful learning and continues to develop based on the needs of the 4.0 century.

5. Being flexible, both for teachers and students by combining the best aspects of conventional/face-to-face learning with online learning. Face-to-face learning involves students interactively in learning; While, offline students can take advantage of midterm assessment activities, final semester assessments and daily tests. Whereas, when online can be used by students to find information that is relevant to the material being discussed, and can be used for remedial activities, this activity should not be done in class hours (outside of school hours) so that remedial activities can be done anywhere and anytime.

6. The teacher can give lecture to students by using the internet.

7. Learners can have discussions with teachers and other students besides face-to-face learning so that good communication and harmonious rapport can be built.

8. During the discussion, students seemed to complement each other's statements from their friends.

9. Students can review or do a reflection on the results of the discussion of all groups, conclusions given by the teacher, learn more questions in the quiz and can access the teaching materials provided by the teacher in online sources.

10. The teacher can assign students to be able to read or do the test, before the lesson begins.

11. Teachers can utilize online learning if there is material that has not been conveyed face to face.

12. When there are students who are not confident enough to express their opinions or ask questions about learning material, these students can ask or express their opinions online, this shows that google form, edmodo and other online media make it easier for students to more freely communicate with teachers and other students.

13. With technology-based learning using blended learning, teachers can redesign their subjects so that there are online activities in the form of tutorials, case studies, independent exercises, online group simulations or collaborations.

Based on the results of observations, through blended learning, students are given the opportunity to use their abilities and their ideas, both when discussing with friends and when solving problems posed by the teacher. For students who are not confident to express their ideas in face-to-face learning, the students can express their ideas online. Communication can be done either verbally, written or through symbols that can be understood by the participants of communicaton. Blended learning can develop students' communication skills, both communication with teachers and

communication among students. Communication competence can be seen when the students respond to teacher explanations, ask questions, answer questions as well as when they express opinions.

From the findings in the observations, the application of blended learning can develop the ability to collaborate and work together and the ability to socialize and control ego and emotions and responsibility through activities in team work or group learning.

Learning activities through blended learning are designed to realize critical thinking. The teacher provides opportunities freely for students to ask questions and express opinions. Critical thinking can also be seen when they draw conclusion and do reflection together. Critical thinking can also be shown when students choose teaching materials on the internet that are relevant to the material provided by the teacher.

One of the problems that occur in our country is about "creativity." In practice, the application of the learning process does not encourage the achievement of creativity based on critical thinking skills. The cause of the failure of critical thinking development is the teacher is more focused on the completion of teaching materials and lack of understanding of teaching methods that can improve critical thinking skills. If we want to go to an intelligent and advanced nation, the ability to criticize, analyze, synthesize, innovate, creativity, etc. must be instilled. Through the application of blended learning in learning civic education, these competencies can be embedded.

Based on the results of interviews and observations, the challenges encountered by the teachers in applying blended learning in Civic Education class is to develop 21st century skills as follows.
1. Blended learning requires adequate internet access so that if a connection is not supported it will certainly make it difficult for students to take part in online learning
2. The media used is very diverse, so that schools with less supportive facilities and infrastructure, blended learning is difficult to implement. At Junio High School 12 Bandung, facilities and infrastructure have been provided so students have free internet access. Then to use Edubox, one server for 20 students and a signal amplifier was installed in the class.
3. There are some students who do not own the gadget because they come from middle to lower financial condition making it difficult for these students to take online lessons done outside of school hours, but this can be overcome because there are friends who are willing to lend their gadget.

7. Conclusion

Based on the findings, it can be concluded that (1) the development of information and communication technology encourages teachers to be able to conduct learning innovations that emphasize competency-oriented approaches to the use of information and communication technology; (2) entering the 21st century, students face a more challenging world so they need to learn various competencies to support the success of their lives later; (3) Civic education prepares students in developing 21st century competencies (Communication, collaboration, critical thinking, and creativity) and good character of citizens through three important components in Civic Education (Civic Knowledge, Civic Skills, Civic Disposition); (4) one of the innovative actions in Civic Educatin learning is to develop 21st Century skills by utilizing information and communication technology through the use of blended learning, a learning method that combines strategies to conduct learning through three main learning sources, namely face to face learning, computer based learning (offline), and internet/*mobile learning* (*online*).

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Construction Validity Test to Measure EPG (*Teacher Professional Ethics*) "*Dimension Social Value*"

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Professional ethics are norms, values, and principles that will govern the professional behavior of educators. (Jukka Husu, 2003) said professional ethics emphasizes the normative meaning inherent in determining the feasibility of professional practice, therefore there must be various ways of assessing the importance of the practice of education in schools. The purpose of this study was to examine the construct validity of teacher professional ethics measuring instruments modified from the Yael Fisher scale, 2013. and adapted to the culture in Indonesia, the Indonesian version made by researchers. Teacher professional ethics consists of three dimensions, namely, *personal value*, *social value* and *universal value*. In this article, the discussion is only in thedimension *social value*. The researcher used data from 178 state elementary school teachers in the Jakarta area. The analytical method used in this study is *Explonatory Factor Analysis (EFA)* and *Confirmatory Factor Analysis (CFA)* with the help of M-Plus. The results of the analysis in this study indicate that in general the items in the EPG dimension of the *social value* have measured aconstruct*unidimensional*. The factor load coefficient formeasurement items *social value* is at t> 1.96, meaning that the item is significant. The results also show factor models that are fit with Chi-square = 145,547 *, df = 85, P-value = 0.0000, RMSEA = 0.063, CFI = 0.970, stating that this model is fit with the data.

Keywords:*Teacher Professional Ethics, social value, validity, EFA and CFA*

1. Introduction

Professional ethics is an important role in the education system, to create mutual understanding between everyone as employees and others. There are several principles in some developed countries for teachers in the education system and are named "professional ethics." (Salehnia and Ashraf, 2015).

The notion of professional ethics has developed more recently, especially in Western countries. Professional ethics concerns norms, values, and principles that must govern the professional behavior of educators. Professional ethics emphasizes the normative meaning inherent in determining the feasibility of professional practice, therefore there must be various ways of assessing the importance of the practice of education in schools (Jukka Hussu, 3003). Todd positions normative questions that have a tendency to create ethics programs that are oriented towards education: a set of duties and obligations that are good and clear enough to be followed and will produce the desired ethical behavior. (Todd, 2004).

Ethical rules from several professions differ from one another, (Hill, 2004). but they are all based on specific values. Professional ethics is a standard of professional behavior that helps to determine what is a good and bad standard in a particular profession. (Urbanc). Although professional ethics in everyday conversation is often associated with a code of ethics, these two things are different, professional ethics has a broader scope. Regardless of the official behavior that has been determined and stated in the code of ethics, professional ethics covers the entire range of behaviors that cannot be defined individually. (Danijela and Ivkovic, 2016).

Ethics is the longevity of human products, which direct human behavior, and the security line for the stability and progress of society. Ethics form the most important social controls for individuals, where their manners must adhere to the traditions and habits of the people (Reyad, 2014). Every community has several rules and criteria that govern the behavior of individuals, groups and institutions. Human behavior has three rules, (1) general rules derived from culture, religion and society, (2) legal rules derived from constitutions and laws, (3) professional rules derived from honor, ethical practices and agreements, such as the education profession. Teachers are an important role in the education system, so there are at least two main areas that must be mastered by teachers, first providing, stimulating the learning environment to ensure that all students reach their potential, and behave in the right way. Besides the second, the teacher must be able to influence the emotions, feelings of students and their lives consciously or unconsciously (Reyad, 2014). The humanistic approach highlights the importance of the inner world of students, so that emotions, feelings, thoughts, and reflections of students are the main factors in learning (Williams and Burden, 2004).

The concept of ethical training in education has traditionally developed slowly. Instrinsic, ethical behavior by educators is considered a position of axiom (Marvin and Thompson, 2015). However, current research reveals that efforts to improve ethical behavior through normative training have developed rapidly. This trend has been triggered by revealing findings, fraud incidents, corruption, dishonesty, fraud and ethical violations, both in the workplace and in the increasingly mainstream world of education and professionalism reported in the media via the internet (Rowland, 2009). Unlike other professions (for example, lawyers, doctors, dentists, and businesses) that require students to complete at least one course in ethics before graduation, collectively the teacher does not have rational and empirical ethics education that is focused on increasing ethical behavior (Shapiro and Stefkovich, 2011).

A lot of research and development of teacher professional ethics instruments have been carried out in several countries, including in 2003, Jukka Husu conducted research on *constructing Ethical Representations From the Teacher's Pedagogical Practice: A Case of Prolonged Reflection*. This research in the field of pedagogical ethics, research conducted aims to interpret and interpret the teacher's understanding of the language they use, to provide concrete expressions to be interpreted in their daily lives. This study presents how to see and interpret pedagogical practices that will help teachers

understand their professional practice. This study uses a narrative interview methodology, to obtain an accurate and authentic picture of the teacher's ethical dilemma. The results of the study show that the social processes involved in regulating teachers in schools are not based on established ethical reasoning, but on social identity. The teaching knowledge base cannot be considered special and its users are often ambivalent about the true value. Teachers feel they have no right, but are also forced to use their common sense in teaching. There is often a gap between the school community and teacher professional ethics. This makes it clear that the school ethos has a large influence on the teacher's ethical practices. (Hussu, 2003).

In 2012, Elina Kuusisto, Kirsi Tiri and Inkeri Rissanen, conducted research on the *Finnish Teachers' Ethical Sensitivity*. This research was conducted in order to determine the sensitivity of teachers in Finland. Respondents in this study were 864 teachers, using 28-item *Ethical Sensitivity Scale Questionnaire* (ESSQ). Each respondent was personally invited to complete a questionnaire via the internet. The teachers were asked to evaluate their attitude using ESSQ using a Likert scale. The quality of psychometric instruments is examined in three stages; the first psychometric properties of the seven ESSQ dimensions consisting of 28 items were investigated. Second, item structure was analyzed by exploratory factor analysis (EFA). Third, the reliability of the ESSQ indicator was analyzed by Cronbach alpha. The results of the study indicate that the psychometric quality of ESSQ is very satisfying and allows the use of exploratory factor analysis. All teachers in Finland assessed high levels of ethical sensitivity, which indicated that they had internalized teaching ethics professionalism. (Elina and Kirsi Tiri, 2012). In Finland, the professional code of ethics for teachers clarifies the role and relationship of teachers in their work (Helsinki, 2010). Finnish guidelines for teacher professional ethics emphasize ethical sensitivity in the relationship between teachers and students, teachers are encouraged to try to understand the thoughts and opinions of students to handle personal things that occur in a wise manner. Teachers are also expected to give special attention to students who need special care and provide protection and do not exploit students in any form, because teachers also work with adults who are responsible for children (Tirri, 2010). Despite the high quality of Finnish teacher education, in a study by the Finnish Institute of Occupational Health, the environment and the Finnish school atmosphere were still considered negative, in the HBSC 2001/02 study compared school satisfaction in 35 countries, and Finland was located at the end, with only 4, 2% of students like school. (Samdal, W. Dur and J. Freeman, 2004). This is what makes Finland aware of lifting the welfare of schools. It seems that the Finnish education system has not recognized aspects of moral knowledge and reasoning that have led to moral action. (Narvaez, 2007). However, recent psychological research has argued that the relationship between moral reasoning and moral behavior is weak, this is what underlies the research development of instruments of ethical sensitivity. (Narvaez, 2008).

In 2013, Yael Fisher conducted a research on *Exploration of Value: Israeli Teacher's Professional Ethics.* This study explores the professional ethical values of Israeli teachers by using Facet Theory. Developing instruments to become the basis for building teacher ethics in Israel, in this study to determine components and construct instruments, researchers interviewed 20 primary and secondary school teachers, the results of interviews were collected to build the initial draft of the instrument. Then, the questionnaire was given to 213 school teachers with various backgrounds. The instrument consisted of 34 items and 9 items consisting of gender, age, education, type of school, school size, teaching experience, subjects taught, number of teachers in school and position in school. In analyzing the data used, researchers used descriptive statistics, variance, and total item correlations for each item. For item correlation matrix using factor analysis, and internal consistency of the measuring scale using

Cronbach alpha. The results of the study obtained four dimensions representing the code of ethics; professionalism, reliability, honesty and courtesy. (Fisher, 2013). Israeli teachers believe that professional ethics is based on conditioned values. Variables in SSA maps in radial configurations form three concentric circles; (*personal valuespersonal values*), (*social valuessocial values*), and (*universal valuesuniversal values*) (Fisher, 2013).

The social value in this study discusses issues about the social life of the teacher, both seen from the dimensions of relationships with peers, relationships with students, and relationships with superiors and society. Social values involve the value of social beliefs that must be carried out by a teacher in teaching practice, both social relations with students, peers and parents of students. Social values in this study emphasize how a teacher nurtures the community, serves the community, social responsibility, service and service. In this social dimension teachers are expected to carry out their professional duties with a sense of humanity (Fisher, 2013).

The world has recognized the need to incorporate moral and ethical standards into the theory and practice of teacher education (NCATE, 2014). According to Hargreaves, teachers have an important impact on the lives and development of young people (Hargreaves, 2000). Their actions cannot be technically explained, but rather from the application they learned. (Hargreaves, 2000). However, this is influenced by the implicit pedagogy of preschool teachers. The teacher must be able to make decisions every day based on social moral judgment and even personal judgment. Therefore professional ethics education for teachers must be strengthened.

2. Methods

The analytical methods used in this study are *Explonatory Factor Analysis (EFA)* and *Confirmatory Factor Analysis (CFA)* (Umar: 2012). with the help of M-Plus soft ware. The researcher used data from 178 state elementary school teachers in the Jakarta area. Sampling by *accidental non-probability samplingselecting the* or the chance ofsample to be chosen is unknown.Procedure *CFA*; **(a)** test the hypothesis: "do all items measure a defined construct." The model is said to be fit if the data and theory are not different, **(b)** test the hypothesis: "does each item produce information that is significant about the measured construct." The researcher will determine which items are valid and which items will be dropped (Umar, 2012).

The items categorized well in the CFA have three categories: **(1)** if $t < 1.96$, then the item must be discarded and if $t > 1.96$, then the item is valid. **(2)** see the positive or negative factor load, if the load factor is negative, the item must be discarded. And if the positive factor load is received. **(3)** testing *CFA* by looking at partial correlation or grain measurement errors with other grain measurement errors if it is greater than three in the measurement error in *theta delta*, then the item is discarded because measure other things (*multidimensional*) (Umar, 2012).

3. Research Results

Researcher conducted a validity test on 22 items of teacher professional ethics from thedimension *social value*. Of the 22 items analyzed there are still items that are multidimensional (meaning many items that measure other things too). In testing the construct ofvariable validity *social value*, the researcher conducted the CFA model *first* order. At the initial analysis stage, the author dropped 2 items because the item most correlated with other items, leaving the remaining 20 items. This is evidenced by the results of data analysis which states that Chi-square = 232.872 *, df = 150, P-value = 0.0000, RMSEA =

0.056. It can be concluded that the model has not been fit, therefore the disposal of items that are multidimensional or correlated with other items is carried out, until the RMSEA value is obtained between 0.08-0.05. After the correlated items are issued, items that fall or drop are items no. 35,46,31,29,30 and 47, because this item correlates a lot with other items and must be dropped because it has a very low value. The researcher tested the validity back to 20 items and obtained a factor model that was fit with Chi-square = 145,547 *, df = 85, P-value = 0.0000, RMSEA = 0.063, CFI = 0.970, stating that this model was fit with the data.

Thus, one factor model is acceptable, meaning that all items are proven to measure just one thing, namely teacher professional ethics withdimensions *social value*. From the results of the first CFA analysis carried out with a one factor model, to obtain a fit value, it is known that there are only 15 valid items, namely item no. 28,32,33,34,36,37,38,39,40,41,42,43,44.45, and 48. The results of testing the CFA model *fit* of teacher professional ethics with the dimensions of *personal value* can be seen in the following figure, which states that all items are fit and no longer correlate with other items (*unidimentional*):
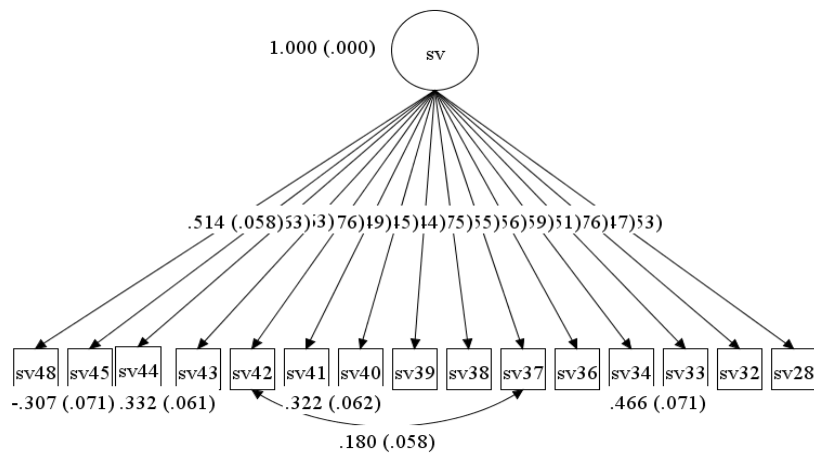
The next step is to see whether or not the item is significant in measuring what it wants to measure, while determining whether certain items need to be*dropped* or not. The test is done by looking at the value of t for each factor load coefficient. If the value of t> 1.96 means that the item is significant and vice versa. The factor load coefficient formeasurement items is *social value* presented in the table below.

Muatan Factor of Item *social Value*

No. Item	*Estimate*	S.E.	T-Value	P-Value	Signifikan
28	0.700	0.053	13.287	0.000	√
32	0.745	0.047	15.995	0.000	√
33	0.314	0.076	4.124	0.000	√
34	0.649	0.051	12.739	0.000	√
36	0.509	0.059	8.568	0.000	√
37	0.762	0.056	13.548	0.000	√
38	0.718	0.055	13.079	0.000	√
39	0.339	0.075	4.519	0.000	√
40	0.742	0.044	16.675	0.000	√
41	0.778	0.045	17.129	0.000	√
42	0.656	0.049	13.429	0.000	√
43	0.255	0,076	3.331	0.000	√

No. Item	Estimate	S.E.	T-Value	P-Value	Signifikan
44	0.393	0.063	6.187	0.000	√
45	0.445	0.063	7.067	0.000	√
48	0.514	0.058	8.830	0.000	√

Keterangan:

Standardized Model Results: All the coefficients a factor in the scale of raw (*standardize*)

Estimate	: Coefficient *factor loading*
S. E.	: *Standard error* from faktor *loading*
T-Value	: *value* of *t-test*
P-Value	: *probability/significant value*

Based on the table, it can be seen that all items are positively and significantly charged, so that all items in the social value variable have met the criteria and are declared model fit.

4. Conclusion

From the results of validity tests conducted using unidimensional, it is known that out of 22 EPG (teacher professional ethics) items in the dimension *social value*, there are 7 items that are either null or invalid. The item that is dropped is item no. 35, 46, 31, 29, 30, and 47. This is because the item produces information that is significant about the measured construct of the item negatively charged. After invalid items are removed, valid and proven items are measured to measure EPG in the dimension *social value*.

Viewed from the various items in the social value dimension, for the drop items it can be discussed that the *social value of* the teacher is still lacking in terms of service reflected in item no.35; attend *workshops*, seminars and comparative studies to improve the competence of the teaching profession. Possibly this is because there are many administrations that must be fulfilled by the teacher, so that time is taken up in class and administrative completion.

Another point can also be concluded that the item drop illustrates the teacher's insensitivity to the surrounding community, and one very interesting finding is that the teacher is very closely related to colleagues, this is evidenced in item no. 46, this item describes a teacher will try to cover up the mistakes of colleagues even though there are mistakes made by colleagues, maybe this needs special attention to how to handle it and foster teacher professional ethics to be even better.

5. Discussion

Researcher tried to adapt the teacher professional ethics instrument developed by Yeal Fisher, by adjusting the measuring instrument to the characteristics of the research sample, namely teachers in Indonesia who were very clear about cultural differences with teachers in Israel. In this study, researchers only measured the professional ethics of teachers in Public Elementary Schools in the Jakarta area.

The results of the study show that EPG items in thedimension *social value* measure one construct which is concluded based on the item's load, there are no negatively charged items. This means that all items measure the *personal value* teacher's.

The next researcher recommends increasing items that measure *social value*, and increasing research respondents. This can also be further developed.

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The Implementation of Industrial Work Practices of Vocational High School N 6 Yogyakarta and Vocational High School N 2 Pengasih

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Abstract: SMK is one of the school institutions that prepare students to be able to work directly in the world of work after graduation.But until now the goal has not been reached. the education system is incompatible and in line. Education that provides the skills and skills to be developed in the form of their potential, talents and interests is not well implemented. As a result there are still many SMK graduates who do not get jobs according to their fields of expertise, and cause unemployment. This study covers the context, input, process, and programs in industrial work programs in Vocational High School 6 Yogyakarta and Vocational High School 2 Pengasih. This research is a type of program research evaluation with the CIPP model approach. The research sample of Vocational High School 6 Yogyakarta was 98 students and 4 counselors and Vocational High School 2 with a sample of 124 students and 4 counselors. Data collection methods for students and interviews with teachers guiding internship. The results of the evaluation of the implementation of industrial work practices in Vocational High School 6 Yogyakarta good input, procces and product aspects but context aspects are not good, and for Vocational High School 1 Pengasih, aspects of the context and aspects of the process well. So there need to be improvements on the aspect specs that are on the indicators are not good.

Keywords: Evaluation, Implementation, Industrial Work Practices

1. Introduction

Vocational education schools are school institutions that prepare students to be able to work directly in the world of work.Vocational High School graduates skilled workers who are ready to work with various competencies and are able to keep up with the technology used.This is driven by rapid technological developments and increasing global competencies. Dynamic work environments make workers sometimes faced with various unusual problems and conditions. This is in accordance with the explanation of Article 15 of the National Education System Act of 2003 which states that, Vocational Schools are designed to prepare graduates to work in certain fields.

The implementation of vocational education is in line and relevant to the needs of the community, especially the needs of labor, business and industry. the need for labor is provided through vocational education, which trains and educates students to be able to work in a particular field of work so that labor needs are met. Education for life and education for earning living are two related concepts. Education is given to find a better life while life will be good when accompanied by education which leads to increased quality and life.

Referring to the contents of the explanation of article 15 of the National Education System Act of 2003 above, vocational education is a secondary education that prepares students primarily to work in a particular field. But until now the goal has not been achieved. This is because the implementation of education system is not appropriate and in line with the definition of learners described in Article 15 of the National Education System Act of 2003. The lack of maximum achievement of educational goals is the result of the education system that does not provide space for children to develop the potential, talent and interests. As a result there are still many SMK graduates who do not get the job in accordance with their areas of expertise, and cause unemployment.

The development policy for vocational education carried out by the government through the application of the Dual Education System (PSG) through the Link and Match concept, starting in 1997 (Kepmen No 323/U/1997) was an initial effort to engage the business world and industry in vocational education. Cooperation between the Ministry of Education and Culture and Kadin (kamar dagang dan industri) participates in including the world of industry and companies in the implementation of Dual System Education, (Wardiman, 2016: 316) While on the other hand steps taken by SMK in the workforce are competent in their fields according with the Training of a number of Activity programs including teaching Factory, Dual System Education (PSG) or Field Work Practice (PKL) or also disguised with Job Training (OJT) and now known as Industrial Work Practices (Prakerin).

Link and match above means links can be interpreted as linkages in government policies relating to institutions, coordination, planning and work programs, while Match relates to the external education system and its measurement. The form of link and match is explained in the form of programs and activities in the national education system, one of the programs implemented in schools is the Industrial work practice program In addition, also obtain work experience as one of the things to improve professional skills. Practicing is part of learning that must be taken by every learner in a vocational school in the business world/industrial world. Prakerin is one form of implementation of the Ministry of Education and Culture Policy in the concept of link and match through Dual System Education (PSG) between education and the world of work. The purpose of implementation is to improve the quality of Vocational High School graduates (SMK), both knowledge, ethics skills and work in accordance with the demands of employment, so that vocational schools are ready to enter the labor market. But in reality, the type of expertise and the number of graduates produced by the VOC has not been in accordance with the demand of the labor market. The expectation of industrial work practices is to gain professional expertise in compliance with industry demands and students gain work experience. To monitor the implementation of industrial practice activities, tools that can provide information on qualifications and types of practical activities are required.

Yogyakarta is famous for the nickname of the city of students and tourism, public interest in vocational schools is quite large because it is a province with a wealth of culture and small industries that are always preserved. The amount of public interest shows the input of SMK students in Yogyakarta is good, because it encourages graduates to be ready to face the challenges that surround them. The input is good, it must be balanced with the process and the output is also good. One of the outputs of students can be seen from the competence of their graduates. The aspect that contributes to graduate competency standards is internship. Graduates will have good competence if the apprenticeship is well implemented, because internship involves various aspects of the school, from program planning to evaluate the implementation of initiatives. When internship, students are really faced with the real conditions of a job and work environment. Thus the application of apprenticeship can be used as a benchmark for the performance of SMKs on the quality of graduates. Therefore, it is necessary to

evaluate the implementation of industrial work practices in Vocational High School 6 Yogyakarta and Vocational High School 1 Pengasih.

Based on the description, the problem of research can be formulated: Based on the background of the problem can be formulated problems in this study include: (1) How is the implementation of work practice industries program in SMK N 6 Yogyakarta and SMK N 1 Pengasih? (2) How is the implementation input of work practice industries program in SMK N 6 Yogyakarta and SMK N 1 Pengasih? (3) How does the implementation process in work practice industries program in SMK N 6 Yogyakarta and SMK N 1 Pengasih? (4) How is the product ofwork practice industries program in SMK N 6 Yogyakarta and SMK N 1 Pengasih?

This study aimed to evaluate the implementation of industrial work practices that included: (1) the implementation of industrial work practices on aspects of the context; (2) the implementation of industrial work practices on the input aspect; (3) the implementation of industrial work practices on aspects of the process and; (4) the implementation of industrial work practices on product aspect in SMK N 6 Yogyakarta and SMK N 1 Pengasih.

This research is useful that can contribute positively to the development of science, especially in cooperation with the world of work with the world of education. With the progress and demands of the times, graduates are required to follow the development of good times in terms of ability and knowledge that must be owned. This research can be used for reference in developing cooperation relationship with DU/DI department, so Prodi start thinking about graduates to be able to compete in the world of work. With that, it can also be used as a reference in the development in the field of educational organization with the relation of organizational development conducted in SMK Yogyakarta.

2. Material & Methodology

a. Vocational Education as a World of Work Education

As expressed in (Sudira, 2016: 28) that vocational education has the same meaning as vocational education. Where it is explained that vocational education is education to develop a person's kevokasian so have the capacity or capability assigned or given orders to perform a job or a particular position. Then the definition of vocational education expressed by Henry and Thompson in kemendikbud (2013) is as follows: Vocational education is "learning how to work," vocational education has been ab effort to improve technical competence and to raise and individual's position in society through mastering his environment with technology. Additionally, vocational education is geared to the needs of the job market and thus is often seen as contributing to national economic strength. Byram and Wenrich (1956: 50) that "vocational education is teaching people how to work effectively."

In another perspective of (Pavlopa, 2009: 7) "Traditionally, direct preparation for work was the main goal of vocational education." It was perceived as providing specific training that was. reproductive and based on teachers' instruction, with the intention to develop understanding of a particular industry, comprising the specific skills or tricks of the trade. Students' motivation was seen to be engendered by the economic benefits to them, in the future. Competency based training was chosen by most governments in Western societies as a model for vocational education. In another perspective of John Dewey explaining in (Sudira, 2016: 8) states: The principle goal of public education is to meet the individual needs for personal fulfillment and preparation for life. This requires that all students receive vocational education, be taught how to solve problems and have individual differences equalized.

Dewey rejected the image of the students as passive individuals controlled by market economy forces and is limited by inherently proscribed intellectual capacities. In his view, students were active pursuers and constructors of knowledge. Based on the above description can be interpreted that SMK is a unit of secondary education as well as part of the national education system that prioritizes the development of the ability of learners to be able to work in a particular field, adaptability in the work environment, view job opportunities and develop themselves. "The purpose of vocationalization of the school curriculum is to provide exposure to all students to assist them in understanding the requirements for work and working life and not merely to train them as artisans and craftsmen," (N. David, 2009: 1320).

b. Implementation of Industrial Work Practices in Education

Knowledge of work discipline and work skills can be formed through experience and implementation during industrial work practices. Another meaning as described by Rakib (2015) that: "Knowledge, discipline, loyalty and courage students can level through a program of industrial work practices that will increase student interest in interpreneurship, if the implementation of the program industry practice goes well according to the program has been formulated in the curriculum it will affect student's interest in entrepreneurship." Furthermore (Made, 2013) states that the purpose of industrial work practice is to provide opportunities for vocational school students to explore and live the actual business conditions and conditions in accordance with the program of expertise. "The purpose of vocationalization of the school curriculum is to provide exposure to all students to assist them in understanding the requirements for work and working life and not merely to train them as artisans and craftsmen" (N. David, 2009: 1320). The units covered must fit the objectives of the curriculum and contain content that offers knowledge that is relevant to the career development of the individual and the very needs of the society.

1) Program Evaluation

Evaluation is a study designed and conducted to assist some audience to assess an object's merit or worth (Stufflebeam, 2000). Sax (1980: 18) also argues that "Evaluation is a process by which the judgment or decision of a process in a where consideration or decision of a value is made of various observations, backgrounds, and training of the evaluator." According Swasto (2011: 65) training is intended to improve the mastery of employees against a variety of skills and techniques of implementation of certain work for the needs of the present.

2) Work Based Learning

Another definition states that WBL is all learning that occurs as a result of workplace activity (Little, 2006). "Work-Based Learning is an approach with focuse upon the pratical utility of learning and therefore directly relevant to learners and their work environment. A WBL approach to learning acknowledges that learning can take place in variety of situations and setting, and is not restricted that developed through the classroom or lecture theatre. All WBL programmes utilize a range of tools to aid and enhance guided learning activities. This 'blended' learning approach enables WBL programmes to be tailored to student needs and preferences, whilst still operating within an academic framework. WBL is a practical and successful way of creating university-level learning that is directly related to the workplace."

David Boud (Boud & Solomon, 2003) describes that WBL programs typically have the following characteristics: (1) a partnership between an external organization and an educational institution assigned to a contract; (2) learners are involved as workers; (3) the learning program is formulated from

the workplace needs of the participants, and not only from the academic curriculum that has been developed; (4) individual learning programs individually adapted to each learner according to their previous educational/work/training experience; (5) learning programs as integrated projects/tasks; (6) tuition fees are measured by educational institutions.

This research was conducted for learning industrial work practices (Prakerin) students of SMK N 6 Yogyakarta and SMK N 1 Pengasih. Therefore, this study includes the type of evaluative research using a quantitative descriptive approach. Quantitative descriptive in the program used to collect, and explain the aspects that have been evaluated. The data of this research were obtained through questionnaire given to the students and interview to the teacher as a complement of quantitative data and completed with documentation. Research data is directed to students and supervising teachers who have implemented industrial work practices in SMK N 6 Yogyakarta and SMK N 1 Pengasih. The objective object observed in this study is directed to the evaluation of context, input, process, and product, or so-called CIPP which is intended to compare the performance of the program with certain criteria to produce judgment.

3.   Results and Discussion

This research was conducted in two Vocational Schools, SMK N 6 Yogyakarta and SMK N 1 Pengasih. The informants of this study were students who had implemented the internship and the teacher of Prakerin. The evaluation program technique of data collection in Industrial Job Training students of SMK N 6 Yogyakarta and SMK N 1 pengasih was collected using primary data, Questionnaire and Interview. Secondary data collection is done by documentation study. Documentation was collected in the form of archives for the implementation of internship programs in SMK N 6 Yogyakarta and SMK N 1 Pengasih. Experimental tests were conducted on students who were not included in the study sample.

Data analysis technique used in this research is quantitative descriptive analysis. The analysis is done in several steps, namely: (1) scoring the respondent's answer, (2) summing the total score of each component, (3) grouping the scores that can be by the respondent based on the trend level. Can be described by tabulating according to each variable by using SPSS help will get the average price (M), mode (Mo), median (Me) and standard deviation (SD). To describe or know the context variable, input, process and output are used scores. Aspects are assessed using a Likert scale consisting of four rating scales. The mean and standard deviation are grouped into 4 categories: very good, good, bad, not good (Djemari Mardapi (2008: 123)) The research data taken from the research was taken from questionnaires distributed to prakerin students and interview teachers who have completed prakerin. The number of questionnaires distributed for SMK N 6 Yogyakarta and SMK N 1 Pengasih is 154 questionnaires and interviews to prakerin guidance teachers as much as 1 prakerin guidance teachers. In the description of this study are consecutively described (a) the evaluation of the context; (b) input evaluation; (c) process evaluation; (d) product evaluation.

a.   The Evaluation of the Context

Implementation of Industrial Work Practices in SMK N 6 yogyakarta on the context component is in less good category with the average of 19.00 with interval $17.25 \leq x \leq 19,25$. Furthermore, in SMK N 1 Pengasih context component is in the good category with the average of 18,24 with interval $18 \leq x \ 19.5$. Based on the above findings, the results of qualitative analysis are also supported by teacher interviews related to the context indicator that discusses conformity with the industry. The interview result of

prakerin guiding teacher stated that it has adjusted aspects of understanding related to the policy, objectives and benefits, so that its relevance is achieved.

Tabel 1. Context of SMK N 6 Yogyakarta

No	Interval	Mean	Kategori
1	>21.75		Sangat baik
2	19.25 ≤ x ≤ 21,75	19.00	Baik
3	17.25 ≤ x ≤ 19,25		Kurang baik
4	< 17,25		Tidak baik

Tabel 2. Context of SMK N 1 Pengasih

No	Interval	Mean	Kategori
1	>19.5		Sangat baik
2	18 ≤ x ≤ 19.5	18,24	Baik
3	16.5 ≤ x ≤ 18		Kurang baik
4	< 16,5		Tidak baik

b. The Evaluation of Input

Implementation of Industrial Work Practices at SMK N 6 Yogyakarta on Input component is in the good category with the average of 39,42 with intervals of 37,5 ≤ x 41,25. Furthermore, in SMK N 1 Pengasih input component is in less good category with mean 39,40 with interval 36,25 ≤ x ≤ 39,5.From the findings of the input indicators in the form of coordination monitoring, starting from providing debriefing to students, it means the readiness of students mature enough in the implementation prakerin.

Tabel 3. Input of SMK N 6 Yogyakarta

No	Interval	Mean	Kategori
1	>41,25		Sangat baik
2	37,5 ≤ x ≤ 41,25	39,42	Baik
3	33,75 ≤ x ≤ 37,5		Kurang baik
4	< 33,75		Tidak baik

Tabel 4. Input of SMK N 1 Pengasih

No	Interval	Mean	Kategori
1	>42,75		Sangat baik
2	39,5 ≤ x ≤ 42,75	39,40	Baik
3	36,25 ≤ x ≤ 39,5		Kurang baik
4	< 36,25		Tidak baik

c. The Evaluation of Process

Implementation of Industrial Work Practices in SMK N 6 Yogyakarta on the process component is in good category with average 40.22 with interval 37 ≤ x 41,95. Furthermore, in SMK N 1 Pengasih the process component is in good category with the mean of 40,95 with 40,5 ≤ x ≤ 44,25. From the findings of the process indicators on the aspects of coordination and handling of aspects of the process, it is true that it is done by the tutors.

Tabel 5.   Process of SMK N 6 Yogyakarta

No	Interval	Mean	Kategori
1	>41,95		Sangat baik
2	37 ≤ x 41,95	40,22	Baik
3	32 ≤ x ≤ 37		Kurang baik
4	< 32		Tidak baik

Tabel 6.   Process of SMK N 1 Pengasih

No	Interval	Mean	Kategori
1	>44,25		Sangat baik
2	40,5 ≤ x ≤ 44,25	40,95	Baik
3	36,75 ≤ x ≤ 40,5		Kurang baik
4	< 36,75		Tidak baik

d.   The Evaluation of Product

Implementation of Industrial Work Practices at SMK N 6 Yogyakarta on product components are in the good category with the average of 29.92 with 29 ≤ x ≤ 32 intervals. Furthermore in SMK N 1 Pengasih product components are in less good category with the average of 29,07 with intervals 28 ≤ x ≤ 30. From the findings of product indicators in the form of output prakerin implementation, starting from final task perakerin to students, it means final task prakerin real student.

Tabel 7.   Product of SMK N 6 Yogyakarta

No	Interval	Mean	Kategori
1	>32		Sangat baik
2	29 ≤ x ≤ 32	29,92	Baik
3	26 ≤ x ≤ 29		Kurang baik
4	< 26		Tidak baik

Tabel 8.   Product of SMK N 1 Pengasih

No	Interval	Mean	Kategori
1	>31,95		Sangat baik
2	30 ≤ x ≤ 31,95	29,07	Baik
3	28 ≤ x ≤ 30		Kurang baik
4	< 28		Tidak baik

4. Conclusion

Implementation of Industrial Work Practices in SMK N 6 yogyakarta on the context component is in less good category with the average of 19.00 with interval 17.25 ≤ x ≤ 19,25. Furthermore, in SMK N 1 Pengasih context component is in the good category with the average of 18,24 with interval 18 ≤ x 19.5. Based on the above findings, the results of qualitative analysis are also supported by teacher interviews related to the context indicator that discusses conformity with the industry. The interview result of prakerin guiding teacher stated that it has adjusted aspects of understanding related to the policy, objectives and benefits, so that its relevance is achieved. Implementation of Industrial Work Practices at SMK N 6 Yogyakarta on Input component is in the good category with the average of 39,42 with intervals of 37,5 ≤ x 41,25. Furthermore, in SMK N 1 Pengasih input component is in less good category with mean 39,40 with interval 36,25 ≤ x ≤ 39,5.From the findings of the input indicators in the form of coordination monitoring, starting from providing debriefing to students, it means the readiness of students mature enough in the implementation prakerin. Implementation of Industrial Work Practices in

SMK N 6 Yogyakarta on the process component is in good category with average 40.22 with interval 37 ≤ x 41,95. Furthermore, in SMK N 1 Pengasih the process component is in good category with the mean of 40,95 with 40,5 ≤ x ≤ 44,25. From the findings of the process indicators on the aspects of coordination and handling of aspects of the process, it is true that it is done by the tutors. Implementation of Industrial Work Practices at SMK N 6 Yogyakarta on product components are in the good category with the average of 29.92 with 29 ≤ x ≤ 32 intervals. Furthermore in SMK N 1 Pengasih product components are in less good category with the average of 29,07 with intervals 28 ≤ x ≤ 30. From the findings of product indicators in the form of output prakerin implementation, starting from final task perakerin to students, it means final task prakerin real student.

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A New Substantive Theory for the Mastery of Foreign Language Speaking Skills: A Grounded Research

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Abstract

Formal educational practitioners tend to neglect the students' learning preference or liking in order to gain certain skill in the learning foreign language, especially speaking skills. In general, so far, cognitive, motivational, and formal learning issues have been used as the main basis for the learning foreign language. However, the substantive theory found in this current study shows different. We applied Grounded study that involved 10 informants who were the students and alumni of the English Language Education Study Program of the Universitas Sembilanbelas November Kolaka, Southeast Sulawesi, Indonesia. All data were collected 12 times in 3 stages then were analyzed using three steps of Strauss and Corbin's analysis that applied theoretical sampling and constant comparison in generating the substantive theory. The findings reveal that the English speaking skills mastery should be based on a preference or liking toward any topic to learn, the learning processes that are irregular-based, and an informal self-evaluation as way in sustaining the skills. These three things are the sub-category of our substantive theory and very instrumental in improving the English speaking skills. In addition to our substantive theory, we also propose three (3) hypotheses as part of the results of this study.

Keywords: foreign language learning, grounded theory, informal self-evaluation, preferent learning, speaking skills, substantive theory

1. Introduction

The Industry 4.0 was developed in 2011 which Cyber Physical Systems (CPS) or smart machines dominate human activities where'machines will redefine themselves in the way they communicate and perform individual functions' (Muhuri, Shukla, & Abraham, 2019) 'by connecting people, machines, and products by forming a joint production system, which enables faster and more targeted information exchange '(Rauch, Linder, & Dallasega, 2019), 'demands a socio-technical evolution of the human role in production systems' (Frank, Dalenogare, & Ayala, 2019). In this condition, Japan began to introduce the

industrial 5.0 era in 2015 which further embodied humanitarian functions, 'collaborating humans and smart systems through highly accurate industrial automation supported by critical thinking skills' (Haleem & Javaid, 2018) and'more on the essence of human existence, physical integrity, and relations with nature'(Sachsenmeier, 2016). However, for both eras, the need for mastery of foreign language skills is increasingly needed, especially the skills of communication and collaboration to really play a role in both eras.

Considering these two industrial eras, the academic world still provides foreign language learning with the aim of providing opportunities for students to continue to master foreign languages, specifically speaking skills. On the other hand, the activities of non-academic people concern themselves with mastering speaking skills in a more free way without being bound by formal academic rules by utilizing the media on the internet as one of the industrial revolution given (Internet of Thing). The fact is that the mastery of speaking skills actually seems clear in its achievements to those who are more free in learning it. Why formal learning that has been memorable does not provide opportunities for the students' preference (Enkin & Correa, 2018; and Funk, 2012) especially learning speaking skills as a foreign language? Does learning must prioritize its focus on formal situations and conditions so that the students' learning preferences are limited? In fact, in general, the situation and conditions of informal learning, specifically in universities, actually seem more promising to improve skills (Meredith, Fortner, & Mullins, 1997; Folkestad, 2006; and Rienties & Kinchin, 2014). Can formal learning mediate students' preferences in learning so that the skills achievement can be realized? (Crawley & Shrum, 1997; Bolhuis & Voeten, 2004; Conti, 2009; Chuang, 2012; Haworth, McGee, & MacIntyre, 2015; and Hu, Gao, Wofford, & Violato, 2017) Of course, everything depends on how stakeholders think of the right work framework to mediate the students' learning preferences even in the atmosphere of formal learning.

Ideal learning, generally, requires the fulfillment of pre-determined learning outcomes. The learning certainly has great expectations in order to achieve the required mastery. In learning foreign languages, in this case English, it appears that the learning objectives set are still merely administrative (Lasagabaster, 2011; Ahmadianzadeh, Seifoori, & Tamjid, 2018; Ashton, 2017; Liyanage, Bartlett, Walker, & Guo, 2014; Met & Byram, 1999; Astika, 2014; and Widiastuti, 2018). In other words, learning achievement is only descriptive in every learning plan and only part of the domain is visible, for example, the mastery of the psychomotor domain is still very minimal compared to other domains, it is more likely to cognition domain. Motivation, as one of the affective domains, is more dominant to be the basis for the success of foreign language learning, both for teachers and students (Arthur & Beaton, 2007; Kiziltepe, 2008; Brumen, 2011; Ruesch, Bown, & Dewey, 2012; Yang, 2017; Gearing & Roger, 2018; and Karimi & Zade, 2018; etc.), in fact, the motivation is not enough to mediate the foreign language speaking skills.

In connection with this problem, we had observed students' speaking achievement at the Universitas Sembilanbelas November Kolaka for approximately 6 years which, if this is viewed quantitatively, is still very minimal. Speaking 2 only reached 32.35% while Speaking 3 only reached 8.65%. Of course, this condition is very apprehensive when viewed in terms of formal and mathematical achievement. The prior theories seem to be unable to penetrate the problems faced by those foreign language learners in that University. Therefore, through this research, we applied the Grounded Theory design in an effort to find a new substantive theory in the hope of being a consideration, both for learners and teachers of foreign languages, specifically for foreign language learners in universities.

2. Methodology

This Grounded research was conducted at the Universitas Sembilanbelas November Kolaka, Southeast Sulawesi. The process of data collection was carried out in three (3) stages and in-depth interview sessions were conducted at each stage, while Focus Group Discussion (FGD) was conducted to provide more specific data on the focus of the research. After doing the data analysis process in the first step; *Describing*, we produced several concepts and then these concepts were categorized through the second step of data analysis process called *Conceptual ordering*. Likewise the second and third stages of data collection and its analysis to the *Theorizing* process (Strauss & Corbin, 1998). These stages were conducted based on the Theoretical sampling proposed by Glaser & Strauss (1999) which is the process that is carried out simultaneously in terms of collecting data, coding, and analyzing the data collected and deciding what type of data will be collected next and where it will be found.

In doing the first stage of data collection, we analyzed transcripts of three interviews and described the data in the form of objects, people, situations and conditions, events, actions, emotions, moods, and aspirations that produced 29 *concepts*. This first step of analysis was called *Describing*. The concepts were analyzed using *Constant comparison* technique in order to classify those concepts into categories as the second step of data analysis; *Conceptual ordering*. We had 10 categories that became our next focus in collecting the data to the second stage. The next, we made some Memos to describe the overall situations and conditions for each process of analysis. We made 61 memos to the end of our study. The last, we compiled and gave a specific code for the first phase of the categorization data.

In the second stage of data collection, we analyzed transcripts of four interviews by doing the first and the second step of analysis technique (Describing and Conceptual ordering). In this stage, we produced 14 concepts and 5 categories. The next was to determine the next focus in collecting the data, making memos, and giving specific code for the second phase of the categorization data.

In the third stage of the data collection, we analyzed interview transcript and the results of the FGD in the third step of data analysis called *Theorizing* for the initial substantive theory. In this step, we did the process of Constant comparison that aimed to crystalize the categories with its properties into the core category and its properties as the crystalized substantive theory. The next was to make memos and propose the hypotheses.

3. Findings

The First Stage Findings

Initial data collection was carried out three times against three (3) informants, namely informants I, II, and III. Data collection at this stage aimed to identify how informants learn English speaking skills. After we did the data analysis, which was called the first stage, 29 concepts and 10 categories appeared. The concept arose when the Describing or Open coding data analysis stage was carried out, while the categories appeared after conducting Conceptual ordering or Axial coding. The Describing stage aimed to see and let new ideas emerge. During the Describing process, the interview data were coded on line by line transcripts that were usually contained in active verbs or a phrase or sentence. Furthermore, all the codes are separated or compared based on the same meaning and then put into abstractions related to the meaning of the units of the codes so that the abstractions become concepts as Figure 1 shows some.
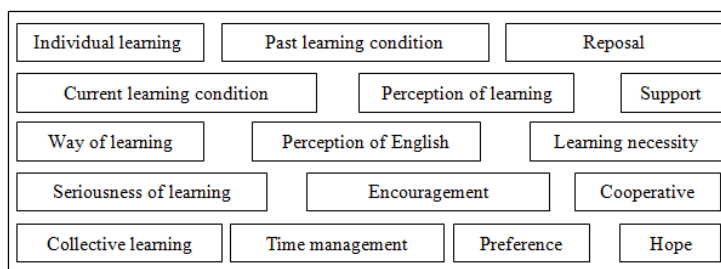
Figure 1. Concepts of the First Stage

Every time we did an analysis, we also used Memo as a data collection technique. Based on this, we made the Memo in question after naming the concept for the existing codes labeled. Steps like this were carried out consistently for each informant until the 29th concept. Figure 1 below shows the number of concepts in question. These concepts are born from coding units against the data from three interviews. Those concepts are carried out in a Constant comparison process with the aim of bringing up more abstract categories. At this stage, the second step analysis, Conceptual ordering is done. Through this stage of analysis, we saw that the average category that existed referred to several learning elements so we chose to create categories that referred to the learning elements in question as well as being a further sub-focus for the next collection stage. The categories in the first stage were used as sub-focus for subsequent data collection through semi-structured interviews. So, in the first stage it only reached the first and second steps of analysis; Describing and Conceptual ordering. The categories were ordered as in the Figure 2 below as an aexample.
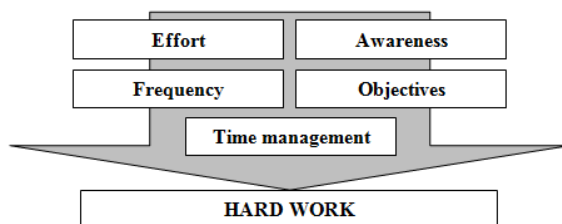
Figure 2. Example of Categorization of the First Stage

The Second Phase Findings

Before conducting the second stage of data collection, we compiled and gave a specific code for the first stage of the data categorization. We code #I, # 2, # 3, # 4, # 5, and so on. For example, Code 46 # I-48 # I, which means the result of interviewing I (first) informant for the code number 46 to 48. Table 4 shows the meaning of the code in question. Code 54 # II-62 # II, which means the interview results of informant II (second) to code data numbers 54 to 62.

In the second phase of data collection, we conducted in-depth interviews in four (4) times with four informants, namely informants IV-1, V, VI, and VII. The interview started with the first informant, then the second, and so forth to the seventh informant. This interview focused on ten sub-focuses that refer to learning elements. After collecting data for each informant, we carried out a data analysis process with the same steps as the previous analysis in the first stage, namely *Describing* and *Conceptual ordering*. Only, in the second stage of data collection, the data analysis process was continued in the third step, *Theorizing*, where this step produced a substantive theory. These code units in this second stage were abstracted into concepts and we made memos. These steps were carried out on the data of the interview results for each informant so as to produce 14 concepts and 5 categories as shown in the Figure 3.

Enthusiasm	Work hard	Learning freedom	Initiation
Unpattern learning	Learning pleasure		Curiosity
Cooperation	Show-off		Undisciplined
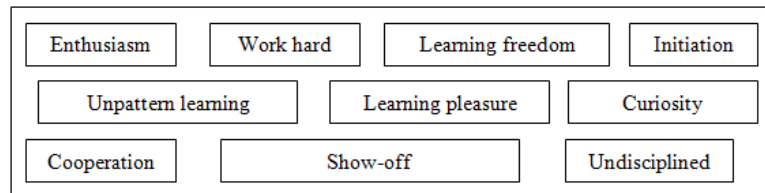
Figure 3.   Example of Concepts of Second Stage

After coding units grouped into concept abstractions, then, we did the categorization process through the second step analysis, Conceptual ordering or Axial coding to bring the categories along with their properties. After the categorization process, five initial categories appeared and we ordered as in Figure 4 below.

Learning pleasure

Curiosity

Initiation

LEARNING PREFERENCE
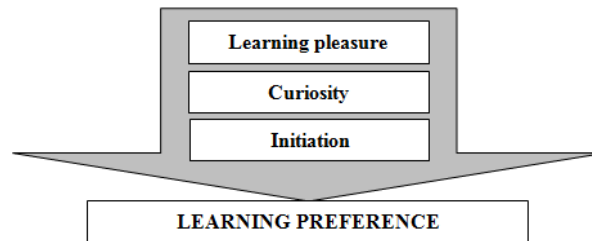
Figure 4.   Example of Initial Categorization of Second Stage Concepts

Next, we gave a specific code that refered to the data contained in each category. For example, code 36 # IV-52 # IV, which means the interview results of the informant IV (fourth) for the data number code 36 to 52. These categories appeared through the process of data analysis by applying *Constant comparison*. These steps were continued in the same way up to the fifth category.

The Third Phase Findings

The focus of this study is the Learning of Speaking Skills in English and the properties of this category are learning preference, learning pattern, self-evaluation, attitudes, and behavior. Figure 5 below shows what is meant.

THE LEARNING OF SPEAKING SKILLS IN ENGLISH

| Learning preference | Irregular learning pattern |

Self-evaluation
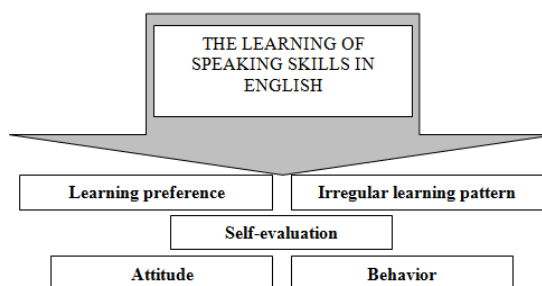
| Attitude | Behavior |

Figure 5.   Initial Grounded Theory

The learning of English speaking skills of the informants is influenced by preferences; choice by liking, irregular or free learning patterns, attitude, and behavior towards English, as well as the application of self-evaluation which tends to be informal and based on certain goals.

After determining the categories, we then carried out the final step of analysis, namely Theorizing, which according to Strauss & Corbin as a way to integrate or unify several categories that have been linked to sub-categories and crystallize these categories into a new theory. At this stage, we re-interviewed informant IV-2 regarding irregular learning or in accordance with their own desires. Furthermore, the interview data were analyzed with the same steps as before to crystallize the initial categories and their properties so that the construction of the theory is more apparent. The theoretical process was carried out by analyzing the interview trascripts and the results of the Focus Group

Discussion (FGD) and we still made memos. In this session, we show how the initial main categories changed. Figure 6 below explains what is meant.
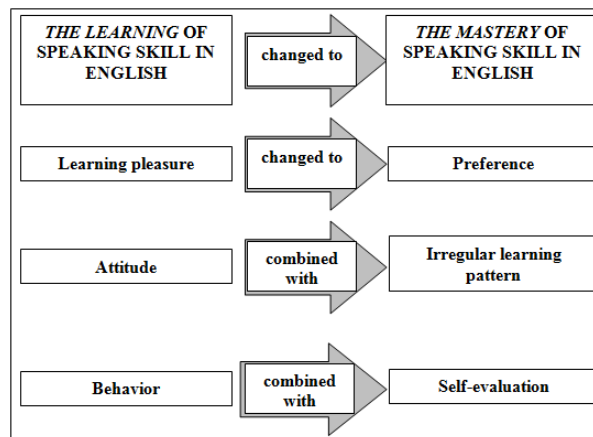
Figure 6.   Initial Grounded Theory Changed in the Third Stage

Based on the Theorizing process, the initial categories changed and form a more focused structure. The Learning of English Speaking Skill which is the focus of research turns into the Mastery of English Speaking Skill because the three existing properties are fundamental factors for mastering English speaking skills. Learning is a medium for achieving mastery. Learning pleasure changed to Preference because it is one indicators of pleasure. The category of Behavior is combined with the category of Irregular learning pattern because a behavior is part of one's learning pattern. The category of Attitude is combined with the category of Self-evaluation because attitude is a mental revelation of an idea, value, and system that is organized and visible through experiences. Ideas, values, and systems are part of the evaluation processes. A more focused structure can be seen in Figure 7 below.
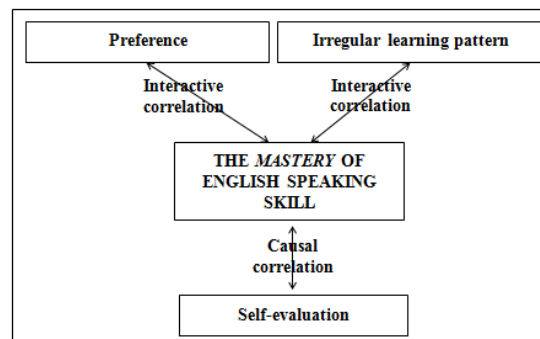
Figure 7.   The Core Substantive Theory

Explanation:
- The Mastery of English Speaking Skill: Main category; Research focus.
- Preference: sub-category; sub-focus of research.
- Irregular learning pattern: sub-category; sub-focus of research.
- Self-evaluation: sub-category; sub-focus of research.

Based on the substantive theory, we compile several hypotheses that are part of the quantitative paradigm that can be further tested. The hypotheses in question are as follows.

1) There is an interactive correlation between Mastery of English Speaking Skills and Preference (liking).
2) There is an interactive correlation between Mastery of English Speaking Skills and Irrgular learning pattern.
3) There is an effect of Self-evaluation on the Mastery of English speaking skills.

4. Discussion

The thing that underlies the mastery of the informants' English speaking skills is the sense of being liking to what they learn or learning preference. Liking is not an inner driver because one's self-like is natural, both causal and non-causal, and static. What drives a person is a motivation, both intrinsic and extrinsic. Maslow (1943), as the proponent for Motivation Theory, states that motivation is one of the determinants of a person's attitude and this is what distinguishes it from the Behavior Theory which is always motivative, biological, cultural, and situational; Alderman (2004); Gopang, Soomro, & Bughio (2015); Durksen, Klassesn, & Daniels (2017); Bukhary & Bahanshal (2013); and Ferradás, Freire, Núñez, Piñeiro, & Rosário, 2017). The informants' motivation towards English only emerged after having a sense of liking and an interest in them. Preference is included in the affective domain, as well as motivation, but this current research shows that it is not a motivational tendency that brings learners in achieving mastery of speaking skills in English but liking. Based on this, the results of the current study suggest considering the liking in learning as the affective domain, so that one's learning can truly become part of the existence of her/his own learning.

In the other side, curiosity can be a factor in the emergence of a person's motivation and curiosity is based on liking. Someone who has a motivation, initially motivated by curiosity and the curiosity arises because of a feeling of like. This means that when an element of liking does not exist, motivation can stop or changed at any time. It also shows at the same time that one's learning cannot be absolutely placed on motivation but preferably on a sense of liking or preference. Descartes in Corballis (2016) say that our body is not a machine that can move on its own but our body is a creature that has a soul in which there is a mind. When it is linked to motivation that has a starting point for physiological needs, it is certainly clear that motivation is not reliable or cannot be used as the main basis for one's learning (see Anselme, 2007; Green, 2016) and what should be the basis is a feeling of like that does have a starting point for psychological needs.

With regard to cognition, experts point out that cognition processes are included in neuroscience studies where the brain has a role in learning, (see Hermida, *et al.*, 2015; and Komer & Eliasmith, 2016) become central in the one's learning process. Cognition domain, according to them, has a huge impact on one's learning to gain knowledge and skills, increase attention, perception, consideration, the function of execution or decision making, and problem-solving (Tenison, Fincham, & Anderson, 2016; Yan, 2010; Posner & Rorhbart, 2014; Kotovsky & Simon, 1990; and Anderson & Fincham, 2014). Therefore, they suggest that learning should start from the process of cognition. Even since six (6) decades, from the 1950s to the 2000s, research on cognition related to learning was published publicly (Zhang, Sternberg, & Rayner, 2012). This indicates that cognition has long been a barometer for the development of learning and makes it the first and foremost step in starting the learning, but our findings show different.

The findings in this current study indicate that the learning should be based on the affective domain; one's liking on what and how s/he learns something, specifically in gaining the knowledge and skills s/he needs. During the discussion in the FGD activities it was clear that the informants are people who are naturally lazy to learn. The question is that why can they show their speaking skills in English instead? Is it caused by intrinsic motivation or because of a sense of liking, or the role of cognition? There are so many people who experience the same conditions but they can show their skills. This is certainly caused by a sense of liking or preference as a form of behavior so that the cognition process begins to run in the form of attitude and brings it at a conative level that is adequate to learn in an

irregular (preferent) way. Motivation only occurs as a driver within someone when what one will do is something s/he likes, not because of something s/he thinks. In other words, learning should not be seen as something that respectively departs from one's cognition, then attitudes, then behaviors, and finally conative with the aim of improving psychomotor and interpersonal processes. It must be understood that everything is nothing that is constant in this life, and therefore, even the process of learning. It is necessary to apply various approaches, methods, and strategies that are considered to mediate each individual's learning processes. This certainly applies to every social variable, both measurable and unmeasurable. Morgan (2004) said that scholars who apply the theory and practice of education are free to adopt what they consider most appropriate, under conditions of self-determination, and without binding commitments to pre-selected dogmas. At present, the field of education has expanded its theory and practice by modeling theories, principles, and practices from other disciplines. In addition, the theories and practices carried out at universities may not be compatible with the reality of teaching in schools because the teacher education curriculum is considered color-blind and does not have culturally responsive pedagogy (Schauer, 2018). Therefore, educators should conduct different activities from which they can learn a lot and must always have the need to learn to do their work as educators (Ping, Schellings, & Beijaard, 2018). Educators can also use a variety of development standards but more in a mode that matches the level of resistance (Bourke, Ryan, & Ould, 2018) with the aim to encourage and support the learning of their students in the classroom, especially language learning (Holdway & Hitchcock, 2018) so that graduates can become global workers who are ready to be employed in the future (Minocha, Hristov, & Leahy-Harland, 2018).

If it is associated with the most underlying thing in speaking skills mastery, it is clear that it is not the domain of cognition and motivation; even though motivation is included in the affective domain, but it is precisely a liking that is also one of the affective domains. The question then, is the Cognitive domain not needed in one's learning processes? Of course the answer is it is needed. Then later, to what domain should the learners depend on learning foreign languages? The answer is that we should depend on the affective domain because this domain should be understood as the central to the learning processes, both individually and collectively. Then, is the affective domain the most important thing among the three? The answer is certainly not, because the three domains are the integrated variables as a large series of the entire learning processes. However, it is better for the affective domain; liking, to be the most important basis for the learning. The aim is to mediate both other domains as well as psychomotor and interpersonal domain. Figure 8 below can be understood conceptually as the flow of one's learning processes.
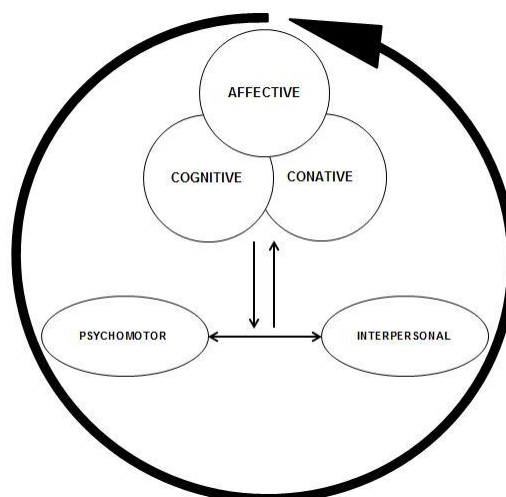
Figure 8.   Taxonomy of Learning Cycle

Explanation.

a. Affective; changes in feelings (likes or dislikes; preferences), interests, enthusiasm, appreciation, values, motivation, attitudes, and development of adequate appreciation and adjustment (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

b. Cognitive; involves knowledge and development of intellectual skills (Bloom, *et al.*, 1956).

c. Conative; a form of social communication where someone tries to influence the mental and emotional state of others (Dennis, *et al.*, 2013; Perner, Zauner, & Sprung, 2005).

d. Psychomotor; manipulative or motorized areas oriented to body movements (Bloom, *et al.*, 1956; Noorhidawati, Ghalebandi, & Hajar, 2015)

e. Interpersonal; inherently related and process oriented, which is needed for communication and interaction with others by involving listening, body language, verbal language, and behavior and with the aim of recognizing emotions and resolving interpersonal conflicts (Duffy, *et al.*, 2004; Bhana, 2014; Lolli, 2013; Calero, Mata, Bonete, Molinero, & Gómez-Pérez, 2015).

Next, the informants' learning pattern for their English speaking skills is different from the general learning pattern. Besides being based on preferences, the informants' learning patterns are more likely to be *irregular* or based on their *preferences*. That is, that the word *irregular* here means uncertain or in other words, according to their own desires and actions (free will-whim). This pattern is unpredictable, which actually brings informants to the mastery of English speaking skills. The word *preference* refers to several things that are conceptually the basis for how the learning process is ideal for the informants. Here are some things that are meant.

1) Learning whenever and wherever; natural

2) Based on one's own desires or pleasures; more to own choice (preference; preferred)

3) Unexpected; suddenly; come and go; irregular; unplanned; flowing; do not have a certain way; informal (unpredictable)

4) Based on situation and curiosity (Situational and Curious-based)

5) No regulatory pressure or no discipline

The suggestion from Sert's (2006) research result showed that increasing awareness about autonomous learning and its benefits will be able to improve the self-regulation of the learners themselves which in turn can contribute to higher achievement and motivation. It is different from the learning in formal conditions which certainly has some academic regulations and becomes a routine process. Brandstatter (1994) said in his research finding that free time (pleasure activities) can provide better opportunities for satisfying social motives than when in a working situation (regulatory existence) and pleasure or desire is certainly one dimension of all linguistic exchange (Cameron & Kulick, 2003). This is certainly one of the determinants of the success of one's speaking skills.

The Preferent learning, as labelled then, allows individuals to facilitate their own learning, whether in a formal environment such as on campus or school and workplace or in informal environments such as places where they are separated from binding regulations. Places like this can give learners the responsibility to improve their own solution strategies and can benefit expertise that is adaptive (Carbonell, Stalmeijer, Könings, Segers, & van Merriënboer, 2014). Adaptive expertise according to Carbonell *et al*. is a flexible condition that allows individuals to work at a high level in the face of task changes (topics of learning) and work methods (learning methods) and therefore, preferent learning is strongly recommended. The concept is shown in Figure 9.
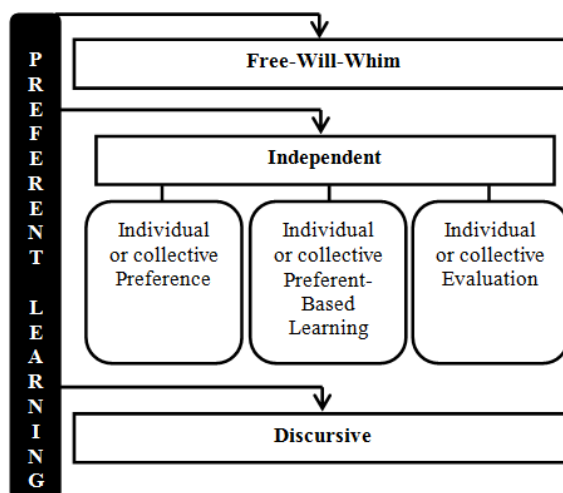
Figure 9. The Concept of Preferent Learning

Ideally, after a learner has a sense of liking or preference for what s/he learns, then s/he will naturally get into preference-based learning. When getting into the way of how a learner processes and acquires knowledge about the object s/he likes, then the Cognitive Style and Cognitive Learning Theory take on the role, this is because linguistic knowledge is not a guarantee in improving foreign language speaking skills. Let the learners be free, independent, and discursive in mediating their own learning. This is very important to understand because of considering that everyone has a different language learning strategy and learning style that might create learning conditions for them in ways that can differ from individual to individual and considering socially the needs and desires of learners. Therefore, let the learners do it alone freely according to her/his own desires and likes (Rezaee & Farahian, 2012; Kumaravadivelu, 2006; Niu, Lu, & You, 2018; and Chik & Ho, 2017).

The mastery of English speaking skills in question here also involves an informal process of self-evaluation. The process of self-evaluation that is shown is very diverse in order to know and keep maintaining the mastery of their speaking skills in English which is of course done based on their own desires and also unpatterned. Self-evaluation does not mean doing a kind of formal test, but rather activities that can provide personal guidance about the mastery of skills that have been achieved so far. There are, at least, 8 ways of conducting self-evaluation in question are *Self-imagery*, *Competitions*, *Interactions*, *Talk to Self*, *Watching English subtitle videos*, *Chatting*, *Practical teaching*, and *Long term evaluation*. To continue to know the sustainability of mastering the English speaking skills, then it is necessary to evaluate ourselves because this includes quality assurance; determining what is good and what needs to be improved, quality increase; providing inspiration about how these things can be improved (van der Bij, Geijsel, & ten Dam, 2016), and can be an important component in encouraging improvement in the provision of education services (McNamara & O'Hara, 2008).

5. Conclusion

Based on the discussion, we conclude that in order to achieve the mastery of the English speaking skills, the learners need several things to know such as 1) a liking for English as a foreign language which is the basis of the affective domain in learning English as foreign language should be the basis for the learning, 2) irregular-based learning which is a free implementation in improving the mastery of speaking skills in English as a foreign language is ideal for any skills acquisition, 3) self-evaluations that are part of the implementation of the learning as well as ways in which the learners know and keep maintaining the extent of the speaking skill mastery that have been obtained should be considered in order to have the

long term skills. Furthermore, the learning that has been prioritizing cognition and motivation need to be reconsidered and revisit because our substantive theory actually suggests the affective domain, in this case, the liking or preference which is the main basis in learning English speaking skills specifically and foreign languages generally.

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Global Citizenship Education in Higher Education: Forming Global Awareness and Responsible through UNESA's Programs

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Abstract. *This study aims to look at higher education strategies to prepare graduates for the global era and industrial revolution 4.0 to have universal competencies, skills and values for a sustainable world with the principles of Global Citizenship Education. This study used a qualitative approach with case study research methods. This research is located in the Departemen of Pancasila and Citizenship Education at Surabaya State of University. The results of the study showed that the University's ongoing strategy became a Departement's program to enhance the global awareness and responsible of students through: making the campus a cyber university, making the campus a eco campus, through SIPNESA, various subjects taught, through student organizations and through extracurricular activities. These programs are aimed at fostering common values such as tolerance, empathy, non-discrimination, a culture of peace, sustainable development and encouraging civic engagement in local, national and global level issues.*

Keywords: Globalization, Global Citizenship Education, Global Insights.

1. Introduction

Entering the 21st century, every country in the world will face various problems of global trends that need to be taken seriously by every country. Various global problems or issuess that are currently prevalent include increasing interdependence and competitiveness between countries, violence and inter-ethnic warfare, organized terrorism, the development of the lobal economy, sustainable development and environmental degradation as well as increasingly rapid information and communication technologies that also have various negative impacts (Gacel and Avila, 2015; Cogan and Derricot, 1998, p. 7; UNESCO, 2015; Wahab and Sapriya, 2012, p. 236). Various problems and needs above, the need for efforts to provide global understanding and competence of the younger generation as a provision for contemporary citizens today. The ability and competence of global citizens must be transformed in the process of formal education. It is important for students to have perspectives and abilities about how they are connected to each other with students in other parts of the world (Sarabhai, 2013). The formation of global citizens through education can be through the approach of Global Citizenship Education (GCE).

Global Citizenship Education (GCE) is an educational effort to develop knowledge, skills, values and attitudes needed by students to be able to contribute to a just, peaceful and sustainable world,

implementing lifelong learning perspective from early life to college life with a collaborative formal approach namely *kokulikuler*, extracurricular and informal (UNESCO, 2014; 2015). In various countries around the world, GCE programs have become conversational and many countries are trying to reconstruct the education curriculum to answer the challenges and needs of global trends (Davies *et al.*, 2018). Curriculum reconstruction with the paradigm of GCE needs to be done from primary, secondary, and tertiary level of education. Higher education and education in general must serve the world order which enables the development of a more just, tolerant, and responsible society. Nowadays, universities must create graduates who have capabilities that are relevant to the world that is full of globalization and multicultural values (Killick, 2018). In the report of the Adult Skills Survey, a survey of literacy, numeracy and problem-solving skills in a sophisticated environment for technology, Indonesia was in the lowest position of 34 participating countries (OCED, 2016). Therefore higher education institutions must have a paradigm to form graduates' civic knowledge that is capable of addressing all types of problems from the local to the global level. These various policies open opportunities for students and make students more prepared for the impact of today's fourth industrial revolution (Industrial Revolution 4.0).

A study of qualitative research methods with the design of case study research in the Citizenship Education Study Program at Surabaya State University aims to examine how a university approaches in conceptualizing "global citizenship" in various policies. The policy can be seen from the university's strategic plan which is then realized in various university programs to shape the global outlook of students.

2. Literature Review

2.1 Concepts and Objectives of Global Citizenship Education

The term Global Citizenship Education (GCE) and Education for Global Citizenship (EGC) and other terms related to the concept of global citizenship are increasingly being used in scientific conferences and in various educational discourses in the world. However, people rarely can hear these terms in the classroom or the world of education. There are reasons for this, both objective and subjective. Thus, the United Nations Educational, Scientific and Cultural Organization or UNESCO (2015) made a document about the GCE which contains UNESCO's Topics and Learning Objectives. According to UNESCO (2015) GCE is an effort of educational institutions that aim to build the knowledge, skills, values and attitudes needed by students in order to contribute to a just and peaceful world by applying a lifelong learning perspective from an early age to college with collaborative formal approaches namely *kokulikuler*, extracurricular and informal with objectives on cognitive dimensions: Learners gain knowledge and understanding of local, national and global problems and the interrelationships and interdependencies of various countries and populations, learners develop skills for critical thinking and analysis. Dimension of attitude: students experience the same sense of belonging to humanity, sharing values and responsibilities, based on human rights. Students develop empathy, solidarity and respect for differences and diversity, and dimensions of skills are expected. Students can act effectively and responsibly at the local, national and global levels for a more peaceful and sustainable world. Learners develop motivation and willingness to take action needed.

2.2   Issues and Themes in Global Citizenship Education

With various complex problems of globalization, the issues and theme of citizenship education is also complex. To shape knowledge, skills, and attitudes of global citizens, the education of global citizenship includes the following themes:

a.   Justice (Human Rights)

The expected justice concept in the GCE is not to impose ideology or the values of the majority on minority groups; giving attention to racial minorities, gender and marginalized groups who are vulnerable to discrimination treatment; provide space for participation with refugees, transnational immigrants and asylum seekers so that they can voice their rights. GCE needs to provide space to discuss the values of universal justice that can be accepted in each country (Shultz, 2018).

b.   Cultural Diversity

With increasing transnational migration in various countries, global citizenship education aims to emphasize students to respect the identity and background of other students as an opportunity to make classroom learning more meaningful; make the environment and school learning responsive to cultural diversity (Hattam, 2018).

c.   Sustainable Development

Three pillars of sustainable development are increasingly recognized since Educational Agenda in 21st century, the three pillars are: (1) Economy, an economically sustainable manner, to balance the wheels of world goods and services and to avoid imbalances that damage production agriculture and industry; (2) Environment, environmentally friendly systems must be maintained for the sake of survival, avoiding excessive exploitation of natural resources including maintenance of biodiversity, stability of the atmosphere and other ecosystem functions; (3) Social, socially sustainable systems aims to achieve justice in the distribution of majority and minority rights, provision of adequate social services including health, education, gender equality, and political accountability and participation (Pashby, 2018).

2.3   Approach in the Implementation of Citizenship Education in Formal Education

The current learning environment is a diverse multi-faceted learning space where the learning process is carried out from different learning approaches. Global Learning that connects local to global, the key to the learning environment is an inclusive and innovative environment. The characteristics of global learning are participation, enthusiasm or passion, and knowing the purpose (UNESCO, 2015). In addition, collaborative and global practice outside the classroom by relying on digital technology and the use of social media is involving participants in the new learning environment. Nowadays, learning process uses technology to support learning that can take place anywhere (Arteaga, 2012). This also refers as global collaboration. Online global collaboration refers to educators, students, classrooms, schools, and other geographically separate learning environments that use online technology to study with others outside their immediate environment to support curricular goals, intercultural understanding, critical thinking, ability personal and social and ICT abilities (Lindsay, 2016). Then educators need to consider how to define "classrooms" in the new learning environment. In addition to educators, the learning environment must be well conceptualized the institution.

In formal education, at the tertiary level, in various countries, to form global perspectives and competencies for students, one of them is by making a program of "global citizenship" namely student internships or exchanges abroad (Lilley, Barker and Harris, 2015) and learning participatory pedagogical

approaches namely an approach that encourages students to think critically about the issuess (Aktas, P. and Richards, 2017) or by using certain learning media and methods such as critical media literacy which are subject to a global issues (Harshman, 2017) that can be applied in the co-curricular process and classroom management. Moreover, learning environment needs to be inclusive, that is not discriminating upon an individual or group of students, the media used represents various students' learning style and background, creating a safe learning space, and also accessible and empowering to create a fair learning environment (Killick, 2018).

Another way is to encourage students to take part in social movements related to the issues of peace and the world environment (Catalano, 2013) as happened in Indonesia, namely 'Save Palestine and Save the World'. Furthermore, in learning environment, students can be developed through international collaborated extracurricular activities. In addition, physical facilities is also needed such as rooms for discussion, arts, sports and also a clean-green campuses (Budimansyah, 2016). For civic involvement to be part of the college landscape, Jacoby (2009) states that "It must be central, not marginal, institutionalized rather than fragmented." This must be integrated by institutions in the academic curriculum. Moreover, collaboration with faculties is needed in creating an academic community that models democratic values and freedom for students.

3. Methodology

This study uses a qualitative research approach with case study research design. This study seeks to explore and examine how participants' perceptions of the urgency of global citizenship education, examine how motivation and action holistically are planned and carried out by participants in realizing a global citizenship education program, as qualitative research is research that intends to understand the phenomenon of what is experienced by research participants, such attitudes, perceptions, actions holistically by means of descriptions of natural words and languages (Moleong, 2012).

Through case study, researchers can identify, in detail, the matters relating to a program, namely the Global Citizenship Education Program in a location. This study is conducted at Surabaya State University (UNESA). UNESA is a university where stakeholders are committed to leading national and global education, since 2016-2020. The university developed various programs to realize that its vision and missions, which is to help students to have the knowledge and skills needed for current era. To narrow the scope of the research from university's vision and missions, a study program was chosen. Civic Education was chosen because the program is the most representative program that deals with the concept of global citizenship education. The case study entailed a detailed examination of one setting or one single subject or one document storage or one particular event (Bogdan and Biklen, 1982, p. 82).

This study uses variety of techniques in data retrieval, namely observation of programs that lead to dimensions of growing global insight into students, interviews with academics who have experienced with GCE programs, discussion groups with various lines in the study program, academics to study and analyze information, and documentation techniques to see how lecturer planning in teaching global civic education programs in the context of learning. Qualitative research has the characteristics of using data collection methods that are more diverse than quantitative research (Creswell, 2015). Activities in qualitative data analysis are carried out interactively and take place continuously until complete. The point is that during the interview process, an analysis of the data that has just been obtained from the interview will also be conducted. Analysis of interactive model data has 3 (three) stages, namely data reduction, data presentation and data analysis (Miles & Hubberman, 2007).

4. Results and Discussion

To prepare adaptive higher education graduates who are ready to compete in the industrial revolution era, higher education must have strategic steps. In the 2016-2020 UNESA Strategic Plan it was explained that the theme of development for the recommended growth strategy was "Expansion Towards Global Scale Education Excellence" which was in line with the UNESA 2035 vision milestone namely Recognized International Research University. The following is a detailed explanation of the programs in the UNESA strategic plan which are then carried out on the Civic Education Study Program:

4.1   ICT Based Education (Cyber University)

Information Comunication Technology (ICT) based education has been developed by UNESA to improve student learning quality and graduate quality. Universities use ICT systems in various fields with the strength of 42 bandwidth internet networks to serve 27, 460 students. Visitors to UNESA e-learning since May 2014 numbered tens of thousands from all over the world from Asia, Europe, America, Australia and Africa. In the same year, UNESA won the best ranking in Indonesia in the TeSCA Smart Campus Award with 10 dimensions of assessment of the tech campus category.

The application of an online or e-learning lecture system began to be implemented in the UNESA environment since 2013, e-learning is equivalent to face-to-face traditional lectures for a maximum up to three meetings per semester, with the proof of online attendances. In the program, several lecturers are using online lecture systems to create collaborative learning and new learning environments. An online lecture system is an online classroom system that allows the teacher and the students to meet online (when they are separated geographically and unable to meet face-to-face) in order to meet curricular goals, intercultural understanding, critical thinking, personal and social abilities and ICT skills (Lindsay, 2016; Arteaga, 2012). In addition to e-learning, UNESA also developed Informational Educational Application in collaboration with USAID, DBE2, World Bank.

4.2   Eco Campus Program

"Eco Campus UNESA" which is carried out by UNESA is a green-clean forum collaborated with Environmental Movement of UNESA Student Organization. This program supports environmental conservation effort in order to realize sustainable development and aims to overcome environmental problems that occur. This program is one of the themes in the global citizenship education program, namely sustainable development. Sustainable environmental development must be maintained for the sake of survival, avoiding excessive exploitation of natural resources, including maintaining biodiversity, stability of the atmosphere and other ecosystem functions (Pashby, 2018).

In the eco campus program, UNESA opened green land for educational, conservational, and recreational purposes. Eco campus UNESA have many go-green programs, such as waste banks, saving electricity and water, making small reservoirs at Lidah Wetan campus area to collect rain water. UNESA has received assistance in the form of plants and trees from related institutions. The insight of global citizens of students regarding sustainable development in the environment field can be established through this program, how to manage and innovate in the field of environment in supporting sustainable development. Generally, the country and its people need to help with ecology cases as its part of everyone's life. A country is the main actor in environmental innovation, even in global sphere (Setiawan & Yulian, 2016). With variety of ecological problems, we need insights into environmental awareness for the younger generation for sustainable development.

4.3 SIPENA

The aim of SIPENA is to improve student skills in organization, research and community service. Students are required to be involved in various problems in the local, national and global environment, such as national and international seminar, be part of campus organizations, and participation on various trainings and services. SIPENA also train student problem-solving through their involvement with existing problems. By involving citizens, individuals as citizens of their communities, their countries and thus the world can be empowered as agents of social change for a more democratic world (Jacoby, 2009). One of the forms of student involvement in the global arena is the form of real solidarity action that is Pray for Rohing conducted by the Student Executive Board in 2017, the forms of action include sending prayers and doing prayer together, doing *Ghaib* prayer in congregation, and doing fund raise for the community. This student active involvement is in line with the objectives of global citizenship, namely that students can act effectively and responsibly at the local, national and global levels for a more peaceful and sustainable world; students develop motivation and willingness to take the necessary actions (UNESCO, 2015).

4.4 Critical and Participative Learning Approach

Technology-based learning is not sufficient in shaping the global insight of students, but also accompanied by critical and participatory learning in the teaching and learning process. Civic education study program forms a global insight into students by approaching some lecture material was given to students with one of the goals of preparing students in the era of globalization. These courses include: English Language I and II, foreign language expertise, especially English in the global competition are highly needed. This program will provide greater opportunities for higher education graduates in international business and other careers with international components (Aktas, Pitts, Richards & Silova, 2016). In line with Career & Beyond (2016) that focus on learning foreign languages as individual skills can be more competitive in the global market. Students are given the task to actively speak in several public places with foreign tourists and must upload it online. Another subject is Basic Comparative of State, where students are given an understanding of each country's foundation and the practice of democracy in other countries around the world, then presented and upload it in You Tube student content.

This subject foster global insight where students are exposed to international world, relations, and communication. This subject encourages students to take part in finding about world problems, so they can form a global awareness of students. Other subject that shape the global insight of students are human rights. Human rights subject aim to look at various issuess of inequality of rights, injustices, gender and marginal at the local, national to global level. GCE needs to provide space to discuss the values of universal justice that can be accepted in each country (Shultz, 2018). Another subject that shapes student's global insight is multicultural education. Multicultural education focuses on the different cultural diversity, to accept it and to respect it. This is in line with the aims of GCE which is to give emphasis to students to respect their identity and background of one another and to make learning opportunities more meaningful (Hattam, 2018).

4.5 Student's Exchange

Several collaborative activities have been taken by UNESA with several other universities, such as students and lecturers' exchange at Tiajin University in China, Nagoya University, and Aichi University of Education in Japan. Following the exchange, a lot of MoU with follow up actions also have been

established, nationally and internationally. Student exchange is a very important strategy in developing students' global insights especially in the realm of global citizen skills because global skills develop slowly in classroom learning, but need real-world practices and challenges. So that some theories on the approach of global citizenship education require that educational institutions have student exchange programs abroad (Lilley, Barker and Harris, 2015; Tarrant, Rubin, and Stiner, 2014).

In various activities above to form global insight into students. The concept of global citizenship (global citizenship) is not referring to the citizenship status of every citizen. Global citizen insight is an effective citizen in the life of globalization that has competence in the order of knowledge, skills, and attitudes that are ready to have relationships and connections across differences but at the same time maintain and deepen their sense of identity and integrity as part of a country's citizens (Murdiono, 2014). The global insight of students trying to be formed from a global citizenship education program at Civic Education Program UNESA can be seen in the following table:

Table 1. The Global Insight of Students Trying to be Formed from A Global Citizenship Education Program at Civic Education Program UNESA

No	Responsible Global Citizens		
	Domain of Global Insights	Key concept	Implementation
1	Knowledge and Understanding	• Social Justice • Diversity • Globalization and Interdependence • Sustainable Development • Peace and Conflict • National Identity	1. Civic and Citizenship Education 2. Language education and foreign language skills 3. Multicultural education 4. International relations 5. Basic natural sciences 6. Human Rights 7. Comparison Country's Foundation
2	Skills	• Critical thinking • Ability to debate effectively • Respect other people's thoughts and actions • Effective communication • Cooperation and conflict resolution	1. Regular discussion 2. Eco campus 3. Student organization and community activities 4. Student exchange 5. Cyber university
3	Values and Attitudes	• A sense of identity and self-esteem • Empathy • Commitment to social justice • Respect and respect diversity • Environment awareness	1. Critical and participatory learning 2. Student organization and community activities

Source: Oxfam in Zahabioun, Yousefy, Yaromahadian & Keshtiaray, 2013. Processed by researcher.

There are three dimensions that are often referred to in global citizenship, namely social responsibility, global competence, and global civic engagement. Social responsibility is defined as the level of awareness of interdependence and social care for others, society and the environment. Students can be trained in social responsibility and participating in evaluating social problems such as injustice and social inequality. Global competence is interpreted as the ability to have open thoughts and effectively try to understand the cultural norms of others and make use of the knowledge they have to interact, communicate and work together. The dimensions of global competence can be developed in

civic education by using a critical thinking approach. Whereas involvement in global citizenship (civic engagement) is interpreted as an action or tendency to recognize social issuess both at local, national and global levels by participating in community activities and participation (Murdiono, 2014).

5. Conclusion

Global perspective is one of the main needs for contemporary citizen due to the uprising of world's problem in which the solution depends on nation's participation. Many world problems that must be understood by global citizens include increasing interdependence and competitiveness between countries, inter-ethnic violence and war, organized terrorism, racism, intolerance to rising unemployment and damage to natural resources in which all require the participation of several countries. Higher education needs to be reconstructed to prepare global citizens to meet the current needs, in addition to the challenges of the industrial revolution 4.0 must be responded quickly and accurately by all stakeholders in the education environment in order to be able to increase Indonesia's standard. The formation of student's global insight can be seen from three domains, namely, knowledge, skills, and attitudes of global insight. The university's ongoing strategy became a study program to foster global insight into students by making the campus a cyber university, eco campus, through various subjects taught, through student organizations and through extracurricular activities. These programs are aimed at fostering common values such as tolerance, empathy, non-discrimination, a culture of peace, sustainable development, and encouraging the involvement of students in local, national and global level issues.

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Strengthening Nationalism Characters through Habituation in Junior High School Students in Border Area of Indonesia-Timor Leste

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ABSTRACT

This research is motivated by students' behavior in Indonesian border region who prefer to behave, speak, cultured even use products from Timor Lestecompared to Indonesia. The purpose of this research was to describe the process of strengthening the character of nationalism through habituation in SMPN Silawan. The research process used qualitative approach with descriptive methods. The technique used by schools in strengthening the character of students' nationalism was through habituation. Through this practice, the school organized best practices in the form of programs and activities that were varied to strengthen the character of nationalism of students. The habituation program included flag ceremonies, paskibra *(flag raiser)*, the use of good and appropriate Indonesian language, singing national anthem before and end the learning, welcoming state guests in the border region, and using national yells. The results of the study showed that through habituation programs organized by schools, it was able to strengthen the character of nationalism of students. This was proven by the behavior and daily activities of the students who have loved domestic products, speak Indonesian well and appropriate, even feel very fond of Indonesia.

Key words: nationalism character, habituation, border area

1. Introduction

A national development is determined by how much the role of the society in supporting every government activity. Hjern (2010) stated that an educational system not only imparts knowledge and fosters people to be loyal citizens, but also traditionally requires a loyalty to tradition and culture that are invented by dominant community; an education is an institution that mediates and socializes individual into the society and shapes an understanding of the nation and the society that is formed through centuries of history. Thus, the country should be able to utilize the school institution optimally in developing students' characters.

Aqib and Sujak (2011:3) revealed that an individual with character is the one who does the best things towards God, himself, fellow, environment, nation, and, an international world in general by optimizing his potential (knowledge) awareness, emotion, and motivation (emotion). The individual with

character in the context of understanding is meant as the one who has positive valuable actions. Sanusi (2017:103) explained that the valuable actions become real if what is committed based on the values is the action that has become self-character, which is not a fake character or personality, but it is an adequate knowledge with those actions as a part of the character or identity.

Developing students with character is the main objective of the school, especially in the Public Middle School (SMPN) to produce intelligent and kind students. A good character education with quality is an expectation of all people in supporting the students before socializing actively in the society as adults in their community. Taufik (2014) argued that actually what determines the development of a nation is the quality of society characters, because, the nation which has a good quality will be able to move all the activity areas, such as being able to improve competitive spirit, personal quality, interpersonal collaboration, etc., so that the noble character will lead to change in all aspects of life.

The government role in supporting the strengthening of students' nationalism characters in Public Middle School level has been implemented in the program of strengthening character education (PPK). Based on article 3 of Presidential Regulation of Indonesian Republic, Number 87, Year 2017 about the strengthening of character education is stated that PPK is an educational movement under the responsibility of educational unitary to strengthen the students' character through harmonization of spiritual and emotional development, affective and creativity development, intellectual development, and physical and kinesthetic development by the involvement and cooperation between education unit, family, and the society as a part of the National Movement of Mental Revolution (GNRM). Based on that paradigm, it can be inferred that PPK program as the part of the mental revolution movement only can be achieved if there is a synergy among the supporting institutions. Even though, nowadays the school is forced to accept this responsibility as the part of responding society's frame on its orientation as an education institution. Mulyasa (2015:19) said that a mental revolution in the school should involve the problem of how to develop human with quality and character as *kaffah,* which not only becomes the event of intellectual development, but also develops characters of humanity, soul, and heart. Furthermore, Muslich (2013:47) emphasized that education is not only about transferring the knowledge, but the main thing is that it can change or shape someone's character and behavior in order to be better and more polite in ethical or esthetical level, and in behavior of daily lives.

Based on the point of view above, thus, all Public Middle Schools in Indonesia should make this program as guidance in strengthening the students' characters, including junior high school which is located in the border area. That point of view certainly has a reason that the junior high school students in the border area are generations that will be prepared to be a large group in the community.

Indirectly, the border community is a reflection of nation character towards the other countries. The people characters in the border area have particular influences on the economy and social of the society on both sides of the border (Bański & Janicki, 2013). If the foreign nation considers the country as a city-state in a larger context, so, the border is its walls (Walters, 2006).

One of Public Middle Schools in the border area is Silawan junior high school. This school is one of Frontline schools which is located in Belu Regency, East Nusa Tenggara province, especially in the border area of Republic of Indonesia (RI) and *República Democrática de Timor Leste (*RDTL). The majority of the students' which are getting an education in junior high school level in the border area of RI-RDTL is categorized as the border community which is a lagging community with the access to education, health, transportation, and also vulnerable to the poverty or even it is categorized as a marginal society. It certainly affects the students in the border area. The students who are getting an education in this

school are 312 students, consisting of 60% of ex-East Timor students and 40% of the indigenous students of Indonesia as the descendants of East Timor of Bobonaro district (School archives, 2017).

The research which was conducted by Permatasari (2014) concluded that the main problems of the society who lives in the border area are the prosperity and the lack of infrastructure construction. It causes the border community engaged to cross to another country by better guarantee. Besides, the border society is the state border doorman that every time is vulnerable to contemporary issues. Thus, the students should be ready to welcome the community life of the society.

The lifestyle development of Indonesian society nowadays actually does not care about the location or the place where culture is influenced. The same thing also happens in the border area of RI and RDTL. The students in the border area have many different and various meanings in case of time or place, so, it influences the culture and even the language that becomes a complex social construction by having different meanings and functions that are involved to them (Haselsberger, 2014). The people who live in the border area are also influenced by foreign culture, especially the cultures of 3F *(food, fashion, and fun)* which are owned by Timor Leste. The Timor Leste country is one of the countries that the citizen lifestyle is influenced mostly by the foreign culture, especially Portuguese. The culture has developed in East Timor, so, it has been considered as an original culture by the citizen of Timor Leste. Dancing and fashion culture are some of Portuguese cultures that are adopted by the citizen of Timor Leste. It is finally successfully inherited to the society of ex-Timor Leste citizen that lives in the border area.

The students who live in the border area until nowadays still use the lifestyle which is the same as the Timor Leste society in general. In addition, unconsciously, the students in the border area proudly wear the attribute or identity owned by a Timor Leste people. The students wear hats, clothes with the picture of the Timor Leste flag, consume foods and drinks made by Timor Leste and the worst thing is that they will be really proud if they can speak Timor Leste language fluently. Based on the facts above, it is not impossible that the sense of love of the students to the culture and the identity of the Timor Leste country improves. If it continuously happens, so, the sense of belonging of the border community will disappear. It finally makes the students in the border area lose their identity as the nation that upholds local culture and as a treasure of the nation culture. Based on these points of view, the students will be easily affected by the foreign influences that easily replace the original cultural position in the society. It can influence the sense of belonging or nationalism of the society in the border area. The nationalism of the border community will be easily faded in current development that requires the citizen to keep their original culture in the society.

By paying attention to the phenomena above, then, certainly, there will be an argument that the strengthening of nationalism character is necessary for the students in order to prepare generations that are ready to sacrifice for the nation. Pureklolon (2017:35) defined that nationalism is a form of loyalty to the country, where the citizen has a sense of belonging to the country and at the same time, the country has the citizen that gives contribution through a substantial unity of a country in keeping its existence and its area. By the actualization process of nationalism character education in every activity that becomes habituation in the school, so, it will create various benefits. The benefits are not only for the students themselves, but also for the sake of the nation and country, especially the sovereignty of the Unitary State of the Republic of Indonesia (NKRI). The expectation will affect the students who get the education in Silawan junior high school. The students will be able to understand the meaning of nationalism as a part of the citizen duty, especially in the border area.

Smuggling, cross-border shopping, and labor market are the incentive process of the interaction which does not appear without the state border. It looks clear that the border is not an obstacle in all contexts, and it does not limit any communication and interaction form (Schack, 2001; Misra, 2013). The research that was conducted by Saleh (2011) stated that nationalistic character, according to the border community, is no more than feeling that is always imprinted in human soul as an Indonesian language in any places and any situations. Under this condition, thus, the illegal transaction process that is often informed in the border area indirectly will be minimized as well. It can happen because the students have developed to be the members of the society who are ready to cooperate to fight drug and other illegal things.

At least, there are some arguments that support the statement about the importance of the study of the local society in the border area. First, the border area is a strategic area which becomes the face of the country. In Indonesia, those areas become the gate for the foreigners or outsiders that have an interest to enter NKRI area. Second, the border society that lives in Indonesia tends to be classified as a lagging group of some development aspects. Third, the study of local society in the border area of Indonesia has not been good yet, either from the quantity or the effect of the study result that becomes policy of post study (Prasojo, 2013).

By reflecting the dynamics that happen to the students in the border area above, thus, one of the ways to prove that they are the citizen of Indonesia is by improving the sense of love or nationalism in Indonesia through the school role. The sense of love or nationalism can become real through the real acts that are integrated into everyday life, in the school or the society. The act and the process of actualization is a form of strategy implementation that is done by the school in the border area to develop the students' nationalism characters through habituation. The National Education Department cited in Komalasari and Saripudin (2017:100) stated that habituation as a habit is a process of attitude and behavior change that is automatic and it is relatively kept through frequent process of learning. Sahlan and Prastyo (2017) stated that the habituation and the imitation in its real meaning is an essence of education in the form of wisdom that should be introduced early to the students. Guthrie cited in Schunk (2012:188) identified three methods to change the behavior: threshold, fatigue, and compatible response. He further explained that the idea of changing behavior is considered as giving good inspirations and general guidance to anyone that wants to develop better habituation. Giddens cited in Saptono (2011:58) argued that the habituation creates life structure, so, it makes the people easy to act; through habits, people is unnecessary to reason, take distance, or give understanding every time they want to act. Alfiky cited in Anwar (2014) stated that habituation is a mindset that has been infused in someone's self. Then, it is correlated with the desire to do it frequently until the brain believes it as the indicator of behavior.

Based on the paradigm and phenomena above, thus, a process of extracting information to support and give recommendations to the schools in the border area is really needed. Because of that, the researcher is intended to do a research comprehensively about the strengthening of nationalism characters through the habituation program in junior high school level in the border areas.

2. Method

The research was conducted in Silawan junior high school Belu Regency East Nusa Tenggara Province. The research used a qualitative approach using a descriptive method. The researcher collected the data by using observation, interview, and documentation. In the data collection technique by using the observation, the researcher used an observational role that changes. Creswell (2015:424) confirmed

that the participant role that changes is the role of the researcher that adapts its role with the condition. At first, the researcher went to the location of research as a non-participant who only wants to know the education phase. In its way, the researcher succeeded to have a good relationship with the research subjects, thus, the researcher decided to be a participant in this research. Besides, the data collection using documentation was also employed by the researcher who attempted to collect the documentation data about the implementation of a habituation program in the school. In addition, the researcher also conducted an interview. In this interview, the researcher used *one on one interview technique*. This technique aimed to describe the implementation process of habituation program that was held by the school to strengthen the students' nationalism characters. The participants in this study are 6 teachers, 2 students, and 1 public figure. The data analysis and interview result referred to some steps consisting of three plots of activity which are data reduction, data presentation, and conclusion or verification.

3. Findings and Discussion

Based on the findings of the research, there is a preventive effort that is done by Silawan junior high school in strengthening the students' nationalism characters. The effort that is done by the school is through a habituation program. This program has been implemented by the school since this school was built. The habituation program is followed actively and enthusiastically by the students in this school. This program involves the entire school stakeholders without an exception. The active involvement between the school staffs and the students succeeds to create and effectiveness of the implementation of the habituation program in the school.

Based on the interview result, it can be concluded that the habituation program that is implemented in Silawan junior high school consists of the various habituations. The habituation program aimed to strengthen the students' nationalism characters. Those habituation programs are singing mandatory songs and national anthems before and after studying and attending the flag ceremony. Moreover, there is also flag hoisting troops (PASKIBRA) and Scout. Besides the use of good and correct Indonesian language and the visit to the border area and national yells are not apart from the school attention that supports the strengthening of the students' nationalism characters. Another habituation program is the role modeling that is done by the teachers to the students. Furthermore, the habituation programs in Silawan junior high school will be described comprehensively.

3.1   Singing National Anthems and Mandatory Songs Before and After Studying

This activity is a programmed activity that is implemented by all the teachers in this school. The form of the habituation is usually implemented before and after studying. The teacher will ask one of the students to lead the members of the class to sing. This request is without pointing any student, so, who is ready to be a leader, is welcomed. It is done so that the students have an awareness of how valuable the leader is. Besides, it is also employed in order to give a chance to the students to understand the meaning of every song verse carefully that is sung. The students are enthusiastic to sing the national anthem and mandatory song. It can be seen from their expression that looks really serious to sing the song. During singing the song, no one bothers or make noise to friends next to them. The scenery is not because it has been managed or because of being afraid of the teacher, but every student has already accustomed to always appreciate every national anthem that they sing. It is done by the teachers almost on every subject of the course.

3.2 Flag Ceremony

In Silawan junior high school, beside it is implemented on Monday, this activity is also implemented in the commemoration of national holidays. It is followed by the teachers and the students in the school routine. In this school, the flag ceremony officers are managed regularly and systematically based on their own duty. The flag ceremony officers are managed on every Monday based on the level of the class. Every class must have a turn to be the officers. Usually, the flag ceremony officers are managed in their own class. Every class stands based on the level of the class. The teachers form a line in the position provided. There are also some teachers who stand behind the students. It is not done in order to prevent the noise, but to anticipate if there is an incident happens. One of the incidents is for instance, if in the implementation of the flag ceremony, one of the flag officers is ill or getting a health problem. The ceremony that is implemented in the school runs based on the agenda that is arranged systematically by the school. Based on the observation, every student follows the flag ceremony very well. It is proven by the lack of noise level that is caused during the implementation of the flag ceremony. In addition, the actions that are caused as a part of bothering the people comfort do not appear. In every flag ceremony, usually who becomes the leader is the headmaster. If the headmaster is absent, so, he usually gives a mandate to one of the teachers to lead the implementation of the flag ceremony. In his speech, the leader always confirmed about the importance of being a good citizen. The concept of the good citizen is only understood as being an individual with character. Apart from that, the concept of the good citizen is the one who always loves his country. The flag ceremony leader also always emphasized that as a student in the border area, it is important to always love Indonesia with all heart. That sense of love can create the actions of state defense as the citizen that has a high loyalty.

3.3 Flag Hoisting Troops (PASKIBRA)

Flag hoisting troops or PASKIBRA is a habituation activity program that is implemented in Silawan junior high school. The beginning of the program formation is due to the school desire to produce discipline students. Along the way, this program has various orientations. Apart from developing the students' discipline, certainly, the most interesting thing is an integrated program of strengthening nationalism characters through the habituation. The reason why the research chooses this program is because it has been a students' favorite activity. Besides, this activity still becomes a routine activity in this school. In Silawan junior high school, the PASKIBRA team consists of 2 platoons. Certainly, both platoons have their own duty and function. At the beginning, the members of PASKIBRA are chosen by Intra School Student Organization (OSIS) builder that has another role as PASKIBRA builder. After that, the members of PASKIBRA are selected one by one based on the flag ceremony officers in that day. Along the time, the school finally involved the other institutions that relate to this activity to also give their contributions. In that case, this activity often involves task force (SATGAS) army in the border area. Certainly, the selection of TNI officers to be involved in the process of PASKIBRA team formation has various reasons. One of the school considerations is because the TNI officers have background of an adequate marched rule. In addition, actually the school intentionally involves TNI with hopes that the sense of patriotism that is possessed by the officers can be spread out to the students in the school. The school that cooperates to the TNI implements the selection of PASKIBRA members by visiting each the class. The orientated level of the class of the selection of the members is class of 7 and class of 8. It is done so that the regeneration can run well and does not bother the students' concentration in class of 9 that is preparing for the national examination. The selection of PASKIBRA members is done through a strict selection process. The long and tiring selecting process will produce two platoons of PASKIBRA

team. These two platoons consist of 66 members of participants who are divided into the main team and the alternative team. Each class must provide 3 members of the class to join the PASKIBRA team. It is done so that in the implementation of the flag ceremony, the class who has responsibility as the stakeholder has possessed 3 main members of PASKIBRA. The main members of PASKIBRA will always perform in every flag ceremony that is implemented in the school.

3.4   The Reception of State Guests in the Border Area

In Silawan junior high school, there is a program that also supports the strengthening of the students' nationalism characters, that is state guests' reception. This program involves the students participate in the activity of the state guests' reception in the border area. This activity is a spontaneous habituation. The implementation of this program is usually done if the border institution asks the school to participate. The participation activity is often understood by the school as a visiting activity to the border gate. The program is the activity that has been implemented in a long time since the school was revealed as definitive by local government. The local government, who is the border organizer, always asks for the school to also join the state guests' reception in the border area. The guests can be functionary, or honored guests from the other countries. The students that are involved in this reception activity are the students who are always prepared by the school with all the skills. Those skills are the students who can speak local language fluently, drum band, and the traditional dancer. When the state guests arrive in the border area, they are accepted directly as a host. After that, it is directly followed by local greetings that are sung by the students in Silawan junior high school. The local greeting is known generally by the society in Belu district, specifically by the border community with the term of *Hasehawaka.* The state guests reception with this term signs the reception of the guests in Belu regency. The drum band rhythm, then directly hums accompanying the state guests' arrival. The rhythms of drum band that are practiced by the students are guidance result of Silawan junior high school. The rhythm has a national anthem theme. The habituation program always becomes a spontaneous activity that is always done by the school in receipting the state guests in the border area. It is done in order to give an introduction to the students about the state activity in the border area. Besides, the participation also gives comfort to the students in the border area that their contribution is really needed. Therefore, the integrated role of the school in this program really helps the students in the process of strengthening their nationalism character. It has an effect that the more they are given a chance in this activity, the more they are aware of loving Indonesia as the people in the border area.

3.5   The Use of Indonesian Language

The use of a good and correct language will reflect a high loyalty from a citizen. As the good citizens of Indonesia, they should use the good and correct Indonesian language. It is done as a part of upholding the Indonesian language as a unitary language in daily life. In Silawan junior high school, there is a habit of using the good and correct Indonesian language which is scheduled specifically. It is done by the school with various reason backgrounds. One of them is that the students who study in Silawan junior high school feel difficult to leave their original language which is the Tetun language which is collaborated with Timor Leste dialect. Based on the observation and the interview result with some teachers, it can be concluded that at the beginning, the students feel difficult to adapt with this habituation. Every day, the students are always accustomed to use Timor Leste language since they entered the school gate until they go home. With this condition, thus, the school specifically makes a firm policy directly. The school then continued the circular letter from the local officials about the use of local language specifically on Thursday. Apart from that, thus, on Monday until Friday, except Thursday,

the use of the correct language in the school should be actualized. It aimed to give the firm to the students that live in Indonesian area and the importance of using the good and the correct language. In addition, language is one of Indonesian national unifier that should be upheld by the citizen of Indonesia. This program is also one of the supporting forms of the school towards the strengthening of the students' nationalism characters.

3.6 National Yells

Silawan junior high school is a school which is located in the border area of Timor Leste and Indonesia. This school is categorized as a Frontline school (SGD). As a school which is located on the border and Frontline area, the school has special strategies to strengthen the nationalism character. Those strategies are the agreement results of the school staffs. One of them is by accustoming the students to yell the national yells. This habituation is done every morning parade and afternoon when the school is off. This yells is made special by the school in order to strengthen the students' nationalism character in the border area. Besides, as the characteristic of Silawan junior high school, this yells is the only habituation activity that differentiates this school to another. This habituation is done every day in routine after the speech from the headmaster or one of the teachers given. After giving the guidance or speech, the teacher will ask one of the students to lead his friends. The selection of the yell leader is done randomly without being given the information before. The students are asked to always prepare themselves to face all the possibility to be appointed as the yells leader. It is done in order so that the students will always prepare themselves to be an example or role model. Based on the observation result, the students in Silawan junior high school are really enthusiastic in yelling the yells. Every student with high spirit yells the national yells together with their other friends. Through the interview with some students, it is concluded that they are so proud of yelling the national yells. Through this yells, the students will feel close to Indonesia.

3.7 Scout

The main objective of the implementation of scout program is creating stronger generations of state defense that is ready to sacrifice for the country. In addition, this program also contributes to the process of developing the students. It is understood as the process of refreshment of the students' physical health. This program is intended to make the students always think positively in every decision or action. The implementation of scout program is not apart from guidance that is made by the government which is centralized to every school. It also happens generally for the students in the border area, especially in Silawan junior high school. In Silawan junior high school, this program becomes an activity that is programmed and it is done in routine. The member of the scout program is all the students who are in class of 7 and class of 8. The scout program is a program that must be followed by the students without exception. This program involves related institution, especially in Regency Council (KWARCAB) activity, Belu regency. Through this scout program, the students are exercised to develop spiritual, social, physical, and intellectual aspects. In the process of implementing this program, every scout program is started with a flag ceremony. It is done as a part of the citizens' grateful towards the independence. In every flag ceremony, it is always integrated by singing national anthems, mandatory songs and scout yells. Moreover, the students are also taught to always ready to situation and condition around them. It can be seen from the students' handiness in reporting the incidents that break the value or norm to the school. Through this scout program, the students are taught to speak the good and correct Indonesian language politely. Besides, the students are also facilitated through the material about the sense of love to the various environments where the people live. Through this material, the

students are able to give a high appreciation to various environments either in their home or school. The form of appreciation becomes true in students' behavior that always accepts the difference among them.

3.8   Teachers' Role Modeling

The strengthening of character program that is implemented by the government through the Ministry of Education has a contribution that really influences the teachers' life in the school. In Silawan junior high school, it becomes a special attention by the school, especially by the teachers. The role modeling given is a habituation program that is implemented by the school in order to achieve a certain goal. One of the main goals in role modeling by the teacher of Silawan junior high school is to form the nationalism character. It is a policy which is implemented by the headmaster in order to support the process of strengthening the students' nationalism characters. The teachers have been required to speak the good and correct Indonesian language since entering school to going home. Moreover, in every implementation of the flag ceremony, the teachers must follow the implementation process from the beginning until the end quietly. In addition, the teachers must wear domestic products such as weave or scarf. The role modeling is actually a school strategy in giving a good example to the nation generations. Every good behavior that is followed will have a good effect if the people who give example give the benchmark that is good to follow. In Silawan junior high school, it is believed as an important thing to do. The impact of implementing the program can be seen based on the indicator of successful achievement that is expected by the school.

Among the eight habituations above, certainly, all of them have an important role and contribution. The role and the contribution of the habituation really help to strengthen the students' nationalism characters. The school as a place to form the citizen characters certainly has done its duty well. Silawan junior high school has implemented a process of strengthening the nationalism character through an integrated habituation program in the school. Through the habituation programs above, it can be seen that the students really enjoy it. It is seen from the students' enthusiasm in the implementation process. The school as the organizer always gives the policy to motivate or give stimulus to engage the students. The policy has been agreed together by the school staffs in order to create an enjoyable habituation environment. Therefore, Silawan junior high school has done something good. As stated by Aqib (2014:30), character is values that are imprinted in someone'self through education, parenting, experience, trial, sacrifice and environment influence which becomes an intrinsic value that bases the attitude and behavior.

The implementation of habituation program involves an active participation from all the school staffs without exception. Besides, the institutions which relate to the habituation are not apart from their cooperation. The collaboration of the school and the institutions form produces a good effect of habituation program. It is seen from some habituation programs that involve special coaching or guiding that possess the skill in their field. The students always wait for the implementation of the habituation program in their school life. Based on that condition, the school staffs always try to create a good effect of habituation program. This habituation is related to Giddens' point of view cited in Saptono (2011:58) who stated that behavior created a life structure, so, it makes the people easier to act; through habits, the people are necessary to have reason, take distance or give meaning every time they are going to act.

Based on the interview result with the teachers and the public figure, it can be concluded that there is a significant change of behavior from the students. Through this habituation program, the students unintentionally practice the habitual behavior. The habit of developing nationalism behavior is

taught in the school through an implementation process of habituation program. In addition, in daily life, the students practiced the program with their friends. Certainly, it influences their friends' behavior. As stated, that character can be meant as a condition of knowing, caring, and acting of the ethical values and respecting herself and the others (Berkowitz & Fekula, 1999). Apart from that, the role modeling from the teacher also gives an extraordinary benefit. It is based on the view that the teachers' role modeling has an urgent position through habituation in the educational character (Asmani, 2012). It is emphasized by Azzet (2014:13), how good the character that is developed in an educational institution is, if there is no role modeling by the teachers, it will be hard to achieve what is expected.

Moreover, the students have been able to speak the good and correct Indonesian language regularly. By this condition, the use of Timor Leste language in daily life slowly can be minimized. It does not represent that the students are forced to forget their local language, but it makes the Indonesian language as a unitary language and the local language as the wealth. Apart from that, the students are accustomed to consume the domestic product. Another thing that emerges from the students is that there is a pride of using the clothes made in Indonesia. This behavior is related to Samani and Hariyanto (2012:41) who defined the character as the special way people think and behave of each individual to live and cooperate, whether in family, society, nation and country.

Certainly, this point of view is related to the process of strengthening the nationalism characters. As stated by the Ministry of Education and Culture cited in Komalasari and Saripudin (2017) that a nationalism character is the unity of ways of thinking, attitude, and behavior that shows a loyal and high appreciation towards the language, physical environment, social, culture, economy, and put the sake of the nation and country above everything. Apart from that, to strengthen the students' nationalism character, there should be a process that can challenge their nationalism. The argument has a reason that a country will be formed when the society responds positively to every challenge that examines the citizen nationalism (Gonzalez-Torres & Fernandez-Rivas, 2014 & Maxwell, 2018).

The habituation of nationalism character actually is a habituation product that is done by the school. Alfiky cited in Anwar (2014) stated that habituation is a mindset that has been infused in someone'self, then, it is correlated with the desire to do it frequently until the brain believes it as an indicator of their behavior. This habituation will influence the students' action when they grew up in the future. As concluded by Amirulloh (2015) that the habituation that is done by someone will be a habit that plays an important role in the child's life in the future. It can be said that the success of the habituation program in strengthening the students' nationalism character in Silawan junior high school happens because of an effective approach. The approach that is done in the implementation of national education through habituation can be done through a routine activity, spontaneous activity, role modeling activity, and programmed activity (Anwar, 2014).

4. Conclusions and Recommendations

This research concludes several things in the following: *First*, the process of strengthening the students' nationalism character in the border area can be done through a habituation program. The habituation program can be an implementation of the flag ceremony, the use of the good and correct language, the visit to the border area, PASKIBRA, Scout, National Yells, singing the national anthem at the beginning and the end of learning, and role modeling of the teachers.

Second, the strengthening nationalism character through the habituation program has important benefits and contributions. It can be seen from the change of attitude and behavior that are applied by

the students in the school or in their daily activity. The change of attitude and behavior shows that the habituation program in the school gives many contributions in the process of strengthening the students' nationalism characters.

Third, the role modeling from the teachers in the school also gives an important contribution. The role modeling is practiced by the teachers in Silawan junior high school gives good benefits for the students. This role modeling becomes an example for the students in the process of strengthening the nationalism characters. The strict rule from the school leader is also needed to motivate and engage the teachers to give a good role. This research also proposes some recommendations in the following: (1) the Ministry of Education should give a specific policy about the form of strengthening the characters in the school; (2) the local government with authority as an autonomous area, should apply the specific policies to engage the strengthening of the characters; (3) the school as an institution that supports the students' development should implement the specific programs to engage the strengthening of the characters; (4) the schools which are located in the border area should implement the habituation program of *best practice* in order to support the strengthening of the nationalism characters.

Acknowledgement

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Utilization of Short Films in Civic Education Learning: An Effort to Develop the Nationalism Attitude of Students (Descriptive Study in High School Level X Students of SMAN 24 Bandung in 2018)

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Abstract: This study aims to examine and describe the results of using short films in Civic Education in an effort to nurture the nationalism of students. Using modern technology by teachers to students, it becomes an effective strategy in learning. The approach used in this research is qualitative with descriptive method. The study was conducted in SMAN 24 Bandung with research subjects namely teachers and students of class X. Interviews and observations were chosen as data collection techniques to obtain comprehensive results. Checking the validity of the data is done using triangulation. The results of the study showed that Civic Education subjects provided an increase in the nurturing of students' nationalism through the use of short films.

Key words: Civic education, short film, nationalism

1. Preliminary

Education is a major factor in nurturing a human being. Education plays a major role in shaping the character of a human being, according to formative measures. Education development must always be done to improve the quality of national education. Realizing this, the government is very serious in dealing with the problem of education, because with a good education system it is expected that the next generation will be qualified and able to adapt in society, state, and nation.

The definition of Civic Education is a subject that focuses on shaping the citizens who understand their rights and obligations and are able to carry it out to become an intelligent, skilled, and characteristic Indonesian citizens as mandated by Pancasila and the 1945 Constitution. This is in line with the opinions expressed by Winarno (2013: 96) who said: "Civic Education subjects are processes and efforts using contextual learning approaches to develop and improve the intelligence, skills, and character of Indonesian citizens." Another opinion was expressed by Soemantri in Nurmalina and Syaifullah (2008: 3) who wrote: "Civic Education is an educational program that uses democratic politics at its core, and is improved by another source of knowledge, positive influences from school education, the community, and parents, all of which are used to train students to think critically, analytically, and

democratically to live a democratic life based on the Pancasila and the 1945 Constitution of the Republic of Indonesia.

From the explanation above, it can be concluded that the importance of a nation and state education in order to create a balance between rights and obligations for every citizen. It is expected that people able to understand, analyze, and answer the problems faced by the people, nation, and country consistently and continuously through civic education as outlined in the opening of the 1945 Constitution.

Education has a very important role in increasing the value and quality of human resources and efforts to achieve the ideals of the Indonesian people. Likewise, Civic Education has a very important role to the students so that they are able to contribute to society, to responsible, to care, to help with others and can develop values that apply in the community. Aryani and Markum (2010: 44) said that Value Education in Civic Education aims to make students think about civic education, where teaching is a process carried out directly through information so that students have a self-evident truth. in determining and making a decision in value. The role of Civic Education as value education is not merely transmitting certain values to students but as an effort to develop students' self-assessment process based on prevailing values and rules of society.

In line with one of the visions of SMAN 24 Bandung, those who excel with the use of technology are very supportive when the learning process is carried out. SMAN 24 Bandung School also has students who are adept at using modern technology, of course, by using learning media through film media, it will make the atmosphere of learning civic education interesting. Teachers will assist this study to make innovations by developing a value-based learning model and utilizing film media and to analyze every event that occurs. Along with the progress of Indonesian film production which is rapidly increasing and attracts interest from all groups as stated by Effendy (2002: 1) who stated: "Indonesian film production began to show an increase for the period 2000 to 2004." The increasing amount of production proves that the film has attracted many interested groups, this proofs that film can attract students so that it can be used as learning media. This is in line with Hamalik's opinion (in Arsyad, 2013: 19) "that the use of instructional media in the teaching and learning process can generate more desires, interests, motivation and stimulation to learning activities." With the existence of high motivation can make students more easily understand a material that was taught by the teacher. according to Trianton (2013: 10), film is the result of the creative process of filmmakers who combine various elements such as ideas, value systems, life views, beauty, norms, human behavior, and modern technology. Then according to Amura (in Trianton, 2013: 2), films are not only merchandise but also lighting and education tools. Film is a cinematographic work that can function as a cultural education or cultural education tool. Thus the film is also effective in conveying cultural values. The opinion of Lale Kabadayi that "short films can be examined from many perspectives in terms of high school and university students in particular. One of these perspectives is that short films provide students with storytelling skill, which enables them to have competency to perceive their surroundings and events. Other field of research is the effect of the educationoffered with the support of films as an indirect method of education."

If viewed from the perspective, short films can be given to students and even at the college level. One of these perspectives is that short films give students storytelling skills, which enable them to have the competence to see the environment and its events. Another area of research is the effect of education. According to Auliyah, film has a large/high emotional impact, the film is very suitable to

describe problems involving the cognitive and effective domains. The use of short film media in learning is one type of learning that can help increase students' active participation in learning activities. According to Rohmad, Subagya, Erivianto (2017) audio-visual based learning media is a message channeling media by utilizing the sense of hearing and vision. In general, audio visual media accepts the cone theory of Edgar Dale's experience as having high effectiveness rather than visual or audio media. According to Azhar Arsyad (2013: 49) films can be shown to large or small groups, heterogeneous groups and individuals. Film can encourage and motivate students and can instill attitudes and other effective aspects, then films also contain positive values can invite thoughts and discussion in groups of students. According to Alan (2016) by using growing film media and will have an empathetic attitude an individual can share feelings with others in their moods and grief, willingness to provide assistance to others both materially and morally and also the willingness to cooperate with others in order to achieve a goal.

This is in line with the role of education which has important things in nurturing a sense of nationalism in citizens, especially students. In the Law on National Education System No.20 of 2003 Chapter 1 Article 3 that National Education functions to develop capabilities and form a dignified character and national civilization in order to educate the nation's life, aims to develop the potential of students to become believers and god-fearing human beings The Supreme, noble, healthy, faithful, capable, creative, independent and become a democratic and responsible citizen.

To nurture students who are in accordance with the functions of National education, especially in Civic Education learning must create an interesting and challenging atmosphere so that it can provoke a high sense of Nationalism in students. Nowadays Civic Education learning process tended to only use cognitive aspects only, the impression is that Civic Education learning was used as an indocracy tool and learning target focused on memorizing learning and limited to mastery of the material so as to make students feel bored. Pragmatically, Civic Education is a about learning of values ,morals, and beliefs or principle. The behavior problems of students who are less showing and enthusiastic in the Civic Education learning process in nurturing an attitude of Nationalism make it a concern for researchers to know deeply about the sense of Nationalism that is possessed by each student. Civic Education is a nationalism education, which means that through the Civic Education it is expected to grow and enhance students' nationalism or nationalism, so that they are more loving, feel the nation and are willing to sacrifice for their nation and country. According to Bunyamin (2008) to support the development of Pancasila values and nationalism in schools through Civic Education learning, it is necessary to seek Civic Education learning that has strength. Civic Education learning will have strength if it is taught in a charged manner, meaningful, active, integrated, containing high-level thinking skills, democratic, fun, effective, efficient, and inviting social activities. In destroying the values of Civic Education nationalism also needs to use an integrated value education directly based on the perspective of socialization. According to Notosusanto (1979: 53) "Nationalism is an idea that fills the human heart with a new thought and encourages it to translate into actions in the form of organized actions." Therefore nationalism is not merely a group that is bound and imbued by shared awareness, but also is a group that wants to express itself into what is considered the highest form of organized activities, namely a sovereign state. Nationalism can also be reflected through the behavior that it shows as a form of love for its country. According to Agustarini (2013: 7) suggesting a number of indicators of nationalism as follows: Maintain and protect the country, attitude and willing to sacrifice/patriotisem, Preserve Indonesian culture, Love the country, Proud to be Indonesian, Uphold human values.

Some indicators of the attitude of nationalism above must clearly been seen in us if we want to nurture a sense of nationalism. If we do not have one of the above indicators, for example, being willing

to sacrifice for our own country is not enough to be said to be able to nurture an attitude of nationalism. In this regard, Siagian (2008: 679) argues that in its long history, Indonesian nationalism contained exceptional values, namely: prioritizing unity and unification, prioritizing safety of the nation and state over personal and group interests, willing to sacrifice for the benefit of the nation and the country, the love of the homeland and the nation, proud of being a citizen of Indonesia, advancing the association of national unity with Bhineka Tunggal Ika.

Based on the description above, nationalism is an embodiment and awareness of each individual who lives a nation and a state. As well as nationalism, in principle, the main points are loyalty to the country in all aspects. The use of short film media is very suitable if applied in Civic Education learning, because the mission of Civic Education subjects is to nurture students' values, morals, attitudes and behaviors in addition to nurturing students' intelligence. With the delivery of good and interesting Civic Education material, the process of forming a good sense of nationalism among the student will also be fast.

2. Method

This study is a descriptive study using a qualitative approach. This study intends to draw a picture of the use of short films in Civic Education learning in an effort to nurture student nationalism. This is in line with the opinion of Nazir (2005: 55) that descriptive research aims to make a picture of the situation or event so that it will accumulate the basic data. This research was conducted at SMAN 24 Bandung. The research subjects are principal, students, and teachers. The collection techniques used in this study were interviews, observation and documentation. Interviews are used as data collection techniques if researchers want to conduct preliminary studies to find problems that must be studied, but also if researchers want to know things-more comprehensive things from respondents (Sugiyono, 2014, p. 72). Interviews are used to obtain data or information relating to the use of short film media in the civic education learning process in an effort to nurture student nationalism. Obeservation is carried out to see the implementation of short film media through learning in class. Documentation is carried out to obtain data about the learning plan made by the teacher.

In this study the data validity checking technique used is the triangulation technique. According to Sugiyono (2009: 125), triangulation means checking data from various sources in various ways and various times. The triangulation technique used by means of triangulation method is to clarify information about the results of interviews, with documentation and observation. The data analysis technique used is inductive data analysis techniques. The steps of data analysis used include data reduction, data display, and conclusions.

3. Results and Discussion

The Use of Short Film Media in Civic Education Learning

In carrying out activities, especially in Civic Education learning, one of the media used was short film media. The short film used was very helpful for students to think creatively and to express their opinions comprehensively. Short film media used for learning process activities were adjusted according to the material delivered. Many interesting things happened when using the media. Film is a cinematographic work that can function as a cultural education or cultural education tool. Short films are media produced from creativity in the form of works of art that combine with various elements of ideas, value systems, beauty, norms and modern technology. In its application in class X SMAN 24 Bandung, short film media

was very helpful in the process of learning activities, such as explaining the material. Class X students are very enthusiastic in welcoming the use of the media, because it makes learning more effective and not boring. The use of short film media in learning is also very helpful for teachers to deliver learning material easily and effectively which of course can be easily understood by students. With short film media, students can easily associate the material presented with more real examples of daily activities.

Civic Education Learning in Nurturing Nationalism

Civic Education subjects are instrument for forming intelligent, skilled and able citizens who are loyal to the nation and state of Indonesia by making themselves to think and act in accordance with the mandate of the Pancasila and the 1945 Constitution of the Republic of Indonesia. In its application in class X of SMAN 24 Bandung, Civic Education subjects are very helpful in nurturing an attitude of nationalism. The values contained in Civic Education learning materials are very concerned with nationalism towards students. Civic education subjects have a very strategic role to continue to carry out their functions as subjects that can nurture an attitude of nationalism. Integrating nationalism values into subjects correctly and well so that the learning objectives can be achieved, namely by embedding the values of nationalism in students. Judging from the learning process carried out, class X SMAN 24 Bandung, can provide several examples of nationalism from Civic Education subjects. In practice given through the Civic Education subject concept, nationalism can also be carried out in the school environment, for example students take part in flag ceremony activities which are usually carried out on Mondays. The aim of cultivating nationalism values for class X SMAN 24 Bandung aims to nurture, nurture and develop awareness of Indonesian nation and state, love of the homeland, Pancasila beliefs as ideology, philosophy and state foundation, willingness to sacrifice for the state and be able to apply national insight into daily life.

Extracurricular Activities in Developing Nationalist Attitudes

Activities held by the school of SMAN 24 Bandung to build a nationalist attitude among students including the Paskibra extracurricular and the Boy Scouts. Paskibra and Boy scout are extracurricular activities that must be chosen by students of SMAN 24 Bandung especially for class X. Nationalism is a spirit, a spirit that is in the soul of each individual dedicated to this beloved nation, a feeling of love for the homeland so that the students can recognize diversity that exists in the Indonesia nowadays, both in diversity in terms of ethnicity, culture and nation. Through these two extracurricular activities, the students are also more respectful to the other tribes, cultures, habits, and behaviors. With the obligation of the tenth graders to take part in one of the essays, it can make students more able to uphold their humanity since they were in high school as it is one indicator of nationalism.

4. Conclusion

In general education has an important role in creating qualified young people, especially in Civic Education learning that can nurture an attitude of nationalism. At this time there are many learning media that are used as an effort to achieve the desired learning outcomes, one of them is through short film media. Based on research conducted at SMAN 24 Bandung, it can be concluded that the use of short film media in an effort to nurture nationalism can be supported by the Paskibra and Scout extracurricular activities, and with the use of learning media namely short film media in the learning process especially in civic learning education. In carrying out these activities there is a need for the teacher's willingness to look for short films related to the material to be given.

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The Function of Archival Description for An Organization Big Data: Subtopic 18. Media

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Abstract: This paper is to indicate the function of archival description for big data of an organization as important but also unnecessary. Archival descriptions still exist on documents in big data, even though machine performs the task of classification and indexing. There objective of this paper is to identify and explain the context and content of archival material in order to promote its accessibility. It is achieved by creating accurate and appropriate representation and by organizing them in accordance with predetermined models. The method of interpretation of the meaning behind classification and index of documents represent the organization structure hierarchically in its process begin at or before record creation and continue throughout the life of the records. The result shows these processes make it possible to institute intellectual controls for reliable, authentic, meaningful and accessible. Big data consist of digitized information systems in particular serve to integrate or select elements of information as required and update or amend them. However, the focus of the rules of archival description is for preservation, which they may be applied since the beginning. The conclusion says that archival description consequences of respect des fonds, proceeds from general to specific. There are levels of description, with differing degrees of detail. A fond may be said as a whole in in a single description or represented as a whole and in various level of description. Each of the levels is subdivided according to the complexity of the administrative structure and/or functions of the organization which generated archives

Keywords: archival description, organization, big data, aggregate.

1. Introduction

We know that organizations are being bombarded with information from a variety of sources, such as customers, social media, employees, vendors, and regulatory agencies. The issue we are facing today is that organizations need the appropriate infrastructure in place to capitalize on the value of the information they possess. The fundamental guidelines of good science still apply. In both the materials science and life science fields, all experiences need to be well-documented and repeatable. There is an infrastructure called Big Data that manage to keep huge volume of documents of an organization. Big data functions to record and mark characterized codes on organization documents of an organization that have become relations of information nuggets. Big data operates using techniques of information

extraction and knowledge bases for identifying and extracting useful relations (Achsas and Nfaoui, 2018). The novelty of this paper is to show that big data is the formation of current people mindset of cultural aggregate in human life exposed in aggregate of datasets which interacts within hours, minutes, and even second, as relational aggregate search. Indeed, the interacts can operate smoothly through using data which individually has its own identity such as name, code, and geographic item to represent those data belong to or like citizen of an organization owner of the big data. Just like the way human being interact to each other calling by each other names it also goes with datasets in big data represent by archival descriptions that contain indexing of individual activity data.

Archival description of individual data supports a broader range of features and functions for preparation, organization, tracking, and distribution of recorded information. Big data incorporates digitized document imaging capabilities including document scanning, filed-based indexing, database searching, and image display and printing by optimizing algorithm (Li *et al.*, 2016). Data can be analogized by the systems as its life cycle and electrical mechanism of human body (IRMT, 1999:5-10). Douglas said that systems in the world of human lives may be analogized by the systems in human body, with functions, process and acts (Douglas, 1976).

It is triggered by organizations that have to manage document, record, and archive abruptly and keep the contents of information have significantly increased. The increase in information is directly attributable to the advancements in communication and collaboration technologies. Information governance is the point that allows organizations to mesh technologies, process, and people together to build an information infrastructure that will allow them to understand what information they have and how to appropriately use it. Information governance is a concept born out of organizational necessity due to managing their informational assets properly. It is the way of human beings interact sharing knowledge.

Hundreds of data repositories and software applications are in use. It is important for X, and Y company whom always in needs of data actively in every day works, especially documentation division to know where data is located, its purpose, and who owns in it in seconds. Organizations need documents and archives which have organizational meanings right from the very first of creation begin until they are becoming implicitly meaningful organizational values for organization. The cycle moves these kinds of media forward and backward, and blended in as unstructured and structured data and datasets. Technologies provide to offset the effects of the information onslaught.

Moreover, the movement of storage architecture away from a centralized pool or repository and toward a series of discrete, server-side, direct-attached configurations connected to individual server nodes in a cluster -- whether to support federated processing Microsoft Cluster Storage Spaces -- is challenging traditional notions of storage tiering in which the tertiary tier contains archival data (Feldman, 2016; Borovica-Gajic´, R. *et al.*, 2016; El-Soud *et al.*, 2017). Companies embracing these so-called agile philosophies in infrastructure design cannot conceive of a standalone archive practice. Clearly, the way to see archive seems to change. We will need to stop thinking of an archive as a set of operations and infrastructure separate and distinct from production operations and infrastructure – a "bolt-on" set of technologies and services -- and instead archive in big data implying the three types of archive in the paradigm of life cycle when we look for archive in place strategy. Archive in place, fundamentally, means leaving archival data where it is physically located, but marking the data and perhaps applying special services to the data that befit its archival class.

In big data storage and retrieval implementations rely on values which are the basic element to series and archival class of the whole organizational data in big data. Value in big data is archival description consists of index, classification and other descriptors necessity for a computer database. Value also means memory and identity which implicitly kept in the physical documents and the metadata. Datasets interact as relational aggregate search. Relational aggregate search operates on techniques of information extraction and knowledge bases (linked data) as the major sources for identifying and extracting useful relations between different results. Big data computer-based indexes can be searched fast and better suited to documents that may be requested by multiple parameters or combinations thereof: author, subject, and/or date for example data of varied subject content that cannot be adequately represented by a single topical heading. This paper indicates big data of organization work from document, record, archive becomes data in relations. It follows by archival description in archival data which characterized and identified each other by index rooting from archival indexing concepts, identification of indexing parameter and index values. It then lasts with the function of archival description in Big Data as metadata individuals implying the language of data in metadata system of human body. The method of interpretation of the meaning behind classification and index of data and big data represent the organization structure hierarchically in its process begin at or before record creation and continue throughout the life of the records. Descriptions of big data from organizations of X, Y, Z become the research fields to explore the function of archival data in big data. The names of the organizations are being anonymous to keep the privacies. These two companies and a higher education with different substantive core business are having enormous documents every day using the kind of big data to manage their data.

2. Literature Review

The principles of information governance those are control and accountability, takes the form of a committee comprised of employees from key organizational areas such as record management, legal, finance, compliance, IT and information security in the construction of organization big data. It provides oversight on all information related areas and is specifically tasked with formulating the organization's information strategy. Such a strategy address the way information to be accessed and used, security of information, quality and integrity of information, management and disposal of information.

Big data as the container of organizational documents of an organization nowadays to fashion human knowledge, memory, and power, and a quest for justice as in the postmodern cultural theorists argue on as a central metaphorical construction (Schwartz and Cook, 2002; Foucault, 1974: 129; Derrida, 1996).

Even organizations that make extensive use of information processing technology for other purposes, filing is likely least to be automated. Although documents are routinely created by word processing software and distributed as email and attachments, they continue to be filed and retrieved manually. Nonetheless, effective computer-based alternatives to manual filing systems have been available for many years. The problem matters that organizations employ filing system using the computer-based system. Nowadays, there is what we called Big Data that support the work especially with a big amount of information. They are characterized as automated document storage and retrieval systems. They employ indexing rather than filing concepts. An index is a list of names, identifiers, subject terms, or other descriptors associated. The physical arrangement of records is immaterial if an index is available. Indexes group logically related documents conceptually rather than physically (Kitchen and McArdle, 2017).

Archive series is a group of archives which result from the same business or archive management activity, have a common system of control or relate to a particular subject or function, have a similar format, or have another relationship arising out of their creation, receipt, and use. Archive series consist of archives that have the same provenance and that are part of a discernable filing system (identified because of its arrangement or physical appearance). Series are kept together because they result from the same activity or that are the same format and documents the same function. Examples of series, building plan, ABCD staff file.

Metadata is data describing context, content, and structure of archive and their management trough time. Metadata is information about information. When you describe archives you are creating metadata (descriptions) about the information (archives). Archival metadata can be used to identify, authenticate and contextualize archives, the people, process and systems that create, manage, maintain, and use them.

Archives in big data consist of arrangement and description, created in several formats such as documents, spreadsheets, presentations, images, audio, video, other unique organization archive. Big data provide users with exports from the systems rather than from the records themselves. It is essential to the arrangement and description of digitized data that you obtain as much information as you can from users about the system that created the archives. for example the name, role and purpose of the system, who created archives, who had permission to use it, when it was used and technical information about it.

Two principles underlie arrangement in archival metadata are provenance and original order of archival data. Determining provenance and establishing original order are carried out simultaneously. Provenance is vital to the work of arrangement and description. It needs knowledge of history and structure, functions and activities of the organizations. There should be a source of material to assist and have this close to the area o working on arrangement and description.

Big data analytics, which applies a set of technologies to examining ongoing trends of multiple and otherwise unrelated data sets, sees no data as archival. Instead, all data is active and has value in day-to-day business decision making or problem resolution. Archives have no real meaning in a framework like this but in its values of collective memory and human identity those enormous documents in the storage of big data become the source of its function (Schwartz and Cook, 2002:2).

Document, record, archive derives much of their meaning from the body or person that created them. The authenticity and reliability depend upon their creator. They can derive further meaning from the system in which they were arranged, accumulated, and used. Archives have a greater relationship to other records in the same series within the same archive management, than other archive on the same subject created by another body within the same or a different organization. It is because they have the same process whatever the subject is.

After series have been identified, archive should be placed in order in which they were retained while active. Original order is to identify archives in similar unique symbols such as: file number and/or names; classification system; date or alphabetical ranges; names of people, places, or objects. Archives in the same formats for which the original order is known should remain in their relevant series in accordance with the principles of provenance and original order.

The current thinking of record and archive come from Upward and McKemmish that is called record continuum. The records continuum model, first developed in Australia by Frank Upward and Sue

McKemmish, provides a comprehensive understanding of records and archives rooted in archival studies thinking.[xx] The continuum proposes a multidimensional model of concentric circles through which records are created as the byproduct of activity, captured as evidence (disembedded from their creation and extracted into systems that allow them to be used), organized into personal or institutional archives as memory (migrated into systems which allow their use across an organization), and pluralized as collective memory (migrated into systems which allow their use across society).

Archival description of data in big data consists of structured and unstructured data, in theories of linguistics, for example those of Ferdinand de Saussure and Noam Chomsky, state there is a universal principle called of binary oppositions. Binary oppositions consist of two opposing terms. These oppositions are not amenable to direct observation or analysis (Levi-Strauss, 1966). They operate at a level that is not conscious sometime called deep structure. These cultural forms are the result of human mind being brought to bear on particular environment. These cultural forms exhibit pattern, that of binary oppositions. The significant is the identical patterns what Levi-Strauss calls bio-grammar being used to decode or interpret codes of cultural information. Codes are culturally specific but the ability to decode is universal and innate.

Culture is an aggregate of individual differences in psychological variables within and between groups; it was not designed by group-level selection to maintain the structured organization of individuals. Culture plays the active role of maintaining and transmitting social organizations of differentiated individuals (Kim, *et al.*, 2014). It goes also with big data as organizations of differentiated data of individuals of organization activities that interact and relate in groups and aggregate.

3. Analysis

Cloud computing is a condition where you use vendor software on a vendor computers and servers located in its data center via the internet. It's software as a service (rather than as a product) that you load on your own computer. Cloud providers (such as Google, Amazon, IBM) have data centers full of state of the art computer equipment. All the vendor's clients share the computing power of the equipment. Cloud computing reduces the amount of computer equipment, software, storage, and supplies that have to be purchased and maintained by any single organization (El-Soud *et al.*, 2017). The vendor's cloud must be available to organizations whenever needed; guarantee its performance and security whose equipment is used by other clients. Organizations need assurance that their information is being appropriately backed up. Storing information in a cloud data center eliminates the control that IT departments had in ensuring that proper backups were conducted. Organizations must ensure to include contractual language that establishes their ownership of the data that they store in the cloud.

It is important for organizations which are considering in using the cloud, to conduct an extensive vendor evaluation that includes issues mentioned above. In addition you should establish a service level agreement with the cloud provider that documents performance and availability expectations.

a. Big Data

Big data is big brother to data mining and analytics to gain some traction in large private and governmental organizations that have huge amounts of structured and unstructured data. The objective of big data is content analysis, trying to identify repeatable business trends and patterns in an effort to make better informed business decisions. Many organizations feel that hidden within their repositories of data are gems that could provide significant competitive advantages and operational knowledge.

The volumes of big data are so vast. You just can't dump the information into a Microsoft access data base and run some queries against it. It requires exceptional computing horsepower which is referred to as big data technologies. Large cloud providers and their extensive computing framework is an option for Big Data processing. The timely gather and transmit such large amount of data while minimizing data latency through wireless sensor networks (WSNs), on the other hand, spatially correlated sensor observations lead to considerable data redundancy in the network. To efficiently eliminate data redundancy and improve energy efficiency, Li *et al.* (2016) study the fact that the more similar the measure data are, the smaller the amount of data after aggregation. A distributed clustering algorithm used to categorize sensor nodes with high similarity into a cluster for data aggregation, while ensuring uniform energy consumption within the cluster. Data aggregation algorithm based on principal component analysis (PCA) which can be executed in the cluster head (CH). The results demonstrate that the amount of data transmission can be significantly reduced based on their proposed clustering and data aggregation algorithm (Li *et al.*, 2016). The unstructured or semi-structured data or information is aggregated into number of columns or family of columns for further analysis. Column based data store is more suited for data analytics (Hith, 2015). Aggregations are a set of functions to manipulate data in big data.

Big data has recently become a major buzzword in both the materials science and life science fields. Scientists have the ability to generate enormous datasets in a matter of hours, minutes or even seconds. This is an innovation to keep track of data. There are certain best practices for data aggregation that researchers in your lab can follow in order to maximize research efficiency. Lab informatics innovations can support these practices.

Notebook was used to be the mainstay of data aggregation. By the time the data grows fast and enormous, keeping track of all data in a notebook just isn't feasible anymore. Obviously, it is impossible to copy down thousands of data points every time someone needs — but copying down data file names and locations in a lab notebook can end up being just as problematic. Keeping track of "big data" in this way can just end up sending someone into a labyrinth of information, wasting time searching for lost files on different lab computer or in different accounts. With today's electronic lab notebooks and cloud-based data aggregation options, it's a lot easier to keep track of big data without the time efficiencies associated with trying to document datasets in notebooks.

To generate larger datasets than ever before, generating a dataset that qualifies as big data involves conducting a series of hundreds or thousands of experiments. Using lab informatics software to standardize processes can ensure that all experiments and tests are properly documented. It gives organization aggregated data, every data point means, regardless of the size of the dataset.

Process automation is also a best practice that can support data aggregation. By automating processes, you can limit variability and ensure that all dataset are repeatable. Automation can also reduce the risk that manual error will lead to accidental data loss when results are being aggregated into a single, massive dataset.

The thing that distinguishes big data from large datasets generated in the past is the challenge that analyzing big data presents. Traditional data processing methods simply won't cut it. The standardized methods can be adjusted to deal with unique datasets. Instead of having to start from scratch, a development team can simply tweak a previously validated method to meet the processing requirements for different datasets. This can cut down on time spent with manual programming and other time-consuming tasks.

Big data is meeting the need for data sharing in an organization that deals a lot with reports of work activities. For example, a single scientist carries a project from conception to execution to analysis and conclusion. Therefore, when you are aggregating data, you need to make sure that it is easily accessible to other researchers and any relevant external collaborators. By embracing informatics software that supports data sharing and collaboration, the research group can avoid any bottlenecks in end-to-end research processes that might arise as a result of data accessibility problems.

Big data needs to be secured in storage is just as important as being able to share it with collaborators. The very size of the datasets that are being generated today make them uniquely challenging to store, just as growing data security threats raise further concerns for everyone. To resolve this problem, strong security measures implements without interfering with data accessibility for authorized parties. Just like in document, record, archive accessibility performs using classification of access starting from the function of archival description to personal that have the access permission referring to archival description. Although, there is a view that the traditional classification technique cannot be applied directly to the big data problem mainly due to the high time complexity issue. But, at the bottom line there is an existing method trained a classifier using the dataset simplified by the clustering approach (Liu and Chen, 2015; Kitchin and McArdle, 2017).

b. Big Data Archival Description

The successful implementation and distinctive capabilities of automated document storage and retrieval technologies depend on the characteristics and effectiveness of indexing concepts and procedures employed in particular applications. If documents are not indexed accurately they cannot be retrieved reliably. Indexing errors, particularly the omission or inappropriate use of subject term are a leading cause of retrieval failures in computer based information systems. In this subchapter the discussion summarizes analytical and application development principles that are most significant for record management applications.

Indexing for retrieval is using an indexing parameter. The identification of appropriate indexing parameters or categories is an essential first step in planning and implementing an automated document storage and retrieval system. If a document is not indexed by a given parameters, it cannot be retrieved by that parameter. The identification of indexing parameters often precedes the selection of hardware and software components. It may occur at an early stage of planning and analysis when application requirements are initially delineated. Thus, when preparing to replace paper filing method with an automated document storage and retrieval system, a record manager should suggest an indexing parameter or an equivalent description of the proposed system's indexing characteristics although indexing decisions may be modified or refined in later stages of system implementation.

An automated document storage and retrieval system creates and maintains a computer database that serves as an index to documents which are stored electronically in digital form. The index database contains one record for each document included in a given application. Database records are divided into fields that correspond to indexing parameters selected for that application. One of the fields contains a pointer to the document to which the index record refers. The pointer could be a document control number, a frame number, the name of a file that contains an electronic document image, the name of a text file, or some other document identifier.

Within index records, fields are customarily divided into two groups: key fields and non key fields. Key fields correspond to the indexing parameters identified for a particular application. They may

contain names, numeric identifies, subject terms, or geographical identifiers by which documents will be retrieved. Nonkey fields contain descriptive information that is important but will not be used for retrieval. The information contained in nonkey fields is displayed when database records are retrieved through searches involving key fields. Elds are useful as document indexing capabilities are incorporated into broader database management applications. The information contained in nonkey fields in database records may satisfy many retrieval requirements, for example database nonkey fields for employee's job titles, address, and telephone numbers, eliminating the need to consult the documents to obtain such information. Information contained in nonkey fields can facilitate relevance judgements where many documents are retrieved by a given index search. Database records that index technical reports may include abstracts, tables of contents, annotations, or other document summaries in nonkey fields. The information can help searches determine which documents should be consulted.

When developing indexing procedures for documents, the target of application and database plan should be considered by prospect users. It includes a list of suggested key and nonkey fields that will be approved by interested parties. Key fields are identified by interviewing users to determine their retrieval requirements and by observing existing filing practices and retrieval methodologies. For nonkey fields, the consultation is needed with users to determine descriptive information to be displayed when data base records are retrieved. The following list presents key and nonkey fields for indexing correspondence, reports, and other office documents that might be included in a hierarchical subject filing system of the type described above.

	Date	Key field
	Date of entry	Nonkey field
	Document type	Keyfield
	Author	Key field
	Author affiliation	Key field
	Recipient	Key field
	Recipient affiliation	Key field
	Subject (s)	Key field
	Notes	nonkey field

This example shows suggested fields are key fields except notes and date of entry. The notes field may contain a document summary, evaluative comments, instruction for further action, or other descriptive information. The date of entry filed indicates the date that document was indexed. Date information is used to narrow retrieval operations to specific time frames. The document type filed identifies particular typed of office records, such as correspondence, memoranda, budget, or report. Retrieval can be limited to a particular type of document.

The author and recipient fields which contain personal names may not applicable to all documents. It is typically associated with correspondence, memoranda, and other documents received from external sources. Creators and recipients may be meaningful identified by internal departments or external organizations which they are affiliated. In an enterprise, the manager of engineering project may need to retrieve correspondence to or from a given contractor or supplier, regardless of the specific creator or recipient of the correspondence.

The subject fields contain words or phrases that represent the subject content of a document, as one of the most important retrieval parameters for office records. This field is a multi value field because many documents cover multi topics. Thus, indexing method addresses one of the principal limitations of hierarchical subject filing systems. Such systems are best suited to documents that deal

with a single subject. A document which addresses multiple topics, cross-references must be made or copies must be filed under all applicable subject headings. Documents can be indexed with dozens of subject terms at varying levels of specificity, but exhaustive indexing is seldom required.

Identifying Series

The act of identifying the series facilitated if the records are transferred to the archives by the creators or users of the records. The transferor assist with information on record system procedures or instructions that may have been used, the name by which various series were known, the purpose and use, internal arrangement of the records within them, any control records that are used to identify items within series and relationships to other series. The transferors sometime give advice on the location of other items or series and much of information that will be required when series is being described in its context.

In identifying the series and placing like items the following can assist (1). Labels; (2). Numerical or alphabetical system of item titling; (3). Similarity of contents; (4). Physical similarity; (5). Similar function. As series are identified, the physical archives are also placed together as a similar series.

Arrangement should be advised and more accurate if records are transferred in the order in which they were created and used. Well organized storage facilities will result in records arranged into series, internally appropriately arranged and labeled including the date for transfer to archives. Richard tries to figure out the narratives of documents are full of full of fantasies about an organization united not by force or civil control but by information, in 19 century Britain Victorian imperial administrators (Richard, 1993). He argues that archives as information organization of knowledge may be said as the channel of organization to speak by its language. The techniques invented for managing this information explosion established an enduring axis between knowledge and the state and also suggested a powerful new direction for the novel. Anyhow, it should be paired by the argument that information as the narrative speech of organization could be the meta-informants who has sources to attack the opponents. In case, organization documents are occupied by the opponents.

Description

Description means tasks involved in documenting or recording information about records contained in the archives. It is often referred as series being described in the context. Series and items in the archives to be identified in arranging also needs agencies and persons that created them, organizations and families that contained the creators and the functions and activities that they document. Description contains metadata elements using the order of international standard for archival description. The international standard (such as International Standard for Archival Description (General)) is intended to be used by individual archives in conjunction with any national standards. It is to propose uniformity in descriptions. The increasing of archives making descriptive material available in World Wide Web, the description even more imperative and their existence will contribute to shared archival holdings. The standard identifies each elements that should be included in the description, discuss the purpose for its inclusion, provide rules for the methods of recording information and give some examples. Each standard concludes diagrams of models for archival description.
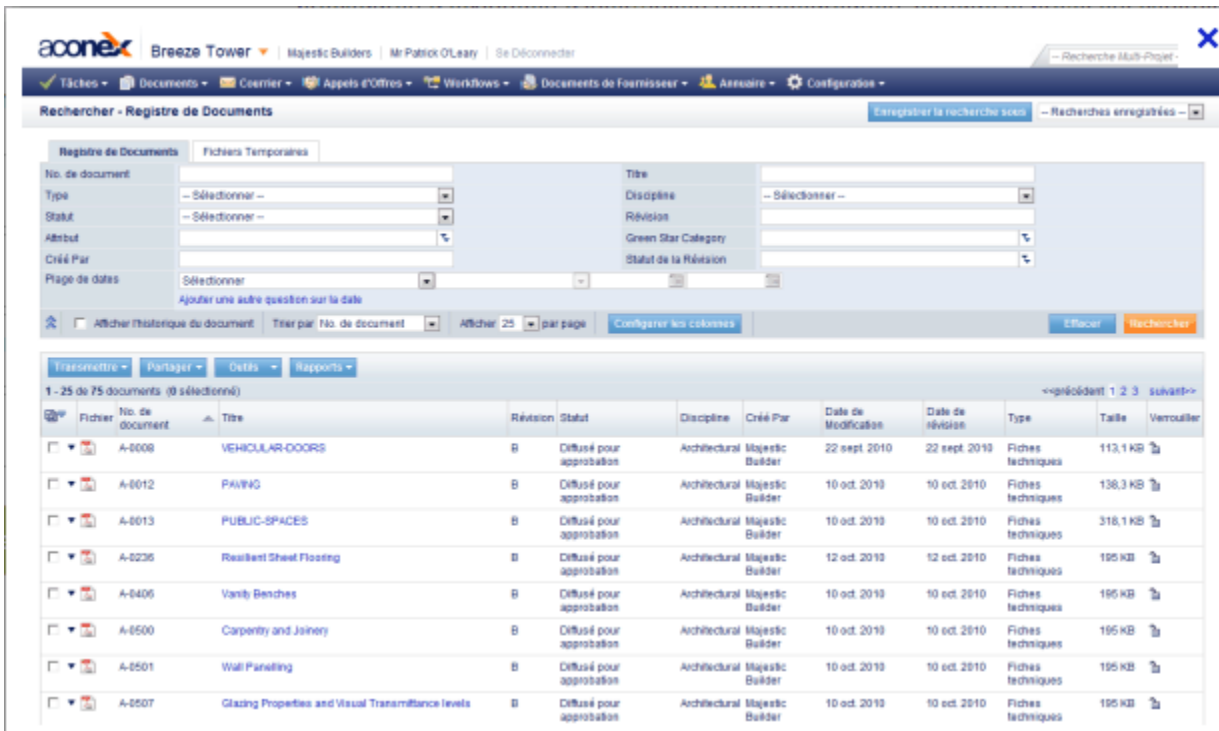
Description consists of fonds or record group. The term means the entire body of records created by a particular entity, in representing a description of that entity. This fond or record group is broken down into subgroups corresponding to particular functions or divisions of the whole entity. Those will be followed by descriptions of the record series created by the agency, respecting the principle of provenance. However, the description also consists implicitly the attempt to respect original order, and long lived record series. Such series are assigned to the last entity responsible for the creation. Generally an agency or person (record group) that created records id identified with a distinctive symbol, title and some description that would include its history and activities. The series that were created are listed and described following the record group using symbols that identify relationship between the creator and the series.

The example below illustrates the method of description. It is of a simple organization and includes brief description entries.

Series	Series/title description	Date range
DED	-Project organization structure -Master schedule -Safety & traffic management -Equipment, etc	
Shop Drawing		
Schedule & BOQ		
Request of Work		

The system is unsatisfactory for describing archives produced by organizations that undergo administrative re-organization, mergers, and the like. The solution can be cope with the option: a. disregard that change had taken place and use either the original or the latest title; b.the record group can show both changes in its title; c.to create a new provenance after each re-structure and re-register the series that were continued across administrative changes. However, none of these solutions is satisfactory. A cumbersome system will succeed but the system does not express the reality that some series indeed continued through the administrative change.

Index Values

An index database is sometime characterized as metadata because it contains information about information (the document being indexed). Indexing is based on premise that the content or other characteristic of documents can be adequately represented by descriptive labels that serve as document surrogates. Indexing involves an analysis of document characteristics and the determination of appropriate labels for designated indexing parameters. The descriptive labels associated with specific indexing parameters are termed index values. Indexing parameters are defined for an application as a whole. Index value describes specific document in a manner determined by those parameters. Index characteristics and indexing methods are presented in various standards and related publications including ISO 999, Information and Documentation, Guidelines for Content, Organization, and Presentation of Indexes.

The values appropriate to specific indexing parameters can be identified by a cursory examination of documents. This type of examination is appropriate with date, author/s name, recipient's name used to index office correspondence and memoranda. Such documents are usually formatted in a manner that highlights the indicated information. Interdepartmental memoranda are created on special stationary that includes label heading areas for dates and names. The same things also operate on purchase orders and other standardized business forms contain drawing number, date, project number, producer, and revision number in labeled boxes. The drawing's size, material, and number of pages can be determined by physical examination.

Appropriate index values can be easily and quickly extracted from documents by administrative or data entry personal who have limited knowledge about document and records management with which it is associated. Subject indexing is more difficult. Document must be read to determine what they are about, and that determination must be expressed in words or phrases that are variously called subject term, subject headings, subject descriptors, subject keywords. Subject indexing is an intellectually demanding and potentially time consuming task, simpler indexing parameter such as names, dates, numeric identifiers are preferable but subject indexing is often unavoidable. Subject indexing is unavoidable with correspondence, reports, policy statements, standards operating procedures, proposals, and technical specifications.

In some applications, subject terms are selected from a predefined list of authorized words or phrases. An indexing aid is called a thesaurus or a subject authority list. It establishes approved forms for personal and corporate names to be used as index values. It also provides cross-references from unauthorized forms. Index has to be understood as language in social context and in social activity. Data, document, record, archive are by-product of activities and acts of the people of organization introduces contested nature of cultural practice.

Index Data Entry

Once names, subject terms, and other index values are selected, they must be converted to computer processed form for inclusion in the index database. In other computer applications, key entry of field values is the most prevalent data entry methods. The data entry workstation displays a formatted screen with field names and adjacent blank spaces for entry of index values. The data entry operator fills in the blanks, using the tab key or designated key to advance from filed to field. Key entry rates are affected by operator skill, data entry procedures, source document characteristics and other factors. Entered data must be checked for incorrectly keyed characters and any errors connected. Errors can be detected by proofreading displayed or printed data or by double keying, in which index data is typed

twice and the operator is alerted to discrepancies in the first and second typing. Double keying is reserved for selected information such as numeric values that is difficult to proofread or for indexes to critical documents where data entry errors are intolerable.

Index in Retrieval

Many organizations contract with service bureaus for image production of their documents. Service bureaus scan documents that were prepared in house. They can inspect and index images produced by an in-house scanning department. Organizations with extensive in-house imaging operations use service bureaus to supplement or enhance their own in-capabilities in unusual situations. Imaging service bureaus are useful for high volume work that must be completed in a short time or for a task. That is what organizations have to do to the paper based records. However, digitized or electronic document, such as television substantive records implements text retrieval technology in the record management applications.

The system does the indexing and creates index values on to the document and the system itself that produces character coded document in seconds. Documents can be converted to character coded form by instructing them or by optical character recognition. With optical character recognition, documents are first scanned to produce electronic images. Optical character recognition software then analyses the images to recognize the characters they contain and convert them to character coded form as they had been instructed or typed by human operator. For paper based documents must be properly prepared, pages must be inserted into and removed from scanners, and images must be inspected.

Big data consists of data that have the nature of document, archives, and record, are not passive storehouses of old stuff, but active site where cultural power is negotiated, contested, confirmed, and by extension, memory is not something found or collected in big data, but something that is made, and continually remade (Schwartz, 2007). Description in big data is seen as language charged medium over which organizations wrestle for control. This argument has moved seeing as a neutral instrument for objectively representing and communicating the view of a uniform organization.

Text retrieval technology captures the contents of documents but not their appearance, which can be meaningful in some situations. Many documents contain signatures, handwritten annotations that can be converted to be preserved. Thus, character coded versions cannot substitute for paper documents in many case. Paper documents or image versions must be retained.

Metadata elements for agency or person registration.

Table 5. Metadata Links for Agency or Person

Element	Agency	Person
Identifier	A unique agency registration number	A unique registration number for this person
Title/or name	The official title by which the agency is known	Full name
Start date	The date that the agency commenced or was constituted	Birth date
End date	The date that agency was abolished/ceased business	Death date
Mandate	The legislation, proclamation, legal or other document that established the agency or the decision that resulted in its creation	n/a
Location	The physical or virtual location of the agency	

Element	Agency	Person
Description/biographical note	This should be a brief description covering the establishment and functions of the agency and if available the internal structure; and other data determined by the size and purpose of the agency. The reason or circumstances of creation and abolition if relevant and tease out whether any change in the history of the agency constitutes the creation of a new agency. Any general comment about the records of the agency may be made here e.g.any known destruction or location elsewhere, but comments specific to individual series should be in the relevant series description	Brief biographical details concentrating on the person's role with your organization and its records. Identify any external position held that might contribute to the person's role in the relevant industry or profession
Function	List (or link if you have an electronic system) the major functions carried out by the agency or person	

Source: Bettington, *et al.*, 2008:274

Traditional archival description still comes in many forms, ranging from local card catalogs to regionally accessed databases, from calendars and checklists to sophisticated computer-accessed inventories or registers. Whatever their form, descriptions should be readily available to users, physically or digitized situated where users can find and use them interchangeably, and intellectually constructed so that they suggest research strategies to users, not simply provide a numbered list of boxes (Finch, 1994: 16).

c. The Function of Archival Description in Big Data

Dataset can be retrieved by users of organization whom in need of data from big data by virtualization of data. Virtualization of data allows system in big data to process on creating structured data become virtual using tool for virtualization of data. The process to make dataset by collecting knowledge from various resources in a layer in order application, reporting tool, and users able to access data without need of details of original sources, location, and structured data. Dataset can be accessed by users by calling data index that users use. The work of data in big data develops from the framework of record continuum which data in physical form inputted in the system to be in the layer of abstraction. Then when it is accessed by users using retrieval index allows data in abstraction layer become virtualized by data virtualization tool in the system.

The records continuum model, first developed in Australia by Frank Upward and Sue McKemmish, provides a comprehensive understanding of records and archives rooted in archival studies thinking.[xx] The continuum proposes a multidimensional model of concentric circles through which records are created as the byproduct of activity, captured as evidence (disembedded from their creation and extracted into systems that allow them to be used), organized into personal or institutional archives as memory (migrated into systems which allow their use across an organization), and pluralized as collective memory (migrated into systems which allow their use across society). As McKemmish summarizes, "archiving processes fix documents which are created in the context of social and organizational activity… and preserve them as evidence of that activity by disembedding them from their immediate context of creation, and providing them with ever broadening layers of contextual metadata" (McKemmish, 2001:306).

Archive, record, and document should be said as social constructs. Changes have been going on and affecting them in their keeping and access methods but however the nature of them cannot be erased bluntly. The nature of them lie in index, classification, creator and other organizational descriptors which always needed as the language of amongst those enormous documents themselves and as indicators for users in need of specific document entity or serial. Documents kept in big data appear as unstructured data as well as structured data through the present of archival description. Big data replaces a part of human power on the control of searching data needed through the present of physical and metadata of archival data to control the past, the present, and the future. Maurice Halbwach argues archive is the framework of memory for people who live in global society. Otherwise, no memory can possibly be retrieved and determined. By big data what Halbwach said about the retrieval of stored information, but the putting together of a claim about past states of affairs by means of a framework of shared cultural understanding, nowadays with the competence of the system such as hub using such as JONAS and BJONAS, becomes progressively achieved.

Jacques Derrida, see archive as a central metaphorical construct upon which to fashion their perspectives on human knowledge, memory, and power, and a quest for justice. Records, according to the prevailing definition in archival studies, are persistent representations of activities, created by participants or observers of those activities or by their authorized proxies. While records contain information, they are distinct from other forms of documents in that they may also serve as evidence of action. While not using the word evidence per se, Yeo's definition implicitly distinguishes records from information objects (such as published books) that are not necessarily related to nor are products of activities (other than the act of writing itself) (Yeo, 2007:334). Jonathan Furner further clarifies that records are not evidence in and of them but are defined by their potentiality; they are capable of serving as evidence in support of claims about the past by a wide range of users.

Archive is defined by three fundamental movements or attributes: one, a trace on, or in, a surface; two, a surface with the quality of exteriority, and: three, an act of deeming such a trace to be worthy of protection, preservation, and the other interventions which we call archival. Harris maintains the materiality of an exterior surface as a definitional quality, but the process of archival labor is also a prerequisite for making such material traces archival (Harris, 2012:150).

Therefore, when we see and exaggerate the meaning of aggregate of data in big data is imposing personality traits of individual data. It is like in human personality is the representation of profiles of cultures (McCrae and Terrassiano, 2005). Aggregate as the whole culture is represented by the mean of its part, the culture members.

4. Conclusion

Big data is the cultural evolution of emergent digitized world. It is the progress of record continuum framework and model. The continuum model is characterized by the dynamic and transformative nature of records and recordkeeping within multiple and interacting dimensions such that while a record's content and structure can be seen as fixed, in terms of its contextualization, a record is always in a process of becoming (McKemmish, 2001: 305). In this view, the archive is not a stable entity to be tapped for facts, but rather, a constantly shifting process of re-contextualization (Katelaar, 2001).

Archival description of data in organizational big data shows universal structuring principle like in all human language. It means that data make sense of the world at two distinct levels which take place simultaneously. The first is at the level of deep structure where the binary oppositions operate. The

second is at the surface level of contemporaneous activity where knowledge of a cultural code allows sorting and classifying to operate and meaning to emerge. It is the whole that gives us message, and so it is both surface and deep structure that gives us our understanding of cultural messages.

Big data using of archival description of its data adopt similar stance of that of understanding and the reception of cultural messages. Meanings arise out of patterning and order. The source of order is in the physiology of world. The data, aggregate, database, and datasets in big data show linked data vertically in data description. The index in data description shows the mimicry model of family tree which framing a kinship of human being. Archival description in big data functions as reference of pseudo kinship in virtual world.

Big data allows organization capturing all of its data relate to each other; organization will get important point of its selling process, and the root that causing problem in its business problems; and able to count the risks instantly. Using big data, organization may detect behavior of fraud beforehand.

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Morphosyntactic Analysis through Inflectional Students' Writing

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Abstract

Students need the ability of grammar included morphology and syntax before writing. The global era in education made the lecturer work hard to make their students have a good competent to face the global era when they graduate at their college then find a job. The purpose of the research is; examine the theory of morphosyntactic, continue and evaluate previous research and also examine or investigate of phenomenon. This method is used the combination method of Design based research by using the theory of (Hodley: 2004) and (Reeves: 2012). The finding result is that 75 % until 85 % students need material design. More than 60 % students still get mistakes on writing included inflection. The conclusion is that material design is a good solution to assist and overcome students' ability on writing.

Key words: Morphosyntactic, inflection, Design based research, Writing, Material design

1. Introduction

Morphosyntactic through Inflectional will be a material product to improve students' writing. Writing related to the morphology and syntax. The global era in education made the lecturer had to prepare their students to have a good capability such as knowledge and skill in order they are easily to get a job. Material design product by using morphosyntactic through inflectional can be the best way to face this modern and technological era especially to face a job market. The purpose of the research is; examine the theory of morphosyntactic, continue and evaluate previous research and also examine or investigate of phenomenon. The researcher identified between reality and condition, as the researchers wanted such as analyzed first the students writing especially related to the combination of students' morphology and syntax when they wrote. Data Collection were taken by the students' writing at third semester in TBI III class for the material of paragraph writing. Data are from students writing at the third semester in IAIN Jember by the academic year of 2017. Where, students got paragraph writing and intermediate English grammar material. Students, lecturers and stakeholders, were actively involved in the innovation of this study. Students as the key informants and the researcher were assisted the lecturers to find and collect data easily. The researcher collaborated with the lecturers to get the data such as students' paragraph writing and intermediate English grammar assignments, syllabi, lesson plan

and book references and the researchers analyzed them. This method used design based research approach.

This research is very important to be discussed because based on the recently issue stated that writing is very important and it has significance, it is also part of literacy and numeracy. The issue (Pesrky Daane & Jin: 2003) writing as the significant of language. Reading and writing (literacy skill), learners needed them to their college grade or their academic. While, the issue in the University of California stated that morphology-syntax interaction is to establish what morphological operations take place in the syntax and what morphological operations take place in the lexicon. The Issue from United States of America at Ministerial Council on Education, employment, Training and Youth Affairs, Educational Ministry at New Zealand, (2006) many students at school grade do not have good abilities to their writing. In Australia students writing ability, show a good progress since writing is a part of literacy and numeracy. While, Indonesia states that the University rankings and International publication, has forced Indonesian higher education institutions to make effort in escalating their publication quantity and quality even though there are still a lot of issue in writing academically in English that need to be resolved. Based on the local and national issue can be drawn to the global issue that writing tends to linguistic knowledge such as morphological and syntactical complexities, in that case made the researcher wanted to make material design to build up students' ability on writing. This problem is implicitly and explicitly which presented by a research approach. Supporting data for this research included students' writing, curriculum, syllabi, material design or book references, lesson plan and instructors are explicitly aspects while an implicit tended to the students' writing abilities especially to the process of making words such as how to analyze word to become inflection. The theory of writing was an independent theory and it is also supported by the theory of teaching learning, grammar included morphosyntactic and vocabulary.

The gab shown that the contribution from the researchers to those global issues either United States of America, New Zealand, Australia that many students at school grade do not have good abilities to their writing. The researcher saw from the result and saw the outcome that students needed linguistics' knowledge such morphological and syntax complexities as the basic science and as the basic knowledge on writing. It is such on how to make the words and what the process of making words and inflection The purpose of the research (1) Examine the theory of morphosyntactic (2) Continue and evaluate previous research (3) Examine or investigate of phenomenon.

2. Review and Related Literature

Morphosyntactic is the combining between two variables such as morphology and syntax. Inflection related to the process from morphology into syntax. It is the aspects to make students understand the rules of grammar and writing ability. Morphology and syntax have a high development on linguistics, they are necessary to improve students' writing ability. Students learn and practice how the process of word to become inflection and it because many students' writing in the early semester especially at a college in Indonesia still find difficulties to write based on the rules. Reflect to the title that morphology and syntax are important to improve students' writing at a college. (Chomsky: 1965). Inflectional morphology is necessarily in the syntax. In that case, morphological processes in aspects were taken care by standard syntactic. (Bakers: 1985 & 1988) work on complex predicate formation has to be mentioned among those having the biggest impact on our understanding of interrelation between certain syntax phenomena and morphological operations.

The umbrella of this research is; the theory of teaching learning (1) (Liddicoat: 2013) teaching learning not only focused on what is to be taught and how to teach was the need oriented of language education (2) (Hartley: 2008) writing is organized, goal-directed, problem solving, writing consist of four main recursive process. They are planning, writing, editing and reviewing. Writing can be helpful to think about the sequence and the structure of the paper before one begin to write, but one need not necessarily start at the beginning. (3) Grammar (Richard: 2011) grammatical inaccuracies can have negative effects on the overall quality of student's writing, because of this, students' writing need to develop the editing as well as composing skills. Editing refers to the process of detecting and correcting grammatical, lexical and other mechanical errors before publishing a final written product. Editing refers to the process of grammatical detecting and correcting, lexical and other mechanical errors before publishing a final written product. (4) Morphology and syntax (Booij: 2007) morphology and syntax interact in two ways; syntactic constructs may form parts of complex words, and syntax in turns governs the use of morphological case marking on word. (5) (Paul and Eric: 2002) in communication, vocabulary is more important than grammar. It is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need. Vocabulary is virtually infinite (single word) while grammar at least seems to be finite (inflection process).

2.1 Teaching Writing

Language teaching to improve students' writing ability based on the rules. Language is not only on speaking but language is also on writing. While, writing needs the aspects grammar included morphology and syntax. Teaching writing learning component in a college related to the subject and object studies such as lecturers as the creator and facilitator and students. They are students, lectures, material design. Writing ability related with to linguistics' aspects. While, lecturer must analyze what students write especially on their linguistics aspect (Harman: 2013). (Liddicoat: 2013) "Teaching and learning not only focus on what to be taught and how but teaching and learning is how to teach was the need oriented of language education." Many companies need a workers competition, the workers must have ability on speaking and writing. The average of students' writing has different and low capability to their second language acquisition. The material studies, curriculum, syllabi, lesson plan at both of Collages (IAIN) have important think to help the researcher and the lecturers as the instruments to get more data and help to answer the focused problem. Grammar related to the ability of morphology and syntax and they must be support the writing competence. Writing has correlation with the linguistics and writing consists of grammar ability (Martinsen: 2000) and Weaver: 1996) point out that grammar must be taught in the context of students' writing. Grammar ability concluded morphology and syntax ability.

Table 1.   Parts of Linguistics
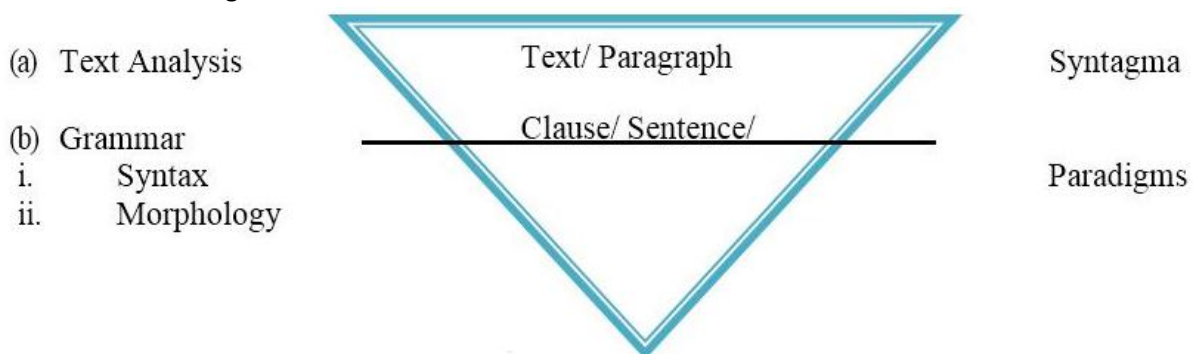
2.2 Grammar and through Morphosintactic

(Richard: 2011 & 2012) the most serious of practical difficulties is the potential for the students to perform a task with a poor level of grammatical accuracy. Grammar accuracy assists students to be confidence on writing since they can often use communication strategies to bypass some of the language difficulties task performance involves. Grammar teaching has regained its rightful place in the language curriculum. Grammatical inaccuracies can have negative effects on the overall quality of student's writing, because of this writing, teachers help students to develop and edit as well as their composing skills. Editing refers to the process of detecting and correcting grammatical, lexical and other mechanical errors before publishing a final written product. Grammar instruction often takes the form of error correction at the editing stage rather than being provided to learners prior to writing.

(Ellis: 2006) grammar teaching as involving any instructional technique that draws learners' attention to some specific grammatical forms in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that, they can internalize it. Teaching grammar is an important and teaching vocabulary as the supporting students' communication writing competence not only on the process of word formation and inflection. (Paul and Eric: 2002) in communication, vocabulary is more important than grammar. It is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need. Vocabulary is virtually infinite (single word) while grammar at least seems to be finite (inflection process). Grammar helps students' to comprehend the aspect of linguistics such as how to make the formation of word and inflection. Writing competence need the ability of grammar, while grammar competence need the ability of how to single word into inflection, it is linguistics aspects since language is to build the linguistic knowledge and related with the grammar (Segaran: 2013). The students' ability to arrange word into inflection related to the morphology and syntax competence or morphosyntactic. Morphosyntactic has similar meaning to the lexixo grammar. Morphosyntactic is macro and micro science. (Fiona: 2015) morphosyntactic instead of the everyday term grammar, as it combines the twin aspects which make up a grammatical system. First, there is morphology, which is simply word formation, or how the parts of a word fit together, then syntax, or the rules governing how words are then formed into inflection. Morphosyntactic to improve students writing related to many aspects competence such as morphology and vocabulary competence, syntax and grammar competence. (Cristal: 1980) "Morphosyntactic is a term in linguistics used to refer to grammatical categories or properties for whose dysfunction criteria of morphology and syntax both apply, as in describing the characteristics of words."

2.2.1 Morphology

(Radford: 1997) morphology is the study of words are formed out of smaller units (traditionally called morpheme) of a word, and what kinds of principles determine the ways in which the parts are combined together to form the whole, the smallest unit of word to become derivational morpheme and word formation. The small unit of word to become free and bound morpheme, it constructs of word or structure of word. (Spencer and Zwieky: 2001), morphology is the study of word structure, and words are at the interface between phonology, syntax and semantic. (Aronoff and Fudeman: 2008) In linguistics, morphology refers to the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed. (Aronoff and Fudeman: 2008). Morphology is so varied that not even the most experienced analyst is ever completely prepared for what a new language may bring. However, students certainly will benefit from a reasonably complete picture of how a single language works. Teaching procedure based on the

curriculum is the best way on language learning. Writing skill needed vocabulary and grammatical ability.

2.2.2 Syntax

(O'Grady *et al.*: 1996) syntax is the system of rules and categories that underlies sentence formation in human language. When word is combined by the inflectional morpheme such as noun inflected the plural, adjective inflected comparative and superlative, verb inflected the tense. They are syntax. (Mc Manis *et al.*: 1998) syntax is the study of the structure sentence.

It attempts to uncover the underlying principles, or rules, for constructing well-formed sentences of particular language. Radford (2004:1) syntax is the study of the way in which phrases and sentences are structured out of word.

3. Research Question

Students in a College still have difficulties to arrange morphological into syntactical process. The lectures have to be a good facilitator, motivator, and creator. Lectures have to find the best solution to overcome to these problems. The lecturer makes the material design to support students' ability to the subject study. Here, the focused of the problem is about writing, where do many students in the early college do not have confidence to arrange word into inflection. The study guided by the following research question.

How analyze the students' paragraph writing through their inflections?

This question reflected the study's college objective, which was determining the variables learners to improve their writing by using morphosyntactic approach.

4. Method

Research processes are in IAIN Jember- Indonesia. The processes of collecting data are part of phenomenology and ethnografy design based research (Hoadley: 2004) and (Reeves: 2012). Data are collected by the academic 2017 in IAIN Jember Indonesia. Data were from the students' paragraph writing. The purpose of this research is produce new product as material design through morphosyntactic analysis to improve students' writing skills.

These data are part of ethnography, design based research Hoadley, (2004). Data were collected since 2017 the academic year in IAIN Jember -Indonesia. *Better, cheaper and faster* as the slogan of this research. The theory of Hoadley as the the approach by six process on design based research approach; this theory is also supported by the theory from Kenney & Reeves. The purpose of this research can produce new product as material design through morphosyntactic analysis to improve students' writing skills. Need analysis and students' writing are important think for the researcher before doing the steps processes of design-based research through Hoadley and Reeves Theory. The researcher identified between reality and condition, as the researchers wanted, the researchers analyzed first the students writing especially related to the students' morphology and syntax when they wrote. Three explanations to this research included; research context, focused research, object research. (i) The context of the research is the language in education and the curriculum based on the learning outcomes or KKNi. (ii) Focused problem related to the topic discussed about students' writing through morphosyntactic approach. Data problem taken based on the students' writing related to the topic discussed. It is how students wrote and their morphosyntactic (iii) the object of the research is in IAIN Jember-Indonesia.

The researchers collaborated with the lecturers and to try to correct the students' paragraph writing based on the student's inflection. Data also supported by the College curriculum, lecturers' syllabi and materials that still have related with the writing material such as grammar, vocabulary, morphology, syntax.

Table 2. Six Process of Design Based Research Combined by Four Process by the Theory of Hadley and Reeves

Focus Phase and Understand	Define and Conceive	TEST	BUILD
Analysis of Problems from practice: Collaboration from researcher and practitioners	Development and Innovation OF Morphosyntax solution for solving problem in Writing	Iterative cycles of testing and refining innovation in writing	Reflection on theoretical production of innovation and its implementation into lesson

The Processes included (1) *focus and Understand* tend to analysis of Problems from practice: need analysis is the first focused to determine product such as material design then collaborate from researchers and practitioners. It was done by the researcher at two colleges for the English study program, the topic research taken from (a) the respond of students' need either in the first until sixth semester were analyzed whether they need material design as the product to improve their writing (b) collaboration between researchers, lecturers, students. It is related to the material such as the assignments of students' paragraph writing. The researcher chose the academic students 2017. The researchers examined through empirical investigation (a) observation; included curriculum, syllabi, lesson plan, book references, students' input and output (b) interviewing; included to the lecturers, stakeholders and students (c) collaboration; included between researcher and lecturers, this collaboration is so efficient where the researcher collaborated to the lecturers whom they are teaching material related to the morphology and syntax. Lecturers assisted her by giving their syllabi, book references and students' assignments either by hard copy or by soft copy. Then, students' writing assignments were analyzed by the researchers (2) *define and Conceive* tend to development and innovation of morphosyntactic solution problem in writing. The purpose of the research is how to make material design through morphosyntactic analysis based on the students' paragraph writing. The researchers hoped that the product can be usable for both of institutions and others. The processes assessments were done by the writing students' result especially on how to arrange word to inflection. It was designed to find the best solution for students' writing (3) *build* tends to reflection on the theoretical production of innovation and implementation into lesson. Writing material through morphosyntactic approach was formed into a product. The best stage is implemented material by

introducing that product to the students in the classroom. This solution is more efficient and will be reality result. (4) *Test* tends to iterative and refining innovation in writing. Evaluate material design product through morphosyntactic analysis. The purpose is improving the finding product to the next finding product in order it can be better and can be improved and used by the researcher and other.

5. Participants

Participants of the study are students in two colleges included; students, lecturers and stakeholders, were actively involved in the innovation of the study. Data sources are taken from observation and interview. Researcher interviewed to the interviewee either person-to-person or group interviews. The researcher interviewed students, lecturers, stakeholders at college. Students as the key informant and the researcher interviewed deeply. The interview through participants and the researcher prepared arrangements' questions related to the focus of the problem. The researcher prepared questioners forms then the informants answered based on the questions. The researcher needed the information from the lecturers whom they taught the relevance materials with the topic discussed. It was more than one hour that the researcher needed this interview for every class. While, it open interview, ended in Interview and In-Dept Interview. This interview style is significant for the researcher since it sometimes the problems of the research suddenly happened when the researcher is in the object of the research. While, this interview had to find, the researchers did this easily, open-minded and not clumsy. Many data found by the researcher through interview without subtracting information and naturalistic meaning from the excavation process. The researcher prepared research's instruments such as note, recorder, camp etc for the research process. This research is qualitative, it is narration, expression, symbols which had been the object of the research. The sources data are primary and secondary. (a) Primer data is from the morphological process; (a) inflectional. Secondary data are taken through observation. The researchers observed the teaching learning process in depth investigation at classroom. The researchers observed the quality of primary data. They are from the book references, which have relevance to the morphology and syntax. The documentation and documenter and the result of the interview can assist the researcher to submit data. The documentation was done when; the researcher began to observe the object and subject. The documentations were from the pictures, videos, and audio. Documentary data are needed to answer the problem. The geographic location of the research, students' outcomes graphic, students' input and output. The documenter data were from the students, lecturers, curriculum, and syllabi in IAIN Jember- East Java- Indonesia.

6. Result

The steps of making a material design to improve students' writing through morphosyntactic approach where did lecturers must prepare students' outcome for students' future when they graduate from their college. The science development for this era where students must be put up better to compete in the job era. The national curriculum standard in Indonesia has a good paradigm. It created learning outcomes. Theory and concept to this research included; the affirmation of linguistics and acquisition. The teaching learning to this topic related to the curriculum, syllabi, material design, writing and morphosyntactic theory that included the theory of morphology and syntax.

7. Discussion and Conclusion

Writing material design through morphosyntactic analysis as the main source to mediate and facilitate students and lecturers' learning development based on the available curriculum. This research is used to

evaluate empirical data by the researcher. The material design in a college must be equal by the students' need when they graduate then compete to find job vacancy. That is why material design programmed based on the students' need qualification in a job era and suitable for the company qualification need. The researcher did first, by students' need analyzing in IAIN.

Table 3.
Class: TBI III
The academic year: 2017
Subject study: Paragraph writing

NO	Students' register number	(Error made by students)		
		Inflection		
		Noun inlected the plural	Verb inflected the various tense	Adjective are inflected comparative and the superlative
1.	T20176059		*	
2.	T20176068		*	
3.	T20176069	*	*	
4.	T20176070		*	*
5.	T20176071			
6.	T20176072			
7.	T20176073	*	*	
8.	T20176074			
9.	T20176075		*	
10.	T20176076			
11.	T20176077	*	*	
12.	T20176078	*	*	
13.	T20176079			
14.	T20176080		*	
15.	T20176081		*	
16.	T20176083		*	
17.	T20176084	*	*	
18.	T20176085	*	*	*
19.	T20176086		*	
20.	T20176087			
21.	T20176088	*	*	*
22.	T20176089			
23.	T20176090		*	
24.	T20176091	*	*	
25.	T20176092		*	
26.	T20176093		*	
27.	T20176094		*	
28.	T20176095	*	*	
29.	T20176096			
30.	T20176097			
31.	T20176098	*		
32.	T20176099		*	
33.	T20176100			
34.	T20176101			

NO	Students' register number	(Error made by students)		
		Inflection		
		Noun inlected the plural	Verb inflected the various tense	Adjective are inflected comparative and the superlative
35.	T20176102			
36.	T20176103	*	*	
37.	T20176104			
38.	T20176105		*	

Table 4. The Samples of Error Students' Paragraph Writing

No	Error made by students	The error level
1.	The opening of the 2018 asian game that was carried out in Indonesia amazed the world. *The clothing of saman dance make person curious because they very fast to change the clothes*. The closing is amazing and spectacular, *so many artist from local and also from foreigner countries as like from Korean etc. Indonesian invite artist korean like ikon and super junior*	1.Inflection Noun inflected the plural Verb inflected the various tense Adjective inflected comparative and superlative
2.	*The government have the strategy rule to the society on way.* To manage the polution and avoid the stuck, *so they are make a rule with the name of "odd even."* It is can be antonym of the event rule	1. Inflection Verb inflected the various tense
3.	*Talk about politic in Indonesia a hot issue about politic is about Jokowi choose ma'ruf Amin as vice president*. That news make *commertion public. The background from Yusuf kala who go back from position vice president. For the forst time Jokowi not announce about*	1. Inflection Verb inflected the various tense
	her choice he said to media that he have got a name for the vice president in 2019. He wait time to announce it. A nitizen guess that will be vice president is Mahfudz MD. But when Jokowi annaounce that will be president is Ma'ruf amin. Mahfud MD give opinion to media that he ok and knit Jokowi to choose he vice president by herself	
4.	Asian games held on 18th august 2018- 2nd september 2018. *Indonesia as host of asian games have prepared for this event. There so many singer and dancer. Indonesia invite Korean group singer like superjunior and many indonesian singer*	1. inflection Noun inflected the plural
5.	There is teacher, she is gruwel *she from Australia*. She has good ability and *she always patient to teach some student. She taught in class that which according to gruwell still need lesson and special attention and everyday gruwel always know characteristic of a student in the class. Gruwell have a nore ability and she always want to get very good for eavery student*	1. inflection Noun inflected the plural, verb inflected the various tense, Adjective inflected the comparative and superlative

Based to the table 3 and 4 above that more than 60% $(\frac{60}{100} x38)$ students still need the right rules on writing related to the ability on morphology and syntax while 40% $(\frac{40}{100} x38)$ students comprehend the rules of writing. Based on the graphic above stated there are many students in the third semester still do not have capability to writing and more than 60 % in the class of TBI III got some mistakes to their writing based on the rules. The mistakes included noun inflected the plural, verb inflected the various tense, and adjective are inflected comparative and superlative.

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The Indonesian Learners and Teachers' Beliefs on the Use of Translation Strategy in Teaching English at Informal Education

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ABSTRACT

The use of translation activities in English teaching learning is still debatable. Many researchers believe that the use of L1 in EFL classes is helpful for learners to obtain, progress, and strengthen their knowledge and proficiency in the English language while some others do not. However, the learners have different beliefs on the translation strategy use to achieve the target language (English). This study attempts to investigate the learners and teachers' beliefs on the use of translation to achieve the target language (English). This study is conducted in an institution English course in Bandung. This research focuses on speaking class. To collect the data, the researcher distributed a questionnaire via the google form which is provided for learners and interview some teachers. Those study is undertaken to explore insight further of their beliefs on translation activity in speaking class. The findings revealed that there are similar beliefs among learners and teachers' on the use of translation strategy.

Keywords: learners' beliefs, teachers' beliefs, translation.

1. Introduction

Although translation has been used by foreign language learners for centuries for transferring meanings and conveying messages, its application is still controverted from year to year. Some theoretical works, practical method experts, and teachers assumed that translation is not a part of an activity in the classroom, but others contended that it is a technique to teach target language in the classroom. The use of translation strategy is still debated in foreign language teaching until now. It can be seen from the pros and cons of using translation strategy in teaching English constantly. In the 20th centuries' many theorists and practitioners refused the use of translation in the classroom because (by) of some reasons: (1) Translation involves no oral interaction and therefore it is not a communicative activity (Stulajterova, 2006). Thus, the utilization of being first language (Indonesian) unwelcome, (2) Translation as a language learning activity in the foreign language context is considered as not suitable for students (Brown, 2002), (3) Translation is considered as time-consuming, boring, and irrelevant (Dagilienė, 2012), (4) Translation is not effective in language learning (Musawi, 2014), (5) Some researchers and foreign language educators claimed that translation should be ignored as a language learning strategy in the classroom, because it is not a useful tool when acquiring the FL (Guerra, 2014). On the other hands, many

researchers were interested in translation, because they realized that there are many advantages in using translation as a teaching strategy. They are as follow: (1) According to Corder (1981), "learners can use translation to make up their limitations in learning a second language (L2)," (2) Mother language tongue is helpful resource for the learners to assist their shortage in second language learning (Corder, 1981), (3) The mother language is useful to increase their receptiveness in learning by reducing the degree of language and culture shock they encounter (Auerbach, 1993), (4) Translation strategy can be used to comprehend, remember, and produce of foreign language (Naiman, 1978), (6) Translation can be used to assist their acquisition since it uses authentic materials, interactive learning, learner-centered, and promotes learner autonomy (Mahmoud, 2006), and (6) It has potential role in the bilingual education programme (Cook, 2010).

Indonesian learners have utilized translation in studying English vocabulary, reading, and writing. They implemented translation to help them understand English words and phrases better and they attempted to define any differences and similarities between Indonesian and English. However, not many teachers in Indonesia allow to students using translation in the teaching and learning process for the reason that I previously mentioned. Whereas, mostly learners still need translation as a tool to help them produce to the foreign language. Therefore, the present study attempts to explore in depth the differences and the similarities between learners and teachers' beliefs on the using translation in speaking class.

The study is guided by the following research questions:
1. What are Indonesian students' beliefs about using translation to learn English?
2. What are Indonesian teachers' beliefs about using translation to learn English?

2. Literature Review

Conceptualizing Translation

Cumpenas (2007) defines translation as the clarification of a meaning for one language to another which communicate the same meaning. According to Musawi (2014), translation is a natural process that attempt to assist the process of communication by interpreting the given information from one language to another. Indonesian learners also employ the use of translation strategy in acquiring English. They use translation strategy frequently to help them obtaining knowledge of new language. Besides, translation can be used as a tool for developing learners' communicative competence, for facilitating them to learn the target language and using it to convey the meaning.

Learner's and Teachers' Beliefs about Translation

As stated previously that there are different arguments among teachers to use translation as a L2 learning strategy. Some supports the translation strategy in teaching and learning practice in the classroom, while the others do not. In one study, Asgarian (2013) investigated the perception of Iranian EFL teachers on the use of translation strategy. It was found that the Iranian teachers commonly did not prefer translation as a strategy for language learning. They prohibited the use of L1 in the classroom, the use of bilingual dictionaries, and the use limited L1 only for lower proficiency levels for both teaching and learning.

Different from Asgarian investigation, in Taiwan, Liao (2006) studied about the students' beliefs on the use of translation to study English. This research conducted because there was little attention on the research considering the use of translation in language learning among students there. It was found

that: (1) most of participants had positive beliefs in translation of strategy. It was very useful in their language learning. However, they also showed the contradictory beliefs as a consequence of different understanding of the effect of translation use, (2) their beliefs influenced the chosen translation strategy in their learning. Thus, translation had a significant facilitative role in college students' English learning process with respect to students' shared beliefs about using translation in learning English. They expressed the inevitability of translation use at their present phase of learning, and considered translation as a positive learning resource for them to comprehend, memorize, and produce better English, to acquire English skills, and to complete various English tasks.

From previous study, I found the gap that each researcher has the weakness that is they do not know how the learners and teachers' perceptions on the use of translation strategy to acquire English. Therefore, in the recent study I will attempt to investigate the Indonesian learners' and teachers' beliefs on the use of translation strategy in teaching English.

3. Method

Research Design

The present study employed qualitative research because this research explored in depth how the Indonesian learners and teachers' perceived the use of translation strategy in acquiring English. This research essentially involved a survey, consist of a questionnaire concerning personal background information and beliefs. The questionnaire would be distributed to the students via the google form. Besides, the interview was employed to the teachers in order to explore deeper the use of translation strategy.

Participants

The interviews were conducted to three teachers, two males and one female. There were 26 students from different background study as well in different age.

Instrumentation

The instruments used in this study included questionnaires and interview guide, all of which were developed by the researcher. Thereafter, for beliefs measurement, I used the *Inventory for Beliefs about Translation (IBT), and* the *Individual Background Questionnaire (IBQ).* These items are proposed by Liao (2006), I also used the *Interview Guide* for interviewing. All questionnaires and the interview guide were translated from English into Indonesian so that students with different English proficiency levels could adequately understand the questions.

Data Collection

Firstly, I went to the classroom to conduct the observation. The researcher briefly explained to the teachers about the nature and the purpose of this study. The teachers were asked for to interview. Each interview was conducted for at least 5-6 minutes and it was tape recorded. In addition, it was undertaken in English because all of the participants' major is English and have experienced in teaching English. The interviews were conducted after the survey data were obtained. Secondly, the questionnaire was distributed via the google form. The questionnaire needed 10 minutes to be answered. There were 21 items of inventory for beliefs about translation (IBT) to reveal their opinion. There were 5 points likert-type scale that range from 1: strongly agree, 2: agree, 3: no idea, 4: disagree,

and 5: strongly disagree. In addition, to understand the result of study we have to know how to read the data. A mean higher than 3 means a high level while a mean less than 2.5 indicated a low level for the use of translation as a learning strategy.

Data Analysis

To analyze the data, I described the result of the study and descriptive statistics. The description of the data for the use of translation as a learning strategy as follow: total mean score M>3, high level; 2.5<M<3, medium level; and M<2.5 for low level. Furthermore, the interview data were intended to serve as an additional source of information to supplement the questionnaire survey. I explained the result of each teachers' interview based on their opinion about the use of translation in teaching learning process.

4. Result

To answer the question number 1, means and standard deviations were calculated and displayed in Table 1. Most of these participants showed the concept that translation played a negative role in their current English learning. Among the 21 choice items, 14 items (items 4, 5, 6, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, and 21) had the lowest means (M<3) and thus were the most common beliefs held by the participants, whereas 7 items (items 1, 2, 3, 7, 8, 9, and 15) received relatively high means (M>3.5) and became the least common beliefs (see table 1).

To answer question number 2, the content analysis will be used to reveal the teachers' interview response. Generally, most of the teachers do not allow the students to use translation strategy in speaking class. It is because of some reasons: (1) the students in speaking class are smart or advance in English proficiency, so the translation is not needed for them (teacher 1, female). On the other side, she allowed for the other classes for lower level like basic class, rocky class, and grammar class to use translation strategy. It is because they do not have enough skills, so translation is very good for them. She said that "students are supposed to use English because they want to avoid any misunderstanding, of course, they need to use the Indonesian but only to remind the meaning of some words or maybe to like re-explain something just to avoid any misunderstanding."

In addition, the second teacher also has the same opinion with the first teacher in terms of the use of translation in speaking class. He stated that "students who have perfect idiom, expression, words, grammar, and sentence structures do not necessarily use translation because, sometimes, there are a lot of differences between their source (Indonesian) and the targeted language (English)." He also added that "the less they do translation method when they use English actively, that better for them to achieve English proficiency." He believed that if students speak English without helping the Indonesian language it will enhance their confidence and it would stop them to any excuses to learn English. He said, "it is because, when especially we are speaking English, we really need to push ourselves hard to speaking English."

The last teacher also gave his response regarding the use of translation. He strongly disagreed the use of translation strategy in speaking class. Because it would destroy the perspective of the use of English. Actually, the good translation is supposed to be English to English not English to Bahasa because it can slow their speaking skill if we were trying to translate every language, every word for speaking to Bahasa. It takes a long time, it's gonna take a gap. You know, when we were speaking something we're

gonna think about the translation first, it's gonna very textual in an inside of their mind, so we don't need Bahasa. If we need translation, it must use English to English.

5. Conclusion

Based on the result of findings, although many Indonesian learners utilize translation as strategy in acquiring English, they were proven did not agree to the use of translation in learning process especially in speaking class. They only used translation temporary, not every single time in daily speaking. It happens because they believed that to understand the English, they must use translation English to English not Indonesian to English. It also was in line with the all of teachers' opinion who taught there. They were convinced that the Indonesian students have to familiar with the use English in every single day to understand the English language.

Table 1. Means and Standard Deviations for the Inventory for Beliefs about Translation (IBT) Items

No.	Item statements IBT	M	SD
1	Translating helps me understand spoken English. (Menerjemahkan membantu saya memahami bahasa Inggris lisan.)	3,92	0,84
2	Translating helps me speak English. (Menerjemahkan membantu saya berbicara bahasa Inggris)	3,76	0,86
3	Translating helps me memorize English vocabulary. (Menerjemahkan membantu saya menghafal kosakata bahasa Inggris)	4,03	0,77
4	Translating helps me understand English grammar rules. (Penerjemahan membantu saya memahami aturan tata bahasa Inggris.)	3,19	1,09
5	Translating helps me learn English idioms and phrases. (Menerjemahkan membantu saya belajar idiom dan frasa bahasa Inggris)	3,23	1,10
6	Translating does not help me make progress in learning English. (Menerjemahkan tidak membantu saya membuat kemajuan dalam belajar bahasa Inggris.)	2,61	1,02
7	Translation helps me understand my teacher's English instructions. (Terjemahan membantu saya memahami instruksi bahasa Inggris guru saya.)	3,73	0,66
8	Translation helps me interact with my classmates in English class to complete assignments. (Terjemahan membantu saya berinteraksi dengan teman sekelas saya di kelas bahasa Inggris untuk menyelesaikan tugas)	3,65	0,89
9	Using Indonesian translation helps me finish my English assignments more quickly and save time. (Menggunakan terjemahan bahasa Indonesia membantu saya menyelesaikan tugas bahasa Inggris dengan lebih cepat dan menghemat waktu.)	3,5	0,90
10	I like to use Indonesian translation to learn English. (Saya suka menggunakan terjemahan bahasa Indonesia untuk belajar bahasa Inggris.)	3	0,89
11	The use of Indonesian translation may interfere with my ability to learn English well. (Penggunaan terjemahan bahasa Indonesia dapat mengganggu kemampuan saya untuk belajar bahasa Inggris dengan baik.)	2,84	1,00
12	Indonesian translation diminishes the amount of English input I receive. (Terjemahan Bahasa Indonesia mengurangi jumlah input bahasa Inggris yang saya terima.)	2,88	0,90
13	At this stage of learning, I cannot learn English without Indonesian translation. (Pada tahap pembelajaran ini, saya tidak bisa belajar bahasa Inggris tanpa terjemahan bahasa Indonesia.)	2	0,4
14	I think everyone has to use Indonesian translation while learning English. (Saya pikir setiap orang harus menggunakan terjemahan bahasa Indonesia sambil belajar bahasa Inggris.)	2,73	0,96
15	I prefer my English teachers always use English to teach me. (Saya lebih suka guru bahasa Inggris saya selalu menggunakan bahasa Inggris untuk mengajari saya.)	3,84	0,46
16	I feel pressure when I am asked to think directly in English. (Saya merasakan tekanan ketika saya diminta untuk berpikir langsung dalam bahasa Inggris.)	2,5	0,90

17	I tend to get frustrated when I try to think in English. (Saya cenderung frustrasi ketika saya mencoba berpikir dalam bahasa Inggris.)	2,34	0,97
18	When using English, it is best to keep my Indonesian out of my mind. (Saat menggunakan bahasa Inggris, yang terbaik adalah menjauhkan bahasa Indonesia dari pikiran saya.)	3,19	0,93
19	When reading an English text, I first translate it into Indonesian in my mind to help me understand its meaning. (Saat membaca teks bahasa Inggris, pertama saya menerjemahkannya ke dalam bahasa Indonesia dalam pikiran saya untuk membantu memahami maknanya.)	2,96	1,07
20	When I listen to English, I first translate the English utterances into Indonesian to help me understand the meanings. (Ketika saya mendengarkan bahasa Inggris, saya pertama-tama menerjemahkan ucapan-ucapan bahasa Inggris ke bahasa Indonesia untuk membantu saya memahami maknanya.)	2,92	0,97
21	When I watch English TV or movies, I use Indonesian subtitles to check my comprehension. (Ketika saya menonton TV atau film berbahasa Inggris, saya menggunakan subtitle bahasa Indonesia untuk memeriksa pemahaman saya.)	2,88	1,07

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Implementation of Quantum Learning Model to Enhance the Students Understanding about Citizenship Education Concept
5th Science Grade 12th in SMA Negeri 2 Subang

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Abstract

The Purpose of this article is explaining the implementation of Quantum Learning Model to Enhance the Students Understanding about Citizenship Education Concept. As the background of writing this article is because many of teachers ignore the foster of value ordering process, attitudes, and actions that causing the Citizenship Education is not considered as a lesson of citizen development that emphasizes the awareness of rights and obligation but it is more likely to be a boring and saturated lesson.The teachers of Citizenship Education learning more about pursuing the targets that oriented toward the final test score, besides still using the conventional model, the teacher's activity is more dominant than the student itself. Recently there is a tendency for Citizenship Education that full of Concept, it is very necessary to correctly understand the basic concept that underlies the concept. Citizenship Education material is dominated by theory and it is too far-ranging with many concepts that must be absorbed in a relatively limited time for the student that makes the Citizenship Education become one of the less desirable lesson for students recently wich affects the student learning. Learning method in Citizenship Education still using the traditional methods such lecture, doctrine, and the teachers as the drill master. these methods are not useless indeed, but when it viewed from the field psychological it is less able to mobilize and grow the thinking potential, attitude, and the student creativity. Students negative prespective toward the Citizenship Education make the students less seriously take the lessons.It is causing the students is less understand and can't well-absorb the lesson given by the teachers. Therefore, to achieve the goals from learning the Citizenship Education, an interesting and fun learning model is necessary for the learning process. One of the learning models that can enhance the understanding of pancasila and citizenship education concept is Quantum Learning, it is a designed model that can fully makes the students interested in learning, giving the real experience to the students and trying to make the lesson becoming real for them so that the understanding of the Citizenship Education concept is achieved.

Keyword: *Quantum Learning, Concept Understanding, and Citizenship Education*

1. Preliminary

Education is an organized, planned and ongoing effort throughout the lifespan in the direction of fostering human beings or students becoming complete, mature and cultured people. Broadly speaking, the purpose of education is to educate the life of the nation by having knowledge, and being intelligent in behaving (Afandi, 2014). To realize this, there is a need for a learning program that seeks to develop cognitive, affective and psychomotor. Pancasila socialization efforts through Citizenship Education can already be seen together in the education curriculum in Indonesia which provides a portion for Pancasila teaching to students. Citizenship Education, has been taught as one of the subjects in various educational curricula, both basic, secondary and higher education (Wikandaru, 2012).

But in reality, teachers often ignore the process of fostering values, attitudes, and actions so that Civics subjects are not considered as citizens' coaching subjects which emphasize awareness of rights and obligations but are more likely to become saturated and boring subjects. Teachers of PKn teach more to pursue targets that are oriented towards the value of the final exam, besides still using a monotonous conventional model, teacher activities are more dominant than students.

At this time there are PKn tendencies that are requirements with the concept, starting from a simple concept to a more complex concept, so it is necessary to properly understand the basic concepts that build the concept. Somantri stated that the main factors that cause problems in Civics are one of them is Civics material that is too broad (Numan Somantri, 2001).

Based on the results of observations and interviews at SMA 2 Subang, there were several problems found, including students feeling bored with PKn subjects because Civics material was dominated by theory. Civics material that is too broad is that the number of concepts that must be absorbed by students in a relatively limited time makes Civics one of the subjects that are less attractive to students today so that it influences student learning. The use of appropriate learning approaches and methods can attract students to learn so that it helps the teacher facilitate the learning process. In addition, students can play an active role in teaching and learning activities and students have the ability to be able to develop all the potential they have.

Learning methods in Civics learning still use traditional methods such as lecture methods, indoctrination, and teachers as drill masters. These techniques are indeed not not useful, but when viewed from field psychology theory (field psychology) is less able to mobilize and foster potential thinking, attitudes and skills of students. The use of teaching techniques as such is caused by several factors including: a) teaching technique habits that have been "institutionalized" for a long time, b) the teaching technique is the easiest to do. Some teachers still maintain traditional techniques. Teaching techniques such as this can lead to feelings of boredom and passivity in students so that it can lead to apathy in learning and easy regard to Civics lessons.

Internal factors that make understanding PKn material or lessons less usually begin with the motivation of the students themselves, so students are not involved in enjoying the learning done. According to Sardima) in learning activities it is very important to create learning conditions. How do teachers make efforts that can grow and provide motivation to students, because the presence of good motivation in learning will provide good learning outcomes. In PKn subjects themselves, motivation has an important role in determining the success or failure of a learning process. (Sardiman, 2000).

Whereas from external factors that are considered highly related to the increasing learning comprehension of Civics are teachers, where in this case the more focused is the teacher's method of

delivering material to students. Because after all the teacher's method of delivering learning material can be influential in increasing students' desire to learn. Rigid, less loud, less varied, and unpleasant teachers will make the learning atmosphere boring and make students bored in learning and will ultimately have a negative impact on students' understanding.

Therefore, to achieve the objectives of Civics learning, an interesting and enjoyable learning model is needed in the learning process. One learning model that can improve the understanding of the concept of Pancasila and Citizenship Education is the Quantum Learning learning model. According to DePorter, Quantum Learning is a model design that can fully make students interested and interested in learning, provide experience directly to students and try to make the contents of real lessons for them so that they will get an understanding of the lessons (Deporter, Reardon, & Sarah Singer, 2007).

Quantum learning can sharpen understanding and memory, and make learning a pleasant and useful process. Learning with the Quantum Learning model with the TANDUR stage in which there are growth and interest activities, the atmosphere of the class is made fun, the efforts of student involvement and the existence of reward as feedback can be used as a solution to improve understanding of the concept of Citizenship Education.

To realize the learning objectives, the teacher needs to attract students' interest and motivation first with exciting and fun learning. Therefore to improve the understanding of the concept of Citizenship Education, the teacher must use a method that is better than the usual method. So, to answer that all writers want to prove it directly by conducting research with the title "Implementation of Quantum Learning Learning Models in Increasing Student Understanding of the Concept of Citizenship (Class Action Research in Class XII IPA 5 Semester 2 Subang 2 High School)."

2. Literature Review

a. The Concept of Citizenship Education

The term Citizenship Education in Indonesia is a translation of the foreign literature of Civic Education or Citizenship education or Education for Citizenship. However, the term Citizenship Education has now changed to Pancasila and Citizenship Education as in the 2013 curriculum implementation. Pancasila and Citizenship (Civics) Education or Civics Education (PKn) is a basic subject that focuses on the formation of citizens with the aim of forming good citizens and smart (to be a good and smart citizenship) (Wahab & Sapriya, 2011).

Pancasila and Citizenship Education is a subject that is sourced and based on the values of Pancasila and the 1945 Constitution. In addition, Civics subjects are used as a vehicle to develop and preserve the noble values and morals of Indonesian culture which are expected to be realized in the form of everyday life students, both as individuals and as members of society and creatures of God Almighty.

Based on this statement, in this context Citizenship Education has a strategic role in building the life of the nation and state. Whereas in the context of Citizenship Education as a curricular program, Citizenship Education was developed in the context of the philosophy of reconstructive education, as it was used as a 2013 curriculum philosophy framework. In this context Citizenship Education applies a paradigm that combines mental discipline theories, cognitive theories, and gestural fields of theories to support the growth of the teacher's role as director of learning.

Therefore the learning of Citizenship Education demands the role of the teacher in a balanced manner and depends on the conditions of the content, environment, media of education, school, and the context of the community, in this case the local culture reflected in local wisdom (Masroer C Jb and Lalu Darmawan, 2016). At the formal education level Citizenship Education aims to develop the potential of students in all dimensions of citizenship, which includes knowledge of citizenship, attitudes of citizenship, citizenship skills, determination of citizenship, commitment to citizenship, and citizenship competencies which can be realized in local wisdom so that the impact of technological progress and globalization does not affect the character and identity of students in particular and Indonesian society in general (Somantri & Udin Saripudin Winataputra, 2017).

The statement expressed by Soemantri explained that Citizenship Education is an applied discipline of social science that has been systematically organized and scientifically developed by adjusting the level of psychological development which usually includes activities in schools, homes and communities with the aim of internalizing values good citizens in community, national and state life so that people have the ability and active thinking skills, so they can become Problem Solvers in dealing with a problem (Rukiyati & Purwastuti, 2016). In this case Wahab in Wuryan and Syaifullah also explained the characteristics of Citizenship Education, namely:

The birth of citizens and societies with the spirit of Pancasila having faith and devotion to God Almighty, knowing their rights and obligations, and implementing them with full awareness and responsibility so that they can make decisions quickly and accurately for themselves and others. (Wuryan S. & Syaifulllah, 2008).

Wahab's statement revealed that the characteristics of Citizenship Education were essentially to form Pancasila citizens who were aware of their rights and obligations carried out responsibly. These characteristics are poured into the contents of the 2013 curriculum which departs from various studies in philosophical, sociological, juridical and pedagogical Civics subjects in the 2013 Curriculum. Whereas in accordance with these functions, Civics organize national, democratic, legal, multicultural and citizenship education for students to support the realization of citizens who are aware of their rights and obligations, and intelligent, skilled and character so that they can be relied upon to develop the nation and state based on Pancasila and the 1945 Constitution in accordance with their scientific fields and profession (Law No. 12 of 2012 article 35 paragraph 3) (Edi Saputra, 2015)

b. The Concept of Classroom Action Research (CAR)

Understanding CAR

Classroom Action Research, or in English, is known as classroom action research, which has long been developed in developed countries such as the United Kingdom. Australia and America. Educational experts in the country pay considerable attention to PTK, because this type of research is able to offer new ways and procedures to improve and enhance professionalism in the teaching and learning process in the classroom by looking at the indicators of the success of the learning process. In this case McNift views PTK as a form of reflective research conducted by the teacher himself and the results can be used as a tool to develop curriculum, school, and development in the teaching and learning process etc. (Th Sumini, 2016). Classroom action research, or PTK, is a research that raises actual problems carried out by teachers which is a scrutiny of learning activities in the form of actions to improve and improve the practice of classroom learning in a more professional manner (T. Taniredja *et al.*, 2010).

In PTK the teacher can examine itself on the practice of learning carried out in the classroom. With PTK, teachers can conduct research on students from various aspects during the learning process. Through this classroom action research the teacher can conduct research on the process or results obtained in a reflective manner in the classroom, so that the results of the research can be used to improve their learning practices (Th Sumini, 2016).

Whereas Mohamad Affandi asserted that classroom action research is a form of study or scientific activity and method carried out by the teacher/researcher in the class by using actions to improve learning processes and outcomes. Scientific is a thing that is or is in scientific and method that is a way of thinking, objective, rational, systematic based on facts to find, prove, develop and evaluate a knowledge (Afandi, 2014).

Characteristics of CAR

Every research has its own characteristics. For PTK the characteristic that stands out is in terms of the problems to be studied. Problems raised and will be solved through PTK must always depart from the problems of daily learning practices faced by the teacher. PTK will be carried out by the teacher if the teacher is aware of the existence of problems related to the process and learning products he faces in the classroom. If the teacher has never felt that he has encountered a problem in learning activities, PTK is not needed. But not all teachers can see their own shortcomings, even though they have made mistakes for decades in class. Problems that arise are considered ordinary things so there is no need for self-improvement. Therefore, it needs the help of others to see what things are done during the learning activities in their class. The second characteristic is that PTK is a collaborative action research that is research that involves other people to jointly discover and formulate learning problems in the classroom. In this context the teacher can collaborate with FKIP lecturers to conduct classroom action research. From this collaboration there will be awareness of the possibility of improving learning through PTK (Th Sumini, 2016).

The purpose of PTK

In addition to the main purpose of classroom action research is to improve and or improve the learning process in the classroom, there are accompanying goals that can be achieved as well as the occurrence of the process of training in the office during the class action research process (Mulia & Suwarno, 2016). This happens because the main purpose of classroom action research is to improve and improve services in the learning process. With this strategy the teacher will practice more to apply various alternative actions as an effort to improve learning services. From the acquisition of general knowledge in the field of education that can be generalized (Th Sumini, 2016).

Benefits of PTK

Every action in the learning process must have a purpose. The success of an action can be measured by seeing its benefits. Likewise with classroom action research, in addition to aiming at improving and or improving the learning process in the classroom its success is measured by the usefulness of alternative actions for these improvements. The benefits that can be drawn from classroom action research include (a) learning innovation, (b) curriculum development at the school and class level, (c) improving professional teachers (Zetty Azizatun Ni'mah, 2017).

In learning innovation, the teacher always needs to try to change, develop, and improve his teaching style so that he is able to produce learning models that are in accordance with the demands of his class. Teachers always face different students each year. Therefore if the teacher conducts classroom

action research departs from the problems faced in his class and produces a solution to the problem. With the learning process in the classroom, the teacher has made learning innovations (Th Sumini, 2016).

Quantum Learning Learning Model

According to DePorter, Quantum Learning is a model design that can fully make students interested and interested in learning, provide experience directly to students and try to make the contents of real lessons for them so that they will get an understanding of the lessons (Deporter *et al.*, 2007). The principle of Quantum Learning is everything to talk, everything to aim, experience before naming, admit every effort, if it is worth studying, it is also worth celebrating. Everything speaks like a classroom environment and body language that sends messages to learn. Everything aims, everything related to the learning process has a purpose. The best learning process occurs when students have experienced information before they get the name they learn (Muchlisin, 2013). When the child has begun to learn, however, for every effort and work to learn, what is done is always considered necessary and will affect the results of a better job. If it is feasible to learn, it is also worth celebrating, celebration is an expression of joy for the success obtained and also with the celebration can provide positive feedback. (Astutik, 2017).

One of the teaching designs of Quantum Learning is the Stage of learning TANDUR in which there are growth and interest activities, the atmosphere of the class is made fun, efforts to involve students and the existence of rewards as feedback that can be used as a solution to increase student learning motivation while in PKn learning atmosphere (Arifin, Lesmono, Program, & Education, 2016).

c.   Understanding the Concept of Citizenship

Understanding is defined as the process of thinking and learning. That said because to go towards understanding it needs to be followed by learning and thinking. Understanding is a process, action and way of understanding. In Bloom's Taxonomy, (Sudjana, 2008) understanding is the ability to understand a level higher than knowledge. However, it does not mean that knowledge is not questioned because to be able to understand, it is necessary to first know or know. According to Bloom, what is meant by understanding is the ability to grasp notions such as being able to express a material that is presented in an understandable form, capable of providing interpretation and being able to classify it (INgalim Purwanto, 1997). Understanding in this research is the ability to translate an idea or concept into its own language that can be understood. In the Indonesian Language Dictionary, the concept means something that is accepted in the mind or a general and abstract idea (W. J. S. Porwadarminta, 1991).

Understanding in learning is a level of ability that expects someone to be able to understand the meaning or concept, situation and facts he knows. In this case he does not only memorize verbally, but understands the concept of the problem or fact being asked, then the operation can distinguish, change, prepare, present, organize, interpret, explain, demonstrate, give examples, estimate, determine, and make decisions (Anwar, 2015). The cognitive domain shows the ability levels that are achieved from the lowest to the highest. It can be said that understanding is of a higher level than knowledge (Muh. Sain Hanafy, 2014).

Understanding of understanding according to Anas Sudijono, is the ability of a person to understand or understand something after something is known and remembered. In other words, understanding is knowing about something and being able to see it from various aspects. Understanding is a level of thinking ability that is higher than memory and memorization (Anas Sudijono, 1996).

Whereas according to Yusuf Anas, what is meant by understanding is the ability to use knowledge that has been remembered at least the same as what has been taught and in accordance with the intended use (Anas Sudijono, 1996).

3. Research Methods

The approach used in this study is qualitative with the Classroom Action Research method. The selection of this research method is based on the fact that classroom action research has become an important part of the work of teachers who are accustomed to facing problems in learning carried out in class.

The research is collaborative action class research that is between researchers and PKn subject teachers, where research is intended to empower the teacher concerned to be able to make improvements and updates in the learning process in particular through the application of Quantum Learning learning models The nature of classroom action research is qualitative research is research that produces descriptive data. Qualitative research is a research procedure that produces descriptive data in the form of written and oral data from people and actors observed. The data taken is quantitative data from the results of tests, attendance, assignment values and qualitative data that describe student activeness, student enthusiasm, participation and collaboration in discussions, the ability or courage of students to report results.

4. Results and Discussion

The application of Quantum Learning Learning Model in IPA 5 class is an effort to improve the understanding of the concept of NKRI. The application of the Quantum Learning Learning Model was carried out through three cycles, namely the first cycle was held on October 10, 2018 by discussing the material positive and negative influences on the progress of science and technology on the nation and state of Indonesia, the second cycle was held on November 7, 2018 respond to the influence of the progress of science and technology in the frame of Bhineka Tuunggal Ika, and the third cycle was held on January 2, 2019 by discussing the material dynamics of unity and unity of the Indonesian Nation.

The analysis conducted by researchers in this study is based on the findings of research in the field, in the form of collected data from interviews, observations, documentation studies, and field notes starting from the implementation of initial observations, actions of cycle I, cycle II actions to cycle III actions, which is guided by relevant theoretical studies.

Based on the observations of researchers in the field, the application of the Quantum Learning learning model has been able to improve the understanding of the concept of NKRI in learning Citizenship Education in class XII IPA 5. This is evident during the implementation of cycles I, II and III which showed a satisfactory increase especially in the cycle III.

The application of the Quantum Learning learning model has been able to create a pleasant, not boring atmosphere and interesting learning. This is because the learning atmosphere is far from feeling tense and rigid, but students get a comfortable and pleasant learning atmosphere. In addition, based on the results of interviews with students that the subject matter learned with the Quantum Learning model becomes more interesting and easy to understand and understand. This is in line with the opinion according to De Porter (2000: 4), Quantum Learning is learning by creating an effective learning environment and pleasant atmosphere by using elements that exist in students and their learning environment through interactions that occur in the classroom.

Based on observations during PKn learning by using Quantum Learning, it can be said that partner teachers have done all stages of learning TANDUR which can make students interested and interested in Civics learning. This is in accordance with the opinion of Deporter (2000: 4) that the learning stage of TANDUR is a design of the Quantum Learning model which is expected to fully make students interested and interested in the lesson, provide hands-on experience to students and try to make the content real lessons for them.

The steps of the Quantum Learning learning model using the stages of learning TANDUR are

a.   Growing Stage (T)

With the stages of growing at the beginning of learning, making students become interested and have a high curiosity about the material to be delivered so that the concentration and readiness of students to understand the concept gets better. At this stage, the teacher provides motivation by giving questions and giving examples in daily life without too much material presentation. This is in accordance with the opinion of E. Mulyasa (2005: 85), opening a lesson is an activity carried out by the teacher to create mental readiness and attract students'attention optimally so that they focus fully on the lessons to be presented.

b.   Natural Stage (A)

At the natural stage, students experience things that are learned so they can foster the ability to think and students are given an experience or activity that demonstrates the lesson. Based on observation, by experiencing and exploring learning material through explanations from the teacher, students are directly involved in the learning process so students can understand the concept of popular sovereignty. At this stage, students are actively involved and experienced directly in the learning process such as answering word square questions, group discussions, question and answer and analyzing images. This is in accordance with the opinion of Wartono (2003: 240) experience or experience itself has a very high value in the learning process. We are not enough to only provide understanding or explanation of facts without students experiencing the problems they are learning for themselves.

c.   Name Stage (N)

At the stage, the teacher gives information or concepts to students by giving names, connecting and defining. Teachers carry out various techniques that can stimulate students' memory so that what is presented is sticky in the minds of students. In cycle II, students were given the task to make a Mind Map. The contents of the mind mapping are materials about the presidential and parliamentary system of government. This is done as a way for students to understand concepts with their own language. By using various images, concept maps and various interesting terms can help students to remember names or concepts so that students are easy to remember and understand.

d.   Demonstration Stage (D)

At the learning stage demonstration students are trained and guided by the teacher to apply the concept of popular sovereignty in their daily lives. With this stage, provide more opportunities for students to apply the abilities and knowledge they already have. The teacher gives students ample time to apply the knowledge and skills students have just received. Based on the results of observations, the activities at the demonstration stage were students practicing working on the word square problem on the board, giving opinions and suggestions, and presenting the results of the discussion in front of the class.

e.   Stage Repeat (U)

At this stage, repetition will strengthen students' memory especially by using various techniques and variations. The teacher repeats the important concepts of the discussion that have just been studied continuously at the end of each lesson, namely by question and answer so that by repeating the discussed concepts students can remember and understand the concepts correctly. This is in accordance with the opinion of De Porter (2000: 92) that by doing reinforcement can make the knowledge that has been obtained from the previous phase can last long in the memories of students.

f.   Stage of Celebration (R)

The stages of celebration are also important in helping to improve students' conceptual understanding. By giving rewards or prizes and compliments can motivate students to pay more attention and want to follow the lessons delivered so that the desire to understand the concept increases. According to Usman (2008: 81) to provide an alternative in terms of strengthening students with verbal reinforcement such as using words of praise and appreciation such as good, very good, smart and others as well as non-verbal reinforcement performed with various activities such as gestures, pleasant touches and other activities. With celebration it will create a relaxed and cheerful learning atmosphere so students can enjoy interesting learning and feel themselves involved and valued.

De Porter (2000: 89) reveals that the concept of learning TANDUR is believed to be able to make students interested and interested in learning. This is in accordance with the results of interviews with some students that the stages of learning TANDUR are fun learning stages so that learning is not boring and saturated and can increase learning motivation. This is in accordance with the opinion expressed by Sagala (2004: 105) about the stages of learning TANDUR which is the main framework of Quantum Learning that in learning, teachers and students can increase motivation, improve learning outcomes, increase self-confidence, maintain a positive attitude and utilize acquired skills.

With the implementation of the Quantum Learning learning model, students have been able to understand the concept of citizenship.
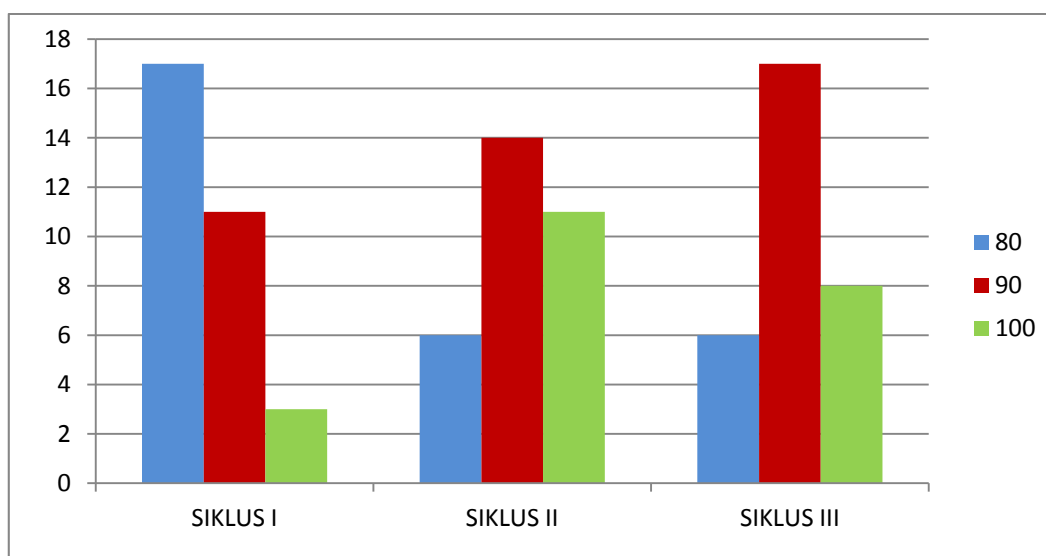
Source: *processed by researchers based on test results*

Test Results in Cycle I, Cycle II and Cycle III

The graph above shows the results of student tests conducted in cycles I, II and III. In the first cycle which obtained 80 scores of 17 students, the value of 90 was 11 students and the value of 100 was

3 students. In the second cycle which obtained 80 scores of 6 students, the value of 90 was 14 students and the value of 100 was 11 students. In the second cycle which obtained 80 scores of 6 students, the value of 90 was 14 students and the value of 100 was 8 students. Based on the results of the tests each cycle showed that the understanding of the NKRIt concept had improved.

Based on the results of observations of teacher activities, that in implementing the Quantum Learning model the teacher has been able to improve the understanding of the concept of NKRI in learning Citizenship Education in class XII IPA 5. This can be seen from the table on the results of observation of teacher activities in cycle I, cycle II and cycle III, namely as follows:

If seen from the table of comparison of the three cycles above, where the percentage (%) of all activities in the first cycle is 53.03% with the category "sufficient." In the first cycle, the category is sufficient because there are still many aspects that have not been well implemented, for example in inviting students to be fully involved in learning, in giving students ample time in the demonstration stage, in classroom management, and in giving assessments oral. But the aspect of explaining the material is good, where the partner teacher is very clear in explaining the material so students can understand it. In addition, partner teachers also repeat the concepts discussed earlier.

The results of all activities in the second cycle amounted to 70% with the category "Good." In the second cycle this has increased from the previous cycle. The aspects that have increased are opening the lesson, in class management, in motivating students about the concepts to be learned, and in giving extensive time at the demonstration stage. Where all these aspects in the first cycle are in the less category, whereas in the second cycle there are in the sufficient and good categories.

While the results of all activities in the third cycle amounted to 92.42% with the category "Good." Where in the third cycle as a whole the teacher has carried out what has been planned optimally. The aspects that still need to be improved are in managing the class and the role of the teacher as a learning mediator. The role of the teacher as a mediator is very important especially in creating meaningful learning, according to Ausubel's theory which is condemned by Isjoni (2007: 29) that "learning material must be meaningful (meaningful learning) that is the material studied has a meaning and insight into what students already have."

5. Cover

Conclusion
- The implementation of the application of the Quantum Learning learning model in PKn learning has been able to improve students' conceptual understanding.
- Less optimal implementation of Quantum Learning.
- The teacher tries to understand correctly about the steps of the Quantum Learning learning model so that students can better understand the implementation of the model.

Suggestion
- The teacher should improve understanding and ability in the steps of implementing the Quantum Learning learning model.
- Students are expected to play an active role in the learning process.

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Construction and Implementation of Civics Curriculum in Building Global Citizen Competence

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Abstract

Today Indonesia is faced with problems arising from the progress of civilization and the strong currents of globalization, there is no choice that can be chosen besides preparing all Indonesian people to strengthen the character of citizenship and character to deal with these changes. so that the values that come in are not affected by external cultural values that enter as a form of change in civilization and the flow of globalization in life involving all citizens of the world. The background of this study departs from data from the *Global Competitiveness Report 2017-2018* released by the *World Economic Forum* showing that Indonesia's global competitiveness index is at position 36 out of a total of 137, indicating that the global competency of Indonesia is still below Singapore, Malaysia and Thailand (World Economic Forum). To form citizens who have the character of citizenship who have an honest, disciplined, responsible, and polite attitude, quality education is needed in order to be able to develop citizens' knowledge and train citizens' skills in implementing it consistently so that it becomes a character as a citizen. One effort that can be done is to neutralize the education of global citizens with citizenship education so that students are expected to have open insights when faced with issues of conflict, environment, and other problems both from the local, national and international levels. The method used in this study is descriptive qualitative research. Based on these results it can be concluded that the Civics curriculum can experienc k Competencyran for the development of citizens in the face of global competition in terms of analysis of curriculum in 2013 listed on Core Competence 4 points, namely the development of attitudes.

Keywords: **Curriculum, Civics, Competence, Global Citizens.**

1. Introduction

Humans live in one world. Interdependence arises between people, regions and different countries. Widespread, deep and accelerated connectivity throughout the world in all aspects of contemporary life, from culture to criminal, financial to spiritual. Globalization is an expanding process or the development of human culture, because it is facilitated by communication and information media that support the expansion of culture and the process of narrowing the space for human culture. To form citizens who have the character of citizenship who have an honest, disciplined, responsible, and polite attitude, quality education is needed in order to be able to develop citizen knowledge and train citizens'

skills in carrying out it consistently so that it becomes an attitude or character as a citizen. thus, citizens are able to play an active role in accordance with national identity values in the process of life with various countries in the world, which will ultimately support the progress of a nation.

Globalization is a symptom that began to be discussed in the 1980s. Basically, globalization benefits human life such as increasingly open choices, timeliness and rapid flow of information (Ronal Robertson, 1992). But on the other hand globalization has a negative impact on human life. Di antara global issues emerging discussed today is some conflict that almost engulfed the entire country, the need for natural resources and energy, the dependence between countries, internal conflict that caused the rising wave of immigrants, the development of the global economy, the rapid progress technology, and communication that poses challenges to information literacy needs (Cogan, 1998, p. 7; Print & Lange, 2012, p. 7; UNESCO, 2015, p. 14; Agbaria, 2011, p. 62; Wahab and Sapriya, 2012, p. 236).

Various strategic steps have been taken by the government in dealing with various problems in the form of increasing global citizen skills. The only valid through steps in education in the form of a series of activities that have been compiled and carried out systematically based on a predetermined curriculum. At the level of higher education, citizenship education is a subject that functions as the development of the character of citizenship in accordance with the function of higher education including the development of intellectual intelligence, noble character and skills. As a very strategic subject in improving the global skills of citizenship of students. (Law No. 12 of 2012 & Kepmendiknas No. 232/U/2000 & No.045/U/2002).

Learning Citizenship Education (PKn) based on the High School curriculum based on global skills is developed based on learning characteristics that are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. The introduction of Civics with "new paradigms" in the current curriculum does not mean that previous problems have not been repeated. ideal PKn conceptualization to build good citizens will rely on curriculum executors in the classroom, namely the teacher.

PKn learning goals should try to bring students to have the ability:
a. Think critically, rationally, and creatively in response to the issue of citizenship.
b. Actively and responsibly participate, and act intelligently in community, national and state activities, and anti-corruption.
c. Develop positively and democratically to shape themselves based on character Indonesian people can live together with the nations others.
d. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology (Appendix RI Permendiknas No. 22 of 2006, pp. 272, 280, 287).

The formulation of these objectives has similarities with educational goals citizenship in the document *National Standards for Civics and Government* are developed by the Center for Civic Education (1994) Calabasas, United States. *National The Standards for Civics and Government* formulate *civics* learning *objectives* in three the form of components of citizenship competency, namely*civic knowledge*, *civic skills* that load intellectual and participatory skills, and *civic dispositions*.

Therefore, it is a consistent effort to revitalize the eye lessons on Citizenship Education (Civics) become Pancasila Education and citizenship (PPKn) for the level of basic education and education level medium, it is no longer relevant to the separation of Education subjects Pancasila and Citizenship Education. Idly and instrumental concepts, vision, and the mission and content of the PPKn have fully integrated Pancasila philosophy, values and morals with the overall psychopedagogical and socio-

cultural citizens in the civilizing context of Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and NKRI. (Winataputra: 2012, 2015). So the renewal of the Citizenship Education curriculum is very important because it is the basis in the world of education towards future *smart and good citizens* as the educational ideals of the Republic of Indonesia National Education System Law Number 20 of 2003 Article 37 states that "Citizenship Education must be contained in the curriculum for Primary and Secondary Education and Higher Education." Citizenship education at various levels of education must be improved and developed to equip students with basic knowledge and abilities regarding the realization of citizens who can be relied on by the nation and state.

The following article tries to provide an answer choice for the Civics Education curriculum problem at the high school level. The first problem is related to PKn curriculum analysis in high schools related to efforts to increase the competency of global citizens, secondly how the process of implementing Civics curriculum is related to efforts to increase the competence of global citizens. This study aims to describe Civics curriculum analysis at the senior high school level related to efforts to increase the competency of global citizens in class XI, is expected to produce findings on the composition of Civics teaching construction models as evaluation of Citizenship Education and anticipatory efforts in facing social change and globalization.

2. Method

The research methodology is a technique to obtain a ng y data required in an investigation. Descriptive research has characteristics, including tend to describe a phenomenon as it is by way of regularly reviewing it tightly, prioritizing objectivity, and being done carefully. Data collection techniques used in this study are observation, interviews and documentation studies, explaining that the methods and data collection techniques are used to achieve the main objectives of the research, namely interpreting data, without knowing the data collection techniques, the researcher will not get data that meets data standards needed to sharpen interpretation in order to obtain meaning for solving research problems.

Data sources are categorized into three groups. First, the source of printed material (literature), includes books, journals, papers and literature the results of research on Citizenship Education.Second, the data source is in the form of an analysis document that includes the results of state documents on the senior secondary civic education curriculum. The data analysis process used by researchers is data reduction, data display, verification and conclusion (Miles and Huberman, 1992: 16- 18).

3. Results and Discussion

Results

How is the process of PKn learning in high schools related to efforts to increase the competence of global citizens.

Citizenship education is education that is required by students. John pointed J. Cogan & Ray Derricot (*in* Winarno, 2009: 33) Citizens and citizenship are two things that are very related, that:

"A citizen as a constituent member of society. Citizenship as a citizen. Citizenship Education was defined as the citizen." Citizens are legitimate members of a society, while citizenship is a set of characteristics of a citizen. Citizenship education is a contribution of education to build characteristics to become a citizen.

From this definition, it can be explained that citizenship education is raised to form a society within a country and make it a citizen, citizenship education is intended for the learning process for preparing citizens. And in relation to this, citizenship education forms citizens who in the future are able to form contributions from citizens for their country.

Based on observations of researchers in interviews with Civics teachers about the efforts of students in facing global competition by increasing global competencies of related learning materials, the resource person explained that globalization has a significant influence, the response of students is basically very good at living pembelaj a ran-related material on this global competency, including the theme study elements deemed essential and fundamental to global education: (1) assessment of the human values *(the study of human values); (2)* study of the global system (*the study of global system)*; (3) *study of global problems and issues (the study of global problems and issues; and* (4) studies of the history of relationships and interdependencies between people, cultures and nations (*the history of contacts and interdependence among people, cultures, and nations)* (Kniep, 1986, p. 437). The development of technology and information makes students more indivisualist and tends to be cool with communication devices in bandin gkan must have socialization with other friends. This inhibits the learning process regarding learning the themes of this globalskill, the challenges of the times require students to begin to hone their skills in mastering technology and have good communication competencies for solving problems present in our daily lives.

Furthermore, from the results of the interview obtained an overview of prior learning process Civics matter of global competencies, namely the initial stage of debriefing estab belajaran competence in materials gobal still very lacking, but after the learning process with a touch of instructional strategies teachers begin to see the changes, it could seen from the daily lives of students. Berkenaan with the influence of globalization, learners can become wiser in selecting and sorting out the impact of globalization corresponding to position itself as a student. In other words, they can be more responsible for themselves as students. even though they are in the midst of the current globalization, but they try to be able to account for all their attitudes without having to be affected by the negative effects of globalization itself.

How can civic education curriculum implementation process associated with efforts to improve global citizen competence

The implementation of educational programs is one of the means to educate the life of the nation so that it is able to face various forms of the challenges of the times in the global world. In the education system, the curriculum is a very important component, because the curriculum is a component that leads to all forms of educational activities in order to provide learning experiences to each learner in order to achieve educational goals (Sanjaya, 2010 & Sukmadinata, 2013).

Thus, ideally the education given to the entire Indonesian nation must be relevant to the times, so that citizens can overcome any problems that arise from the developments that occur. Thus, the implication in the practice of education must always be to develop so that the education provided to all Indonesian citizens is able to answer various challenges of the times.

The challenge for the education curriculum according to Permendikbud No. 36 of 2018 concerning Amendments to the Regulation of the Minister of Education and Culture No. 59 Taun 2014 About Curriculum 2013 Top Management Schools/Madrasah Aliyah. The challenges of the curriculum can arise from internal and external factors including:

1. Internal Challenges

Internal challenges, among others, are related to the condition of education associated with the demands of education which refers to 8 (eight) National Education Standards which include content standards, process standards, graduate competency standards, educator standards and education staff, standards of facilities and infrastructure, management standards, financing standards and educational assessment standards. Other internal challenges related to the development of the Indonesian population are seen from the growth of the productive age population. Currently Indonesia's total population of productive age (15-64 years) more than productive age (children aged 0-14 years and elderly people aged 65 years and over). The population of this productive agewill peak in 2020-2035 when the number reaches 70%. Therefore the major challenge is how to strive for human resources abundant productive age can be transformed into human resources who have the competence and skills through education so as not to be a burden.

2. External Challenges

External challenges include the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level. The current of globalization will shift the lifestyle of people from agrarian and traditional trade to modern industrial and trade societies as can be seen in the *World Trade Organization* (WTO), the *Association of Southeast Asian Nations* (ASEAN) Community, *Asia-Pacific Economic Cooperation* (APEC), and *ASEAN Free Trade Area*(AFTA). External challenges are also related to the shift in world economic power, the influence and impact of techno-science and the quality, investment and transformation of the education sector. Indonesia's participation in the International *Trends* study *in the International Mathematics and Science Study* (TIMSS) and the *Program for International Student Assessment* (PISA) since 1999 also showed that the achievements of Indonesian children were not encouraging in several reports issued by TIMSS and PISA. This is due to, among other things, the amount of test material asked in TIMSS and PISA not found in the Indonesian curriculum.

The development of kurikuum aims to develop the competencies of students in integrating learning materials with learning in everyday life, to face the challenges of changing times, the curriculum implementation process can be based on the following considerations: The 2013 curriculum is based on several considerations as follows:

a. Both internal challenges where 8 education standards have not been met and demographic bonuses (240 million people) and external challenges in the form of future challenges such as WTO, Globalization, APEC, AFTA and MEA. Public perceptions about education only prioritize cognitive and minimal positive character. Development of pedagogical knowledge. Future and phenomenal negative competencies that arise such as corruption brawl and so on.

b. Improving Mindset, from academic, industrial and socio-cultural developments requires a change in knowledge of attitudes and skills with curriculum development through 4 foundations (Philosophy, Psychology, Social Sciences and Science and Technology) obtained by human resources who excel in knowledge and attitude. In the 2006 curriculum (KTSP), four Standards namely the Content Standard (SI), Process Standards (SP), Graduates Competency Standards (SKL) and Assessment Standards (SPn) stand alone while in the 2013 curriculum perfect the mindset where thinking starts from the end namely departing from SKL then it is reduced to SI, SP and SPn.

c. Strengthening Governance, juridical basis for the SPN Law No. 20 Th. 2003 hinted at: the scope of competence consists of attitudes, knowledge and skills, development of development and implementation of CBC and the Basic Framework and Curriculum Structure set by the Government.

d. Deepening and Expansion of Material.

The reflection of the PISA results is concluded that almost all Indonesian students only master the lesson up to level 3, while many other countries reach level 4, 5, even 6. With the belief that all humans are created equal, the interpretation of these results is only one, namely: what we teach different from the demands of the times curriculum adjustments are needed. Reflection of results More than TIMSS and PIRL Result Analysis, 95% of Indonesian students are only able to reach the middle level, while nearly 50% of Taiwanese students are able to reach high and advanced levels. With the belief that all children are born equal, the conclusions from these results are taught in Indonesia different from those tested internationally.

e. Strengthening the Process, the 21st Century Human Competency Framework namely the learning process is not enough just to increase knowledge [through core subjects], must be completed: Creative-critical ability-Strong character [responsible, social, tolerant, productive, adaptive,...] Besides being supported by the ability to use information and communication, the need to prepare an assessment process that is not only a test, but is complemented by other assessments including student portfolios. Besides that, it is necessary to support an adequate educational environment.

2013 Curriculum Orientation is an increase and balance between competency attitude, skills, and knowledge. This is in line with the mandate of Law No. 20 of 2003 as stated in the explanation of Article 35: graduate competency is the qualification of graduates' ability which includes attitudes, knowledge, and skills in accordance with agreed national standards. This is in line with the development of a competency-based curriculum that was initiated in 2004 by integrating attitudes, knowledge and skills in an integrated manner. According to E. Mulyasa (2013: 9) in his book entitled *Development and Implementation of 2013 Curriculum* stated: The implementation of a global competency -based curriculum must involve all components (*stakeholders)*, including the components in the education system itself. These components include curriculum, learning plans, learning processes, assessment mechanisms, quality of relationships, management of learning, management of schools/madrasas, implementation of self-development of students, empowerment of facilities and infrastructure, funding, and work ethic of all residents and the school environment/madrasa.

The implementation of the 2013 curriculum requires optimal collaboration among teachers, so that it requires team- shaped learning, and demands compact collaboration among team members.In relation to citizenship education. In the material of Citizenship Education which is specifically in the material of global competence, the material in the presentation must be aligned with the cognitive, affective and psychomotor aspects of students. And this is to support or implement global competency education, manifested in the form of core competencies (KI), core competencies here are divided into four parts, among others: KI 1 contains a spiritual attitude, KI 2 contains social attitudes, KI 3 contains knowledge, and KI 4 contains skills.

Discussion

Civics Learning in the Implementation of the 2013 Curriculum to Improve the Ability of Global Competencies

 Learning Planning

  Related to the Purpose and Function of Citizenship Education, According to Branson (1998: 7) the purpose of Civic Education is "quality and responsible participation in political life and society both at the local, state and national levels." The learning objectives of Civics in the Ministry of National Education (2006: 49) are to provide competencies as follows:

a. Think rationally and creatively in responding to the issue of citizenship.
b. Participate intelligently and responsibly, and act consciously in community, national and state activities.
c. Developing positively and democratically to shape themselves based on the characteristics of the people in Indonesia in order to live together with other nations.
d. Interact with other nations in world regulations directly by utilizing information and communication technology.

  Based on this, it can be concluded that the purpose of PKn learning in general is to prepare a generation of people who have excellence, good personality, good character, both in the local, regional and global environment. Therefore, Citizenship education is a subject which is a vehicle for the teaching process that directs learners to become citizens who are characterized by an intelligent, skilled, and responsible nation so that they can play an active role in society in accordance with the provisions of the Pancasila and the 1945 Constitution.

  Based on the explanation above, it can be concluded that Civics subjects are not just subjects that are taught in class and are limited to the material taught only. However, Civic Education subjects have more responsibility for the formation of morals and character of students. The planning process for developing global competencies carried out by Civics teachers must be carefully prepared in a syllabus and in development into a lesson plan must be integrated with global competencies in accordance with learning material, it is intended to have synchronization between the competencies to be achieved with the material PKn that will be taught to students.

  In line with the explanation above, Komalasari, (2011: 3-4) explains that to plan so students want to learn, Civics teachers must be able to implement 1) Preparation, starting from planning the annual teaching program, semester, and preparing the following teaching preparation preparation of the completeness device, among others in the form of props and evaluation tools. This learning preparation also includes the activities of the teacher to read books or other print media, which he will present to students and check the number and functioning of the teaching aids that will be used 2) carry out learning activities by referring to the learning preparation that he has made. At the stage of implementation of this learning, the structure and learning situation that the teacher embodieswill be largely influenced by approaches or strategies and learning methods that have been chosen or designed for implementation, as well as work philosophy and teacher commitment, perceptions, and attitudes towards students; 3) Follow up on the learning that has been managed. This post-learning activity can take the form of enrichment, as well as providing remedial services for students who have learning difficulties.

Based on the explanation above, it can be concluded that the learning planning process is part of the learning process that is very much needed and must be prepared carefully, it is because the achievement of the learning objectives is strongly influenced by the planning that has been done.

Learning Process

Komalasari, (2011: 3) provides a definition of learning that learning is defined as a system or process that teaches students/learners who are planned or designed, implemented, and systematically evaluated so that students/learners of data achieve learning objectives effectively. And efficient Based on the understanding of learning expressed, it can be concluded that learning is a process of teaching students/students. The learning process is carried out in the form of interaction by utilizing various potentials and resources that exist, both from within and from outside the students that are planned, implemented, and evaluated to achieve the stated goals.

Further sources explained that the development of global competency in the activities of preliminary or apersepsi can be done by examining the state of classes and attendance of learners, then held teaching load k raft *of global citizenship* (citizen global) is primarily a reaction to the concept of *National citizenship* that emerged in the first attribute is *sense of identical.* Feelings or identities as an element of ordinary citizenship are defined in the national concept. Many countries state the existence of *identical* diversity from both local identity, ethnicity, culture, religion, and other things that indicate an identity as an individual. This concept is clearly evident in the case of a multicultural society where citizens usually *Shaw up* on their identities. On the other hand the feeling of national identity and patriotism is placed as an essential element in citizenship. This attribute will show that citizenship is the same as *nationality.* Students will be given problems regarding a case in daily life, in this learning students are introduced to have characteristics, as follows:

- Ability to know and approaching problems as citizens of the global community
- The ability to cooperate with others and assume responsibility for their roles or obligations within society
- The ability to understand, accept, and respect cultural differences
- The ability to think critically and systematically
- The ability to resolve conflicts by peaceful means without violence
- The ability to change lifestyle and basic food patterns that are used to protect the environment
- Having sensitivity to and maintaining human rights (such as women's rights, ethnic minorities, etc.)
- Willingness and ability to participate in political life at the level of local, national and international government (*John C. Cogan (1998: 115)*

Morais and Ogden (2011) who are find out about the dimensions of citizenship global that can be developed in learning citizenship at school. There are three main dimensions of the serine gcalled in global citizenship, namely social responsibility *(social responsibility),* global competence *(global competence),* and involvement in global citizenship *(global civic engagement).* This learning process uses dialog-critical learning methods in debates. And assessment tends to core competency 4, which is attitude development.

4. Conclusion

Civics is a subject multidimensional, then the process of learning not only emphasize the cognitive aspects but is important is learning that includes competencies g lobal *(global competence)* which is defined as the ability to have an open mind and actively seek to understand the cultural norms of others

and utilize the knowledge they have to interact, communicate and work effectively.Face the world rapidly changing global, participants need to have global competence. As citizens' young country, students have the opportunity broad to learn and practice developing global understanding. Dimension of competence global can be developed in learning citizenship education with using a critical thinking approach. The dimensions of global competence can be studiedstudents by learning some problems important, including self-awareness, intercultural communication *(intercultural communication),* and global knowledge *(global knowledge).* Learners are aware of limitations themselves and the ability to involve in intercultural meetings. Learners as part of world citizens, will meet or come into contact with other cultures. Students need to show interest and knowledge about issues and events events that occur in the world. Event what happens in a country, with the help of internet technology, is very easy and quickly becomes a major issue in other countries.

The global dimensions described above are important basic values to be developed in global citizenship education. Life skills acquired by students through citizenship learning are very useful in community life. Skills such as social responsibility, competence as a global citizen, and involvement in political activities are important parts that must be developed. In order for students to be able to master life skills as citizens as mentioned, citizenship learning developed in schools needs to apply appropriate learning approaches and strategies. Citizenship learning strategies that can be applied to develop the life skills of students as citizens through dialogue-critical strategies.

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Android Application Development Introduction to Professional Variety Based on the Cluster of Applied Sciences

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Abstract: The purpose of this study is to develop a familiarization to the variety of professions that can be familiarized by classifying professions based on applied science clusters in Indonesia in accordance with the Constitution of the Republic of Indonesia Number 12 of 2012 concerning Higher Education in article 10 section 2 which reads: ".. (a) religion knowledge; (b) humanities; (c) social science clusters; (d) natural sciences; (e) formal science clusters; and (f) applied science, with android applications." Variety of professions is an activity carried out by someone to support themselves and their families where the profession is governed by professional ethics where the ethics of the profession applies only to those professions. Besides the familiarization of various professions since elementary school age is a strategic choice in preparing future generations, the variety of professions is needed by students from the age of elementary school, as a reference for their ideals. Following the times, the familiarization of various professions can be applied in technology. The method used is research and development, which develops Android applications, based on the applied science clusters. It is expected that students can get to know and choose a picture related to their future career.

Keywords: Professional Variety, Android Applications, Elementary School Students

1. Introduction

Elementary school learners begin to restrict their decision about their career based on the information that they acquire from their environment [5]. Information about career becomes very essential to be understood by elementary school learners. In fact, it shown that the reform of career is such a huge challenge for a country with a low income per capita and for a developing country [7]. References and studies about learners' career development in Indonesia in terms of quantities and varieties which have not been adequate. References are very crucial especially in the development of vocation is hard to find rather than adolescent and adults [6]. Literally, guidance for future career should be given to elementary school children even kindergarten children with assumption that career development influence long term process; comprehensive career programs tailored to age, and include experiential activities [15].

Ideals of career for elementary school learners is not an ease to determined and become a choice that suitable with their ability since there are many children do not recognize that ideals are the right ways to in the effort to have a perfect future. By having an ideal, someone would have a motivation to make it come true. Introduction to a variety of professions is a need for elementary school learners as a

reference for their ideals. It is in order to guide the learners recognize and determine a concept for their future.

Moreover, familiarization of career variety since elementary school years is a great decision to prepare the generations in the future [10]. Familiarization of various career to elementary school children is not adequate yet, according to the observations that have been conducted showed that the low frequency of counselling is considered to be the reason why the provision of guidance as one of the familiarization of various professions is difficult to implement [3].

Figuring out that the use of games in learning can improve learners' proficiency positively, learners become active and enthusiastic hence it raises the substance in learning [4], improve learners' understanding of a community through teamwork [9]. The implementation of innovation in teaching and learning activity is crucial in intention to the improvement of education.

The studies showed that the familiarization of various career have to be familiarized as soon as possible since how important it is in terms of human career, hence, children are prepared in the early stage and adults have a responsibility in helping them to plan their future by educating and guiding them continuously in terms of career. In addition, they like role play (e.g. role play as doctors and their patient, as a teacher, police, etc.) as what they see in their environment. The professions or jobs that they play are still influenced by their environment, such as from TV, internet, magazines, movies, even the persons they have ever known in their life.

Children at the age from 10 to 12 are considered in a growth stage in career. This stage has four sub-stages of growth; those are stage of developing curiosity, fantasies, interest, and capacities [12]. Consider the importance of familiarization of career development for elementary school learners, it is expected that familiarization of career development will be given immediately in school. Literally, familiarization of career development is a process that intended to introduce a variety of profession and career to children.

For a long time, in giving a guidance and counseling, schools tend do in a monotonous way, teachers still tend to lecturing the students, they do not have any attractive method and media to do the right way. In order to overcome such kinds of problems, many researchers created innovative of media, for instance, developing module, posters, and pocket books. However, this kind of innovations has already widely utilized these past few years. Besides innovations of media, there are also innovative methods, such as role play, cluster discussion, and games.

Familiarization of career development can be familiarized by classifying the professions based on the cluster of applied science in Indonesia in accordance with Constitution of the Republic of Indonesia Number 12 in 2012 concerning Higher Education in article 10 section 2 that state: "… (a) cluster of religion science; (b) cluster of humanities science; (c) social science cluster; (d) natural science cluster; (e) formal science cluster; and (f) the cluster of applied science [13]."

Absolutely, it helps the school counselors to deliver the information easier related to a variety of professions. In this study, the use of applications on android, the familiarization to variety of profession as reference to learners' ideals in higher level can be used to help learners enhance their reference.

2. Literature Review

2.1 Elementary Learners' Career Development

Sunaryo Kartadinarta and Nani Sugandi [11] state that the development of career is a part of human's development, because:

a. Development occurs all the human lifetime

b. Individual development is influenced by innative factor and environment

c. Development is a continuous process

d. Even though the development is continuous there are dominant aspects in various periods of development, the dominant aspects at a particular stage of development should be taken into account in the career development program.

e. Individual development includes the differentiation and integration of self-concepts and perceptions about their world, and

f. The individual development, hence it has a variety of individuals.

Ginzberg, Ginsberg, Axeirad dan Herma [11] explain that the choice of position is not occurred once, but it has a developmental process that covers a period between 6 and 15 years. Fantasy period from birth to 11 years, during the fantasy phase of children, they are solely just playing around and it is considered that this game has no relation with the career.

Meanwhile, according to Super [12], children aged 10-12 years are categorized in growth stage of career. This stage consist of four sub-stages; the stage of curiosity development, fantasies, interest, and capacities.

However, those statements show that children aged 10-12 years are categorized in the sub-stages interest and capacities. It was indicated when children's interest comes in particular careers, for example the interest to be a professional chef, so he began to pursue and enjoy cooking. However, at this stage they have not considered the inhibiting factors of their desired career. Then the sub stages of developing capacity (capacities) are the basis for the formation of skills in certain careers. At this stage, it can be said as a stage where children will develop their abilities in achieving their goals, such as learning a foreign language, and skills that are in accordance with their dreams.

2.2 Variety of Profession

Variety of profession is a process that someone doing in intention to provide for their life and/or their family where the profession is governed by the ethics of profession that it is applied only in the same profession [2].

There are various types of professions that can be introduced to children, namely the variety of potentials professions in Indonesia. Familiarization of this variety of professions can be familiarized by classifying the professions based on the cluster of applied science in Indonesia in accordance with Constitution of the Republic of Indonesia Number 12 in 2012 concerning Higher Education in article 10 section 2 that state: "... (a) cluster of religion science; (b) cluster of humanities science; (c) social science cluster; (d) natural science cluster; (e) formal science cluster; and (f) the cluster of applied science [13]."

2.3 User Interface

User interface is part of computer devices and software where people can see, listen, touch, and understand each other directly. There are the principals of interface design, those are:

1. Aesthetics

   It uses the graphical principles, such as rhyme, repetition, gradation, stress, etc.

2. Clarify

   It has clear visual, concept, and language.

3. Compatibility

   It provides compatibility for users, orders, products, and adjusts the users' prespectives.

4. Comprehensive

   It means an understandable and useable system.

5. Consistency

   User interface should perform, work, and operate in a system consistently.

3. Method

The method used in this research is Research and Development. It was conducted through some stages. In this research, it still in the stage of design and concept then it will be followed bya stage where the development of application to make the familiarization variety of profession application. Next step, we conducted an initial trials and continued to mass trials.

This study was based on literature reviews obtained from journals, books and several other literatures. The data analysis was done from the literatures. In this stage, we looked for the correlation between each aspect and indicator. The aspects and indicators of the variety of professions that categorized in the cluster of knowledge are as follows:

Table 1. Elaboration of Republic of Indonesia Constitution Number 12 in 2012 Concerning Higher Education

Cluster of Science	Description
Humanities	Art observers, dancers, musicians, artists, historians, writers, language teachers, translators and philosophers.
Social Science	Anthropologists, archaeologists, economists, bank employees, psychologists, earth experts, sociologists, diplomats, politicians and political observers.
Nature Science	Biologists, scientists, earth movement observers, physicists, astronauts, and astronomers.
Formal Science	Statisticians, programmers, computer experts, mathematicians, lecturers, and technology observers.
Applied Science	Farmers, breeders, architects, graphic designers, product designers, interior designers, accountants, managers, doctors, engineers, doctors, nutritionists, midwives, pharmacists, nurses, athletes, journalists, cameramen, lawyers, notaries, police, librarians, soldiers, pilots, flight attendants, engineers, mechanics and tour guides.

4. Findings and Discussion

Profession is a thing that someone doing to provide for themselves and their families where the profession is governed by Professional Ethics where the Professional Ethics applies only to the Profession. The familiarization of professional development as a reference for ideals is one way to help students provide direct experience, because what is contained in the game does not involve lecture material, or only reading, but also helps students think and cooperate, and have a series of activities.

As one of the guidance and counseling part in the career field, the familiarization of professional development will be given to students, it is carried out because of the needs of students and this game can help students classify professions based on applied science clusters in Indonesia in accordance with

the Republic of Indonesia Constitution Number 12 in 2012 concerning Higher Education and to learn about professions more easily and interactively.

The law No. 12 of 2012 greatly assists school counselors or teacher counseling and counseling to help students recognize and categorize future references. By the determining the concepts based on applied science and career development of high school elementary students can be implemented through the use of technology. It is because technology recently eases the students to consider a variety of profession as a reference for their future career.

Si-Onet profession game is developed in this study, which is in accordance with the law No. 12 of 2012 in order to know a variety of professions for future career. The development of this game use an android application. Here are the steps of designing "Si-Onet Game Profession":

The first stage is writing an initial draft of the media that includes media design, and guidance on the use of the "Professional Si-Onet Game" application. The material description included in this "Professional Si-Onet Game" application includes several professions in the cluster of applied science.

This application has several features, including information, hints, shuffle, and images of various professions in accordance with Law No. 12 of 2012. In the feature of information, students can see the duration, the players, the advantages, and the steps how to play this game. The, the students are clued that there is a card can be used once only to help the players when they have troubles in matching and finding the pictures, that is by asking for help from the other player. When there are no pictures can be matched, players can use'shuffle'. After finished in matching the pictures of profession, questions about a chance for help popped up, all the players have to discuss it with guidance from counselor.

This research is still in the early stages of design and concept, so what we are doing now is developing and strengthening the concept of Law No. 12 of 2012 as the basis for making applications. Based on the results above, researchers will continue to develop applications that will help students in reference to their ideals. With a touch of technology, it is expected that this application can help reference the ideals of students and learn to recognize the variety of professions more easily and interactively, because in this application using animated images that make students interested in using and expected students motivated to like the profession that has become a dream front.

This study is still in initial stage of design and concept; hence what we are doing is developing an application in accordance with the law No. 12 of 2012 as the basis to enhance the project. The researcher will continue to develop this application in order to help students to have reference for their ideals. By the implementation of technology, it is expected that the students will easily know and consider about a variety of profession interactively since this application use animation picture that absolutely attracts students to be motivated and have a clue for their future career.

5. Conclusion

The familiarization of career variety is very important for children since it affects to how students will determine their career in the future hence it stand as the reference for them. Students definitely have a right to choose their own future career based on their needs and interests. Counseling teachers become one of the alternatives in giving information related to the familiarization of career variety for students' future. In this study, a variety of profession is adopted from cluster of applied science that expected may help students in determining their future career.

Si-Onet Game Profession itself is expected to assist both students and counseling teachers to know that there are a lot of professions based on the cluster of applied science in attractive way. For further research, hopefully there is an application that can be applied to a large amount of society. Absolutely, the time consumed, the sources of material, and the design should be taken into account. Hence, for further researcher it is expected that the application is tested by experts and mass trials. By the trials, it will determine how effective the application is.

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An Analysis of Cooperative Principle and Maxim Violation in the Video on *@alfysaga* Instagram Social Media Account: A Pragmatic Analysis

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Abstract

One of the language components is pragmatic. Unlike phonology, morphology, syntax, and semantics that study the structure of language internally, pragmatic is the branch of linguistics that studies the structure of language externally i.e. how language unit is used in communication. The meaning which is studied in pragmatic study is context-dependent meaning. One of the sub-discussions in pragmatic study is cooperative principle, a principle in which a speech act needs cooperation in order its meaning and intention can be understood and is received well and correctly by the interlocutors. The are some maxims in cooperative principle, 1) maxim of quantity, 2) maxim of quality, 3) maxim of relation, and 4) maxim of manner. The development of SCIENCE AND TECHNOLOGY is not avoidable, all the technological sophistication makes everything including communication becomes so much easier and more practice. Various social media applications appear and offer a variety of advantages they have, one of which is "Instagram." This Social media is quite popular for it is considered as the most suitable media to gain success, both in business and entertainment. The @alfysaga Instagram account is an Instagram account which contains various videos with various contexts of entertainment with the theme of ups and downs in a love relationship. Most of the uploaded videos contain a cooperative principle that is intended to be understood in terms of meaning and purpose in every speech acts spoken by the interlocutor, as well as to users of social media as the audience and observers.

Keywords: Cooperative Principles, Social Media, Instagram, @alfysaga

1. Introduction

Language is a tool of communication, and communicating by using language is a social activity. Just like any other activities, the activity of using language can only be actualized only if human involved in it. In conversing, both speaker and co-interlocutor are aware that there are some principles which control their acts, their language use and its interpretations. Every participants of a speech act is responsible for the acts and the violation that they done toward the language principle in their interaction and communication.

The language principle is known as the cooperative principle, i.e. a principle which is used to understand the intended meaning of every expression which is uttered by the interlocutors. The development of SCIENCE and TECHNOLOGY and every form of sophistication in this era have made the communication becomes easier and more practice to be conducted. It is proofed by the use of gadget with the various social media apps which offer some advantages to facilitate the conduct of communication.

The social media is one of the products resulted from the development of SCIENCE and TECHNOLOGY which aims to facilitate someone to communicate either individually or collectively with some or even many people. The communication which was very hard to conduct for the need of face-to-face encounter in the past is now becoming very easy to conduct since the presence of the development of the technology. One of those technological developments which brings conveniences to communication is Instagram, a social media application which is considered as the media or place for someone to gain success either in business or entertainment. One of Instagram account, *@alfysaga*, is an account which contains various videos with contexts in each uploads.

This Instagram account contains parodied videos which were performed by a couple of lover. These videos are quite attractive to the netizen for the theme of these videos is about the ups and downs of a love relationship. Two persons namely Alfy and Fatma acted as the interlocutors in the videos. On the speeches of the video, there some cooperative principles found. The cooperative principle was employed so that they can understand each other's speech for the videos were also watched by the public. This Instagram account is followed by 3,1 M *followers,* the videos on that Instagram account can be watched even by everyone who does not follow it. Therefore, this research will analyze the form of cooperative principle and maxim violation in the videos on *@alfysaga* Instagram account.

2. Research Method

This research employs descriptive qualitative approach. The analysis on the script of the videos on *@alfysaga* Instagram account attempts to explain the form of cooperative principle. Therefore, the research data is stated as it is truly occurred in accordance with the scripts of the video.

The data used in this research is the script of the video from the *@alfysaga* Instagram account which contains cooperative principle. The script then was transcribed and analyzed. While the sources of the data are persons, things, or objects which are able to give data, information, fact, and reality which are related and relevant to what is being analyzed or examined (Ibrahim, 2015: 67).

The techniques of collecting data in this research are documentation and observation. While the techniques which were employed to take the data in this research are listening and note taking techniques. Documentation is a technique which is used as a starting step in a research to obtain data. In a qualitative research, most of data collections are in a form of document. This research employed document in a form of a script from the video on *@alfysaga* Instagram account. The scripts of the video were transcribed for the documentation. The documented data was the script of the video which contains cooperative principle.

3. Theoretical Framework

In a communication, the interaction between the interlocutors surely will generate a conversation which has a specific purpose. In conversation, there is a cooperative principle in order to achieve a good

communication. The existence of this cooperation makes speech becomes meaningful and purposeful. The cooperation process and the shared information possessed by the interlocutors can facilitate the information exchange and can facilitate the delivery of the intended purpose. The compatibility of the information obtained from this cooperation makes the cooperative principle becomes very important. Moreover, in the presence of implicature which has to be adjusted to the context and the situation, the cooperation between the interlocutors becomes the absolute requirement in order to gain smooth information.

Grice states that in order to perform such cooperative principle, every interlocutor should obey four conversational maxims i.e. *maxim of quantity*, *maxim of quality*, *maxim of relation* and *maxim of manner* (Grice, *in* Dewa Putu Wijana, 1996: 46).

The first maxim is *maxim of quantity*. This maxim requires every interlocutor to contribute not more or less than it is required by the co-interlocutor. The second maxim is *maxim of quality*. This maxim requires every interlocutor to tell the truth. The contribution of the interlocutor should be based on adequate evidence. The third is *maxim of relation*. This maxim requires every interlocutor to give relevant contribution toward the topic of the conversation. The fourth maxim is *maxim of manner*. This maxim requires every interlocutor to speak directly, clearly, briefly and orderly. By these maxims as well, every interlocutor is required to be able to clearly interpret the words/utterances used by the co-interlocutor according to the context. This is based on the principle that ambiguity will not exist if the cooperation between the participants of speech act is always be based on careful observation toward the pragmatic criteria which is proposed by Leech with his concept of speech situation.

Grice (*in* Dewa Putu Wijana, 1996: 52) creates some analogies on his conversational maxim categories as follows:
1. Maxim of quantity. If you help me to fix a car, I expect that your contribution is not more or less than what I required. For example, at the moment I need four screwdrivers; I expect that you give me four screwdrivers, not two or even six.
2. Maxim of quality. I expect your real contribution not the otherwise. If I need sugar, I do not want you to give me salt. If I need a teaspoon, I do not want you to give me a toy spoon or a rubber spoon.
3. Maxim of relation. I expect that my partner's contribution is in line with what I need in every stage of the transaction. If I mix an ingredient of cake, I do not expect you to give me a good book or an oven mitt even though I will need the latter item in the next step.
4. Maxim of manner. I expect my partner understands the contribution which he/she has to do, and performs it rationally.

4. Discussions

Forms of Cooperative Principle

The cooperative principles in the five videos are explained as follows: the first video with the title "Cara PDKT sama cewek yang suka BTS (K-pop)" which means "*How to get close to girl who likes BTS (K-pop).*" In this data, all of the four maxims were founded. In terms of maxim of quantity, it shows that the question being asked was answered clearly and briefly saying that the one whom the girl likes is BTS. As it can be seen in the following extract:

C   : Kalau kamu suka sama dia, kamu harus bisa suka apa yang dia suka.
           : *If you like her, you should like what she likes.*

A : Serius gampang. Emang dia suka apa?
   : *That's seriously easy. What does she like anyway?*
C : BTS.
   : *BTS.*
A : BTS apaan?
   : *What is BTS?*
C : Boyband korea.
   : *Korean Boy band.*
A : Ha? Jadi aku harus suka K-pop? Jijiknya.
   : *What? So I have to like K-pop? Eww.*
A : Oke google, apa nama fans BTS?
   : *Ok goole, what's the name of BTS' fans?*
C : Army.
   : *Army.*
C : Kamu harus bisa sedikit ngedance.
   : *You should be able to dance a little bit.*
C : Hafal nama membernya
   : *Remember all the members' name.*
A : Susahnya
   : *That's so difficult.*
C : Hafalin lagu2nya
   : *Know their songs*
(Title of the video: Cara PDKT Sama Cewek Yang Suka Bts (K-Pop), (May 25, 2018).

On the maxim of quality then, it is about the answer to the song which is listened by the couple/target-*Fake Love* by BTS. This is categorized as maxim of quality for BTS truly has a song with that title. The next question is about "*what is BTS*" is answered accordingly with the fact and reality that BTS is truly a name of a Korean boy band, and it is also a fact that the name of BTS fans is Army. In terms of maxim of relation, the proposed question is about "*what is Army (BTS fans' name) boy*" is answered relevantly stating that Army boy is a boy who loves Jungkook, one of the BTS members. It can be seen in the following extract:

C : Hafalin lagu2nya
   : *Know their songs.*
A : Kamu lagi dengerin lagu apa?
   : *What song are you listening to?*
B : BTS-Fake Love
   : *BTS-Fake Love*
A : Aku juga suka banget lagu itu
   : *I really like that song*
B : Kamu Army?
   : *Are you an Army?*
A : Yaiyalah aku itu sukanya Jungkook
   : *Yes I am, I like Jungkook.*
B : Sama, aku juga senang dengerin lagunya J-hope, Twice, Exo kamu pasti tau kan?
   : *So do I, I also like to listen to J-hope's song, Twice, Exo, you must know them, right?*
A : Iya tau
   : *Yes, I know them*
(Title of the video: Cara PDKT Sama Cewek Yang Suka Bts (K-Pop), (May 25, 2018).

On the maxim of manner then, the proposed question is that the boy gets a suggestion from his friend suggesting that if he likes someone, he has to know that one's interest as well. This thing is done

so that the boy tries his best as what his friend suggested to him i.e. by loving Korean boy band which the girls like by doing their dance, knowing their song, or at least, knowing the names of their member.

The second data is the video with the title "Coba tes pacar kamu! Yakin lolos?" which means "*Try to test your girl/boyfriend! Are you sure he/she can pass?*" In terms of maxim of quantity, the proposed question was answered briefly and clearly in accordance with what it is required by speaker's partner. In terms of maxim of relation, the boy was asked whether he is ready or not to answer the question proposed by the girl, then the boy answers "*I'm sure, I can answer the question,*" it shows a relevance to the question. It implies that the boy can answer whatever question the girl will ask. And then the girl asks the boy to proof his love to her by means of word, the boy answers this with a relevant words "*I love you*" in accordance with what it is required by the girl. Those things are can be seen in the following extract:

A   : Ya Tuhan, ini pertanyaan apa penjebakan?
         : *Oh my god, is this a question or a trap?*
B   : Udah siap belum?
         : *Are you ready?*
A   : Aku yakin bisa.
         : *I'm sure, I can.*
B   : Ada niatan ngelamar?
         : *Have you ever thought to propose me?*
A   : Ada.
         : *Yes I have.*
B   : Buktikan kesetiaannmu dengan 3 kata!
         : *Manifest your loyalty by three words!*
A   : Aku cinta kamu.
         : *I love you.*
B   : Lebih baik putus apa lanjut?
         : *Which one is better, breaking up or continuing our relationship?*
A   : Lanjut.
         : *Continuing our relationship.*
(Title of the Video: Coba Tes Pacar Kamu! Yakin Lolos? (February 16, 2018)

And the third video is entitled "Curhat sama pacar? Yakin didengar?" which means "*Confiding to your boy/girlfriend? Are you sure that he/she will listen to you?*" In this data, there are 3 maxims found. In terms of maxim of quantity, the question proposed by the speaker's partner was answered very briefly and clearly-it's about true love. In terms of maxim of relation, the question whether or not the boy wants to listen to a girl when the girl confides her feeling to him was answered. Saying that as long as the boy loves the girl, he will listen to what the girl confides to him. The next question is to affirm the previous one-that is whether or not the boy's ears will be burned as long as he listens to the girl's very long confidences. This question was then relevantly answered by the boy, saying that no matter how long it will take, if the boy was truly love the girl there will be no problem. It can be clearly seen in the following extract:

B   : Aku mau nanya kalo cewek lagi curhat cowok mau dengerin aja gak sih.
         : *I wannna ask, if a girl confides to a boy, will a boy listen to her?*
A   : Ya kalo dia cinta ya dengerin lah.
         : *Yes, if the boy loves the girl, he will listen to her confidences.*
B   : Emang telinganya gak panas kalo dengerin ocehan cewek? Kan kalo cewek curhat itu lama.
         : *Will not the boy's ears be burned if he listens to the girl's chit chat? As we know that, if a girl confides, it will be long.*
A   : Seberapa lamapun kalo dia cinta ya gak masalah

: *It doesn't matter how long it takes, if the boy really loves the girl, there will be no problem.*
(Title of the Video: Curhat Sama Pacar Yakin Didengar? (February 9, 2018).

And the question about a couple who argues that a boy's words cannot be trusted for the boy only use some words to make excuses. This question was answered relevantly by the boy, saying that if a boy speaks dishonestly for sometimes, it was because he attempted to avoid conflict which will be happened if the boy tells the truth. In terms of maxim of manner, the answer "*yes*" indicates that the boy allows the girl to confide. This can be seen in the following extract:

B   : Menjalani hubungan itu harus dilandasi dengan kejujuran. Sekarang aku mau tanya, kamu termasuk yang cinta atau sekarang udah setengah-setengah?
           : *Relationship should be based on honesty. Now I wanna ask, do you still love me or not truly love me?*
A   : Ya cinta lah.
           : *Well of course I still love you.*
B   : Yaudah kalo gitu aku sekarang mau curhat ya.
           : *Then, can I confide something to you now?*
A   : Iya boleh.
           : *Yes you can.*
(Title of the Video: Curhat Sama Pacar Yakin Didengar? (February 9, 2018).

The fourth data is the video entitled "Berani ngasih password sosial media?" which means "*Do you dare to share your social media password with your boy/girlfriend?*" In this data, there are 3 maxims founded. In terms of maxim of quantity, the question about sharing the social media password was directly and confidently answered "*no*" for three times by the boy, then it was also responded relevantly by the boy by asking a question "*why should you know my Instagram password, what is it for?*" Then it is explained by the girl that Instagram password is required to be shared so that everything will be transparent. This was also answered relevantly by the boy saying that if his Instagram password is his privacy. He also responded by asking "*Are you my girlfriend or an intelligent agency? Why should you know my Instagram pasword?*"

B   : Password Instagrammu apa?
           : *What is your Instagram password?*
A   : Buat apa?
           : *What is that for?*
B   : Ya gapapa ntar kita tukaran password sosial media aja biar ga ada yang ditutup-tutupin.
           : *Nothing, we can exchange our social media password so that everything will be transparent.*
A   : Heh buset namanya password itu privasi, nah kamu ini lagian pacar apa intel?
           : *What? That's ridiculous. A password is privacy. Who are you anyway, a girlfriend or an intelligent agency?*
B   : Eh biar aku tau siapa aja yang berkomunikasi sama kamu. Jadi kalo misal ada pembahasan yang lain di alur atau kamu mulai baper-baperan aku bisa ngerangkap jadi admin buat balesin.
           : *Emm, I just want to know whoever makes any contact with you. Therefore, supposed that you start to talk any nonsense and flirt I can snap as an admin.*
(Title of the Video: Berani Ngasih Pasword Sosial Media? (December 11, 2017).

Then the partner gave an explanation about the difference between boy and girl on loyalty. This was responded relevantly that what she was talking about was true by saying "*how can you read my mind?*" The next question "*What did you say?*" was answered "*This is the password.*" That was very relevant for boys are fully aware that if a girl knows what it is used by the boy-that's about his resentment on the asking of his social media password. The last is about the partner's explanation that loyalty is very important in a relationship; social media password exchange will not automatically leads

to finger ring exchange or married proposal. That thing was then answered relevantly by saying that he is implicitly not optimistic on his relationship now.

The fifth data is a video with a title "Alasan cewek cepat curiga" which means "*Reason why girls distrust so easily.*" In this data there 3 maxmis found. In terms of maxim of quality, it is about the girl's question on why it takes very long for the boy to reply her message. Then it was responded accordingly to the fact and reality-that is because at that time the boy's cell phone was out of power. It can be seen in the following extract:

A   : Sumpah kenapa sih cewek ini cepet banget curiga
         : *Why do you distrust so easily?*
B   : Ya gimana gak curiga, kamu kayak sinyal suka ngilang-ngilang, kalo dihubungin itu antara ada dan tiada, kamu pacar apa setan?
         : *How can I trust you, you're just like network signal which may disappear at anytime, if I call you, you're in between the state of exist and not exist, are you a ghost?*
A   : Kalo aku susah dihubungin berarti aku lagi sibuk.
         : *If I was out of reach by phone, it means I'm busy.*
B   : Sibuk apa nongkrong?
         : *Busy? Or hang out?*
A   : Ya kali aja aku lagi gak pegang hape.
         : *Well perhaps I didn't have my phone with me at that time.*
B   : Sekarang aku tanya, 2 minggu yang lalu waktu kamu ke tempat riko itu kamu kenapa lama bales chatku?
         : *Now I wanna ask, why does it take very long for you to reply my massage when you were at Riko's place two weeks ago?*
A   : Waktu ke tempat Riko hp ku mati, batrenya habis.
         : *At the moment I was at Riko's place my cell phone was out of power.*
A   : Ya kamu tanya aja lah sama Riko.
         : *You can ask about it to Riko.*
(Title of the Video: Alasan Cewek Cepet Curiga, (September 18, 2017).

In terms of maxim of relation, on the explanation of the boy's activity when he was out of reach by phone was responded by the girl saying that "*Busy? Or hang out?*" This is relevant for the girl try to reassure whether the boy was truly busy or there was another activity that he did. Then the boy explained about the reasons why he made excuses to the girl. This was responded relevantly by the boy saying that it was done merely to avoid conflict between the two. In terms of Maxim of manner, the girl try to deny the boy's excuses for it is not relevant to the previous excuse that the boy gave, and then the boy responded "*You can ask about it to Riko.*" That kind of answer was proposed by the boy so that the girl can ask directly to the boy's friend (Riko) by herself for confirmation.

Forms of Maxim Violations

From all the five data and their analysis, there are some maxim violations which were found in some speech/utterances on the videos' script. The violations on maxim of quantity were found on the third data, on the question whether or not the boy will give any solution if the girl confides her problem. This was answered exaggeratedly and the boy asked the girl back. The answer to that question was violating the maxim of quantity. And then, on the question about why the girl distrusts so easily, the boy answered that question exaggeratedly he even acted that if he was faced by a spy or an intelligent agency, that question was proposed by the girl merely by the intention to ask the boy's social media's password so that the girl can act as admin if she found the boy flirting the other girl. And then, the question on whether or not the boy was optimistic with his relationship. This question simply requires

yes or no answer. However, the boy answered it with some sentences explaining some arguments which are strengthening his answer for he realized that the girl was offended by his previous answer. The next conversation-is about how the boy asked about the reason why girl distrust so easily. This question was answered by using some very long explanation.

In terms of maxim of relation, the violations were found in data number 2 and data number 5. The data number 2 is about the girl who want to test the boy, however the boy was offended and he felt as if he was tested like PNS (Civil Servant or Government Employee) examination. This thing was irrelevant. The next data in data number 2 is about the girl who asked what kind of thing that will be asked, yet it is not a question which is being proposed but the requirements that should a dream-boy had in answering a question-it should be brief and spontaneous so that it may avoid lies. In the data number five, the conversation of the couple, explaining elaborately what kind of thing which should be avoided by a boy/girlfriend, then it was answered "*who?*" That was done by the intention to checkmate the partner by saying "*who?*" That was irrelevant-it just for circumvention. And then, the question "*Busy? Or just hanging out?*" it should be answered by simply saying "*busy*"or"*Hang out*." However, it was answered irrelevantly by saying "*Well perhaps I didn't have my phone with me at that time.*"– That just for circumvention. In terms of maxim of manner, there are some violations in data number two i.e. the question for the partner to answer the question which will be proposed. That question however was answered by choices saying that "*don't provide me many choices, if I don't want to do it, you must me mad.*" That thing actually required the partner to answer the question without protesting; however the partner protested in order not to make the partner mad (sad) because of the rejection.

5. Closing Remarks

Cooperative principle is a principle in a language principle of pragmatic analysis which deals with the form of the cooperation of the speech which was performed by the interlocutors in order to achieve a mutual understanding. The cooperative principle is also found on the social media which is actually one of the products of the development of SCIENCE and TECHNOLOGY. It is found on Instagram, especially on a public figure's account such as celebrities, singers, and unexceptionally celebgram or the celebrity of Instagram.

In the five videos from the Instagram social media account by the name *@alfysaga,* there were some form of cooperative principle within in. The violation of maxims was also found in the videos. The purpose of the cooperative principle with its all four maxims is to facilitate the interlocutors to understand the purpose and the meaning of what he/she said as well as with the response from the co-interlocutor. The presence of violations will not break the cooperative principle or cause a fatal misunderstanding; however, maxim violations should be avoided as much as it is possible or even be removed.

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The Role of Background Knowledge in Constructing Meaning during Critical Reading

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Abstract. Schemata have been recognized as a key factor that determines the success of reading comprehension because the knowledge stored in schemata—or background knowledge—can relate the new information in a text and what the readers already know. This makes comprehension easier, and paves the way for the readers to read the text critically. The present paper aims to describe how the background knowledge played a vital role in the undergraduates' attempt to read the texts critically. Twenty three students majoring in English teaching took the course "Critical Reading" and participated in this research voluntarily. They read a short story critically and constructed meaning from this text. Analysis of the qualitative data revealed that the undergraduates were not successful in constructing meaning because they did not activate the relevant background knowledge. Although they did have the background knowledge about the story, they could not retrieve the right schemata from their mind. From this finding, the implication for the teaching of critical reading was suggested.

1. Introduction

Critical reading is an essential skill in tertiary education because at this level the undergraduates are often required to read between the lines. When reading a text critically, they not only comprehend the ideas presented by the author but also recognize how the author expresses the ideas in a particular way to make the text "exhilarating" to read (DiYanni, 2017). This applies to reading texts in various disciplines, including reading literary works in the context of learning English as a foreign language (EFL). Literature could be a powerful tool to facilitate critical reading because it enables the readers to engage in a text and at the same time learn ideas, values and ethics (Collins, 1993). In literary works, these ideas, values and ethics are certainly presented in a subtle manner rather than explicitly, making literature an excellent material to improve the undergraduates' ability to read critically.

In addition to *what* they read, *how* they read also needs to be addressed. To construct meaning in critical reading, the undergraduates use both bottom-up and top-down processes. The bottom-up process puts emphasis on decoding and linguistic comprehension (Gough, 1972; Hoover & Gough, 1990). It views reading as decoding the printed letters to make up a word, decoding the words to form a sentence, and decoding the sentences to compose a text. This process occurs simultaneously and meaning is constructed at the end of the process. The top-down process, on the other hand, highlights the importance of schemata in comprehension. According to schema theory (Rumelhart, 1980), knowledge is stored in units called schemata in the mind. Each schema contains objects and actions related to a particular type of knowledge. A large number of schemata are organized in the mind and

can be retrieved any time the readers need them. Reading is viewed as the interaction between the old knowledge stored in the memory (schemata) and the new information printed in the text (Carrell & Eisterhold, 1983; Anderson & Pearson, 1988). Comprehension is successful when the readers can'hook up'the information they learn from the text and the background knowledge they already possess.

The present paper reports the results of a study that aimed to describe how background knowledge played an essential role in comprehending ideas during critical reading at tertiary level. First, the methodology of the study will be explained in the next section. Afterwards, the results of the study will be presented, followed by the implications for the teaching of critical reading.

2. Methodology

Approached qualitatively, the study was a basic interpretive study that attempted to elicit the cognitive process that occurred in the undergraduates' mind when they were critically reading a narrative text. Twenty three undergraduates who were taking "Critical Reading" course in 2018 participated in this study as the subjects. While attending the classes, they read several texts but only one of them was included in the present study, namely, a short fiction titled "The Last Unicorns" (Hoch, 1984). This piece of contemporary literature was selected because (1) the topic was predicted to be interesting for the undergraduates, (2) the density of the unknown words was neither too high nor too low, (3) the sentence structures were not too complicated, (4) the length of the text was ideal for discussion in one session, and most importantly (5) it required certain background knowledge to grasp the story.

To scaffold their comprehension, the researcher, who was also the lecturer, asked questions that guided them to construct meaning from the text. Afterwards, a research instrument in the form of a questionnaire was administered to find out whether they read the text critically, had the appropriate background knowledge about the story and could pin down what the author tried to express there. They had to explain in detail why the story was interesting so that data in the form of words were obtained. Data analysis was performed in the following stages: familiarizing and organizing, coding and reducing, interpreting and representing (Ary *et al*., 2010).

3. Findings and Discussion

Analysis of the data from the questionnaire indicated that the undergraduates read the texts critically in various degrees. Some of them tended to comprehend the story literally and less critically, whereas some others showed great attempts in reading critically and almost arrived at the accurate interpretation. None of them, unfortunately, construct the meaning intended by the author due to background knowledge which was not activated before or while reading the text.

To comprehend "The Last Unicorns" well, the readers had to possess the relevant background knowledge about what happened in this fiction. It told the story of a man called Shem who travelled far only to see an old, bearded man and buy a pair of unicorns from him. The old man refused to sell the male and female unicorns because they were the only ones left in that area and he intended to breed them. Shem insisted on buying the animals, inciting the wrath of the old man. He got rid of Shem from his hut. Nevertheless, the unwelcome reaction of the old man did not deter Shem. Knowing that the unicorns were in the barn near the hut, Shem tried to steal them. Unfortunately he was caught in the act and caused the old man to get even angrier. It took the use of a weapon by the old man that made Shem realized the minute chance to take possession of the unicorns. Shem ran away from that area and

returned to his father's village. This story ended with a brief conversation between Shem and his father at the village.

> *And he saw his father standing near the base of the great wooden vessel, and he went up to him sadly.*
>
> *"Yes, my son?"the old man questioned, unrolling a long damp scroll of parchment.*
>
> *"No unicorns, Father."*
>
> *"No unicorns, "Noah repeated sadly, scratching out the name on his list." It is too bad. They were handsome beasts ..."*

(Hoch, 1984).

The last paragraph in the above quotation revealed that the story was actually not about Shem and the old man. To be precise, the name Noah mentioned there exposed the bigger picture: it was an important mission done by the prophet to save the unicorns from extinction. Shem was not an ordinary thief who was obsessed with the unicorns, but—being the prophet's son—he had a vital task to assist his father to get a pair of unicorns before the Flood came to envelop the creatures who were not in the Ark. Upon reading the name Noah at the end of the story, the readers should have related the events there and the knowledge they already had about the prophet. In this way, they could gain full understanding about the story.

However, all of the undergraduates missed the keyword and constructed the meaning which was different from the one intended by the author. The majority of the undergraduates participating in this study thought that the story was about the unicorns. The following data exemplify how they responded when being asked why the story was interesting.

[1] Because this story is about the last unicorn which is planned to be a beast of burden. But the plan was not going well and the unicorn remain (sic) safely.

[2] Because it tells about unicorns. Unicorn is one of the unique creature (sic) from god and people actually like something unique. On that story even Shem didn't get that Unicorn but it's enough entertain people.

[3] The story is interesting because it tells us about the unicorn, a strong beasts (sic). Also, how the story ended makes it interesting because Shem didn't get the unicorn to save them from the upcoming flood. That's why the title is the last unicorns. The unicorns that he saw in a bearded man's barn was (sic) the last unicorn.

[4] This story is interesting because it tells about unicorns. We know that unicorns are mystical creatures. So it is interesting to know about unicorns in different version of stories.

The above participants thought that the central focus the story was the unicorns, which made the story interesting because the unicorns were beasts of burden (data number 1), unique (data number 2), strong (data number 3) and mystical (data number 4). Possibly the participants were distracted by the title and assumed that the short story told about the unicorns as stated in the title.

Some other participants constructed the meaning differently and identified Shem's efforts to get the unicorns as the topic of the story, as shown in the data below.

[5] Because of the struggle of Shem to have the unicorn. Shem try (sic) to buy and steal the unicorn from a man. But a man can keep Shem out from his valley.

[6] Because the story tell (sic) about struggle to get something that he must have. Although it has many challenges to have it, he try (sic) his best and he never give (sic) up.

[7] Because Shem never give (sic) up to get the unicorn. But he still can't get the unicorn.

According to these participants, the short story was about Shem's struggle in taking the unicorns from the owner. Despite the challenges and his failure to accomplish the mission, Shem was persistent in his efforts. Data number 5 stated various ways that Shem used to get the unicorns, i.e. buying and stealing, while data numbers 6 and 7 put emphasis on his persistence by using the phrase 'never give up'.

Interestingly, two participants paid considerable attention to the name Noah and inferred that this person somehow played an essential role in the story. It could be observed from their responses below.

[8] Because it tells about unicorn that is beautiful creature and unclear but confusing ending that makes the readers wonder about what the Shem's father would do with the unicorns.

[9] This story is interesting because we do not know why this man really needed the unicorns. I mean, what for. Noah trying (sic) to save animals from the big flood, but he failed save (sic) the unicorns.

The participants mentioned Shem's father (Noah) and could sense that he was related to the attempts to obtain the unicorns from the owner, but they were unable to find explicit relationship between these two. In data number 8, the participant considered the ending of the story 'unclear' and 'confusing' because she could not figure out what Noah would do with the unicorns. Similarly, the participant who wrote her response in data number 9 was wondering about Noah's reason for intensely desiring to have the unicorns. She even mentioned saving the animals, the big flood and Noah in the same sentence, yet she failed to realize the relationship between them to construct the meaning intended by the author.

The above data provided evidence about the important role that background knowledge played in critical reading, supporting the schema theory (Rumelhart, 1980) and the top-down nature of reading comprehension (Carrell & Eisterhold, 1983; Anderson & Pearson, 1988). Although the participants had sufficient lexical and grammatical knowledge to understand every single sentence in the text, they did not know what the story was actually about because they did not activate the relevant background knowledge. They understood the sequence of events there: (1) Shem expressed his interest in buying the unicorns from the owner, (2) The owner refused because he wanted to breed the beasts first before selling them, (3) Shem insisted but the owner still rejected the offer, (4) Shem was persistent and tried to steal the unicorns, (5) The owner caught him in the act and expelled Shem from his property, (6) Shem ran home and reported to Noah, his father, that he was unsuccessful in getting the unicorns, and (7) Noah crossed the unicorns out from his list. However, they failed to activate their background knowledge about Noah so they construct the complete meaning from the text, thinking that the story was about the unicorns or Shem's struggle to have the beasts.

It is important to note that all participants already knew who Noah was and what he did when the Flood came as they learned these in the religion classes at school. The problem was *not* the lack of background knowledge about the story, but rather the failure in activating the relevant background knowledge. In other words, they had knowledge about Noah and his attempt to save the animals from the Flood in their mind, but they did not activate this knowledge. The reason for not activating the background knowledge was probably their unfamiliarity with the name Noah. In their first language, the prophet was called Nuh, which sounded slightly different from the English name. Not realizing that these two names referred to the same person, they did not try to retrieve the schema about Nuh in their mind, resulting in only partial comprehension of the text.

4. Conclusion

Background knowledge has a significant role in determining the success of comprehension in critical reading. The present study proved that understanding the sequence of events in a short story alone was not sufficient to have comprehensive grasp of what the story was about. Without the background knowledge, the readers might not comprehend what the author subtly expressed in the story, wondering which piece of information did not fit the puzzle of meaning in the text. Even if the readers possessed the relevant background knowledge, there was a possibility that they did not activate it and found constructing meaning from the text challenging.

These findings supported the schema theory and the top-down processing in reading comprehension. They also have an implication for the teaching of critical reading: it is important to include learning activities that assist the readers to get the right background knowledge needed to understand the text. Such activities, however, should not be done as a part of the prereading stage because it may prevent the readers from being critical about the text. Instead, the teacher or the lecturer should facilitate them to activate the relevant schemata while the readers are constructing meaning. This could be accomplished by asking guiding questions (e.g. Who is Noah? Does this name sound familiar to you?) or using teaching aids (e.g. showing a short video clip about Noah's Ark).

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The Role of Communities in Strengthening People's Environmental Awareness as A Civic Virtues Manifestation in Surabaya

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Abstract: This study aims to describe the effort of strengthening people's environmental awareness done by an environment-based community in Surabaya. Koalisi Pemuda Hijau Indonesia (KOPHI) is an environment-based community which is established in several regions in Indonesia, including Surabaya. The study focuses on KOPHI's effort to strengthen people's environmental awareness as a manifestation of civic virtues as well as the impact resulted in from the effort to the community. The study used qualitative approach in the form of case study method. Data collection was done through interviews, document study, and literature review. The results of the study are as follows: 1) KOPHI implements several programs to strengthen people's environmental awareness, 2) the effort has resulted in the improvement of environmental awareness of Surabaya's people which is manifested in the form of garbage recycling and healthy living program. People's environmental awareness is a manifestation of civic virtues.

Keywords: *environmental awareness, community, civic virtues*

1. Introduction

The advancement of technology and information in this globalization era have been entered industrial revolution 4.0. It provides convenience in various aspects of life. Globalization has an impact on all aspects of life because all of them are interrelated. Where these aspects include social, economic, political, cultural, and education. Our society, economy and environment is global, which when a financial crisis is occured, it will affect various countries in the world. Likewise with the environment, if there is global warming, it will affect the entire country. Thus, it makes citizens as global citizens (Gerzon, 2010).

Globalization makes development in Indonesia grow rapidly. However, it makes people have less attention to environmental aspects. Where people tend to ignore environmental ethics, one of which is Environmental Impact Analysis. In Undang-Undang Nomor 25 Tahun 2004 concerning the National Development Planning System has been explained that national development is carried out based on democracy with the principle of togetherness, justice, sustainability and environmental insight by maintaining national balance and integrity.

Ease in various sectors, one of which is technology, makes people become individualist and ignores the surrounding environment. For example, people prefers to dispose garbage improperly because it does not want to bother. This condition indicates that public awareness of the environment is still lacking, so there needs to be strengthening of the character of the environmental awareness. In article 1 paragraph 1 of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education it is explained that:

> *"Penguatan Pendidikan Karakter yang kemudian disingkat PPK adalah gerakan pendidikan di bawah tanggung jawab satuan pendidikan untuk memperkuat karakter peserta didik melalui harmonisasi olah hati, olah rasa, olah pikir, dan olah raga dengan pelibatan dan kerja sama antara satuan pendidikan, keluarga, dan masyarakat sebagai bagian dari Gerakan Nasional Revolusi Mental (GNRM)."*

Thus, it can be seen that strengthening character education is not only enough to be given through school, but it is also requires a synergy between the school, the family and the community. Character is related to characteristic, where someone character is formed through three aspects, those are moral knowledge, moral attitude, and moral behavior so that the results of character attitudes forming can be seen from those three aspects (Lickona, 1992). A person's behavior and habits towards other people and the environment shows how the person's character is seen from three aspects according to Lickona.

Character education is given in formal education through school and informal education such as family, but strengthening character education is not enough acquired from both of these elements but the people environment also has a role. One of the success keys of character education is not only determined by the involvement of people in the school, but also involvement of outsiders, such as family and community in the society (Saptono, 2013). This is because every person in his living life cannot be separated from the community. The existence of communities in the society shows a form of appreciation for nature to preserve and preserve it.

Generally, the purpose of community existence is to be a part of solving environmental problems that makes nature is in imbalance. The existence of community in society is a form of civic virtue. Where those who are members of the community voluntarily are willing to provide energy, time, and material to become part of environmental problems solving. Environmental problems are not new, but old problems that have not been resolved until now so that they need special attention from each society element because they are directly related to the patterns of life with each other.

In Surabaya, the local government has pro-environment programs as one solution to respond to environmental problems. One of them is the addition of green open space at several points in the city of Surabaya as a solution to air pollution due to the large number of industries and vehicles. The reality, the program is not matched by the character of awareness for the environment in the community so that problems have not been fully resolved. For example, flooding problems are subscribed every year. Thus, it needs a movement in order to resolve these environmental problems.

The effectively resolving environmental problem movement must be supported with education term that develops a responsible, creative and knowledgeable society. The community education approach sees society as an agent and object. Through this approach, the community needs to place itself as a facilitator that encourages better change (Gusmadi, 2017). This is expected to be able to support the pro-environment program from the government, so it will not be a discrepancy in the field.

The discrepancy between expectations and reality in the field related to unfinished environmental issues, especially flood problems that encourages communities to educate people so that they have environmental awareness. With an awareness in theirselves, indirectly people have had a good character which is a manifestation of civic virtue. Thus, in order to change the mindset of society to be wise in facing environmental problems to strengthen character as a form of civic virtue, it is necessary to know the role of Koalisi Pemuda Hijau Indonesia (KOPHI) and its impact on society.

In general, this research aims to describe the importance of strengthening the character of environmental awareness which is held by environment-based communities in Surabaya. The focus of this research is how strengthening the character of environmental awareness carried out by Koalisi Pemuda Hijau Indonesia (KOPHI) as a manifestation of civic virtue and the impact of the program on the community. Where strengthening character education is not only the responsibility of the school and the family but also the community, so KOPHI has a big contribution to give it in the environmental field as a community within the society.

1.1   Environmental Awareness Character

Character Education is held with applying Pancasila values. Presidential Regulation Number 87 year 2017 about Strengthening environmental awareness character education is needed in non-formal education. Character education through organizations in the society is placed as the basis for realizing the national development vision, namely to create a noble character society, morality, ethics, culture and civilized based on the Pancasila philosophy (Gusmadi, 2018).

In the Presidential Regulation Number 87 year 2017, it is explained that Character Education Strengthening (CES) is implemented by applying Pancasila values in character education, especially covering religious values, honest, tolerant, disciplined, hard working, creative independent, democratic, curiosity, enthusiasm nationality, love for the homeland, respect for achievement, communicative, peace of mind, love to read, care for the environment, social care, and responsibility. In this case the character values of environmental awareness are interpreted as attitudes and actions that always strive to prevent damage of the surrounding natural environment and develop efforts to repair the damage of nature that has occurred.

The character of environmental awareness can be formed and developed, one of which is environmental education, both from school, family, and society. Where environmental education is carried out as an effort to increase public understanding and awareness in finding solutions and preventing environmental problems. Therefore, the importance of the character of environmental awareness is intended as an effort of consciousness society in caring with their environmental sustainability, instill a sense of community towards their problem, grow a sense of participation in nurturing the surrounding natural resources so that still cared, look beautiful and healthy (Ahmad Fajarisma Budi, 2014).

1.2   Role of the Community

The activeness of the community as a form of supporting the national character building can be channeled by being involved in the community. It means that the community has become a need to build national character. Thus, the community has a role in building national character as the role of family and school does not run optimally. Character education will be able to achieve maximum results if there is continuity between character founding in the family, school, and community environment. As

Lickona (2013), schools and families are strong allies for character, but support from the community is very needed. This is because culture often destroys good character, so the school and family need community support.

The community has a big contribution in the development of character in society, especially young people. Community involvement in character development provides benefits in helping to identify and gain support taught values, provide valuable ethical expertise, and inform the public and generate positive publicity (Lickona, 2012). Thus, collaboration between parties, both schools, families and communities can strengthen character education. The community as a supporting agent in strengthening community character needs to integrate intentional character building into a large number of community programs (Lickona, 2013). Character education in the community as the scope of non-formal education can occur through non-governmental organizations, communities and community organizations.

As explained above, as one of the communities in the community in society, Koalisi Pemuda Hijau Indonesia (KOPHI) presents and contributes to strengthening the character of environmental awareness. The Indonesian Green Youth Coalition, or later known as KOPHI, is an environment-based community in several regions in Indonesia, one of them in Surabaya. KOPHI was established on October 28, 2010 and was inaugurated on October 30, 2010 at the Bank Mandiri Museum, Jakarta. KOPHI is principled on Pancasila and based on the 1945 Constitution. KOPHI as a community engaged in the environment, always carry out every its activity voluntarily. KOPHI is present as a forum for young people who want to be part of the solution to the problem of climate change so that they can move to carry out a collective and sustainable action for the creation of a sustainable environment (http://kophi.or.id/).

The vision of KOPHI is to unite Indonesia's young generation to care and be responsive for the realization of a sustainable Indonesian environment. KOPHI become a communication forum and facilitator for Indonesian youth. Where, as a communication forum for Indonesian youth who care about climate change issues, through the KOPHI website and meetings held by KOPHI. Furthermore, as a facilitator in developing their capacity through workshops, training and seminars in collaboration with various LSM, schools and green communities (https://indonesianyouth.org/komunitas/kophi/).

1.3   Civic Virtue

Character education in society, that is, through a community is a reflection of civic virtue. Where the civic virtue is a virtue or willingness of citizens to place public interest above personal interests (Quigley *et al*. In Winataputra, 2012). Civic virtue is not only in itself, but also involves communities and communities where a citizen or city citizen is part of that community and society. Civic virtue cannot be imposed to citizens because it is an expression of freedom. The way to do this is teach civic virtue to the younger generation, immigrants, and be renewed or reinforced through community-based organizations and movements for social justice (Fitriasari, 2017).

Civic virtue relates to Civic Education because it is the scope of Civic Education itself. Civic Education psychopedagogically/andragogically is designed, implemented, and evaluated in the context of developing civic intelligence which psychosocially reflected in the mastery of civic knowledge, civic dispositions, appearance of citizenship skills (civic skills), ownership of civic commitment, ownership of civic confidence, and the appearance of civic competence which crystallized again into civic virtues (Somantri, MN & Winataputra, US, 2017).

Civic Education, besides playing a role in forming civic virtues, it is also playing a role forming the character of citizens. Where Civic Education has dimensions that cannot be separated from aspects of character formation and public morality of citizens. Character education is some of the main factors needed in the development of the ideal citizens of a nation (Muchson & Samsuri, 2013). Civic education provides and develops the democracy values, human rights and the environmental life. Attitudes planting about the environmental life must be done early, through formal, informal and non-formal channels (Gunawati, 2012).

2. Method

This research uses a qualitative approach with a case study method because it focuses on the focus of research in certain cases to study the background problem of situation and events position that take place and the natural social environment interaction (Al Muchtar, 2015: 432). Research with a qualitative approach is undertaken because it is considered appropriate with the problems studied to describe the role of the community, namely KOPHI in strengthening the character of environmental awareness as a manifestation of civic virtue in Surabaya. A qualitative approach is used in preliminary research until the final research. Data collection techniques used in this research are through observation, interviews, document studies, and literature studies. The results of the research in this article are based on the results of preliminary research.

3. Discussion

The discussion in this article is the result of preliminary research related to strengthening the character of environmental awareness that be held by the community in society. Presidential Regulation Number 87 year 2017 about Strengthening Character Education explains that to strengthen the character of students through harmonization of heart, feeling, thinking, and sports is done by involving and cooperating between educational units, families and communities as part of the Mental Revolution National Movement. Thus, it can be seen that strengthening of character education is not only enough to be given through school, but rather requires a synergy between the school, the family and the community. As the focus in this research that is how the role of the community in strengthening the character of environmental awareness, the study on Koalisi Pemuda Hijau Indonesia (KOPHI) in Surabaya has given its contribution and has a positive impact on the environment.

Koalisi Pemuda Hijau Indonesia, or later known as KOPHI, is an environment-based community that present because of anxiety and careness for the current natural and environmental conditions. As a forum for inviting the wider community, especially young people, KOPHI is constantly moving in better change, namely campaigning for their movements with the aim of improving environmental conditions and keeping them beautiful and sustainable. KOPHI present as a forum for the community, especially young people who want to be part of the climate change solution problem so they can move to take an action collectively and sustainably for the creation of a sustainable environment. As with other structured communities, KOPHI has a vision and mission in realizing its pro-environment programs.

The vision of KOPHI is to unite Indonesia's young generation to be aware and responsive for the realization of a sustainable Indonesian environment. The mission of KOPHI includes:
1. educate young people to be sensitive and care about environmental issues in Indonesia;
2. becoming a forum and facilitator for Indonesia's youth generation who have environmental awareness;

3. creating a real and sustainable national green movement.

(http://kophi.or.id/)

Through this vision and mission, KOPHI has been shown that it is a community that presents to support the pro-environment program launched by Surabaya city government as its awareness for the environment today. KOPHI invites the young generation to actively participate in facing environmental problems that have never been completed. The goal of KOPHI is young people because they are the next generation of the nation that has strength, enthusiasm and ideas as change agents to keep and preserve nature. Young people are expected to restore and improve natural conditions which are increasingly be apprehensive due to human activities themselves.

In order to improve natural conditions and keep them sustainable, one of the way is to change the mindset of people regarding with the environment itself and strengthen the character of every people. Based on the results of the preliminary research, it has been shown that KOPHI has strengthened the environmental awareness character of the people in Surabaya through several pro-environment work programs. The several excellent programs that realized by KOPHI in Surabaya are 1) the KOPHI program goes to school, 2) mangrove conservation programs in Surabaya, 3) handicraft socialization programs, 4) socialization and elucidation programs of waste management in Perak Timur, Surabaya city. It is not only strengthen the environmental awareness character of KOPHI members, but also school students and the people in Surabaya city.

The KOPHI goes to school program is one of the leading programs that directly goes to schools to provide education to students and other school members regarding environmental problems. This program is the first step of KOPHI to urge students in order to participate directly and take part in healthy and conducive environmental changes. It is intended that the students have a reinforcing environment awareness character within themselves. By having a strong character, students are able to comprehend the environmental problems around them, how to solve them, and what small steps to do at home, school, and in the community as a preventive step of environmental damage. With the environmental awareness character in students, it makes them wise to the environment until they grow up later.

The mangrove conservation program in Surabaya is a routine program that be held by KOPHI. This program has a direct positive impact on members of KOPHI, Surabaya city government, and the environment in the mangrove area. The purpose of holding mangrove conservation activities is to maintain the integrity of the mangrove condition itself which is serves as a balancer of the ecosystem in the Surabaya and surrounding areas. This activity also provides lessons for KOPHI members and communities who participate in the importance of protecting nature and the environment. This activity is also a form of support from the pro-environment program launched by the Surabaya city government. It is proper for humans to live in nature, we must preserve it and use it as wisely as possible.

The handycraft socialization program is a training program organized by KOPHI in collaboration with the community in several places in the Surabaya city. This training is for internal KOPHI and the people in Surabaya. This activity aims to train self skills in utilizing used goods so they have high use value. This handycraft activity invites KOPHI members in particular and the people of Surabaya in general to love the environment with their art and creations. Through handycraft activities, it can grow people's creativity in creating value-for-use and value for art things. The results of handicrafts can be exhibited as well as traded so that it helps the people economic sector.

Other programs are socialization and elucidation of waste management. This is a KOPHI's leading program because waste management covers 3 (three) aspects, namely reuse, reduce, and recycle. This activity is a form of KOPHI's awareness for the environment by inviting residents in Perak Timur, Surabaya city to participate in managing and processing waste. This elucidation is carried out so that people comprehend the importance of managing waste through reuse, reduce, and recycle so that they can be applied wisely to the nature and environment they live. By being able to manage waste properly, it has indirectly made residents in Perak Timur, Surabaya city become aware about their environment. This is an effort that carried out by KOPHI to strengthen the people's environmental aareness character in Surabaya city.

Through these programs, it is not only has an impact on the strength character of the environment awareness but also automatically the people's awareness towards the environment increases. This is proven by the existence of a wise people's attitude toward the environment, a small example is dispose waste in its place and be able to manage waste into high valuable items. Rivers in the Surabaya city today look clean without any piles of household and industrial waste. The KOPHI program that has been realized shows that KOPHI is able to invite the wider people, especially young people, to pay more attention of environmental conditions with collectively and sustainably voluntary actions.

The environmental awareness that has built and strengthened by KOPHI shows the form of civic virtue. Where, it is an attitude or behavior or willingness of people to place public interests above personal interests (Quigley *et al*. In Winataputra, 2012). With the KOPHI movement that can urge people in Surabaya to care about the environment so that makes the environmental conditions better and cleaner is an action that places the public interest above personal interests. This is because in the middle of the 4.0 industrial revolution now, they have willingness to resolve environmental problems that have a broad impact toward life in society.

4. Conclusion

Strengthening the environmental awareness character is not only the responsibility of the school, but also all of elements in the community both government, family and people involvement. People involvement in strengthening the environment awareness character can be done through a community that is a collective and sustainable social movement. Communities that play a role in strengthening the the environmental awareness character in Surabaya include Koalisi Pemuda Hijau Indonesia (KOPHI). Based on the results of preliminary research, it shows that character strengthening that carried out by KOPHI is through superior programs that have been realized.

The impact of the KOPHI program has shown that there is a environmental awareness character in Surabaya city where the people participate in maintaining and preserving nature and the surrounding environment. The people has been able to process waste and make their living environment clean. Thus, KOPHI is able to urge the public to be wise toward the environment as an effort to maintain and preserve nature. The environmental awareness character in society shows a manifestation of civic virtue. Where it is a standard of citizen behavior towards goodness.

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Learning Beyond the Classroom: Should We Use Storybirds for Writing Class?

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Abstract. Learning does not always take place in the classroom. With the advancement of technology nowadays, learning can go beyond the confinement of the classroom walls. In the context of teaching writing, there are many instructional media that teachers can use in their classroom, one of them is storybird. This study is intended to describe the students' opinion on the use of storybird for paragraph writing class by using case study design. The subject of the study was 30 students who joined paragraph writing class in the academic year 2018-2019. The data form mainly were in the form of words and sentences. The instruments used were interviews and document analysis. The researcher used qualitative data analysis to analyze the result of the interviews and document analyses and simple codification data analysis was used. The researcher also used simple quantitative analysis through tabulation to find out the frequency of the students' opinion toward the use of storybird. The finding of the study shows that the majority of the students believed that the use of storybird help them to write better although some of them had difficulties to use it since it requires online internet connection.

Key words: *EFL writing, learning, paragraph, storybird*

1. Introduction

Writing in English as a Foreign Language (EFL) context offers challenges only for the learners but also for the teachers/lecturers. It is common knowledge that learners in EFL context has several difficulties to perform writing task well (Setyowati, Sukmawan, Latief, 2017; Setyowati & El-Sulukiyyah, 2017). They mostly hardly have confidence and experience as well as have low grammatical and vocabulary competence (Abdel-Hack & Abdel-Hamid, 2014). Furthermore, writing itself is also a demanding and complex skill because to produce an acceptable piece of writing requires a long and winding process (Setyowati & Sukmawan, 2016). It has several stages which start from generating ideas, pre-writing, drafting, writing, revising, and publishing (Abdel-Hack & Abdel-Hamid, 2014). From the teacher's side, the challenges come not only from how to present the teaching and learning process which is engaging, but also how to keep the students on task and continue practicing even though they are not in the classroom.

To cope with the problems, it is relieving to know that in the 21st century the advancement of technology has provided opportunities for both teachers and students for engaging teaching/learning. Moreover, today's students are very different from those who come from previous era as they have the ability to collect information very quickly (Sheskey cited in Blackboard Inc., 2010). This fact should trigger awareness among teachers that an adaptation in the use of technology is becoming a must. If

language teachers, in particular, are aware of this, they should create a bridge to connect what the students experience in the classroom and what they could learn and do outside the classroom.

Basically, the idea of learning beyond the classroom is quite simple. As stated by Harding (2015), every place and every situation offer learning experiences for any learners. A classroom gives a particular learning experience, while outside the classroom, there are enormous learning experiences that learners can exploit. In fact, most teachers in general, perhaps, have a common wish that their students will continue learning even after the subject they take in the classroom has already over.

With the advance of technology nowadays, learners can acquire knowledge not only in the classroom. They have unlimited access to gather information and to facilitate learning (Hashim, Yunus, & Embi 2016). In short, learning is no longer limited by walls. It is not the time anymore for language teachers to depend solely on textbooks and things available in the classroom. As a result, there is a strong demand for language teachers to be innovative for teaching language skills. Language teachers in this millennial era should adapt and make use of the technology for teaching benefits (Daniel, 2014).

Storybird is an artful story telling which is provided by storybird.com. It has beautiful and colorful illustrations for kids/students to tell. Anybody can sign up for free, and all the stories students create would remain private unless they make them public. Some research has been conducted to find out the effectiveness of storybird for writing class. Firstly, a research conducted by Ramirez (2013), shows that Collaborative Writing work supported with storybird enable learners to write narrative text creatively as well as offers positive attitude to write more stories. The result also reveals that the use of storybird triggered students' awareness toward particular writing aspects, such as the language used and vocabulary. Similarly, Hapsari, Seniwegiasari, & Fauzi (2016) conducted a quasi experimental study to find out the effectiveness of storybird. The sample of their study was 10 students of senior high school. They divided the students into two groups, the treatment and control group. They taught the students to use storybird to write the recount text, while the control group was taught by using conventional method. In spite of the weakness in the design and the small sample size, the result of the research shows that storybird was effective to improve the students' writing ability in recount text.

Other research conducted by Thonghattha, M., Kittichartchaowalit, K & Kittisunthonphisarn , N. (2017) also reveals similar result. They used quasi-experiemenial research by using one group pre-test and post-test control design with 25 participants as the sample of the study. Prior the study, the subjects were tested by using paper-based creative writing test. In the post-test, they were also given a paper-based creative writing test. The treatment itself took 18 hours by using storybird platform. They also used questionnaire to find out the students' motivation after they used storybird for writing. The result of the study shows that there is a significant difference on the students' mean between before and after post test. They conclude that storybird can improve the students' creative writing ability. The result also reveals that the students have positive response toward the use of storybird for their writing course. Other studies focus on the students' experiences toward the use of storybird. Zakaria, Yunus, Nazri, & Shah (2016) investigated 15 diploma students' experience in using storybird for their writing class. In their study, the students were asked to work collaboratively to make stories on storybird platform. The result of the study reveals that all students show positive responses toward the use of storybird for writing narrative text.

Since very scarce studies are found in investigating the students' opinion toward the use of storybird, further study needs to be conducted to find out the students' views toward the use of the

application for their learning of writing. Based on the ground of the above discussion, the purpose of this study is to describe the students' responses toward the use of storybird for paragraph writing class.

2. Method

This study uses qualitative design focused on case study. Case study was chosen because the main intention of the researcher was to describe the existing phenomenon of a particular subject. As stated by Creswell (2012:465), the 'case' can be a program, events or activities. He further states that a uniqueness implementation of a program can also be studied as a case. In this study, the researchers were interested to have an in-depth study of paragraph writing course which was considered 'different' from other writing courses. This class used storybird platform for the first time, and thus it was considered unique as other paragraph writing classes had not experience the use of digital story telling art. The total number of the students who took the course was 43 students of 2017 batch in the academic year 2018-2019. However, only 30 students who consistently joined the writing course and collected their assignment by using storybird platform. The instruments used to collect the data were classroom observation, interviews, and document analysis. To help the researchers analyzed the data, simple codification was used. The data codification was written by using their initials and the last two digit of students' registration number, for example, if the student's name was Ana Ahsana, and her registration number is 13188203053, the codification would be AA/53. As mostly the data was in the form of words and sentences, qualitative data analysis was considered appropriate.

Procedures

The students were introduced the storybird platform during paragraph writing class when the topic discussed was narrative text. A day before the class began, the students were told to bring their notebook to the classroom. Some preparations were made by the writing lecturer, such as the lesson plan, the sample of storybird art both in printed version and the soft version, as well as making sure that the classroom had internet connection. In the classroom, the writing lecturer showed how to register to the storybird platform, while the students followed the steps and instruction by using their own notebook or laptop. At first the writing lecturer gave them the model how to write a story by using the storybird. After making sure that all students understood all steps, the writing lecturer then assigned the students to work in pair to write their own story. This whole activity took approximately 90 minutes to complete. The next meeting, each pair presented their own story to other peers. Other students were given a chance to comment and provide feedback, either in the story line or the appropriateness of the picture. The classroom presentation took another 90 minutes.

In the next session, the writing lecturer assigned the students to make their own story by using storybird platform and asked them to submit the story in the form of hard copy as well as the soft copy. To be able to download one story that they had written, the students had to collect 55 crown, which meant that they were required to write at least 11 different stories in the storybird platform. The writing lecturer gave the students two weeks to complete the assignment. After two weeks, the students collected their work both in hard and soft copy. In this meeting, there was a questions and answer session between the writing lecturer and the students about their assignment and how they felt about it. The students were asked about their feeling and opinion toward the use of storybird for writing narrative text. As some students were shy to express their feeling orally, they were asked to write down their feeling on a piece of paper.

3. Finding and Discussion

3.1 The Students' Response Toward the Use of Storybird

From the total number of 43 students, only 30 students gave their responses toward the use of storybird for narrative writing assignment. The students wrote their responses in the form of short paragraph which described about their feeling after using storybird. The researcher divided the responses into two broad category, namely positive responses and negative responses. The students' response was considered positive if they stated explicitly their feeling in writing by using the phrases *I like it, It is fun, It is useful, It is helpful.* On the other hand, the students' response was considered negative if they stated explicitly in their writing the following phrases, *It is difficult, It is hard, I don't like it.*

Table 1. Detail of the Students' Response

| No. | Code | Positive Response | | | Negative response | No Response |
		Like	fun	Helpful	Difficult	
1.	AM/29	V				
2.	MTR/22				V	
3.	ZDP/01					V
4.	MELH		V			
5.	AIR	V				
6.	LS/25			V		
7.	MFR/07	V				
8.	RAB/06			V		
9.	FANP/28		V			
10.	MR/04	V				
11.	LFW/26		V			
12.	KR/46			V		
13.	SF/17			V		
14.	MZ/02	V				
15.	LLS/43		V			
16.	MA/19	V				
17.	RAS/31		V			
18.	WF/21				V	
19.	N/03					V
20.	A/12			V		
21.	SA/05	V				
22.	NPL/20		V			
23.	MFH/18			V		
24.	N/11		V			
25.	AND/16	V				
26.	NS/24					V
27.	AH/37				V	
28.	SL/39				V	
29.	JNB/10				V	
30.	AAK/32		V			

Table 1 shows that 8 students say that they like story bird, 8 students say that story bird is fun for them, and 6 students say that it is helpful. Looking at the data, it shows that the majority of the students have positive view toward the use of storybird for their paragraph writing task.

It is not a surprising that most students have positive view toward the use of storybird. The web is engaging and easy to use, both for the teacher and the students (Abdel-Hack & Abdel-Hamid, 2014). The result of this study confirms previous research. Firstly, the study conducted by Zakaria *et al*. (2016) shows that the students show positive response on the use of storybird for writing narrative text. The result of this present study was done in EFL context in which English was taught as a foreign language and used only in the classroom with limited exposure outside the class. Zakaria *et al*.'s (2016) research , on the other hand, was conducted in Malaysia within ESL context where the language can be found outside the classroom and is still used in schools and offices. This shows that, regardless of the language context, either EFL/ESL, storybird is able to give interest and motivation for the students to write.

3.2   The Students' Opinion on the Use of Storybird for Paragraph Writing Class

The students' preferences on the use of storybird because it is free and it has beautiful pictures. The artful pictures motivates students to create their own stories.

> *Storybirds is very important for me. With storybirds, I can learn writing, with some pictures. It makes me easy to write. (A/12)*

Although the students have positive views on storybird, they confess that storybird sometimes give them problem when they want to create the story. One of them is difficulty to download the story in pdf file.

> *I like to write, but for storybirds is quite difficult because to download one story, I must make 11 stories (SL/39)*

From technical point of view, to download one story which has been written by the student, he/she needs to collect at least 55 crowns. One story written is given a reward of 5 crown. So if 55 crowns are needed, the students need to write at least 11 different stories in storybird. They can write less than 11 stories, only if they join writing challenge offer by storybird. The requirement to write 11 stories only to download one story seems to be a demanding task for the students. But if it is seen from the bright side, 'forcing' the students to write 11 different stories is good enough to make them practice writing outside the classroom and give them purpose why they should write everyday. Another difficulty that the student face was the requirement for being online for writing in the storybird. It is common that not all students come from high-income family background,. Therefore, not all students have internet facility at home. To cope with this problem, the students can find free internet spots which are widely accessible in some parts of the campus or around the campus.

Incorporating technology for language teachings has several benefits. Among them are it provides unlimited resources for language learning (Bull & Ma, 2001) and it supports learners' enhancement for their language competence (Hashim, Yunus, & Embi 2016). Furthermore, Ahmadi (2018) states that technology provide opportunities for language learners to improve their language learning skills and motivates them to learn more. And finally, the use of technology provides control for the students about their own learning activities (Hashim, Yunus, & Embi 2016). They can manage themselves what they want to learn, when and where they want to learn the subject, as well as how to learn it.

4. Conclusion

It has become a need for foreign language teachers/lecturers to incorporate technology in their classroom. Technology has helped teachers/lecturers to give the opportunity for students to continue learning although they are not in the classroom. The result of the study shows that the students have

positive views on the use of storybird platform for paragraph writing class. This application enhances the not only the students' motivation to write, but also their critical thinking skills and creativity. Despite of the technical difficulty, the use of storybird does give new color in the classroom, and therefore, its use is strongly suggested in foreign language classroom.

Acknowledgement

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Interpersonal Metafunction Analysis of Micro-Influencer Interaction on Instagram

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Abstract. The use of social media raises a new phenomenon in our society today. Some people on *Instagram* label themselves as influencers. Social media influencers are the users who have popularity and reputation to attract people to become their followers. These influencers are usually celebrities and public figures. Nowadays, the product promotion is not only done by popular people but also by'common people'called micro-influencers. The promotion becomes more effective because they have high engagement and are deeply connected with their followers. This study examines the interpersonal metafunction focused on the realization of speech function and typicality of mood choices realized by the micro-influencer and followers on *Instagram* comment column. This is a descriptive qualitative research. The data are the comments of the micro-influencers and followers. Data is obtained by screen capturing the interactions. Data are analyzed by using systemic functional linguistic theory by identifying clauses based on their speech function and mood type. The findings of this study show that declarative clauses dominate in the interaction. These declaratives are direct and none of them is modulated interrogative. It implies that the participants use relatively informal language. In addition, most of the speech functions have typical correlations with their types of mood which indicate the informal situation in the exchanges.

Keywords: Interpersonal meaning, speech function, mood type, micro-influencer

1. Introduction

The booming growth of digital marketing has led to the rise of influencers marketing. They are influential users promoting brands and products in social media. Influencers marketing are usually people who have popularity and reputation such as celebrity and public figures seen from the number of followers they have and the viewpoints of these influential users are trusted (De Veirman *et al*., 2017). Social media influencers reach target audiences by posting brands and product in their personal accounts. Nowadays, the trend of marketing has shifted. Social media gives opportunities to everyone to be'a player'in digital market now. The promotion carried out by influencers is interpreted as electronic Word of Mouth (eWOM), a digital form of word of mouth promotion concept (Abidin, 2016). According to Bruyn & Lilien (2008) eWOM provides efficiency in aspects of costs, energy, procedures and has a broad, fast and easy reach (Daugherty & Hoffman, 2013).

 Instagram as a top social media site used by influencers offers an'imagecentric'platform. Photo and video sharing application turn the interaction more engaged compared to other social media platform. Ashley Yuki as a product manager of *Instagram* informed that *Instagram* is currently testing

special features for influencers (KompasTekno, 2018, December 12). This new feature will help influencers to use *Instagram* for building communities and fans in developing their self-image. Product promotion becomes more effective to reach target audiences because micro-influencers are deeply trusted by their followers. They usually get involved in an intimate conversation about the product with target audience. Their followers trust their opinion and feel emotional attachment to the micro-influencer. This engagement makes micro-influencers and their followers feel like peers.

Followers can comment directly on posts and it will be responded by the micro-influencers. Therefore, marketing product on *Instagram* is seen as a review or recommendation.

The cost of product promotion by micro-influencers is much more affordable especially for startups and small businesses. The numbers of their followers are between IK and around 100K on *Instagram*. Micro-influencers focus on their niche or their area of specialty. Celebrity influencers attract all kinds of followers, while micro-influencers have more specific audiences. The engagement between micro-influencers and follower is maintained by considering the structure of language to keep the followers around and engaged as if they are personal friends.

When people are talking, we are actually interacting with language (Butt *et al.*, 1996). Halliday (2000) proposed three functions of language—the ideational meaning, the interpersonal meaning and the textual meaning. The ideational meaning is related to experiential and logical meanings that represent experiences to build a mental picture of reality. The ideational meaning is realized in transitivity system and clause complex. The context situation of the ideational meaning is field. The textual meaning focuses on organization of texts in logical sequences (coherence) and creates continuity and flow in the text (cohesion). The textual function is realized in the system of theme with mode as the context of situation. The interpersonal meaning is concerned with the interaction between speaker/writer and listener/reader to maintain social relations, affect the addressee's behavior or view. Interpersonal functions are realized in mood system and the context situation of the interpersonal meaning is tenor. With tenor, a language use varies significantly from formal to informal situation depends on power, contact, and affective involvement. Power refers to social level between participants which depends on social status, education, wealth, employment, and authority. It is a matter equal and unequal power of the roles of the speaker/writer and the addressee. Informal situation reflects equal power and formal situation indicates unequal or hierarchic power. Contact deals with the frequency of communication between the participants. It is whether they have frequent or infrequent contact. Affective involvement describes emotional relationships between participants in a particular situation. The affective involvement is either high or low. The differences are summarized in table. 1.

Table 1.   Formal and Informal Situation

Tenor: typical situation of language use	
Informal	Formal
Equal power	Unequal, hierarchic power
Frequent contact	Infrequent contact
High affective involvement	Low affective involvement

The interpersonal meaning plays the role of setting up and maintaining social relations, and indicates the role of participants in communication (Halliday, 1994). In the interpersonal meaning, people establish, negotiate and assume their position in social relationship. Meaning is considered from the point of view of its function in the process of social interaction. Eggins (2004) found the link

between language system and choice made by the speaker in the process of exchange enable us to see speakers/writers making meaning about interpersonal: the extent of their intimacy, their level of familiarity with each other and their attitudes and judgments. The characteristics of formal and informal language can be seen in table 2.

Table 2.   Formal and Informal Language

Formal and Informal Language: The Linguistic Consequences of Tenor

Informal Language	Formal Language
Attitudinal lexis	Neutral lexis
Colloquial lexis	Formal lexis
▪ Abbreviated forms	Full forms
▪ Slang	No slang (politeness phenomena)
▪ Swearing	No swearing
▪ Interruptions, overlap	Careful turn-taking
▪ First name, nickname, diminutives	Titles, no names
▪ Typical mood choices	Incongruent mood choices
▪ Modalization to express probability	Modalization to express deference
▪ Modulation to express opinion	Modulation to express suggestion

Languages are used to interact, influence people's attitudes/behavior, provide information, explain our own attitude/behavior, take some actions, and so on (Thompson, 2000). In interactions, speakers/writers give or ask something to addressees. They take roles that include giving or demanding, whether it is an initiation or a response. There is a commodity exchanged. The commodity can be goods, services, or information. While statement, question, offer, and command refer to four basic move types called speech functions. The basic speech functions can be identified in table 3.

Table 3.   Speech Function Pairs

Role in Exchange	Commodity Exchanged	Speech Function Pairs		
		Initiation	Responding: Expected	Responding: Discretionary
Giving	Goods & services	Offer	Acceptance	Rejection
Demanding		Command	Compliance	Refusal
Giving	Information	Statement	Acknowledgement	Contradiction
Demanding		Question	Answer	Disclaimer

A speech function is realized into one particular mood type based on its mood structure. Statements are most naturally expressed by declarative clauses which have subject and finite elements. Questions are realized by interrogative clauses. There are two kinds of interrogatives based on the responds given by listener/reader. They are polar and elemental interrogative. Polar interrogative only requires yes/no responds. In contrast, an elemental interrogative needs more complete responds to answer WH- element and commands are recognized by imperative clause.

Halliday's Systemic Functional Grammar (1994) and Eggins (2004) provide detailed MOOD element that consists of Subject and Finite operator. Subject is realized by a nominal group, while Finite is a part of the verbal group. It includes verbal operators expressing tense or modality. Modality comprises modalization and modulation. Modalization is used for the probability; while modulation is used for the obligation. The rest of clause which is not affected by grammatical variation is called RESIDUE which involves Predicator, Complement, and Adjunct. Predicator is the verb of the clause excluding the temporal and modal operator. Complement is realized by a nominal group. Types of

Adjunct that include in the MOOD structure are Mood Adjunct and Polarity Adjunct. Other types of Adjunct that falls outside the MOOD structure are Comment Adjunct and Vocative Adjunct.

Mood is realized by the position of the Subject and Finite in the clause. Types of Mood are Indicative and Imperative. Indicative mood includes Declarative and Interrogative. Mood types consist of typical and non-typical Mood. If the speech function does not have typical correlation with its type of Mood, it is categorized as a non-typical mood type. The realization of typical and non-typical Mood is summarized in table 4.

Table 4.   Realization of Typical and Non-typical Mood

Speech Function	Typical Mood Clause	Non-Typical Clause Mood
Statement	Declarative mood	Tagged declarative
Question	Interrogative mood	Modulated declarative
Command	Imperative	Modulated interrogative, Declarative
Offer	Modulated interrogative	Imperative, Declarative
Answer	Elliptical declarative mood	-
Acknowledgement	Elliptical declarative mood	-
Acceptance	Minor clause	-
Compliance	Minor clause	-

(Source: Eggins, 2004, page. 147-148)

2. Methodology

This study uses a descriptive qualitative method to identify the interpersonal meaning in online interaction between micro-influencer and followers. The main data is the comments of micro-influencer and followers in the comment column on *Instagram.* The comments are taken from 20 latest posts of micro-influencer. The selected micro-influencer is @byputy who has content account about motherhood story with 34,3K followers. The data was collected by capturing the interaction between micro-influencer and followers. This screen recording is needed for analyzing online interactions. For validity of the data, the researcher has to ensure the followers who commented are not micro-influencer's friends or families.

The unit analysis of this study is clauses segmented into single clause and labeled based on their mood category and its speech function. After all data was collected, they are described and interpreted contextually based on systemic functional linguistic theory (Halliday, 1994; Eggins, 2004). The objective of this study is to find out the realization of interpersonal meaning in the interaction between micro-influencers and followers by identifying speech functions and typicality of mood choices.

3. Findings and Discussion

The analysis of online communication between micro-influencer and followers in this study is to find interpersonal meaning by investigating speech function and typicality of mood choices of each clause in the interaction. The contextual description of the data is presented as follows.

Data 1

@fajrikautsar Thomasnya mengandung umpan ga?   (Question-polar)

@byputy wha ini…ahlinya ~ ~ ~   (Statement)

        @fajrikautsar commented on @puty's post about what appears on @puty's mind when she hears about THOMAS before and after having a child. When she heard THOMAS before having a child, she

would think about Thomas Djorghi, an actor and a musician. On the contrary, after having a child @byputy's will imagine THOMAS, a cartoon character. @fajrikautsar has initiated an exchange. He demands information as the commodity of the exchange. The speech function of the initiation is a question-polar and the typical mood of this clause is interrogative mood. The expected respond of this initiation is an answer as supporting response or a disclaimer as confronting response. However, @byputy responded it by expressing a statement with typical mood clause is declarative mood, *"wha ini…ahlinya ~ ~ ~."* This situation is like friends talk rather than strangers because @byputy seems to know @fajrikautsar well.

Data 2

@dindajou BAKWAN FTW!#teambakwansepenuhhati	(Statement)
@byputy YASSSHHH..	(Acknowledgement)
WALAU AKU KALO DIKASIH CHEESECAKE GA NOLAK SIH	(Statement)

The context is @byputy posted about the list of her favorite activities. The activities are cuddling with her son, reading good books, watching romantic comedy, and eating *'fried snack'*. @byputy translated *'gorengan'* into 'fried snacks,' unfamiliar name for Indonesian people. It attracted many comments from her followers. In this situation, @dindajou initiated the exchange. She chooses to give initiation in the exchange. The commodity that is exchanging here is information. In the initiation, the use of abbreviation found, FTW means 'For The WiN' that has same meaning with 'This is the best'. This abbreviation indicates the informal relation between the micro-influencer and follower. Some characteristics of informal tenor also reveal here such as attitudinal and colloquial lexis. The power between the participants is equal and strong attitude is also expressed very openly. The typical mood choices in this exchange indicate informal language. The initiation is statement with typical mood clause is declarative mood and the respond is acknowledgement with the typical mood clause is elliptical declarative mood *"YASSSHHH."* After giving the acknowledgement, @byputy continues giving another statement to give information. In declarative, speakers/writers intend to express information to the addressee. Declaratives with modulation that indicate the participants' authoritative position are not found here. It means the power of micro-influencer and followers is equal.

Data 3

@mrs.amy_m What lapperware nya ketinggalan?!!!	(Question-polar)
esok bekel nya pakai daun pisang sajah ya!!!	(Command)
@byputy ampun emak…untung ga sekalian disuruh jual opak	(Statement)

By imperatives, the speaker/writers demands addressee to do something. The addressee is involved in the process of exchange whether he/she approves or disapproves it. In face-to-face interaction, most of imperative response is not verbal. On the contrary, in online communication the imperative responds are written because language is not used as action to accomplish tasks indicates the typical characteristic of written language situation. The micro-influencer and follower tend to construct a high affective involvement, even though the contact between them is infrequent. In addition, @byputy uses vocative *"emak"* as a familiar way of addressing her follower. @mrs.amy_m takes demanding role in the exchange. She wrote two clauses. The first is *"What lapperware nya ketinggalan?!!!."* The speech function of this clause is question-polar with typical interrogative mood. In the second clause *"Besok bekel nya pakai daun pisang sajah ya!!!.,"* the follower still initiates by

demanding information as the commodity of the exchange. Imperative is used as the typical mood to respond the initiation.

Data 4

@phiamardiana Diborong kaaak borooong   (Command)

@byputy tanggal tua sister   (Refusal)

The relationship seems close when the follower addressing "*kaaak*" and it is responded by @byputy by a vocative too. When vocative use is reciprocal, it indicates the power between the participants is equal and shows high affective involvement is trying to be constructed here. The speech role @phiamardiana takes is demanding by initiating a command with the clause type is imperative. Imperative is a typical mood clause of command. The commodity exchanging here is goods. The initiation is responded by a confronting respond. The speech function of that confronting respond is refusal with the clause type is minor clause. The refusal reveals the level of affective involvement is high. When the affect is high; the interaction is characterized by controversy and disagreement.

4. Conclusion

The interaction between the micro-influencer and followers demonstrates how interpersonal meaning is realized. The analysis, description, and context interpretation of situation of the interaction have been conducted. The findings of this study reveal the participants' intimacy. Mood system on clauses as exchange realizes how meaning is created and maintained in social relations. Both of the micro-influencer and followers express their roles and attitude. They choose either to give or demand in the exchange.

The data analysis reveals the mood choices chosen by the participants reflects social distance whether they speak familiarly or distantly. Even though the micro-influencer and the followers actually have not made any contacts before, the interaction does not demonstrate formality and politeness. Each speech function analyzed involves both a speech role and commodity choice. One speech turn can consist of one or several free clauses that possibly have different speech functions. From 20 posts investigated, declarative clauses dominate in the interaction. These declaratives are direct and none of them is modulated interrogative. It implies that the participants use relatively informal language. Most of the speech functions have typical correlation with its type of mood which indicates the informal situation in the exchange. The informal situation found reflected by the use of abbreviated forms, slang, first name and nickname of the addressee and typical mood choices. Both of the micro-influencer and followers use language to establish and maintain social relations.

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Keboan Aliyan Festival: Commodification of Rituals as Tourism Attraction

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Abstract

In the last ten years, the government strategy in commodification rituals into festivals has exciting the tourism market. One of the most spectacular festival packages in Indonesia is *Banyuwangi Festival* which summarizes more than 70 festivals each year. From 70 festivals, the *Keboan Aliyan Festival* has its own attractiveness. This festival presents a traditional ritual of an agrarian society that still addresses the balance of nature.The ritual held as a symbol of gratitude for nature and its ancestors for blessing harvest. This article will explain the dynamics of ritual management in the society. As an oral tradition study, this article shows that the society of *Desa Aliyan* can make a great negotiation process with the government in an effort to preserve their traditions so that ritual can be commodified into festival without reducing the values and meanings inside.

Keywords: ritual, *Keboan*, oral tradition

1. Keboan Aliyan as A Ritual in Desa Aliyan

According to Saputra (2012) in the past, during the Puputan Bayu War (1771-1772), Blambangan was ravaged, many people move to Bali or fled to the mountains. Meanwhile, there are some people who remain silent and stay alive in the area or not (*sing*) moving to other areas which is known as *wong Using*. *Sing* actually means *not*.

The main perspective of Using is reflected in harmony. This is also reflected in the expression of their art and tradition. Using people's point of view is based on their cosmology. Using cosmology puts values and norms in maintaining, returning, and preserving nature and its ecosystem. Thus, harmony in the nature of the macrocosm and microcosm can be maintained. The harmony of cosmology is also expressed in their various rituals. Recent studies (Beatty, 2001; Saputra, 2008; Rato, 2009; Mustamar and Saputra, 2009) state that worldview of Using people is a reflection of the basic values of ritual life in *Slametan*. *Slametan* is not only a ritual expression of individual life-rites, but also a social dimension expression.

One of the rituals in the Using community is the *Keboan* ritual in Desa Aliyan. *Keboan* ritual is a ritual that is closely related to the Using agrarian community. This ritual is held every year in *Sura*. Based on the interview with Suyitno (2018), the *Keboan* ritual has been exists since the 18th century. The name *Keboan* was taken from a replica of a buffalo animal played by a group of men paraded around the village in the traditional ritual. People in Desa Aliyan believe that buffalo is blessing animal who always help farmers in plowing field.

Keboan ritual is a harvest party ritual to express gratitude to the ancestors. Suyitno (58) a head of this ritual said that the *Keboan* is a very important ritual that must be held by the people of Desa Aliyan to express their happiness and gratitude about the good yields, health, and prosperity. People in Desa Aliyan also believe that they must hold this ritual to avoid any kind of illness or refusing reinforcements. In this context, we can see the *Keboan* rituals as a communication media between people in Desa Aliyan with their ancestors. It is an expression of gratitude to God for giving blessing life through the success in farming.

In 2015, the Ministry of Education and Culture through the Yogyakarta Cultural Value Preservation Center conducted a study about *Keboan* Rituals. This study focuses on the vacuum phenomenon of Keboan Ritual in a relatively long period of time 1990-1998 and how the people of Desa Aliyan interpreted the vacuum. The vacuum occurs because of friction with religious interests. The results of the study show that when there is a vacuum, people feel lost and anxious that bad things will happen. People believe that the crop will be not good, there are many pests in field, and many people will get illness. The, they do simple *Slametan* individually to replace the *Keboan* ritual. This shows that *Keboan* ritual becomes a ritual that has the function of delivering people to certain spiritual and psychological conditions to feel satisfied in living their lives. *Keboan* rituals can be said to have a cathartic function for the community in the village.

In 1999 this ritual people in Desa Aliyan feel so happy because they can held Keboan ritual again. This ritual "awakening" brings a new color to its implementation. The revival of this ritual also coincides with the new policies created by the regent of Abdullah Azwar Anas who develop various types of Using culture as Banyuwangi's identity (Anoegrajakti, 2016). This also greatly influences to the implementation of the *Keboan* ritual which is currently packaged in the form of a festival. Since 2013, *Keboan* rituals no longer function merely as a sacred ritual and are full of spiritual values, but also as a show of tourism.

2. Banyuwangi Festival

In the last ten years, Banyuwangi become a public spotlight because of its very rapid cultural tourism development. In 2016 Banyuwangi won an award from the United Nations World Tourism Organization (UNWTO) in the "12th UNWTO Awards Forum" event in Madrid, Spain. Banyuwangi won the "UNWTO Awards for Excellence and Innovation in Tourism" award for the category "Public Policy Innovation and Governance." According to the Banyuwangi Regent Azwar Anas, during 2017-2018, the number of tourists increased fourfold from the previous year, which was 4.9 million people. In 2018, Banyuwangi also won the ASEAN level award, the ASEAN Stadart Tourism Award. The rapid development of tourism is inseparable from the policies of the Banyuwangi government in managing tradition as a tourist attraction. Through strategic policies regarding the management of local culture, Banyuwangi succeeded in stimulating its people to join in flocking to explore their culture.

Since 2011, the Banyuwangi Government has established the policy of organizing Banyuwangi Ethno Carnival (BEC) as a concrete step to introduce the arts and traditions of Banyuwangi. The themes raised in these activities are related to traditional and ritual arts. In 2011, the theme of this Carnival is Damarwulan and Gandrung, Kundaran, in 2012 is Barong Using, in 2013 is Kebo-Keboan, and 2014 Seblang. The art of tradition and ritual has been going on and lived by the people from generation to generation. BEC combine the traditional with the modern arts to attract the international world and to bring the masses in large numbers.

The large number of masses of tourist is a challenge and opportunity for entrepreneurs to provide infrastructure and facilities for transportation, lodging, culinary, souvenirs and entertainment. People in Banyuwangi are challenged to optimize their creativity in creating a deep impression to make the guests interest to return back to Banyuwangi later. Therefore, it can be estimated that through the BEC the economy is moving so rapidly. This gave rise to the passion of the Banyuwangi people to continue to develop the local culture they have.

Banyuwangi Cultural Government policy is focus on publish cultural activities in a *Banyuwangi Festival* Calendar. The calendar contains information about various cultural activities in Banyuwangi for one year. This information can be accessed by the world community. The Banyuwangi Government provides an opportunity for each village to submit a proposal containing the submission of traditional arts of each region. After being approved, the ritual will be included in the Banyuwangi Festival agenda and get access to funds from the government. In its implementation, they must be in accordance with the standard determined by the local government. Then, the ritual of Using people in Banyuwangi transformed as a cultural "storefront" as a festival which became a "spectacle" of many people. These rituals also have several changes. This also happened in Keboan ritual in Desa Aliyan.

3. From Ritual to Festival: The Dynamic Function of Ritual

Keboan rituals not only held in Desa Aliyan, but also in Desa Alas Malang. This article is only focus on ritual in Desa Aliyan. Actually, in Desa Aliyan there are two *Keboan* rituals. It held by Dusun Sukodono (West Area) and Dusuk Krajan (East Area). Although there are two rituals in one village, these two rituals include in "Festival Keboan Aliyan." Before ritual Keboan became a festival, this ritual was only witnessed by the people of Desa Aliyan itself. However, starting in 2015, this ritual has become a festival incorporated in the Banyuwangi Festival. In its implementation, of course there are many changes so that the ritual becomes more festive and entertaining.

Suyitno (in interview, 2018) also said that the beginning of this ritual was held because their ancestors, namely Buyut Wadung got wangsit to held rituals so that people would avoid from danger. Since then, the Keboan ritual has always been carried out by the local community. Local people believe this ritual serves to prevent them from danger. Suyitno (2018) also added that this ritual is a ritual that has a function to maintain the relationship between humans and nature and "bongso alus" which has helped the agricultural life. In addition, ritual Keboan can be a bond between people in Desa Aliyan.. When ritual is held, all the people take part in busying themselves to carry out the ritual in the best possible way. They serve their best for the goodness and blessing of all the villagers. Not only that, the people who migrate outside the city always go home to celebrate the ritual.

As a "tourist show," of course this ritual also develops the aspects of entertainment to attract the public to come and watch these rituals. Now, *Keboan* ritual has some additional aspects to entertain people. It is indicate that the function of *Keboan* ritual is change. There are aspects for example "Jangger"stage and also "Sonjo Bareng" with so many entertainments.

This ritual actually has adapted to religion aspects there. According to Bell (2009), ritual has a function as a social control. I was able to see that the Keboan ritual also had the same function. In the field research that I did on the Keboan ritual in September 2018 ago, there was one aspects in *Ider Bumi*, when "*the Keboan*" stopped in Mosque. The "Keboan" who has trance giving advice to the people in Desa Aliiyan to always good with the society and nature, keep the balance of environment, live in harmony, and always remembering God and also keep the religious values. People believe that this

advice is come from their ancestor whose must be obeyed. If the people in the village do not obey what their ancestral spirits say, something bad will happen to them. From this, it can be seen that the *Keboan* ritual also have function as a social control for the community in the village.

I studied *Keboan* rituals based on the collective function of the community and its impactto the community. It is supported by Finnegan statement that one way to find out the function of an oral tradition or verbal art is to see the position and role of the tradition in the community. This is also supported by Bell's opinion that to see a ritual, we need to look at the social and environmental context of the community. I came to the conclusion that the function of tradition can always change according to the circumstances of the community and how the tradition is managed. The function of tradition is not static, but dynamic and continues to develop. *Keboan* rituals which at first for the community only functioned as a need for spirituality and solidarity between people, now developed into a tradition that also has a "selling" value for tourism promotion. The *Keboan* ritual function as a tourist attraction which is now a special agenda in *Banyuwangi Festival* will also have an impact on other functions for the community, such as economic progress and the development of the village. It is not impossible, when the era continues to move, the function of this ritual will continue to develop following it.

4. Ritual Management

Many researches about *Keboan* has been done by several researcher. It is indicate that *Keboan* ritual still very attached and preserved by the community. This certainly cannot be separated from the pattern of management and retention of traditions by the people who own the tradition. Interestingly, among the studies on Keboan rituals, none of the studies have attempted to see how the pattern of management and retention of Keboan ritual traditions in Using communities so that these rituals continue to this day and can become one of the identities of the Using community.

People in Desa Aliyan can manage this ritual very well. They can wisely combine the sacred ritual with the euphoria of festival without reducing the value of this ritual. The key of this management is the spirit of togetherness of people there. They keep their tradition beyond everything because they believe that this tradition has an important value. From this fact I can conclude that the good ritual management is come from the value of ritual they believe.

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The Implementation of Storytelling Techniques in Improving Speaking Skills Elementary School Students

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Abstract. Learning to speak was one of the obstacles experienced by class III students of Madrasah in Bulukumba. These constraints can be seen from the lack of vocabulary, fluency, and understanding. Therefore, this study aims to improve students' skills in speaking through the application of storytelling techniques. The research conducted was the action research model Kemmis and McTaggart which included the stages of planning, action, observation, and reflection. Data collection is done by observation, field notes, documentation, and speaking skills tests, while data analysis is done qualitatively and quantitatively. Qualitatively the data is analyzed from the results of observations and field notes, while quantitatively the data are analyzed from the results of speaking skills tests. The results of this study indicate that during the application of storytelling techniques there was an increase in speaking skills which included: pressure, grammar, vocabulary, fluency, and understanding.The results of the acquisition of the rata value in the first cycle amounted to 65.33 and experienced an increase in the second cycle of 73.78. The increasing learning outcomes of each cycle indicates that storytelling techniques can have a positive impact on speaking learning.

Keywords: implementation storytelling; storytelling technique; speaking skills

1. Introduction

Speaking skills are one aspect of language skills taught at the elementary level. The presence of speaking learning at the elementary level is because it is considered important to be mastered by students from the ground up. Effective speaking exercises from an early age can be a skill for students to develop speaking skills to the next stage. Getting used to communication in the classroom makes students more confident to be skilled at public speaking.

As stated by Ampa [1] that to improve communication skills effectively, it can be done through good speaking practice. Another opinion expressed by Rafli & Lustyantie [2] that speaking skills is the ability of someone to express the sound of articulation or words that aim to express, express opinions, and convey thoughts, ideas, and feelings to others. This concept is in line with the opinion expressed by

Saddhono & Slamet [3] that speaking is a means to communicate ideas that are compiled, and developed according to the needs of listeners or listeners.

Based on the results of observations and interviews conducted on class III students at one madrasah school found problems in the aspects of speaking skills. These problems can be seen in the low speaking skills of students who have below standard completeness. The low value of students is caused by several obstacles in learning to speak, both in terms of the techniques used by the teacher and the ability of students who are still lacking.

Problems that appear to the teacher, namely: (1) lack of speaking opportunities given to students in the class to try to express ideas or opinions; (2) there are still many influences on the use of regional languages in the formal domain; and (3) the learning techniques used are sometimes not in accordance with the material taught, so learning to speak is less interesting. In addition, the obstacles faced by students in learning speak, namely: (1) students lack confidence to express opinions, for fear of being wrong; (2) lack of mastery of vocabulary, so students are not fluent in speaking in class, ie only one to two sentences can be expressed; and (3) lack of motivation and creativity in students.

Referring to the problems that have been formulated indicates that speaking learning can be a serious concern for the teacher. One way to overcome these problems is by applying storytelling techniques to improve students' speaking skills. Reasons for applying storytelling techniques, because this technique can help students to be skilled at speaking through storytelling activities. Storytelling can encourage students to imagine through observation and knowledge that has been gained in everyday life, both with friends, family, society, and the school environment [4]. In fact, several studies revealed that storytelling can have a positive impact on improving students' communication skills, which is evident in vocabulary mastery and understanding of story content [5] [6].

Based on the problems that have been raised, it shows that this research is important to be carried out on elementary level students. The author expects, the results of this study can be used as a reference to overcome the learning of speaking skills at elementary level students. Thus, this study aims to improve speaking skills through the application of storytelling techniques to elementary school students.

2. Literature Review

2.1 Speaking

In general speaking can be interpreted as an activity to convey ideas, thoughts, and expressions of feelings to others. Speaking is not only limited to sound pronunciation, but as a means to convey ideas that are compiled and developed according to the needs of listeners [3]. Talking activities are characterized by the involvement of two or more people called the speaker and listener. Between speakers and listeners, there is a communication process to understand each other. Each has a purpose to be achieved. The speaker aims to convey something to be interpreted or responded to by listeners, both in terms of form and meaning of speech [7]. This opinion was emphasized by Cole, Ellis, & Mason [8] that such speaking activities are often referred to as face-to-face communication. Face-to-face communication is a process that occurs collaboratively and interactively. Both information exchanges occur, to give comments or opinions to each other, sometimes interrupt, disagree, or extend the arguments said by the speaker.

The main purpose of talking is to communicate between speakers and opponents of speech. Pitoy [9] emphasizes the social function of language as a communication system that allows one to convey meaning clearly. Communication can be carried out in the form of delivering thoughts, ideas, feelings, and desires effectively through human speech tools. The speaker must be able to evaluate the effects expressed to the listener. The activity is intended so that the communication process can run effectively, so that the training process is needed to develop speaking skills [10].

2.2 Speaking Learning Barries

Various obstacles often faced by someone when they want to speak in public, such as not confident, nervous, even afraid of being criticized. As stated Gan [11] that speaking activities are considered as difficult aspects of language skills, because there is a production process in choosing the right vocabulary and grammatical structure. The concept is clarified by Ur [12] that the obstacles often faced by students when they want to speak in public include four components, namely: (1) shyness an inhibitions, which is related to a person, such as feeling embarrassed, afraid of being criticized, or afraid of saying something wrong; (2) finding things to say, namely students seem confused or unable to express language when they want to speak; (3) low participation of individuals, namely relatively little time, which does not allow all to get a part to speak; (4) L1 use, namely students tend to use first language or mother tongue when they are involved in group discussion activities.

2.3 Storytelling Technique

Storytelling can be said to be the center of the creation and dissemination of cultural values from generation to generation [13] [14]. This opinion is in line with the theory put forward by Geanellos [15] that storytelling is a past reconstruction used by someone in conveying history, culture, tradition, knowledge, and skills to the community. Storytelling activities not only display aesthetic characteristics, but are able to have implications for the world of politics [16].

Storytelling can provide experience and knowledge to students to improve their speaking skills, so students feel more confident to appear telling stories in front of the class. As Boyle [17] argues that the power of storytelling lies in the ability of the narrator to convey the experience to listeners, so that listeners can be attracted to the story being conveyed. In addition, storytelling provides opportunities for children to improve language and reasoning skills [18].

Storytelling activities in the learning process have an important role in the development of students psychologically through the disclosure of motivation and the character of the story expressed [19]. Storytelling is seen as a way for teachers to implement their knowledge and understanding in the world of education [20]. In addition, the delivery of experience can provide new knowledge to students [21].

3. Research Methods

3.1 Research Design

This study uses action research methods. Baumfield, Hall, & Wall [22] state that action research is a continuous series of learning to build and develop experiences with learning practices. The design of the action in this study used the Kemmis and McTaggart model which included cycles, which included: planning, action, observation, and reflection. This action research was carried out in one of the madrassas in Bulukumba Regency, with the research subjects being Indonesian language subject

teachers and third grade students. The choice of location and subject in this study is based on: (1) the school requires innovation in the learning process and (2) according to the curriculum in class III about speaking material.

2.3 Data Collection Technique

Data collection techniques in this study were observation, field notes, and tests. Observation is used to observe the activities of students and teachers during the application of storytelling techniques in learning to speak. Field notes are used to observe all the processes that occur during the research activities carried out. Furthermore, the test is used to determine the success of learning at the end of each cycle by conducting speaking skills assessments. Assessment of speaking skills includes several aspects, namely: pressure, grammar, vocabulary, fluency, and comprehension [23].

2.4 Data Analysis Technique

There are two data analysis techniques in this study, namely qualitatively and quantitatively. Qualitatively, the data are analyzed from the results of observations and field notes, while quantitatively, the data are analyzed from the results of tests conducted at the end of each cycle. Furthermore, after the stages of data analysis, the indicators of success in this study were determined, namely the average student learning outcomes obtained a value of ≥ 70 in accordance with the minimum limit of Indonesian language subjects at the school.

4. Result and Discussion

This research was conducted in two cycles, each cycle covering the stages of planning, action, observation, and reflection.

4.1 Cycle 1

Action: The results of observations in cycle 1 show that learning activities begin with apperception and delivery of material, then students are assigned to read stories entitled *Kancil dan Kerbau*. After that, students are assigned to identify the contents of the story by mentioning the title, theme, character, plot, message, and making a summary of the story. Next, students are assigned to deliver the results of identification and story summaries. The results of the observation showed that some students still seemed embarrassed and hesitant to give answers. However, some students also seemed brave enough to submit answers and story summaries, although they still seemed stiff. In addition, the results of the observations also showed that students seemed enthusiastic about learning to speak, because they were interested in storytelling techniques.

Reflection: The results of reflection on cycle 1 concluded that learning had not been carried out optimally. Some problems are faced, such as the lack of opportunities given by students to ask questions that are not understood, teachers still lack an approach to students who are not focused, and some students still seem hesitant and afraid to give answers. In addition, students still seem to have difficulty conveying the contents of the story, because vocabulary is still lacking in comprehension, so the activity of storytelling is not smooth. This research was continued to cycle 2, because there were still some obstacles that had to be corrected to improve students' skills in speaking learning.

The results of the speaking skills test in cycle 1 obtained an average value of 65.33, a maximum value of 76, and a minimum of 48. Furthermore, the results of the achievement of speaking skills in class III students can be seen in the following table.

Table 1. Frequency Distribution of the Value of Speaking Skills During the Cycle 1 Test

Number	Value interval	The number of students	Percentage (%)
1.	40-49	1	5.6
2.	50-59	4	22.2
3.	60-69	3	16.6
4.	70-79	10	55.5
5.	80-89	-	-
Total		18	100%

Based on the results of the implementation of cycle 1 tests, according to the frequency distribution data in Table 1 shows that students who achieve mastery scores or who get a value of ≥ 70 as many as 10 students with a percentage of 55.5%, while students who achieve incomplete scores as many as 8 people with percentage of 44.4%. The low level of students' speaking skills is due to a lack of mastery of grammar, vocabulary, and fluency. In addition, some students still look afraid, doubtful, and lack confidence in telling stories, so the process of delivering stories is not smooth. The following is an explanation of research findings on aspects of the assessment of speaking skills that include: pressure, grammar, vocabulary, fluency, and comprehension.

4.1.1 Pressure

The results of the assessment on the aspects of pressure show that when students tell stories there are still many mistakes in the pronunciation of words and sentences, such as there is no intonation that matches the story's content. Words that are not emphasized when telling stories, like *wah* words, this word is an expression uttered by a mouse deer when accepting the invitation of a buffalo. Students only say in a flat voice without any pressure as happy and happy tones, because deer accepts a lunch invitation from buffalo.

Furthermore, there are still some phrases and sentences that do not experience emphasis when students convey stories, including, *istriku apa yang terjadi?, celaka suamiku, ha..ha..ha.. Aku mencium bau kalian kerbau-kerbau muda!, Kancil menggeram dengan keras, Huahhhhaammm!! Siapa yang berani masuk ke wilayah berburuku? Seru kancil.* One of the causes of the absence of emphasis when conveying the contents of the story, because students have not mastered the contents of the story properly.

4.1.2 Grammar

Assessments of grammar relating to the use of language and the accuracy of the structure are pronounced correctly. The results of the assessment on grammar indicate that the choice of words and sequences of sentences used when telling stories are still many that are unclear, unattractive, not even communicative. This causes the storytelling process to be monotonous and less interesting to hear. Students experience difficulties in grammar, because they have not been able to distinguish several aspects of the use of words or sentences, such as the use of question sentences or exclamations. In addition, storytelling activities carried out by students also experience constraints on punctuation, students sometimes only tell stories continuously without pausing.

4.1.3 Vocabulary

Assessment of vocabulary is related to the selection of words that fit the context of the sentence. The results of the assessment on the vocabulary show that there are still some errors in the pronunciation of words that are not in accordance with the context of the story delivered. In addition, mastery of vocabulary that is still very limited causes students to be unable to convey stories in a structured manner.

4.1.4 Fluency

Assessment of fluency is related to the ability of students to express something without any doubt or without repetition of words and sentences. The results of the assessment indicate that there are still several repetitions of words and sentences at the beginning of the story. In addition, when students tell stories, sometimes students stop and it is very difficult to continue the story, because there is still a lack of vocabulary and still look nervous. Repetition of words or phrases sometimes occurs at the beginning of the story and the core part of the story, so the storytelling process is not able to be completed. The story is conveyed only in the opening and content sections.

4.1.5 Comprehension

Assessment of comprehension includes the ability of students to understand the meaning of words or sentences expressed when conveying the contents of the story. The results of the assessment on comprehension show that as a whole students have been able to understand the theme of the story delivered. In addition, students are able to understand the moral message and social values contained in the content of the story.

4.2   Cycle 2

Action: The results of observations in cycle 2 show that learning activities begin with apperception and delivery of material, then read a fairy tale entitled *Putri Tandimpalik*. Next, students are assigned to identify the contents of the story, make summaries, and practice conveying the contents of the story. In the learning activities, students seemed to be seriously participating in group discussions, but there were still students who were seen playing. As for the results of group presentations, it appears that overall each group has been able to provide answers. This shows that students are quite enthusiastic about participating in learning activities.

Reflection: The results of reflection on cycle 2 concluded that learning had been done well. Although there are still students who seem to play, but the teacher is able to divert the attention of students to stay focused on learning. The results of the observations also showed that the level of self-confidence of students increased when they appeared telling stories in front of the class. These aspects are seen from the increasing assessment that includes vocabulary mastery, grammar, emphasis, fluency, and understanding.

The results of the speaking skills test through the implementation of storytelling techniques in cycle 2 obtained an average value of 73.78, a maximum value of 84, and a minimum of 60. Furthermore, the results of the achievement of students' speaking skills are shown in the following table.

Table 2. Frequency Distribution of the Value of Speaking Skills on the Implementation of Cycle 2 Tests

Number	Value interval	The number of students	Percentage (%)
1.	40-49	-	-
2.	50-59	-	-
3.	60-69	3	16.7
4.	70-79	12	66.6
5.	80-89	3	16.7
	Total	18	100%

Based on the results of the cycle 2 test, according to the frequency distribution data in Table 2 shows that students who achieved mastery scores or who obtained a value of ≥ 70 were 15 people with a percentage of 83.3%, while students who achieved incomplete scores were 3 people with a percentage of 16, 7%. The increase in students' speaking skills, because they have shown confidence in telling stories. In addition, the aspects of grammar, vocabulary, fluency, and comprehension seemed to be mastered by students when they appeared telling stories. Some students who have not met the standards of completeness are caused by being still afraid, hesitant, and lacking in confidence to convey the contents of the story, so the speaking process is not smooth. It was concluded that the results of the implementation of the second cycle test on learning to speak through the application of storytelling techniques had increased, so this study ended in cycle 2. The following is the explanation of research findings in cycle 2 about aspects of assessment of speaking skills which include: pressure, grammar, vocabulary, fluency, and comprehension.

4.2.1 Pressure

The results of the assessment on the aspect of pressure have increased, although there are still some mistakes, because some words and sentences uttered by students have not been able to be emphasized properly. The increase that occurs in the aspect of pressure shows that students are able to provide intonation of words that are in accordance with the contents of the story. In addition, mastery of the story is quite good, can help students in the process of telling. Such as emphasizing words or sentences that can build storytelling activities to be more interesting to listen to.

4.2.2 Grammar

The grammar assessment also experienced a slight increase, because some students were able to compose sentences to convey the contents of the story. The difficulties that are still experienced by students when speaking, because they have not been able to master the aspects of using words or sentences effectively, such as the use of question sentences or exclamations. The error is seen when students only convey stories, without any pauses or tones that match the context of the story.

4.2.3 Vocabulary

The results of the assessment on the vocabulary aspects showed an increase from the previous cycle. This increase can be seen from the ability of students to master some vocabulary, so that the story line delivered can be structured. However, from the results of observations also found some vocabulary that is difficult to say by students. This is because the vocabulary is not familiar to students, so it is quite difficult to pronounce it.

4.2.4 Fluency

The results of the implementation of storytelling on aspects of fluency in speaking showed a fairly good improvement. There is an increase in fluency in speaking, because students are enthusiastic

enough to take part in the storytelling exercise. Repetition of words, phrases, and sentences has decreased from the previous cycle. Students seem confident in telling stories in front of the class, so the story can be finished to the end.

4.2.5 Comprehension

The fifth aspect of the assessment relates to comprehension. The aspect of comprehension speaking includes the meaning of words or sentences expressed when conveying the contents of the story. The results of the assessment on aspects of comprehension show that overall students have understood the story well. The results of the interview revealed that students understood the moral and social values contained in the content of the story.

5. Conclusion

In accordance with the findings of this study, it was concluded that this study showed good results, because it was proven that after applying the storytelling technique students' skills in speaking could increase. These results appear in the research data that shows the occurrence of changes in terms of processes and learning outcomes. In terms of the process after taking action until the second cycle, it appears that the learning activities are carried out well, because on average students show an enthusiastic attitude in participating in learning activities. In addition, these results are also marked by the students' ability to aspects of pressure, grammar, vocabulary, fluency, and understanding of the content of the stories delivered.

The results of speaking skills start from the results of the implementation of the cycle 1 test until the results of cycle 2 tests have increased. As seen in the data, it shows that the implementation of the first cycle test obtained the percentage of completeness of only 55.5% and in the second cycle it increased with the percentage level reaching 83.3%. Thus, it is concluded that this study can be said to be successful.

Acknowledgements

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Inheritance in Harmonizing Society from Old Generation to Young Generation through River Culture in Banjarmasin City

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Abstract. This study aims to "Inheritance in the Development of Harmonization of Communities from Old Generation to Young Generation through River Culture in Banjarmasin City." For the people of Banjarmasin, the river is not just a source of water, but also as a orientation of life and identity. Therefore there is a need for cultural preservation as well as river culture in Banjarmasin City. So that it can give birth to a harmonious society. The research conducted aims to obtain an overview of the way inheritance is in the development of harmonization of society from the older generation to the younger generation through river culture in the city of Banjarmasin. This study uses a qualitative approach through descriptive phenomenological study methods. Data collection is done through interview techniques, observation, documentation, and literature studies. The results of this study found the following: (1) The preservation of river culture in Banjarmasin City is not only marked by community activities carried out in rivers, but also marked by settlements on the banks of rivers, such as residential areas, places of worship, floating markets, siring, museums and other places on the banks and river banks; (2) Finding national identity through *social culture* with habits that can be inherited by the older generation to the younger generation (posterity) is done informally through activities that exist in the community, so that indirect learning occurs on the banks of the river so that there is no setback and the creation of harmony in an area that must be preserved through river culture.

Keywords: Harmonization, River Culture, Nation Identity Inheritance, and Social Culture.

1. Introduction

The Indonesian people are a nation that has a variety of differences and become wealth for the people of Indonesia. Looking at the diverse history of the Indonesian people, our nation has a common goal to live together in a house called the Unitary State of the Republic of Indonesia. Multicultural countries based on ethnicity, religion, language and culture. Multiculturalism not only requires mutual life based on tolerance, tolerance and harmony, but also respect, respect for interfaith, ethnicity and intercultural values in fostering a society that is full of peace, tranquility and love.

The diversity of society at this time must be based on unity and unity amid the differences that exist to avoid conflict. All pluralism is the wealth of the Indonesian people, because every culture has

values in PKn as a study of education that focuses on developing intelligent, democratic and religious citizens and having multi-dimensional characteristics, which needs to be seen in three population.

The Indonesian people have a pluralistic society because there are many islands. Both large islands and small islands. This can develop a culture. According to EB Tylor in (Ranjabar, 2006, p. 21) Culture is a complex matter that includes knowledge, beliefs, arts, morals, laws, customs, and other abilities and habits acquired by humans as members of society. In other words, culture encompasses everything that is acquired or learned by humans as members of society. Culture consists of everything that is learned by normative patterns of behavior, meaning that it covers all ways or patterns of thinking, feeling and acting so that it can preserve the culture of the region.

The culture of each region must be preserved so that people know the local culture and preserve the culture in their area because it is the obligation of the community so that local culture is maintained. Each region has a different culture. Therefore there is a need for cultural preservation, one of which is the river culture in the city of Banjarmasin not only marked by community activities carried out in rivers, but also marked by the existence of settlements on the banks of the river, such as residential areas, places of worship, floating markets, siring, museums and other places on the banks of rivers. People live and depend on the existence of the river. It is not wrong if the city of Banjarmasin was dubbed the "city of a thousand rivers" because the river as an important means for the survival of its people. This is not excessive because there are indeed many rivers so that it cannot be denied that Banjarmasin has a river culture. River culture in Banjarmasin is a product of their flexibility, life experience and adaptation to life on the periphery or along the riverbanks.

According to Ariwibowo (2005, p. 47) the river becomes a meaningful word. In it contained the philosophy of life of the Banjar so that the creation of social terms related to the river, one of which, is *Kayuh Baimbai* which became the motto of the city of Banjarmasin. For the people of Banjarmasin, the river is not just a source of water, but also as a orientation of life and identity. Likewise about the river as an identity. Specifically, "*Civic Culture* is a culture that sustains citizenship which contains a set of ideas that can be realized effectively in the representation of culture for the purpose of forming citizen identities" (Winataputra and Budimansyah, 2012, p. 233). The river as a self-identity is reflected by mentioning settlements with the name of the river that passes in its area, such as the Kuin village, the Baru River, Bilu River, Jingah River, Lulut River, Pekapuran River and there are still many small rivers that cannot be mentioned one by one. Even in the Banjar community directions are given in accordance with the direction of the river flow or its position towards the river, for example theRiver *Upper* and there is another direction of the coast that is intended towards the *Land Direction and the Sea Direction is* intended towards the river.

The river is said to be the orientation of life because many daily activities are carried out in the river, not only bathing, washing, fishing, children's playgrounds, but also as a transportation route and place of trade for the people of Banjarmasin. There are noble values that emerge from people's lives so that they can be internalized in trading activities on floating markets. Floating markets that are identical to this river show that the people live and depend on the existence of the river. Epistemologically based citizenship education according to Numan Soemantri (2001, p. 27) is "*Synthetic Discipline*" or according to the Hartoonian (In Sapriya, 2010, p. 46) as "*Integrated Knowledge System*," or proposed by Hahn and Torney Purta: 1999, 2001) as a *Cross Disciplinary Study* or the term Derricot and Cogan (1998) as "multi-dimensional education." In line with the opinion of Budimansyah and Suryadi (2008, p. 201) that *Civic*

Culture is an institutionalized attitude and action that is built on values that emphasize the importance of citizens' right to participate in making decisions related to various aspects of public interest.

2. Method

The method used in this research is descriptive phenomenology method is concern for "meaning." This approach is essentially carried out on the condition of natural research sites, using various methods to interpret phenomena that occur by interacting closely with the subject of research without any limitation. (Denzim & Lincoln in Setyosari, 2012, p. 39). Phenomenology explains the phenomenon and its meaning for individuals by conducting interviews on a number of individuals. This finding was then related to the philosophical principles of phenomenology. The study concludes with the essence of meaning (Creswell, 1998, p. 40). Phenomenology explains the structure of consciousness in human experience. From the results of research data obtained in the form of information from observations in the form of phenomena, words or sentences and activities and actions of the people who become informants. Data and information were collected through in-depth interviews with informants, conducting community participant observations, community leaders, local government in Banjarmasin and documentation studies. Theof the river's culture from the old generation to the generation existence younger that must be maintained and must always be preserved, given the ever increasing intensity of modernization from the research that the local community and the floating market swords, community leaders, local governments play a role in inheritance in the harmonization of the old generation in the younger generation through river culture in the city of Banjarmasin.

3. Discussion

(1) Preservation of River Culture in Banjarmasin City

Preservation of river culture is not only marked by community activities carried out in rivers, but also marked by settlements on the banks of rivers, such as residential areas, places of worship, floating markets, siring museums and other places on the banks and river banks.

The river is said to be the orientation of life because many daily activities are carried out in the river, not only bathing, washing, fishing, children's playgrounds, but also as a transportation route and place of trade for the people of Banjarmasin. There are noble values that emerge from people's lives so that they can be internalized in trading activities on floating markets.

Floating markets that are identical to this river show that the people live and depend on the existence of the river. The culture of each region must be preserved so that people know the local culture and preserve the culture in their area because it is the obligation of the community so that local culture is maintained. Every region has different cultures. Therefore there is a need for cultural preservation, one of which is the river culture in the city of Banjarmasin not only marked by community activities carried out in rivers, but also marked by the existence of settlements on the banks of the river, such as residential areas, places of worship, floating markets, siring, museums, and other places on river banks.

(2) Finding National Identity through Social Culture

The habits that can be inherited from the older generation to the younger generation (children and grandchildren) are carried out informally through activities in the community, so that indirect learning occurs on the banks of the river so it does not setbacks and the creation of harmony in an area that

must be preserved through river culture. Floating markets that are identical to this river show that the people live and depend on the existence of the river. The values that can be internalized within the community through river culture that occur in this floating market are:

a. Values that can be internalized in it are selling with mutual respect, respect, which is based on a sense of family. The community is based on a sense of kinship, such as a high sense of love and responsibility in maintaining family values. The family attitude in Banjarmasin society is not only based on blood ties but a family attitude that has existed in the community for a long time. The personal qualities that exist in Banjarmasin society are known to love each other, love each other, share and protect each other among citizens. The diverse attitude and perspective of the Indonesian people about the aspects of life and the environment that are of strategic value in the region of the world intersection, is a unity of the territory of the country of Indonesia, by prioritizing unity and mutual respect for diversity in various aspects of national life in order to achieve national goals (Sarbaini and Akhyar, 2013, p. 252).

   Attitudes and actions that prioritize unity and national unity and interests are based on the principles of archipelago insight which include: a) the same interests, b) the same goals c) justice d) honesty e) solidarity f) cooperation g) loyalty to the agreement together (Sarbaini and Akhyar, 2013, p. 254).

b. Traditional boat transportation in the form of a Banjar boat or can be called "*Jukung*" which is still used by the community in Banjarmasin City. The natural conditions of South Kalimantan, especially Banjarmasin, include rivers, lakes, swamps, highlands, lowlands, mountains, sea beaches, and small islands. With these natural conditions, it gives a special pattern to the lives of the people in the Banjar region, both social, economic and cultural life. Nature has a very big role in the formation of the soul and culture of society. The cultural characteristics of the Banjar community, better known as river culture, have an interesting accent, judging from the objects produced by the Banjar community itself. One example is the Banjar boat. This boat is a cultural heritage from the old generation to the younger generation that must be maintained and must always be preserved, given the increasingly incessant flow of modernization which gradually began to erode the existence of these Banjar boats. The statement above is supported by Kahn (2008, in W. Gunawan, 2015, p. 126) stating that "*Ethnopedagogy specifically refers to the form of educational approaches and practices based on local wisdom.*" Ethnopedagogics specifically refers to the form of approaches and practices of education based on local wisdom. Local wisdom deserves to be the basis of education and culture. Therefore, it is necessary to have an educational approach that aims to support students in particular and the community in general, to be able to understand local wisdom in their area through ethnopedagogic approaches. Ethnopedagogic competencies are: "*In defining the guidelines for the formation of poly-cultural pedagogy training concepts in ethno-pedagogical environment (which represents the aggregate of all aspects of life, taking into consideration a place's ethnic peculiarities: the worldview of its people, their behavior, folk traditions, rites, rituals, folklore, holidays, daily living*" (Slastenin in Fahrutdinova, 2016, p. 1186).

From the above definition can be interpreted that ethnopedagogic competence is a concept of culture-based education that covers many aspects of life related to habits, traditions, rituals, folklore, religious holidays and everyday life of the people in a place. Efforts to preserve local wisdom not only show our resilience in terms of culture, but also the sustainability of culture, in the sense not to erode local cultural values by foreign cultural values.

4. Conclusions

For the people of Banjarmasin, rivers are not ha it's just a water source, but also as a life orientation and identity. The same is true of rivers as self-identities that can be inherited downward from generation to generation. There are noble values that emerge from the life of the people of Banjarmasin through the culture of the river so as to give birth to *Social Culture* that can build a harmonious society. There are noble values that emerge from people's lives so that they can be internalized in trading activities on floating markets.

Floating markets that are identical to this river show that the people live and depend on the existence of the river. The values that can be internalized within the community through river culture that occur on the banks of the river, one of which is selling with mutual respect, respect, which is based on a sense of family, mutual cooperation, using traditional boat transportation in the form of a Banjar boat often called "*Jukung*." And the selling price of goods in relatively inexpensive floating markets which are a source of income for the community, as well as the thick religious community of Banjarmasin with a majority of Islamic-minded communities. Relatively, the Banjar ethnic group, especially the city of Banjarmasin in South Kalimantan was built as a tribe that is Muslim. The majority of Banjar people are Muslim and have long been the identity of the Banjar people. Therefore tradition or art culture, customs, and life that developed in the Banjar community are strongly influenced by the values of Islamic teachings.

The knowledge and experience of the Banjar tribe community can enrich and strengthen efforts to strengthen the harmonization of society through river culture in the city of Banjarmasin. So the researchers were interested in knowing how to build a harmonized society through river culture so that they could form the *Social Cultural* community of the Banjar tribe.

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The Effect of Vocabulary Mastery on Poetry Writing Skills

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Abstract. This study aims to determine the effect of vocabulary mastery on poetry writing skills. The method used is correlational quantitative research. The population in this study was class X of SMA Negeri 2 Palopo, while the sample was 176 students. Data collection was conducted using a test instrument, and then the data obtained in this study were analyzed using SPSS. Based on the results of descriptive statistical calculations with the help of SPSS, it was found that the vocabulary mastery variable had an average value of 68.77, a standard deviation value of 5.416, a median value of 69, and a mode value of 67. From the 176 students, the lowest value was 52 as many as 1 person, with a percentage of 0.6%, while the highest value is 84 as many as 1 person with a percentage of 0.60%. Based on the results of these calculations, the level of mastery of student vocabulary is high, which is 81.86%. Furthermore, the results of data analysis and statistical calculations found the results of this study, namely, there is a correlation between mastery of vocabulary (X) on poetry writing skills (Y) which is 19.9%.

Keywords: vocabulary mastery, poetry writing, writing skills

1. Introduction

Writing is an inseparable part of the Indonesian language given with the aim that students can express their thoughts, ideas, thoughts and feelings in written language in an orderly and smooth manner. The emergence of planned writing learning is very helpful because the skills to write some of the skills are supported. Writing means organizing ideas systematically, and expressing them explicitly. Writing skills do not come automatically, but must go through training regularly. Writing is an important medium for expressing yourself personally, and finding meaning. Therefore, practice and writing practice remain an important part and are a central part of language teaching.

The skills of writing learning carried out in schools have various forms, one of which is poetry writing skills. Learning to write poetry in students is not only limited to looking at diction or choice of words, but students must be able to master the vocabulary well. The importance of writing poetry, because it is a language skill needed to improve the quality of literary learning.

Based on the results of interviews with one of the schools in Palopo, problems were found in writing poetry, such as, there was no interest, lack of ideas, and the vocabulary was still very minimal, so that students had difficulty completing the poem in full. Basically poetry writing skills have been taught, but the results achieved have not been maximized. Problem solving to optimize the achievement of the purpose of writing poetry through a process approach. The role of a teacher greatly determines the success of student writing learning. So far, the teacher still uses the method of focusing on questions and answers and assignments. Most teachers only teach poetry theory and how to write poetry, without trying to guide and direct in writing a poem. Some studies on writing poetry and vocabulary studies, including research conducted by Ozen [1] & Khatib [2] who concluded that the acquisition of vocabulary, mechanics, collaborative techniques can support one's success in learning to write poetry.

Vocabulary is the wealth of language that someone has that can be used to communicate, both verbally and in writing. Mastery of vocabulary according to the situation will foster an attitude in choosing the right words. This means that knowledge, understanding, and application are reflected in one's language skills depending on the quality and quantity of vocabulary possessed. The easier a person understands other people's thoughts, the more vocabulary they have and the more skilled they are in writing poetry. The purpose of this study is to determine the effect of vocabulary acquisition on poetry writing skills.

2. Literature Review

2.1 Vocabulary

Vocabulary refers to a lexical set including single words, compound words, and idioms (Richards & Schmidt in Pourdana [3]). Thus, vocabulary learning is defined as the process of obtaining words of pronunciation and complex meanings. Vocabulary is a wealth of languages (words) in someone who has a certain meaning and in it there are single words, complex words, and idioms. Vocabulary learning is an important process for success in language acquisition, which involves not only students, knowledge of word definitions, but also their attention to different aspects of words, such as synonyms and pronunciation [4].

Tarigan [5] suggests that mastery of vocabulary is the ability to clarify and choose (master) vocabulary, both in the presentation of sentences derived from the basic words or derived through affixes both prefixes and endings. Mastery of vocabulary includes mastery of terms, mastery of expressions, synonyms of words, abstract-concrete words, general-specific words, and includes the word assignments and acronyms. As stated by Al-Shabab [6] that in essence poetic vocabulary aims to express the concept of the environment, experience and identity of the poet. Lexical choices define the fundamental layer in which all concepts, including terminology, propositions, feelings and references. Uhlenbeck [7] argues that: 1) each language has a collection of words; 2) it is possible to determine the vocabulary of each language; 3) therefore each language is a system that is a group of elements arranged functionally, then all words are included in the linguistic system; 4) a system that collects phonematic word forms consisting of various systems in each language there is one main part system; and 5) to investigate the morpheme system an inventory must be carried out. It was concluded that vocabulary mastery is the ability of individuals to master a number of vocabulary or vocabulary in a language to be mastered by someone who can be used appropriately, both passive-receptive and actively productive mastery.

2.2   Assessment of Vocabulary Mastery

One method that can be used in implementing vocabulary tests as part of language teaching is the use of teaching material as a source of testing. By continuing to distinguish between receptive and active productive passive skills in language learning, including vocabulary mastery, vocabulary test forms that can be used: showing objects, demonstrating, giving equivalents, giving other words, giving opponents words, mentioning words, and completing sentences [8].

2.3   Poetry Writing Skills

The writing skills are complex and difficult to teach, requiring mastery not only of devices but also of conceptual and judgement elements [9]. Writing skills that are complex and difficult to teach, require mastery of grammar tools and also require other conceptual and valuation elements. Writing skills that are conveying messages to others in writing. The skills in question are not only related to the students' skill in composing and writing written symbols, but also expressing their thoughts, opinions, attitudes and feelings clearly and systematically so that they can be understood by those who receive them.

In one sence, poetry Writing requires a lot of pat.ence-perhaps more so than writing fiction or non-fiction-as more time is spent concentratingon the smaller details. With a poem you are focusing upon individual word and phrases stanzas, or even the combinatory the onthering of the lines and the stanzazs, or even the combination of ord sounds or the number of beats in a farticula line. On the one hand writing requires a lot of patience maybe more than writing fiction or non-fiction, because more time is spent concentrating on smaller details, with your poetry focusing on words and phrases or ordering from lines and stanzas, or even combinations word or number of beats in a certain line [10].

The term poetry comes from the Greek poesis, which means that creation and in English is called poetry, is one genre of literature that has the characteristics of the form of writing that is binding and different from the way of expressing other types of literature. Poetry is a form of literature that uses beautiful words and is rich in meaning. The beauty of a poem is caused by diction, majas, rima, rhythm contained in the literary work [11]. Poetry uses concise language but its meaning is very rich. The word used is a connotative word that contains a lot of interpretation and understanding.

Emzir and Saifur Rohman [12] suggest that poetry is an indirect expression, namely expressing something with another meaning. Indirect expression is caused by: a) displacing of meaning; b) distorting of meaning; and c) creating of meaning. The meaning of the meaning of poetry as a whole according to normative grammar is in accordance with the first level system. It gives meaning to poetry or literary meaning. It was concluded that poetry is a literary work created from a mind, feeling in beautiful language or beauty is the nature and characteristics, places, objects or ideas that provide experiences of perceptions of pleasure and connection between words, thus giving a solid and imaginative meaning through beautiful language and full of figures.

2.4   Assessment of Poetry Writing

Writing skills can be assessed using several assessment techniques (scoring) that have been developed by experts. Each type of scoring rubric has advantages and disadvantages, so taking into account the advantages and disadvantages can determine the type of instrument that is suitable for use. Heaton [9] suggested three ways of assessing writing skills, namely: 1) method of calculating errors; 2) analytical methods; and 3) multiple impression or valuation methods. The error counting method is applied by adding all errors in the writing. This method has its disadvantages of ignoring content and being

dishonest because certain types of errors are sometimes more serious than others. Analytical methods assess writing based on the quality of its components (fluency, grammar, vocabulary, content, and mechanics).

Brown [13] proposed three main types of approaches used in the assessment of writing skills, namely: holistic, primary trait, and analytic. Brown's holistic method tends to give one single value after the overall results of the student's writing (test takers). This holistic technique has advantages, namely: 1) rapid assessment; 2) relatively high inter-rater reliability; 3) can be applied to assess writings from various scientific disciplines. The disadvantages of this technique include: 1) not providing diagnostic information; 2) one single score represents all the components needed in writing; and 3) rather complicated in application because the assessors are trained extensively to use rating scales accurately. The primary stain assessment technique focuses more on assessing students' abilities. This type of assessment gives a score based on the effectiveness of achieving the text at one goal. In order to measure students' skills in writing poetry, it is necessary to test students. Considering writing poetry is an activity that ultimately produces a form of work in the form of poetry, the test used is an essay writing poetry test.

Argues that the study of a number of texts (complete: literary texts), which are thought to have certain relationship forms, for example to find a connection between intrinsic elements such as ideas, ideas, events, plots, characterizations, (styles) languages, and others, among the texts studied (Teeuw in Nurgiyantoro [14]**).** More specifically, it can be said that the intertext study seeks to find certain aspects that have existed in previous works in the work that appears later. essay tests are tests of thought processes that involve high level cognitive activity, demanding students' ability to apply knowledge, analyze, connect concepts, assess and solve problems.

3. Research Methods

This study uses a correlational quantitative research method with path analysis techniques. Correlational research is sometimes descriptive research, because it describes a condition that already exists. Path analysis is used to determine a number of pathways that connect one variable to another [15]. This study, the authors analyzed the relationship of variable X to Y, namely the influence of vocabulary mastery on poetry writing skills. The correlational design uses statistical correlation to describe and measure the degree or relationship of relations between variables or series of scores. The procedure used by correlational researchers is collecting quantitative data, questionnaires or interviews and analyzing statistical data to explain the issues that occur and to test research questions or hypotheses.

3.1   Population and Sampels

The population in this study were all students who attended education at SMA Negeri 2 Palopo in the 2017/2018 school year. While the affordable population is all students who are studying in class X 2017/2018. In quantitative research, the sample is a very crucial issue that can determine the validity of the results of the study. By using the formula for determining the number of samples, namely:

$$n = \frac{N}{1 + N.e^2}$$

n = Number of sample members

N = number of population members

e = error tolerance limit (level of tolerance) which is 0.05.

Based on this formula the sample selected in this study was 176 students. The sampling technique used in this study was a random sampling technique.

3.2   Research Instrument

Based on this formula the sample selected in this study was 176 students. The sampling technique used in this study was a random sampling technique.

3.3   Data Collection and Analysis Technique

The data in this study were collected by means of tests. Questionnaire is used to collect vocabulary mastery data (X) and tests are used to collect data on writing poetry skills (instrument Y). Furthermore, data analysis uses inferential analysis. Inferential analysis is used to test hypotheses using path analysis. Before the data is analyzed by path analysis, the analysis requirements are carried out first, namely by conducting a normality test and linearity test of the data. To determine the path coefficient requirements are needed such as: path analysis to recognize two types of variables, namely exogenous variables and endogenous variables. Exogenous variables are direct or indirect influences on endogenous variables. Endogenous variables are variables that can affect variaebel endogenous.

Path analysis is a development technique from multiple linear regression. This technique is used to test the size of the contribution (contribution) indicated by the path coefficient on the path diagram of the causal relationship between variables X to Y. Data will be processed with SPSS which will display several tables with summaries of calculation results and path coefficient testing. Overall test or F test, then continued by individual test or t test. The hypothesis of this study is that there is a direct effect of mastery of vocabulary (X) on poetry writing skills (Y).

To test this hypothesis using the F test with the criteria: Ho is accepted, if Fh <F table, and Ho is rejected, if Fh > F table.

The price of Fh is determined by the formula:

$$Fh = \frac{R2y.123 \, (n-k-1)k \, (1-R2y.123)}{}$$

k = number of independent variables

n = number of pairs of data (number of sample subjects)

Ftable = is determined from the distribution table F for certain ($\propto$ = 0.05) and $dk_{numerator}$= K and $dk_{denominator}$ = n-k

4. Result and Discussion

The variables in this study are grouped into two, namely exogenous variables (independent variables) and endogenous variables (dependent variables). Exogenous variables, namely vocabulary mastery (X) and endogenous variables are poetry writing skills (Y).

4.1 Vocabulary Mastery

Data obtained in the field are then processed statistically into the frequency distribution list. Based on the results of descriptive statistical calculations with the help of SPSS, it was obtained that the vocabulary mastery variable had an average value of 68.77 with a standard deviation of 5.416; median value 69; and a mode value of 67.

Furthermore, the percentage level of mastery of the vocabulary 176 samples can be calculated through a comparison of the average score of the sample per maximum score.

The percentage level of mastery of vocabulary can be calculated as below.

$$= \frac{\text{Average Score of Respondents}}{Maxsimum\ Score\ of\ Respondents} x\ 100\%$$
$$= \frac{68.77}{84} x\ 100\ \% = 81.86\%$$

Based on the results of these calculations, the level of mastery of student vocabulary is high, which is 81.86%.

4.2 Poetry Writing Skills (Y)

The results of descriptive statistical calculations with the help of SPSS obtained that the variable poetry writing skills have an average value of 83.16 with a standard deviation value of 6.073; median value 83; and a mode value of 81.

Furthermore, the percentage of 176 sample poetry writing skills can be calculated through a comparison of the average sample score per maximum score.

The percentage of poetry writing skills can be calculated as below.

$$= \frac{\text{Average Score of Respondents}}{Maxsimum\ Score\ of\ Respondents} x\ 100\%$$

$$= \frac{83.16}{98} x\ 100\ \% = 84.85\%$$

Based on the results of these calculations, the level of students' poetry writing skills is high, amounting to 84.85%.

4.3 Testing Requirements Analysis

The use of parametric statistics works with the assumption that the data for each research variable to be analyzed forms a normal distribution. The process of testing the requirements of analysis in this study is a requirement that must be fulfilled so that the use of regression techniques that are included in the group of parametric statistics can be applied for the purposes of hypothesis testing.

Terms of path analysis are estimates of exogenous variables on endogenous variables that are linear, thus the requirements that apply to regression analysis automatically apply to the requirements of path analysis. The requirements that must be met in path analysis are that the research sample comes from a population that is normally distributed and the relationship between the variables in the model must be significant and linear. Thus, before testing the model, a test of the two requirements in the path analysis is carried out first. The test of the analysis performed is the normality test, linearity test, and significance of the regression coefficient.

The calculation and analysis of each normality test and linearity test and the significance of the regression coefficients are described as follows.

4.3.1 Normality Test

The results of the testing of the research instrument are used to draw the conclusion that the population observed is normally distributed or not. For the Kolmogorov-Smirnov Z test. In this test first the error (sample) is arranged according to the order of values, then the default number (Zi), the frequency S (Zi), and the lowest frequency F (Zi) then the lowest frequency difference is determined and the real frequency for each error value. The absolute maximum price of the difference is referred to as t_{count}. The value of t count is then compared with t_{table} for the real level α = 0.05. Proposed hypothesis as follows:

Ho: Data is normally distributed, if the value of t_{count} ≤ the value of t_{table}.

Data Normality: Hi: Data is not normally distributed, if the value is $t_{count} > t_{table}$

From the calculation of the normality test of poetry writing skills (Y) on vocabulary mastery (X) obtained Kolmogorov-Smirnov Z value = 0.929, where the significance value is equal to 0.353 this value is greater than α = 0.05. then the regression estimate Y over X is declared normal.

4.3.2 Linearity Test and Significance of Poetry Writing Skills Regression Coefficient (Y) on Vocabulary Mastery (X)

The calculation data for the preparation of the regression equation model between poetry writing skills and vocabulary mastery obtained a regression constant a = 12,559 and a regression coefficient b = 1,027. Thus the relationship of a simple linear regression equation model is $\hat{Y}_y$ = 12,559 + 1,027X. Before the regression equation model is further analyzed and used to draw conclusions, first test the significance and linearity of the regression equation. The results of the calculation of significance and linearity tests are arranged in the ANAVA table as in the following table.

Table 1. ANOVA for Linearity Test and Significance of the Regression Coefficient in the Equation $\hat{Y}_y$ = 12,559 + 1,027X

			Sum of Squares	Df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	5640.146	29	194.488	34.824	.000
		Linearity	5411.444	1	5411.444	968.937	.000
		Deviation from Linearity	228.701	28	8.168	1.462	.078
	Within Groups		815.400	146	5.585		
	Total		6455.545	175			

Based on the table, on the line Deviation from Linearity the value of F = 1.462 with a significance value of 0.078 is greater than the value of α = 0.05, then the distribution of estimated points forming linear lines can be accepted.

4.4 Model Testing

4.4.1 Correlation Coefficient Calculation

From the results of the analysis and the calculation process carried out, the results of the calculation of the correlation between vocabulary mastery (X) and poetry writing skills (Y) amounted to 0.916. That is, there is a relationship between vocabulary mastery and poetry writing skills.

4.4.2 Matrix of Inter-variable Structural Relations Model

Calculate the value of t_{count} on the path coefficient to determine the significance of the effect given by each independent variable on the dependent variable. A summary of the structural relations model between variables can be presented in the path diagram as follows:

```
┌─────────────────┐        ┌─────────┐        ┌─────────────────┐
│  X (Vocabulary  │  0,199 │         │───────▶│  Y (Poetry Writing│
│    Mastery)     │────────│         │        │      Skills)     │
└─────────────────┘        └─────────┘        └─────────────────┘
```
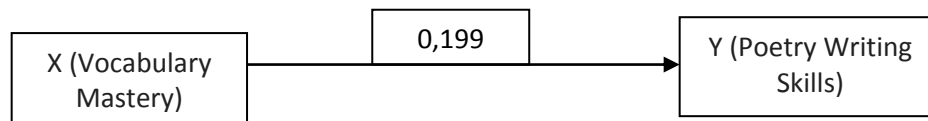
Picture of the structural relationship model between variables

The results of the correlation coefficient use the SPSS results as in the following table. *Calculation of structural model path coefficients.* Calculation of structural model path coefficients is based on the value of the correlation coefficient.

Table 2. Summary of Path Coefficient Value

Path	Path coefficient	T_{count}	t_{table}		Coefficient
			0,05	0,01	
1	ρy1	5,112	1,654	2,348	Very significant

The table above shows that paths have very significant coefficients, namely path py1 has a significant coefficient. Thus, because the path shows a coefficient, a modified structural model is not needed. So, the existing structural model is appropriate. The path coefficient appears that pY1 = 0.199; t_0 = 5.112, p-value 0.000/2 = 0,000 < 0.05, or H_0 is rejected, which means there is an influence of vocabulary mastery (X) on poetry writing skills (Y).

4.5   Hypothesis Testing

The results obtained after conducting a model analysis are used as a basis in answering hypotheses and drawing conclusions in this study. An explanation of the answers to these hypotheses can be described as below.

Mastery of vocabulary (X) has a direct positive effect on poetry writing skills (Y).

$H_{O:}$ βy1 ≤ 0

$H_{i:}$ βy1 > 0

H_O rejected, if $t_{count} > t_{tabel}$

The results of the calculation of path analysis, a direct positive effect of mastery of vocabulary (X) on poetry writing skills (Y), path coefficient value of 0.199; t0 = 5.112, p-value 0.000/2 = 0,000 <0.05, or H_0 is rejected, which means that there is an influence of mastery of vocabulary (X) on poetry writing skills (Y).

The results of the first hypothesis analysis provide findings that vocabulary mastery has a direct positive effect on poetry writing skills. Thus, it can be concluded that poetry writing skills are positively influenced directly by vocabulary mastery. Increased mastery of vocabulary will affect the increase in poetry writing skills by 19.9%.

5. Conclusion

Based on the results of the study, hypothesis testing, and discussion, the findings from the results of this study can be concluded that vocabulary mastery has a direct positive effect on students' poetry writing

skills, with the path coefficient value of 0.856 and the amount of direct influence 0.199. Thus, mastery of vocabulary significantly influences the quality of students' poetry writing skills. The higher the students' vocabulary mastery, the better the quality of poetry writing skills.

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Analysis of Spiritual Attitudes and Social Attitudes in the High School Civic Education Text Book Curriculum 2013

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ABSTRACT

This study generally aims to describe and analyze in depth the content of spiritual attitudes and social attitudes contained in government-made textbooks (BSE) which are currently used in schooling, especially in high school level. As we know in the curriculum 2013 the textbook must contain 4 competencies that students will be expected to have, these competencies are Spiritual Attitudes, Social Attitudes, Knowledge, and Skills. Civic education subjects are one of the two subjects responsible for the attitude or character that must be possessed by students, therefore the authors assume that it is important that there is a charge of spiritual attitudes and social attitudes contained in the textbook. The method used in this study is descriptive method with observations of the contents of the textbook and the role of textbooks in the learning process, especially the civic education subjects, and the approach used is qualitative research which aims to obtain the results of in-depth analysis of the issues discussed. The results of the discussion that I got are: 1) Lack of content of spiritual attitudes and social attitudes in government-made textbooks (BSE) used by high school students. 2) Because of the importance of spiritual attitudes and social attitudes that are taught to students, teacher creativity is needed to cover the shortcomings of the textbook so that the goal of teaching attitude competencies can be carried out even though there are shortcomings in the learning resources used.

Key Words: Spiritual Attitudes, Social Attitudes, Text Book, Civic Education, Curriculum 2013.

1. Introduction

Education is considered as an aspect that has an important role in shaping the generation of the nation so as not to lose the grip of tradition and culture in accordance with the philosophy of the Indonesian nation. Therefore the most strategic instrument in developing human life in a better direction is through improving the quality of education which is used as a national development discourse. Education is a manifestation of dynamic human culture. Therefore, changes in the field of education are things that are supposed to happen in line with changes in the culture of life. The mission of the world of education is

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to give birth to future generations who have high intellectuality and create civilizations with strong character.[3]

In line with what was stated above, in Law Number 20 of 2003 concerning the National Education System Chapter II article 3 describes the functions and objectives of national education that we can interpret that education does not only form intelligent people but has personality (character) so that will be born a generation of nations that grow and develop with characters that breathe the noble values of the nation and religion. Then reaffirmed in the appendix of Law Number 17 of 2007 concerning the 2005-2025 National Long Term Plan stating that efforts to build human quality remain an important concern. The development of Indonesian national identity, such as respect for the values of culture and language, the value of social solidarity, kinship, and a sense of love for the homeland are felt to fade away. This is due to the lack of optimal efforts to shape the character of the nation, the lack of exemplary leaders, the weak compliance with the law, the rapid absorption of negative global cultures, and the inability to absorb global culture that is more in line with national character, and the inequality of social and economic conditions. Coupled with the coverage of both print and electronic media that is not educational, it is suspected that it has a negative influence on character development and the achievement of student learning outcomes. On this basis character education should be used as an effort to internalize commendable attitudes and behaviors in accordance with norms that can be used as plus character education which involves knowledge, feelings and actions.

Based on the results of research conducted by the Kita and Buah Hati Foundation in 2010 as reported by detik.com online news in 2013, 67% of the 2,818 students in grades 4.5 and 6 in the Jabodetabek area claimed to have accessed pornographic information. The proportion of this number is 24% claiming to see pornography through comic media, 22% through the internet, 17% through games, 12% through films, and 6% through cellphones. April 2013, as many as 5 elementary school students in Gowa, South Sulawesi had the heart to rape their own friends because they were inspired by pornographic films. In May 2013 a female student from one of the elementary schools in Medan who was still in class 1 became the victim of rape of 3 of her friends who were also still in elementary school.[4]

The results of education in schools are currently only able to produce people who lack self-awareness including spiritual attitudes and social attitudes, and are unable to communicate flexibly with the learning environment and social life of the community. This does not seem excessive if the Indonesian nation has been described as a nation that has experienced a decline in the quality of national character. Although this assumption is not always true, on the other hand it seems necessary to recognize that our character to date is still merely delivering students to understand a concept while at the application level it has not been fully emphasized. As Tilaar pointed out, that the implementation of national character education in schools lacks space for the growth of student character values as an effort to strengthen identity in preparing the nation's generation towards the success of Indonesian Gold in 2045.[5]

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Noting some of the reasons above, the development of character values in students includes: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, achievement, friendship/communicative, love peace, love to read, care for the environment, care for the social, and responsibility.[6] Efforts to realize these character values can be carried out through learning in each field of study in schools with the life processes of the nation both in the family environment, at school and in the community. Of course such learning and learning processes require the presence of educators or teachers who can facilitate and adopt all the values of the national character that will be built. This is in line with the nature of Curriculum 2013, which has mostly been implemented in schools throughout Indonesia, especially in Bandung City.

In connection with the curriculum, Nasution argued that "The curriculum is a plan that is prepared to facilitate the teaching and learning process under the guidance and responsibility of schools or educational institutions and their staff.[7]" The curriculum is used as a guide for the implementation of a directed, systematic learning process, where in the curriculum there are components that influence the writing of textbooks. The current curriculum is the 2013 curriculum, the 2013 curriculum is a competency-based curriculum. The difference in the 2013 curriculum with the previous curriculum can be seen from the addition of competencies in spiritual attitudes and social attitudes, in addition to skills and knowledge competencies. The four competencies in the 2013 curriculum were developed both in indicators, materials, and evaluation of learning. The 2013 curriculum emphasizes the achievement of holistic, social, skills and knowledge competencies in a holistic manner. This is because the purpose of the 2013 curriculum is related to the creation of citizens with character.

Speaking of attitude competencies, attitude competence is related to character education. Setyawan & Mustadi stated that character education should be done early. The realization is through education in schooling.[8] Character education is considered as an effort to instill good habits so students behave and act on values that have become their personality. Planting character values must be compulsorily contained in the textbook used by teachers and students, one of them.

Changes from the KTSP curriculum to the 2013 curriculum were accompanied by the replacement of the textbooks used. The change is adjusted to the approach, objectives, and characteristics of students. When teaching and learning activities in schools take place, textbooks become the main reference or become additional books for teachers and students. In this case the teacher needs to understand the curriculum in making syllabus. Through the syllabus the teacher can determine the learning method, look for materials that are in accordance with the competencies to be achieved. The teacher refers to the syllabus to determine the presentation of materials in accordance with the development of students. The textbook needs to be guided by the basis of the preparation of the curriculum so that the textbook can be accounted for.[9]

In relation to textbooks, Safdar argues that "textbooks are basic and complementary to teacher learning in the teaching and learning process. Textbooks become the basis and support for classroom

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learning activities.[10]" That way the book that is used both for students and teachers must be clear both related to information, concepts and developing abilities so that students can understand it in mastering certain competencies and supporting learning activities in the classroom.

Furthermore, Tarigan & Tarigan argue that textbooks are textbooks in certain fields of study which are standard books, compiled by experts in the field of science and instructional purposes, which are equipped with matching teaching tools and are easily understood by the users in the school so that support a learning program.[11] In addition, Cunningsworth in Rahimpour & Hashemi also argued that textbooks are an effective resource for independent learning, presenting material, ideas and activities, references for students, syllabi that reflects learning, and support for new teachers.[12] The two opinions above can be concluded that textbooks have a very important role in the learning process, where learning becomes effective and efficient so that goals are achieved.

Textbooks can be considered as a tool for conveying messages (subject matter) that are main from the messenger (teacher) to the recipient of the message (students). Therefore, textbooks must be compiled by experts to fit the applicable curriculum. In this case, textbooks greatly influence the process to achieve learning goals, which in fact in Curriculum 2013 is based on character.

Learning success is also determined by the textbooks used by students. The language textbook must be easy for students to understand. A good and effective sentence facilitates students to understand the contents of the textbook. In addition to the language contained in the textbook, the format of the textbook must attract students' interest. Textbooks are packaged as well as possible and consider the feasibility of content, so that the purpose of education to educate the children of the nation is achieved. Quality textbooks are expected to be in accordance with the applicable curriculum. The textbook is highly coveted by teachers and students. The quality of the textbook referred to is in accordance with (1) the content standard that presents Core Competencies (KI) 1, KI 2, KI 3, and KI 4, (2) presentation of material based on first semester syllabus and 2nd semester, (3) language and readability, and (4) book format.[13] In shaping character education especially in PPKn learning, textbooks as one of the supports must contain spiritual attitudes and social attitudes.

Spiritual attitudes and social attitudes are one of the important aspects that need to be presented in the learning process, especially the PPKn subjects. Spiritual attitude is a moral attitude that is able to provide understanding to distinguish between right and wrong based on faith and piety to God Almighty. Whereas social attitudes are attitudes concerning social life as a form of student interaction with nature, the school environment and the surrounding environment. According to Fathurrohman "the ability of students at an educational level includes three domains, namely the ability to think (cognitive), skills to do work (psychomotor), and behavior (affective).[14]" Every student has potential in all three domains, but the level of each other is different. This shows that every human being has different potential and can be developed into the ability to live in society. Affective domains are more focused on forming spiritual attitudes and social attitudes are indeed very important for everyone, but

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these two aspects are not easy to do. Besides that it requires special abilities and not everyone can achieve it. Thus, the PPKn learning activities not only emphasize the achievement of competencies, but more than that focus on the formation of personal/character learners.

2. Method

This study uses a qualitative approach, while the method used in this study is a descriptive evaluative method. In this study checks the validity of the data through the degree of credibility, tranferbility, dependence (defendenbility), and certainty.

In this study, the authors determine the research subject according to the purpose of this study. Based on this, the subjects of the research in this study are:
1. The 2013 Curriculum PPKn Text Book was made the main subject of this research.
2. PPKn subject teachers as implementers and developers of the use of textbooks in the learning process of PPKn in high school. The teacher is a very important resource in providing an overview of the role of the use of textbooks in the learning process of PPKn.
3. Students are objects that feel and experience the implementation of the 2013 curriculum especially in the use of textbooks in PPKn subjects held in high school. Students are the most important sources to find out the role of using textbooks in the learning process of PPKn especially in the effort to develop students' spiritual attitudes and social attitudes.

Data collection techniques used in this study are: (1) literature studies conducted in textbooks to explore the content of spiritual attitudes and social attitudes in the books used by students in the learning process; (2) Observations in this study mean, researchers go directly to the field to observe and present relistically information about the implementation of the use of textbooks in the learning process especially in an effort to develop the spiritual attitudes and social attitudes of students; (3) Interviews, interviews must be conducted by researchers to the subject of research to obtain the data needed. A researcher can use interviews in accordance with the conditions of the subjects involved in social interactions who are considered to have sufficient knowledge to find out the information needed to obtain the data used to answer the focus of research; (4) Documentation studies, information data in accordance with research problems such as statistical data, student data, photographs and letters. Meanwhile the data analysis used in this study is qualitative data analysis.

3. Results and Discussion

RESEARCH RESULT

The results of this research are the results of literature studies, observations, interviews, and documentation studies conducted during the study. From the description and interpretation of the data discussed to reveal the essence of the phenomena that appear in the field. Descriptions are intended to pour objective data about everything that is observed and heard. Interpretation is intended to give meaning, by arranging and assembling old elements by projecting. Therefore, the material presented is "informative and reformative," in the sense that it has been treated according to the context and concept interpretation.

To complete the data, the researcher also conducts interviews using structured interview techniques, with the intention of gathering as much information as possible from the sources and in-depth. This interview was conducted on two main speakers, namely IS and NA, as well as 8 supplementary sources, namely CH, RS, AC, AY, AJ, FR, RZ, and NZ.

From the results of observations and interviews, it was found that the content of spiritual attitudes and social attitudes in the curriculum book PPKn 2013 still did not meet the needs needed by students, the textbooks used were still too much to strengthen the aspects of knowledge without balancing the affective and psychomotor needs of students.

Therefore it is important for the teacher of PPKn in the class to be able to make teaching strategies for students so that the spiritual attitudes and social attitudes can still be conveyed to students, because as we know that the main feature in the implementation of the 2013 curriculum is a balance between cognitive aspects, psychomotor, as well as affective in learning as outlined in 4 Core Competencies (KI) in each learning.

DISCUSSION

CORE CONTENT OF THE CURRICULUM 2013 TEXTBOOK

The aim of developing the 2013 curriculum is to emphasize the formation of creative, productive, innovative, and affective Indonesia through strengthening integrated attitudes, skills and knowledge. In accordance with what was stated by Mulyasa:

> *Curriculum development is focused on the formation of competencies and character of students, in the form of a combination of knowledge, skills, and attitudes that can be demonstrated by students as a form of understanding the concepts learned in a contextual manner[15].*

Therefore, participants need to know the competency and character mastery criteria that will be used as a standard for learning outcomes assessment, so that students can prepare themselves through mastery of a number of certain competencies and characters, as a prerequisite to proceed to the next level of competency and character mastery. When learning activities in schools take place, textbooks become the main reference or become additional books for students and teachers.

The preparation of textbooks in the effort to develop learning in schools is not compiled without clear functions. The function and role of the textbook are: (a) Reflecting a strong and modern perspective on teaching, and demonstrating its application in the teaching material presented. (b) Presenting a basic source of problems that are rich, easy to read and varied, according to the interests and needs of the students. In addition, it also serves as a basis for program activities which are recommended to obtain expressional skills under conditions that resemble real life. (c) Providing a well-organized and gradual source of expressional skills that carries the main problem in communication. (d) Methods and means of presenting materials in textbooks must meet certain conditions. For example, it must be interesting, challenging, stimulating, and varied so students are truly motivated to study the textbook. (e) Presenting the initial fixation (deep feeling) necessary and also as a support for practical exercises and assignments. (f) Aside from being a source of material, the textbook also acts as a source or remidial evaluation and teaching tool that is harmonious and effective[16] (Green and Petty).

The function of the textbook for the teacher is as a guide to identifying what students must teach or learn, knowing the order in which teaching materials are presented, knowing the techniques and

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[15] Mulyasa, E. (2013). Development and Implementation of 2013 Curriculum. Bandung: PT Remaja Rosdakarya.
[16] Tarigan, H.G. (1986). *Reading as a Language Skill*. Bandung: Angkasa.

methods of teaching, obtaining teaching materials easily, and using them as learning tools for students inside or outside school.[17]

Because of the importance of the use of textbooks for both teachers and students, the textbooks should contain important core characteristics in the implementation of the 2013 curriculum. But in reality based on the results of observations using assessment instruments from the Center for Curriculum and Bookkeeping Assessment (PUSKURBUK) it turns out that the feasibility of the textbooks used in this school is still far from perfect, especially from the content of spiritual attitudes and social attitudes in each indicator of learning.

There is often a revelation why spiritual attitudes and social attitudes need to be raised in textbooks? Though the attitude value is usually only taught implicitly by the teacher responsible for teaching in the class. However, because the main core in the implementation of the 2013 curriculum is the balance in the content, attitudes, knowledge and skills, also because the content of attitudes is clearly raised in Core Competencies (KI) in each chapter of learning, attitudinal values must be taught implicitly in the learning process. such as giving examples or examples, also must be expressed explicitly in learning resources, especially textbooks used by students when studying in class. The aim is so that there is a conformity of attitudes that must be taught to students with the material being discussed at that time.

This is similar to the teacher's explanation obtained at the interview conducted regarding the importance of the attitude content that must be contained in the textbook. They are of the opinion that the number of media social mainstreamers is caused by the flow of globalization that cannot be dammed, so the character possessed by students tends to not be as expected. Students are now required to have high creativity in learning, because these demands are often students more use of the use of electronic media in self-learning, therefore when students learn in class assisted by teachers that is where the important role of teachers to be able to teach attitude values to students. So from that the importance of limiting the value of attitudes what can be taught to students in order to be in accordance with the material being discussed during learning. These restrictions appear in Core Competencies (KI) which are developed in the indicators of each chapter.

UTILIZATION OF TEXTBOOKS IN THE LEARNING PROCESS OF THE CITIZENSHIP EDUCATION

There are various kinds of sources and media that can be utilized in the learning process, one of which is a textbook which according to the results of interviews with the teacher concerned is still considered very important. This is because textbooks are more practical to be used as learning resources or as learning media.

In terms of the use of textbooks at the high school level, almost all students have their own books, either government-produced books that are usually in the library of each school, or books published by outside writers that are sold in bookstores. With the availability of these books the teacher can use textbooks for reference material or as a source of reference as well as a means to facilitate the teacher in transferring knowledge to students, because the textbook also functions as a medium that makes it easier for teachers to explain to students about learning materials.

When the process of utilizing textbooks in learning legions, the teacher must first build a visualization, interpretation, and generalization of a concept, so that the teacher will not find it difficult

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[17] Krisanjaya. 1997. Theory of Language Learning. Jakarta: Universitas Terbuka.

to be able to teach certain subjects to students. In some textbooks, there are simplifications and visualization assistance on various concepts and examples related to the subject matter.

The use of textbooks is very important because text books are useful for additional material. The use of textbooks in general is not only used by students during learning at school, but also used at home. When learning in class, the teacher requires all students to bring a textbook, because during the learning process, the teacher usually illuminates the material and provides illustrations of several images in the textbook. Students easily understand what is explained by the teacher in the class. In addition, usually the teacher gives assignments to students to do the exercises in the textbook. With the method used by the teacher in the implementation of learning, the teacher greatly utilizes the existence of textbooks as a source and medium of learning in the classroom. The teacher has various sources of books for learning materials, this aims to enrich knowledge.

For teachers the use of textbooks will be a source of material to be conveyed to students, besides there are several uses of learning resources and media for the smooth learning process. Teachers will be more selective in the use of textbooks, because when teachers only deliver material contained in textbooks, students become bored. Students will assume that it is better to read what is in the textbook than listening to the teacher's explanation. Therefore, the teacher must be clever in seeking additional material in teaching. The additional material used by the teacher in enriching insight into the material used is reference books found in the library. The books available in the library become additional reading material for the teacher to deepen the material to be delivered. This is because textbooks usually have a material that does not review a problem in depth, so that when the teacher wants to explore the material and broaden horizons, it is mandatory for the teacher to look for additions from other sources.

4. Conclusion

Textbooks in the 2013 curriculum must contain four Core Competencies (KI), namely spiritual attitudes, social attitudes, knowledge, and skills. This is a core feature of the formation of the 2013 curriculum in Indonesia, namely a curriculum that emphasizes the balance between affective, cognitive, and psychomotor. But in fact many textbooks whose nature serves as the main learning source in schools are still not fulfilling these four aspects. Therefore to be able to continue to convey these four aspects in the learning process, it takes the creativity of the teacher in the use and teaching in the classroom, so that the main goal of holding education in Indonesia can still be achieved.

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Strengthening Social Care Character and Actualization of Pancasila (Five Principles) Value (Case Study at Darul Hikam Middle School in Bandung)

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Abstract

In the current development, the character of social care arising from community behavior tends to be formalistic and proforma. Such conditions, if they are not immediately addressed and realized, it will result in the greater individualism of each society. In a situation like this, character education is one of the keys to solving these problems. This study aims to analyze in depth the strengthening of the character of social care as the actualization of Pancasila values carried out through the five-pillar student program. This study used a qualitative approach with a case study method at Darul Hikam Middle School Bandung. The results showed that strengthening of social care the character was successfully carried out through a five-pillar student program in several activities, including social work books, weekly infaq, garbage collection movements actualized every Friday, direct assistance to victims of natural and humanitarian disasters, and student stay. The social care of students is shown to be consistent in doing social goodness especially in the school and community environment. Students always want to share and act directly to help others, and care about the environment.

Keywords: Character Education, Social Care, Citizenship Education, Pancasila

1. Introduction

Globalization of technology and culture has had an influence on human social life. With ease and access to digital technology and social media, people begin to forget the social reality in which they live. This condition can cause a person not to know the norms, moral and social ethics guidelines that apply in his social environment, causing dehumanization and increasing individualism.

A research report in Japan revealed a decrease in people's empathy due to dehumanization. Participants in one study were less willing to help earthquake victims such as the Haiti and Japan earthquake cases, the reduced effect of dehumanization of aid itself was supported by reduced empathy (Haslam & Stratemeyer, 2016). In Korea a social phenomenon "Mokbang" appears (a reality

show that shows someone eating alone while telling them not to feel alone/lonely) due to the individualism that has emerged in recent years (Latifah *et al.* 2017).

Character education is believed to improve student character. Berkowitz and Bier (2007) found evidence of effectiveness in 48% of programs that intended to influence personal morality (for example, honesty, respect), 43% intended to influence prosocial behavior (e.g. volunteering, sharing), and 62% intended to influence relationship (for example, friends, family). Schools can help students build moral character, one of which is to use moral education programs that have been designed (Meindl *et al.*, 2017). Nevertheless, researchers have not studied much about character education programs that are in accordance with the ideology of their respective countries through Citizenship Education. Whereas according to Soedijarto (2015) Citizenship Education is essentially a value education that must be placed as a pillar of education in order to develop national character.

Darul Hikam Middle School as an educational institution that has a commitment in character education should be used as a role model in strengthening the character of social care. The reason is that strengthening the character of social awareness is included in one of the programs of excellence regarding self-development proclaimed and determined in the Darul Hikam Middle School mission. The program is known as a five-pillar student program consisting of; development of interests & talents, achievements & prestige, social care, HR strengthening and insight development.

2. Method

The study was conducted by using a qualitative case study approach. Through the case study method, the researcher identifies in detail the matters relating to the purpose of the study. Information and in-depth knowledge about the pattern of strengthening the character of social awareness of students in Darul Hikam Middle School that was informed by the headmaster, deputy head of the student section, deputy head of the curriculum section, teacher of citizenship education, and 8 students through in-depth questions and interviews.

3. Result and Discussions

Strengthening the character of students' social care in Darul Hikam Middle School is carried out through a five-pillar student program. The five-pillar student program that leads to the process of strengthening the character of social care is considered very important in schools and contributes well to the development of a more effective school culture and to become the learning process of students. Through a vision and mission that highly upholds the values and character, Darul Hikam Bandung Middle School is consistent in carrying out various activities for the creation of schools that are achievers, moral and environmentally sound.

Darul Hikam Bandung Middle School designs and implements five student pillar programs, one of which is to promote social awareness activities as an effort to encourage the character of social care for the students. This encourages students to have caring characters, love to help and always want to help others. In this case, the character of social care strengthened through the five-pillar student program is carried out in several forms of activities, including:

1) Social Work Book

This activity is a form of assignment carried out by the school to each student to always do good things. This social work book is done online where each student fills out a list of goodness and later they will get points from the goodness things they do. The online social work book and utilizing the digital era

as a medium are one of the unique and rare activities. This can be a form of character education that seeks to create an expression, concrete actions that are beneficial to others, and increase discipline in itself. Jeynes (2017) describes that character education is also related to the level of expression of love, integrity, compassion, and higher self-discipline.

The social work book can also be said as a form of character moral instruction carried out at Darul Hikam Middle School in Bandung. This character's moral instruction is a command to do good that comes from oneself which is manifested in the form of moral behavior. The use of character instruction is more likely to produce great benefits for himself, the school, and the community for quite a long time. At least there are three possible benefits that will result from using this character instruction. First, to the extent that practicing more character instruction seems to produce academic and behavioral benefits, schools and communities will tend to be stronger in various ways. Second, after this is done, further study of moral instruction will be facilitated. Third, contemporary schools will act more consistently with strategies that have been known to benefit schools and communities for more than 2,000 years (Jeynes, 2017). Schools can help students build moral character, one of which is to use a moral education program that has been designed (Meindl *et al.*, 2017), as well as the design of social workbook concepts conducted at Darul Hikam Middle School in Bandung.

2) Weekly Infaq

Infaq is carried out routinely by every student every week in addition to the information that is done in the event of a natural disaster or other humanitarian activities. Every week students are accustomed to setting aside their allowance to invest. This infaq activity is very important to be done to encourage students to be generous people and always sow goodness. To encourage someone to do an act that is good (act morally) then it must also be seen three other aspects of the character, namely: (1) competence, (2) desire (will), and (3) habits (Rahmat, 2015). Activities carried out routinely will make students familiar (habit) and will gradually become a strong character from within.

In other words, strengthening character education, one of which is carried out by infaq activities, is very important to be carried out continuously and takes place continuously or by means of habituation. According to Budimansyah (2010, p. 63) states that habituation is the process of creating a variety of situations and conditions (persistent life situation) that contain various reinforcements that enable students in their educational units, in their homes, in their communities to get used to behaving according to values and making a value device that has been internalized and personalized through a process of heart, thought, taste and initiative as character.

In terms of the actualization of the values of Pancasila, this activity is included in the first principle of "the One and Only God" which is related to the practice of performing worship in religious life, Infaq is basically a form of worship that we must run and be accustomed to in everyday life. In addition to worship, this infaq activity relates to both the "Fair and Civilized Humanity" that upholds humanitarian values and loves to help (Salam, 1988).

3) Garbage Picking Movement

The garbage collection activity is carried out every Friday before the learning process begins. This activity is part of the form of social care of students in the school environment and the environment around the school. In this context, social care in the school environment and around the school means that this concern is carried out to provide comfort to the people who are in the school environment and around the school. This comfort is felt because of the condition of the school and the environment

around the school which becomes cleaner and shows their concern for the cleanliness of the environment in the surrounding community. With this, the relationship between the school, students, and the community is well established.

This activity is supported by the vision of the school that wants Darul Hikam Middle School not only to have achievement and character, but also to have an insight into the environment. In addition, this activity also reflects the actualization of Pancasila values, especially the fifth principle "Social justice for all the people of Indonesia" which reflects the attitude and atmosphere of kinship and mutual cooperation (Salam, 1988). Basically, this activity can be interpreted as part of the actualization of the value of mutual cooperation that has been embedded in the Indonesian people for a long time, which today is particularly known in the field of education as other names, namely garbage picking movement.

4) Direct assistance to victims of natural and humanitarian disasters

Assistance that has been carried out by students and the school in Darul Hikam Middle School including;
   a) assistance to the people of Palu,
   b) assistance for Palestine was held on December 13, 2018. The event was attended by Dr. Taisin as a Palestinian who had experienced firsthand the vicious events that took place in a Palestine and several volunteers from the Aman Palestine-Indonesia organization.
   c) assistance after the earthquake in Garut and Tasikmalaya by sending 2 students and teachers to provide assistance directly and help at the evacuation site
   d) visiting and donating to nursing homes,
   e) visiting and donating to orphanage,
   f) visiting and encouraging healing of drug addicts.

The activity is a form of humanitarian assistance that is directly instilled and strengthened to the students and all teaching staff to be directly involved in assisting and donating a portion of their assets and sustenance when the activity takes place. This activity was also carried out by involving all school members and parents' support. Judging from the implementation of the activities, it turns out that the involvement of the school community and parental support is one of the keys to the realization of the school's vision of having a culture of character, achievement and environmental insight. As Louis, *et al*. (2016) illustrate that general awareness orientations or general practices that might be included, for example:
   a. involving the school community in the vision and challenges of being a caring school
   b. assessing abilities, contexts, and expressions and experiences of care that can or must occur and involve the school community in self-assessment related to caring,
   c. establishing school organizational culture through supporting structures, social relations, politics, and strengthening the norms and values that shape school organizations, as well as
   d. developing a caring relationship system that is greater that school members have, such as parent partnerships, and projects with community organizations.

The involvement of the entire school community with the support of the attitudes of parents in the family environment is one of the keys to the success of this event. This is demonstrated by the enthusiasm of students to know more about the condition of the disaster, and to feel and provide assistance directly is one of the extraordinary things. One of them arises from the encouragement and figure of parents in providing good examples to their children at home to want and like to share with others, because one component in moral education and caring is exemplary (Noddings, 2010).

In this activity students are required not only to know the conditions that occur, but also to feel, and to extend their hands directly in helping those in need. This is called a process of strengthening character education. Strengthening good and effective character education must be carried out by involving 3 (three) elements in character education including moral knowing, moral feeling and moral action (Lickona, 2015), all three are needed so that students are able to understand, feel and work at the same time virtue values (Grace, 2015). Moral knowledge is a very important thing to be taught and socialized, moral feelings are part of the component of character that must be instilled in order to act according to moral principles, while moral actions are related to how moral knowledge and moral feelings are manifested in concrete actions (Hasyim, 2019).

Efforts made directly in the form of concrete actions are part of the process of actualizing the Pancasila values which basically occurs through 3 orders. Moerdiono, *et al*. (1991) show 3 values in Pancasila ideology, including basic values, instrumental values and practical values. Actualization of Pancasila values is related to practical values. That praxis value is a value contained in daily reality, in the form of how people implement (actualize) the values of Pancasila. The value of praxis is found in many manifestations of the application of Pancasila values in various fields of life carried out by every Indonesian society. One of them is by fondly carrying out humanitarian activities, as the guideline for applying the second Pancasila sila value "Fair and Civilized Humanity" (Salam, 1988).

5) Student Stay

Student stay is an activity that is routinely carried out every year in the even semester. This activity was attended by 8th grade students. The activity lasted for 3 days and 2 nights for them to understand, research, feel about life in the community so that they helped provide assistance to the community in the village. This activity is carried out with the aim of providing learning processes to students who are practical in the field. The learning process of these students relates to the process of moral education and care that is strengthened in the school environment and society. Moral education and caring contain several components that can be done including, exemplary, dialogue, practice and positive thinking (Noddings, 2010). Louis, *et al*. (2016) mentions attention, shifting motivation, giving help and sincerity as characteristics of caring relationships.

Social care is a form of expression for the response someone receives when they see, hear or even witness things that are not pleasing to their conscience to be moved to help or help. In this case, social care is related to three forming elements, namely expressions, actions and interactions. Concern is a media relationship that is expressed through actions and interactions (Louis *et al*. 2016), not a specific unit of behavior (Noddings, 2010). With that, the form of social care carried out through the student stay activities of students is not only enough to provide assistance but they are also able to observe, feel directly what is felt by other communities outside their daily environment. Student stay activities contain many forms of expressions, actions, and interactions that are very complex and can be felt by the students during the activities that take place and have an impact on the life process later in adulthood.

Basically, activities to strengthen the character of social care strongly reflect the actualization of Pancasila values. Overall, every basic values of Pancasila can be actualized in daily life. Actualization or experience of Pancasila values according to Zabda (2016, pp. 112-113) can be formulated as follows.

1) Believe in One and Only God

Every Indonesian should believe in the Almighty God, whose manifestation of behavior is to carry out the commands of their respective religious teachings, tolerate others who live their teachings of religion. Then practicing the teachings of religion really benefits the interests of others/many.

2) A Just and Civilized Humanity

Embodied in the form of behaviors that respect each other's dignity and human dignity, equality in society and law, love each other, and love each other to realize harmonious conditions in harmony in society.

3) A unified Indonesia

The realization of the absence of individual and inter-group discrimination, the willingness to work together for mutual interests, mutual cooperation, being willing to sacrifice, always trying to create harmony, loving the country by loving the work of the nation itself, and others.

4) Democracy, led by the wisdom of the representatives of the People

Precepts are manifested in resolving problems with deliberation, substantial democracy, and not imposing the will, and so on.

5) Social justice for the whole of the people of Indonesia

Manifested in the form of behavior respecting the rights of others, the work of others, prioritizing the obligations then the rights carried out in a balanced manner.

Besides that as a whole, the activities carried out in an effort to strengthen the character of students' social care directly and comprehensively are integrated with the actualization of the second Pancasila principle, namely "Fair and Civilized Humanity." The second precept is a principle in Pancasila that reflects and upholds human values and social care. Through these kinds of activities which are specifically related to the character of social care, the values of Pancasila can be well actualized in people's lives.

4. Conclusion

Strengthening the students social care character in Darul Hikam Middle School in Bandung is done through a five-pillar student program that includes Student Work Book, Weekly Infaq, Trash Collection Movement, Aid directly to victims of natural and humanitarian disasters, and Student Stay. The program is in accordance with the values of Pancasila which is the ideology and outlook of the Indonesian people. Strengthening the character of social care through the five-pillar student program at Darul Hikam Middle School Bandung has been successfully carried out well. Through school programs that are cultivated by having clear and precise goals, supported by various components of the school and the community, as well as routine and periodic. Then it will be able to make a good habit that can strengthen a character for the students.

Acknowledgements

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Errors Analysis of Using Preposition in X Newspaper Editorial

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Abstract

Prepositions are task words that function to string words together with other words. The use of prepositions is not used at will but there are rules. The use of the right prepositions will form a good and correct sentence and avoid confusion in the sentence in the editorial. The purpose of this study is to describe the misuse of prepositions in the editorial in the newspaper X. The type of this research is qualitative research with descriptive methods. The data are in the form of prepositions in the editorial based on functions and the accuracy of the use of prepositions originating from the editorial in the newspaper X. The method is seen in the form of tapping techniques followed by note-taking techniques used to collect data. Data analysis uses an intralingual matching method with a distinguishing banding connection technique (HBB), the use of wrong prepositions compared to the use of correct prepositions which refers to the use of prepositions based on functions but the goal finally sees the use of the right prepositions. Based on data analysis it is known that the prepositions in the newspaper X editorial are found in 573 uses. The correct use of prepositions amounts to 516 uses and uses of prepositions that are incorrectly used. Errors in the use of prepositions in the editorial headlines in the daily newspaper X are relatively few, but still error analysis needs to be done to find out the correct use of prepositions.

Keywords: Preposition, Incorrect use of prepositions, Preposition Function, editorial, newspaper.

1. Introduction

The preposition or preposition is the words that are used or used to string nouns (nouns) with verbs (verbs) in a clause or sentence in a paragraph. (Chaer, 2008, p. 96). Skills in using the right prepositions, both in their use and use are very important to understand because the aspects of grammar are important references. One use of prepositions can be seen in writings in the mass media in print media such as magazines, tabloids, and newspapers. Print media is able to bring an important influence in the development and development of languages, one of which is newspapers, even word formation, the use of new terms and correctional services are often influenced by newspapers. The editorial is part of the newspaper. Editorial or editorial notes. Editorial notes (editorial) are the attitudes, views, or opinions of the publisher of a newspaper specific to the problems and events that are currently being discussed by a community (Djuroto, 2004, pp. 77-78). The use of prepositions seen in newspaper editorials is important to study, both the types of prepositions used and the accuracy of the use of prepositions in the editorial

headline because the use of prepositions must be considered so as not to damage the meaning and avoid ambiguous sentences. Use of prepositions and analyze errors in using prepositions. Therefore the research that will be conducted is a study of the misuse of prepositions in the editorial headline. The use of prepositions studied is based on the accuracy of the use of prepositions in the X editorial editorial. The accuracy of the use of prepositions is based on the happiness of prepositions based on functions (Chaer, 2011, pp. 22-138).

This research is expected to be beneficial for many parties. For the reader, can use this research as a deepening in understanding the prepositions of the prepositions, as well as the use of appropriate prepositions. For other researchers, the results of this study can be used as input of research that is relevant to future research and also as a comparative material in conducting further research. For researchers, to increase the knowledge and insight of researchers about prepositions, especially understanding the types of prepositions based on their functions, and the use of appropriate prepositions. For schools, this research can be used as a reference in explaining prepositions to students. Research on prepositions is not unusual. Research on prepositions has been carried out. Preposition research in expository texts (Lestari, 2010) and research on prepositions in newspaper editorials (Safitri, 2014).

2. Research Methods

This type of research is qualitative research with descriptive methods. Qualitative research is research that intends to understand, examine and examine phenomena or events about what is experienced by the subject or actor of the research such as behavior, perceptions or views, motivations, actions, etc. (Moleong, 2011, p. 6). Data collection uses the refer method. The referral method is a method that has basic techniques in the form of tapping techniques. For the next tapping technique is followed by a note-taking technique in which the researcher records several forms that are relevant or related to his research from the use of language in writing (Mahsun, 2005: 92-94). This data collection is carried out in stages, as follows: (1) collecting all X newspapers for a month to be studied, (2) finding the editorial column in the newspaper that has been collected, (3) reading the entire contents and language used in the editorial and understanding word by word, sentence by sentence, and paragraph by paragraph, to tap the use of written language, (4) identify the type of preposition used in the editorial. The analysis of the data in this study uses the intralingual matching method with the distinguishing banding (HBB) technique that is used to compare and differentiate but the ultimate goal is to find the main similarities among those compared (Mahsun, 2005, p. 119). The steps of data analysis followed: (1) analyzing the use of prepositions seen from the accuracy of their use in the editorial headline and the analysis of the misuse of prepositions was more focused by using the intralingual matching method using the distinguishing banding connection technique (HBB), (2) drawing conclusions based on results research.

3. Research Result

The data of this study are prepositions in the editorial of newspaper X, which numbered 26 editorials. Data analysis performed is an analysis of the misuse of function based prepositions (Chaer, 2011, pp. 22-138). Based on data analysis it is known that the prepositions in the newspaper X editorial are found in 573 uses. The preposition that functions states the place (*di, pada, dalam, atas*, and*antara*)) is found in 231 data, (192 is correct and 39 is wrong). The preposition that functions states the direction of origin (*dari*) on 51 data, (50 is right and 1 is wrong). The preposition that functions states the direction of the destination (*ke, kepada, akan*, and*terhadap*) found in 104 data, (99 right and 5 wrong). The preposition

that functions states the actor (*oleh*) found in 22 data, all uses are correct. The preposition that functions states the tool (*dengan*, dan*berkat*) found in 85 data (78 is correct and 7 is wrong). The preposition that functions states the comparison (*daripada*) found in 3 data, (2 is right and 1 is wrong). Prepositions that function state things or problems (*tentang* and*mengenai*) found in 13 data, all uses are correct. The preposition that functions states the effect (*hingga* and*sampai*) found in 15 data (12 right and 3 wrong). The preposition that functions states the purpose (*untuk, buat, bagi,* and*demi*) found in 49 data, (48 right and 1 wrong). Descriptions of errors or inaccuracies in the use of prepositions can be seen in the following table:

Table 1.   Inaccuracies in the Use of Prepositions in the Headlines of Newspaper X

No	Preposition Type	Amount of use	Date and Amount of Use
1	**2**	**3**	**4**
1.	Di	8 usage	1 (2), 7 (3), 11 (1), 16 (1), and 22 (1).
2.	Pada	15 usage	4 (1), 6 (1), 7 (1), 8 (1), 9 (2), 16 (2), 23 (1), 25 (3), 29 (1), and 30 (2).
3.	Dalam	14 usage	4 (1), 6 (1), 8 (3), 14 (2), 15 (1), 18 (1), 20 (1), 24 (1), 25 (1), 27 (1), and 30 (1).
4.	Atas	1 usage	2 (1).
5.	Antara	1 usage	11 (1).
6.	Dari	1 usage	6 (1).
7.	Ke	5 usage	4 (1), 7 (1), 14 (1), 24 (1), and 25 (1).
8.	Dengan	7 usage	4(1), 8 (2), 9 (1), 23 (2) and 29 (1).
9.	Daripada	1 usage	2 (1).
10.	Hingga	3 usage	7 (1), 16 (1), and 25 (1)
11.	Demi	1 usage	22 (1).

information: Sign () states the number of uses.

From the table above, it can be concluded that the inaccuracy of the use of prepositions in the X newspaper editorial headings is 57. The use of the most wrong prepositions is the prepositions *pada* (15 uses), and the use of prepositions that are slightly wrong are prepositions *atas, antara, dari, daripada*, dan*demi*. (1 usage each).

Analysis of misuse of prepositions grouped into:

3.1 Incorrect use of prepositions based on writing: Writing prepositions such as additions or printing technical errors:

    3.1.1   "*Penghuni rumah prodeo Amerika dirasakan jauh lebih berat oleh mafia narkoba ketimbang jika mereka **di**penjara di Meksiko.*" The use**di**in the sentence above is wrong because the writing**di** in the sentence above must be separated because in the sentence above is a preposition rather than an affix. The sentence above can be changed to: "*Penghuni rumah prodeo Amerika dirasakan jauh lebih berat oleh mafia narkoba ketimbang jika mereka **di**penjara di Meksiko.*"

    3.1.2   "*Segala bentuk **ke** jahatan perang bisa diselesaikan dalam hukum internasional yang beradab.*" The use prepositions **ke** in the sentence above is wrong because the sentence above is not a preposition but the additions so that the writing must be combined. The sentence above can be changed to: "*Segala bentuk **ke**jahatan perang bisa diselesaikan dalam hukum internasional yang beradab.*"

3.2 Error using prepositions based on doubling the use of prepositions in one sentence:

    3.2.1 "*Hingga sampailah **pada** rencana pemerintah untuk menghapus UN sebagai satu-satunya alat penentu kelulusan*." The use prepositions**pada** in the sentence above is wrong because the preposition **pada** used to express the place of residence and before the preposition **pada**is also there are preposition **hingga**. Prepositions **pada** omitted because they do not change the meaning. The sentence above was changed to: "*Hingga sampailah rencana pemerintah untuk menghapus UN sebagai satu-satunya alat penentu kelulusan.*"

3.3 Error using prepositions based on the inaccuracy of the prepositions used in a sentence:

    3.3.1 "*Ada pandangan lain **di** mana kepentingan untuk membela kedaulatan perikanan kita lebih dijunjung tinggi dibandingkan yang lain.*" The use **di** prepositions in the sentence above is wrong because the preposition **di** is followed by which word **mana** is used for the context of the sentence in the sentence while the sentence above the context is a statement. Words **di mana** omitted and replaced with prepositions **tentang** because the preposition **tentang** is used in front of nouns that state the subject or problem. The sentence above was changed to: "*Ada pandangan lain **tentang** kepentingan untuk membela kedaulatan perikanan kita lebih dijunjung tinggi dibandingkan yang lain.*"

    3.3.2 "*Pemerintah sudah kehilangan akal **dalam** menangani masalah terorisme.*" The use of prepositions **dalam** in the sentence above is wrong because the preposition **dalam** used to state the place of residence, the preposition**dalam** should be followed by nouns but the preposition in the sentence above is followed by the verb. The preposition **dalam** is omitted in the sentence above because it does not change the meaning. The sentence above was changed to: "*Pemerintah sudah kehilangan akal menangani masalah terorisme.*"

    3.3.3 "*Mereka sebagai penanggung jawab **atas** tersebarnya informasi yang benar kepada masyarakat.*" The use of the preposition **atas** in the sentence above is wrong because the preposition **atas** is used to express the place and are followed by nouns. The preposition **atas** is removed because it does not change the meaning. The sentence above can be changed to: "*Mereka sebagai penanggung jawab tersebarnya informasi yang benar kepada masyarakat.*"

    3.3.4 "*Dampak positif dari pelaksanaannya **antara** lain adalah terciptanya pasar internasional yang lebih luas.*" The use of preposition **antara** the above sentences is wrong because the intermediate preposition **antara** is used to encode two nouns while in the sentence above there are no two nouns which are coupled. The preposition **antara** the above sentences is omitted because it does not change the meaning. The sentence above can be changed to: "*Dampak positif dari pelaksanaannya lain adalah terciptanya pasar internasional yang lebih luas.*"

    3.3.5 "*Di sekolah itu siswa bisa dikembalikan **ke** orang tuanya.*" The use of preposition **ke** in the sentence above is wrong because for the nouns that are highlighted it is better to use preposition **kepada** as well as prepositions to be used in front of the object. The sentence above can be changed to: "*Di sekolah itu siswa bisa dikembalikan **kepada** orang tuanya.*"

    3.3.6 "*Berbuat curang sama saja **dengan** mengajarkan kecurangan kepada anak didiknya.*" The use of preposition **dengan** in the sentence above is wrong because the preposition must be followed by a noun while in the sentence above the preposition **dengan** is followed by a verb. The word that follows the preposition is **mengajarkan**, if this word is changed to a noun then the meaning of the sentence above will be different, in this case the preposition

is omitted because it does not change the meaning. The sentence above is changed to: "*Berbuat curang sama saja **dengan** mengajarkan kecurangan kepada anak didiknya.*"

3.3.7 *"Bagi siswa yang lulus SMA dan sederajat sebagian akan disibukkan **dengan** mencari perguruan tinggi idaman."* Error using preposition **dengan** in the sentence above is the same as the previous error because the preposition must be followed by a noun while in the sentence above the preposition **dengan** is followed by a verb. The word that follows the preposition is **mencari**, if this word is changed to a noun then the meaning of the sentence above will be different, in this case the preposition is omitted because it does not change the meaning. The sentence above is changed to: "*Bagi siswa yang lulus SMA dan sederajat sebagian akan disibukkan mencari perguruan tinggi idaman."*

4. Discussion

The prepositions used in the newspaper X editorial issue are 573. The correct use of prepositions is 516 and the use of the wrong prepositions is 57 with a percentage of accuracy of use of 90% and an inaccuracy of 10%. The description is as follows:

Preposition *di* found in 133 uses. The correct use of prepositions 125 and wrong 8, if the accuracy is 94% and the inaccuracy is 6%. Preposition **pada** found in 21 uses. The correct use of prepositions 6 and wrong 15, if the accuracy is 29% and the inaccuracy is 71%. The preposition **dalam** found in 55 uses. The correct use of prepositions 41 and wrong 14, if the accuracy is 75% and the inaccuracy is 25%. The preposition **atas** is found in 18 uses. The correct use of prepositions 17 and wrong 1, if the accuracy is 94% and the inaccuracy is 6%. Preposition **antara** found in 4 uses. Use the correct 3 and the wrong 1, if the accuracy is 75% and the accuracy is 25%. Preposition **dari** found in 51 uses. Use the right 50, and the wrong one, if the accuracy is 98% and the accuracy is 2%. Preposition **ke** found in 30 uses. Use the correct 25 and wrong 5, if the accuracy is 83% and the inaccuracy is 17%. Preposition **kepada** found in 24 uses. The use of prepositions is all correct. Preparation **akan** found on 38 uses. The use of prepositions is all correct. Preposition **terhadap** found in 12 uses. The use of prepositions is all correct. Preposition **oleh** found in 22 uses. Preposition **menurut** found in 1 usage. Use of correct prepositions. Preposition **dengan** found in 84 uses. Use the right 78 and the wrong 7, if the accuracy is 92% and the inaccuracy is 8%. The preposition **berkat** is found in 1 usage. All usage is correct. Preposition **daripada** found in 3 uses. Use the correct 2 and the wrong 1, if the accuracy is 67% and the inaccuracy is 33%. Prepositions **tentang** found in 12 uses. The use of prepositions is all correct. Preposition **mengenai** found in 1. Use of correct prepositions. Preposition **hingga** found in 6 uses. Use the right 3 and the wrong one also 3, if the accuracy is 50% and the accuracy is 50%. Preposition **sampai** found in 9 uses. The use of prepositions is all correct. Preposition **untuk** found in 17 uses. The use of prepositions is all correct. Preposition **buat** found in 1 use. Prepositions for **bagi** found in 27 uses. The use of prepositions is all correct. Preposition **demi** found in 4 uses. Use the correct 3 and the wrong 1, if the accuracy is 75% and the accuracy is 25%.In the editorial of the X newspaper, the prepositions that are at most wrong are **pada** and **dalam**, while the least wrong are **atas, antara, dari, daripada**, and **demi.**

5. Conclusion

From the results of the research on the analysis of the use of prepositions in the editorial in the X newspaper published in April it can be concluded that the preposition used is 573. There are still errors in the use of the preposition. The correct use of prepositions is 516 and the use of the wrong preposition is 57 prepositions. Misuse is caused by a lack of understanding of the use of prepositions, lack of

references, imitation of existing ones, but not in accordance with the rules of use of prepositions, difficult to distinguish between prepositions and affixes, and lack of accuracy and accuracy in writing. Use errors in the form of misplacement of a preposition and prepositional writing error. Incorrect placement of a preposition in the form of inaccuracy in placing a preposition in a sentence. Prepositions that are supposed to state the place of residence are instead used for sentences that state the direction in which they are intended, and a preposition followed by a noun is followed by a verb. Writing errors in the form of errors in distinguishing between prepositions and affixes. The word which is supposed to be an affix is instead written separately and conversely the word which is a preposition is actually written together.

6. Suggestion

Based on the conclusions from the results of the above research, the authors suggest to newspaper writers, especially editorial writers to pay attention to the use of prepositions or prepositions in the editorial. The author hopes that the results of this study can add knowledge and merper in the mastery of the reader about the use of prepositions in the sentence, especially in the editorial. For teachers, especially Indonesian language teachers to pay more attention to the types of prepositions and the use of prepositions. For students to pay more attention to the use of prepositions.

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Transition-Action-Detail (TAD) Strategy for Teaching Recount Text

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Abstract: Writing is one of the ways to express and communicate with other people in the written form. Through writing, the writers share their idea, information, thought and experience to the readers. Based on the purpose of teaching writing, the students are expected to improve their ability to express and organize the ideas into writing. However, the hardest part in the process of writing is how to start it. Many students stuck when there is no idea in their mind to be developed. Therefore, it makes them thoughtless when they cannot find the right word and idea on their paper. This article is derived from the study conducted on finding the effect of Transition-Action-Detail (TAD) Strategy toward students' writing recount text at Junior High School in Padang Indonesia in 2018. The aim of the research was finding out whether or not Transition-Action-Detail (TAD) Strategy gives significant effect on students' writing ability in recount text. This was quasi experimental study taking 60 participants; half of them belong to experimental group that was taught by using Transition-Action-Detail (TAD) Strategy and the others as control group that was taught by using conventional strategy. The data were collected by giving writing test. The students were asked to write a recount text based on the topic given. The result of the test shows that teaching recount text by using Transition-Action-Detail (TAD) Strategy had a significant effect on the students' writing ability.

Keywords: Teaching strategy, Transition-Action-Detail (TAD) Strategy, Recount text

1. Introduction

English is one of subject matters learned by students that are given at some educational level such as elementary, intermediate and upper intermediate level. The study of English occupies an important role in educational curriculum. It covers listening, writing, reading and writing as four language skill that should be mastered if someone wants to be successful in English.

As one of language skills, writing should be mastered by the students because it has an important role in education. The students should be involved in every writing activity to complete their task at school, it is important when the students enter the collage where students will be asked to write their writing tasks for instance essay, research paper and reports. Moreover, writing is taken charge when someone intent to get a job after they pass in their education like students are going to write an

application letter or to get job which need writing skill like a journalist, a novelist or an author. It shows how important mastering writing skill is.

Writing is one of the ways to express and communicate with other people in the written form. Through writing, the writers share their idea, information, thought and experience to the readers. Based on the purpose of teaching writing, the students are expected to improve their ability to think an idea clearly to be readable. Therefore, by having writing skill, students will be able to organize their idea into a good writing. Hence, students can produce a certain type of writing product such as an English paragraph and text.

According to Morley (2007), writing is a form of knowledge creation. In the class, teacher teaches students to make them be able in discovering and applying this knowledge creation. Generally, teacher starts to teach writing from explaining the writing materials and the methods of writing then giving so many kinds of exercises to the students and evaluating them in the examination day. All of activities above called teaching writing.

Occasionally, students get difficulty to develop their idea in writing. It is because of writing involves some components which must be mastered such as idea, vocabulary, grammar, punctuation, organization of the paragraph, spelling, and capitalization. In term of applying a good writing, the students are intended to have the basic knowledge in content, organizing of ideas, vocabulary, language use, and mechanic. All of them are important aspects that should be considered in order to be able to write well. That is why many students do not interest in writing lesson. Harmer (1988) says that there are a number of different approaches to the practice of writing skills both in and outside the classroom. It is important to choose between them, deciding whether the students more focus on the process of writing than its product, whether the teacher wants the students to study different written genres.

In teaching writing, there are many strategies that already have been tried by the previous researchers to see whether a strategy can develop students' ability in writing. One of the stratgegy could be use by the teacher is Transition-Action-Detail (TAD) Strategy. According to Peha (2003), Transition-Action-Details (TAD) Writing Strategy is a writing strategy used Transition-Action-Details (TAD) chart which consist of columns and rows that shows a sequence of events. Thus, Transition-Action-Details (TAD) is a strategy which very useful and helpful to clarify concepts and ideas. This strategy will help the students learn to be specific because Transition-Action-Details (TAD) strategy uses a chart to help students brainstorm their ideas. Futhermore, Transition-Action-Details (TAD) strategy focuses not only on creatings a new writing product, but also creating student's activeness in writing recount text.

Related to a generic structure of recount text which has sequences of even, transition-action-detail strategy will be the best way with the same parts of its strategy. Peha (2003) states that'When you describe something as a sequence of events, you can use the same basic structure every time. That structure has three parts: *(a) Transitions*, These are short phrases like "Then" or "After a while" or "In the beginning" that help to introduce each new action in the sequence. Teachers do not have to have a transition for each action, but they can be very helpful at making the sequence flow smoothly. *(b) Actions*, These are the actual events (the things that happened) listed in the order in which they occurred. *(c) Details*, This is additional information about each action. For each action, the audience will probably have two or three important questions need to answer. These answers are the details'. Clearly, Transition-Action-Detail (TAD) Strategy is a writing strategy used Transition-Action-Detail Chart which consist of columns and rows that shows a sequence of events. There are three columns that must be

filled by the students such as transition columns, action columns and details columns. And each column can be filled by several rows. After filled each rows and columns with sentences, the students can move the sentences that consisted about transitional signal, sequence of events and some details actions into a new recount paragraph.

Peha (2003) states an example of Clustering as follows:

Trasition (introduce the action)	Action (describe what happened)	Detail (answer audience questions)
Last wednesday	*I went to Bukittinggi with my family*	*Visited my grandmother*
There,	*We saw various animals*	*Like elephant, tiger, snake etc.*
After that,	*We moved to Jam Gadang*	*Around the city*

Furthermore, the previous conducted by:

Friska (2016) shows that Transition-ActionDetail (TAD) Strategy is one of recomended strategies to improve students' writing ability. Her finding shows that students' writing on recount text becomes better after using Transition-Action-Detail (TAD) Strategy, it is supported by the increasing of students' score in post test on her reseach. Then, Indah (2016) states in her research, Transition-Action-Detail (TAD) Strategy could be used as an altenative strategy in teaching writing. It is because of the students' problem that she found on the shool can be minimized by appliying TransitionAction-Detail (TAD) Strategy. Hence, the writer is interested in doing research by applying Transition-Action-Detail (TAD) Strategy in Junior high school 11 Padang in order to show students' ability in learning writing recount text. Clearly, the aim of the research was finding out whether or not Transition-Action-Detail (TAD) Strategy gives significant effect on students' writing ability in recount text.

Related to the strategy that use by the teacher in the classroom, conventional teaching as independent variable for treatment in control class in this research belongs to the common strategy usually used by teacher, that is why writer will apply Transition-Action-Detail (TAD) Strategy as an independent variable for treatment in experimental class. Thus, the writer will conduct the experimental research by using Transition-Action-Detail (TAD) Strategy in Junior high school 11 Padang to see its effect on students' writing ability in writing recount text.

2. Methodology

This research is experimental research. In this case, the writer wants to find out whether Transition-Action-Detail (TAD) Strategy gives significant effect on the students' writing ability on recount text. According to Gay and A Irasian (2000), **e**xperimental research is a type of research that can test hypotheses to establish cause-effect relationships. It represents the strongest chain of reasoning about the links between variables. The writer manipulated at least one variable, controls other relevant variables, and observe the effect on one or more dependent variables.

The experimental design should have two groups: an experimental group and control group. The experimental group will teach by using Transition-Action-Detail (TAD) strategy in their activities and the control group will teach by using conventional teaching strategy. The students will treat differently while the material that will give, length of the time and the teacher are exactly same. The population of this research is grade VIII students of SMPN 11 Padang. There are 221 students in grade VIII. The students

have the same qualification and academic background before doing treatment. They are chosen as the population based on the assumption that they have learn English for at least one year.

The sample of this research used cluster random sampling to get two classes; experiment and control class. They will be selected through lottery by writing the name of class on one to seven separate small piece of paper, placing them on a glass, and shaking them. The first small piece of paper will be the experimental group which will be taught by using TAD strategy. The second small piece of paper will be the control group which will be taught by using small group discussion strategy. In this case, $VIII_c$ is chosen as experimental class and $VIII_e$ as control class.

The instrument in this research is writing test. In collecting the data, the writer will give post-test to experiment class and control class that have been chosen at grade VIII of Junior High School 11 Padang. In the end of the research the writer will give the post-test to both classes to find out the last result through comparing the mean score of them after applying Transition-Action-Details (TAD) strategy for experimental class and conventional teaching strategy for control class.

3. Result and Discussion

Result

a. Experimental class

The score of the students in experimental class can be seen in the table below:

Table 1.1 The Mean Score and Standard Deviation of Experimental Class Post Test

No	X1	F1	X2	F1 X1	f1 X2
1	60	2	3600	120	7200
2	64	3	4096	192	12288
3	68	5	4624	340	23120
4	72	10	5184	720	51840
5	76	3	5776	228	17328
6	80	3	6400	240	19200
7	84	3	7056	252	21168
8	88	1	7744	88	7744
9	92	1	8464	92	8464
10	96	1	9216	96	9216
Total		32	62160	2368	177568
Sum		$\sum F_1 =$	$\sum X_1^2 =$	$\sum F_1 X_1 =$	$\sum F_1 X_1^2$
		32	62160	2368	177568

$$\bar{x} = \frac{\sum F1X1}{\sum F1} = \frac{2368}{32} = 74$$

$$(F_1X1)^2 = (2368)^2 = 5607424$$

$$S^2 = \frac{n_1 \sum F_1X_1^2 - (\sum F_1X_1)^2}{n_1(n_1 - 1)}$$

$$S^2 = \frac{32(177568) - (5607424)}{32(32 - 1)}$$

$$S^2 = \frac{5682176 - 5607424}{32(31)}$$

$$S^2 = \frac{74752}{992}$$

$$S^2 = 75.35$$

$$S = \sqrt{75.35} = 8.68$$

Table 1.2 The Interval Data of Experimental Class Post Test Score

NO	INTERVAL (Students' Writing Score)	Freq	Percentage
1	60-64	5	16%
2	65-69	5	16%
3	70-74	10	31%
4	75-79	3	9%
5	80-84	6	19%
6	85-89	1	3%
7	90-94	1	3%
8	95-99	1	3%

From the table above, it was found that most of students' writing score of post-test in the experimental class was about 95-99, there was one student who got score at that interval, while the interval 90-94 there was one student who got the score at that interval and there was one student who got the score 85-89 and there were six students who got the score 80-84 and there were three students who got the score 75-79 at that interval, and there were ten students who got the score 70-74 at that interval and there were five students who got the score 65-69 at the interval and there were five students who got the score 60-64 at the interval.

The data of post-test score of experimental class could be drawn as follows:
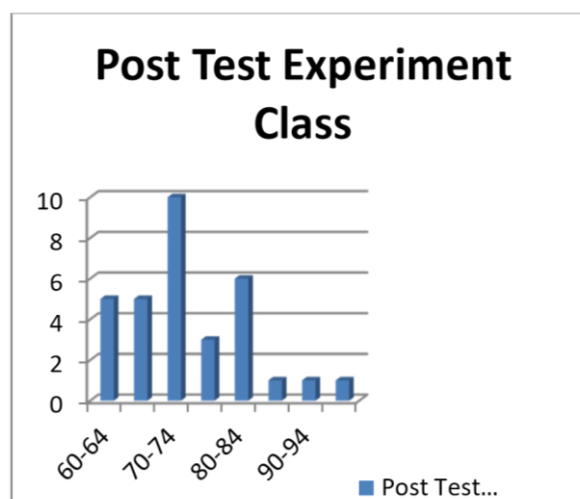
b. **Control class**

The score of post test in control class can be seen in the table below:

Table 1.3 The Mean Score and Standard Deviation of Control Class Post Test

No	X1	F1	X2	F1 X1	f1 X2
1	52	1	2704	52	2704
2	56	6	3136	336	18816
3	60	7	3600	420	25200
4	64	7	4096	448	28672
5	68	4	4624	272	18496
6	72	2	5184	144	10368
7	80	3	6400	240	19200
8	84	2	7056	168	14112
Total		32	36800	2080	137568
Sum		$\sum F_1 =$	$\sum X_1{}^2 =$	$\sum F_1 X_1 =$	$\sum F_1 X_1{}^2$
		32 36800		2080	137568

$$\bar{x} = \frac{\sum F1X1}{\sum F1} = \frac{2080}{32} = 65$$

$$(F_1 X1)^2 = (2080)^2 = 4326400$$

$$S^2 = \frac{n_1 \sum F_1 X_1^2 - (\sum F_1 X_1)^2}{n_2(n_2 - 1)}$$

$$S^2 = \frac{32(137568) - (4326400)}{32(32 - 1)}$$

$$S^2 = \frac{4402176 - 4326400}{32(31)}$$

$$S^2 = \frac{75776}{992}$$

$$S^2 = 76.38$$
$$S = \sqrt{76.38} = 8.73$$

Table 1.4 The Interval Data of Control Class Post Test Score

NO	INTERVAL (Students' Writing Score)	Freq	Percentage
	52-56	7	22%
2	57-61	7	22%
3	62-66	7	22%
4	67-71	4	13%
5	72-76	2	6%
6	77-81	3	9%
7	82-86	2	6%

From the table above, it was found that most of students' writing scores of post test in the control class about: 52-56, there were 7 students who got score at that interval, and while the interval 57-61 there were 7 students who got the score at that interval. In interval 62-66 there were 7 students,

interval 67-71 there were 4 students, interval 72-76 only 2 students, 77-81 there were 3 students and there were 2 students who got the score at that the interval 82-86.

The data of post-test score of control class could be drawn as follows:
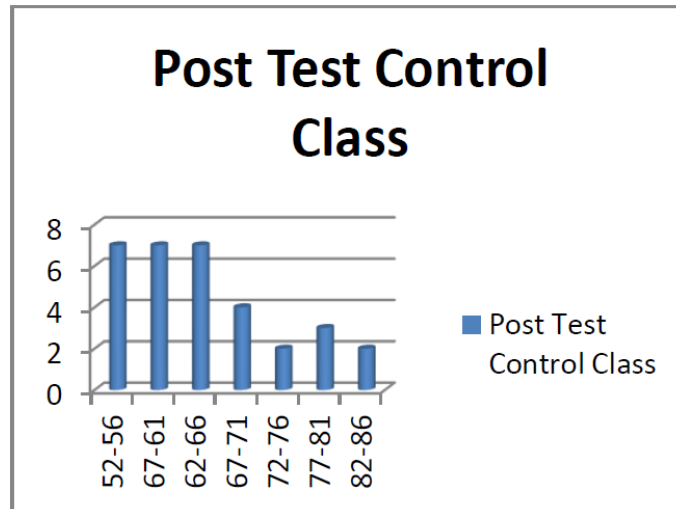
After getting the Standard Deviation in both of classes, experimental class (VIIIc) and control class (VIIIe) there were the distributions of students' post test score both of two classes. It can be seen on the table below:

Table 1.5 Description of Post Test Scores of Class VIIIe and Class VIIIc

	Post Test Class VIII$_e$	Post Test Class VIII$_c$
Total Students	32	32
Sum of Score	2080	2368
Mean Score	65	74
Highest Score	84	96
Lowest Score	52	60

From the table above, it can be seen that, post test in class VIIIc after using the Transition-Action-Details (TAD) strategy in five meeting higher (74) than class VIIIe without using Transition-Action-Details (TAD) strategy (65).

Discussion

Related to the purpose of the research to determine whether there is a significant effect on students' writing ability by using Transition-Action-Details (TAD) strategy for students writing recount text, the researcher found that there is significant effect on students' writing ability on recount text between the students who taught by using Transition-Action-Details (TAD) strategy and the students who taught by using conventional strategy that could be seen on findings. It shows by the post-test result for both classes after giving the treatment.

The hypothesis testing proved that the used of Transition-Action-Details (TAD) strategy in teaching and learning process of writing gave significant effect on students' writing ability on recount

text in eight grades of Junior High School 11 Padang. It showed from the mean score of experimental class is better than control class. 74 For experimental higher than 65 for control class.

The comparison of two mean score was 74 (experimental): 65 (control). Then, it was found that $t_{calculate} > t_{table}$ (1.567 > 0.015). It means that the learning result of teaching writing by using Transition-Action-Details (TAD) strategy gave significant effect than teaching and learning process by using conventional strategy on students' writing ability.

Based on the explanation above, we can conclude that Transition-Action-Details (TAD) strategy gives significant effect in improving students writing ability on recount text.

4. Conclusion

Based on the result above, it can be concluded that teaching writing recount text by using Transition-Action-Detail (TAD) strategy gives significant effect on students' writing ability. In fact, the analyzing of data shows that the students' writing scores of experiment class are higher than the student's scores who were in control class.

Clearly, transition-action-details (TAD) strategy is effective to improve students' achievement in writing recount text in junior high school. Based on the research, it shows that it can increase students' involvement and enthusiasm during the process of teaching and learning. It can be used as an alternative strategy in teaching writing recount text in junior high school.

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The Effect of Student Team Achievement Division (STAD) and Students' Attitude Toward Writing Achievement of Procedure Text at Second Grade Students of SMP N 34 Pekanbaru

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Abstract. The purpose of this research is going to test the effect of student team achievement division toward students' writing achievement of procedure text. The design of the research is quasi experiment. The population of the research is the second-grade students of SMP N 34 Pekanbaru. Two classes will be randomly selected as the sample of the research. The control group will be taught by using Think pair share while the experimental group will be taught by using Student team achievement division. The result of this research is expecting to be useful for both students and teachers in the context of teaching strategy. The instruments that will be used in this research is writing test and questionnaire of students' attitude. The students will be group into students with positive attitude and students with negative attitude.

1. Introduction

The teaching and learning writing become the most concern for the teachers in the country where English is as a foreign language. In Indonesia, the teaching and learning is regulates by the Kemendikbud, where the second grade students of senior high school is compulsory to be able to write short fuctional text of procedure text in the context of manual and recipe. There are some factors which is influences the teaching and learning prcess, such as the strategies implemented by the teacher, students' attitude, and others. This research is try to implemented student team achievement division (STAD) to seek its effect towars students' writing achievement. According to Slavin (1991) STAD is a strategy that requires the students to work in a team with different level of ability in the classroom. Futhermore, Slavin (1991) says that each team consist of 4 to 5 members. The attitude of students is become important factors in teaching and learning process. Attitude give effect to the students in the way to reach the achievement in learning process. According to Karahan (2007) possitive attitude let students to have positive orientation towards learning the language.

2. Literature Review

The implementation of STAD in the classroom should be in the right way. Slavin (1991) mention there are five components in order to implement the STAD in teaching and learning process they are, the teacher presentation, teamwork, quizzes, individual improvement, and team recognition. While Rusman (2015) says that two other components before implementing STAD in the classroom, they are delivering objective and motivation, and dividing students into teams. Related to attitude toward learning a foreign language, Brown (2000) points out that attitudes are cognitive and affective which they are related to thoughts as well as to feelings and emotions. Attitude begin developing early and are influenced by many things, including parents, peers, interaction, strategies which is applied by the teacher and environment around the classroom. Futhermore, Brown (2000) says the negative attitude can be changed by thoughtful instructional methods, using materials and activities which help students to achieve their understanding and appreciation of the foreign culture. In short, if the teacher success in implementing the strategy then it will affect students' attitude in learning.

There are several methods that available to be used to measure someone'attitude toward something. According to Richard (2002) the most common scale to measure attitude is Linkert scale. According to Azwar (2003), there are three components needed to measure students' attitude, they are: cognitive component, affective component, and conative/behavior component. This research is focus on the writing of procedure text. Procedure text describes how to do or make something. There are many types of procedure text, such as recipes, repair manuals, or assembly instructions which is show the process of doing something. Procedures are also can be used by scientists as they conduct investigations and experiments. According to Delpech (2008) procedure text is as a text which is consist of limited steps of instructions. Instruction execution may be conditional that proper with preferences or advice. The purpose of the procedure text is to tell the reader how to do or make something. Also, to help the reader to finish the require steps completely to achieve the goal of following the procedure.

3. Conceptual Framework

This research is done in two different classes of the same level. One class is the experimental class that will be treated by implementing student team achievement division, meanwhile, the other class is as a control class that will be treated by think pair share. Those strategies will affect students' attitude. the expected of this research is on the effect of students' writing achievement in procedure text.
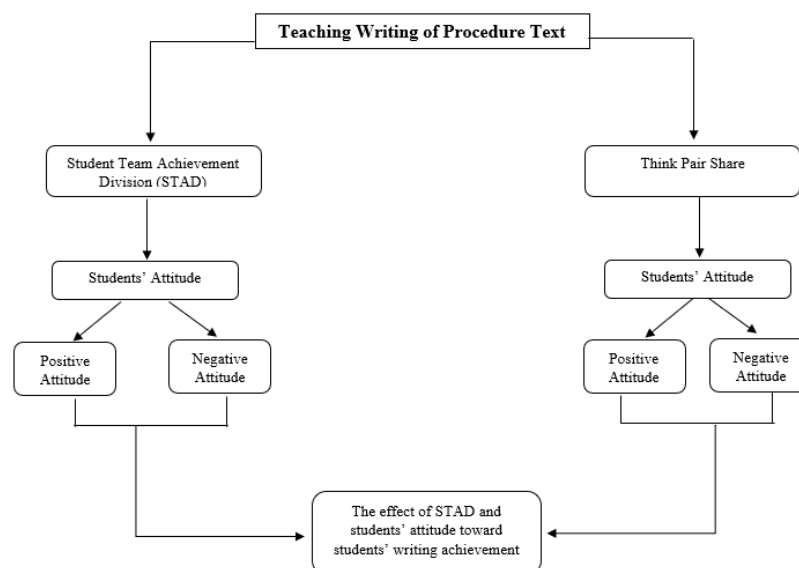
4. Research Method

The type of this research is experimental research. According to Gay (2000) experimental research is the only research which is able to test the hypotheses in order to established causes and effects relationship in a research. Dealing with the identification and the purpose of the research, this research is classified into quasi experimental research. Quasi-Experimental research is use to test the hypotheses. This research will be investigating the effect of independent variable: student team achievement division; the dependent variable namely writing achievement; and moderate variable is students' attitude. In order to find out the effect of student team achievement division and students' attitude toward students' writing achievement of procedure text, the design of this research is factorial research. This research design is used to find out the effect of a variable to look over two or more variables. As explained by Gay, *et al*. (2008) the factorial design is used to elaborate single variable of experimental design to investigate two or more variables. The research design can be seen as table below.

Treatment Students' Attitude	Student Team Achievement Division B_1 (Experiment class)	Think Pair Share B_2 (Control class)
Positive (A_1)	A_1B_1	A_1B_2
Negative (A_2)	A_2B_1	A_2B_2

Where:

A1B1   : students with positive attitude who are taught through student team achievement division.

A2B1   : students with negative attitude who are taught through student team achievement division.

A1B2   : students with positive attitude who are taught through think pair share.

A2B2   : students with negative attitude who are taught through think pair share.

4.1   Population and Sample

Gay, Mills and Airasian (2011) explain that population is the group that expect to get result of the study. The population of this research is three classes of the 2nd grade students at SMP N 34 Pekanbaru enrolled on 2018/2019 academic year. This population is chosen because the students' writing achievement is low referred to preliminary observation. Before the sample is selected, normality and homogeneity of population will be analyzed. Normality will be used to find out whether the sample of population are distributed normally or not, and homogeneity will be used to find out whether the variance of population will be homogeneous or not. Based on statistical analysis of students' midterm test, the three classes are normally distributed and homogeneous.

The cluster random sampling will be applied in order to get the sample of this research. Gay *et al*. (2009) states that cluster random sampling is the process of randomly selecting the intact groups, not individuals, within the defined population sharing similar characteristics. In this research is decided to use class VIII.2 as control class and VIII.3 as experiment class. Each class divided into two groups, students who have positive attitude and students who have negative attitude.

4.2   Instrumentations of the Research

Instrumentation is a media which is used to collect the data of the research. There are two instruments which is used in this research, they are the writing test, and questionnaire of students' attitude. Writing test will be given to measure students' writing achievement and questionnaire of students' attitude will be used to get information about students' attitude. The questionnaire of students' attitude will be

given before and after the students get the treatment, while writing test will be given at the end of the treatment in order to find out the improvement of students' writing achievement.

4.3   Technique of Data Collection

The data will be collected through writing test and questionnaire of students' attitude. Before the test and questionnaire are distribute for both groups in the research, it will be try out first in another class which has the same level as the sample and will not be included in this research. The try out is done in order to get the information about the test and questionnaire are valid, reliable and contextual.

4.4   Technique of Analyzing Data

After the data is collect, then the data will be analyzed to find out the effectiveness of the treatment and to test the research hypotheses. Riduwan (2012) explain that analyzing the data is used to answer the research questions. Before testing the research hypothesis, the sample should be analyzed to know whether the data are in normal distribution or not, and the data must be analyzed whether the data are homogenous or not.

4.4.1   Measuring of Normality

The normality test is done to investigate whether the data collect from both groups are normally distributed or not. It will be analyzed by using Liliefors test with Kolmogorf-Smirnov test.

Calculate mean score of each class of sample by using the formulation:

$$M = \frac{\Sigma x}{N}$$

Where:

M = mean	x = score in distribution
Σ = sum of	N = number of students

Measuring standard deviation (S) of sample through the formula:

$$S = \sqrt{\frac{\Sigma(Xi - \bar{X})^2}{n - 1}}$$

Where:

s^2 = variance sample	N = number of students
xi = students' score	Σx = sum of students' score
$\bar{X}$ = average score	

4.4.2 Measuring of Homogeneity

Homogeneity testing will be conducted to see whether the data in both experiment and control groups are homogeny or not. The homogeneity testing will be analyzed by using Variance test (F-test). The formula is:

$$S = \sqrt{\frac{\Sigma(Xi - \bar{X})^2}{n - 1}}$$

Where:

F = observed variance (F observed)

S_{H^2} = highest variance

S_{I^a} = lowest variance

The data are homogeneity if Fobserved < Ftable at the degree of significance 0,05 which will be taken from the list of distribution F.

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Acknowledgments

Local Wisdom Values of Semende Tradition in the Civic Culture Development in Indonesia

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Abstract. This study aimed to describe the Local Wisdom values of Semende tradition in civic culture development in Indonesia. The culture diversity each region to describe wealth and used as a philosophical source for the Indonesian nation. Every region has different values of local wisdom and not all of these values can be used as national cultures, as well as the values of local wisdom in semende tradition located in one area in OKUS District, South Sumatera. The method in this study was descriptive qualitative with participants semende traditional leaders, Village Head, Academic Leader, Karang Taruna Chairperson, the head of the culture division of the OKUS Tourism Department. Data collection techniques used were interviews, literature studies, observation, and documentation. The data analysis technique used was reduction, presentation, and data verification. The results of this study, revealed that the values of semende local wisdom the role in the civic culture development in Indonesia, but in practice these traditional values have been eroded due to a lack of awareness the society about the importance of traditional customs values, lack of preservation efforts from the local government, and the exemplary crisis in the implementation of the values of semende local wisdom in Muarasindang Village.

Keyword: values, local wisdom, tradition semende, civic culture.

1. Introduction

Diversity that is owned by Indonesian of state is grace given by God and we must guard. Albert Einstein (Latif, Y., 2018) also suggested that God was not "playing dice" in the design of the creation of this country as a multicultural country. Indonesia's diversity is not a potential that gives disintegration but as an adhesive pioneer of the nation as reflected in the Beautiful Motto of the Indonesian Nation as "Bhineka Tunggal Ika." Related to that, a strategy was formed by the founders of the Indonesian nation to anticipate this diversity by forming the Indonesia of state as the NKRI and clearly stated in Article 18 B (2) Chapter 6 of the 1945 about Regional of Government which contains that the State recognizes/respects customary law and traditional rights (in accordance with the principles of the Republic of Indonesia) because the life of the Indonesian people is inseparable from tradition so that the laws that apply in Indonesia are state of law, religious of law and customary of law.

In essence, customary law and religion in Indonesian society is more familiar than to State of law, where diversity Indonesia cultures contained values which reflect good character and serve as a source of state law, namely Pancasila, but the rapid the current of globalization does not make any country in the world can avoid it, including Indonesia. Globalization contributes to positive and negative aspects of

the exchange of cultural values, on the one hand individuals can learn and communicate a lot, can be bridge the gap between countries, and accelerate integration between nations both transportation, economy and culture but on the other hand the negative impact is the loss of cultural identity especially for the younger generation. (Raikhan, Moldakhmet, & Ryskeldy, 2014). Colonialism in Indonesia historically has been a real threat since long ago, in this era of globalization colonization was not done with real action (war) but was carried out with asymmetrical warfare by killing the nation's character through various sectors as according to Mr. Ir. Soekarno said that "if you want to destroy a nation, destroy the character of the nation," the character that strengthens the nation of indonesian is the values of Indonesian national culture it self and now these values eroded as if losing because the flow of globalization, this matter becomes a threat to the nation Indonesia, but a threat can be overcome if from various parties government and the community re-establish a "national establishment" to strengthen the Indonesian National Identity. Globalization is not a threat but knowing outside culture contributes to developing human knowledge and instilling a culture of peace. (Revuelta, 2004). Furthermore, a nation that is able to appreciate, maintain, develop, inherit its culture to its next generation and is proud of its identity and is able to show it with other countries is a great of nation. (Tobroni, 2011, p. 101).

The correlation cultural values and the State will make a strong national identity and creates a beautiful state of harmony, a culture influences politics, economy and society as well as vice versa economics, society and government influence culture. If culture actively participates, new relationships between citizens and between citizens and government institutions will be more easily interwoven, a local cultural context can explain the existence of institutions that support active citizen participation, but this correlation can be created if there are appropriate policies and institutions which supports the development of active participation and culture of the community because the pattern and level of citizen participation cannot be explained only refers to the culture of society or the political structure, but must be realized with a policy to make it happen. (Docherty, Goodlad, & Paddison, 2001).

From this, shows that the existence of customary values in Indonesian society must be maintained, carried out and preserved because it is a strengthening instrument for the establishment of the nation and as a pioneer in the progress, peace and welfare of the Indonesian State, but not all cultures in each region can be as a national culture because it is inseparable from Indonesia's diverse human beliefs but cultural values in each region in Indonesia also have wise values that can be used as a guide for the development of a culture of citizenship in Indonesia. local wisdom or "*Local Genius*" is an intelligence possessed by a group of people who get through life experiences that are manifested in the cultural characteristics they have (Haryono, 2009, p. 8). The meaning of local wisdom has the cultural history of the ancestors that is the foundation of our lives today and used as a bridge that connects history and modernization, creates an adhesive between generations in creating a valuable life. (Suroto, 2016) Inheritance of local wisdom is very influential on the behavior and character formation of each individual. Many values that are contained in the local culture can be used as a foundation inside carry out community life. (Mahendra, 2018) One of the diversity of local wisdom in Indonesia is semende Tradition. Semende tradition is believed by the people of Muara Sindang Village, Sindang Danau District, South OKU Regency, South Sumatra Province. The etymologically semende consists of two syllables namely Seme which means equal and Ende namely price so the meaning semende is semegi rege or equal price, it means that in semende tradition women and men are not bought in marital relations and have the same position. (Interview traditional figure, 2018). This tradition is contained in five parts, namely symbol, basis, content, prohibition and effect. First, the symbols believed in this semende

tradition are Jale, Kujur/spear, needle, tubang, jars and axes. Secondly, the basic tradition of semende are "tunggu tubang," etymologically comes from two words namely tunggu and tubang. Tunggu comes from the word waiting which means to inhabit or occupy. While Tubang or known as a tube made of bamboo and has a lid that is usually used to store daily food ingredients such as kitchen potions to keep it clean and durable. (OE, 2015) then another opinion that means "waiting for this body is to require the oldest daughter as the keeper and successor to the family, the property in the form of houses, rice fields, land gardens." (Iskandar, 2003), so tunggu tubang is an adult girl born to the oldest in the family and is required to maintain inheritance both home, land, rice fields and gardens belonging to her family, in Indonesia this system is called a major system, the meaning is "inheritance not divided and controlled by the eldest child who has the right to use, manage, collect the results but can not be separated from the rights and obligations to take care of and care for his siblings to stand alone." (OE, 2015). Third, semende tradition also has the content, in the content of semende tradition has the values contained in it deliberation, mutual cooperation, salah besak kecikkah, salah kecik hapuskah and peace. Fourth, semende tradition also a prohibition on not being rebellious to parents, tunggu tubang break promises, seize property tunggu tubang, selling children, against meraje, and if the prohibition is carried by a individual so that be trusted the consequences will be obtained. Fifth, the result is if a prohibition is carried out, it is believed that it will get the consequences of the action.

Based on the description of the semende tradition above, from the five parts of the semende tradition, researchers will examine the researcher will review the development of civic culture in Indonesia. "Civic culture is a type of culture that fosters political stability in society." (Almond and Verba, 1963, p. 473) whereas Winatapura (2012) argues that "*civic culture* is a culture that sustains citizenship by containing a set of ideas that can be realized effectively in the representation of culture for the purpose of forming citizens' identities."

Based on the background above, the researcher will examine the appear question in this study, the question is why the local wisdom values of semende tradition is important for the development of civic culture in Indonesia and the aim this reseach of exploring and the aim this reseach of exploring Local Wisdom Values Of Semende Tradition In The development Civic Culture In Indonesia.

2. Research Methods

This study used descriptive qualitative studies. The selection of participants in this study used purposive sampling where they were chosen based on certain goals and considerations, such as those who were able to understand social situations or certain phenomena (Cresswell, 2010). There were 6 participants involved in this study; the Head of the Culture Division of South OKU Tourism Department, semende traditional figure, Village Head, Academic Leader, Karang Taruna Chairperson in Muarasindang Village, Sindang Danau Subdistrict, South OKU Regency. Data is collected through documentation, interviews, and observation. Then the data is validated by using the credibility test, transferability test, dependability test, and confirmability test. The data analysis technique used uses data reduction, data display, and conclusion.

3. Results and Discussion

Based on the results of data analysis through interviews, literature studies, observations and documentation, it was found that semende traditional is the value of local wisdom that has moral messages that can be used as a bridge in facing the challenges of life as good citizens today. This is seen from the first symbol Jale as a traditional tool to catch fish with a lot of results without hurting and

damaging other animals and plants around it, as well as messages in community life must love and protect each other, especially as a leader has responsibility to protect all people/society, this first symbol teaches that a good leader is a leader who uses his authority to benefit his people through action and form appropriate policies with the aim of protecting and protecting the welfare of his people, this message of the jale symbol really needs to be implemented now in life in our society where in practice it is increasingly eroded from the message of life.

The second symbol is Kujur/tombak which gives meaning to the community about being obedient, following the rules and policies of the leader. The crucial problem that is felt today is the decreasing compliance of the people from a small scope, which is obedient to parents to the great scope of a leader to their people. This happens because of many factors, one of which is the loss of public trust with leader as a model for the community, furthmore the actions of traditional stakeholders in villages that are understood as traditional values, a leader in policy makers and traditional leaders as special institutions of village community advisory boards greatly influence the compliance of their people, therefore we as citizens must choose a leader who has a leadership attitude based on Pancasila.

The three needles that have many benefits to produce a beautiful work or can repair clothes that are torn helped by the function of yarn to be suitable for reuse, the benefits of needles in semende traditional give the message that people who have different thoughts and goals must maintain unity in in the community in the midst of differences in thinking and eliminating social stratification in society with the aim of creating and maintaining a harmony in society.

The fourth symbol, tubang or bamboo in Indonesian which has a strong texture, this bamboo also has a history as a war aid for indigenous people to fight invaders, in semende tradition bamboo to describe the importance of maintaining health not only infusing a civilization but also very attach importance to physical health which must be strong any conditions. A developed nation is a nation that not only has intellectuals but also must have a strong physical, this matter be actualized now in the midst of technology that is rapidly increasing the number of tools created for help replace a variety of human work, this makes people increasingly lazy to work because everything is practically, besides that it must also be stressed again that physical and spiritual strength influences national defense so that it can compete in the international arena.

Fifth, a jar filled with water that gives a message that semende tradition people must be able to keep a trust, always think cold in any problems and have a humble nature. This meaning certainly gives meaning to society in general, especially also for a leader, a good leader is not just a promise to achieve his political goals but must have ethics in politics one of which must maintain his mandate as a leader. The leader must be willing to be a servant for his people not as a king. The last symbol is an ax which means upholding justice, of course this is also a major problem in our country today, overlapping legal issues as if it is never over, the law is very sharp for the lower classes and very blunt for the upper classes of course things this is very contrary to the teachings of the semende tradition.

Furthermore, related to the semende basis of tradition, namely "tunggu tubang" in the development of civic culture, the basis of adat semende is an heir given to an oldest woman, of course this cannot be a national culture because it has different beliefs from Islamic law and state law but for the development of civic culture from the basis of semende tradition this can be viewed from the rights and obligations in the family, namely the payung jurai of the oldest man in the family who acts as an advisor in the family, namely all the oldest elders in the family who have the obligation to maintain harmony in the family to run as it should, then jenang jurai is a brother from tunggu Tubang who has an

obligation as a supervisor to Tunggu Tubang and must know the difficulties faced by Tunggu Tubang in carrying out his obligations, then anak belai is all women from tunggu tubang are obliged to help the overall obligations and responsibilities of tunggu tubang in order to create harmony and thelast apit jurai is the whole of what has been mentioned above and is obliged to help each other carry out their respective obligations and responsibilities in the family to create harmony in family. Related to these rights and obligations if implemented properly will create a harmony in the family, a prosperous and happy family is the beginning of a prosperous and happy citizen.

Then fill in the semende tradition, namely deliberation, mutual cooperation, salah besak kecikkah, salah kecik hapuskah and peace. Deliberation is still carried out by the semende community in deciding problems in the family and the government system. Usually deliberations are carried out in the family related to marriage, divorce, besides that, mutual cooperation is still often implemented, this can be seen from the wedding program, farming and cleaning public roads such as plantation and rice fields.

Then a wisdom in the word is also mentioned as salah besak kecikkah and salah besak kecik hapuskah it, the word teaches peaceful education in life, as much as possible the problems that arise must be resolved and eliminated in a good way, related to the wisdom of the semende traditional words we also need the practice in the life of the current citizenship, the emergence of various problems within the community because of the erosion of the meaning of the values of peace in our society.

Fourth, in semende tradition, there is also a ban on indigenous semende peoples, namely the prohibition of being lawless to parents, this civilization certainly has a very noble moral message to be actualized in our society today, a good nation is a nation that respects its ancestors, ancestors they include respecting and loving both parents. Furthermore, waiting for Tubang to break the promise of his rights and obligations in maintaining and caring for his parents and property related to this also teaches a moral message in the lives of citizens so that Indonesian people can actually maintain the mandate in community life. with the consequences that will be obtained if waiting for the tubers to break the promise of their rights and obligations, this is also obtained from the results of observation of interviews and observations of researchers in the village of Muarasindang, especially waiting for Tubang. Likewise also the prohibition in semende adat towards ngambik rete waiting for Tubang, semende traditional wisdom in Muarasindang Village is still believed up to now, because this is also believed to be the enactment of natural law which will be obtained if there is a violation. In addition to the message of prohibiting child selling and opposition, this also gives a message of civilization that is very humanistic for the citizens of our country today where there are many cases of child trafficking, violence against children or so on, this is still believed by the indigenous people about the consequences that will get in violating the ban.

Fourth, there is also a ban on semende tradition, namely the prohibition of being lawless to parents, this civilization certainly has a very noble moral message to be actualized in our society today, a good nation is a nation that respects its ancestors, ancestors they include respecting and loving both parents. Furthermore, Tunggu Tubang to break the promise of his rights and obligations in maintaining and caring for his parents and property related to this also teaches a moral message in the lives of citizens so that Indonesian people can actually maintain the mandate in community life. With the consequences that will be obtained if waiting for the tubers to break the promise of their rights and obligations, this is also obtained from the results of observation of interviews and observations of researchers in the Muarasindang village, especially tunggu Tubang. Likewise also the prohibition in semende tradition towards ngambik rete tunggu Tubang, Local Wisdom Values of Semende traditional

in Muarasindang Village is still believed up to now, because this is also believed to be the enactment of natural law which will be obtained if there is a violation. In addition to the message of prohibiting child selling and opposition, this also gives a message of civilization that is very humanistic for the citizens of our country today where there are many cases of child trafficking, violence against children or so on, this is still believed by the indigenous people about the consequences that will get in violating the ban.

Fifth, in this case it is part of the semende traditional prohibition which is the result, if a prohibition is carried out by the indigenous people semende then it is believed that they will get the consequences of their actions, while the result is luk sambau tengah jalan, the purpose in this case is about life Doing a life ban will not be safe, kehakap naik batu, the point in this is about self-esteem, someone who does the ban will be ostracized from society, did not survived with the purpose of life will not calm the world and the hereafter, and kebendun means to cause various incurable disease. Wisdom in the word is also a part of civilization from Indonesian society that must be practiced, the teachings give a message to citizens to have behavior and also play a role as a limit which is believed if violating it will get those consequences.

From this it shows that the values of local wisdom are important in the development of civic culture because they have values of civilization to strengthen political stability and identity of the Indonesian nation, but in practice some of these customary traditions have been increasingly eroded among the community, as for the fading causes of semende tradition, especially in the Muarasindang village, which was discovered by researchers are for the first from the community of the Muarasindang village it self, it has begun to be affected by culture from outside and experience anomie, the second model of crisis in the community of life, the third the emergence of a sense of laziness, especially the younger generation to find out about the Local Wisdom Values of Semende Tradition, the fourth the role of customary stakeholders in the muarasindang village has not proceeded due to the absence of a permit from the Village of Head and the last lack of a review from the OKUS Tourism Office is related of the task of tradition stakeholders.

4. Conclusion

Based on the findings obtained by researchers from various sources it can be concluded that the values of indigenous local wisdom are important in the development of *civic culture* because they are seen from the values of local wisdom from symbols, foundations, contents, prohibitions and consequences containing values of civilization to strengthen political stability and the identity of Indonesian citizens. The values contained do not conflict with the values of Pancasila as the Indonesian national philosophy, therefore the values of indigenous local wisdom semende are very important to be re-actualized to the indigenous people semende, cooperation between the office of Tourism, the community, traditional leaders, academics and local government figures play an important role in the preservation of these traditional values, in addition to the socialization within the community of the importance of this semende indigenous wisdom value.

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Oral Assessment Rubric on Kaiwa Lesson

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1. Pendahuluan

Penelitian mengenai pembelajaran bahasa selalu menjadi perhatian banyak peneliti bahasa, karena korelasinya yang luas jika dikaitkan dengan bidang ilmu yang lainnya. Sebagai contoh, kemampuan berkomunikasi yang bukan hanya melulu mengenai penguasaan hard skill pembelajar terhadap bahasa yang dipelajarinya, akan tetapi juga penguasaan terhadap sosiopragmatik bahasa tersebut, dan kepekaan terhadap kultur komunikasinya. Hal ini menyebabkan asesmen terhadap kemampuan lisan berbahasa pembelajar lebih sulit untuk diukur mengingat kompleksnya variabel yang harus dinilai. Sebaliknya tuntunan akan asesmen objektif dan general dalam penilaian kemampuan lisan pembelajar menjadi kebutuhan yang mendesak, demi evaluasi menuju perbaikan nyata dan berkelanjutan.

Kesulitan tersebut ditambah lagi dengan adanya beberapa pengajar masih belum memiliki penilaian terukur yang objektif yang dapat digunakan untuk mengevaluasi kemampuan pembelajarnya, maupun keberhasilan metode ajarnya. Kemudian, kondisi di institusi yang menuntut pengajar untuk mengajar dengan jumlah siswa yang diluar parameter ideal, membuat pengajar kesulitan menetapkan standar capaian yang realistis. Dan juga beberapa institusi masih belum memiliki capaian pembelajaran yang terintegrasi dan konsisten terhadap mata kuliah yang ditawarkan dari semester awal hingga akhir.

Target yang tidak fokus dan cenderung tidak konsis di tiap jenjang semester, menyebabkan, baik mahasiswa maupun pengajar kesulitan untuk mengetahui adanya perkembangan kemampuan siswa. Tanpa adanya bukti kemajuan siswa (ada atau tidak adanya perkembangan) pengajar akan kesulitan menilai perencanaan dan pelaksanaan pembelajaran yang dilakukannya efektif. Kurangnya asesmen yang berkelanjutan dan riil karena kurangnya pemahaman akan kemampuan siswanya secara umum, mendorong pengajar membuat target capaiannya secara sepihak di tiap mata pelajaran yang diampunya. Hal tersebut sebenarnya sangat merepotkan dan membebani siswa dalam menentukan fokus studinya.

Evaluasi berupa ujian tengah semester maupun ujian akhir semester pada pelajaran speaking juga menjadi dilema, jika dilakukan tes lisan berupa interview, menilai tiap individu menjadi sangat sulit, apalagi jika dilihat jumlah siswa dan waktu ujian yang 100 menit. Kemudian, bentuk evaluasi yang cukup objektif yang bisa dikembalikan ke siswa untuk mengetahui perkembangan mereka dalam pelajaran berbicara, juga masih sulit untuk menentukan capaian siswa, yang dapat dipahami siswa dan rendah subjektivitas pengajar. Di lain pihak, jika ujian dilakukan secara tulis, dari segi waktu dan jumlah siswa mungkin itu akan menguntungkan, akan tetapi, jenis tes ini kurang mampu mengetahui perkembangan kemampuan lisan siswa berkaitan dengan materi ajar yang diberikan.

2. Kajian Teori

Malone and Montee (2010) said that The Oral Proficiency Interviewe (OPI) became the major approach to oral proficiency assessment in the United States. However, both Malone and Montee researched about the advantages and disadvantages of OPI to be used for examine the post-secondary level. This research offered new method for assess student's oral proficiency, and also examine the expected proficiency results from different level of foreign language students. In addition, they also said that documented outcomes are needed to establish realistic expectations for program , instructors, and students.

Dalam sebuah program atau mata pelajaran, perencanaan yang matang perlu dilakukan agar pelaksanaan proses pembelajaran dapat berjalan sesuai harapan. Sehingga tahapan evaluasi juga menunjukkan efektivitas dari rangkaian proses yang telah dilakukan. Oleh sebab itu, sebelum menentukan target capaian pembelajaran, penting untuk menyesuaikan dengan standar capaian sesuai dengan silabus dan bahan ajar, akan tetapi, akan lebih baik jika menimbang juga dari alasan atau harapan siswa terhadap mata kuliah yang mereka ikuti. Misalnya alasannya belajar bahasa Jepang karena ingin pergi ke Jepang dan dapat berkomunikasi baik dengan penutur asli sehingga kecakapan berbicara siswa sangat penting, atau harapan siswa untuk dapat bekerja sebagai penerjemah di perusahaan Jepang sehingga kemampuan menulis sangat penting (Fujinaga et al, 2016). Jadi, materi ajar yang berdasarkan kebutuhan siswa juga penting diperhatikan untuk membuat kelas menjadi lebih fleksibel secara umum, dan siswa juga lebih termotivasi karena belajar sesuai kebutuhannya.

Kemudian beranjak pada terminologi asesesmen, asesmen didefinisikan sebagai proses yang digunakan untuk mendapatkan bahan penilaian dalam evaluasi. Dalam asesmen dilakukan pengumpulan bukti baik yang lisan maupun yang tulisan terhadap perkembangan pembelajar dalam mengikuti proses belajar mengajar pada waktu yang ditentukan (Wedayanti &Damayanti, 2015). Bukti-bukti kompetensi siswa tersebut yang akan dijadikan bahan penilaian dalam evaluasi. Widgins (*dalam* Wulan, 2010: 4) menyatakan bahwa asesmen merupakan sarana yang secara kronologis membantu pengajar dalam memonitor siswa. Marzano *et al*. (*dalam* Wulan, 2010: 5) juga menambahkan bahwa asesmen mengungkapkan penguasaan konsep siswa, asesmen tidak hanya mengungkapkan konsep yang telah dicapai, akan tetapi juga tentang proses perkembangan bagaimana suatu konsep tersebut diperoleh. Oleh sebab itu, asesmen sudah seharusnya dapat mendukung proses belajar mengajar agar dapat memberikan input ataupun mencetak output yang semakin baik.

Di awal perkuliahan, pengajar perlu mengetahui level dari siswa dikelasnya secara umum melalui angket ataupun observasi kelas di dua pertemuan pertama. Setelah observasi menyeluruh dilakukan, pengajar dapat menilai secara umum, dan menggeneralisasi level dari sebagian besar siswa di kelasnya. Hal ini untuk menyesuaikan level bahan ajar, maupun bahan evaluasi yang dilakukan agar tidak jauh melampaui kemampuan siswa, ataupun malah berada di bawah level siswa, sehingga motivasi belajar mereka menurun.

Yokoyama dkk (2011) menyebutkan bahwa ada beberapa hal yang perlu diperhatikan dalam membuat soal sehingga pengajar bisa mengetahui tingkat pemahaman siswa dari materi yang telah diajarkannya.

1) Verifikasi isi soal yang layak. Pengajar harus memastikan dirinya telah membuat soal yang memang materinya telah diajarkan sebelumnya di kelas. Dan juga, memastikan model soal yang memang mampu mengukur kemampuan siswa. Jangan sampai siswa merasa sia-sia belajar karena materi yang telah dipelajari tidak ada di ujian satu pun, atau jangan sampai soal menjadi terlalu sulit atau terlalu mudah, yang hanya akan mengurangi motivasi belajar siswa.

2) Kredibilitas Evaluasi. Hasil dari tes yang diberikan dapat dipertanggung jawabkan, dan mengukur dengan tepat kemampuan siswa.

3) Keaslian atau kewajaran. Soal yang dibuat juga sebaiknya memperhitungkan makna atau isinya yang wajar dan tidak terlalu imajinatif sehingga sulit untuk dipahami oleh siswa.

4) Memberikan pengaruh pada siswa. Siswa pada dasarnya sangat menghargai hasil tes (nilai) yang baik, sehingga mereka sangat berusaha untuk mendapatkan nilai yang baik. Jika soalnya merupakan soal yang terdiri dari permasalahan seputar penggunaan bahasa sehari-hari yang riil, hal tersebut tentu menjadi latihan bagi siswa untuk nantinya menghadapi situasi yang riil mengenai penggunaan bahasa. Sehingga sangat penting memberikan evaluasi yang dapat membantu siswa secara langsung maupun tidak langsung memperbaiki kemampuan berbahasa siswa.

3. Pembahasan

Sesuai dengan penjelasan yang membedakan asesmen dan evaluasi tersebut, pengajar seharusnya sudah memahami definisi asesmen dengan baik. Pengajar harus selalu bertanya pada dirinya sendiri, bahwa apa itu asesmen? Apa tujuan dilakukan asesemen? Apa jenis-jenis asesmen yang ada? Apa segi yang diukur oleh alat ukur yang tersedia bagi siswa secara individu? Transparansi kebutuhan pengajar dan peserta didik tersebut, membantu siswa ataupun guru yang terlibat dalam proses belajar mengajar tersebut tetap dalam *track* yang baik sesuai dengan rencana pembelajaran.

Prosedur yang diberikan merupakan jenis evaluasi dengan mengestimasikan siswa perkelas tidak lebih dari 20 orang, sehingga waktu 100 menit yang disediakan untuk ujian tengah maupun akhir semester masih mungkin untuk dilakukan dalam bentuk ujian lisan Berikut teknis ujiannya:

1) Dua orang siswa diminta untuk masuk ke ruang ujian berdua yang dipilih secara acak sebelumnya. Hal ini untuk mengurangi kecurigaan siswa akan hasil yang subjektif.

2) Tes dilakukan dengan memberikan pertanyaan mendasar seputar keseharian siswa yang dapat dijawab dengan pendek ataupun panjang dan lengkap. Misalnya apa sarapan yang dimakan siswa tadi pagi, apa hobinya, apa film kesukaannya.

3) Tes kemudian dilanjutkan dengan siswa memilih kartu informasi secara acak, yang temanya adalah tema yang dipelajari sebelumnya dalam perkuliahan. Hal ini untuk membantu siswa lebih siap dengan kosakata yang diperlukan untuk berbicara terkait teme-tema yang telah disediakan.

4) Ujian dilaksanakan dari 5-7 menit. Jika ada 20 orang, maka akan ada 10 pasangan dengan estimasi, masing-masing pasangan menghabiskan waktu sepuluh menit, sehingga waktu ujian yang seratus menit, cukup untuk melaksanakan tes lisan.

5) Prosedur diulangin dengan sama pada siswa lainnya.

Pengajar memerlukan beberapa rubrik yang dapat digunakan sebagai bahan evaluasi, seperti di bawah ini

Value / Parameter	E	D	C	B	A
Theme of the chapter	Student can't even tell the simpliest thing about themself to other. Students can't ask or answer	Student barely can tell the simpliest thing about themself to other. Student barely can ask or	Student can tell the simplier thing about themself to other. Student can ask or answer	Student can communicate with other without any certain difficulty	Student speak based on the thema nearly like native

Value \ Parameter	E	D	C	B	A
	simpliest things.	answer simpliest things.	simpliest things.		
Honorific use	Student definitely can't speak the simpliest honorifics	Student barely can speak the simpliest honorifics	Student can speak the simplier honorifics	Student use honorifics without any significant error	Student showed almost no difficulty using honorifics
Vocabulary and Grammar choice	Student can't use vocabulary or grammar that already been taught	Student barely can vocabulary or grammar that already been taught	Student choosed vocabulary or grammar that already been taught	Student show varied vocabulary and grammar according the situation	Student's vocabulary and grammar use near native
Pronounciation	The pronounciation hardly heard or understood	The pronounciation barely can heard or understood	The pronounciation heard clearly	The pronounciation is good, and show fluency	Student speak clearly and fluently
Communication Skills	Student gave a bad impression to others while communicate.	Student gave barely good enough impression to others while communicate.	Students gave good enough impression to others while communicate.	Student communicate nicely with others	Student communicate like native

Rubrik penilaian tersebut dapat dimodifikasi sesuai keperluan pengajar ataupun ketentuan institusi. Pada bagian parameter yang dinilai, juga perlu dipikirkan dengan baik, hal apa yang ingin dievaluasi oleh pengajar. Biasanya setiap buku ajar, tiap temanya memiliki tujuan. Tujuan tersebut juga dijadikan parameter pencapaian juga menjadi hal yang memungkinkan.

Positif dari prosedur ini adalah : (*the positive point from this procedure were*:)

1) Siswa jadi mengetahui ada atau tidaknya perkembangan diri mereka selama mengikuti perkuliahan. Di samping itu, membagikan rubrik penilaian kepada siswa, membantu mereka mengetahui parameter penilaian yang membuat mereka fokus pada hal-hal yang diujikan.

2) Dosen dapat mengetahui fluency, level kecakapannya dari kemampuan murid untuk mengetahui kosakata maupun improvisasi yang dilakukannya.

3) Dosen mengetahui perkembangan kecakapan berbahasa maupun komunikasi siswa, untuk mengevaluasi keberhasilan belajar mengajar

Negatif dari prosedur ini : *demerit from this procedure* :

1. Waktu yang tersedia tidak sebanding dengan jumlah siswa yang harus dievaluasi. Minimnya waktu yang tersedia, membuat eksplorasi kemampuan siswa tidak dapat dilaksanakan secara maksimal

2. Usaha untuk menghindarkan ketidakpercayaan siswa terhadap hasil evaluasi, dengan menghadirkan murid lain di kelas saat interview, mungkin akan membawa ketidaknyamanan dikedua siswa, baik perasaan terintimidasi ataupun perasaan rendah diri jika secara acak dievaluasi dengan siswa yang kemampuannya lebih baik

4. Simpulan

Evaluasi yang serius sangat penting untuk dilakukan demi mendapatkan hasil maksimal secara konsisten pada seluruh pelajaran, dan pada pelajaran kaiwa pada umumnya. Sebagai mata kuliah berbicara, kaiwa memiliki tantangan sendiri dalam proses penilaiannya yang dituntut untuk dapat memberikan penilaian objektif, sedangkan untuk menilai kecakapan berkomunikasi seseorang, memerlukan variabel yang sangat variatif. Akan tetapi, untuk dapat memberikan hasil evaluasi lisan yang rendah subjektivitas, rubrik yang faktor penilaiannya sejalan antara kebutuhan belajar siswa, capaian pembelajaran dari mata kuliah, dan sistem penilaian institusi yang penting untuk dikolaborasikan.

The Effect of Teachers' Corrective Feedback on Students' English Presentation Skill

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Abstract. Nowadays, English learning not only focused on communicative skill but it is also real work situation, one of them is presentation skill. As the lecturer needs to know a suitable strategy that can be used not only to motivate the students to communicate in English but also minimize their errors and mistakes. Corrective Feedback (CF) is a way to lecturer to improve the students' language knowledge and skill since it helps the students to focus on the correct language forms.This research was conducted to see the effect of corrective feedback towards students' presentation skill. This research design is a experimental research conducted in sampel group. The population of this research was 197 students of Management study program which consist of seven classes namely 1M1 until 1M7 at STIE Sakti Alam Kerinci. The sample was divided into two classes, an experimental and a control class which consist 30 students for each class. The instrumentation was used oral presentation test. In this research the post-test was analyzed by T-test. Based on the result, the researcher got mean score 48.383 in experimental and 17.754 in control class. Since the mean score of experimental is higher than control class, it means that there is a significance effect of using corrective feedback in form of elicitation technique toward students' presentation skill.

1. Introduction

English has been taught from junior high school until higher education. The purpose of teaching English especially teaching speaking in higher education is make the students able to use English communicatively and acceptable in the real life situation. This ability is not only in the form of producing a good grammar, but also in the form to produce real communication skill. Related to the real workplace situation, the context of good communication is the students able to interact each other in context of job, communication and presentation. Since presentation is one of skills that should mastered by the student, as their lecturer needs to know a suitable strategy that can be used not only to motivate the students to communicate in English but also minimize their errors and mistakes in presentation.

In order to prevent errors and mistakes from happening and to improve their student'speaking skills especially in preseantation, lecturers use Corrective Feedback (CF). The term of corrective feedback is simply defined as "responses to student utterances containing an error"[1]. It produces a lot of negative views and people usually regard it as an indication that something is not right. However, CF is a great tool to improve the students' language knowledge and skill since it helps the students to focus on the correct language forms.

Furthermore, when the students make errors or mistakes in oral communication, they need to be corrected to get feedback, so every student's oral errors can be revised. CF is a way to initiate the students to speak up. As zarinhadi states that if the lecturer give corrective feedback after students finish their speaking practice, it can increase students' willingness to communicate in upcoming situation. So, by giving corrective feedback, the students will try to answer the lecturer feedback and impact of that the lecturer can revised the errors and the aim of giving feedback is to avoid the fossilization in using incorrect form of English can be achieved.

Meanwhile, there are various ways by lecturer to give corrective feedbacks. It is stated by Lyster and Ranta. There are several kinds of lecturer corrective feedback namely: explicit correction, recast, meta-linguistics feedback, clarification request, and elicitation [2]. These feedbacks must be used by the lecturer in order to make the students learn more what their errors are and they will not do the same error.

Elicitation, as a major type of corrective feedback, has been defined by Panova and Lyster as "a correction technique that prompts the student to self-correct" [3]. Then, Lyster and Ranta state elicitation is intermit the students' utterances then asking questions, and asking students to reformulate their own utterances[4]. Corrective feedback in form of elicitation is suitable to be used in teaching speaking. In the real practice, it is expected that the students can give spontaneous responses through elicitation, so the lecturer can help them to correct the errors. As the result, there is a "true" correction which is used in modifying the students' inter-language rule so that the error is eliminated from the further production.

Findings from a number of studies support the usage of corrective feedback in speaking. A study by Ruili Chu who investigated the effect of teacher's corrective feedback on accuracy in the oral English at second English-majors college students at Binzhou College in Shandong Province, China [5]. The finding reveals that corrective feedback has a positive effect on improving oral English accuracy, but the effectiveness for different level of student was different. Another study, conducted by Eman investigated teachers' corrective feedback and students' uptake in the EFL classrooms [6]. This study investigated the different types of corrective feedback (CF) including student uptake moves in error treatment sequences occurring in the low intermediate EFL classes. The findings show that CF types that were more effective in eliciting repair, namely elicitation, meta-linguistic feedback, repetition and explicit correction, rarely occurred in the EFL classrooms. Confirming these two studies, a study by Ito examined the effectiveness of corrective feedback on learners of the Japanese language through recast (a category of implicit) and elicitation (a category of prompt) [7]. Through investigating 25 Japanese students, it reveals that elicitation is more beneficial to L2 learners than recast in reformulating their utterance. Hence, corrective feedback provides positive effects toward students' speaking skill.

Several gaps regarding the previous researches about oral corrective feedback have been identified as a basis to conduct a new study. Although the previous studies investigated the use of oral corrective feedback, there was no further explanation in the speaking skill especially oral presentation and conversation as the object of study. Further, In addition, the subjects of the research in previous research studies (Ruili Chu: 2011; Eman: 2016; and Ito: 2015) were adults or university students. Despite, there is a need to do the further study involving different subjects in EFL context and different place.

The present study is intended to examine which feedback works better for the students in terms of improving their mistakes on presentation and to investigate which group of students shows a better

effect on each feedback. In accordance with the findings of implementing the corrective feedback in the form of elicitation, especially in teaching speaking, it is assumed that elicitation is really helpful in encouraging the students to speak. Besides, the students do not only get the correction to improve their speaking performance, but they can also be more confidence to speak up in English. the Based on the explanations the research question is "Was there any effect of using Corrective feedback in form of elicitaion toward students' presenting skill at first semester students of Management study program at STIE SAK Sungai Penuh." And the hypothesis of this research is 1). Ho: there is no any effect of using Corrective feedback in form of elicitaion toward students' presenting skill at first semester students of Management study program at STIE SAK Sungai Penuh, and 2) Ha: there is any effect of using Corrective feedback in form of elicitaion toward students' presenting skill at first semester students of Management study program at STIE SAK Sungai Penuh.

2. Research Method

This research method was a quasi-experimental research which consist of two variables namely corrective feedback as independent variable and students' presentation skill as dependent variable. This research was designed to investigate the effect of corrective feedback toward students' presenting skill. It was a post-test group only design can be described as follow:

Table 1.   Descriptive Statistics for Post-test Group Only Design

Group	Treatment	Post-test
Experimental	X_1	O
Control	X_2	O

The population of this research was the Management study program students which consisted of 7 classes (197 students). The sample was chosen by using cluster random sampling technique. As a result, grade 1M5 became experimental class (consists of 30 students) which was taught by using corrective feedback in form of elicitation and 1M4 as control class (consists of 30 students) which was taught by using corrective feedback in form of recast. The researcher also chose class 1M6 for try out in order to know the validity and reliability of the instrument. Then, The research instrument was validated by one English lecturer of language and art faculty at Universitas Negeri Padang with validation results that the instrument used is valid. Based on the results of trial questions in 1M6 found that the level of reliability of the instrument was classified medium with a reliability coefficient of 0.41 and 0.47.

The data were collected through speaking test. The test in form of oral presentation. To ensure that no missing data is occured, voice recorder was taken by the researcher. Then, the students' oral presentation test was immediately assesed by two lecturer by using presentation rubric by Brown; the content and delivery aspects. The audio recorder was used by assesor to reconfirm the students presentation.

The normality testing in this research was analyzed Lilliefors formula. The Normality Testing of Students' presentation Skill in the Experimental and Control Classes with $L_{observed}$ was 0.0954 and in the control class it was 0.1191. and the, L_{table} was 0.161. So, it can be said that the data of two classes were normally distributed. And for the homogeneity testing in this research was analyzed by using two formulas; Variance test (F-test) and Chi square. The variance test was used to examine the homogeneity of the population, this test compared the value of $F_{observed}$ to that of F_{table} on significance level $\alpha = 0.05$. To analyze the students' score in post-test, the writer used t-test.

3. Research Finding and Discussion

This research was conducted from September 28th, 2016 until November 30th 2016. The experiment was acted for 10 meetings. The data of the research is comparing the mean score of post-test. The analysis of the collected data was carried out to answer the research question: "Was there any effect of using Corrective feedback in form of elicitaion toward students' presenting skill at first semester students of Management study program at STIE SAK Sungai Penuh?"

Post-Test Results

After getting normality of the classes, two classes were choosen as a sample then they were given different treatment. The experimental class was taught by using corrective feedback in form of elicitation, but the control one was taught by corrective feedback in form of recast. After ten meetings of treatment to both of classes, post-test was given to the students. The result of the test can be seen in the table below:

Table 2. Descriptive Statistics for Post-test of the Control and Experimental Groups

Group	N	Mean Posttest	MEDIAN	SD	Variance
Experimental	30	48.383	49	10.25	104.98
Control	30	17.754	43.5	8.4736	71.8

As can be seen, the mean score of the experimental was 48.383 On the other hand, in the control class, the mean score of presentation skill was 17.75, It can be concluded that the mean score of students' presentation skill in the experimental class was higher than control class.

Then, the t-testing result of experimental and control grop as can be seen in the table below:

Table 3. Descriptive Statistics of the T-test Analysis Result in the Experimental and Control Classes Groups

Group	N	SD	$t_{observed}$	t_{table}
Experimental	30	104.97	4.17	2.01
Control	30	71.8		

Table above, describes the result of t-test analysis of the the hypothesis. It can be revealed that the value of $t_{observed}$ was 4.17 in which the value of t_{table} was 2.01 with α= 0.05, so the value of $t_{observed}$ was bigger than $t_{observed}$. Thus, it can be said that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that Ha: there is an effect of using Corrective feedback in form of elicitation toward students' presenting skill at first semester students of Management study program at STIE SAK Sungai Penuh.

While the teacher used corrective feedback in the form of elicitation in the speaking class, it shown a positive effect in correcting the students' errors in presenting English. This can be seen from the ability of students who are able to correct their errors directly and if they are asked one more time they are able to give the correct form of the error in the next presentation practice. Furthermore, in the learning process, after the lecturer explained about the materials in front of the class, the lecturer tried to give feedbacks to find out how far the students have understood. In providing their answers or ideas, the students would give a short response; it can be in the form of definitions, giving examples or correcting the other students' speaking errors. The lecturer would listen carefully and gathered if there was errourness. In correcting the errors, the lecturer gave corrective feedback by asking the other students to correct the error or asking repeatedly to get the correct form. This result is line with a

research conducted by Riza Amelia She found that the lecturer gave corrective feedback through leading a question (elicitation) to be answered by the students in form of simple respons, and if it was not correct yet, the lecturer led the students to critize the materials' core actively. So, by asking question (elicitation), the students were required to speak repeatedly so that they practiced their skills and gained correction from these mistakes from friends and lecturers.

Then, when students are asked to do a discussion or presentation in front of the class, the lecturer refrained from giving feedback directly, especially when mid- flows presentation or discussion. The lecturer did it because the lecturer wanted to decrease of students' nervousness to talk and made them free toshare anything in presentation section at classroom. It is line with the research conducted by As Saliana and Azza state that the teacher should delay the errors correction until their students finished their presentation because to decrease of feeling "intervention"[8]. Delaying the correction also useful for the lecturer when the students did a presentation. As a result, the lecturer had to give correction as late as possible and to make sure all the correction an be corrected. In the discussion section also, the lecturer could jot down some comment and correction that most frequently appeared in students' presentation and only give correction briefly for a group presentation after they had finished their presentation [9].

Meanwhile, in the control class, in correcting the students' speaking errors, the lecturer just reformulated the students' speaking errors without indicating which one was incorrect. Although the correction was given by the lecturer, it did not have a positive effect on the students' speaking skill. In line with Lyster states that recast does not lead any self- or peer-repair: when there is a repair, the student can only repeat the teacher's reformulation [10]. It means that if the students only repeat the utterances, it was impossible to correct their speech errors because they did know what the error was. It is also line with the results of Ito's research states that recast is not useful if correcting in incorrect form, because the students did not notice the gap between correct form and incorrect form so the will do same mistake in next same questions [11]. Then, in giving corrective feedback in the form of recast, the lecturer also tried to give in right time. In this case, when the students did an error, the immediate corretion was effective. It is line with Shaofeng's research state that recast is effective in immediate correction because make the students aware to self-correction even it was not to take long term memory [12]. In recasting the correction, the lecturer pause the students presentation by giving right one and the student would reformulate their utterances as what they heard from the lecturer and continuing the presentation without considering they knew what the gap of erorr was. In addition correctizve Feedback in the form of recast is useful for time saving and controlling the class, but the disadvantage is the students do not get any additional information, so that, the class interaction is more passive and the materials gotten are not much deeper.

4. Conclusion

Based on the findings and discussion above, it can be concluded that giving corrective feedback in the form of elicitation in had better effect on the students' presentation skill. The students believe that every errors have to always be corrected even by the lecturer or the other students. Through elicitation, the students will get a prompt to do self-repair on their presentation skill by reformulating the after the lecturer asked them to, and they will give a response. Furthermore, elicitation makes the classroom interaction more active because the students who knew the error will fix it by giving comment. Then, elicitation makes the students more focus in classroom because they will listen carefully on other

students' presentation. The effect of that students' attention will make them aware what the rigth form of vocabulary usage in presentation aspect and how to present it.

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Media Representation of Flood Disasters: A Comparative Study of Australian and Indonesian Online Newspapers

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Abstract: People realize that newspapers are a major source of information about disasters. This study is the first study to adopt transitivity analysis to compare Australian and Indonesian online Newspapers for reporting floods in the same incident. The aim of this study is to identify and explain how flood disaster is portrayed and presented through language used in both articles. The main question of this study is how do reporters in Australia and Indonesia construct the incident? To answer this question, the analysis conducts Systemic Functional Linguistics and utilize the framework of transitivity analysis that identifies ideational meaning realized by grammatical choices. Data for this study were collected from Herald Sun and Kompas.com online newspapers published on November 28, 2018. There are two main steps for analyzing the data. The first is identifying the types of processes, participants, and circumstances. The second is classifying the clauses into categories and drawing conclusions from the analysis. The finding shows that there are a process of actions in the flood disaster reflected by the dominant use of material processes in both news articles with 51% and 48.1%. This study also found that Australian online newspaper Herald Sun involved all the six process type for reporting floods while Indonesian online newspaper Kompas.com used only five process types for reporting this incident.

Keywords: newspapers, floods, transitivity

1. Introduction

Systemic Functional Linguistics proposed by Halliday offers a useful tool for the analysis of texts to uncover the meaning of language. Halliday (1994) claimed that there are three main kinds of meanings in language i.e. ideational, interpersonal and textual meaning. With transitivity analysis, it is possible to unveil ideational meaning contained in a text to explore a content which is still hidden. Many scholars have found transitivity an effective model for discourse analysis of newspaper. In Indonesia some scholars have applied transitivity analysis in newspapers with different topics as Isti'anah (2014) analysed the process types from perspective of transitivity in four selected opinions about Jakarta Governor Election, Miranti (2014) analysed editorials of the New York Times and The Washington Time, Suparto (2018) conducted a transitivity analysis on two news articles about Basuki Tjahaja Purnama's case and found the distribution of the six processes.

Floods incident happened in Sydney on 28th November 2018 became a hot topic on Australian and Indonesian online newspapers since both media related the incident to Global Warming issue. The situation presented in the news articles drew some aspects that appeared in Australian online

newspapers but not in Indonesian. Thus, the study sets out to explore how the transitivity systems are realized and functioned in the floods reporting of these two online newspapers on the base of Halliday's Systemic Functional Linguistics from the perspective of transitivity system.

2. Theoretical Framework

2.1   Transitivity System in Systemic Functional Linguistics

Transitivity is a system that expresses ideational meanings, meanings about how we represent realities in language (Eggins, 2004). In the Systemic Functional Linguistics account there are two component involved in ideational meaning, that of experiential meaning (meaning in the clause) and that of logical meaning (meaning between clauses). According to Eggins (2004), by observing the experiential metafunction we understand the grammar of the clause as representation.

One major system of grammatical choice involved in this metafunction is the system of transitivity or process type. There are six process types in this system: material, mental, behavioural, verbal, relational, and existential (Halliday, 1994). These process types are made of three semantic categories which present phenomena of the real world as linguistic structures. The three components of semantic categories are 'processes' which are verbs, 'participants' which are nouns and 'circumstances' which are adverbial and prepositional phrase. The definition of each process is derived from Suzanne Eggins' *An Introduction to Systemic Functional Linguistics*.

2.1.1 Material Process

Material processes are processes of material doing which express the notion that some entity physically does something which may be done to some other entity. There are two participant roles involved in the process, those are Actor and Goal. The entity who or which does something is Actor while the entity who or which may be done to is Goal. Because there are transitive and intransitive verbs, Goal is optional and it depends on the verb itself.

2.1.2 Mental Processes

Mental processes refer to verbs encoding meaning of thinking or feeling. Eggins (2004, p.225) explains that there are three sub-types of mental processes: cognitive (processes of deciding, knowing, Understanding, etc.), affective (processes of liking, hating, fearing, etc.) and perceptive (processes of seeing, hearing, smelling, etc.).

The participants involved in this process are Senser and Phenomenon. The Senser, as Halliday and Matthiessen (2004) identified, is one human-like participant or conscious being that can feel, think or perceive where phenomenon is the entity being sensed, felt, thought, or perceived (Zhang, 2017).

2.1.3 Relational Processes

Relational processes are processes that involve states of being (including having). There are two modes that classify relational processes: Attributive and Identifying. Attributive is used to assign a quality to something where Identifying is used to identify something.

2.1.4 Behavioural Processes

Behavioural processes are typically processes of physiological and psychological behaviour like breathing, coughing, dreaming, laughing and staring (Eggins, 2004, p.233). Behavioural processes involve one obligatory participant called the Behaver.

2.1.5 Verbal Processes

Verbal processes are processes of saying or symbolically signalling because a participant responsible for the verbal process does not have to be a conscious participant (Eggins, 2004, p. 235). There are two kinds of participants in the process the obligatory participant, that is Sayer, and the optional participants, those are Receiver and Verbiage. Here are some examples of verbal processes realized in the two selected news articles.

2.1.6 Existential Processes

Existential processes refers to processes of existing and happening it is easy to recognize the existential process because it expresses existence of an entity which is normally started with a word "there" or expressed by verbs of existing like exist, happen, arise, flourish etc. (Halliday, 2004 as cited in Zhang, 2017).

3. Methodology

3.1   Data Collection

The data of this research were taken from Herald Sun entitled "Wild Wednesday: SES Volunteer Dies as Torrential Rain Lashes Sydney and Surrounds" published on November 28 2018. This news article was downloaded from one of the newspaper's website pages. The online address of this article is https://www.heraldsun.com.au/technology/wild-wetnesday-torrential-rain-expected-to-lash-sydney-and-surrounds/news-story/1385a57d99fde7796d39324aa1d40b5b. And the other article was taken from Kompas.com entitled "Cuaca Buruk dan Banjir Kacaukan Kota Sydney." This article was downloaded from the newspaper's website page: https://internasional.kompas.com/read/2018/11/28/11211271/cuaca-buruk-dan-banjir-kacaukan-kota-sydney.

3.2   Research Question

In the process of transitivity analysis the following questions will be answered

1. What is the distribution of six process types on the news articles of Herald Sun and Kompas.com in reporting the flood incident in Sydney on November 28, 2018?
2. What is the realization of the six process types on the news articles of Herald Sun and Kompas.com in reporting the flood incident in Sydney on November 28, 2018?
3. What are the function of each process types realized in Herald Sun and Kompas.com in reporting the flood incident in Sydney on November 28, 2018?

3.3   Research Methods

This study applies a combination of quantitative and qualitative methods for representing the data into tables and for in-depth analysis and interpretation. Transitivity system of Systemic Functional Linguistic has been adopted for the analysis on clause level which realizes ideational meaning, one of the three language Metafunctions.

3.4   Research Procedures

The following four steps will be involved for the analysis of process types used by Herald Sun and Kompas.com in reporting flood incident on November 28, 2018:

First, we extract the news article into the ranking clauses to obtain the basic unit of the process analysis and then take the number of the clauses. Since an article consists of some various clauses, Calculation of the clause number in this study follows Halliday's rules (1971, as cited in Zhang, 2017): for dependent clauses, we only calculate the finite clauses (traditionally adverbial clauses, object clauses, non-defining relative clauses), excluding those non-finite clauses (traditionally to-infinitive clauses, present and past participle clauses) and embedded clauses(traditionally subject clauses, predicative clauses, appositive clauses, and defining relative clauses); For the paralleled or paratactic clauses or verb phrases, the author calculates them respectively.

Second, for identifying the process types of the chosen clauses the author respects Halliday's criteria. Allowing the principal criteria is the basis of transitivity analysis for distinguishing process types by considering the kind of participants, the voice, the pro-verb, the form of the unmarked present tense, and the phonological properties of the verbs involved in the texts.

Third, the author will count the number of each process type and then present its percentage into a table to explain the distribution of each process type in the news articles from both media which inform floods incident in Sydney.

Finally, the author will interpret and explain the function of the process types used by both media in informing the incident by adopting qualitative analysis and taking into account of the social and historical background as context is respectively related to language produced in a text.

4. Result and Discussion

4.1 Distribution of Six Process Types in Floods Reporting of Herald Sun and Kompas.com

The distribution of each process types used by Herald Sun in reporting floods incident on 28th November 2018 exhibits below:

Table 1. Distribution of Six Processes

Process	Material	Verbal	Relational	Mental	Existential	Behavioural	Total
Frequency	75	26	26	10	5	5	147
Percentage (%)	51	17.7	17.7	6.8	3.4	3.4	100

A total of 147 ranking clauses are found in the Herald Sun's news article published on 28th November 2018 and all the six process types are found to have occurred in the article as shown in Table 1. Material processes take the highest proportion with 75 frequencies or 51% of all the clauses. Verbal processes and relational processes come a distant second with 26 frequencies or 17.7%. Mental processes stand for 10 frequencies or 6.8%. The occurrence of existential and behavioural processes are 10 frequencies or 3.4% each. Further discussion will be about the significance different frequencies of the process types found in the article.

The distribution of each process types delivered by Kompas.com in reporting floods incident in Sydney on 28th November 2018 exhibits below:

Table 2. Distribution of Six Processes

Process	Material	Verbal	Relational	Existential	Mental	Behavioural	Total
Frequency	13	7	4	2	1	0	27
Percentage (%)	48.1	25.9	14.8	7.4	3.7	0	100

As shown in table 2, a total of 27 ranking clauses are found in the article but only five process types are found to have occurred in this news article. Material processes take the highest proportion with 13 frequencies or 48.1% of all the clauses. Verbal processes remain a second position with 7 frequencies or 25.9%. Relational, existential, and mental processes have an overall representation of 14.8%, 7.4%, and 3.7% respectively. There is no occurrence of behavioural process in this article.

4.2   Realization of the Six Process Types in the Articles

4.2.1 Realization of Material processes

4.2.1.1 Material Process in the Herald Sun's News Article
Excerpt 1

Earlier,	a 14-year-old boy	was killed	in a two-vehicle crash
Circ: location	Goal	Pr: material	Circ: manner

Excerpt 2

The car	Crashed	into a Landrover Discovery
Actor	Pr: material	Circ: location

The two examples above show material processes found in the Herald Sun's Article. Excerpt 1 indicates that the clause uses a transitive verb in a passive form so the subject a 14-year-old boy is identified as Goal while excerpt 2 indicates that the clause uses an intransitive verb so there is no goal which is acted upon by the actor here.

4.2.1.2 Material Process in the Kompas.com's Article
Excerpt 3

Berbagai upaya penyelamatan	Dilakukan
Goal	Pr: Material

Excerpt 4

Lebih dari 70 kru dan sekitar 300 relawan	akan terjun	ke lapangan
Actor	Pr: Material	Circ: Location

The two examples above show material processes found in the Kompas.com news Article. Excerpt 3 and 4 show the same pattern used by Herald Sun which indicates that the clause uses a transitive verb in a passive form and the clause uses an intransitive verb so there is no goal which is acted upon by the actor there.

4.2.2 Realization of Verbal Processes

4.2.2.1 Verbal Processes in the Herald Sun's news Article
Excerpt 5

The Hornsby Advocate	reports		the Year 8 student	Was	a passenger in a Toyota Corolla being driven by a 17-year-old boy
Sayer	Pr: verbal		Carrier	Pr: relational	Attribute
			Verbiage		

Excerpt 6

My thoughts and prayers	are also	with the broader emergency services community		he	Added
Carrier	Pr: relational	Attribute		sayer	Pr: verbal
Verbiage					

Excerpt 7

But	Forecasters	have warned	Sydneysiders	not to become complacent
	Sayer	Pr: verbal	Receiver	verbiage

The three examples above show verbal processes found in the Herald Sun's news article. They are indicated by the verb "reports," "added," and "have warned" that tell the processes of saying. These clauses explain that to be a good report the information involved in the article are from many sources.

4.2.2.2 Verbal Processes in the Kompas.com News Article

Excerpt 8

Polisi New South Wales, Badan Meteorologi, dan Layanan Darurat Negara (SES)	memperingatkan
Sayer	Pr: Verbal

	Akan (ada)	lebih banyak badai disertai hujan es dan banjir bandang	pada sore waktu setempat.
	Pr: Existential	existent	Circ: location
	verbiage		

Excerpt 9

	Kami	benar-benar	khawatir	tentang orang	yang (orang)	mencoba menyeberangi
	Carrier	Pr: relational	Attribute	Circ matter	Actor	Pr: Material
	Verbiage					

jalan tergenang banjir	dalam cuaca seperti ini	kata	Asisten Komisaris Michael Corboy
Goal	Cir: location	Pr: verbal	sayer

The two examples above show verbal processes found in the Kompas.com news article. The verbs *memperingatkan* and *kata* indicate processes of saying. These clauses suggest that Sayer in excerpt 8 is *Polisi New South Wales, Badan Meteorologi, dan Layanan Darurat Negara (SES)* and Sayer in excerpt 9 is *Asisten Komisaris Michael Corboy* while verbiages of the two clauses are projecting clauses. Eggins (2004, p.236) explains that the occurrence of projecting clauses may be in the first or second sequence.

4.2.3 Realization of Mental Processes

4.2.3.1 Mental Processes in the Herald Sun's News Article

Excerpt 10

The conditions		we	are experiencing	Today	are	some of the worst
Carrier		Senser	Pr: mental	Circ location	Pr: relational	Attribute

	I	've ever seen
	Senser	Pr: mental

The example above shows mental processes found in the news article of Herald Sun. The verbs "are experiencing" and "have ever seen" indicate processes of sensing. The Sensers in this clause are "we" which refers to the Sydney dwellers and "I" which refers to Michael Corboy where the phenomenon is "the conditions."

4.2.3.2 Mental Processes in the Kompas News Article

Excerpt 11

Kami	benar-benar khawatir	tentang orang	Yang	mencoba menyeberangi	jalan tergenang banjir
			Actor	Pr: Material	Goal
Senser	Pr: mental	phenomenon			

The example above shows mental process in affection found in the news article of Kompas.com. The verb "benar-benar khawatir" indicates meaning of feeling. The Senser is "kami" which refers to Asisten komisaris Michael Corboy and his staffs. The phenomenon in this clause is "tentang orang yang mencoba menyebrangi jalan tergenang banjir."

4.2.4 Realization of Relational Processes

4.2.4.1 Relational Process in The News Article of Herald Sun

Excerpt 12

This	Is	a tragic event
Carrier	Pr: intensive	Attribute

Excerpt 13

my deepest sympathies	are	with the man's family and friends,
Value	Pr: intensive	Token

The examples above show relational processes found in the news articles of Herald Sun. Excerpt 12 exhibits an intensive attributive verb while excerpt 13 demonstrates an intensive identifying verb.

4.2.4.2 Relational Process in the News Article of Kompas.com

Excerpt 14

Intensitas curah hujan sangat fenomenal	(yakni)	91 mm dalam 90 menit
Carrier	Pr: relational	attribute

The two examples above show relational processes found in the news article of Kompas.com. The phrase '91 mm dalam 90 menit' is Attribute belonging to noun phrase 'Intensitas curah hujan sangat fenomenal.'

4.2.5 Realization of Behavioural Processes

4.2.5.1 Behavioural Processes in

Excerpt 16

SES volunteer	Dies
Behaver	Pr: behavioral

Excerpt 17

The NSW SES volunteer	passed away
Behaver	Pr: behavioral

The examples above show behavioural processes found in Herald Sun's news article. The verbs "dies" and "passed away" refers to process of physiological and psychological action. The behaver in this clause are "SES Volunteer" and "The NSW volunteer."

4.2.5.2 Behavioural Processes In

There is no behavioural process found in the news article of Kompas

4.2.6 Realization of Existential Processes

4.2.6.1 Existential Processes in the Herald Sun'Article

Excerpt 18

there	was	chaos	With "everything on lockdown, no flights in or out"
	Pr: existential	Existent	Circ: manner

This clause belongs to existential process since the verb "was" expresses the existence of "chaos" and the clause is started with "there" which has no representational function.

4.2.6.2 Existential Processes in the Kompas.com's Article

Excerpt 19

peningkatan tajam	terjadi	pada panggilan darurat	dengan 800 panggilan sejauh ini
existent	Pr: existential	Circ location	Circ extent

This clause belongs to existential process for its verb "terjadi" expresses process of happening there is one participant involved here known as the existent the existent in this clause is "peningkatan tajam."

4.3   Function of The Six Process Types in the News Articles of Herald Sun and Kompas.com

4.3.1 Function of Material Processes

From table 1 and 2 we know that the material processes take up the highest proportion by means of 75 processes (51 %) and 14 (48.1%). These numbers mean that there is a process of action in the flood incident. Through material processes both media inform that they take actions on the situation they are facing. Furthermore, a large number of material processes will inspire the readers to involve themselves in the situation and follow some suggestions to take. For the more explanation we will present an analysis of the material processes used in both online newspaper articles.

4.3.1.1 Material Processes in Describing the Situations

As observed in the articles the author found that both online newspapers frequently use material processes to portray the flood incident. Here are some clauses which consist of material processes:

Example 1: More than one month's worth of rain fell in just two hours across Sydney this morning

Example 2: The intense low pressure system that delivered Sydney's wildest November storm came with a "second phase"

Example 3: *Berbagai upaya penyelamatan dilakukan karena mobil-mobil terjebak dalam banjir bandang.*

From above examples, we know that material processes are used to describe the situation faced by Sydney dwellers by dint of heavy rain. By including "more than one month's worth of rain" as an actor of the verb "fell" and involving "Sydney's wildest November storm" in another clause in the article, Herald Sun attempted to say that Sydney had a hard day while Kompas.com use "*banjir bandang*" to explain the hard situation in the incident.

4.3.1.2 Material Processes in Describing the Actions

The use of material processes is quite dominant. Herald Sun and Kompas.com uses material processes to show that the authorities did actions. The clauses employing material processes to describe action exhibit below:

Example 4: the circumstances of the crash were being investigated

Example 5: the State Emergency Service is preparing to mobilize thousands of volunteers.

Example 6: People have been urged to drink plenty of water to stay hydrated and limit outdoor or strenuous activities and to stay in a cool area if possible.

Example 7: Lebih dari 70 kru dan sekitar 300 relawan akan terjun ke lapangan untuk mengantisipasi pontensi kerusakan akibat badai.

Example 8: Petugas polisi bahkan harus dibawa ke rumah sakit karena tertimpa pohon tumbang saat membantu pengendara yang terjebak banjir.

Above examples describe the actions taken by the authorities to suggest that they are responsible for their duties in any situation. This means that both media give a space for the authorities to show their capabilities to handle the situation and let the city dwellers call them if they are needed.

4.3.2 Function of Verbal Processes

Table 1 and 2 show that verbal processes constitute a second place with 17.7% and 25.9%. Verbal process is a process of saying realized by direct and indirect quotation. As shown in the examples below:

Example 9: "My thoughts and prayers are also with the broader emergency services community," he added.

Example 11: "Kami benar-benar khawatir tentang orang yang mencoba menyeberangi jalan tergenang banjir dalam cuaca seperti ini," kata Asisten Komisaris Michael Corboy.

Above examples constitute verbal processes in direct quotation which indicate that the articles consist of valid information and allow the readers conclude the meaning by themselves since direct quotation has a meaning that the writers cite the words from prominent people in their texts. Both media cite these words to make their texts more valid.

4.3.3 Function of Relational Processes

Table 1 shows that relational processes are widely used by Herald Sun with 26 frequencies as many as verbal processes (17.7%) and table 2 shows that Kompas.com uses relational processes with 4 frequencies or 14.8%. as seen in the examples below:

Example 11: The November average is 67mm

Example 12: Intensitas curah hujan sangat fenomenal, 91 mm dalam 90 menit.

Above examples suggest that relational process makes information simple and clearly understood. From the example we can see that both media attempt to give the readers a good way to absorb information relating to the current incident.

4.3.4 Function of Existential Processes

It can be seen from the table 1 and 2 that the number of existential process is only 5 frequencies in Herald Sun's news article and only 2 in the news article of Kompas.com. The following are examples of existential processes in the articles:

Example 13: there was chaos with "everything on lockdown, no flights in or out"

Example 14: peningkatan tajam terjadi pada panggilan darurat dengan 800 panggilan sejauh ini.

Above examples show the involvement of existential processes in the news articles. The minimum use of this process types implies that the existence of entities is not the first choice to inform news about disasters.

4.3.5 Function of Mental Processes

Table 1 shows that Herald Sun uses mental process respectively with 10 frequencies but Table 2 shows that Kompas.com uses mental process insignificant, only 1 frequency. One possible reason of this numbers may be that Herald Sun attempts to invite the readers to involve their sensing to the reported incident while Kompas.com ignores it knowing that the incident happened in other country. Here are examples excerpt from the selected articles:

Example 15: We're not expecting a very long duration of heavy rain

Example 16: Kami benar-benar khawatir tentang orang yang mencoba menyeberangi jalan tergenang banjir dalam cuaca seperti ini

4.3.6 Function of Behavioural Processes

As seen in the table 1, the frequency of behavioural process is only 5 which hold 3.4% in the whole system while in the table 2 we can see that the frequency of behavioural process is null. Thus, by realizing its frequencies we can say that behavioral processes are not frequently employed in reporting floods incident. Here are examples of behavioural processes found in the news article of Herald Sun:

Example 17: The NSW SES volunteer passed away

Example 18: the boy died at the scene

5. Conclusion

This study is the first study conducting transitivity analysis to uncover ideational meanings realized in the online news articles published by Herald Sun which uses English and Kompas.com which uses Bahasa Indonesia. The findings show that differences appear on both articles where in reporting floods incident all the six processes were found to have occurred in the news article of Herald Sun but Kompas.com ignored behavioural process to be involved and only use five process types. On the other hand, the number of clauses used by Herald Sun is 146 while the news article published by Kompas.com consists of 28 clauses.

The function of six process types is illustrated in this study after combining features of distribution and realization of each process type. This study found that material processes are most frequently used in both articles with 51% and 48.1%. These dominant processes reveal that there is a process of actions

in the floods incident. Using various authorities as Actors of this process type implies an aim of giving some space to them in order to express their capabilities as well as responsibilities and this reflects the ideology of both media. Furthermore, the frequencies of verbal processes involved in both articles refer to the sources of information trustworthy since the participants of this process type are legitimate. Through relational and existential processes, both media are disposed for delivering related information to be easy to absorb. Mental processes realized in the articles show different frequencies in which Herald Sun, the Australian online newspapers, uses material processes respectively to invite the readers to involve their sensing for the incident. While Kompas.com, Indonesian online newspaper, only allows 1 frequency of this process type. One possible reason of this is that the readers of Kompas.com are not parts of the incident. The distinction of both article is the use of behavioural processes where Kompas.com ignores this process type involved in reporting this floods incident.

All in all, through the transitivity analysis of news articles about floods incident in Sydney, it can be found that Australian online newspaper Herald Sun respectively use all six process types in order to inform and educate people about flood disasters where Indonesian online newspaper Kompas.com appear to dominate their article with material process and decide to ignore one of process types to show their ideology.

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Children's Rights in Obtaining Citizenship Status

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Abstract

This study examines the life and rights of mixed marriages children who do not have the right to life and proper citizenship rights. This situation threatens his life both in the legal, social, religious and economic fields. Based on the observations of researchers that in Dompu District precisely in Hu'u District there were several children from mixed marriages who experienced this. In a life that has become more advanced with education, the community plays an active role in instilling legal values as a guideline in community life. This concept is of particular concern in the region so that it continues to be developed and maintained so that the right of justice for children from the mixed marriages gets their citizenship rights. This study uses a descriptive qualitative approach. The result of this study is that the provision for choosing citizenship rights for mixed marriages is given to children registered in the immigration office.

Keywords: Child rights, Citizenship Status, Cross Marriage

1. Preliminary

All humans are born with perfection given by God Almighty. Perfection is more complete with the guarantee of the rights of the individual. Everyone when born into the world has been bestowed with a noble right inherent in the womb until the individual dies. That right was later known as Human Rights (HAM). Human rights are fundamental rights possessed by humans, according to their nature. (Kaelan *in* Presli Prayogo, 2013 p.). Human rights are a set of rights that are inherent in the nature and existence of human beings as creatures of God Almighty and are a gift that must be respected, upheld, and protected by the state, law, government and everyone, for the honor and protection of dignity human. Apart from that, there is a guarantee of human rights which is a form of state appreciation for citizens. This is the basis for being used as the foundation of each individual in carrying out the life process. Every person has been guaranteed human rights by the state, and so is a child who has just been born into the world.

In fact, human rights have a further history, that is, since humanity and humanity existed, in other words, since human development itself. Human rights have been attached to someone since he was born and maybe even since in Kandugan have had human rights when viewed from a legal standpoint (Sugeha, 2014).

As a member of a country, a citizen has a special position towards his country. He has a relationship of rights and obligations that are reciprocal to his country. This is what distinguishes between citizens and foreigners is the right of each country to determine who can become citizens. One

of the most essential elements in a country is citizens, even according to various theories developed in the science of the state, the state exists for its citizens, especially if we refer to the notion of democracy embraced by various modern countries today. The existence of the state is from the people, for the people and by the people (Sugeha, 2014).

Talking about rights, is closely related to a human who lives in a region (country). In life in the region there are a group of people who live and live, including those who are young and old, men and women and children.

Children are a mandate as well as the gift of God Almighty, which we must always guard because in him the inherent dignity, dignity and rights as a whole, (Lembong, 2012).

Children as a gift from the creator who is a dream for all married couples in the world. In general, a child is someone who is born and is the beginning or embryo of the birth of a new generation as a successor to the ideals of family, religion, nation and state. Children are not small adults, humans who because their conditions have not yet reached a mature level of growth and development, everything is different from adults in general. Looking at this, safeguards and child welfare must be carried out by providing guarantees for the fulfillment of their rights and the treatment without discrimination. Children also have the right as adults in general where he has the right to live, develop, get protection, participate actively and actively, and the right to education. This is what must be improved to become a guideline to ensure a complete, comprehensive and comprehensive life.

Children's rights as citizens to obtain citizenship status is a guarantee of fulfillment of human rights, therefore legislation must be able to provide guarantee of protection so that the rights of children in the field of citizenship obtain legal certainty, especially regarding self-identity and citizenship status of children born of marriage mix between parents (Sugeha, 2014).

In the early twentieth century, children around the world had almost no human rights. These children are only considered to be small individuals who are easily enslaved as factory workers and other social workers (Hick & Halpin, nd 2001). If seen at this time many children have obtained rights from the state as they should. Getting comfort, good education, guaranteed health and optimal security is a manifestation of the implementation of the state's obligation to guarantee the human rights of its citizens.

Children are included in the group that is vulnerable to human rights violations, because they do not have sufficient capacity to defend themselves against forms of action that are discriminatory and ignore children's rights as a human (Lembong, 2012). Children are the mandate as well as the gift of God Almighty, which we must always guard because in him the inherent dignity, dignity, and rights as a whole person.

Based on the research conducted by Lembong 2012 it was stated that the child was deemed to have a special position in the eyes of the law. This is based on the consideration that children are human beings with all biological and psychological limitations who have not been able to fight for everything that is their rights.

Along with the changing times and adequate educational background brought a change with various efforts by the authorities and civil society to change jobs, child protection, care, housing that still operates as the main strategy for completing tasks such as children with disabilities. disability, interference with minors who are against the law, and prevent abuse and neglect of children in the family (Viviers & Lombard, 2012). Education must strengthen the teaching of children's rights in the

official curriculum, in the use of modern information technology and must issue mandatory steps to publish the Convention on the Rights of the Child in the schoolroom (Mahmoud Boussena and Habib Tiliouine; 2015). In this case, in addition to the level of education, mass media, non-government (ordinary people), youth organizations and organizations must also support further the convention of children's rights.

In today's society, despite global progress on the importance of children's values and participation, tensions between children's rights remain. Therefore, in order to achieve a good goal it needs broad community participation in rebuilding the values and morals of children (Schmidt & Shchurko, 2014). Thus, the concept of child rights must be developed to protect children from abuse and neglect, and ensure access to adequate health nursing, adequate shelter and quality food (Manful & Manful, 2014).

Around the world, many children lose education for various reasons because, among others, they are forced to work, they are victims of war, their families cannot afford school fees, and there is racism discrimination that damages their right to education.

Weak economic conditions will also cause social problems. Poor families cannot provide proper education to their children properly. This lack of education certainly has an impact on the lack of knowledge, as well as the inability to understand moral values. The right to get education and teaching is a basic right for children. Asrorun Ni'am Sholeh stated that children's basic rights are religious rights, the right to proper health, education and social rights. And what is equally important is being protected from violence, exploitation and discrimination. Furthermore, according to him, child violence still dominates cases related to the protection of Indonesian children in the span of 2010, 171 cases of complaints that entered KPAI as much as 67.8% were related to cases of violence, and 17% were related to cases of children having legal problems. The rest are related to child cases in emergency situations, exploitation cases, trafficking cases and discrimination cases. From the data, he added, the types of violence that most occurred to children were sexual violence as much as 45.7% (53 cases), 3 physical violence as much as 25% (29 cases), neglect as much as 20.7% (24 cases), and psychic violence 8,6% (10 cases). The data shows that there is still low public awareness in providing child protection.

At present, the relationship between children and the community has suffered a degradation of attention. The community seems to let the level of child development in their community not be part of their responsibility. Citizens who live in a community group only have a stagnant view that is oriented towards a bad assessment of a child's negative attitude. It can be seen that a child will become a byword of adults in responding to his negative attitude. Apart from that, adults do not provide solutions or advice in guiding children not to be involved in things that are considered negative. Of course, the state wants all its citizens to play an active role in guiding the nation's golden generation. This is very much related to the role of adults in providing education through daily interaction. This education ultimately leads a child to avoid a negative attitude and obtain positive recognition from the community and be well received in the process of socialization in obtaining life rights and citizenship status.

The status of one's citizenship is a basic right of citizens who must be fulfilled, respected, respected, and protected by the state. Indonesia has stipulated that citizenship status is the basic right of everyone in the 1945 Constitution of the Republic of Indonesia, hereinafter referred to as the 1945 Constitution Article 28 D paragraph (4). Citizenship status is a basic right for someone. Citizenship status creates rights and obligations for the owner. A citizen has a reciprocal relationship between the country

and its citizens. The state is obliged to guarantee ownership of the rights of a citizen which includes civil rights, political rights, economic, social and cultural rights.

Marriage is a sacred process that occurs between men and women. Based on the above sentence, what is meant by a sacred process is a legitimate process in the eyes of God Almighty and in the human eye. One of the marriage processes that must be considered is the age or age factor, the same as nationality or difference and one race or group as well. This matter is filed, which has reached the age of 18 years and above. Marriage is also an absolute requirement in the eyes of God and humans who have existed for generations. "Living together between a man and woman as a husband and wife and fulfilling the legal requirements, this is commonly referred to as a marriage" (Wahyuni, 2006). Speaking of marriage in the present (modern) there are marriages of fellow citizens (WNI) and Indonesian citizens with foreign citizens (Indonesian citizens with foreigners) which are better known as mixed marriages.

Mixed marriages are marriages between two people in a country who are subject to different laws, because of differences in citizenship and one of the parties is a foreign national and one of them is an Indonesian citizen. Many people migrate for economic or political reasons; however, women are more likely to migrate to get married. This is influenced by culture, where women married to foreign men are expected to cross the border to live in the country where their husbands live (mixed marriages).

This is different from what happened in Indonesia, mostly male foreigners who immigrated to Indonesia prefer to get married or do mixed marriages and settle regularly. This will ultimately have an impact on the development and social status of the child as a result of the cross-breeding. The child resulting from the cross marriage does not obtain a clear citizenship status. Of course this is influenced by citizenship status of foreigners (foreign nationals) who have not been officially declared as citizens of Indonesia. The process of officially registering as an Indonesian citizen is only known through recording carried out by the immigration office. If the Immigration office has recorded the status of a foreign national as an Indonesian citizen, then the legality of a child can be recognized as an Indonesian citizen.

In the lives of people who have been in modern times there is often a cross-breeding between a foreign citizen and an Indonesian citizen, so that the marriage gives birth to children (children).

In this study, the author tries to discuss "the rights of children in obtaining citizenship status" in the village of Hu'u, Dompu, West Nusa Tenggara. The phenomenon that often occurs in the life of the nation and state is that there is a problem where a child born from a mixed marriage between citizens of different countries that causes the child does not easily get his citizenship rights and his social life is less in line with what is expected.

2. Method

This study uses descriptive quantitative methods. In this quantitative research method the individuals studied are placed as the subject of research and try to understand the subject of both individuals and institutions in their entirety (Bodgan and Taylor: 1993). The study was conducted in December 2018-February 2019, in the village of Hu'u, Dompu district-West Nusa Tenggara. Information on the rights of children to obtain citizenship status in response to these changes is obtained through. In-depth interviews with several children from mixed marriages and mixed marriages (parents) as informants. In-depth interviews were carried out by first preparing interview guides containing questions-questions that were developed by researchers during the field. Study of documents on related cases including information obtained from both the mass media and observers who have carried out the same case studies before. The data obtained is analyzed using three paths of activity namely reducing data, testing

data, and then drawing conclusions. all three pathways are carried out by processes that occur continuously and are carried out before, during, and after the research process in the field.

3. Results And Discussion

Children's Rights in Obtaining Citizenship Status

The informant who was asked for opinions about the obstacles in fulfilling children's rights in obtaining citizenship status and the results of the need for mixed marriages in Hu'u Village revealed that the informants' efforts to fulfill their rights to citizenship status experienced little problems especially for mixed marriages who had not recorded in immigration, this was due to various documents that were less supportive.

Thus, when referring to Law number 12 of 2006 which states that the Act accommodates objectives-it can guarantee legal certainty and the rights and position of children resulting from mixed marriages, it is expected to provide facilities for children born of mixed marriages, children born of marriage from Indonesian women with foreign men or vice versa.

The purpose of this study is that researchers are more focused or more focused on mixed marriages that have not been recorded. Thus the researcher tries to explore the part of the process of fulfilling children's rights and obtaining citizenship structures. In accordance with the results of research in the field of life and the rights of children from mixed marriages who do not get the proper life and citizenship.

There are several definitions of mixed marriage, among others:

Defini citizenship. Citizens are citizens of a country that are established based on laws and regulations. Citizenship is all matters relating to citizens. (Republic of Indonesia Law Number 12 of 2006). Thus those who become Indonesian citizens are people of the original Indonesian nation and people of other nations who are ratified by law as citizens. Citizenship is the most frequent relationship and sometimes the only relationship between an individual to international law (Sugeha, 2014).

Children are budding, potential, and the younger generation is the successor of the ideals of the nation's struggle, has a strategic role and has special characteristics and characteristics that guarantee the continuity of the existence of the nation and state in the future. Therefore, in order for every child to be able to assume these responsibilities, he needs to get the widest opportunity to grow and develop optimally, both physically, mentally and socially, and with noble character, safeguards and the welfare of children must be carried out. provide guarantees for the fulfillment of their rights and the existence of treatment without discrimination.

Child welfare is the main orientation of legal protection. In this Law there are children's rights, namely: Right to welfare, care, care and guidance, Right to service, Right to care and protection, Right to environmental protection, Right to first aid, Right to care, Right to obtain assistance, the right to be given services and care, the right to obtain special services, the right to obtain assistance and services. Child protection must be sought in various fields of livelihood and state life, community and family based on the law, for the right treatment, fairness and welfare of children.

A man and a woman who is originally a free person without legal ties, after marriage becomes bound to the heart and soul as husband and wife. The bond between them is an outward, spiritual-spiritual and humanitarian bond. This marriage bond causes legal consequences for each husband and wife, as well as the result of legal relations between husband and wife in the form of rights and

obligations. If a child is born in a marriage, then the child has a legal child (Ahmad Azhar Basyir, 2002: p.11).

Mixed marriages between Indonesian citizens and foreign citizens are a logical consequence of the times and the rapid development of tourists coming to Indonesia. Such mixed marriages are not only legal actions that cause a problem and have legal consequences that are civil in nature, but also cause problems and consequences of public law, especially in the field of citizenship. In mixed marriages between Indonesian citizens and foreign citizens, there are two legal systems that are related to the Indonesian legal system and the foreign legal system in question, where the connection between the two legal systems is caused by differences in citizenship between the two parties, so that the difference is a legal issue international civil, which is the law that applies to these legal events.

Mixed marriages have spread throughout the country and community classes. Globalization of information, economics, education and transportation has invalidated the stigma that intermarriage is a marriage between rich expatriates and Indonesians. Some factors of mixed marriages, namely weak economic conditions will also cause social problems, poor families cannot provide proper education to their children properly. Not educated certainly affects the low level of knowledge, also the inability to understand moral values. Constraints of children from mixed marriages that are not recorded to get rights in the world of education and social life in the community. Children born from mixed marriages that are not listed, thus are not listed in the recording system, because they do not have formal documents issued by the government, this becomes a juridical obstacle in fulfilling the right to identity, namely the birth certificate rights. birth is the first thing, the absence of a birth certificate can have broad implications for fulfilling the rights of other children, especially the right to social security and education. In terms of the development of social security regulations and policies that tend to lead to formal documents, children who do not obtain birth certificates because of the absence of unregistered marriage will be increasingly excluded from social security and education. Because of that, children resulting from mixed marriages find it difficult to obtain education because the identity of the child is not fulfilled or not recorded. However, the Government should not ignore children from unregistered marriages or non-child material because their rights are not valid. Thus the situation threatens the life of the child in the legal, social, religious and economic fields.

From a legal standpoint, the birth of Law Number 12 of 2006 concerning Indonesian Citizenship is due to providing legal protection for Indonesian citizens who are married to foreign nationals so that they do not automatically lose their rights as Indonesian citizens but are given the right to maintain his citizenship status as an Indonesian citizen or following the citizenship of his husband who is a foreign national, and to provide legal certainty in the form of the citizenship status of the Republic of Indonesia for mixed marriages from an Indonesian citizen and a father from a foreign national until 18 or married and after that he is required to choose one of his citizenship statuses which is a registered or registered mixed marriage. While mixed marriages that are not registered or registered are related to the rights of child protection and the identity of the child. Regarding mixed marriages that are not recorded, this results in the marriage itself and children born from mixed marriages that are not recorded. As a result, the law is very complex regarding status, property, inheritance, identity, rights and protection, etc. Therefore, there is a need for legal protection and clear legal status. Related to the existence of rights-rights and obligations that are owned by humans as legal subjects in their interactions with other humans with their environment. So that children from mixed marriages that are not recorded do not get the right of identity and legal protection from the government, so the child resulting from the mixed marriages cannot get proper education such as other children from the local village or the environment

where the child lives. Regarding one's status or identity is very important because the status is a sign in a legal relationship between individuals and the state. This status becomes the legal basis for the implementation of civil rights and obligations as citizens, where the identity of citizens has implications for the rights and obligations of citizens as regulated in the law concerning citizenship. Furthermore, the law must provide fair legal protection and certainty to the status of a person born and his rights, even though the validity of the marriage of his parents is still disputed.

From a social perspective, the background of setting a limited dual citizenship status for children from mixed marriages in law number 12 Indonesian citizen and a father Foreign citizen, child born outside legal intermarriage of a mother Foreign citizen recognized by a father and a citizen of a foreign citizen, that is, there is a guarantee of legal certainty as Indonesian citizens. In the social field, the community environment from mixed marriages is not recorded. The rights and protection of a community is a community that does not have identity and that is not necessarily the direction of life. country. Because of that, in making a relationship social interaction with the local community is not good.

In the field of mixed marriages, religion is not recorded, the religious law in implementing law is very important in law. 1 of 1974, so the determination of whether or not marriage depends on the provisions of religion. This also means that religious law states that marriage is not permissible, so it should not be according to state law (L. A. S. S 2015). The marriage of different religions which may not depend on the provisions of religion. The reality in people's lives that different religious marriages occur as undeniable reality. Based on the statutory provisions that apply positively in Indonesia, it has been clear and unequivocal to the state that in fact the reality of marriage is not desirable, because it is contrary to the laws in force in Indonesia. But it turns out that the interfaith still occur and will continue to occur as a result of social interaction among all Indonesian citizens who are pluralist in religion. From the quote above, the child resulting from mixed marriages is not recorded in the religious teachings of his father or mother. So that the child deviate behavior and attitudes because they do not have their life guidance. Therefore, safeguards and the realization of their rights in terms of religion, law, and the existence of treatment without discrimination from the environment in which the children live.

In the economic field, the threat to children from mixed marriages is not recorded, namely that the child does not get an identity, making it difficult to find work to fulfill his life needs because he does not get a clear identity status.

With the advancement of life in the present with the existence of education, mixed marriages should not be recorded as knowing more about the impact of the marriage for their children and themselves. The role of education is citizenship education. Azis Wahab, (2010, p. 302) defines that citizenship education is in accordance with its functions and objectives and becomes a means to foster citizens to know their rights and obligations in the life of the nation and state. Citizenship education is based on Law Number 20 of 2003 concerning national education specifically in article 3 which states that national education functions in order to develop dignified national character and civilization in order to educate the nation's life and aim to develop the potential of students to become human believers and fear God Almighty, is noble, creative, independent, and a democratic and responsible citizen. So, citizenship education can develop the spirit of nationalism and love for the country and is also tasked with developing young citizens to become Indonesian citizens who are responsible for themselves, the social environment of the community. (Wahab & Sapriya, 2011: Winataputra, 2012).

In addition to the existence of education, it is expected that the community will play a role in overcoming the problem of mixed marriage. One example of interfaith marriage that occurs in people's lives, should not occur if in this case the state or government, local community leaders, traditional leaders and families of mixed marriages explicitly prohibit it and eliminate ambiguity in regulating and carrying out a marriage for the people. The attitude of government ambivalence in interfaith marriages can be seen in practice if it cannot be accepted by the Office of Religious Affairs, can be done at the Civil Registry Office and considers legitimate different religious marriages carried out abroad. Interfaith marriage for each party concerns the faith and law that are very important for a person. This means that two different regulations regarding the terms and procedures for implementing marriage are in accordance with their respective religious laws. That way the parties concerned must be strict in prohibiting, regulating and carrying out the marriage by following prescribed procedures because there are still errors in procedures or procedures in the marriage process between foreigners and unregistered Indonesian citizens. So, someday the children of mixed marriages will not be registered or recorded by the local government. Thus the child resulting from mixed marriages does not record the nationality of the father or mother. This becomes a problem that will be faced by children from mixed marriages because it is not recorded and does not have a clear identity.

Seeing the progress of life in the present with the existence of education, children of mixed marriages that are not recorded should receive education that is worth getting, because children are the next generation of the nation that later can be useful for the nation and state. Children from mixed marriages. If there is no resolution of the problem the child will experience mental degeneration both from education and within the local community where the child does not get an education level like children in general.

In today's society, despite global progress on the importance of children's values and participation, tensions between children's rights remain. Therefore, in order to achieve a good goal it needs broad community participation in rebuilding the values and morals of children (Schmidt & Shchurko, 2014). Thus, the concept of child rights must be developed to protect children from abuse and neglect, and ensure access to adequate health nursing, adequate shelter and quality food (Manful & Manful, 2014). Around the world, many children lose education for various reasons because, among others, they are forced to work, they are victims of war, their families cannot afford school fees, and there is racism discrimination that damages their right to education. Because of that, children should be the result of mixed marriages must get the rights and obligations as citizens.

4. Conclusion

Mixed marriage is a marriage between two people in a country who are subject to different laws, because of differences in citizenship and one of the foreign nationals and one of the Indonesian citizens. Mixed marriages will usually arise problems both before marriage and after marriage, especially after later have children. Child problems are usually related to the problem of the child's citizenship status. Mixed marriages are not recorded to have an adverse effect on the child resulting from the marriage because there is no legal protection, rights and clear status. So that children from mixed marriages are not recorded as not getting proper education like other children, and experiencing mental degradation both from education, the social environment of the community because children are the next generation of the nation that later can be useful for the nation and state. That way the parties concerned must be strict in prohibiting, regulating and carrying out the marriage by following prescribed procedures because there are still errors in procedures or procedures in the marriage process between

foreigners and unregistered Indonesian citizens. The development and demands of the Indonesian people as part of the international community in global relations. With the many mixed marriages in Indonesia legal protection in this mixed marriage should be well accommodated in Indonesian law.

It is hoped that the researchers will see the various problems faced by the results of the marriage. Hopefully the government, community stores, and families of the marriages can work together and find solutions so that this problem does not affect other parties and find ways for future children later to get the rights and obligations as citizens who need proper education like children in general. And this community environment must be more clever before acting and more able to see the impact that will occur, the local village will be safe and prosperous if the government and local communities carry out life in accordance with applicable rules.

Thank-you Note

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Students' Errors in Pronouncing English Vowels at Second Grade Students of SMP N 17 Kota Jambi Academic Year 2017/2018

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Abstract. The purpose of this research is to analyze the students' pronunciation in English vowels and to analyze the factors that cause errors in pronouncing English vowels at the second grade students' of SMPN 17 Kota Jambi. The sample of this research is 33 students taken from VIII A of SMPN 17 Kota Jambi by using purposive sampling. The method used in this research is qualitative. In collecting the data, observation and oral test are used. In observation, the researcher prepares sheet and uses checklist technique based on the appropriate answer. In collecting oral test, the researcher gives words that are divided into three categories; they are open vowel, mid vowel and close vowel. The result of the research shows that students' pronunciation in the second grade of SMPN 17 Kota Jambi fall into low category. It happens because some students face difficulties and errors in pronouncing the words. In conclusion, the pronunciation of second grade students of SMPN 17 Kota fall into low category in which many students face error in pronouncing the words. It happens because the teacher did not really pay attention in giving English lesson especially speaking. Moreover, the students tend to speak Indonesian language rather than English.

Keywords. Students' error, pronunciation, English vowels

1. Introduction

English has many functions, one of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is that the students are expected to master the four skills of language: listening, speaking, reading, and writing.

According to Tarigan[1] (1990:14) speaking is one of the language skills in oral form to express the speakers' ideas to everybody else. Speaking is very important for students to practice their capabilities and understanding on how to send ideas and how to say words correctly. Problem in speaking English can happen because some factors such as the way teachers teach English, teaching facilitation, teachers and students' interaction in speaking and how to pronounce English words corectly.

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Pronunciation plays important role in learning English for second or a foreign language especially in speaking. Although

students have English subject at school, most of them feel difficulties and often make errors in pronouncing English words.

This research is held in in SMPN 17 Kota Jambi in which most of the students do not like English lesson because they have some difficulties in English especially in speaking and pronouncing the words. Other case is they speak English without knowing that the words is correct or incorrect.

2. Theoretical Framework

2.1 Pronunciaton

According to Broughton[2] (1980: 49), pronunciation deals with two interrelated skills recognition or understanding the flow of speech, and production or fluency in the spoken language. This skill relies very little on intellectual mastery of any pronunciation rules. Ultimately, it is only practice in listening and speaking will give the students the skills with their requirements.

In opinion Kreidler[3] (2004: 3) stated that the pronunciation of English can focus on one or both of two aspects. On one hand, we may want to describe what people do when they speak English. This is the aspect of speech, an activity that is carried by people who use English for communication. On the other hand, we may address the question'What are the characteristics of English words and sentences that are realized in speech?'This is the aspect of language.

In opinion Kelly[4] (2000: 9), the study of pronunciation consists of two fields, namely Phonetics and Phonology. Phonetics refers to the study of speech sound, Phonology is primarily concerned with how we interpret and systematize sounds Based on explanation above, it can be said that pronunciation is an accuracy affects on how speakers are judged by other and how they are formally assessed in other skill. Pronunciation also involves making the correct sounds of particular language as well as how the sounds are put together in the flow of speech. In addition, pronunciation is one of the goals for students to reach good level in speaking English.

2.2 Problem in English Pronunciation

According to Harmer[5] (2007: 249-250), two particular problems occur in much pronunciation teaching and learning they are:

1. What students can hear: some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first language have problems with different sounds, especially where as with/b/and/v for Spanish speakers, their language does not have the same two sounds. If they cannot distinguish between them, they will find it almost impossible to produce the two different English phonemes.

2. What students can say: all babies are born with the ability to make the whole range of sounds available to human beings. But as we grow and focus in one or two languages, we lose the habit of making some of those sounds. Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sounds using particular parts of the mouth, uvula or nasal cavity). To counter this problem we need to be able to show and explain exactly where sounds are produced (e.g. where is the tongue in relation to the teeth? What is the shape of the lips when making a certain vowels?).

However, one of the problems in English pronunciation is intonation. Intonation is one of problem in pronunciation because some of us and many of our students find it extremely difficult to hear tunes or to identify the different of rising and falling tones.

Benderradji[6] (2007) the main problem of English pronunciation is to build a new set of boxes corresponding to the sounds of English, and to break down the arrangement of boxes which the habits of our native language has so strongly built up. We do this by establishing new ways of hearing, new ways of using our speech organs, new speech habits.

According to Kelly (2000:13), there are two key problems with pronunciation teaching. Firstly it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to a particular problem that has in the classroom rather than being strategically planned.

In summary, it means that problem in English pronunciation is one of many problems in English language that faced by students that often encountered in school, university etc. Besides the students have to mastery in vocabulary to be master in speaking English, the students also have to know how to spelling or pronunciation the word well. to successful in pronunciation is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken-either on audio or video by their teachers themselves. The more aware they are, the greater the chance that their own intelligibility levels will rise.

2.3   English Vowels

O'connor[7] (1980: 79) stated that vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and the lips. It is easy to see and to feel the lip differences, but it is very difficult to see or to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well.

According to Dauer[8] (1993: 20), vowels can be **high** (close) or **low** (open). In a **high** vowel, such as/i/in *see,* the tongue is pushed up high so that the upper surface of the tongue is very close to the roof of the mouth. In a **low** vowel, such as/æ/in *cat*, that tongue is flattened out and the mouth is more open so that the top of the tongue is much farther away from the roof of the moth.

Vowel can be either **front** or **back.** In a **front** vowel such as/i/or/æ/, the front part of tongue is pushed forward, and the tongue can be easily seen in a mirror. In a **back** vowel such as/u/or/ɑ/, the highest point of the tongue is the back, and the whole tongue moves back in the mouth.

 A vowel that is either front or back is called a **central** vowel. Some languages do not have central vowels, so they are often difficult for n on-native speakers. In English, the central vowels are/ɪ/,/ə/,/ʊ/as in *sit, up, good,* and *bird.* To make a central vowel, your tongue needs to be in the middle, between high and low and between front and back.

3.   Research Method

This research is qualitative research. According to Creswell[9] (2010: 22), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem. The process of research involves emerging questions and procedures, data typically collected in participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

Qualitative research is used to examine the condition of natural objects in order to understand a phenomenon in the context of natural social interaction process with the advanced depth communication between researcher with the phenomenon in the researcher. The subject of the research was the students of class VIII at SMPN 17 Jambi Academic Year 2017/2018, which consists of 33 students. The researcher uses purposive sampling in choosing the sample. In this research, the data is collected through observation in which the researcher prepares sheet and use checklist technique based on the appropriate answer in conducting the classroom observation.

Table 1. Specification of Observation

No	Category	Number of Questions
1	Technique use in English pronunciation	4,2
2	English vowels	5,6,7,8
3	Types pf English pronunctiation problems	1,3

Source: Kelly (2000)

Furthermore, the researcher also uses oral test. In oral test the researcher asks the students to pronounce the words that is given gave by the researcher, and the words is related to pronouncing English vowel (especially for close vowel, mid vowel and open vowel) in which each of them consist of 6 items.

Table 2. The Specification of Oral Test

No	Category	Items
1	Mid vowels	7,8,9,10,11,12
2	Close vowels	13,14,15,16,17,18
3	Open vowels	1,2,3,4,5,6

Source: Kelly (2000)

4. Finding and Discussion

4.1 Finding

Table 3. The Observation Result

NO	ITEMS	OBSERVATION (Students)	
		Yes	No
1.	The teacher in teaching pronuncition, pronounce use slowly voice?	19	14
2.	The teacher in teaching English pronunciation always use mother tongue?	11	22
3.	The teacher in teaching pronunciation, pronounce use loudly voice?	24	9
4.	The teacher in teaching pronunciation use elements such as: a. Stress b. Consonant c. intonation d. Vowel	 11 26 16 30	 22 7 17 3
5.	The teacher pronounces vowel in teaching?	24	9
6.	The teacher pronounces vowel such as: a. Close vowel b. Open vowel c. Mid vowel d. Long vowel e. Short vowel	 8 6 5 19 20	 25 27 28 14 13
7.	The teacher explains the classification of vowels?	23	10
8.	The teacher pronounces vowels in example by using short or long?	24	9

Oral Test Result

The words that are given to the students were three parts of English vowels; each of them has six words. In giving words, the researcher took the word which has different meaning and different in sound production. The words were divided into three parts, each of them there are six items of word based on way to pronounce English vowel. There are open vowel, the words are *Attack, Hat, Come, Run, Because, Knowledge*. Mid vowel, the word are *Instead, Bought, Said, Any, Call, Horse*. Close vowel, the word are *Soup, Bead, Police, Food, Cheese, Book*.

The step to do with the data is to analyze them in term of correct and incorrect in pronunciation. Students' pronunciation is correct if the students pronounce the word is same as articulator of vowel. For example, if the students pronounce word of close vowel it should be the tongue is quite high in the mouth. Moving from/i:/through to/u:/, for mid vowels the tongue is neither high nor low in the mouth. Moving from/e/through to/ɔ:/. For open vowels, the tongue is low in the mouth moving from/æ/through to/ɒ/.

An incorrect pronunciation is if the students pronounce the words are not same as articulator pronunciation vowel. For example, if the students pronounce the word or open vowel *"Hat,"* for pronunciation the sound producing with the tongue is low in the mouth.

While oral test, in the classroom the researcher found, that most of students be quite during the test when their friends read the word, most of them also shy when the researcher ask to read and record their voices, and prepared themselves before their name call by the researcher.

4.2   Discussion

4.2.1 The Students' Pronouncing in English Vowels

The students pronunciation in English vowels at second grade SMP 17 Kota Jambi is still low, it can seen many students made error in pronouncing the words that given by the researcher. In giving the words the researcher dispensing into three categories they are open vowel, mid vowel and close vowel, with all of them divided six words.

Firstly open vowel, the producing of sound is the tongue is low in the mouth. the word *"Attack"* there were 9 students who incorrect in pronunciation, in word *"Hat"* there is 1 student who pronounce the word incorrect, the word "Come*"* there are 15 students who pronounce the word incorrect, the word *"Run"* only 1 student who incorrect in pronounce, and in word *"Because"* the students who incorrect are 7 students, and in word *"Knowledge"* there are 9 students who have incorrect in pronunciation.

Secondly mid vowel, sound will producing as tongue is neither high nor low in the mouth. Moving from/e/through to/ɔ:/. The word in mid vowel *"Instead"* the students who incorrect in pronounce that word are 10 students, the word *"Bought"* there are 21 students who have incorrect pronounce the word, in word *"Said" the* students who incorrectly pronunciation are 11 students, the word *"Any"* only 1 student who incorrect in pronunciation, and the word *"Call and Horse"* there are 1 and 12 students who incorrect pronunciation.

Thirdly close vowel, the producing of sound as tongue is quite high in the mouth. Moving from/i:/through to/u:. the word in close vowel *"Soup* and *Bead"* the students who incorrect pronounce the words are 13 and 8 students, the word *"Police"* there are 11 students who incorrect pronunciation,

in word "*Cheese"* there are 11 students who have incorrectly in pronunciation, and the word "*Food* and *Book"* the students who incorrect in pronunciation the words are 20 and 7 students.

In English langue some people have difficult in pronounce the word included in pronouncing English vowel. English vowel must be learned by listening and imitating. The English vowel as in saw is made rounding the lips and by placing the back of the tongue in a position mid-way between the highest possible and the lowest possible position.

4.2.2 The Factors of Error in Pronouncing English Vowels Made by Students

Based on the result of the research, the impact of error made by students as follow:

1. The students cannot differentiate whether they pronounce the words correctly r not.
2. The mother tongue never trains to pronounce based on articulation.
3. The students will be accustomed to pronounce the words incorrectly if the teacher teaches them.
4. Misunderstanding meaning in conversation.
5. The students focused on what they hear in pronouncing the words.
6. Influence in giving the meaning of word.
7. Students will shy to speak English with native speaker.

The impact error in English pronunciation occur because many problem faced by teachers and students in learning process. Such as, in the classroom the teacher not explain specifically how pronunciation the words correctly especially in pronouncing English vowel. And the students maybe rarely practice to imitate native speaker to pronounce English word.

In summary, the researcher concludes that many impact and problem will happen in English pronunciation if the teachers or native speakers less attention to the students in pronounce the words especially English vowel. Among of them the students will always incorrect in pronunciation if the teacher or native speaker never check their pronunciation, the students difficult to imitate the sound of English language correctly, because their mother tongue rarely to trained to correct pronunciation, and the students difficult to knows and remember the sound, that is the sound which is right to pronounce in word or sentence.

5. Conclusion and Suggestion

The result of the analysis shows that students face errors in pronuncing English vowels. There are 168 errors out of the total 594 words. The words that the students the most frequently error in pronounced are "bought, food, and come."

The impact of errors in pronouncing English vowels are the students cannot differentiate how to pronounce the words correctly. The students will be accustomed to pronounce the words incorrectly if the teacher never fixes it and the mother tongue never trained to pronounce based on articulation.

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The Contribution of E-voting Method as Media for Political Participation in Increasing Students' Civic Participation in the Digital Era

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Abstract: The election of student organization chairman means a tool for students' suffrage as part of citizens in a democratic country. Schools are the most strategic place to foster students in order to make them participate in various aspects of life, especially in school. However, in practice the implementation of the students' organization chairman election used the conventional way, so it was not surprising that the budget for the funds needed was high and students' participation rates for channeling their suffrage were still relatively low due to it took long time and inefficient process. In fact, nowadays the world has entered the digital era with the presence of the transformation media products that facilitates the various lives of humanity. Therefore, to minimize the various weaknesses in the conventional election system, it needed new method which more efficient and effective such as the e-voting method. This study used a qualitative approach with a case study method. The aim of using case study method was to determine the extent of the contribution of e-voting method as a media of political participation in increasing the civic participation of students in the digital era. The e-voting method served as a new media in the election of student organization chairman that adjusted with the time. In addition, this application is very effective and efficient both material and moral, thus the election process can be presented more interesting and innovative, stimulating students to use their suffrages.

Keywords: E-voting, Political Participation, Civic Participation, Digital Era

1. Introduction

School is a formal institution that engage or focus in the field of education. This institution is hierarchically starting from elementary school (SD), junior high school (SMP)/equivalent, to senior high school (SMA)/equivalent. Every level in the school will basically educate, lead and guide students through teacher supervision. This process is expected to have a significant influence of the development of knowledge and experience of students and change them to be good students, especially in understanding from something that they do not know become know it and having a change in attitudes and behaviors for the best.

Besides being a place to get knowledge, school also becomes place to social communication as well as democratic media for students. Students can establish communication, build the collaboration/work together with friends in solving the problems that they face. In addition, the school becomes a democratic space for students to deliver their ideas then convey their ideas to others. It can

happen in the classroom discussions, involvement in contracting learning, or participating in an organization such as the Intra-School Organization (OSIS).

Democracy is important as a logical consequence because our country also adheres to a democratic government system. School becomes the main foundation in enforcing this democratization because this process can be carried out with various activities not only theoretically but also represent in a practice. This situation is very effective, democracy education is held earlier when a citizen is still in the school so after they leave school, they are not taboo anymore with the terms and practice of democracy. Furthermore, they participate in wider democratic life in society. As stated by Alfian (2001:223) "Democracy manages the interests of many people, through a mutually agreed mechanism by always prioritizing check and balance principles." This means that a country with a democratic system provides space for every citizen to participate in the affairs of the state, arrange state policies for the realization of the balance (check and balance) in the government.

The election of the student organization chairman is one of the applications of democratic values of students at school. This election is a place for them to learn how to demonstrate democracy in a smaller scope, but this is important as part of democratic education. Students in this case have the same rights and responsibilities as a citizen (Citizenship). Each student has the same right both to choose and be chosen, it means they have the right to vote, decide the leader who will be led the organization in the school. Meanwhile, the right to be chosen if he decides to run as one of the candidates in the election of the student organization chairman. Furthermore, responsibility becomes an integral part of it because every decision that has been taken by students must be prepared to be accountable. Ruschke (in Dick, 2014) reveals that "Unfortunately, social and political education is even more unimportant in many schools. Even though the interest in political participation must be raised from a young age." This opinion explains that a student's interest in political participation is increasing, but this is not balance with social and political education at school.

The election of student organization chairman in many schools still apply a manual based system. It happens for at least two reasons. First, the pattern adopts fully the system used by the State of Republic Indonesia at present both in general elections in the center or even in regions using paper as a media to determine the leader who want to be elected. Second, the school has not found yet the innovation relates to the media used in the election of student organization chairman at school.

Furthermore, the practice of democratic especially the election of the student organization chairman still has various obstacles if it is related to politics. Politics still considers a taboo to talk because the mindset is born in the minds of young people especially students that recognize politics as a complicated topic, there are complex problems full of'intrigue', therefore they are often apathetic about this problem. Additionally, other obstacles in the practice of electing a student organization chairman in a school relate to the system used are still conventional.

If describes more broadly, the implementation of the election of the student organization chairman manually still has many weaknesses. The manual system used is spending times, efforts and costs. When you want to choose, the voter has to unfold the paper where the candidate pairs in it, this is quite complicated if there are many candidates. The more candidate pairs, the greater the fold of papers. This condition is not impossible to trouble the adult or age group. When the voters finish voting, the paper must be folded back and put it in a ballot box.

In addition, the vote counting process in conventional/manual election is very ineffective. All ballot boxes that have been collected in the ballot box must be re-opened to calculate the votes from

each candidate pairs. The ballot paper is then manually ordered one by one to find out the calculation of the vote. This process is not quite relevant if it keeps hold out.

In fact, nowadays Science and Technology (IPTEK) is growing rapidly with the presence of the 4.0 industrial revolution marked by digitalization in almost every aspect of life. Regarding this, Aji (2016:43) explains that "Digital technology is a technology that do not use human or manual. Digital system is the development of analog system. Digitalization tends to be an automatic operating system with a format that can be read by computers." This statement clearly proves that the presence of digital technology provides effectiveness and efficiency for human work because this system uses artificial intelligence (artificial intelligence) which can slowly replace the position of humans' work.

Meanwhile, the survey results of the Ministry of Communication and Information of the Republic Indonesia (Kominfo) through Press Release Number 53/Hm/Kominfo/02/2018 February 2018 regarding the amount of 2017 internet users was increased, Kominfo will continue the acceleration of Broadband Development that "For composition based on age, the largest number is shown by people age 19-34, which is 49.52 percent. But for the biggest penetration, it is at the age of 13-18, which is 75.50 percent." The results of this survey indicate that the use of the internet as part of the aspect of digital technology is dominantly used by person between the age of 13-18 years, this age includes students in it.

The conditions above must be seen as a challenge as well as an opportunity. The challenge that the rapid development of science and technology is unavoidable, its existence will cause changes in various aspects of life (disruption) that will affect various aspects of life, including education. This change is marked by the existence of extensive digitalization and adaptive attitude is needed, so the challenge can be solved well. Meanwhile, the opportunity is more intended to various changes in this digital era to facilitate human work to be more effective and efficient. Therefore, the election of the student organization chairman by using the manual system must be able to change to the digital technology as an adaptation of the period.

2. Research Method

This study uses a qualitative approach that focus more on the depth of the data rather than on the amount of data (Kriyantono, 2009). The method used is the case study method, Creswell (2010:20) suggests that "The case study method is a research strategy in which researchers investigate carefully a program, event, activity, process, or group of individuals."

Data collection is an effort to limit the research, gathering information through observation and interview, whether it is structural or not, documentation, visual materials, and efforts to design protocol for recording/writing information (Creswell, 2012). This study uses three data collection techniques such as observation, interview and documentation study.

Nazir (2011) explains that data collection by direct observation or direct monitoring is a method of retrieving data using the eyes without any other standard tools for this purpose. Interview conducts with the aim as stated by Sugiono (2013:317) interview was used as data collection techniques if the researcher wants a preliminary study to find problems that must be studied, nevertheless if the researcher wants to know things from the respondents that are more in-depth. This technique of collecting data is to self-report or at least to personal knowledge and beliefs.

Sugiyono (2013:329) says that "The document study is a complement to the use of observation and interview methods in qualitative research." There are also documents needed as material for

information data in accordance with research problems, such as maps, numbers, names of people, graphics, pictures, letters, photos, deeds, and so forth.

The data analysis used in this study is carried out continuously from the beginning to the end of the study both in the field or outside. Data analysis goes with the data collection which consists of three activities that occur simultaneously, they are data reduction, data presentation, and conclusion/verification.

According to Miles and Huberman (in Sugiyono, 2013:337) say that 'There are three lines of data analysis consist of activities that occur simultaneously, they are data reduction, data display, and conclusion drawing/verification'.

The validity of data is tested during and after the data collection process. This stage is a process to determine the results of research. Whether the data is relevant to the object or not. The point is the compatibility between the data obtained with the actual reality in the field. According to Sugiyono (2013:365) in qualitative research "Findings or data can be declared valid if there is no difference between what the researcher reported and what actually happened to object that researcher observed."

3. Findings and Discussion

Civic Participation

Participation is usually interpreted as involvement and participation in a particular activity (Wuryan and Syaifullah, 2013:69). Wazir (1999:29) argues that participation can be interpreted as someone's conscious involvement in the social interaction in certain situation. In this case, a person is able to participate if he finds himself in a group through various processes of sharing with others whether it is about values, traditions, feelings, loyalty, obedience and responsibility.

Davis (in Suryosubroto, 2009:293) states that participation is a person's mental and emotional involvement in achieving goals and taking responsibility. In addition, Bloom (Winkle, 1996) includes willingness to pay attention actively and play a role in an activity. Meanwhile, Mikkelsen (1999:64) claims that participation is an active process which implies that people or groups are related, takes the initiative and uses their freedom to do so. Based on this interpretation, it can be concluded that civic participation is ability of participation/contribution of citizens based on responsibility for achieving certain goals.

Forms of Participation

Center for Civic Education (1994:127-135) mentions several forms of citizen participation, including:
1) Interacting (including communicating) to objects relates to public problems, which consist of this skill are:
   a. Ask, answer, discuss with courtesy;
   b. Describe speech of interests;
   c. Build coalitions, negotiations, compromises;
   d. Manage conflict peacefully;
   e. Looking for consensus.
2) Observing/monitoring political and government issues, especially in handling public issues, which include these skills are:

a. Using various information sources such as libraries, newspapers, TV, and other media to find out public issues;

b. Effort to obtain information about public issues from interest groups, government officials, government institutions. For example, by attending various public meetings such as: student organization meetings, school committees, school councils, village meetings/BPD, mayor meetings, *NGOs*, and other community organizations.

3) Affecting the political process of the government both formally and informally, which includes these skills are:

a. Conduct simulations on activities: campaigns, elections, hearings in the DPR/DPRD, meetings of mayors, lobbies, courts;

b. Vote in an election;

c. Make a petition;

d. Lead talks/give witnessing in front of public institutions;

e. Join or work in an advocacy institution to fight for common goals or other parties;

f. Request or provide themselves to occupy certain positions.

Picture of Students Civic Participation

Based on the findings of the researcher through interview, observation and documentation, the type of civic participation of students relate to the implementation of e-voting method as a media of political participation in the election of student organization chairman can be seen in the following table:

Table 1. Types and Forms of Student Civic Participation Activities at Bandung Vocational High School 13

No	Type of Activity	Form of Activity
1	Being a member of MPK	Organizing the election for the student organization chairman
2	Being a member of the student council	Organizing the student council program
3	Engaging in group discussion	Conducting deliberations in discussing organizational issues/programs
4	Engaging in organizational activities to mobilize the participation of other students	Motivating students to participate in various activities at school
5	Motivating community resources	Mobilizing organizational administrator to run programs that have been designed
6	Taking part in the decision-making process	Electing of the student organization chairman, Deliberation
7	Demonstrations	Managing student council election campaign activities

Students' Civic Participation in a school is very important because school is a place to study, not only academic of learning but also miniatures of society even the state. It means after student graduates from school and enters into a more complex society, he will also be faced with the demands of participating in it because his position as a social human. Students' civic participation in school should have been continuously developed and maintained so their hopes for the future are familiar and their awareness to participate is embedded well.

Therefore, as an effort to develop civic participation, students need to be considered several factors that influence as conveyed by Mardikanto and Soebiato (2013:91) that:

"The growth and development of public participation is strongly influenced by several factors, they are: (a) The opportunity given to the society to participate; (b) The willingness of the society to participate; (c) The ability of the society to participate."

Simplify, the participation in this case is narrower at the school environment as a formal institution to educate students. School has very complex tasks not only to transfer knowledge from teachers to students. Moreover, school is a means for students to engage in interaction, communication that allows them to participate in school activities and engage in influencing some decisions as a media of participation.

Political Participation

Based on etymologically, the word participation comes from the Latin words "Pars" and "capere." Pars means the parts and capere means taking, participating. So, the meaning of participation is "participate to take a part." In English, it calls participate or participation means taking part or taking role. According to Budiardjo (2008:367) as a general definition it can be said that political participation is the activity of a person or group of people to participate actively in political life by choosing the state's leader whether it is direct or indirect will be influencing government policy (public policy). These activities include voting in general elections, attending general meetings, holding contacts (contacting) or lobbying with government officials or members of parliament, becoming party members, or one of the social movements with direct action and so on.

Substantial political participation is still part of civic participation because political participation means the involvement of citizens (citizenship) in political life or influencing government policies. According to Mas'oed & Colin (1978:42-43) political participation is divided into 2 (two) forms, such as conventional and non-conventional, including:
1) Conventional political participation is voting (political voting), political discussion, campaign activities, forming and joining in groups of interests, individual communication with political and administrative officials.
2) Non-Conventional Political participation is the submission of petition demonstrations, strike confrontations, political acts on property (destructions, bombings, arsons), actions of political violence against humans (kidnapping, murder, guerrilla warfare and revolution. In their opinion, form of political participation "Conventional" is a "Normal" form of participation in modern democracy while the form of "Non-Conventional" political participation includes some legal political participation such as petitions or illegal, violent and revolutionary.

Based on the explanation, political participation that developed in Vocational High School 13 Bandung was predominantly conventional. The form of conventional political participation is like giving student suffrage in the election of student organization chairman. Each student has the same right to vote in the election of the student organization chairman to the candidate without accepting coercion from any sides. In addition, other forms of discussion are either in academic forums in class or outside the classroom. Moreover, an open discussion when the student organization chairman election activities is held. Every student has the opportunity to express their aspirations and ideas in the forum. This case is very important to live and develop in school because students directly practice democratic values. Temporary, non-conventional participation is not quite seen develop at school.

E-voting Method

The definition of e-voting itself means a method of taking and calculating the results of votes that help by electronic devices, the definition is similar with Kahani's opinion (in Priyono & Dihan, 2010c:E56), "E-voting refers to the use of computers or computerized voting equipment to cast ballots in election." Thus, indirectly this technology makes it easier for voters in an election to exercise their right to vote by using electronic media or the internet without injuring the principle of elections, namely direct, public, free, confidential, honest and fair.

Other opinions relate to the definition of e-voting that described above are in line with Smith & Clark's opinion (in Priyono & Dihan, 2010d:E56):

> *"E-voting enhancement of I-voting is one of the latest and extremely popular methods of casting votes, and is usually performed by using either a PC via a standard erg browser; touch-tone telephone or cellular phone, digital TV, or a touch screen in a kiosk at a designed location"*

A similar explanation about e-voting is delivered by Magi & Buldas (in Priyono & Dihan, 2010e:E57) that "Electronic voting (e-voting) is any voting method where the voter intention is expressed or collected by electronic means. There are considered the following electronic voting ways." So, e-voting is a way of selecting and collecting by using electronic devices.

Urgency of the E-voting Method

The election of the student organization chairman in many schools still use conventional/manual way. In fact, this method has various kinds of shortcomings starting from the required cost allocation, the length of time needed for the implementation of the election until the vote counting process is carried out. Moreover, the technical problem relates to physical damage from paper in the form of ballots used. All of these are often found in every election on a large scale or even small scale in a school organization.

This condition certainly needs to be considered by finding a solution or alternative as a solution to solve the problem. At least, some of the technical shortcomings in this general election can be reduced or minimized. The e-voting method is a method of election through the use of digital technology designed to facilitate the electoral process, especially in this case is the election of student organization chairman at school. Obviously, e-voting itself has benefits as stated by Purwanti (2015:27) that "The e-voting application that was built reduces the problem of the voice printing process because the voice obtained in the form of data can be directly given at the time of voting."

Based on the explanation above, the e-voting method provides many benefits. The election organizers can easily and practically run the program because this method runs practically as well as economically valuable so that the organizers do not think too much about material or non-material to carry out the general election. Additionally, the e-voting method is able to eliminate invalid ballots because of the voter's mistake when choosing thus the voting rights that have been given by the voters are all safe.

The existence of e-voting method provides more space for citizens, especially students to contribute for being involved in the democratic process. This is in line with the description in the book of Democracy in the Digital era as claimed by Nugroho (2003:xi) that:

> *At a glance with the development of communication technology, public space has made it easier for citizens to take part and support the democratic process. This assumption is true if every citizen can access this information in an equitable manner. It means that every citizen*

has the ability to access print, electronic and multi-media, then the development of communication technology might strengthen the political process of democracy.

The availability of adequate public space according to Nugroho makes it possible to expand and make it easier for citizens to be involved in the democratic process especially the means of information can be touched by every citizen. It aims that citizens need to be facilitated with an up-to-date media, one of it is by utilizing the use of digital technology/information technology.

4. Conclusions and Recommendations

The e-voting method can be used as an alternative media in the election of student organization chairman. Its existence answers the challenges of digital technology that is growing rapidly. The application of the e-voting method at Vocational High School 13 Bandung for the election of the student organization chairman gives a contribution which very effective and efficient both material and moral thus the election process could be presented more interesting and innovative. In addition, the e-voting method is able to stimulate students to give their voting rights, they include to the people who always up to date with the technology era so the response and participation of students is increasing.

This research provides recommendations as follows: (1) School should provide wider digital democratic spaces for students, not only limited to the election of student organization chairman through the e-voting method. This is important as a public space that will make it easier for students to take part in several schools decision-making and to support the democratic process; Students need to be strengthened with a fundamental democratic awareness, (2) The e-voting method as a media for students' political participation needs to be promoted to other schools, this can be done either by the MGMP or the local government thus there is an expected that students' civic participation can be improved in the digital era, especially in the election of student organization chairman.

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Glundhângan and Pigeon in Sociocultural Practices of Madurese People

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Glundhangan is an ensemble of wooden *gamelan* played by Madurese people. *Glundhangan* music is believed as archaic music of Madurese people. It even existed before era of metallophone *gamelan.* In Jember, *glundhângan* is closely related to pigeon and usually used for *nyata* and *totta'an dhârâ* events. *Nyata* is an event when a pigeon master succeeds to get his opponent's pigeon. While *totta'an dhârâ* is a match of releasing pigeons together and then they, pigeons, come back to *pajhudhun* (pigeon house) of their masters. *Glundhângan* is a music which becomes winning signifier of pigeon's master when he gets his opponent's pigeon, and it is an accompanying music for pigeons release and return to home. *Glundhângan* consists of some wooden musical instruments like *glundhâng, dhung-dhung, tong-tong, tek-tek, nèng-nèng* and *ghâghâmbhâng*, and they are accompanied by vocal of *tembhâng mamaca* (ancient version) and *kèjhungan* (modern version). Every *pajhudhun* and pigeon master must have musical instruments *dhung-dhung* or *tong-tong* in a form of various *kentongan* made by wood. The music instrument is used by a master as means of communication to pigeons and people. *Dhung-dhung* instrument of the pigeon master is commonly sacred as other relics like *keris.* Commonly, the master supplies himself and pigeons with mythical power. It is *dhung-dhung* itself which becomes identity of *glundângan* music. For Madurese people, pigeon is treated as special animal. Pigeon is also a manifestation of supernatural power of its master. *Glundhângan* music and pigeons are articulations of Madurese people that represent social degree, pride at stake, symbol of masculinity and productive distribution of conflict desire among people.

Keywords: *Glundângan,* pigeon, *totta'an dhârâ*, Madurese, Jember

1. Introduction

Music instruments cannot be separated to Madurese people tradition in case of social relation. Almost in every event, social meeting, ritual and custom celebration, social gathering and other social activities, it is common to know and inform some or all people in form of ordinary sounds (sound speaker or music instruments), or in form of composed sounds (music) (Bouvier, 2002: 39), likewise tradition of raising pigeon which for Madurese people is called *dhârâ ghettakan*[1]. Tradition of raising *dhârâ gettakan* is often related to music activities because it is identical to the use of ancient music instrument *tong-tong/kentongan* and a traditional music ensemble called *glundhângan.*

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[1] *Dhârâ ghettakan* is a kind of pigeon with crest. A term *ghettakan* in Indonesia language means 'snap,' which means that this bird usually flies by being snapped. There are many terms/names in various areas, like in Situbondo, it is called *dhârâ abbhrâghân*, in Madura island, it is called *dhârâ ghettaghân* and *dhârâ ghunjhi'*.

Every master of *dhârâ gettakan* commonly has *tong-tong* instrument (small bamboo *kentongan*) or *dhung-dhung* (big bamboo *kentongan*). The use of those instruments is functioned as means of communication between master and his pigeon, and among masters of *dhârâ gettakan* and also people around. In case of relation to pigeon, *tong-tong* is sounded when a master calls his lost pigeon or it flies too far, or as ritual in a night to make pigeon fly higher. In relation to people, *tong-tong* is sounded as winning signifier for glorification or information to local people that a master has succeeded to get opponent's pigeon.

Tong-tong iconic instrument of *dhârâ,* in certain moments, is played in ensemble with some other wooden instruments. This ensemble is known as *glundhângan. Glundhângan* is an ensemble of wooden gamelan regarded as ancient and archaic because it is rarely founded. Brandts Buyz-Van Zijp (1928: 50-55) in Bouvier (2002: 54) also writes about an instrument similar to "primitive" xylophone in Madura called *ghâloendhâng.* A term *glundhângan* comes from a word *glundhâng* which refers to an ancient wooden instrument with lath. Its form is similar to xylophone instrument in Java but it has lesser lath of tone. Bouvier explains that *glundhângan* music in Madura has similarity with *okol* music which also consists of set of wooden gamelan. If it is seen from music composition, Bouvier assumes that the wooden gamelan music is a legacy of ancient culture of Madurese people, who tries to be modern today with its orientation to play compositions of metallophone gamelan and new *gending/*song (Bouvier, 2002: 52)*.* A bit different to Bouvier, Setiawan (2018) argues that *glundhângan* music is an imagination of'grassroot'people of gamelan *keraton* (palace). In composition, works of *glundhângan* music today are closer to metallophone music of gamelan.

In tradition of *dhârâ gettakan*, *glundhângan* music is played when a master plays '*nyata*' event. *Nyata* is a moment when a master succeeds to get opponent's pigeon and in a night, he wants to hold an event of celebration by inviting his colleague masters. They usually join village groups/*paguyuban* of pigeons. *Nyata* can be interpreted as an information for public that there is a pigeon master who succeeds to get opponent's pigeon. In this moment, *glundhângan* music is played. Besides in *nyata* event, *glundhângan* is played in other public events related to *dhârâ gettakan* like *totta'an* (match event among groups of pigeon) and *arisan dhârâ* (gathering of pigeon masters in a group).

In Madura, especially in Rubaru, Sumenep, tradition of raising *dhârâ gettakan* is a part of people's life for a long time. Ihsan, a master of *dhârâ gettakan,* tells his experience.

> *I raise pigeons because of ancestors' legacy, handed down by my ancestors in the past. Since keraton era, this tradition, I think, has been existing. If in a house, there is pigeon pet, it will not be disturbed by demons. Pigeon is not easy to be influenced by prayer or supernatural power, because it sleeps with one leg. If it is influenced by evil forces, it will not succeed. A person who raises pigeons will tirakat, does not sleep every night, follows his pigeons' habit. Standing with one leg signifies supernatural power, sometimes if a master is strong, he will tirakat standing with one leg.*

When getting opponents' pigeon, a master must hide *kentongan/dul-gudul,* (winning signifier), the loser who loses his pigeon must be'burning'(emotional and feels ashamed) because besides loosing pigeons, he feels mocked and ashamed with music play. Here in the past, when there is a winner who gets pigeon, gathering or *totta'an* event must be crowded, there is gamelan music (*glundhângan*), completed with *tong-tong, dhung-dhung, ghung* (*gong*), *saronen*, *can-macanan* and lady singer.[2]

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[2] Interview with Ihsan as a master of *dhârâ ghettakan* in 31st December 2019 in Rubaru, Sumenep, Madura.

Ihsan statement explains that tradition of *dhârâ gettakan* has been existing for long time in Sumenep. He also explains that pigeon is a special animal and can give speciality of its owner. Raising pigeon is closely related to art activity and sociocultural practices of Madurese people.

Tradition of *dhârâ gettakan* does not only develop in Madura island, but also in some areas in Java island, especially in some migration area of Madurese people in east parts of Java island, which are Situbondo, Jember, Bondowoso and Lumajang. Madurese people who migrate to east parts of Java island also bring their origin culture to a new area. Therefore, it opens possibility to have process of assimilation and dialectics with other culture existing in the area like Java, Tionghoa, Arab and Osing. In migration area, tradition of *dhârâ gettakan* and its art instruments develop with dynamic of diverse and different culture from Madura island. Culture style in every migration area is quite diverse. In Situbondo, most of people are Madurese migrants from Sumenep (See, Husson, 1997; dan Hidayatullah, 2017). Tradition of *dhârâ gettakan* (in Situbondo called *dhârâ abbrâghân*) is almost the same with in Sumenep, but *glundhângan* art does not exist anymore. It is replaced by saronen art[3], likewise in Lumajang in which most of people are Madurese migrants from Pamekasan and Sampang (See, Husson, 1997). Art used in *dhârâ gettakan* tradition is an assimilative art like *jaranan, reog* or patrolan.[4] In hinterland Bondowoso, *tong-tong-an* art in *nyata* still exists and is preserved, but ensemble of *glundhângan* is rare and hard to find.

Different from some migration areas above, in Jember, tradition of *dhârâ gettakan* with *glundhângan* music still exist and live together with multi culture society. Based on its history, Jember is a destination area of migration of Madurese people from Pamekasan and Sampang (See, Husson, 1997; dan Prasisko, 2015: 12). Migration of Madurese people to Jember is mostly based and motivated by land clearing for plantation and establishment of tobacco company in colonial era (Arifin, 2006). In Jember, *glundhângan* art still can be found in some areas like plateau[5] Sokma Èlang, Panduman, and Soca Pangepok, and suburbs area like Kebonsari[6] and Antirogo[7]. Existence of *glundhângan* in Jember can survive maybe because of available materials for making instruments which are various kinds of wood. Some *glundhângan* players evenly make its instruments by themselves with wood from a tree they plant.[8] Besides, in Jember there are also craftsmen of wooden music instruments who can make *glundhângan* instruments as ordered. As close relation between tradition of *dhârâ gettakan* and *glundhângan* music, existence of the music can also survive because many people conserve tradition of raising *dhârâ gettakan.* In Jember we can see clearly how crowded people who raise pigeons. This can be seen from many *pajhudhun* (*dhârâ gettakan* house) in Jember.

Focus of this research is phenomena of tradition of *dhârâ gettakan* and *glundhângan* music in relation to sociocultural practices of Madurese people. Subject of research is focused on two *glundhângan* groups and pigeon communities in two different location which are Soca Pangepok and Jember city area (Keranjingan-Kebonsari). These two subjects are used to look complexity of data and phenomena in Jember. It needs to explain that *glundhângan* group in Soca Pangepok is still categorized

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[3] Interview with Fauzi as a chief (*jhâraghân*) of pigeon community of Pokaan village in 5th janiary 2019, in Pokaan village, Kapongan, Situbondo.

[4] Based on observation to some lottery event of *dhârâ ghettakan* in Rowokangkung, Nogosari, and Kalipepe (Yosowilangun), Lumajang in 6th and 20th January 2019

[5] Based on observation and interview in Panduman, Soca Pangepok in December 2018.

[6] Based on observation and interview in Keranjingan and Kebonsari in December 2018.

[7] Refers to data written by Palmer Keen in website auralarchipelago (accessed in 12nd December 2018.

[8] Interview with *mas* Kernet and Iral as an artist who ever performed in Sokma Elang village in 27th December 2018 in Arjasa and Ju'Salam in 29th December 2018 in Soca Pangepok village.

as traditional and characterized as Madurese dominant, while in Jember city area, *glundhângan* group has assimilative character and is melted with culture style of Java and Osing. Therefore use of the two subjects of research is important to elaborate deeply to get comprehensive study.

This research discourses Clifford Geertz theory about interpretation of culture. Geetz makes a concept and perspective of culture in anthropology research. There are some offered concepts. First, Geertz (1992: 5) offers concept of interpretative culture, a semiotic concept in which he sees culture as a text which needs to interpret its meaning rather than as pattern of concrete behavior. Concretely, Geertz defines culture as

> *"A system of meaning and symbol arranged in the meaning of individuals who define their world, state their feeling and give valuations; a pattern of meaning transmitted historically manifested in symbolic forms in which people communicate, perpetuate and develop knowledge and attitudes to life direction; a set of symbolic equipment to manage behavior, source of extrasomatic information"(Kuper, 1999:98).*

From the explanation above, it can be said that culture is a network of meanings, culture is not something visible, but it exists behind visible things.

The first concept gives introduction to the second concept which is "culture as a text." As a text connected to network of symbolic meanings, it needs deep and comprehensive interpretation of cultural subject. In this case, Geertz offers a perspective to analyze it, by borrowing a term from Gilbert Ryle, "thick description" (Geertz, 1992: 6). Generally, thick description is a deep description, an approach to understand, interpret and explain symptom, phenomena, idea and sociocultural habit accentuating depth of data of various aspects which are often'odd', disorder even invisible/implicit.

The third concept is about metaphor. Geertz develops theme of metaphor in his interpretation of anthropology to analyze cockfight in Bali.Geertz introduces metaphor as a kind of art including other meanings which make daily life easy to 'read' in reproduced form rather than in unmanifested thing (Prasisko, 2015: 37). According to Geertz, culture is also contextual and contains public meaning. Geertz gives an example of cockfight in Bali "*Poetry makes nothing happen," Auden says in his elegy of Yeats, "it survives in the valley of its saying... a way happening, a mouth. The cockfight too, in this colloquial sense, makes nothing happen*" (Geertz.,C., 1973:443). Poetry and cockfight are only media of articulation, they promise freedom to overcome limited social condition. In cockfight, those who fight are not only cock, there is implicit meaning behind. There is multi-interpretation inside, like pride at stake, dignity, position, caste, social status etc. A kind of contestation of pride is limited by social condition and custom norm. Therefore cockfight becomes media of articulation to release violence expression. Interpretation of culture theory by Clifford Geertz is used to look relation between pigeon and human, and interpret practices of *glundhângan* group when interacting in group of people.

To read interaction/social system through *glundhângan* music, it is also used theory of social-cultural practices by Pierre Bourdieu. To read interaction between social agent and social system through *glundhângan* music, it is also used theory of social-cultural practices by Pierre Bourdieu. For Bourdieu, social practice is related to culture. Social actor performs in social arena to achieve certain goal, the actor improves and corresponds to social system. Cultural factor is shown through how practice needs mastery. Mastery of practice comes from cultural background about how a skill is deduced, learned and taught. There are two factors underlying cultural practice which are educational (formal or informal) capital and social origin (Bourdieu, 1984:13). Education may come from cultural teaching of family. Therefore, sociocultural practice is a reading of mastery of practice, agent interest,

situational constraint, available means, personal idiosyncrasies and history of individuals relationship in particular social field.

2. Merpati in Madurese Tradition

In tradition and culture of Madurese people, raising pet is not only for livestock, but there are often other intentions behind. Like most of Madurese people are known as cow keeper (Jonge, 2011: 88). Raising cow especially bulls has the same meaning with raising buffalo for Javanese people, or cock for Balinese which means symbol of power and prosperity. Not only cow treatment, Madurese people also have unique tradition about their closeness to animal, one of them is pigeon, especially *dhârâ ghettakan*.

Dhârâ ghettakan is a species of pigeon with crest which is living in colony[9]. It is called *dhârâ ghettakan* because this bird usually flies by being snapped (*ghettak*). Tradition of raising pigeon for Madurese people is believed giving many benefits. Ihsan as a master of *ghettakan* pigeon in Rubaru, Sumenep, Madura says that raising pigeons can protect a house from demons attack. Ihsan believes that "*mon bâdâ dhârâna nèka ta'patè è pernaè jin*" (If there are pigeons in house, demon will not survive). Pigeon, for him, can ward evil forces of demons.[10] Ihsan statement is based on his experience for years. Pigeon is belived as bird which has magical power because of its uncommon habit when sleeping. By Madurese people, it is called *soko nongghâl* (sleeping with one leg). This pigeon habit is then related to spiritual work of human standing with one leg. This spiritual work, standing with one leg, signifies that the man has supernatural power.

Another statement told by Fauzi who is a pigeon master and a chief of pigeon community in Pokaan village, Situbondo regency. Here is his experience story during raising *ghettakan* pigeons.

> *"I raise pigeons because of ancestors' legacy... Pigeon is different from other animals. How do I say, pigeon is actually like human, it can communicate. Kiyai Kholil has invited me three times, inviting pigeon community. Kiyai Kholil raises many pigeons about a hundred pairs. When feeding pigeons, Kiyai sit on small chair while open a holy book about pigeon chapter. He then gives lecture to his students:'so that you know, this pigeon is different to pigeon race (ando'an), when sounding in a night, past 12 o'clock, that means the pigeon prays for people around and neighbor, especially prays for its raiser."*[11]

For Fauzi, raising pigeon is believed to be able to give blessing. He believes that what is said by Kiyai Kholil[12] (based on reading holy book) is true, like he feels. During raising pigeon, he always feels happy and excited. For him, pigeon is like his family, so good treatment to pigeons will also get good result.[13]

Besides it is believed to give blessing and supernatural protection, pigeon also means as symbol of degree and prestige. There is ancient idiom often uttered by some informants I meet about pigeon,

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[9] Sometimes, there are also those who use post pigeon. Madurese people call it *dhârâ rèsing* (*racing*) for its high speed in flying.

[10] Interview with Ihsan as a master of *dhârâ ghettakan* in 31st December 2018 in Rubaru, Sumenep, Madura.

[11] Interview with Fauzi as a chief (*jhâraghân*) of pigeon community of Pokaan village in 5th January 2019, in Pokaan village, Kapongan, Situbondo.

[12] KH. Kholil As'ad is a well-known Kiyai and has strong influence in Situbondo. He is a son of KH. As'ad Syamsul Arifin. KH. Kholl As'ad is a caregiver of Walisangan Islamic Boarding School in Mimbaan, Panji, Situbondo. For people, KH. Kholil is knows as controversial figure because he often pemits cockfight in Islamic Boarding School and has *rombongan tabbhhuwân* (a group of *ketoprak*).

[13] Interview with Fauzi as a chief (*jhâraghân*) of pigeon community of Pokaan village in 5th January 2019, in Pokaan village, Kapongan, Situbondo.

which is "*ngobu dhârâ mon ontong bisa maongghâ dhârajhât, mon apes bisa dhârâka*" (raising pigeon, if lucky, can increase degree but otherwise, it can be perfidious[14]. This idiom explains that raising pigeon is actually risky because if we succeed to raise, we get high degree, but otherwise if we fail to treat and raise, we will get bad luck (perfidious). In case of relation between pigeon and someone's degree, maybe it can be seen from a philosophy believed by most of Javanese people, including Madurese. In tradition in the past, high or low degree of people is measured by achieving life success. A benchmark is through achievement of having eight worldly aspects which are 1) work/job, 2) *garwa*/wife, 3) *wisma*/house, 4). *curiga/keris/*weapon and relic, 5). *turangga/*ride 6). *kukila/*bird pet, 7) *waranggana/*lady singer, 8) *pradangga/gamelan* (Santosa, 2017:15). In that philosophy, pigeon is a symbol of manifestation of *kukila*/bird pet for Madurese people. Like privilege of turtledove for Javanese people, it is always related to spiritual power. Even though, in today context, many Madurese people also raise other birds like *love bid,* but it is only for entertainment, business and pleasure, which is different context for raising pigeon which has spiritual value.

Most masters of *ghettakan* pigeon among Madurese people are men. They treat pigeon like treating their family. There are special treatments about buying and raising *ghettakan* pigeon. Here are some treatments by master for his pigeons told in some ethnographic notes:

> "In an afternoon, 22nd January 2019, Mas Budi takes me to Mr, Salam's house to buy a pair of pigeons. There are many specified criteria by mas Budi in choosing pigeons like type of fur color, pigeon physic and the most important thing is how'pelak'(loyal) pigeon bought to its former master. A pigeon which looks loyal will be avoided to buy because it will not stay long in a new house and mostly it will be back to its former master. Mas Budi specifies loyal degree of pigeon through his feeling. A pigeon which sleeps with soko nongghâl (one leg) must have high loyal degree to its former master. Besides, pigeon which is usually loyal to its former master will not want to eat food in which prayer of affection is blown. According to mas Budi, raising ghettakan pigeon is better beginning from baby (pejji), because it is easier to train its loyalty. Besides, pigeon treated from baby tends to be more loyal rather than raising when adult."15

Before buying pigeon, a master will chose pigeon which is not only health physically but also mentally. The master and his pigeon are commonly related by inner connection. Pigeon which has strong inner connection with its master will be difficult to separate even though it moves to a new master (sold). Because in some cases, many pigeons just bought then fly away to return to his former master. Therefore choosing pigeon is also determined by level of its loyalty to his former master.

Establishing new house for pigeon (*pajhudhun*) is like establishing new house for human. There are process and steps like looking for a good day, considering position and direction of *pajhudhun,* looking for ritual terms which must be put in establishing *pajhudhun* like *salèmpet* (kinds of plant roots believed as affection amulet), *bâto ghilis* (corn mill believed to strengthen *pajhudhun*), *sobbhul* (relic), *keris* and other relics. The process must be done so that later there will be no bad things happening to pigeons and its *pajhudhun* and be a self-protection from evil forces (*ajâgâ abâ'*).

Pigeon just bought cannot be raised as usual in a cage, but there are special treatments by its master. Here are some special treatments by *mas* Budi to some new pigeons he just buy.

> "Pigeon, mas Budi just buy, is placed in pajhudhun (pigeon house) with its fur partially tied (ghudhi). For a week, the pigeon is caged in pajhudhun. After that, tie is loosened (è anyarè) while reading mantra (prayer). When loosening, underarm fur of the pigeon is pulled out

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[14] Interview with *mas* Budi as a master of *dhârâ ghettakan* in Kalisat, Jember, in 22nd January 2019.

[15] Ethnographic note in 22nd January 2019 in Kalisat, Jember,

then planted/put in its pajhudhun to make it feel at home. This process is mostly accompanied by celebration ritual. The next process is master's approach to pigeon. In this step, mas Budi tries to be close to his pigeon by regularly feeding, food and drink, communicating and giving jhepah/sellekkan (mantra and affection prayer). Mantra and prayer red are affection prayer (mahabbah/pelet) usually used among humans." [16]

The most important thing to raise pigeon is having inner connection with it. Success of raising *ghettakan* pigeon is measured by how loyal the pigeon to its master. To steal pigeon's attention, most masters will use *mantra* and affection prayer, the same prayer usually used among humans. The *mantra* or prayer are *dhâddhâli potè poter ghiling* and Yusuf letter.[17] In daily context, this *mantra* and prayer are usually used to influence person to make him/her love the *mantra* reader. Affection power is commonly used because of denial or insult of a target to the *mantra* reader. Some informants say that *mantra* and affection prayer for pigeons has higher degree of difficulty rather than for humans. Therefore a pigeon master who has subdued his pigeon or other people's pigeons will be believed to have high affection power by people.

Every pigeon master is connected each other. As *ghettakan* pigeons which live in colony, their masters also live in colony and form groups/communities. Commonly, in every village in Jember, there is one or more communities of *ghettakan* pigeon. Every pigeon community is led by a chief[18] chosen by mutual agreement. Most chiefs of community are chosen based on personal prestige, high knowledge and enough experience in winning match of *dhârâ ghettakan.* Every chief is responsible for members when competing among communities.

Every community holds regular meeting every week with *arèsan* concept (gathering with each member takes a turn as host), as *arèsan* group of white pigeon community led by Mr. No in Keranjingan-Kebonsari Jember.

"I am given a mandate as a chief since 2003 until now. Many people joined, but now many quit. Now, every member usually joins five arisan, maximum is about 30's people. When getting a turn, a host can get a million three hundred thousand rupiah. In the past, it achieved 15 million. Members who join must bring at least 6 birds. This arisan must exists, said friends, to make them not bored. Besides place of gathering, there is also a bonus."[19]

In *arisan* event, every pigeon master in one community must bring 3 pairs of pigeons (6 pigeons). These pigeons are then released together after *arisan* lottery. A lucky master who gets *arisan* lottery will be a host in next *arisan*. *Arisan* event is not separated to accompanying music of *dhârâ ghettakan* which is *glundhângan.* While waiting a peak of the event, some masters come to sing and alternately play the music. *Arisan* and *glundhângan* music sounds are broadcasted to all over a village by using *loudspeaker* installed with 3-5 meter height as high as pigeon *pajhudhun.* Even if this *arisan* is gathering space among communities, but when event of releasing pigeons, there is also competitive nuance among pigeon masters. The rule is when pigeons are released, actually they has been nobody's so that competition of loyalty to their master is determined when releasing together. Loyal pigeon to its master can return to its *pajhudhun*. Therefore a master will also get respect from other masters because he is believed to have high knowledge to make his pigeon loyal. Meanwhile, pigeon which cannot return home and join

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[16] Ethnographic note in Januari 2019 in Kalisat, Jember.

[17] Intensive observation and interview with *mas* Budi as a master of *ghettakan* pigeon in 30th January in Kalisat, Jember.

[18] Names of community chief of *ghettakan* pigeon are different in every place. In Situbondo and Jember, a chief is called *jhârâghân*, while in Lumajang called *ghunongan*.

[19] Interview with Mr. No as a chief of white pigeon community in 30th December 2018 in Keranjingan, Jember.

other pigeons' colony of another master is not loyal. Its master will feel ashamed because he cannot have loyal pigeon. It also signs that he loses with a power of another master which brings his pigeon. Therefore, even in *arisan* community context, competitive nuance is still strong. There are even some masters who admit that before *arisan* comes, he has trained his pigeons for some days to make them return to their *pajhudhun,* and prepared/sharpened his inner power last night before the *arisan* event.[20]

Tradition of raising pigeon is also related to series of match which are must to follow by every master and pigeon group/community, like tradition of raising cow full of competition like *karapan sapi* (cow race), *aduan sapi* (cow fight) and *sapi sono'*(cow beauty contest). According to Bishop (1925), animal match is a part of people's ritual about land fertility and productivity. Like many animal matches in Indonesia (including Madurese cow fight), animal fight is always for pleasure of God of rain. Kreemer (1956: 89-90) states that cow fight match in east Java is actually held to signify transition of rainy and dry season. In Jember, tradition of releasing *dhârâ ghettakan* (*totta'an dhârâ*) is also closely related to ritual activities, Like every village celebration event (cleaning village), and wedding ceremony, tradition of releasing *ghettakan* pigeon is always a must for Jember poeple.[21] Ritual archetype in tradition of *ghettakan* pigeon can be sorted to be some parts, like ritual of establishing *pajhudhun,* installing *gudhi* (tie to wings), releasing *gudhi*, training pigeon, elevating pigeon, marrying pigeon, calling pigeon, preparing *totta'an dhârâ* match, the match itself and *nyata* celebration. It is the same like tradition of Madurese people in raising cow fighter. The different is that there is no pigeon blood sacrificed in ritual (see Jonge, 2011: 92-93). For completing ritual celebration, a master will usually sacrifice other animals like chicken. Pigeon's blood is rarely shed, only once when pulling out its underarm fur when the pigeon *gudhi* will be released.

In tradition of *dhârâ ghettakan* in Jember, there are two kinds of match which are system of lottery (invitation) and *totta'an dhârâ/tompoan*. A match with system of lottery is usually hold by individual or group (government) by inviting some pigeon communities from villages. In that event, there will be doorprize like goat, refrigerator, electric fan, motorcycle etc. The match with system of lottery is usually held at certain moments like Independence Day, 17th August 1945, village celebration and political campaign. Every community invited is gathered in wide match arena (usually field). A peak of the event is releasing all pigeons brought by all community members. The end of event is closed with doorprize and entertainment. In the match with system of lottery, competitive nuance is not too strong and hot because there are too many participants who compete, so it is difficult to detect the winner and loser.

The second type of match is *Totta'an dhârâ* which is a duel match between two pigeon groups. The match is held alternately with home and away system in a place decided based on two groups agreement. Usually, the two groups dueling come from different villages like community from Soca Pangepok versus Arjasa village. *Totta'an* match is done through agreement of two communities that decide how many *ghettakan* pigeons are brought by each community, *totta'an* location and other rules related to technical rules. A winner will be decided based on how strong a community holds total of pigeons who return to their own *pajhudhun.* A community which loses many pigeons or fails to return pigeons to his *pajhudhun*, culturally, becomes a loser. Otherwise, a community that is strong to hold its pigeon or maybe succeeds to seize opponent's pigeons will be a winner. In this case, decision for winner is again decided by how loyal pigeon to its master. A master who succeeds to get opponent's pigeons,

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[20] Interview with Mr. Taufik and Edi as masters of *ghettakan* pigeon in 30th December 2018 in Keranjingan, Jember.

[21] Observation in village celebration (kathisa) in Sumbersalak village, Ledokombo and interview with *cak* Lip in 11th January 2018 in Sumbersalak, Ledokombo, Jember.

culturally, will get award from people. This means that he can conquer his opponent. An event of getiing oppnent's pigeons will be signed by *nyata,* a celebration event to welcome new pigeons just got as a new family. *Nyata* is enlivened by *glundhângan* music and attended by all community members to welcome a victory as well as signifier to people around that there is a master who has succeeded to get pigeons. It also aims to heat up a conquered opponent.[22] The master who holds *nyata* will get respect from local people. Commonly, he is respected by people related to his affection knowledge because he is believed to have high affection power.

Therefore, symbol of masculinity in match of *ghettakan* pigeon is different to symbol of masculinity in match of cow race for Madurese people or cockfight for Balinese people. In *totta'an dhârâ,* there is no money gambling or physical fight of male animal but it is a fight of loyalty strength between pigeon and its master. If cow and chicken represent symbol of masculinity, then pigeon in tradition of *totta'an dhârâ* represents symbol of feminism. Treatment and use of affection *mantra* to *ghettakan* pigeon signify that pigeon in mindset of Madurese people is put as symbol of feminine. It is different to cow position in context of cow fight or cow race. Effort of Maurese people to subdue pigeon signed by obedience and loyalty is domination attitude of masculinity of Madurese man to feminine pigeon. Relation between Madurese man and *ghettakan* pigeon is manifestation of masculinity side of Madurese people. Pigeon is actually media used by Madurese people to show power of affection knowledge. In *totta'an dhârâ,* the real fight is among masters who fight their affection knowledge. The higher knowledge of affection, the bigger chance for pigeon to return to its *pajhudhun* and win a match.

3. *Glundhângan* Music as Medium of Communication

In tradition of *dhârâ ghettakan*, music is integral medium and also becomes an important part in various moments and events. There are many kinds and music naming related to tradition of *dhârâ ghettakan,* but most Madurese people know the music with a name, *glundhângan.* The ensemble naming refers to one of wooden instrument similar to xylophone, which is *glundhâng.* Instrumentally, Munardi (1983:32) in Bouvier (2002: 54) notes that,

> "Principally, glundhâng is also gamelan set, but its material instrument is not metal. Almost all materials are from bamboo and wood. Laths or pencon is replaced by wooden laths. So it is similar to kolintang. For kendang, it makes instrument like kentongan, which is short log given hollow and mouth in its sides. The instrument is called dhuk-dhuk or thuk-thuk."

In Madura island, this kind of ensemble with wooden *gamelan* like *glundhângan* has many names which are *okol*, an ensemble of wooden *gamelan* consists of musical instruments, *tong-tong* (wooden *kentongan*), *ghambhang* (same kind with xylophone), small cymbal and flute. *Okol* orchestra is usually played in fight event of *kèkèt* or *okol* (same kind with wrestling) and *ojhung* (fight by using rattan). Okol *orchestra* is also usually used to accompany event of pigeon race (Bouvier, 2002: 50).

Besides *okol*, there is also another name for a kind of wooden *gamelan* like *glundhângan* which is *Ghul-Ghul,* an ensemble of wooden *gamelan* which consists of *tong-tong* (wooden *kentongan*). *saronen ghambhang* (xylophone), flute, *kerca* and *peking*. Functionally, *ghul-ghul* ensemble has similarity to *glundhângan* music which is for accompanying pigeon event (Irmawati, 2004: 54). In Proppo sub-district, Pamekasan district, there is also ensemble like *glundhângan* and *ghul-ghul* named *tabbhuwân*

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[22] Interview with Ju'Salam and *mas* Sup in 29th December 2018 in Soca Pangepok village, Jember.

Gebbluk[23]. Instrumentally, they have many similarities which uses wooden *kentongan.* The difference is *gebbluk* music adds *kennong tello'* instrument (three *kenong*) and *serbhung*[24].

From some kinds of ensemble name above, all has same function which is used to accompany pigeon event and from all kinds of ensemble, there is a same instrument which is *tong-tong* or *dhung-dhung* (wooden and bamboo *kentongan*). Before discussing function and role of *glundhângan* ensemble completely, it will discuss first role of *tong-tong/dhung-dhung* instrument, remembering that this instrument is important and becoming icon of *glundhângan* ensemble.

Tong-tong comes from copy of sound (onomatopoeia) of music instrument made by wood or bamboo punched its center as resonance space. This instrument is like *kentongan* usually used by Javanese people for night watch and as communication tool in the past, for danger sign. In Madurese people, *tong-tong* instrument is usually used for many functions which are as instrument in *patrol* orchestra which functions to wake people up to *sahur* (eating in predawn for fasting in Islam) in Ramadhan month and as music instrument accompanying certain music ensemble (*okol* and *glundhângan*) (see, Bouvier, 2002: 42-48).

Tradition of *dhârâ ghettakan* cannot be separated by owning *tong-tong* instrument. In this case, *tong-tong* becomes a must owned by every master of *ghettakan* because it relates to medium of communication among pigeon masters or to their pigeons. There are three kinds of *tong-tong* often used by some pigeon masters in Jember which are *tong-tong perrèng* (made of bamboo small sized), *dhung-dhung* (made of wood big sized) and *tong-tong ghellung* (made of wood bight shaped).

Source: Budi Kalisat Documentation

Picture 2. *Dhung-dhung* (Left) and *Tong-tong Ghellung* (Right)

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[23] Look   website   Lontar   Madura,   http://www.lontarmadura.com/musik-gebbluk-musik-gertak-burung-merpati/2/#ixzz5eQiFYZXn. (accessed on 3rd February 2019).

[24] Made of clay like earthenware (*kelmo'*) with various sizes. Bamboo with five fingers span sized or more from its *kelmo'* mouth. *Kelmo'* is filled with water 1/8 part of *kelmo'* and played by blowing. This music instrument functions as *gong/*bass. Look: http://www.lontarmadura.com/musik-gebbluk-musik-gertak-burung-merpati/2/#ixzz5eQiFYZXn.

In tradition of *dhârâ ghettakan*, *tong-tong* instrument has some important functions. *Tong-tong* cannot be sounded carelessly. There are special times, special rhythms and terms which must be fulfilled before beating *tong-tong.* Most people know three kinds of *tong-tong* beats related to tradition of *dhârâ ghettakan* which are 1) *tong-tong ngenning* (*gudul/niter*), 2) *tong-tong ngongghâ aghi* (*matèngghi*), 3) *tong-tong pangolok*.

Tong-tong ngenning is sounded only when a master succeeds to get pigeon. In this context, it is sounded a typical rhythm from the *tong-tong* beats to give code and information to people around, especially among pigeon masters that there is a master (beating *tong-tong*) who just gets pigeons. After sounding *tong-tong ngenning,* among masters (commonly a community colleagues) are usually coming to the master's house who just gets pigeon to give congratulations and see pigeons he just got.

In Soca Pangepok village, the sign is known as *gudulân,* if code of *tong-tong gudul* is sounded, it means that tonight there will be *nyata* celebration and players of *glundhângan* orchestra must be ready to carry instruments to the master's house who just gets pigeons[25]. On the other side, *tong-tong ngening* also means a mock to a lost master (loosing pigeons). Sounding *tong-tong ngening* means someone who loses pigeons has been humiliated in front of villagers. *Tong-tong ngening* beats in this case can mean as glorification beats (victory beats).

Tong-tong ngongghâ'aghi has different dimension from *tong-tong ngening*. As illustration, here is narration in ethnographic notes:

> *"About 12 p.m., mas Budi informs me that he will hold ritual ngongghâ-aghi dhârâ (elevating pigeon). At first, he goes to behind house, precisely to kitchen, he takes big sized dhung-dhung and its bat with its tip bandaged by used rubber tires. Before beating, he reads mantra and prayer then blows the bat he holds with mantra red before. Mas Budi beats dhung-dhung with dynamic rhythm, slowly then hard for 1 minutes. Pigeons above pajhudhun 5 meter height chirps to each other as if replying rhythm beat of the dhung-dhung. In the morning, mas Budi releases a swarm of pigeons. The pigeons swarm flies around pajhudhun roof, longer and higher then finally return home by bringing a new pair of pigeons suspected loosen from their master. Mas Budi succeeds to catch and then sounds dhung-dhung ngenning which signs that he has got new family."[26]*

Illustration above describes that *tong-tong ngongghâ aghi* is tied to ritual work of a master with his pigeons. Rhythm sounded by *tong-tong* functions as medium of communication between master and his pigeons. The rhythm is believed by masters to be able to hypnotize and deliver prayer (*mantra*) to pigeons through sound vibration of *tong-tong*. Rhythm sound is intended to make pigeons fly higher (*ongghâ*) and faster than usual. *Tong-tong ngongghâ aghi* is only done in the night between 12 pm to 2 am, and accompanied by reading prayer and *mantra* to pigeons.

The last beat is *tong-tong pangolok.* This beat also has same dimension to *ngongghâ aghi* beat. *Tong-tong pangolok* is only sounded by pigeon master when his pigeons fly too far or fly away (not returning home). Sounding this beat is also accompanied by reading prayer and *mantra* before so that the pigeons in far distance can feel vibration of *tong-tong pangolok* sound. Sometimes some masters who use *tong-tong pangolok* is considered as cheating by people, like calling some of his pigeons which has been sold to other people few years ago.[27] This common thing happens in society because pigeon

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[25] Interview with *mas* Sup as *glundhângan* players in 29th December 2018 in Soca Pangepok, Jember.

[26] Ethnographic notes in 12nd February 2019 in Kalisat, Jember

[27] Interview with *mas* Budi and Mr. Salam as a master and trader of *ghettakan* pigeons in 22nd January, in Jatian, Kalisat, Jember.

has strong instinct to its master. If a new master cannot treat and train it well, the pigeon often flies and return back to its former master.

Tong-tong and *dhung-dhung* which are peculiar and identical to tradition of *dhârâ ghettakan* become a must and important instrument in ensembele music of *glundhângan.* Therefore *glundhângan* is always related to *dhârâ ghettakan*. Instead of metallophone *gamelan* which has many functions in Madurese people like accompanying music for wedding, *tabbhuwân ketoprak* and *ludruk*, *glundhângan* only functions for *dhârâ ghettakan* event. If a *glundhângan* group is invited, they cannot be separated to their pigeon community. In context of *dhârâ ghettakan* tradition, *glundhângan* is functioned to various things and events which are *totta'an dhârâ, nyata,* and *arisan.*

In case of *totta'an, glundhângan* functions as entertainment and accompanying music for pigeon release. Before *totta'an* begins, *tabbhuwân glundhângan* players have been in location of match and play some repertoire of Madurese songs in order to welcome pigeon masters from two communities. *Tabbhuwân glundhângan* is usually invited by host of *totta'an* event or by agreement of two communities. When pigeons release begins, *tabbhuwân glundhângan* plays tense and ambient music. It functions to build adrenaline and emotion of masters who fight. In case of pigeons release, *glundhângan* music functions as accompanying music of match like martial art, *ojhung,* and *okol.* The masters' emotion which peaks when watching their pigeons fly random and mixed with opponent's pigeons in the sky, then is dramatized and stirred by music strains of *tabbhuwân glundhângan.* So it creates war atmosphere among masters. All cheers, snaps, berates even mocks opponent's pigeons when they cannot fly following their colony and all is laughing together with *glundhângan* music.

A master who succeeds to win in *totta'an* event or succeeds to get pigeons ouside *totta'an* event, after sounding *tong-tong ngening,* he will hold *nyata* event as winning manifestation. *Nyata* is celebration moment when a master succeeds to get pigeons in his *pajhudhun.* It is held in the night by inviting neighbors and relatives among pigeon community members in village with entertainment of *glundhângan* music. In Soca Pangepok village, *nyata* event is still often done by people remembering that almost every house has *pajhudhun* and raise *ghettakan* pigeon.

"In a night, 29th December 2018, I am accompanied by Ju'Salam (elders of *glundhângan*), *mas* Sup (*glundhângan* player), Yongki and Cak Lip to look a set of ancient *glundhângan* instruments in Mr. Di house. Some days ago in Mr. Di, *nyata* event is just hold. He just gets some pigeons. The *glundhângan* instruments are still in his house and not returned yet. According to Ju'Salam, *nyata* event means as sign if there is a master who succeeds to get pigeons. Ju'Salam and his friends play *glundhângan* in *nyata* event voluntarily and not by order. It has been a tradition if there is *nyata* event in village so Ju'Salam and friends must be ready to play *glundhângan* in master's house to appreciate him."[28]

Glundhângan players in Soca Pangepok village, among them, actually do not raise *ghettakan* pigeon. They are just loyal to serve villagers who hold *nyata* event. They usually play from 7 pm to dawn without being paid. Playing *glundhângan* in *nyata* event can be interpreted as kind of appreciation of village artists to a master's greatness who has succeeded to get pigeons.

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[28] Ethnographic notes in 29th December 2019 in Soca Pangepok village, Jember

Source: Personal Documentation

Picture 3. A set of *Tabbhhuwân Glundhângan* in Soca Pangepok

Glundhângan music in case of *nyata* is glorification music, which signifies a victory and means as a mock to a lost master. Ju'Salam says that a lost opponent is often angry and emotional because he feels ashamed by *nyata* celebration. He must be planning something to avenge his defeat and when he gets a chance to get pigeon (even only one), so he will avenge by holding *nyata* celebration too. Sometimes cost[29] spent for *nyata* event is much higher than a cost of pigeons got.[30] Therefore, *nyata* and *glundhângan* are not only just celebration of victory but also distribution of existence desire (prestige) and pride at stake for Madurese people.

The next context is *glundhângan* in pigeon community *arisan*/gathering. Most pigeon communities in Jember have a set of *glundhângan* instruments with set of loudspeaker. *Glundhângan* music is played during *arisan* event from 8 am until 12 am. For example *Merpati putih* community, led by Mr. No di Keranjingan, every Sunday holds *arisan* gathering by using *glundhângan* entertainment and is broadcasted through loudspeaker.

"In sunday morning, 30th December 2018, at 08.00 am, I go to *arisan* location in Mr. Taufik's house in Keranjingan with Mr. Jamhari (*glundhângan* player). In the location, there is a host and a soundman (sound operator) who prepares microphones to each *glundhângan* instruments. Mr. Jamhari

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[29] In *nyata* event, a master must give food to neighbors and relatives who come.

[30] Interview with Ju'Salam as elder in *rombongan glundhângan* in Soca Pangepok village in 29th December 2018.

starts to arrange the instruments. One by one member gathers and plays *glundhângan* alternately. It is a bit different to *glundhângan* in Soca Pangepok. Here, *glundhângan* music is mixed to other music set like *kendang* Banyuwangi, *saron* and *gong.* Here, it has no more used *tong-tong* instrument because of efficiency to bring it. They play songs of Banyuwangi, Javanese, *gending Jaranan* and sometimes play Madurese *dangdut* entitled *Okossa Menynyan.* They don't stop playing until eating together and *arisan* event are finished."[31]

Glundhângan* group in Keranjingan has different style with in Soca Pangepok. If in Soca Pangepok, its character is dominated by Madura, in Keranjingan, its form has been assimilated. This can be understood because Soca Pangepok is suburb and mountain area which has difficult access to reach while Keranjingan is near city so that interaction process of inter-culture goes dynamically. In *arisan* context, *glundhângan* music has function as means to interact among masters in a pigeon community. *Glundhângan* also becomes entertainment and accompanying music in pigeons release in *arisan* event.

Source: Personal Documentation

Picture 4.   Gathering of *Merpati Putih* (White Pigeon) Community in Keranjingan

4. *Glundhângan* Music and Pigeon as Way of Communication in Sociocultural Relation

In case of social relation of Madurese people, *glundhângan* music and *dhârâ ghettakan* tradition can be red as media of symbolic communication. As Geertz reads culture as a text connected to net of symbolic meanings, he needs deep and comprehensive interpretation of cultural subjects. Context of *glundhângan* music and pigeon in Madurese society can be interpreted as expression to represent social degree. Tradition of *dhârâ ghettakan* is closely related to fight of affection power. Social degree in society is signed by how dominant/strong existence of pigeon master in society. A master who can win every match of *dhârâ ghettakan* (*totta'an dhârâ* or usullay gets opponent's pigeons) will get acknowledgement from people for his great power. To win a match, every master prepares himself by

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[31] Ethnographic notes in 30th December 2018 in Keranjingan, Jember.

sharepening his affection power, training pigeons with certain mileage and intensely raising pigeons. Winning a match of *ghettakan* pigeon is the same as winning a fight of affection power among pigeon masters (human). In this case, pigeon is only as media of distributing masters' desire to fight each other.

Having affection power (*ajian*) is a special prestige for matsers. For them, the higher affection power, the more he gets respected and honored by people around. As *mas* Budi's story bellows.

> "Among pigeon masters are competing their power, the more ajian he has, the higher and deeper his power is, and therefore he will win a match. We can look ajian mastered by master through how pigeon flies. Here, ajian commonly used is dhâddhâli potè. If master uses this ajian, his pigeons can form like formation of eight number and fly lamsam (slowly). If an opponent also uses the same ajian, so affection power will fight. A master who is hard-working (tirakat) and often tangngi malem (not sleeping in the night for tirakat), he will win. A lost master is one whose pigeons are influenced by opponent's pigeons colony and joining their colony. Besides, ajian dhâddhâli potè, there is one more ajian used to dhârâ ghettakan which is ajian poter giling. This is the most strong ajian but dangerous to practice because a master will get severe consequences which is karas, which means his worth will not be blessed, quickly gone and never satisfied. All my pigeons here are used poter giling, but it is not me who practices, but my mother. This ajian was used by my grandfather, then now it is inherited to his descendant. A person who practices ajian poter giling is usually old because they are not burdened by worldly things. For me, I still hesitate to practice ajian poter giling. This ajian is practiced by sellekkan (through food) and tong-tong matèngghi. Pigeons filled by ajian poter giling will have typical fly. At the beginning, they will fly straight fast and suddenly lost. A few minutes later, they fly down from height by spinning above their pajhudhun. My pigeons are often appreciated by people for their way to fly. They know if my pigeons are used ajian poter giling. An advantage of practicing poter giling is ekasengkaè orèng (respected by people)."[32]

Mas Budi explanation illustrates that every master will strengthen his soul by mastering affection power. There are two affection powers usually practiced by pigeon master which are *dhâddhâli potè* and *poter giling.* These two powers are actually common to use to humans. Use of affection power will effect to how pigeons fly. People then sign or value a master's affection power by how his pigeons fly. A master who practices *ajian dhâddhâli potè* will be shown by how pigeons fly and form formation like eight number and fly slowly. Meanwhile, a master who practices *ajian poter giling* will be shown by how pigeons fly straight fast and then lost, and a few minutes later, they fly down from height by spinning above their *pajhudhun*. The higher his affection power, the more he is respected and honored by people.

A fight of affection power in tradition of *dhârâ ghettakan* is used in two ways. First is practicing affection power for his pigeons. The second is practicing affection power to attack opponent's pigeon. Use of affection power as explained in the first is used by a master through *sellekkan* (food) and sound *tong-tong matèngghi*. The second use of affection power has similarity to use it for human. The second way is called *sèpèr* (*nyèpèr*) to take opponent's pigeons targeted. *Mas* Budi and Mr. Salam tells process of *sèpèr* in tradition of *dhârâ ghettakan* as follows.

> "If we want to take opponent's pigeons, we have to know first opponent's weakness when he is slack. It is the same when we want to manèser (influence to love) a woman when she is in period. A master who often sleeps in the night and rarely tirakat will be easily defeated. Meanwhile, a master who rarely sleeps is hard to defeat. We must know when he is slack. When we have known his weakness, we just practice affection power and then first attack is to the master, not his pigeons. If the master has been influenced by affection power, his pigeons must be influenced too. Pigeon has inner connection with its master. If the master is hard to defeat, then next we attack his wife. There are two possibilities which are attacking

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[32] Interview with *mas* Budi as a master of *ghettakan* pigeon in 12nd in Kalisat, Jember.

the master or his wife. In practicing affection power, we have to mention a kind of pigeon targeted in prayer (mantra) for example khususan dhârâ ghet merah or dhârâ paol. I often used to do it. After three days of practicing, usually there will be a sign of dream. There are two guests coming. In the morning, it is true that there are two pigeons I target which come to my pajhudhun." [33]

The illustration above signifies competition and fight among masters of *ghettakan* pigeon not only in *totta'an dhârâ* arena but also in daily life. In daily life, masters actually live friendly and look common like common people who are not conflicting, but in case of pigeons, they look competing each other. Some informants said to me that they are friend among masters but being competitors only in pigeon tradition (*moso dhârâ*). The statement causes suspicion that actually there is something veiled they intend to hide. They do not show enmity nuance in reality but competition only shows through media of pigeon. Every master is standby every night (does not sleep and *tirakat*), for guarding if there is a master attacking his pigeons colony. A fight of affection power in tradition of *dhârâ ghettakan* is only limited to media of pigeon (not human). It means that there is rarely practice to harm physically pigeon's master and his family. Keeping pigeon's loyalty, winning a match and seize opponent's pigeon are strategies of every master to form his existence and effort to elevate his social degree in society. So no wonder, if in Soca Pangepok, there are people who raise pigeons with more than one *pajhudhun* and often hold *nyata* because the more pigeons they have means the higher guts they have. When a master often wins a match means that he gets high social degree in society.

Glundhângan music and tradition of *dhârâ ghettakan* can also be interpreted as a fight of pride and manifestation of masculinity of Madurese people. In Soca Pangepok village, tradition of raising *ghettakan* pigeon lives as a necessity. It will be a taboo for people especially men who do not raise *ghettakan* pigeon. Ju'Salam and *mas* Sup often get insinuated among their friends in village for not raising pigeons.

> *"È ka'ento mon ta'bengal ngobu dhârâ nèka ècokoco, kaulâ segghut ekoca'bhâreng kanca,'arèya bengkona randhâ ye!!', ekoca'bengkona randhâ polana sobung pajhudhun-na, artèna sobung lalake'na, otabâ ta'bengal ka rèsikona ngobu dhârâ." [34]*

> *(Here, someone afraid of raising pigeon will be insinuated. I often get insinuated by my friends, "is it a widow's house?" It means that a house with no pajhudhun is no brave men taking a risk to raise pigeons)*

Not raising pigeon in Soca Pangepok village means that he is not real gentleman because he is afraid of risk. So there is a term'widow's house'. Raising pigeon is known as full of risk because it is required to go down to fight arena, not only pigeons fight but also affection power. Madurese people commonly live with full of risk and like a challenge. Therefore if a man is afraid of raising pigeons with full of its risk, commonly he does not deserve to call as a real gentleman.

Fight of pride and honour looks clearly in *nyata* celebration involving *glundhângan* music. The crowder *nyata* event, the bigger pride he gets. For some people considered to be public figures in Soca Pangepok village, they sometimes willingly spend money, a few million rupiahs, to hire *tandâ'bini'*(woman dancer and singer) to perform in *nyata* event.[35] By economic calculation, *nyata* event is actually not profitable for a host. Pigeons price he gets do not equal to cost spent by a host but there

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[33] Interview with *mas* Budi and Mr. Salam as master and trader of *ghettakan* pigeon in 22nd January 2019, in Jatian, Kalisat, Jember.

[34] Interview with *mas* Sup and Ju'Salam as *glundhângan* players in 29th December 2018 in Soca Pangepok, Jember.

[35] Interview with *mas* Sup and Ju'Salam as *glundhângan* players in 29th December 2018 in Soca Pangepok, Jember.

is another cultural value achieved by means of *nyata* celebration. *Nyata* is a language of pride and pride at stake for master of *ghettakan* pigeon. Therefore it becomes a necessity to hold.

Like tradition of cow fight and cow race for Madurese people, tradition of *glundhângan* and *dhârâ ghettakan* is a means of distribution of conflict desire among humans productively. This tradition emerges because of incapability of people to confront directly and physically. In Madurese culture, there is a term, *carok* as solution model of physical conflict. Based on Wiyata (2002: 103) research, *carok* usally can happen because of a few things which are when a wife is disturbed, problem of land legacy, debts, politeness and other intercommunication. From many cases, susceptible case which often happens and emerges is conflict of disturbed wife. Disturbing somone's wife for Madurese people means playing her husband's pride and causing a shame (*malo*), so the husband deserves to fight (*carok*). A shame emerges as consequences of people's treatments which deny and do not respect someone's capacity (Wiyata, 2013: 17).

Tradition of *dhârâ ghettakan* comes as a turn of desire of fight for Madurese people. Instead of fight directly like *carok,* tradition of *dhârâ ghettakan* represents a fight among humans symbolically by means of pigeons. The conflict which often happens in Madurese people like disturbed wife is manifested in *dhârâ ghettakan.* Pigeon in tradition of *dhârâ ghettakan* is symbolized as feminine subject like a wife. A pigeon's master regularly gives affection *mantra*/prayer to his pigeons like to a woman he loves. He is also required to maintain inner connection to make his pigeons keep loyal to him and cannot be influenced by other masters. Even in some moments like a night before *totta'an dhârâ* event, a master is willing to accompany his pigeons to sleep in *pajhudhun*. In *dhârâ ghettakan* pigeon, a fight is about degree of pigeon's loyalty like how a Madurese man keep his wife's loyalty. Domination of a master to his pigeons is like domination of a man to his wife. Concept of a gentleman who has a pride in Madurese culture is that he can keep his wife and willing to sacrifice himself when his wife is disturbed by other people. In tradition of *dhârâ ghettakan,* conflict and competition in seizing and defending pigeon's loyalty are not practiced through physical violence (*carok*) but by means of *totta'an dhârâ.* Therefore, it can be said that tradition of *dhârâ ghettakan* and *glundhângan* music in Madurese people are efforts to distribute desire of conflict among humans productively.

5. Conclusion

Tradition of *dhârâ ghettakan* in Madurese people until now is still alive and develops in Jember. Raising pigeon is related to people's belief of pigeon myths like *ghettakan* pigeon can protect someone's house from devil's attack, pigeon can bring blessing because it is believed praying for its master in the night and can elevate social degeree of person. In case of social degree, pigeon can be treated as media to express a fight among masters. The fight is manifested in *totta'an dhârâ.* In *totta'an dhârâ*, there is no money gambling or physical fight of male animal like cow fight but it is a fight of loyalty between pigeon and its master. Contestation in *totta'an dhârâ* arena is symbolic manifestation of fight among masters who fight their affection power. Pigeon in Madurese people's mindset is put as feminine symbol. Therefore relation between Madurese man and *ghettakan* pigeon is manifestation of masculine domination of Madurese people.

Tradition of *dhârâ ghettakan* is closely related to *tong-tong* and *glundhângan* music. *Tong-tong* and *glundhângan* music function as medium of communication of master to his pigeons and people around. *Tong-tong* instrument is sounded in three events with different rhythm, which are 1) *tong-tong ngenning (niter)*, when getting pigeon; 2) *tong-tong ngongghâ aghi (matèngghi),* when having ritual of elevating pigeon and 3) *tong-tong pangolok* when calling pigeon. *Glundhângan* music is a bigger form

(ensemble) of *tong-tong* music. *Glundhângan* in *nyata* celebration means as glorification music for a master who gets pigeon and as mockery music to a lost master who loses his pigeons. *Glundhângan* in *totta'an* event means entertainment and accompanying music for match while *glundhângan* in *arisan*/gathering event means as entertainment music and means of interaction among pigeon masters. Therefore, *glundhângan* and pigeon can be red as ways of communication of Madurese people in social relation. *Glundhângan* music and pigeon are articulations of Madurese people which represent social degree, pride at stake, symbol of masculinity and distribution of conflict desire among humans productively.

Condition of *glundhângan* music and tradition of *dhâra ghettakan* today have been developing and having alternative functions in society like for introductory entertainment in wedding event, orderd entertainment, general election campaign, complement of ceremonial event, entertainment in inauguration event and entertainment in various release events.

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Informants List

Name : Ihsan

As   : master of *ghettakan pigeon* in Soca Pangepok

Age   : about 60 years

Name : Fauzi

As   : master of *ghettakan pigeon* in Situbondo

Age   : about 60 years

Name : Kernet

As   : Teacher in Sakola Kaki Gunung Sokma Elang Jember

Age   : about 30 years

Name : Budi

As   : master of *ghettakan pigeon* in Kalisat Jember

Age   : about 30 years

Name : Mr. No

As   : a chief of white pigeon community in Keranjingan-Kebonsari Jember

Age   : about 60 years

Name : Taufik

As   : member of white pigeon community and master of *ghettakan pigeon* in Keranjingan-Kebonsari Jember

Age   : about 30 years

Name : Edi

As   : master of *ghettakan pigeon* in Keranjingan Jember

Age   : about 30 years

Name : Ju'Salam

As   : *glundhângan* player in Soca Pangepok

Age   : about 70 years

Name : Sup

As   : *glundhângan* player in Soca Pangepok

Age   : about 40 years

Name : Salam

As   : a master and trader of *ghettakan* pigeons

Age   : about 50 years

The Implementation Program Used by the HDCI-Robbani Shelter House as Character Building Sphere for Homeless Kid in Bandung City

Panggi Nur Adi[1] dan Kokom Komalasari[2]

This article will describe the implementation of the HDCI-Robbani Shelter House program as a vehicle for forming the character of the responsibilities of the homeless kid in Bandung city. To obtain these data, this paper uses a literature study in the form of conceptual studies. The results of this paper explain that one of the programs for handling homeless kid is using Shelter House in the approach. But in Bandung HDCI-Robbani Shelter house, it also uses various programs to invite and handle the homeless kid. The programs from the Shelter House include using a *center-based program* approach with rehabilitative functions, then using a *community-based* and *street-based* approach that is reflected in several activities to overcome homeless kid social problems by improving their abilities through education. Meanwhile the programs designed to educate the character of homeless kid are also carried out in this Shelter House, including the Koran program, training to give alms, helping street children who want to go to school so that there will be some character of homeless kid such as religious, social care, responsibility for themselves and other people around him. This is done to stimulate the homeless kid to get a more decent life, provide protection for them, and more importantly so that they can display positive behavior in accordance with the norms and ethics that apply in the community. The programs used by the HDCI-Robbani shelter house are intended to shape character so that they can be responsible for themselves, against the actions that they take, and be responsible for others so that they can become better individuals.

Keywords: Implementation Program, Shelter House, Responsibility Character, Homeless Kid.

1. Introduction

The Indonesian nation has become the spotlight of many parties and circles. Indonesia strives to become the efflorescent nation, but as the signs of progress of Indonesian business, there is also a lot of prolonged disasters. So many disasters and problems experienced by the Indonesian people, and the root of the problem is the weakness of national character. The queerest is the problem of the weakness of this nation's character has become an issue among its own people and is often expressed in Indonesian various printed media, social media and electronics.

The first problem faced by the Indonesian people is that there are social inequalities in the community which is formed by many factors, one of which is the economy. Social inequality is a scourge

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or a big task for the government to resolve. Where social inequality is a problem that is difficult to resolve because it involves some aspects that must be known in depth and deeper approaches and the interrelationships of various aspects. The social gap of a situation it called social imbalance that exists in the community which then raises problems in Indonesia. The Large-scale urbanization of rural communities was not matched by an adequate level of education for work in the city that resulting social inequality in urban communities. It is not uncommon for minors to become victims because they are misused to make a living, this problem creates various phenomena and one of them is a homeless kid.

The homeless kid is a problem that is often encountered in every square of cities in Indonesia. The phenomenon of the widespread homeless kid in Indonesia is a complex of a social problem because living being a homeless kid is not an option. Psychologically, the homeless kid is children who at some level do not have a strong mental emotional form, while at the same time they have to struggle with the harsh world of the road and tend to have a negative influence on the development and formation of their personality. They have not a bright future next, and their existence is not often a problem for many parties starting from family, community, and country. The children are a generation who very influential in the future, and a child is also a gift from Allah SWT. The homeless kid is in condition who very curiosity often arises, in line with their psychological development.

Based on the results survey of the West Java Central Bureau of Statistics in 2018, it shows that around 135,787 abandoned children (street children) are scattered in the province of West Java, while the number of the homeless kid in Indonesia reaches 230,000 spread throughout the province (Zefanya, 2016. p. 129). But what needs to be realized is that the population distribution in Indonesia is uneven, resulting in a concentration of population density that is directly proportional to the increasing number of homeless kid.

Then the second problem is the weakening of the nation's character, especially the homeless kid character possessed, moreover the character of responsibility as a child. The bad characters that do not reflect the responsibilities of homeless kid include not having a good social life, forgetting their duties as a good child (family, community, nation and state, and the ultimate God), moreover not being responsible for themselves (moral).

There are two definitions of character, the first is to show how someone behaves. Behavior illustrates how a person's character and behavior are when a person behaves politely and kindly in daily life, then someone can be categorized as behaving well, but on the contrary, when someone is lying, rude and tends to be evil, someone can be categorized as acting bad behavior. Second is the character term related to Personality, that is, a person's character is determined by moral rules. (Komalasari & Saripudin, 2017, p. 2). Because basically the character of responsibility is very closely related to obligations, and street children forget that they have an obligation to behave well and that obligation must grow out of self-awareness.

The building of character is an effort in the mandate of the Pancasila and the 1945 Indonesian Constitution which are motivated by the reality of the nation today. Some of the weaknesses experienced by this nation, such as disorientation and unfulfilled Pancasila values, the limitations of integrated policy tools in realizing Pancasila values, shifting ethical values in nation and state, warning against national cultural values, threats to national disintegration and weakening independence of the nation (Main book 2010-2025 National Character Development National Policy). Character education is part of a continuous and inseparable process of the learning process because character education is

carried out throughout life and as long as human existence still exists and as long as humans are still learning, character education must continue.

Until now, the Indonesian nation is on faced out the various problems of regarding character education for those who take formal and non-formal education. One of the characters of homeless kid who are urgent is a character of responsibility. Growing a sense of responsibility is something that is not easy to do for most children in general because of the children period who are still in transition with high desire to be independent but still show emotions that tend to be unstable. The formation of a responsible person requires encouragement and motivation from various parties that can be trusted for these children, for example, teachers, friends, parents, and adults who are in their environment, however, the attitude of responsibility greatly influences on their success and achievement later when they are adults. Children who have a responsible attitude of each action, then it will affect the way children see themselves and their environment to carry out all tasks well and will be reflected in their daily behavior as a provision for their future life.

The Indonesian Child Protection Commission (KPAI) detailed several complaints about children in 2016. Details from KPAI in 2016 were 87 cases of neglected children (children with welfare problems), 154 children victims of economic neglect (income rights), 157 cases of child victims free sex shows and associations, 88 cases of child drug use (narcotics, cigarettes, liquor, etc.), 24 cases of drug dealers (narcotics, cigarettes, liquor, etc.), 34 cases of school dropouts, 94 cases of child victims of sexual crimes online, and 156 cases of child victims of sexual violence (rape, sexual abuse, sodomy/pedophilia). Actually, there are excessively complaints about cases of children, so by viewing the number of complaints of child cases in Indonesia, there are very much. Thus, the government has not cared too much about children, especially street children, who are very vulnerable to accepting or becoming perpetrators of crimes either criminal or other crimes such as drug dealers and drug users.

West Java Provincial Social Service & West Java Central Statistics Agency (2018) explained that the number of derelict children in Bogor City reached 1,128 people, 344 people in Sukabumi City, 2800 people in Bandung City, 1,200 people in Cirebon City, 681 people in Bekasi City, 205 people in Depok City. 670 people in Cimahi city, the city of Tasikmalaya 6,200 people and the town of Banjar 652 people. The data above reveals that as many as 13,971 children became displaced who have been registered with the West Java provincial social service. From the statistical data, it is stated that the city of Tasikmalaya has the largest number of unattended children, which are 6,290 children, while the city of Bandung ranks second as 2,800 derelict children followed by the city of Bogor and Cirebon with 1,200 derelict children. The number of a homeless kid in Indonesia has reached 230,000 (Zefanya, 2016, p. 1029). But what needs to be realized is that the population distribution in Indonesia is uneven, resulting in a concentration of population density that is directly proportional to the increasing number of homeless kid.

2. Research Results and Discussion

2.1   The Phenomenon of Homeless Kid

The term of the homeless kid was first introduced in South America precisely in Brazil with the name *Meninos de Ruas* to refer to children who live on the streets and do not have a bond with their families (Sugestiyadi, 2009, p. 4). However, what is meant by homeless kid or children in this study is in accordance with Law No. 4 of 1979 concerning the welfare of children, namely someone who has not reached the age of 21 years and has never been married. According to the explanation of article 1

paragraph (2) of the child welfare law, the age limit of 21 years is determined based on consideration of the business interests of social welfare, the child's stage is reached at that age (Baskoro, 2012, p. 4).

The homeless kid is a general term that refers to children who have economic activities on the streets, but still, have relationships with their families. The phenomenon of homeless kid is now a global phenomenon. The growth of urbanization and the swelling of the slums in the cities that are the most severe is in developing countries forcing a growing number of children to go to the streets to join in for food for the survival of their families and for themselves. The characteristics of a homeless kid in general, among others:

a) Located in public places (streets, markets, shops, entertainment venues) for 3-24 hours a day

b) Low education (mostly dropping out of school, and very few graduating from elementary school)

c) Come from poor families (mostly urbanites, and some of them are not clear to their families)

d) Carrying out economic activities (doing work in the informal sector).

The existence of the general characteristics mentioned above does not mean that the phenomenon of homeless kid is a single phenomenon. A more empathetic and intensive search into their lives shows diversity. Diversity includes family background, length of stay on the streets, living environment, choice of employment, relationships, and parenting patterns. So it is not surprising if there is a diversity of behavioral patterns, habits, and appearance of street children. Homeless kid, homeless children or sometimes referred to euphemistically as independent children who feel excluded, are marginalized from the treatment of affection because most in a relatively early age have to deal with a harsh urban environment, and even for certain children who are very unfriendly. In many cities, homeless kid often has to survive in ways that are socially lacking or even unacceptable to the general public, just to eliminate hunger and compulsion to help their families. There are times when they are also labeled as a nuisance to public order and make the city dirty, so raids are no longer a frightening specter for them.

Marginal, vulnerable, and exploitative are very appropriate terms to describe the condition and life of street children today. Marginal because they do a type of work that is not clear at the level of income and career path, less valued, and generally does not promise any prospects in the future. Vulnerable because of the many risks that must be borne due to their long working hours and disturbing their health and safety. Then it is said to be exploitative because they usually have a very weak, subordinated Bargaining position, and tend to be the object of arbitrary treatment of thugs or irresponsible officers (Suyanto, 2010, pp. 185-187).

2.2 Factors Affecting the Emergence of Homeless Kid

Sudrajat (1996, p. 154) explains that the factors that influence the emergence of a homeless kid in urban areas do not just appear, but there are several factors that influence them. These factors include:

a) Immediate cause. These are factors that relate to children and their families such as running from an outage, being forced to work, being invited by friends, family poverty, caused by violence or separated from parents.

b) The underlying cause. Namely, the factors that come from the community such as the habit of teaching to work so that one day it becomes a necessity and then leaves school or the habit of going to town to find work because of limitations in the area.

c) Basic cause. These are factors related to the macrostructure such as employment opportunities in the informal sector that do not really require large capital and expertise, urbanization, too high

education costs, discriminatory treatment of teachers, and the absence of similar perceptions of government agencies on street children.

2.3   Empowering Homeless Kid

Empowerment is a development in realizing a prosperous and prosperous society through poverty alleviation programs which are one of the priorities of development programs in the community (Amanah, 2014; Tin Herawati, 2011; Miradj, 2014). (Suryanto *et al*. 2016. p. 86) explains that there are four approach strategies in intervening in cases of homeless kid. The approach strategies are as follows:

a) The corrective (correctional) approach, namely the phenomenon of homeless kid who is seen as dominating the thinking of most government officials and juvenile courts dealing with the homeless kid. This discussion is a matter that influences people's views to see the homeless kid as delinquent behavior. Therefore a suitable intervention is to move children from the streets and improve their behavior. This approach is more directed at educating again so that they return to the norms that apply in the community. But the weakness of this approach is the fact that officers are seen by children as enemies rather than partners, for example, raids carried out by Satpol PP.

b) Rehabilitation approach. This approach views street children as children who are in a condition of being unable, needy, neglected, and disadvantaged so that the intervention needed is rehabilitating. At present this rehabilitative activity is better known as the Center Based Program. Handling that rests on this approach is handling through orphanage models or RPSA.

c) Education carried out on the street (Street Education). In this approach, it is assumed that the best way to overcome the problem of the homeless kid is to educate and empower children. This approach views children as normal individuals driven by a gap in the conditions of people living in difficult conditions. The model that refers to this approach is that with social workers plunging and providing training on the streets where street children are usually located, this approach is commonly called the Street Based Program.

d) Prevention (preventive), this approach views the causes of the problem of street children as encouragement from the community. This prevention strategy seeks to provide education and debriefing and try to find out what is the main cause of the problem. What is the focus in overcoming the problem of homeless kid is not only street children who must always adjust to the community environment, but also the community must be given debriefing about being responsible for a homeless kid around their environment? This form of activity is better known as the Community Based Program, based on this method is carried out counseling to the community, and programs to provide capital to the families of street children.

But the models and approaches developed by many countries and NGOs in dealing with homeless kid according to Sudrajat (1997, p. 4) are as follows:

a) Street-Based. It is the approach taken by the street educators to come to the homeless kid to have a dialogue and accompany them to work and place themselves as friends. In between the activities of the homeless kid in working the street educators provide an understanding of education and skills and understanding of characters. In addition, the homeless kid will get the warmth of relationships and attention that fosters trust in each other that will foster the achievement of the objectives of the intervention.

b) Center Based. This approach is a treatment in an institution or institution. Children who take part in this program will be accommodated and educated. In addition, the homeless kid will be provided with evening services such as food and protection, skills, basic needs, health, education and so forth.

There are various types or models of shelter in the institution or in this institution, which are drop-in centers which are usually given to street children who are still going back and forth to the street. And for children who usually have settled in the institution or institution, the program is called a residential center.

c) Community-based. Handling in this program is involving the whole community, especially families and homeless kid. This approach is preventive in that it prevents children from going down the road. The program provides childcare counseling and improving living standards for families, and children are usually given the opportunity to obtain formal and informal education.

Table 1. Approach and Handling of Homeless Kid

Grouping of a homeless kid	Education Program/strategy	Intervention function
Children who are still in touch and live with parents	Community-Based	Preferential
Children who still have a relationship with family but rarely connect or live with parents	Street-Based	Protection
Excluded children or broken relationships with family/parents	Centre Based	Rehabilitation

Source: Mulandar (2010) in Putra,Hasanah and Nuriyah (2015, p. 57)

If the program or strategy approach in handling homeless kid is related to the typology of homeless kid, more than one intervention function will be known, but what is presented here is the main function.

2.4 Halfway House

Citizenship education in a democratic view is an education that aims to educate the younger generation and society to be able to become citizens who are democratic, participatory in the defense of the state and have a spirit that has good character. Paradigmatically, citizenship education has three domains, namely:

a) Academic domain. The academic domain is a variety of thoughts about citizenship education that develop in the scientific community.

b) Curricular domain. The curricular domain is a concept and practice of state education in the formal and non-formal education environment.

c) Whereas the socio-cultural domain is the concept and practice of citizenship education in the community that also relates to the community (Winataputra 2001, Wahab and Sapriya 2011).

These three components coherently depart from the essence and lead to efforts to develop good citizens, who have civic knowledge, values, attitudes and characteristics of civic disposition, and civic skills. In general, the purpose of shelters is to help homeless kid overcome problems and find alternatives to fulfill their daily needs. Shelter houses aim to place and rest and as a place to exchange information for street children (Lukman & Sujarwo, 2012, p. 165).

The government's special attention to street children only emerged around 1998, namely by establishing Shelter Houses for the homeless kid. Establishment of shelters is an effort to provide social welfare services to a homeless kid, which are based on Article 34 of the 1945 Constitution. The Department of Social Affairs (2000: 12) defines Shelter Houses as "a vehicle prepared as an intermediary for street children with those who will help them." Shelter houses are informal processes that will provide an atmosphere of re-socialization of the system of values and norms that apply in the community. The characteristics or principles of shelters are:

a) Semi-institutional, in this form homeless kid, may be free to enter and enter both for temporary stays and activities.

b) Informal/family relations, the relationship between social workers and children and fellow children is informal, such as friendship or family. Shelter houses are large families where social workers act as friends, relatives, children or parents. Social workers are equal, fair and friendly to them.

c) Activity center. Shelter houses are activities, information and access centers for all activities both outside and inside the shelter.

d) Open 24 hours. The homeless kid may come at any time, day and night to provide them with opportunities for protection. (Department of social, 2000, p. 12).

e) Free for anything for children. The principle of a halfway house is to free children to do anything such as sleeping, playing, joking, eating, chatting, bathing and so on. However, there are still restrictions from shelters to limit any negative treatment that children will do such as smoking, and similar liquor is prohibited especially drugs.

2.5   Stages of Empowering Homeless Kid in Open Houses

The type of implementation in dealing with the problem of a homeless kid in the HDCI Shelter House-Robbani follows the guidelines for organizing homeless kid through open houses (MOSA, 1999, pp. 31-34) which explains there are six stages that can be done. These stages include:

a) Outreach and assistance on the streets

b) Identification of homeless kid (problem assessment) to invest in and examine children's identity, curriculum vitae, problems of needs, potential and dynamics of life of street children

c) Re-socialization is an activity to change the attitudes and behaviors of children to conform to social values and norms. This activity is also useful to direct the character of street children to good character.

d) Empowerment of homeless kid is intended as an effort to lift homeless kid from neglect and at the same time help overcome problems experienced and try to help meet their needs.

e) Empowerment for parents of homeless kid is also an effort made by shelters in order to rebuild family social functions through social guidance and entrepreneurship.

f) Termination of service is a series of activities carried out at the end of a process of empowering a homeless kid. This activity was carried out with the intention of evaluating so that the results achieved at the stage of the empowerment process could be maintained and continued to be developed.

2.6   Implementation of Homeless Kid Empowerment Program at the HDCI Robbani Shelter House

The HDCI-Robbani shelter house is one of the halfway houses located on Jl. Bojongkoneng No. 133 Sukapada Village Cibeunying Kidul District-Bandung. One of the goals of the HDCI-Robbani shelter is to empower s homeless kid and help overcome the problems experienced by a homeless kid, especially in the city of Bandung. The HDCI-Robbani shelter house has been inaugurated by the Governor of West Java in 2015, which at the time still served as mayor of Bandung. HDCI itself was taken from a motorcycle club in Bandung, namely Harley Davidson Club Indonesia, which has donated some money to help the HDCI-Robbani Shelter house.

The service program carried out by the HDCI-Robbani Shelter House aims to help street children who cannot attend school by providing shelter, basic needs for street children and providing education

to foster the character of homeless kid. This is in line with the vision of the Robbani HDCI Shelter House, which is to form a generation of character and noble character. The programs carried out at the HDCI-Robbani Shelter House are as follows:

a) Recitation Program. The aim of this program is to shape religious character. The achievement of this program is to teach children to love peace, tolerance, self-confidence, respect for differences in religion and other beliefs, obey and obey their beliefs and to the Almighty God.

b) Public learning program. The aim of this program is to provide insights and insights that they did not get in school. In giving this general lesson, street children will be given guidance to form the character of responsibility, independent, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, creative, loving homeland, caring for the environment, friendly, loving peace, social care, love to read, and national spirit.

c) The program helps a homeless kid who wants to go to school. The aim of this program is to help a homeless kid for those who want to go back to school with readiness from a halfway house to help all the needs of homeless kid who want to go back to school.

d) Social Guidance Program. The aim of this program is to help the homeless kid to overcome the problems they face every day, both in the street environment, work, family and personal matters. Children are handled one by one using the case by case approach. In addition, children are taught to have their own mechanism in dealing with problems, fulfilling their own needs and being taught the character of independence so that they do not depend on others.

e) Street Education Program. The aim of this program is to provide knowledge material that is appropriate to the situations and problems faced by street children. This material is general knowledge, health, social systems, communication, and literacy.

From the programs provided above, the overall goal of the HDCI-Robbani Shelter House is to provide insights and knowledge that they did not get in school. In addition, the HDCI-Robbani Shelter House fosters homeless kid to shape their character to be good, responsible, independent, friend and love the country. The HDCI Robbani Shelter House also helps those who want to go back to school and provide some insight to their parents that street children need education. In reaching the destination of the HDCI Openhouse, Robbani often encountered obstacles. These obstacles include:

a) Limitations of social workers at home stop, so that the activities carried out are not optimal.

b) The number of homeless kid scattered in Bandung is very difficult to monitor.

c) It is very difficult to provide assistance to street children because their wild characters so that they can be taken to the Shelter House are very difficult.

3. Conclusion

The homeless kid is marginalized children from the community, vulnerable to crime and violence and exploitation, most of which is used to make a living on the streets and public places. The emergence of homeless kid is not only influenced by economic conditions, but those who come from families that are not harmonious and the environment instead of if they run away from family or the environment will get the freedom they want. That way it can be said that various factors will influence the existence of homeless kid.

The government's special attention to street children only emerged around 1998, namely by establishing Shelter Houses for the homeless kid. Establishment of shelters is an effort to provide social welfare services to a homeless kid, which are based on Article 34 of the 1945 Constitution. The Department of Social Affairs (2000: 12) defines Shelter Houses as "a vehicle prepared as an intermediary

for street children with those who will help them." One of the halfway houses in Bandung that handles cases of homeless kid and gives them protection and education is the HDCI Robbani Shelter. The HDCI Robbani Shelter House with its programs helps a homeless kid who does not receive an education like in school, provides education to their parents that children have the right to receive education at school, not on the streets.

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Pedagogic Competency of Civic Education Teachers

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Abstract: This research begin from the researchers' concern about the competence of teacher education which has not been maximized in improving the quality of national education. This study aims to describe how the role of Lampung Teaching in developing pedagogical competencies in the Citizenship Education teacher. The approach used in this study is qualitative with descriptive method. Descriptive method is to describe or explain systematically, factually, and accurately with the facts about the phenomenon under study. Data collection techniques carried out were interviews, observation, documentation, and literature. The results of this study indicate that Lampung Teaching develops pedagogical competencies in Citizenship Education teachers by conducting Education and Training programs and has a positive impact.

Keywords: *lampung mengajar, pedagogic competence, civic education*

1. Introduction

Human resources are the main focus in the progress of a nation. To advance a nation, preparation is needed in the development of human resources which is balanced with equitable and quality development. The government must be serious and focus on development, especially education, because education has a very important role in developing human resources. As revealed by Schultz (in Ali, 2009) that education is a form of human resource development for a long period of time. It is in accordance with the fourth paragraph in the opening of the 1945 Constitution of the Republic of Indonesia, namely "Then to form an Indonesian State Government that protects the entire Indonesian nation and the whole of Indonesia's bloodshed and for advancing public welfare, educating the nation's life and participating in carrying out world order based on independence, eternal peace and social justice, the Indonesian Independence was formulated in a Basic Law The Indonesian state is formed in a state structure of the Republic of Indonesia that has the sovereignty of the people based on the Almighty Godhead, just and civilized Humanity, Indonesian Unity, and Popularism which is led by wisdom in Consultation/Representation, and a by creating social justice for all Indonesian people."

The importance of education as a means of improving quality and quality human resources so that they can compete with other countries. The reality is that development is still underdeveloped, as evidenced in the Indonesian Education Development Index in 2011 getting a score of 0.947 (Untari, 2017). This shows that the development of education in Indonesia is still in a state of stagnation, there

has been no increase. Whereas the budget for education is based on article 31 paragraph 4 of the 1945 Constitution of the Republic of Indonesia which states "The state prioritizes the education budget of at least twenty percent of the state budget and expenditure as well as from the regional income and expenditure budget to fulfill the implementation of national education."

In overcoming these problems Local Governments, especially Lampung, made a program namely Lampung Mengajar. Lampung Mengajar is an activity to procure the best scholars from various disciplines who will be educated and trained intensively in advance, so that it is considered feasible to carry out teacher professional assignments to then serve as teaching staff in remote/underdeveloped areas or areas that are topographically including difficult to reach in province of Lampung (http://www.disdikbud.lampungprov.go.id).

The Lampung Mengajar Program is a flagship program which is one of the programs of the Governor of Lampung Province Ridho Ficardo, one of which aims to overcome the lack of qualified teachers. Based on information obtained that the Lampung Teaching Program is a program in which participants are selected according to their educational qualifications and are the best scholars who will be educated or trained for 30 days in developing knowledge and skills that include competencies, learning tools, curriculum, learning models, approaches, strategies, RPP, assessment of SMA/SMK learning, syllabus and remedial learning and enrichment.

The teacher is the main character in the teaching and learning process, because the teacher must have the ability in the learning process both starting from the curriculum, learning model, and infrastructure suggestions (Murniati, 2013). The teacher must understand how the quality and quality learning process in achieving the educational goals to be achieved. This ability is called pedagogic competence, pedagogical competence is a distinctive competency of the teaching profession. Competency is used in streamlining the learning process in the classroom so that the teacher can maximize the ability between teacher qualifications and teacher professional education so that it can provide interactive, motivating and enjoyable learning.

These competencies are not easily obtained, because they have to take the level of teacher education, namely S-1 or D-IV with one year of professional teacher education (Asari, Slamet, Fauziyah, & Nur, Uchtiawati, 2018). To get these competencies one must have talent, interest, commitment and soul calling. This shows the importance of a teacher having an educational qualification in accordance with his field of ability so that he can optimize his abilities in the learning process activities.

Seeing the concept of pedagogical competence above shows that the ability of teachers to integrate their teacher education qualifications in the learning process includes mastery of material, methods, strategies and evaluation in learning. This ability can provide ease of learning to students so that they can learn in an atmosphere that is fun, joyful, full of enthusiasm, not anxious, and dare to express their opinions.

Pedagogic competence has a very important role in managing learning in the classroom so that it needs to get serious attention. This is ironic, because based on UNESCO data in the 2016 Global Education Monitoring (GEM) report, education in Indonesia is only ranked 10th out of 14 developing countries. The most important component in education is the 14th teacher from 14 developing countries in the world (https://news.detik.com).

While, another problems in the learning process is that learning is still centered on teacher domination, so the principle of "student-centered" is still not well implemented and the learning

methods used by teachers are still conventional, namely lectures. This condition results in less effective learning produced in the learning process (Rizali & Sidi & Dharma, 2009).

This shows that pedagogic competence is an ability that must be possessed by a teacher in carrying out his duties, because the low quality of teachers is one of the problems in the world of education.

Based on the description above, it can be understood that the teacher is the main actor in building education. Quality and quality education will not be separated from the ability of a teacher so that in carrying out its duties the teacher needs to be equipped with pedagogical competencies. Teacher's pedagogic competence is not only planning, implementing and evaluating learning but teachers must be able to instill character values that are in accordance with Core Competencies (spiritual and social) in the 2013 curriculum.

Learning does not only emphasize aspects of knowledge but must also build the character of students who has a smart and noble personality that is part of learning Citizenship Education. Citizenship Education is one of the lessons that must be contained in the education curriculum. The need for teachers who have competence in studying Citizenship Education because Citizenship Education has a central position and position especially in developing spiritual and social attitudes. Good learning can provide knowledge, attitudes and skills needed by students so that it can lead to good citizens. Good citizens are citizens who understand their rights and obligations as individuals and can create a sense of responsibility in accordance with the law and morals (Wahab and Sapriya, 2011: 311).

Citizenship Education is a compulsory subject that aims to develop good citizen attributes that can lead to civic intelligence and civic participation and civic responsibility based on Pancasila (Winataputra and Budimansyah, 2012: 168). As in article 37 paragraph 1 of Law No. 20 of 2003 affirmed that the primary and secondary education curriculum must contain: religious education, civic education, language, mathematics, natural sciences, social sciences, arts and culture, physical education and sports, skills/vocational, and local content. Citizenship Education should be taught by a competent teacher so that the goals of Citizenship Education are achieved.

Thus the Citizenship Education Teacher who is said to be competent is a Citizenship Education teacher who can integrate his teacher education qualifications in the learning process, but also must be able to combine knowledge and values so that students will have knowledge, attitudes, and skills. This becomes very important because the Citizenship Education teachers who often occur in the field in the learning process only focus on the cognitive aspects and the still large dominance of the teacher resulting in less active learning between students and teachers causing the learning process to be less meaningful.

1.1   Lampung Mengajar

Lampung Mengajar is one of the flagship programs of the Lampung Province Education and Culture Office as an effort in overcoming education services. The Government of Lampung Province provides the best 100 scholars from various disciplines, who will be intensively educated so that they are eligible to carry out teaching assignments at designated schools. They are called "Young Teachers" who are expected to be able to spread inspiration in their assignments.

In order to minimize the disparity in education quality services between cities and remote areas, lagging or topographically difficult to reach. As explained in article 11 paragraph 1 of Law No. 20 of 2003

concerning the National Education System, namely "the government and regional governments are obliged to provide services and facilities, and guarantee the provision of quality education for every citizen without discrimination."

Since 2014 the Lampung Province Education and Culture Office has made a strategic policy in overcoming the disparity, one of which is the "Lampung Mengajar" activity. Lampung Mengajar is an activity to provide the best scholars from various disciplines who will be trained and trained in a comprehensive manner, so that the graduates are able to carry out teacher professions to later be seconded as Teachers in remote/underdeveloped areas or geographically including difficult to reach in Lampung Province (http://www.disdikbud.lampungprov.go.id).

With the presence of Lampung Mengajar, it is hoped that Young Teachers will be able to spread inspiration to the younger generation in the area so that motivated students will continue to learn. The Lampung Teaching Program makes requirements for participants who participate in Lampung Teaching activities, among others: having awards that have been received, being able to carry out professional duties, fighting spirit, adaptability, liking challenges, and respecting and empathizing with others. The Lampung Teaching activity is one of the efforts to empower the potential of students and the community who are expected to participate in the development of education in Lampung Province.

Thus Lampung Mengajar is a flagship program designed to train and educate young teachers so that they are able to carry out teaching professions in remote, outermost and deepest areas in Lampung Province so that they can overcome disparities between urban and rural areas and can also overcome teacher quality, especially in difficult areas access to education.

1.2   Pedagogic Competence

Based on Article 3 paragraph 1 of the Government Regulation of the Republic of Indonesia No. 74 of 2008 concerning Teachers referred to as competence is "A set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by the teacher in implementing professionalism requirements." Correspondingly, competency is a combination of personal, scientific, technological, social, and spiritual abilities which in a whole form the competency standards of the teaching profession, which includes mastery of material, understanding of students, educational learning, personal development and professionalism (Mulyasa, 2008: 26). Competency refers to the ability or expertise of the teacher in carrying out tasks that are in accordance with the educational field, so that the competency can be combined with the ability between the qualifications and competencies possessed in the learning process in the classroom in an educational level.

Operationally, pedagogic competence is the ability of teachers to manage to learn in the classroom which includes understanding insights or educational foundations, curriculum development, utilizing learning and evaluation technology (Mulyasa, 2013). As explained in article 1 paragraph 3 Government Regulation No. 74 of 2008 concerning Teachers that pedagogic competence is the ability of teachers in the management of learning of students which at least includes: understanding of insight or educational foundation, understanding of students, developing curriculum or syllabus, planning learning, implementing learning that is educational and dialogic, use of technology learning, evaluation of learning outcomes, and development of students to actualize the various potentials they have.

The concept expressed by Ki Hajar Dewantara that education is ideal for children is education that is free does not force and gives space to students so that they can release the potential of the students (Komalasari, 2010). Ki Hajar Dewantara also formed an educational concept that was in accordance with

Indonesian education, namely *Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani*. In the three concepts, a teacher is in the front, meaning being able to set an example, being in the middle of his meaning to build motivation, enthusiasm, and foster ideas so that students can produce and work, the latter being behind means a teacher always supports, encourages, and support students to work (Komalasari, 2017).

Furthermore, Ki Hajar Dewantara also revealed that the method that fits the Indonesian personality pedagogically are *Momong, Among, and Ngemong*. *Among* teaching means students become independent human beings in their mind, mind, and energy. In this case, it shows that the teacher in learning does not use coercive methods, but the teacher as a facilitator means that the teacher helps students when students experience problems in terms of understanding things so that students are given confidence so that students become responsible individuals with their tasks (Komalasari, 2017).

Thus, pedagogical competence is an effort made by the teacher in making a design, implementing and evaluating that part is a process that is formed in such a way that it can create a quality learning process for students. The learning process requires professionalism of teachers in the competencies in the field of education that he mastered, so as to optimize the competence of the teacher in the application of quality learning processes in the class.

1.3   Civic Education

Civic Education is a subject that focuses on forming citizens who understand are able to practice their rights and obligations to become intelligent, skilled, and characteristic Indonesian citizens mandated by Pancasila and the 1945 Constitution (BNSP in Winataputra and Budimansyah, 2012). In line with this, in the general objective of Citizenship Education is to form a good citizen. Sumantri (in Wahab & Sapriya, 2011) further describes that good citizens are patriotic, tolerant, loyal citizens of the nation and state, religion, democracy and true Pancasila.

Citizenship Education is an important subject taught to students so that they can prepare to become intelligent citizens and both in civic knowledge, civic position, and civic skills (Ubaedillah, 2015). The copy in Law No. 2 of 1989 concerning the National Education System explains that "Citizenship Education is an effort to equip students with basic knowledge and abilities regarding relations between citizens of the state and the state and the State Defense Preliminary Education (PPBN) to become the color of the country reliable by the nation and the Unitary State of the Republic of Indonesia."

Pedagogically, Citizenship Education is designed as a learning program in developing good citizens. In line with the above opinion according to Sumarsono (2008) explained that Citizenship Education is intended so that citizens have an insight into the state's awareness to defend the country and have a mindset, attitude pattern, and behavior as a pattern of action that loves the country based on Pancasila.

Related to Citizenship Education and Lampung Teaching that the Purpose of Lampung Teaching is empowering the potential of the community to actively participate in the development of education in Lampung Province. The purpose of Lampung Teaching is, among others:
1. Minimizing the disparity in education quality services between urban areas and remote/underdeveloped areas, or areas that are difficult to reach
2. Overcoming the lack of qualified teachers
3. Encouraging changes in community behavior towards a better way of continuing, and

4. Developing social education activities towards advanced and prosperous Lampung. (http://www.disdikbud.lampungprov.go.id).

Lampung Teaching's goals in Citizenship Education, which is seen in points number 2, 3 and 4 where Citizenship Education develops students' competencies in three competency domains, namely civic knowledge, civic disposition, and civic skills. This means that how students are developed both in the realm of knowledge, attitudes and skills will be good citizens. As expressed by Somantri (Wahab and Sapriya, 2011) that Citizenship Education has the purpose of covering 1) science that includes concepts, facts and generalizations, 2) intellectual skills, from simple skills to complex skills, from investigating to conclusions, 3) attitudes, including values, sensitivity, and feelings and 4) social skills.

Based on the concept above shows that Citizenship Education has the same goal as the Lampung Mengajar Program, because Citizenship Education leads to the formation of good citizens, this is supported by the existence of quality and quality teachers, better changes in student behavior and building social movements. It will be sensitive to the values contained in the community, a good attitude, and the ability of students to interact with the community in accordance with the conditions of society. As what is expressed by Sumarsono (2008) that Citizenship Education is intended to shape citizens who have a state of consciousness in terms of defending the country and have a mindset, pattern of attitude, and behavior as a pattern of actions that love the country based on Pancasila.

Thus Citizenship Education is a central subject especially in the realm of giving a mindset and attitude pattern so that it can implement its rights and obligations both legally and morally. Citizenship Education also has an involvement in forming citizens who have an active role in providing awareness for citizens to play an active role in society.

2. Research Methods

The method in this study is used descriptive with a qualitative approach. As revealed by Sugiyono (2012: 15) explains that qualitative research is used in natural research conditions, meaning researchers are key instruments of the study. This study focuses on describing how the role of Lampung Teaching in developing teacher pedagogical competencies. This research was conducted at the Lampung Province Education and Culture Office. Research in data collection are using observation, interviews, documentation and literature.

3. Discussion

Based on the findings, the role of Lampung Mengajar in developing the pedagogical competence of teachers in Citizenship Education is a positive thing. In this regard, in the Lampung Teaching program, participants were selected with various stages ranging from administration, tests, to training, which would decide they should not participate in the Lampung Teaching Program.

The Lampung Mengajar program is conducted by looking at the background of the participants who register starting from the graduation GPA, awards that have been achieved, organizations that have been attended, work experience, and language. Participants who take part in the program are the best scholars because starting from various requirements that must be fulfilled by the participants, the criteria that must be fulfilled starting from the selection include registration, testing to training whether they are eligible to continue in the Lampung Teaching Program. With various stages that must be fulfilled so that it can produce decent participants to serve in the Province of Lampung in implementing an educational service program called Lampung Mengajar.

The Lampung Mengajar Program provides training related to developing teachers' abilities in terms of competence. Related to the training, training has a significant influence on teacher effectiveness to gain new knowledge, skills, attitudes that change behavior, which ultimately increases student achievement (Musfah, 2011: 61). As revealed by Dewi (2014) said that successful training is training that can provide added value to the knowledge, attitudes and skills of participants. Before the teacher enters the place of placement so that a training or training activity is carried out as a provision for the teacher in overcoming the problems that exist in learning. The training effort to develop teacher competencies can optimize the ability of teachers in the learning process such as methods, strategies, and accuracy of teacher assessment of students.

In addition, improvements to the quality and quality of learning are in accordance with the learning objectives so that the achievement of learning outcomes can be achieved. As expressed by Mulyasa (2013: 12) said that teachers are not only limited to teaching, but how teachers can become professional educators to answer challenges in carrying out their duties properly and with quality. In improving the quality and quality it takes effort, especially in providing teacher awareness so as to increase their capacity so that they are maximal in carrying out their professional duties, therefore the need for guidance and control for teachers so as to make teachers professional (Saefudin, 2011: 34). Subiharto (2015) said that professional teachers are teachers who understand their responsibilities so that they can understand and carry out their duties well related to planning, implementing, evaluating and closely related to the elements of teaching objectives, teaching materials, learning activities, teaching and evaluation methods.

Lampung Mengajar provides training to teachers to develop pedagogical competencies of teachers including the Citizenship Education teacher. As for the training the teacher was given covering theory and practice regarding the model of learning, approaches, strategies, methods, learning techniques, development of teaching materials, media and preparation of syllabus and RPP for Citizenship Education subjects. The material is the most important components in developing teacher pedagogical competencies so that the teacher must master the component as a result of quality learning.

According to Mulyasa (2013) pedagogic competence is a component that strongly supports the teaching profession and is a competence in the field of teacher training so that in managing learning a teacher must be capable in terms of understanding or educational foundation, student understanding, curriculum development starting from lesson plans, syllabus and others as well as being able to plan learning, effective learning or dialogue, technology utilization and learning evaluation.

Thus, Lampung Mengajar's role has a positive impact on Citizenship Education teachers so that they are able to develop abilities specifically pedagogical competencies starting from learning planning that includes learners' understanding, models, technology, strategies, and approaches, and in terms of implementation where the teacher is able to live the learning fun, motivating and effective and carrying out evaluation of learning.

Pedagogic competence is a basic provision for teachers, because pedagogical competence is not only planning, implementing and evaluating learning, but teachers are required to be able to explore students' abilities and develop character values that will lead to good citizens. Citizenship Education as one of the compulsory subjects contained in the curriculum has a role as character education as reflected in the learning of Citizenship Education centered on spiritual and social Core Competencies

(CC). As expressed by Budimansyah and Suryadi (2008: 68) Citizenship Education is a national education that develops the mission of national life intelligence by emphasizing value based education.

Citizenship Education is designed as a subject to develop the potential of students so that students can have characters in the form of noble, intelligent, participation and responsible character. Seeing the concept of Citizenship Education is indeed designed as a subject that cannot be separated from value and moral education, because Citizenship Education is learning that contains dimensions of cognitive, affective and psychomotor in which three dimensions are integrated with values, concepts, morals, democracy, defending the country and Pancasila (Pangalila, 2017).

4. Conclusion

Lampung Mengajar has a positive impact on the development of the competence of Citizenship Education teachers. Training provides awareness for teachers, namely young teachers to continue to develop their abilities, especially pedagogical competencies. Pedagogic competence is a typical competency for teachers so that it is a basic foundation so that a teacher can provide meaningful learning in the classroom. Through the Lampung Teaching Program where participants are able to carry out their teacher assignments starting from planning which includes goals, strategies, models, and methods of alignment between planning and implementation that make learning have meaningful goals and evaluation in these learning activities.

Lampung Mengajar provides development of pedagogical competencies including Citizenship Education teachers, so that Citizenship Education teachers can develop skills in learning through training provided by Lampung Mengajar. The training provides development for teachers of Citizenship Education especially in the teaching and learning process where the goal of Citizenship Education is compulsory curricular which must be able to provide competencies to students which include knowledge, intellectual skills, attitudes and social skills.

The four competencies are the provision of students in facing the challenges of the times where students are able to think critically, creatively, innovatively, collaboratively and communicatively so that they are able to solve problems for themselves and society. Finally, the goal of Citizenship Education is a good citizen, meaning that citizens can play an active role in exercising their rights and obligations both for themselves and the community so that they can create intelligent, sensitive and responsible citizens.

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Debate of PDIP and Gerindra Parties about Threshold Presidentials for Election in 2019

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Abstract: This study examines the debate of political parties in addressing the presidential threshold system in the 2019 presidential election with the enactment of simultaneous elections. In this debate, the PDI-Perjuangan Party as the simple majority party of the government was followed by the Golkar Party, Hanura Party, Nasdem Party, PKB and PPP as the coalition which proposed a presidential threshold of 20% of parliamentary seats and 25% of the national vote. While the Gerinda, Demokrat, PKS and PAN parties proposed a threshold of 0%. This study uses a qualitative approach and comparative study research design. The data collection technique uses interviews, documentation and literacy studies. Informants were submitted according to the subject matter contained in this study, namely, from the DPP PDI-Perjuangan Party as a party that was pro against the PT and from the Party of Gerindra DPP as the party who contradicted PT. In addition, one of the senior politicians was Mr. Akbar Tanjung. As a politician who has won the dynamics of elections in Indonesia. The data analysis techniques used by means of data reduction, data collection and conclusion. The results of this study that the PDI-Perjuangan Party put into effect the presidential threshold system to maintain the quality of democracy in the presidential and vice presidential elections in 2019. Meanwhile the Gerindra Party asserted that it did not agree because it could violate the democratic rights of political parties that did not have vote in the previous elections.

Keywords: Elections, Democracy, Threshold, Political Parties

1. Introduction

At present, the dynamics of the political constellation in Indonesia are getting warmer to discuss. Moreover, 2019 is a political year for the Indonesian nation. At least, almost all the media discuss the hottest issues ahead of the elections in 2019. Since the 1990s the election has become a universal instrument for all countries, which distinguishes it is relatively clean or manipulative (1). The implementation of elections is one of the guarantees of the rights of every citizen (2).

This research begins with observing the dynamics of the debate of political parties about the enactment of the presidential threshold system in simultaneous elections in 2019. Novelty that you want to put forward in this study is different from the previous research. The focus of this research is to conduct a naturalistic study of the differences in the views of the PDI-P Party as a majority party which

agrees to impose a presidential system threshold of 20% of parliamentary seats and 25% of national votes and Gerindra Party which does not agree to the 2019 simultaneous election.

The phenomenon of the Presidential Threshold system has actually been implemented since the 2014 election as an effort to simplify multi-parties in Indonesia. For presidential system researchers with a multi-party system referred to as Duverger laws as a set of rules that cover aspects; election formula, district magnitude threshold, timing of election (carried out simultaneously or not) (3).

Thus, the presidential threshold system is one of the aspects studied in the Duverger laws theory, which is one aspect that learns about the threshold requirements for the nomination of presidents and vice presidents submitted through political parties. This threshold requirement will determine the direction of the political party, whether to carry the candidate singly or be done by coalition with other political parties.

Political parties become important instruments in submitting presidential candidates. The number of political parties also influences the representation and polarization of voters in the presidential election (4). The condition of voters in Indonesia with other countries such as the United States is certainly different. Because the polarization of voters in America only focuses on the two major parties, namely the Republic and Democrats (5). Whereas in Indonesia it has a pluralistic and multiparty voter polarization (6). The voter culture in guaranteeing citizens' democratic rights must be considered as part of people's power participation.

The phenomenon of the Presidential Threshold system as an effort to simplify multi party in Indonesia, and the presidential election is a momentum to strengthen presidential systems (7).

At present the Presidential system set for the implementation of elections in 2019 is very vulnerable to criticism and is analyzed academically. Even this polemic also happened to the institution making this Law. Political parties directly involved in elections also take the initiative to do pros and cons regarding efficiency and inherent interests. Political parties in parliament are also very critical of seeing the implementation of the Presidential Threshold system. The pro political parties with the implementation of the Presidential Threshold system are PDIP, Golkar, Nasdem, Hanura, PKB, PPP. While those who refused were initiated by the Gerindra, PAN, Democratic and PKS parties. Seeing the data on vote acquisition of political parties in the 2014 elections, none of the parties passed the proper threshold rules, which must reach 20% of seats in the DPR and 25% of the votes nationally.

Another highlight encountered in the Presidential Threshold system was the enactment of a simultaneous electoral system. In the history of the presidential and vice presidential elections since 2004, the presidential and legislative elections (DPR, DPD, and DPRD) were carried out separately in terms of implementation time. So it should be from the results of the legislative election that the threshold conditions (Presidential Threshold) will be raised on the nomination of the president and vice president. Political parties are also given time to consolidate in forming coalitions to meet the threshold in nominating their president and vice president (8). However, the presidential and vice presidential elections in 2019 will be slightly different, because the threshold requirements used refer to the 2014 election results. Looking at the political reality that will occur, this research is interesting to analyze, so it needs to be studied through this research.

2. Theoritical

A. Debate on Political Parties

The debate in the political world often gave birth to a view to look for a dramatic situation on a social political issue. Even Erving Goffman, an interactionist sociologist, deepens the study of dramaticism and perfects it in his book known as the greatest contribution to the theory of social sciences in the book. Goffman deepens the symbolic of dramaturgy studies (9). Goffman's opinion of dramaturgy is a framework for symbolic percentage analysis that has a persuasive effect (10). Dramaturgi is the essence of seeing reality as a social drama, each actor plays a role and shows their respective character.

This difference in political views is played directly by political actors through political party media. The debate of political parties in the Indonesian context is characterized by political characteristics of the flow. Politics of flow is a socio-cultural group that incarnates as a political organization (11). Meanwhile, according to Gretz, it describes the flow as a political party surrounded by formal and non-formal units of voluntary organizations grouped by ideological or similar interests (12).

According to the Political Party Ware as "*A. Political party is an institution that (a). Seeks influence in a state, often by attempting to occupy position in government, and (b). Usually consist of more than a single interest in the society and so to some degree attempts to aggregate to interest*" (13).

Political parties are fundamental instruments of democracy. Through these political parties a number of positions in the government and parliament will be filled. As a source of production and reproduction of power, political parties are sought after by many groups, especially those who want to rule (14). Another understanding of Political Parties according to Soltau is: groups of citizens who are a little organized, who act as a political entity and by using their power to vote, to control the government and carry out the general policies they make (15). The party system according to Maurice Duverger is divided into three commonly found based on political practice. First, a single party system. Second, the two-party system. Third, a multi-party system (16).

B. The Presidential Theshold Concept

The term Presidential Threshold is a threshold system for nominating the president and vice president through political parties that are declared to meet the requirements under the law (17). Another argument that has developed from the presidential threshold system is the percentage of maximum support in the parliament so that it can strengthen the legitimacy of the president in implementing his policies, while also being easy to win the next election (18).

The presidential threshol threshold is the regulation of political participation in elections to be able to submit presidential and vice-presidential candidates based on the results of official national polls or the number of seats in parliament (19).

Practices that are prevalent in countries that adhere to the presidential system are the implementation of a minimum threshold for presidential electability. In other words, the context for implementing the term "presidential threshold" is not to limit the nomination of the president, but in order to determine the minimum vote for the electability of a president (20).

Competition for candidates in presidential elections is influenced by the number of political parties in the legislature, the more the number of parties, the more effective the number of candidates produced as Indonesia as a pure presidential state (21). Democratic elections as explained by

international IDEA (2014) cannot be realized without the rule of law that guarantees the principles of democracy (22).

C. General Election System

The Election System is the relationship of various variables to convert voters' votes into seats that will be occupied by elected candidates in the legislative and executive institutions. In other words, the electoral system is a set of variables that govern the contestation of power struggles (23). The implementation of elections is an indicator of the implementation of a democratic system, because the people who are in power in choosing leaders (24). Elections are also a condition for the establishment of a democratic political system as a form of state institutions (25).

According to JJ Rousseau (26) said the only source of power is the people as the giver of the legality of power, cannot be transferred to another agency. Meanwhile, the law is the crystallization and formalization of the will of the people. Then, the power that gives the law (gesetzgebende macht) has the right to life, only if the power is in harmony with the will of the people who are the owners of real power.

General elections are a form of two-way political communication between political candidates and parties that offer political programs for future government with the people. Political participation (people) when elections are a determinant of the quality of democracy and government of a country (27). According to Wolhoff Election is a mechanism in indirect demorracation to elect people's representatives who will run the government, where the representatives of the people carry out the mandate of the government based on the mandate of the people, therefore allowing the people to be directly involved in a government (23).

3. Method

This study uses a qualitative approach and comparative study research design. Qualitatively aims to study a study in depth (43). The advantage of Devine's (1995) qualitative approach in political science is often overlooked, even though his strength lies in the fact that this research "makes researchers involved in the social settings that are the aim of their research making researchers can observe people in everyday situations and participate move with them" (29).

The subject of this research is one of the administrators of the PDI-P Party and the Gerindra Party DPP. And one of the senior politicians, Akbar Tanjung. To obtain the data needed in this study, researchers used data collection tools, namely observation, interviews, and documentation. Data analysis techniques are data reduction, data presentation and conclusion drawing.

4. Results and Discussion

Elections are basically a way to weaken authoritarian rule (30). Based on the study of the American National Election Study (NES) elections are the basis for seeing the feasibility of a president by obtaining information about the character and abilities and policy preferences of candidates (31).

The social heterogeneity of a country basically increases the number of presidential candidates (32). In electoral system theory said that political parties play a role to drive the number of voters (33). Then the multi-party system is very instrumental in increasing the participation of candidates and voters.

The electoral system is the architecture of the party system, the electoral system shapes the number of political parties and their role in the characteristics of democracy (34). The formulation of the presidential threshold system is actually a debate that occurs between simple majority which is interpreted as a ruling party in a presidential system with a simple minority (opposition) as an effort to maintain power through parliamentary institutions. So that in the administration of the wheels of government political decisions often occur very strongly without the balance of minority power. The presidential threshold system is usually very difficult to penetrate by minority political parties, because majority political compromise will be able to regulate the dynamics of decision making and public policy.

1) Political views of the PDI-struggle Party against the presidential threshold system in the 2019 election.

The understanding background of the DPP PDI Perjuangan Party explained that the Presidential Threshold (PT) was a step to simplify the number of Presidential candidates so that later the leader/President would be legitimized because he was chosen by the majority of the people with a significant vote. With the Presidential Threshold, only parties that pass Parliamentary threshold have seats in the parliament that are entitled to nominate candidates for President and Vice President to be elected directly by the people.

As for the political impact with the existence of PT, there will be screening at the party level so that the party that passes the Parliamentary threshold threshold is entitled to nominate candidates for President and Vice President to be elected by the community. With the existence of PT, the presidential and vice-presidential candidate pairs to be chosen are relatively few, making it easier for people to vote with a high level of legitimacy because the voters' voices are significant. So that the Party that does not pass the PT threshold in the legislative election cannot submit its candidate in the presidential election.

Simultaneous elections are basically carried out as an effort to save the budget by the state on the administration of elections. The government and the House of Representatives must synchronize their efforts to save money at a democratic party. The presidential, legislative and political party elections certainly require not a small amount of political costs. Not to mention the campaign costs that must be provided by election participants. This makes the state must be ready to face the possibility of wasteful budgets that will be needed in the administration of elections.

2) The Gerindra party's political views on the presidential threshold system in the 2019 election.

Based on the results of interviews with the head of the Gerindra Party DPP secretariat father Brigadier General (Ret) Anwar Ende, S.IP the background understanding of the Gerindra Party DPP explained that the Presidential Threshold (PT) was a wrong step, because it would limit the opportunities and rights of democratic political parties meet the threshold requirements for proposing candidates for president and vice president in 2019. We can understand this based on Law No. 7 of 2017 requires political parties to coalition to meet threshold requirements (PT).

As for the political impact of the enactment of the Presidential Threshold (PT), the political parties that have passed are verified by the KPU as the election participants. So, it has not been able to propose presidential candidates because the 2019 elections are held simultaneously (president, legislature and political parties). Thus, new political parties do not have a voice as a threshold requirement (PT).

The decision of the Gerindra party certainly does not agree with the existence of the threshold conditions (PT). Every political party should have the opportunity to propose alternative candidates themselves. Moreover, the 2019 elections for the first time were carried out simultaneously. So, it

would be difficult to accept if the threshold conditions (PT) use the 2014 election results. The democratic system is a political atmosphere that continues to change, meaning that the 2014 election results are not necessarily the same as the results of the 2019 election.

Concurrent elections are indeed considered as one of the efforts to save the election budget. However, for the Gerindra party this was very political. Because there are still many other ways that must be done as an effort to save the budget without having to eliminate the democratic rights of every citizen to be proposed by political parties as presidential candidates.

3) Alternative solutions in responding to the implementation of the Presidential Threshold system in simultaneous elections.

Elections are a form of democratic rights for every citizen. The implementation process must be regulated legally so that legal certainty is guaranteed. political party debates about the presidential threshold are normal in the political decision process. In addition to thinking about the effectiveness of the electoral system implementation, it is also related to political interests that must be fought for. But what must be emphasized is that the system for implementing elections is able to guarantee the quality of the election.

Personally Mr. Ir. Akbar Tanjung believes that the presidential threshold system needs to be done. However, related to the implementation time must still be studied because it is not natural for PT implementation to be carried out with the simultaneous election method. There are a number of political parties that have only recently passed verification by KPU such as Berkarya, PSI and Garuda Party but do not have the right to propose presidential candidates for the 2019 election. The political party selection process should be carried out first through legislative elections then after the presidential election is determined.

Since the Presidential Threshold decision has been declared valid, it must be carried out simultaneously with the election method. However, it must still be reviewed for upcoming elections regarding the percentage threshold of 20% of parliamentary seats and 25% of national votes. So that small parties also have constitutional rights to propose presidential candidates. Even so, it can still be implemented in coalition with other parties.

For political parties competing in the 2019 elections, still respect and obey legitimate political and legal decisions. Furthermore, political parties must continue to improve in order to attract public sympathy. The functions of political parties must continue to be maximized.

5. Conclusion

The political party debate about the presidential threshold is based on the results of the decisions of the respective party managers. The party that agreed to implement the presidential threshold system in simultaneous elections in 2019 is the PDIP, Golkar, Hanura, Nasdem, PPP and PKB. While political parties who reject the enactment of the presidential thresholf system, namely the Gerindra party, PKS, PAN, and Democrats. This difference in political views certainly has different reasons, this is based on the constitutional aspects as well as the political interests inherent in each political party

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Developing Citizens' Environmental Awareness Within Citizenship Education in the Society

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Abstract. Environment becomes one of citizenship global issues in this 21st century. Citizens' awareness towards environment is still low. Citizenship education aims at establishing good and smart citizens. One of indicators of good citizens is having concern toward the environment. The purpose of this research is analyzing the development of citizens' environmental awareness within citizenship education in Bekelir Village, Tangerang. Specifically, this research attempts to address the pattern and programs of Bekelir Village in developing environmental awareness in its community. This research applies qualitative approach with case study method. Research participants were chosen using purposive sampling method. The criteria for the participants cover the neighborhood leaders and members of community who are active in any activities taking place in Bekelir Village. Data were gathered using in-depth interview, observation, and documentation. Research findings show that citizenship education in the society plays role in forming citizens' awareness to develop their concern towards the environment. The programs of developing environmental awareness in Bekelir Village are actualized by working together in cleaning up the environment and road painting, human empowerment program, reforestation program, garbage management program, and health program. These programs which have been implemented in Bekelir Village are proven to be successful in developing environmental awareness of the residents in Bekelir Village.

Keywords: Environmental awareness, society, citizenship education, citizen.

1. Introduction

The recent globalization has put the life of human into comfort and ease. Human obtains conveniences in doing activities and reach anything. Despite the life conveniences it provides, globalization results in improving urbanization current. The rapid urbanization causes a new problem which is the presence of slums in city area. Problems related to population are significantly correlated with environmental effect. If a big population does not come with a good environmental awareness, environmental destruction would likely to happen. The Ministry of Public Works and Housing, until October 2014, has recorded the existence of around 38.431 hectare of slums spread in Indonesia (Priatna, 2014).

Environment becomes one of contributing factors in the process of development and formation of human's behavior (Kokom Komalasari & Didin Saripudin, 2017). In other words, environment is an external factor which forms somebody's character. Durkheim states that society has to have good values as their contribution to the moral heritage (Durkheim, 1973). Thus, to support the process of developing and forming good character, it is necessary to create an adequately appropriate environement.

In creating citizens with upright environment awareness, the 1945 Constitution of the Republic of Indonesia article 28H section (1) has stated the citizens' position, right, and obligation towards healthy and decent life environment, declaring that "Each person has a right to a life of well-being in body and mind, to a place to dwell, to enjoy a good and healthy environment, and to receive medical care." Houses and settlement are places for culture growth and family advancement must meet healthy and decent criteria. These are the constitutional rights of citizens. A good and healthy life environment serves as a basic human need. Environment holds a strategic role in forming the character and personality of a nation as an effort to create Indonesians with identity, independence, and productivity.

If there are slums in certain area or settlement, there will be moral depravity. The effect of slums is the emergence of bias in good roles both in family and society environment. This is caused by the dense and dirty environment where the citizens live. There are density, irregularity, and non-livable condition. At times, there are even disrespect among people both in family and society.

Basir (2012) states several dimensions of effect caused by slums. First, viewed from physical dimension, the existence of slums indicates poor space which interferes the beauty of the city. Second, in terms of social and economic dimension, slums portray the city residents who are poor and backward. Most of residents in slums earn low income with middle to low economy class and they are considered as the source of irregularity and disobedience towards social norms. Third, from the moral dimension, slums become the basis of crimes, juvenile delinquency, and deviant behavior. People see slums as being potential in creating problems in city because of its possibility in becoming the source of deviant behaviors like crimes and other social diseases. Fourth, from the health dimension, slums can be a place which spreads infection diseases, especially those which are contagious and harm the city residents. Aside from those four affected dimensions, there is also the effect of slums regarding spatial matter namely declining quality of physical and social surrounding which causes under-qualified life environment (Yunus, 2000 *in* Rindarjono, 2010).

The aforemention effects are strengthened by a research conducted by Tanjung (2002) which shows that slums are really influential towards social behavior of the people living around the area and this social behavior will give impact to the participation of society members in development program of the related area. Generally, people who live in slums have deviant behavior; behavior which is against the social norms, traditions, and customs held by the majority. This deviant behavior is shown in the form of being indiscipline toward environment like littering. Other examples of deviant behavior are the absence of identity card and avoiding social activities like working together and other social activities (Susanto, 1974 *in* Novitasari, 2010).

Furthermore, a research accomplished by Novitasari (2010) shows that adolescent and unemployed people who live in slums usually commit deviant behaviors like drinking, using drugs, prostitution, gambling by cock fighting, public display affection, enjoying blue film, staying up, dancing beside the street till the morning with a loud music, vandalism, etc. Further impact of those deviant behaviors can lead to crimes like robbery, rape, fraud, murder, public place destruction, fight, illegal levies, stealing, etc.

From the above explanation, slum environment will influence the behavior of the citizens. Therefore, education is needed to change the citizens' mindset and awareness in order to maintain and conserve the environment. Challenges in 21st century are not only related to the economy sector but also environmental issue which is influential to build national identity. Education becomes one of strategic sectors which is expected to be able to give real contribution in maintaining national identity of

Indonesia. Citizenship education (PKn) is one of special lessons in Indonesia which includes Pancasila values with one of the outcomes of creating good citizens by holding into national identity, Pancasila. The implementation of citizenship education in the 21st century is not only necessary in classroom and theoretical context but also to be applied in the society.

One of applicable ways to implement citizenship education is by participating in saving-life-environment activities. Citizenship education endures natural harmony with science and environment education (He *et al.*, 2017). Therefore, it needs the awareness of every citizen to take part in maintaining the conservation of the environment. This matter is based on the right and obligation of each citizen towards the conservation of nature environment emerging from an acknowledgment that human and nature are parts of ecosystem on earth where human and nature depend on each other.

Citizenship education serves as a multifaceted scientific study which is also cross scientific fields. It comes with a mission of developing education to improve various civic competencies which include civic knowledge, civic skills, civic disposition, civic competence, civic confidence, and civic commitment. Therefore, citizenship education (PKn) will have a goal to develop smart and good citizenship (Winataputra, 2012: 15). Mariyani (2017) states that a good citizen not only has knowledge and participates actively but also he should have the character of taking a good care of the environment. Thus, it is important to create an ecological citizenship; citizens who know how to be ethically and morally responsible and wise towards the environment by keeping, managing, and conserving the surroounding.

Aside from building the character of caring towards environment, citizens' participation to preserve the environment is needed. This participation must be based on human recognition that human is a part of life environment itself. Life environment damage will also destroy human themselves (Syahri, 2016). Thus, citizens' participation is necessary not only in accomplishing the local government programs but also in identifying problems, finding solution, making decision, implementing, monitoring, and evaluating the decision.

Based on author's initial observation (2017), there has been changing awareness of the residents which triggers the emergence of environmentalism movement in the community of Bekelir Village. Bekelir Village which is located in RW. 01 Babakan, Tangerang, has successfully changed the face of slums to become a tourism-based livable village by emphasizing on the local wisdom. In 2005, Bekelir Village achieved a title of average slum with high occupancy rate. It is the local residents' awareness which changes the slum into a tourism-based village.

All members of community who live in RW. 01, Babakan take part in establishing tourism village called as Bekelir Village. Care and hardwork of the people in RW. 01 who also have a strong will to change the stigma of the slum to be a clean, livable, and environmentally-friendly village have finally led to success. Bekelir has altered to be the residents' dream. Bekelir Village combines three concepts namely green village, mural, and graffity. The arrangement concept is changing the slum to be a green and healthy village completed with art ornaments to preserve local wisdom of Tangerang through mural and graffity. Through the art work, Bekelir Village tries to introduce environmental arrangement through educating pictures.

Bekelir Village has achieved many awards such as the champion of PHBS (*Perilaku Hidup Bersih Sehat*, or clean and healthy life behavior), FTKS, and nomination of national *Adipura* award. Bekelir Village now as well becomes a reference for various regions in Indonesia in terms of the arrangement of

artificial tourism destination which is also eco-friendly. Another well-noted matter is that Bekelir Village has become the only worldwide mural tourism village in Tangerang.

Based on the explanation, citizenship education is necessary for citizens to regulate behavior and shape environmental awareness to participate in life environment preservation. Bekelir Village manages to conserve the environment both in the community of Bekelir Village and the society in general. Therefore, pattern and program need to be investigated in developing awareness towards life environment of Kampung Bekelir society.

Investigation on citizens' environmental awareness is important to actualize character of caring towards the conservation of the inhabited environment. This research aims at analyzing the development of citizens' environmental awareness within citizenship education in the community of Bekelir Village, Tangerang. Specifically, this research attempts to find out the pattern and programs of Bekelir Village in developing environmental awareness towards the residents of Bekelir Village.

This research applies the theory of awareness development by Yunus Wahid (2018: 43) who states several indicators of awareness. The first one is the possession of knowledge. The second is having the tendency to accept. The third is respecting, which will be an attitude. Implementation in real life is the fourth. This research also uses Talcott Parsons theory (in Susilo, 2012: 178-179) declaring that effort to save environment can be done using two approaches namely individual approach and social system and structure pattern approach.

For a deeper analysis, this research uses the theory of developing citizens' environmental care affirmed by World Wide Fund (WWF Malaysia) declaring that citizens' environmental care development can be executed through some phases namely providing environmental knowledge, delivering environment management skills and the ability to overcome and prevent environmental problem (environmental skills), existing of feelings and motivation towards environment preservation (environmental attitudes), and emerging of residents' participation in conserving the environment through pro-environment activities (environmental partisipations) (WWF Malaysia in Nurmayanti & Harmanto, 2017).

It is expected that the research findings are useful in developing concept and pattern that are applicable by certain groups to improve and design new ideas regarding utilization of environment rights to the society. Citizens who are aware of their right and obligation towards the environment will create good citizens and harmonious link with the nature. This research is also expected to open citizens' mind addressing their right and obligation as citizen to preserve nature environment.

2. Method

This research applies qualitative approach. The design is a case study. The design is chosen as this research reveals in-depth on how the citizens' environmental awareness development within citizenship education in the society is; specifically in this case is the residents in Bekelir Village.

The selection of participants was done purposively. Reason on criteria of the participants is the programs accomplished by Bekelir Village in developing environmental awareness to the society. Thus, the participants of this study are the hamlet chief of 001 (RW. 001) Babakan, the chief of Babakan neighborhood, founder of Bekelir Village, and residents who actively participate in activities in Bekelir Village.

The research site is in Bekelir Village located in RW 001, Babakan, District of Tangerang, Tangerang City, Banten. This location is selected as the research site because it gained the title of average slum with high occupancy rate in 2005. Bekelir Village is a village located in the middle of a city which manages to transform from a slum to a tourism-based village combining three concpets namely green village, mural, and graffity. Bekelir Village has become inspiration for other regions in Indonesia and serves as a reference in enriching the concept of construction arrangement, spatial construction, and artificial and eco-friendly tourism destination. The previously slum, Bekelir Village, is also successful to achieve the first winner in Tangerang during the hamlet competition of *Perilaku Hidup Bersih dan Sehat* (PHBS) or clean and healthy life behavior in 2017 and 2018, nomination as participant in national healthy city (*Kota Sehat Tingkat Nasional*), the winner of FKTS (*Forum Kota Tangerang Sehat* or forum of healthy Tangerang city), nomination of national *Adipura,* runner-up in *Anugerah Pesona Indonesia* (API) 2018 or award of Indonesia fascination initiated by Ministry of Tourism, Republic of Indonesia in the category of popular creative tourism. Based on the description, Bekelir Village is relevant to be selected as the research site addressing the topic of developing environmental awareness.

Data were gathered using in-depth interview, participant observation, and documentation. After collecting data, data were selected for its relevance with the topic of the research. Data analysis in this research is based on interactive model proposed by Miles and Huberman (in Creswell, 2015). There are three phases namely data reduction, data presentation, and conclusion. To test the validity of the data, the data which have been collected were then investigated and examined. The validity was obtained through member checking, trial audit, and data triangulation (Sugiyono, 2009: 231-233). If the three validity tests yield different result, further discussion will be accomplished to produce accurate conclusion.

3. Findings and Discussion

The Programs Accomplished by Bekelir Village to Develop Society's Environmental Awareness

Bekelir Village is a village which manages to transform itself from a slum to be tourism-based village by combining three concepts namely green village, mural, and graffity. The paradigm of development nowadays has become participative where society members are given bigger roles to be involved and serve as main actors in the development process itself in all phases including planning, implementation, and maintenance. They do not only wait for command from outside or government parties. With community self-reliance and on the basis of the willingness of the Bekelir Village residents who want to transform into a clean and healthy village, the members of the community are willingly working together to clean the place where they live. The aim is to improve the society health rate by getting the community to be accustomed to clean and healthy life and improve the community self-reliance. The programs set by Bekelir Village are described in the following table.

Tabel 1. Work Programs of Bekelir Village

No.	Types of Activities
1.	Empowerment of Human Resources
2.	Environmental Hygiene
3.	Waste Management Facilities
4.	Green Environment
5.	Smoking Corner
6.	Road Cleaning and Maintenance
7.	Green Environment

No.	Types of Activities
8.	Benefits of House Yard
9.	Benefits of Seed
10.	Availability of Clean Water

Source: Documentation of Bekelir Village

The program of community service in maintaining the hygiene of the environment is a program aiming at creating healthy and clean environment. In a healthy and clean environment, people are not susceptible to disease and it supports the establishment of beautiful and comfortable environment. The program of hygienic environment is accomplished by working together in cleaning up the ditch, street, and some places which are dirty. The community service work is done regularly once a month on Sunday by getting involved the community. The community members take part in this service work with their own awareness.

Aside from cleaning up ditches, service activity also includes cleaning up the streets in Bekelir Village. Street or road is an essential community need. It also functions as a transportation means which needs to be maintained and treated well by the society to keep it clean and neat. In the program of maintaining the hygiene of the environment, the community independently paint the main roads to make them more beautiful and neater. Drainage refinement is also included and done in the program. Drainage is a basic facility designed as a system to fulfil the community need and as an attempt to control the groundwater quality which is significantly correlated with sanitation.

In growing the awareness of the society to be caring towards the environment, the next program is green environment. Green environment is a program of environment arrangement by using plants as the main component as an effort to prevent degradation on a healthy environment quality. In the program of green environment, there is also an activity of making use of the house yard by gardening or establishing seedling house. A limited plot of land around the house can be used as a medium to plant various plants, contributes to health benefits, and makes the environment become green, comfortable, and beautiful.

Bekelir Village establishes a seedling house as well where the seeds are treated well so that they can be used to multiply plants. Those seeds which turn into plants can produce vegetables, flowers, or fruits. This land of seedling house is usually used to plant vegetables like chili, spinach, *kangkung*, mustard, *pakcoy*, etc. Not only vegetables, there is also a pond filled with young catfish. This seedling house is being taken care by leader women, hamlet women, and local people. The harvest obtained from seedling house is used and cultivated by the local community members.

The next program is a provision of waste processing facilities like collecting, transporting, and processing or dumping the garbage materials generated from human activities for then being cultivated to reduce its negative impact. Waste management facility in Bekelir Village is called as garbage bank. Garbage bank is a place used to collect garbage and sort it out according to certain types so that it is easy to be recycled. The sorted garbage is then distributed to a place of craft production or garbage collector. Smoking corner is as well made available for those residents who smoke so that they do not create disturbance for those who do not smoke. There are four points of smoking corner in RW. 01.

Programs accomplished by Bekelir Village are successful in restoring environment preservation by community service in tidying slums into a beautiful and eco-friendly tourism-based village. Community's awareness towards environment preservation shows a positive development. Residents of Bekelir residents used to litter and were far from clean and healthy life behavior. However, now the community

has gained awareness to participate in conserving the environment. This is the success of the Bekelir Village leaders together with Corporate Social Responsibility (CSR), Pasific Paint company, and PGN (*Perusahaan Gas Negara* or National Gas Company) in improving awareness and knowledge for Bekelir Village residents towards the importance of maintaining environment preservation.

The community's care towards environmental preservation accomplished by Bekelir Village is shown by the increasing number of activities in preserving the environment. This is proven by the success of Bekelir Village community in transforming the slum into a tourism-based village visited by both domestic and foreign tourists.

Discussion

Based on theory of awareness development by Yunus Wahid (2018: 43), he states several indicators of awareness. First, it is knowledge. Bekelir Village residents have gained knowledge on effort to preserve clean and healthy environment by not littering, smoking in smoking area, living a clean and healthy life, and monthly medical check-up. The second indicator is the tendency to accept the condition of Bekelir Village which is previously claimed as an average slum and then the community members work together to change the stigma by working together to clean up and refine it to be a tourism-based beautiful village. Next, after gaining knowledge and accepting, the third indicator is forming attitude and implementing it in reality. Thus, awareness becomes important in shaping the attitude and behavior of Bekelir Village residents to care about their environment which is proven by accomplishing the work programs which can develop the environmental awareness of Bekelir Village community.

Based on this research, it is figured out that Bekelir Village has tried to internalize the importance of maintaining environment preservation into the society systems. It is indicated from the work programs in Bekelir Village. Those accomplished programs in bringing the vision and mission into reality are in line with Talcott Parsons theory (in Susilo, 2012: 178-179) stating that effort in saving the environment can be done through two approaches namely individual, and pattern of social system and structure approach. Individual approach thinks that individuals are able to execute important roles either in destroying or maintaining the environment as each individual has voluntary behavior. Voluntary behavior means that every person applies various means to reach their goals. Individuals will continuously make use of effective and efficient tools to reach their preset goals. Referring to the result of interview and observation, Bekelir Village community goes through environmental awareness improvement which comes from themselves to transform from ignorant to be caring towards environment preservation. The title of slum has made the society move to clean up houses, roads, ditches, and other dirty things. Several diseases suffered by the residents like tuberculosis, diarrhea, and dengue fever has brought awareness to the society to be considerate of their surrounding environment.

The second approach is social system. Social system contains social elements consisting of social acts done by individuals in interacting with others. According to Talcott Parsons, one of social system components is the existence of collectivity. Collectivity is a form of community service which yields additional value in the society life. It is a humanistic collective work. Collectivity is actualized by the formation of youth organization, village administrators or leaders, and women joined in PKK (*Pendidikan Kesejahteraan Keluarga* or Family Welfare Program) which function as means of creating society cooperation in maintaining environment preservation.

Aligned with theory of phases in developing citizens' environmental awareness from World Wide Fund (WWF) of Malaysia, it states that the development can be achieved through several steps namely

environmental knowledge, environmental skills, environmental attitudes, dan environmental participations (WWF Malaysia in Nurmayanti & Harmanto, 2017). Environmental knowledge is a set of knowledge and understanding about the condition of environment aimed at creating and improving environment preservation individually, in groups, or through organization (WWF Malaysia in Nurmayanti & Harmanto, 2017). In persuading the community members to give attention to their environment, Bekelir Village provides knowledge through real examples and models in community. After gaining the knowledge about the real benefits of maintaining their environment, the society will have a will to participate in preserving the environment. In every program Bekelir Village has, there is always a process of knowledge transfer. Knowledge provision about environment to the society is massively accomplished by giving real examples in the society.

Environmental skills cover several skills needed to identify, anticipate, prevent, and overcome environmental problems either in individual, group, or organization level (WWF Malaysia in Nurmayanti & Harmanto, 2017). The provision of environmental knowledge in every program of Bekelir Village always comes with giving the skills of environmental management and ways of dealing with environmental problems. The process of knowledge provision is done through practising in every program which involves the community directly. Environmental skills in Bekelir Village include training in seedling process, hydroponic plantation, etc.

Environmental attitudes are a set of values and feelings towards environment and also motivation to actively participate in developing citizens' environmental awareness and concern in individual, group, or organization level (WWF Malaysia in Nurmayanti & Harmanto, 2017). Based on observation and interview result, it is figured out that community's awareness towards environment starts to emerge after the community experiences the benefits of sustainable environment. Concern and motivation from the society to take part in preserving the environment appear after the community members feel the advantages they gain from the effort made by the community and leaders of Bekelir Village to clean up and refine the slum to be clean and healthy environment. Those knowledge and experiences then grow awareness within the citizens to actively participate in preserving the environment.

Environmental participation is a form of environmental concern realized by pro-environment actions where the citizens' responses towards environmental problems will raise saving-environment participation (WWF Malaysia in Nurmayanti & Harmanto, 2017). Bekelir Village programs are successful in triggering the community to take part in preserving environment activities. The participation is actualized through community service or working together in cleaning up and refining ditches, roads, and dirty places, and providing smoking corner, garbage bank, seedling house, and greening activities.

Based on the research findings, types of citizens' awareness towards their right and obligation in preserving the environment are depicted through the following activities: 1) cleaning up ditches and roads, 2) trees plantation in every house yard, 3) plants treatment, 4) not littering, 5) sorting out garbage before dumping it, 6) maintaining the environment hygiene, 7) smoking in the available area, 8) regular medical check-up, and 9) clean and healthy life.

From the research findings, it is figured out that the programs in Bekelir Village are successful in fixing the physical condition by cleaning up and taking care of slum to be a clean environment by bringing colorful and beautiful concept with plants in every resident's house yard. Other than that, those programs manage to change the bad habits of the people in Bekellir Village who used to litter to get accustomed to a clean and healthy life.

Based on the findings, it can be concluded that the community of Bekelir Village has been successful in making a harmonious connection with the surrounding nature. The good relation is portrayed in activities of preserving the surrounding, managing garbage, and growing environmental awareness. The result of environmental awareness development in Bekelir Village community is the existence of a good connection between human and nature through activities of cleaning up the surrounding, planting trees, seedling, and applying clean and healthy behavior. The society is concerned and aware towards their right and obligation as Indonesian citizens even global citizens in preserving the surrounding.

This is aligned with the purpose of ecology citizenship according to Crane (in Nurmayanti & Harmanto, 2017) stating that ecology citizenship can trigger the emergence of citizens' awareness of human's connection with the nature. Thus, human can make a good relation with environment. From the explanation, a conclusion can be drawn that programs in Bekelir Village are successful in developing environmental awareness to the community of Bekelir Village.

4. Closing

Conclusion

Based on the explanation above, it can be concluded that the community's environmental awareness in Bekelir Village is successfully developed and manifested by accomplishing several work programs through community service covering programs of cleaning up surrounding, painting roads, human empowerment, reforestation, waste management, and health program. Those programs are successfully completed because of Bekelir Village community's spirit and partnership with CSR Pasific Paint who gives help, and also the hamlet chief of RW. 01, Babakan who always becomes a role model for the community so that the programs can be fruitfully accomplished. The outcome of the work programs in developing the community's environmental awareness is the establishment of good relation between human and nature through activities of cleaning up surrounding, planting trees, seedling, and applying clean and healthy behavior. The community is also concerned and aware of their rght and obligation as Indonesian citizen even global citizen in preserving the environment.

Recommendation

Based on the research findings, there are several recommendations namely (1) For the government as a policy maker, attention should be given to citizens' obligation to preserve the environment. Furthermore, it is better for the government to more intensively create environment-preserving programs and give moral and material support towards the effort of environment preservation done by the society. (2) For the society as part of citizens, they can begin a revolution starting from each person to act in preserving the environment because small actions will give big impact for the next generation. (3) For education field which will create the next generation, it should be able to give education on life environment to the students so that the young generation has the power to implement ecology citizenship in the society life in the future.

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The Implementation of Higher Order Thinking Using Project Citizen in Escalating Students' Hard and Soft Skills

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Abstract: On recent years, the development of technology and information requires the citizens' skill to implement and adapt their self to the changing and expanding of the global flows. This attention is needed by the students to make them to able to engage their linear and relevant ways of thinking, hard skills and soft skills to mobilize technology and information through the workings of Project Citizen as a problem selection and problem solving. Therefore, the ability of Higher Order Thinking Skill (HOTS) must be prioritized for students to this matter, accordingly this way of thinking is an instrument for the students to be self-sufficient in facing their entire life. As it is informed previously from the theme above, higher level thinking ability can be reached through Project Citizen. This writing was based on the attention of the importance of higher order thinking as a root foundation for producing students to improve their hard skills and soft skills to be able to make decisions and have the ability in making the right decision and can be accounted for. These abilities and skills are a major issue among the students to give birth students who have knowledge, abilities, and skills in the amid of global technological and information advances.

Keywords: Higher Order Thinking Skill, Project Citizen, Hard Skill, Soft Skill.

1. Introduction

In the midst of the development of technology and information and communication, the millennial generations, especially students, are preoccupied with instant digital information which has a negative effect makes students lazy to read the library[1]. They consume information through technology without doing proper selection and are easily consumed by incorrect issues (hoax), such situations require critical thinking skills in responding to information by analyzing and solving problems. This phenomenon will go wild and will result in weakening students' thinking abilities. The ability to think scientifically is still low which will impact the waning existence of a nation's identity [1] [2].

The challenges to young generations towards the development of technology and information require sensitivity and attention in processing information to make a change in realizing the ideals of a nation. Sensitivity to think critically in responding to global and national issues is a priority for citizens. However, the ability to think critically among youngsters in responding to to these issues is inadaquate. This fact can still be observed in the context of nation and state such as national disintegration which is

feared to spread among students as the next generation. Problems such as moral degradation, drugs, terrorism, free sex and other problems are types of problematic disintegration which are still preying among citizens. The problem is increasingly widespread in recent years so that the existence of national identity is fading. Therefore, the needs to overcome these problems as a serious matter is needed from the side of education.

In 2018, the data taken from Human Development Index, Indonesia was in alarming situation with a ranking of 116 out of 189 countries (United Nations Development Programme, 2018). These results indicate that the quality improvement efforts that have been carried out so far have not been able to solve the basic problems of education in Indonesia. This HDI is an important index taken from sequence of data on the achievement of three basic dimensions in human development, namely: (1) a long and healthy life, (2) knowledge and (3) a decent standard of living [3].

International comparative data also shows that the quality of education in Indonesia before was also less than satisfying. The Human Development Index (HDI) in Indonesia ranks 102 out of the 105 countries surveyed, one rank below Vietnam[3]. According to the Human Development Report in 2002, the value of the Human Development Index (HDI) in Indonesia scored 0.684 or 110 under Vietnam with 0.88 in 109th, China with 0.762 in 96th position, the Philippines with 0.754 in 77th, Thailand with 0.762 in 70th, Malaysia with 0.782 in 59th, Brunei with 0.856 in 32th, Singapore with 0.885 in 25th, Japan with 0.933 in 9th.

The 21th century is marked with the development of technology and information which needs the ability of the citizen (civic skill) to master linear and releant ways of thinking which covers the element of hard and soft skill, thus there must be an extra attention to run and adapt their way of thinking with the technology development[4][5][6].

This attention is expected to able to mobilize whether the development of citizens' knowledge, character, and skill. The competency must be mastered by every citizen in political life and society to be a qualified and responsible citizen[4][7][8][9][10].

To prepare students as a forum for the nation's next generation and to be able to compete with other countries, the Project Citizen learning model is an Instructional Treatment is expected to able to deal with problems found in society. The Project Citizen also develops the knowledge, skills and character of democratic citizenship that enables and encourages the participation of students as democratic citizens and can assist in facing problems that can be learned, and trained according to the situation of the environment they face by anyone such as many things that studied in terms of education, government, society, and family [11] [12].

Today, most countries have prepared their citizens to face life's challenges [13]. High-level thinking (HOT) in the 21st century is a very necessary thing in education to be the focus of current attention [14][15]. Therefore, it is very important to instill knowledge in critical thinking skill that is currently very relevant to teach 21st-century students who face complex real-life problems.

The ability to think about solving problems in contemporary times builds productivity and creativity in the level of critical thinking skills increasingly required. By implementing problem-based learning, identifying problems and problem-solving processes in teaching and learning might build students' critical thinking skills in HOTS such as thinking content, critical thinking, and creative thinking so that they find something new[16][17][18].

Project Citizen gives steps of the importance of learning through experience, thus with those experiences students will be able to develop knowledge, skills, and disposition (civic knowledge, civic skill and civic disposition) so it is expected to be able to sharpen their higher thinking ability in interacting with the society and the government[19]. The project citizen learning model is not only a ceremonial learning model but it offers youngsters to involve in the democracy in the future to be more interactive in comprehending national problems, it also a learning model which gives positive impact into students' critical thinking to the learning content[6][20].

Based on the preceeding elaboration, the importance of higher thinking ability has been found significant to be possessed by every students. Accordingly, this study aims to picture of how Project Citizen can be used to escalate students' ability of higher-order thinking, thus students are not only productive on rational competence but also on the skill competence such as hard and soft skill.

2. Methods And Research Design

This study is descriptive research with qualitative approach. The focus is a comprehensive depiction of high-level thinking and improvement of hard and soft skill for students through Project Citizen. The implementation of this research tries to see the development of citizenship on the side of knowledge, skill, attitude and value, and citizen action. The researcher describes and explains the situation based on the analysis carried out on this study. The approach is used in order to know more about Project Citizen and its effect on hard and soft skills and students' higher-order thinking skills. This method is in line with Moleyong's opinion which states "qualitative methodology" as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior [21]. In other words, this research is called qualitative research because it is a study that does not make calculations. In line with this definition, Kirk and Miller define that qualitative research is a particular tradition in social science that is fundamentally dependent on observations in humans both in the region and in disputes [21]. Qualitative methodology is a procedure that produces descriptive data in the form of written data or images that support the research process.

3. Results

3.1 Higher-order Thinking in Tertiary Level

One of the general goal of a learning process is to develop students' higher-order thinking skill[22][23]. This way of thinking is expected for the students' to be able to excel and reach the intellectual freedom. Thinking is a cognitive process which is used to understand reality which will enable these students to ask their daily assumptions and lead them to a new solution which will positively impact to their life's quality. The result of this research shows the higher-order thinking skill of the students was increasing by the application of Project Citizen as a learning model into pedagogical process[6].

Active learning through Project Citizen makes learning more fun for both lecturers and students and the most visible thing seen from the results of study is that the process can improve their thinking skills at a higher level. This was realized because the Project Citizen learning process was developed from a critical or reflective thinking approach model pioneered by John Dewey with the paradigm of "how we think" or "reflective inquiry." The Project Citizen model is able to become a medium to deal with shifts or changes in student life activities by involving students through these learning practices to provide provisions for the student's future. Project Citizen is not just ceremonial but it creates students to be actively involved in present and future democratic life[8][23][20].

The results of the study show that by increasing students' knowledge, whether from the the ability in analyzing and making decisions that are the goals in the learning process, can provide positive experiences for students and have an impact on the community environment. This is in line with the Project Citizen model itself which is focusing on developing citizenship knowledge, the virtue of citizenship, citizenship skills that have a sense of student confidence. Moreover, Project Citizen develops a high commitment from a learner and increases competencies that lead to skills in making decisions and being responsible.

Practical learning processes in Project Citizen provide opportunities for students to learn and collect data and information independently. Data and information collected by students were obtained from observations, interviews with the public or government agencies, newspapers, reading books, the internet, and other relevant sources. Students can also get some material exposure through pre-class reading and public lectures, a correct understanding of the material occurs when they are actively involved with and reflect on the meaning of what they are doing.

Material development and discussions conducted by students related to high-level thinking can be done by referring to the processes or stages of Higher-Order Thinking Development, including: (1) Determining Learning Objectives; (2) Teach Through Questions; (3) Practicing Before Appraisal; (4) Reviewing, Revising, and Improving; (5) Providing Feedback and Learning Assessment. The stages or higher-level thinking process can direct students to use the results of the analysis that has been produced to be implemented in the process of making a portfolio and as a presentation (showcase). Project Citizen that is used appropriately will result in increasing activities and student's achievement results. Thinking skills can be applied in almost all teaching or training settings to create more active learning environments and to move students to higher level thinking.

3.2 Improving Students' Hard and Soft Skills

There are three alternative institutions to implement hard and soft skill including educational institutions, companies, and industrial institution. In this study, the researcher applied the implementation of hard and soft skill in educational institution [25]. Tertiary education or university becomes the aim of this study to combine hard and soft skill to the students. In this article, the researcher tried to describe the development of hard and soft skill through Project Citizen learning model. The analysis of the development of hard and soft skill aspects is explained below:

a. Hard Skill Ability through Project Citizen

As a learning process, Project Citizen applied in University by the researcher produces a positive impact on the development of student thinking. Learning with the Project Citizen model combines the classroom with the community, in other words, these two things are learning tools for students to hone their thinking skills. Based on this, the Project Citizen learning model has six instructional steps starting from identifying the problem, choosing the problem, determining the problem, finding a solution, and displaying the result document. Students' thinking skills were increasing through Project Citizen with steps such as assigning assignments to students such as choosing problems and identifying cases and problems that exist in government and society. Thus the work of students in the learning process has a positive impact on thinking and hard skills to create alternatives for the community as a future government program.

Students also realize how to become active citizens who can solve potential problems, also it invited students to be able to show (promote) changes to state administrators or the government so

that they can do it according to the wishes of the community. From the results of the study, the researchers concluded thinking skills through steps and stages can sharpen the ability of students' hard skills in solving problems in the world of education and the age of working after they graduate from Higher Education[26]. Moreover, the researcher also found that thinking skills in improving hard skills through Project Citizen can aim to open up modern ways of thinking to help students move beyond the cognitive domain, low-level knowledge, and understanding, to higher-order thinking skills, applications, analysis, synthesis, and evaluation.

b. Soft Skill Ability through Project Citizen

On the soft skill side, the study concluded that there are 7 skills found from the implementation of Project Citizen in the class such as problem solving, confidence, teamwork, the ethic of value, decision making, communication, and critical thinking[25]. This learning model brought a positive change to the students such as the soft skill improvement in youngsters. The study reveals that the ability of solving-problem must be put as a priority and must be improved among the students among other soft skills. Although skills such as negotiation and communication are needed but it is important to the students to master the problem-solving skill first. Other than that, Project Citizen also helps students to improve their soft skill before they bump into their career in the future.

4. Conclusions

Based on the finding, the implementation of Project Citizen in escalating students' higher-order thinking skill to improve hard and soft skill is effective in learning process. It could be seen from the research applied in this study that this learning model was attractive and important to improve students' higher-order thinking skill. On the other hand, the result of students' hard and soft skill was improved when the Project Citizen was used as a learning model in the learning process.

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The Effect of Peer Corrective Feedback on The Tenth Grade Students' Writing Ability at SMA Pertiwi 1 Padang

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Abstract. This research was aimed to test the effect of peer corrective feedback technique toward students' writing ability of descriptive text. The research design of this study was a quasi experimental design. The population was the first grade students of SMA Pertiwi 1 Padang. Two classes were randomly selected as the sample of the study. During the treatment, students in experimental group used peer corrective feedback technique, while students in control group used teacher's feedback technique. The analysis of the test result showed that the students' score of experimental group was higher than control group. In the post test, the mean score of the experimental group was 80,2 while the control group got 71,08. The result of this research found that the students who were taught by using peer corrective feedback produced better writing of descriptive text than those who were taught by using teacher's feedback technique. It can be concluded that teaching writing descriptive text by using peer corrective feedback gives better result in students' writing than teacher's feedback.

1. Introduction

Writing is an important skill that should be mastered by the students who learn English. It is not only needed for school purposes, but it goes beyond that. Writing skill could help improving school grades since the curriculum intends the students to be good at this skill. A good writing skill is also needed by high school students to prepare them for higher educational level since they have to write academic papers and essays when they study in the university. Moreover, writing skill is needed for professional future. A good writing skill is the key to be successful in someone's career. An employer would place a high value on people who have sharp writing skill. Then, the students need this skill in today's era of social media posting, texting, email communications, blog and beyond. A good writing ability can help avoid situations where an intended message may be misperceived.

In writing skill, students must be able to understand and write various kinds of dialogue, short functional and monolog text. To produce a good writing, students should consider organization, word choice, ideas, grammar and others criteria. Thus, writing is not a simple activity. Besides, complexity of writing also appears in getting started to write. Rao (2012:100) states that students find composing in English is difficult because writing process demands many cognitive and linguistic strategies which they

are uncertain. Many students complain that they lack of ideas and cannot think of anything interesting to write and lack of grammar awareness.

To produce a good piece of writing, a writer must accomplish four basic writing steps; planning, drafting (writing), revising (redrafting) and editing. However, in some writing practices, some writers do not follow those four steps. They only go through two or three of basic steps of writing, such as planning and editing or planning, drafting and editing. Meanwhile, some experts (Burk and Pieterick, 2010; Hyland and Hyland,2006; Ferris, 2003) explain that in the writing process, there must be revision. It is a step where a process of making changes throughout the writing of a draft occurs, the change can make the draft congruent with the writer's intention. At this stage, students as writers need feedback from teachers or lecturers, and their peer/s. There are many techniques in teaching writing to develop students' ability. An appropriate technique is able to influence learning process. One of the techniques that could be used by teacher in teaching writing is Peer Corrective Feedback. This corrective feedback means the feedback is obtained from others such as fellow students or friends. Usually, students will put as a pair and then are asked to read each other's work and react to the strengths and weaknesses of each other's papers. The purpose of peer corrective feedback on student'writing is to generate and receive different points of view and raise students' awareness in composing process. With guidance and practice, students can learn to be more specific and helpful in their responses to a peer's piece of writing. According to Harmer (2004: 279) peer corrective feedback is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively, something which, in a group, we want to foster. It also gets round the problem of students reacting too passively to teacher responses. It can be said peer corrective feedback is a part of collaborative writing which encourages students to conduct drafting.

In peer corrective feedback, students have the opportunity to make revisions prior to the assignment submission to the instructor. The students are also expected to have opportunities to work collaboratively with peers and to develop their writing abilities individually. According to the research conducted by Ashok Sapkota (2012) it can be seen that the development of writing skill through peer and teacher correction can help in teaching learning process reflection and revision with each other. The research was done Bitchener in 2005 shows positive effect of corrective feedback on student's writing. The result of this study shows that use corrective feedback has improved the accuracy of their writing when producing a new text. Therefore, It can be seen that the success of using peer corrective feedback toward students' writing skill. There are some positive effect that can be identified from some studies above, such as increasing the student's writing skill on learning process, help the students more confidence. It proves that peer corrective feedback is appropriate in teaching writing.

In Senior High school especially, the students are expected to be able to write texts. Based on curriculum 2013 in the syllabus of the tenth Grade of Senior High school, each text has a different purpose and social function. They are narrative, descriptive, report spoof, hortatory and analytical exposition. This research focuses on Descriptive text. According to Bosede (2016) states that descriptive text is a text to describe a particular person, place or thing. Thus, the generic structure of this text is identification and description. Identification refers to identification of phenomenon to be described, and description refers to describing parts, qualities and characteristics.

Based on this, the researcher is interested in conducting a research "**THE EFFECT OF PEER CORRECTIVE FEEDBACK TECHNIQUE ON THE TENTH GRADE STUDENTS' WRITING ABILITY OF**

DESCRIPTIVE TEXT AT SMA PERTIWI 1 PADANG." This study is aimed at explaining how peer corrective feedback can give a significant effect on students' writing ability.

2. Method

The design of this research was a quasi-experimental research. According to Gay *et al.* (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental an control classes. In the process of teaching, the differences between experimental class and control class were only about the technique used. The experimental class taught by using Peer corrective feedback whiles the control class taught by using teacher's feedback.

The population of this study was three classes of tenth grade science students of SMA Pertiwi 1 Padang enrolled on 2018/2019 academic year and the total of population was 78 students. The researcher applied cluster random sampling. The researcher used cluster random sampling technique because the sample had been group into their classes. They were selected by writing the name of each class on class separated small pieces of paper, placing them on hands, and shaking them. The first small piece of small paper was assigned for experimental group. The second one was assigned for control group. The others were not be assigned in this research. As a result, class X IPA 2 was decided as experimental group and class X IPA 3 was decided as control group.

Table 2.1 Total Number of Population

No	Class/Program	Number
1	X IPA 1	28
2	X IPA 2	25
3	X IPA 3	25
Total		78

Source: Tata Usaha SMA Pertiwi 1 Padang

The design of this research was a quasi- experimental research. Therefore, the researcher investigated the effect of Peer Corrective Feedback as independent variable toward dependent variable namely students' writing ability. Clearly, there were two techniques of teaching writing (Peer corrective feedback and teacher's feedback). In this research, test of writing ability was the instrument. In collecting the data, the researcher used post-test only. The test was designed by researcher based on indicators of writing test. The data of this research were students' writing test scores. It was analyzed by using Liliefors test to see the normality. Then, to see homogeneity, the data was analyzed by using Barlett test. While, the hypotheses was analyzed by using t-test in excel program.

Instrument is the tool that is used by the researcher in collecting the data. Instrument is the In this research, the researcher used writing test. It was given to measure the students' writing ability. The test itself is in the form of written test. The test was based on the indicators of descriptive text.

The treatments were done in ten meetings. The following procedures are as follows: writing test were validated using content validity by an expert. Then, treatments were given to both experimental and control class. The experimental class was taught by using peer corrective feedback technique and control class was taught by using small teacher's feedback. Before testing the hypothesis, the data have been analyzed prerequisite analysis which was test of normality and homogeneity. The normality testing was done to see whether the data collected from both experimental and control group are normally distributed or not. In other words, normality testing is used to know whether the data collected from both groups are normally distributed or not. It was analyzed by using Liliefors test. The purpose of

homogeneity test was to see whether the data taken from same population were homogenous or not. The homogeneity test was analyzed by Variance test (F-test). Hypothesis testing was carried out with technique analysis that was managed by using t-test. It was used to test the hypothesis in order to know the differentiation of students score between experiential and control class.

3. Findings and Discussion

The findings are reported based on the analysis of data and are grouped based on the research questions. The findings are described as follows:

The Effect of Peer Corrective Feedback on Students' writing ability in writing descriptive text

The data analysis of writing ability was taken from the result of the students writing test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using peer corrective feedback, while control class was taught by using teacher's feedback. The data of writing ability test was analyzed by using Ms Excel. After analyzing, the maximum score of students writing ability test in experimental class is 90 and the minimum score is 70. The mean score is 80,2. The standard deviation is 5,49 and the variance is 30,16 (see appendix 16). While, the maximum score of students writing ability test in control is 85 and the minimum score is 55. The mean score is 71,08, the standard deviation is 8,85 and the variance is 78,32 (see appendix 16). Based on the data analysis, it was found:

Table 3.1 The Result of Students' Writing Score from Experimental and Control Class

Class	N	Mean	Max	Min	SD	Var	Sum
Experimental	25	80,2	90	70	5,49	30,16	2005
Control	25	71,08	85	55	8,85	78,32	1777

The table above show, the students who are taught by using peer corrective feedback technique get better writing ability of descriptive text than the students who are taught by using teacher's feedback.

The normality and homogeneity of students' writing ability score were tested. Then, the hypothesis was tested by using t-test formula.

a. Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. Liliefors formula was done in analyzing the normality of writing ability test in experimental and control class. After analyzing, The value of $L_{observed}$ in experimental class is 0,089. In the control class, the value of $L_{observed}$ is 0,143 (Appendix 17&18). Based on the data analysis, it was found that students' writing ability test in experimental and control class is shown in the following table.

Table 3.2 The Result of Normality Testing from Students' Writing Test in Experimental and Control Class

Class	N	$L_{observed}$	L_{table}	Data Distribution
Experimental	25	0,089	0,172	$L_{observed}<L_{table}$ normal
Control	25	0,143	0,172	$L_{observed}<L_{table}$ normal

The table above show the data analysis of students' writing test in experimental and control class was normally distributed. It is because the value of $L_{observed}$ is lower than L_{table}.

b. Homogeneity Testing

The Homogeneity testing is used to find out whether the data in both experimental and control classes are homogeny or not. Variance test (F-test) was used to find out the homogeneity. After analyzing, the value of Fobserved was 2,59 and Ftable was 4,04 with significance 0,05. The data analysis is shown on the table below.

Table 3.3 The Result of Homogeneity Testing of Students' Writing Ability

No	Variable	F observed	F table	Conclusion
1.	Writing Ability in Writing Descriptive text	2,59	4,04	Homogeneous

The table above show, the value of F observed of the students' writing ability test was lower than value of Ftable. It indicated that the variance of those groups of data analysis were homogeneous. For the detailed procedure of homogeneity testing analysis, see appendix 19.

c. Hypothesis Testing

In this study, the hypothesis 1,2 and 3 are tested by using T-test formula and hypothesis 4 is analyzed by sing two ways analysis of variance (ANOVA).

H0: The students who are taught by using peer corrective feedback don't get better result than the students who are taught by using teacher feedback technique at Grade XI of SMA Pertiwi 1 Padang.

H1: The students who are taught by using peer corrective feedback get better result than the students who are taught by using teacher feedback technique at Grade X of SMA Pertiwi 1 Padang.

Table 3.4 The Result of t-test Analysis of students' Ability in Writing Descriptive Text

t-Test: Two-Sample Assuming Equal Variances

	exp Writing Score	cont Writing Score
Mean	80.2	71.8
Variance	30.16666667	85.16666667
Observations	25	25
Pooled Variance	57.66666667	
Hypothesized Mean Difference	0	
Df	48	
t Stat	3.910856388	
P(T<=t) one-tail	0.000144335	
t Critical one-tail	1.677224197	
P(T<=t) two-tail	0.00028867	
t Critical two-tail	2.010634722	

From the table of T-test: Two-sample Assuming Equal Variances, it can be read if P (T<=t) <0,05 (level significance) means the research hypothesis (H1) is accepted and if P (T<=t) > 0,05 means the null hypothesis (H0) is accepted. It can be concluded from the table that the alternative hypothesis (H1) is accepted because P(T<=t) 0,0002<0,05 (see appendix 29). In other words, the students who are taught by using peer corrective feedback technique have better result in writing test than those who are taught by using teacher's feedback.

4. Discussion

The students who are taught by using peer corrective feedback technique get better writing ability of the descriptive text than the students who are taught by using teacher feedback technique

The high score of students' writing ability test in the experimental class was 90 and in the control class was 85. These data indicate the students' score of writing ability class are higher than in the control class. Therefore, the students who are taught by using peer corrective feedback get better writing ability of descriptive text than the students who are taught by using teacher feedback. It is supported by Jensen and Jensen (2011) state that with more focus on "Engaging students in the peer feedback process improved peer feed on text through the conceptualized of a Broad game" this study indicated that teaching and using peer corrective feedback as a method are more efficient and enjoyable for students when these activities are structured as a game rather than learned from text book.

Tuttle (2013:14) assumes that the students can help each other to improve in a formative assessment approach. The stages in peer review are including pre peer review –peer review-post peer review. It means, the students as the reviewer can give feedback and after their friends do their writing while doing their writing and at the end after their friend finish their writing. In contrast, students in control class who are given teacher's feedback are not able to build a good paragraph. By giving teacher's feedback as usual technique used by the English teacher there, the students are asked to revise, recheck and provide a good writing based on teacher's comments. Teacher can give feedback on the process and at the end of their writing after students collect their writing. In the process, students cannot develop a good writing because sometimes they did not know the instruction or comments from the teacher. Moreover most of them afraid to show their process of writing to the teacher because of afraid of making mistake.

5. Conclusion

Peer corrective feedback produces students' ability in writing descriptive text than teacher's feedback at tenth grade students of SMA Pertiwi 1 Padang. It can be seen from the mean score of experimental and control class. The students' mean score experimental class who are taught by using peer corrective feedback was higher than the students' mean score of control class who were taught by using teacher's feedback.

6. Implication

The result of this research has some implications for the teacher in teaching English especially teaching writing. Based on the result of the research, peer corrective feedback is effective for teaching writing, especially for teaching writing descriptive text. The finding convey some implications for the teachers and students: peer corrective feedback is effective technique for teaching writing where the English teachers are encouraged to use it in teaching writing descriptive text. English teachers are encouraged to use peer corrective feedback to increase the students' ability in writing descriptive text because it offers sequential steps of writing. One of the steps cannot be dismissed or the students should follow that all steps to gain deeper writing ability.

7. Suggestion

Based on the findings and conclusions and implications above, the are some suggestions as follow: It is suggested to English teacher to use peer corrective feedback since it gives benefit to the students. Peer

corrective feedback help them discover the ideas from a variety of perspectives. The students can stimulate their way of thinking about the topic. It is hoped that the next researcher can develop this research on larger population and sample in order to get knowledge and the empiric data. This research only limited on descriptive text. It is suggested to conduct a research about students' writing ability on other types of texts such as new item, procedure, report and narrative text.

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The Achievement of Discipline Characters of Deaf Students through Civic Education (Descriptive Study of Deaf Students in Junior High School at Extraordinary School-B Cicendo Bandung in 2018)

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Abstract: This research aims to examine and describe the result of the achievement of disciplinary character education of deaf students through civic education. The approach used in this research is qualitative using descriptive methods. The research was conducted at Extraordinary School B Cicendo Bandung and the subjects of the research are principle, teachers, and deaf students. Data was collected through observation, interview and documentation. Checking the validity of the data by using the triangulation technique. The result of this research is show that civic education subject giving an important role as a subject that contains the character and value of education towards the achievement of disciplne chacacter of deaf students.

Key note: Character of Discipline, Deaf Student, and Civic Education.

1. Preliminary

The character of citizens will reflect the personality of a nation. This is similar to what was put forward by Kartadinata (*in* Lickona 2012) that, "Character education is lifelong education as a process of development towards the people of kaafah." Therefore, strengthening character education of citizens must be activated early as a continuous learning process.

Character education is an important thing to give to the next generation of the nation. Komalasari and Saripudin (2017, p. 17) suggest that, "Character education is a habit, so the formation of a person's character requires communities of character consisting of families, schools, religious institutions, media, government and various parties that influence values young generation."

Discipline character needs to be built in view of the widespread occurrence of deviant behavior that is contrary to the prevailing norms. Undisciplined behavior is also often found among students in the school environment, including special schools. For example, undisciplined behavior carried out by students in general is like don't on time when coming to school, don't wearing a uniform as a rule that has been set, and they don't do the homework.

The importance of building the character of student discipline above is in line with Koentjaraningrat (*in* Komalasari and Saripudin 2017, p. 9) which states that, "The value of discipline is very important because this nation is known for having a culture of lack of discipline." Therefore, the problem of discipline must be taken seriously especially in the school environment for students.

The statement above explains the importance of the character of discipline to be applied to students. As stated by Gie (*in* Saondi and Suherman 2012, p. 40) which states that, "Discipline is an orderly state in which people who are members of an organization are subject to existing rules with pleasure." Based on it, it can be said that with discipline, someone has shown that he is someone who is orderly and has an awareness of the importance of behaving in accordance with applicable rules.

As one of the places where the character education takes place, the school provides reinforcement of character education through learning activities. Civic Education subjects are considered appropriate to be a means of fostering the character of discipline in students because these subjects contain value education and character education. As stated by Budimansyah (2010, p. 145-146) that, "To build the national character, Civic Education must play a role as a curriculum program in formal and non-formal educational institutions, as a socio-cultural movement for citizenship, and as a national political education for state administrators, leaders and members of social organizations and political organizations. These three roles must be seen as one entity."

Civic Education's responsibility in strengthening character education can also be seen from its function as value education. As stated by Winarno (2013, p. 185) that, "The function of Civic Education as a value education can be extracted from the statement that Civic Education functions as a character formation of citizens who understand and are able to exercise their rights to become intelligent citizens, skilled, and character mandated by Pancasila and the 1945 Constitution."

Based on the above quote, it can be said that the existence of Civic Education subjects is very important in the effort to establish a good character of state guardianship in accordance with the values contained in Pancasila, in line with what was stated by Davies (*in* Rokhman, Hum, Syaifudin, & Yuliati, 2014) stated that, "Character educators generally insist that there must be acceptance of moral norms prior to real engagement with matters that require thought and action." Based on this, it is interpreted that character education cannot be separated from accepting that there are moral norms that must be believed to be able to manifest in deeds.

Strengthening character education have to be built in every type of institution and level of education, including special schools. Sahin (*in* Demirok, Baglama, Baegul 2015) said that, "The children need special education are needed to socialize like normally developed children and have to identify their place in society." Based on that, we knew that children who get special education must socialize like other children so that their presence in the community can be identified.

The arrogance possessed by a person causes it to lose the ability to speak as well. As said by (Suharjito, Anderson *et al.*, 2017) who argued that, "Deafness is the impairment of their hearing and make them unable to hear and make them unable to speak." This is because the ability of language and speech development is closely related to the sharpness of hearing.

According to the definitions given (Barma, Dobrota, and Dargu 2012) regarding special education stated that, "The optimization of special education through integration programs or disabled people, with cognitive or cognitive disorders, is in fact acknowledging their value and potential."

Based on the statement, affirming that no matter what the circumstances of a person, it must still be recognized the existence and potential. Therefore the birth of a special education. Then according to Zalizan (*in* Ngang and Abdullah 2015) stated that, "Special education teachers must have special knowledge and skills to implement their teaching and learning processes thus increasing the effectiveness of learning in the classroom'students." Based on these statements, it can be seen the differences in special and general education also exist in the role of teachers in teaching.

Moreover, Somantri and Winataputra (2017, p. 69) also added that, "Civic Education is a pedagogical-ideological and socio-cultural vehicle, which is accepted as a citizen who must make a significant contribution in carrying out and developing community life, nationhood, and state."

So that, students with special needs have equal opportunities to get their rights in terms of education as an Indonesian citizen. In line with Wahab and Sapriya (2011, p. 6) who stated that, "Preparing educational programs for citizens aims to make every citizen become citizens as expected by the state."

As Ubaedillah and Rozak (2013, p. 8) suggest that, "Civic Education with the foundation of national character building (character nation building) is very relevant to be done today where democratic behavior in Indonesia is still widely misunderstood by most Indonesian citizens." One effort that can be given to be able to make citizens in accordance with what is expected by the state is to provide subjects of Pancasila and Citizenship Education.

The interesting thing for researchers to do research in extraordinary schools is because based on the results of observations, researchers know that students do not get education and citizenship subjects regularly in one week. This is because the book that is a reference in learning is a book with a theme that supports students' personalities in which there are several subjects packaged in the same book. So that the lessons are given randomly in accordance with the flow of the themes that are listed so as to cause the lack of time for students to get Ciciv Education subjects.

Through implanted character education, it is hoped that good character values will grow in students. In line with Wibowo (2012, p. 36) who stated that, "Character education is an education that instills and develops noble characters for students, so that they have noble character, and apply and practice in their lives, both in the family environment, citizens community, as well as citizens."

Considering also that special schools sharpen Religious Education, Citizenship Education, and Character Education, the researchers assume that discipline is also very sharpened in learning activities in extraordinary schools because it is included in the three materials in the three subjects.

So that a student can learn well, he must be disciplined. Especially discipline in terms of keeping the schedule, discipline towards oneself, discipline in maintaining physical conditions to always be healthy, Sulistyowati (Monawati; Elly & Wahyuni, 2016). Discipline is very important for students to be able to carry out their roles and duties properly. High discipline will build performance and a person's sense of responsibility in carrying out their obligations. This also includes special needs students. Through discipline applied in learning activities, researchers believe that this will have a good impact on the application of learning outcomes in everyday life, including in preparing himself to become a citizen who can play an active role in every state activity.

Based on some of the opinions above, it is very clear that discipline is needed in shaping the good character of students. The rise of cases that occur among students in a school environment that contradicts the prevailing norms is clear evidence that disciplinary character education is needed by

students. As Curvin & Mindler (1999) suggest that, "There are three dimensions of discipline, namely (1) discipline to prevent problems; (2) discipline to solve problem problems so that they don't get worse; and (3) discipline to overcome students who behave out of control."

The application of the discipline character to students with special needs, especially the deaf, will certainly be done simply given the physical limitations they have. This was proven by Somantri (2012, p. 97) who stated that, "The development of the intelligence of a deaf person is functionally hampered because of the influence of minimal language skills." So that it can be concluded that in educating students with special needs they have to be considered according to their needs.

The approach taken by the teacher in learning activities and the model used in communicating with students is also inseparable from observations of researchers. Blanchett, Knott, and Asselin (Daoudi, 2000) suggest that, "special education or special education teachers have a major role in providing transition services for students with special needs." So that it can be said that a competent teacher is the main key to the success of student learning activities. To the more deeply into the character of student discipline, researchers plan to examine discipline in time discipline, disciplined behavior, school discipline, and discipline of worship.

The researcher was interested in raising the title of "The Achievement of Discipline Character of Deaf Students Throught Civic Education," this study focused on deaf students at the junior high school grade in the Special School B Negeri Cicendo in Bandung in 2018.

2. Method

This research is a study that uses a qualitative approach with descriptive methods. This study is intended to describe the results of the disciplinary character achievement of deaf students through Pancasila and Citizenship Education subjects at the Cicendo State Special School in Bandung. In line with what was stated by Nazir (2005: 55) that, "Descriptive research aims to make a picture of the situation or event so that it intends to hold a mere accumulation of data dasae." Based on it, it's clear that this research provides an overview of the problems discussed.

Data collection techniques used in this study were observation, interview, and documentation techniques. Observations were made to see how the character of the discipline applied by deaf students was the result of learning Civic Education in everyday life in the school environment. Interviews are used to get information directly through informants, and documentation is used to strengthen the results of observation and interviews.

In order to get information that can be accounted for, the researcher conducted the validity of the information using triangulation techniques, namely the technique of crossing information obtained from the source so that in the end only absent data was used to achieve the results of the research, Arikunto said, (2006, p. 18). The triangulation technique is done by using triangulation methods, namely by re-checking information from the results of observations, interviews, and documentation. The data analysis technique used in this study is inductive analysis techniques. In line with what was stated by Bungin (2001, p. 209) that, "Inductive analysis techniques are analyzes that depart from the data and lead to general conclusions. The general conclusion can be either categorization or proposition." The steps used in data analysis are among others: data reduction, data display, and conclusion.

3. Results and Discussion

In an effort to build a character of discipline in students, schools form several activities. The activity involved all school members such as principals, teachers, employees, and family members of students. These activities are among others.

SET CLASS AND SCHOOL RULES

There are two rules that exist in the Extraordinary School B Negeri Cicendo, Bandung, namely the rules of class and school rules. The rules of order in question include the timeliness of students coming to school, the use of student dressing attributes in accordance with regulations, student discipline in exercising their rights and obligations as a student in school, and discipline in attitude such as maintaining a harmonious relationship with all school members.

The importance of making class and school rules is similar to that expressed by Chiu and Chow (2011: 571) that, "To create a culture of discipline in schools will be influenced by one factor namely school rules and norms that can affect class discipline." Based on that, it can be seen that class and school rules influence each other. With the convening of class and school rules and regulations it is hoped that students will know the limits of student behavior at school.

For the sake of the realization of discipline students adhere to class and school rules, again the role of the family is needed, especially parents to control the behavior of students while at home. Extraordinary School B Negeri Cicendo City of Bandung socializes this activity to parents of students at the beginning of the meeting and is run every day through the class teacher. This is done to enforce student discipline while at home to be applied in school. So that the existence of such cooperation will produce the discipline character of students who meet the target.

Monitor the Discipline Behavior of Students at Home Through Personal Messages to Parents

Character education provided by schools through Civic Education learning does not necessarily succeed quickly. For this reason, the participation of all school members and the family of students is needed to monitor the behavior and attitudes of students while at home. The involvement of the family will further facilitate the school in building the character of student discipline. This is similar to what Komalasari and Saripudin (2017, p. 17) said, "Character education is a habit, so the formation of one's character requires communities of character consisting of families, schools, religious institutions, media, government and various parties that influence the values of the young generation." Based on it, it can be seen that success in building the character of student discipline in schools must be supported by family participation, especially parents of students.

Responding to this, the Extraordinary B Cicendo School established close communication with parents of students through the control book that each student has which contains the activities of students while at home. Then the teacher establishes personal communication with parents about any activities carried out by the school and confirms whether students apply characterized daily activities while at home through the application of personal messages carried out by parents with the teacher so as to facilitate the process of communication between the two parties.

Each component involved in developing the discipline character of students must work well together. Likewise what happened to parents of Extraordinary School B Negeri Cicendo City of Bandung who have shown the involvement of the role of parents actively in supporting the success of character education programs made by the school.

Give Messages Through Posters in School Environments that Contain Disciplinary Character Education

One of the efforts carried out by the Extraordinary School of the State of Cicendo in building the character of student discipline is to provide discipline values through learning activities, parental involvement, and also giving messages through posters containing the values and character education put on various school corners. This is so that students can easily read the messages so they can remember them and then apply their character values in their daily lives. Through these posters, the school has carried out socialization of character values, one of which is discipline.

In an effort to build students' discipline character, students must know the discipline values developed by the school are very important to do. Planting the character value of discipline in this school is supported by Parsons (Ritzer and Goodman 2010: 125) that, "The key requirement for maintaining integration of value patterns in the system is through the process of socialization and internalization." This is comparable to what has been done by the school to develop students' discipline character through developing knowledge about the values of disciplinary character education developed by the school so that it will be easier for students to apply that value in daily life on the basis of self-awareness.

Conducting Worship Together as an Effort to Cultivate Discipline in Worship

In building the character of discipline to students, not only pay attention to school or home rules that must be adhered to but also must pay attention to the discipline of students in worship. Special School B Negeri Cicendo pay attention to student discipline in worship. Activities carried out to address the obligation to worship for students are carried out every school day. Every day, all Muslim students and teachers carry out the Zuhur time in congregation which is followed by all elementary school students to high school students. Whereas in the Asr prayer activities in congregation, only the upper secondary level students and teachers participated. In addition to completing students' worship activities, Cicendo State Special School B carries out religious activities which are held every Friday morning. The activities in the agenda are to carry out the Dhuha time which is followed by religious studies for all Muslim students and teachers. Whereas for students who are Christians, religious studies are also conducted guided by a teacher from the church.

Based on the facts described above, it can be seen that the Special School B Negeri Cicendo gives attention to students in disciplines ranging from school discipline to religious obligations that must be carried out by students. This activity is an implementation of the values of Pancasila in the form of the First Precepts which are always discussed in Civic Education subject learning activities.

4. Conclusion

Based on the many efforts made by the Extraordinary School B Negeri Cicendo Bandung in building the character of discipline of students, the researchers concluded that the school carried out the business well and structured. The efforts made include making rules that apply to students in the classroom and school that relate to school hours, the use of dress attributes, discipline in acting and doing homework which is the duty of students.

In addition, the school also supports the results of the achievement of character discipline through the installation of a psoter which contains educational values and disciplinary characters with the aim that students are easier to remember and implement in their daily lives. The school also establishes cooperative relationships with parents to control students' discipline in behaving while at

home and activities carried out by students everyday. Finally, schools pay attention to students' disciplinary worship by performing congregational prayers and carrying out regular religious studies on a weekly basis.

This research was carried out in a special school where students were also students with special needs, namely the deaf. In educating students in public schools, it is certainly different from students in special schools. The disciplinary character education provided must be packaged in a simple way in order to adjust the needs of students. Deaf students automatically experience speech, and this affects students' cognitive development because of the lack of language received by students. So that the special school prepares students to be independent people, in a sense that at a minimum students can organize their daily activities properly and correctly. Therefore discipline is needed so that regularity can be owned by students.

The Civic Education subjects as values and character education are deemed appropriate to be used as a medium for planting the disciplined character of deaf students. This is done through the application of Pancasila values that can be applied in the lives of students everyday. Based on observations, then confirm through interviews with informants, and reinforced with documentary evidence, the results show that Civic Education subjects play a role in building the discipline character of deaf students. This can be seen based on the results of the achievement of disciplined character education in deaf students through the efforts made by the school in various ways. The final conclusion is that Civic Education subjects contribute to the discipline of deaf students through the values of Pancasila in them.

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Religious Character Strengthening of Students through Spiritual Intelligence Program in Medan 2 High School

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ABSTRACT

This research is motivated by the religious character of students in Medan 2 Public High School through the Al-Farabi activity program which consists of religious activities such as performing midday prayer activities in congregation, memorizing short suras, prayer readings, recitation and tausiah. The purpose of this study was to describe the process of strengthening the religious character of students through a program of spiritual intelligence in Medan 2 High School. The research process uses a qualitative approach with a case study method. The technique used by schools in strengthening the religious character of students through the Al-Farabi activity program Medan 2 High School 2 will be easier to improve the faith and devotion of students who can then be classified in the extracurricular or hidden curricullum activities carried out after formal lessons. The results of the study show that through the Al-Farabi activity program held in schools it is able to strengthen the religious character of students to become human beings who have an honest, disciplined, tolerant and responsible attitude. This is evidenced by the behavior and daily activities of students who already have a personality who likes to be helpful, forgive and obey the rules that apply in the middle of people's lives.

Keywords: Strengthening Religious Character, Spiritual Intelligence Program.

1. Introduction

Article (3) Chapter 1 Number 20 of 2003 concerning the National Education System expressly states that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life and aim to develop the potential of students to become faithful and devoted human beings to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen.

Article (3) Chapter 1 Number 20 of 2003 concerning the National Education System intends that the formation of the character of citizens becomes important in the world of education. Character education will always be needed for the development of national civilization in facing the development of world civilization, especially in the era of globalization. Implementation of the Law of the Republic of Indonesia Number 20 of 2003 concerning the Education National Education System in which there are

eight education standards that need to be implemented, one of which is standard content and developed by the National Education Standards Agency (BSNP). The appendix to the content standard states that citizenship education is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to be intelligent, skilled and character citizens as mandated by the Pancasila and the 1945 Constitution.

The development of spiritual intelligence in school programs is one way to practice and familiarize students to find meaning in life. First, they must look for philosophical foundations and values as the basis of process learning. Then, second, it manifests in the teaching system and the program to build expected behavior The essence of developing students' spiritual intelligence is an effort to help students understand the meaning behind each life to build their character.

Education does not only form clever Indonesian people, but also has a personality or character so that later generations of nations are born who not only have the ability to have good aspects of knowledge but have a generation that develops with good moral character. Students must also have spiritual intelligence in order to be able to balance intellectual intelligence and emotional intelligence. Strengthening character through the development of spiritual intelligence can be reflected in the behavior of human life, one of which is through the world of education. According to Zohar and Marshall (2005: 82-83) that Spiritual Intelligence is intelligence needed to function effectively intellectual intelligence and emotional intelligence. In fact, spiritual intelligence is the highest intelligence possessed by humans. These three intelligences must run in a balanced manner and must be synergized, especially spiritual intelligence so that the personality of students can be formed properly.

The explanation can be concluded that with the existence of human spiritual intelligence can be creative, flexible, broad-minded and ready to deal with existential problems such as getting worse, facing good and evil problems, concerns and other problems can be overcome. Humans who have spiritual intelligence will find wisdom in interpreting life and understanding the meaning behind every event in their lives and responding to everything that happens to them positively so that they can become wise people in living their lives.

In the era of the reform era, religion can shape one's character because Indonesia is a religious nation (Sukardi, 2016: 48). This opinion is also supported by Wahyu (2011: 229) who explicitly explained that religious values can be a solution to the rampant acts of violence, brawls, drug use and other forms of criminal acts. Based on this explanation, the religious value in school in strengthening character is very important especially in shaping religious personality. Religious values are needed for children to develop children's behavior.

The education system at this time prioritizes the development of a spiritual attitude that has to do with spiritual intelligence. Spiritual intelligence is very important to be formed in students because to create a man who is faithful and devoted to God Almighty and noble character so that students can balance between spiritual needs and physical needs. Spiritual intelligence is the ability a person has to give meaning to all events in life. Characteristics of people who are spiritually intelligent are doing good, helping, empathizing, forgiving, having happiness, having a good sense of humor and feeling a noble mission in their lives (El-Ma'rufie, 1999: 73).

The person who is spiritually intelligent must have characteristics such as self-awareness, spontaneity, internally motivated, compassion (sense of community, feeling of following the flow of life), respecting diversity, independence and so on (Hendrawan, 2009: 62). The combination of spiritual education will bring a strong personality. The quality of a person is determined by the values that are

actually lived as a guide to attitudes and behavior, both in relation to oneself, others, the surrounding world and for those who believe in the Almighty God. The character and personality of a person are shaped by values that are actually chosen, endeavored and consistently manifested in concrete actions (Tilaar, 2002: 456).

Sukidi's statement (in Murdiwiyono, 2004: 65) that individuals who have high spiritual intelligence feel themselves lead to honesty, tolerance, openness in love and affection for others. Spiritual intelligence in oneself is able to direct themselves to behave that is able to foster love and affection for others by fully realizing that humans are both created by Allah SWT. Spiritual intelligence makes an effective contribution of 55.1% to human behavior.

The statement described by Murdiwiyono was also supported by the opinion of Daniel Goleman (in Adisusilo, 2012: 80-81) who conducted a survey in 2012 about the importance of spiritual intelligence, based on the survey results that spiritual intelligence was very important to be applied to students because of success or the success of one's life is 80% determined by the character that is seen from spiritual intelligence, emotional intelligence and social intelligence and 20% is determined by intellectual intelligence.

The statement also agrees with Nafis (2006: 34) that if a student has spiritual intelligence, the student has high morality, patience, gratitude and disagreement'are three attitudes and behaviors that must be a practice. Students who have spiritual intelligence will have the right principles of life so that they are not easily influenced by external matters. Besides that, the nature of being good, trustworthy and friendly is three characters that will improve the quality of students. Finally tawakal, sincerity and piety are the principles that must be held by relying entirely on Allah SWT.

The problems that are concerned at this time are that there are still a number of schools whose implementation of strengthening religious character in students has not been implemented properly. This was due to a lack of time to implement a religious activity program at the school. Even though it is clearly stated in the 2013 curriculum in the core competency section, which is the spiritual attitude that must be applied in every school, such as before the teaching and learning activities take place, students are given 15 minutes to read their respective scriptures and pray in congregation. In addition there are still some schools that focus more on debriefing science and skills to work so that students are able to compete and maintain their lives, while the formation of character, character or morals is hardly noticed. Even though religious character determines the direction of a brighter and better future. So this is the basis of education must be managed properly and properly in order to produce graduates who are more qualified and ready to face the "world" of the future that is full of problems and challenges and can produce graduates who have noble characters that have intelligence and intelligence, have high creativity and polite and polite in communicating and having honesty and discipline, high responsibility.

Educational institutions should not only print intelligent human beings but also have adequate religious knowledge so as to realize a noble national character of faith and devotion. Medan 2 Public High School is one of the schools that has the nuances of faith and piety and school which is categorized as a school that has "character" because it emphasizes the importance of strengthening morals and manners. Medan 2 Public High School is one of the schools that has a vision to improve the faith and devotion by optimizing religious activities in schools.

The Spiritual Intelligence Program conducted by Medan 2 High School in order to improve the quality of students' devotion which can then be classified in extracurricular or hidden curriculum is an activity carried out after formal lesson hours. Before the formation of religious activities in Medan 2

Public High School there have been many shifts in character possessed by students. This can be seen when the emergence of attitudes that are less commendable such as: acts of violence, fights between students and the use of illegal drugs.

To avoid these character deviations, the school immediately dealt with these character problems by getting a solution by holding a spiritual intelligence program in the Medan 2 Public High School named "Al-Farabi's activity program." Al-Farabi's program of activities includes: Dhuhur prayer in congregation, memorizing short suras, recitations of prayer, salaries and tausiah. The Al-Farabi religious activity program is held every Tuesday to Friday starting at 12.15-13.30 WIB. The existence of prayer activities in congregation and guidance is motivated so that the moral formation of students is maintained. In addition, to avoid the many negative influences that natural students have from their environment both at home and from friends, it makes students less polite in getting along, both with each other and those who are older than them.

Seeing this, the school institutions took the initiative to hold midnight prayer in congregation after completing formal lessons. There are several aspects that are expected to be developed through this activity, namely: students memorize short suras and understand their meanings, develop attitudes and responsibilities and discipline through the implementation of prayer, moral development of students and students memorizing daily prayers and prayer readings.

Based on the paradigm and phenomena above, a process of extracting information to support and providing recommendations to schools in Medan on the importance of strengthening religious character in schools needs to be applied. Therefore, the author intends to conduct a comprehensive research on strengthening the religious character of students through a program of spiritual intelligence in Medan 2 High School.

2. Method

This research was conducted in Medan 2 Public High School North Sumatra Province. This study uses a qualitative approach with a case study method. The researcher carried out the process of collecting data in this study using observation, interviews and documentation. In data collection techniques using observation, researchers used fruitful observational roles-change. Creswell (2015: 424) reiterates that the changing role of participants is the role of researchers who adapt their role to the situation. The researcher initially went to the observation site as a nonparticipant, who just wanted to see the initial phase of the study. In his journey, the researcher managed to establish a good relationship with the subject of research, so the researcher decided to become a participant in the realm of this research. In addition, the data collection with documentation was also carried out by the researcher, namely trying to collect documentation data regarding the implementation of habituation programs at school. In addition, researchers also conducted interviews. In this interview the researchers used One on one interview techniques or one on one interviews. This technique aims to describe the process of implementing the Al-Farabi activity program organized by the school to strengthen the religious character of students. Participants in this study are principals, teachers and students. Analysis of the interview data that will be used refers to the steps that consist of three activities, namely data reduction, data presentation, and conclusion or verification.

3. Results and Discussion

Based on the results of the study, revealed that there were preventive efforts carried out by Medan 2 Public High School in strengthening the religious character of students through a program of spiritual intelligence. Strengthening efforts carried out by the school are through the Al-Farabi activity program. The Al-Farabi program has been held by schools for the past four years. The Al-Farabi program is actively and enthusiastically followed by students at this school. The Al-Farabi program involves all school stakeholders without exception. The existence of active involvement between the school equipment and students succeeded in creating the effectiveness of the program implementation of Al-Farabi's activities at school.

Based on the results of the interview, it can be concluded that the programs of Al-Farabi activities held at Medan 2 Public High School consist of diverse diversity activities. The Al-Farabi program aims to strengthen the religious character of students. The Al-Farabi programs are the midday prayer in congregation, memorizing short suras, recitations of prayer, recitation and tausiah.

3.1 Performing the Midnight Prayer Congregation

Prayer is a method to maintain self-awareness in order to still have a clear way of thinking. Prayer is a step to shape the personality of students. Prayer is a method that can continuously improve emotional intelligence and spiritual intelligence. Prayer is a formation technique that builds a positive paradigm and prayer is a way that continuously sharpens and sharpens ESQ obtained from the pillars of faith. Besides that, prayer also teaches many things that are commendable to human beings such as being patient, being able to bear difficulties, resisting lust, being obedient, regulating, loving and doing good to humans, helping people in need, helping each other and social solidarity.

3.2 Memorization of Short Surahs and Their Meanings

Starting from this habituation, students get used to obey and obey the rules that apply in the middle of people's lives. Prayer is dhikr and worship. Indeed, in prayer there is spaciousness for the soul and healer difficulties, sorrow and anxiety because people who pray always expect their prayers to be granted by Allah SWT. Short suras in the form of short sentences and verses that will also make it easier for the child to receive them. Thus, a child memorizes the Qur'an's suras in the heart so that the strands of the Qur'an are united with their tongues so they can memorize them by heart.

3.3 Exemplary Educators

Exemplary is an important factor in the formation of children. If educators are honest, trustworthy, noble, brave and keep away from acts that are contrary to religion, the child will grow in honesty, formed with noble character, courage and in an attitude that keeps away from things that are contrary to religion. The teacher's attitude towards students is the best figure in the child's view which will be used as an example in identifying themselves in all aspects of his life or the educator figure is in the child's soul which is reflected in his words and actions. In some cases students tend to learn through imitation of the habits and behavior of the people around them. In addition, giving motivation is very important for students to arouse their learning activities and passion.

3.4 Honest

To be honest is a moral character that underlies the right person for children the nature of lying is the key to all evil deeds. Children must be guarded not to commit lies. Generally, the growth of lies is caused by the environment.

3.5 Responsibilities

Indeed, individuals for society must carry out all the tasks given to them as well as possible.

3.6 Discipline

Discipline is one of the important elements in an educational process. Discipline must also be applied consistently. Consistent in the process of applying discipline. Because if it is consistently gone it will destroy our efforts in upholding discipline.

4. Conclusions and Recommendations

This paper can conclude a number of things as follows. First, the process of strengthening the religious character of students through the Al-Farabi activity program such as conducting shat dzuhur in congregation, memorizing short suras and their meanings, educator's example, honesty, responsibility, and discipline have gone well. This is evident by seeing that the school is still consistent in carrying out this activity because it assumes that this routine activity is what then distinguishes the Medan 2 Public High School with other State High Schools.

Second, strengthening the religious character of students through a program of spiritual intelligence has very important benefits and contributions. This can be seen from changes in attitudes and behaviors that are practiced by students in the school environment and in everyday interactions. Changes in attitude and behavior patterns indicate that habituation programs in the school environment contribute very much in the process of strengthening the religious character of students.

Three, the existence of role models from teachers in schools also makes a very important contribution. The example practiced by teachers in the Medan 2 High School turned out to provide good benefits for the students. This example is used as an example for students in supporting the process of strengthening religious character. The assertiveness of the school leadership is very much needed to provide motivation and stimulation for teachers to set a good example.

This paper also proposes a number of recommendations, as follows: (1) Local Governments in particular should provide a policy that is more specific about the form of character strengthening in schools; (2) schools as one of the institutions that support the development of students should organize special programs to stimulate character strengthening.

Thank-you Note

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Developing a Pictured Story Book as Emotional Intelligence for Low Grade Elementary School Students

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Abstract: This research uses a type of research & development method or in English (Research and Development) terms. The development model in the study uses the Borg and Gall model, where this model comes from the results of thought, is still a concept that is empirically tested and its implementation organized from planning, implementation to evaluation of the results. The purpose of this study is to produce a product that is a picture story book about emotional intelligence that meets the criteria of feasibility aspects. Emotional intelligence should begin to be developed as early as possible because it can make children have high enthusiasm in learning or liked by their friends in the playground. The development of this illustrated storybook uses components or dimensions of emotional intelligence from Daniel Goleman. There are 5 dimensions that will be used for 5 themes in illustrated storybooks namely self-awareness, self-regulation, motivation, empathy, social skills. The form of the book that will be created with hard cover and will be dominated by images. The goal of developing this storybook media is aimed at lower primary school students, which are around the ages of 6 to 9 years.

Keywords: Development, Illustrated Story Book, Emotional Intelligence

1. Literature Review

A. Lower Primary School Children Development

The grade level in primary school can be divided into two, namely low class and high class. The low class consists of classes one, two, and three, while the high classes consist of grades four, five, and six (Supandi *in* Sekar, 2011) [7]. In Indonesia, the age range of elementary students is between 6 or 7 years to 12 years. The age of students in the lower class, namely 6 or 7 to 8 or 9 years. Students in this group are included in the range of early childhood. This early age is a short period but very important for one's life. Therefore, at this time all the potential of children must be encouraged so that they will develop optimally.

Physical growth as one of the characteristics of the development of lower-grade students usually has reached maturity. Children have been able to control the body and balance. For emotional development, children aged 6-8 years usually have been able to express reactions to others, control emotions, want and are able to part from parents, and begin to learn about right and wrong. The intelligence development of lower grade students is indicated by their ability to do serialization, group

objects, be interested in numbers and writing, increase vocabulary, enjoy talking, understand cause and effect and develop understanding of space and time (Sekar, 2011) [7].

B. Emotional Intelligence of Primary School Student

Goleman in Trisno, 2009 [18] stated that emotional intelligence is needed in social life together. Without emotional intelligence a person can endanger life together, bring disaster, damage the cooperation and so on. Conversely, if emotional intelligence is nurtured and studied, since children stepped into school or even earlier than that in the family, then the community will be in an atmosphere of peace, harmony and serenity. In the book Daniel Goleman (2003) [3] says that emotional intelligence can be defined as the ability to recognize feelings of oneself and the feelings of others the ability to motivate themselves, and the ability to manage emotions well in themselves and in building relationships with others.

Goleman puts the person into the basics of emotional intelligence which is triggered into 5 (five) areas that can become a guideline for individuals to achieve success in daily life. Each of these emotional intelligence areas can be explained as follows:

1. Self-awareness: know what we feel at one time, and use it to guide self-decision making; have realistic benchmarks for self-ability and strong self-confidence
2. Self-regulation: deal with our emotions so that they have a positive impact on the implementation of tasks; sensitive to conscience and able to delay pleasure before achieving a goal; able to recover from emotional stress
3. Motivation: use our deepest desires to move and demand to the goal, help us take the initiative and act very effectively, and to survive against failure and frustration
4. Empathy: feel that is felt by others, able to understand their perspectives, fostering a relationship of mutual trust and aligning themselves with various kinds of people
5. Social skills: handle emotions well when dealing with others and carefully read situations and social networks: interact smoothly; use these skills to influence and lead, consult and resolve disputes, and to work together and work in teams.

From components above, researchers will raise these five themes to be used as the theme of illustrated story books. The five themes will be made into a series called the Children's Emotional Intelligence Series. So that the reader has a complete reading of emotional intelligence. The functions and roles of emotions in children's development are: 1) as a form of communication with their environment; 2) as a form of personality and children's assessment; 3) as a form of behavior that is acceptable to the environment; 4) Training emotional intelligence of early childhood as forming habits; 5) as an effort to develop themselves (Rika, 2013) [17].

Basic emotion and other forms of emotions that are common in childhood are anger, fear, jealousy, curiosity, jealousy, joy, sadness and affection. The main characteristic of emotional reactions in children is the emotional reaction of children who are very strong, emotional reactions often appear on every occasion in the desired way, children's emotional reactions are easy to change, emotional reactions are individual, children's emotional reactions can be identified through displayed behavior (Robinson *in* Rika, 2013) [17].

C. Illustrated Stories Book for Developing Emotional Intelligence

According to research by Indarwati, (2012) [6] Illustrated stories are a unity of stories accompanied by images that function as decorators and supporters of stories to help the process of understanding the

contents of the story. Pictures are a form of universal communication expression known to the wider community. Through illustrated stories, readers are expected to easily receive information and description of the story they want to convey.

Illustrated story books are presented using text and illustrations or images. This book is usually shown to children. For lower primary school children, images play a role in the process of learning, reading and writing. With good illustrated books, children will be helped in understanding and enriching the experience of a story (Rothlein *in* Ainin, 2015) [16].

Research by Irenaningtyas *in* Trisno, (2009) [18] showed that children who listen to stories has more vocabularies than children who do not listen to the stories. Therefore, researchers will develop an illustrated story book as a medium for teachers and parents to read stories to students or children.

There are relevant research results to support this research. First, Nur Hayati's research entitled "Stimulating Emotional Intelligence of Children from Early Age." Secondly, Tisna umi hanifah's research entitled "The use of thematic-based pop-up book media to improve verbal-linguistic intelligence of children aged 4-5 years (experimental studies in Bulu Temanggung Kindergarten)." Third, the research of Myrna Apriany (2017) [8] entitled "Effectiveness of the Use of Illustrated Stories book in Planting Moral Values of Low Grade Elementary Students." Fourth, the research of Ida Nurhaida (2005) [10] entitled "Designing an entertainment media for a comic book: a learning media for communication aids." Fifth, Yosephine's research (2014) [15] entitled "Application of Story-Aided Media-Assisted Book of Story Stories to Enhance Moral Behavior." From the several research titles above, it can be concluded that the uniqueness in this study is the theme of emotional intelligence. There are no studies using illustrated story books for emotional intelligence themes.

2. Method

The researcher uses a type of development research or in English (Research and Development) terms. Sukmadinata (2012: 297) [19] states that "Research and Development (Research and Development R & D) is a process or steps to develop a new product or improve existing products, which can be justified." According to Gay, Mills, and Airasian (in Emzir, 2015: 263) [2] "In education, the aim of research and development is not to formulate or test theories, but to develop products that are effectively used in schools." The development model in the study uses the Borg and Gall model, which this model comes from the results of thought, still a an empirically tested concept and its implementation organized from planning, implementation to evaluation of the results.

In R & D research conducted by researchers, it will produce Design of illustrated Story Book Media of Emotional Intelligence for low primary school students.

Development Procedure

The stages of making or developing illustrated Story Book Media of Emotional Intelligence for low primary school students refers to the 4D development model (four D models) by S. Thigarajan, Dorothy S. Semmel, and Melvyn I. Semmel. Mulyatiningsih (2011: 179) [9] describes the stages of research and development using the 4D model, as follows:
1) *Define*
2) *Design*
3) *Development*
4) *Dissemination*

Because the results of this study will not be disseminated to other Agencies/Institutions (other than research sites), So only three stages used until the development stage. This is because researchers only focus on design and concepts.

3. Finding and Discussion

Emotional intelligence is the ability to recognize one's own feelings and the feelings of others the ability to motivate themselves, and the ability to manage emotions well in themselves and in building relationships with others. Emotional intelligence should begin to be developed as early as possible because it can make children have high enthusiasm in learning or liked by their friends in the playground.

In this study, the media will develop illustrated storybooks about emotional intelligence. The following is the design of "Picture Story Media Emotional Intelligence Book:" At this stage, first make an initial draft of the media that includes media design, contents of book material, characters used. The content of the material in this storybook is about aspects of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, social skills.

This research is still in the early stages of design and concept. Based on the results above, researchers will continue to develop a picture story book media that will help students because it affects students' personalities in the teaching and learning process. With the media picture book, it is expected to be able to add information and understand students about emotional intelligence more easily and interactively, because in this book using animated images that make students interested in using and expected students to be motivated to apply in everyday life.

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A Study of The *PPG SM3T PBSI USD* Students' Ability to Formulate Learning Objectives and a Solution on Teaching Preparation

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Abstract. The objectives of the research are: 1) to determine the students' ability to formulate learning objectives, and 2) to determine the types of common errors made by the PPG SM3T PBSI USD students in formulating the learning indicators and objectives. This is a descriptive research. The research instrument is a test of indicators and learning objective formulation. The research subjects were twenty PPG SM3T, PBSI, FKIP, USD students. The research results show that 1) the ability to formulate learning objectives was sufficient, and 2) common errors made by students in formulating learning objectives included the components of choosing operational words or behavioral aspects which are not specified, unobserved, and not the elaboration of the basic competence contained in the curriculum. Based on the analysis results, it can be concluded that the learning objective formulation can be focused on the development of learning materials.

Keywords: indicator, learning outcomes, learning, learning materials

1. Introduction

Professional educators have complex tasks to guide and assist students. These tasks include professionalism in educating, teaching, assisting, guiding, training, assessing, and evaluating the students holistically through various career educator paths. This is in line with the Laws Number 14 of 2015 concerning Teachers and Lecturers (UUGD), especially Article 1 which elaborates the definition of teachers as professional educators. In order to realize teacher professionalism, the government of Indonesia, in the Government Regulation No. 74 of 2008, Article 2, regulates the preparation of professional teachers who have academic qualifications, have adequate competencies, are certified educators, physically and mentally healthy, and are able to realize the ideals of achieving national education goals as an important part in increasing national intelligence. On this basis, the Teacher Professional Education Program (PPG) is carried out by the government by involving various study programs in a number of universities [1].

The Teacher Professional Education Program (PPG) of the Indonesian Language and Literature Education Study Program (PBSI), Sanata Dharma University, has the opportunity to be involved in realizing professional teachers. The PPG SM3T program carries a challenge and trust from the government to PBSI, FKIP, USD. PPG SM3T is a teacher professional education program for teachers working at the frontier, outermost, and disadvantaged regions. Educators are prepared to tackle the problem of education in the regions, especially in terms of teacher shortage, unequal distribution of

teachers, the quality of substandard teachers, teachers who are still low in competence, and teacher education qualifications that are not linear with the field of study [1]. Besides being chosen for their qualifications, these SM3T teachers were seen as being able to bridge the problem of education such as the problem of limited school infrastructure, low participation, and the relatively high number of school dropouts. On the basis of professional development of language teachers in the SM3T program, the selected SM3T teachers were entrusted by the government to study for one year at PBSI, FKIP, USD.

In this program, the educators are trained to become professional teachers who have pedagogical, personal, social, and professional competence. Regarding pedagogic and professional competencies, these teachers are expected to have the ability to develop learning designs [1]. The teachers of the PPG SM3T program were selected in this study to provide information regarding their professional competence in preparing learning materials, especially in the formulation of learning objectives. The students have the same educational backgrounds. However, the students must be trained to understand the same concepts of formulating learning objectives in depth. Through the program, students will be equipped with the same concepts.

This study specializes in the SM3T teachers' ability to formulate learning objectives. The formulation of learning objectives is the benchmark of achieving learning outcomes or learners' behavioral changes. Prokhorets *et al*. [2] revealed that "learning objectives are to get acquainted with new material as a base for the following course." Furthermore, Lewin *et al*. [3] revealed that "the particular skills that need to be fostered, and the frame of reference used to define goals for students, couched in terms of educational objectives." It can be concluded that the learning objectives become a reference or target for learning to be achieved by the teacher and at the same time to measure the mastery of learners' competence and skills.

This study is beneficial to: (1) be the reference for the instructors of Learning Design courses and the preparation of teaching materials, (2) be a reflective materials for the teachers of the *PPG SM3T* program in formulating appropriate learning objectives, and (3) be an important input for the coordinator of Field Teaching Practice, PBSI, FKIP in preparing students to conduct practice teaching in schools.

Rencana Pelaksanaan Pembelajaran (RPP) is defined as a lesson planning program that is designed as a guideline to implement learning for each meeting [4]. In the Decree of the Ministry of Education and Culture (*Permendikbud*) number 81a of 2013 regarding the Implementation of Garuda Curriculum, RPP can be designed by teachers both independently and collectively, according to the field of study. In the design of RPP, it is worth noting that in the Regulation, teachers have an obligation to scrutinize the substance of the curriculum, especially the components of core competences, basic competence, as well as the contents of the syllabus that entail.

Permendikbud No. 65 of 2013 regarding the Process Standards contains elaboration of thirteen supporting components of RPP. In the regulation, all components are included systematically and each component must be available, absolute, and fulfilled by the designer of RPP.

One important component in designing lesson plans is the formulation of learning objectives. The formulation of objectives in the 2013 curriculum is regulated in such a way. The formulation of the objectives is divided into the formulation of core competencies, indicators, and learning objectives for each meeting in one lesson plan. To formulate core competencies, teachers only need to include what is contained in the curriculum. To formulate learning indicators and objectives, teachers design them according to the provisions in the curriculum.

To be able to formulate a good learning objective, components A, B, C, and D are the main things to be included in its formulation. Component A refers to *Audience*, Component B refers to *Behavior*, Component C refers to *Condition*, and Component D refers to *Degree*. In formulating learning objectives, three dimensions of competence which include knowledge, attitudes, and skills are the outcomes to be achieved to determine the success of the learning process.

In the formulation of learning objectives, Component A refers to the *audience* or students who must be included as the actors [4]. The *behavior* component is related to the abilities that need to be demonstrated by students or behavioral changes observable by the teacher. The measure of *behavior* is expressed in the form of operational verbs. Well-formulated operational verbs can either indicate observable behavior or show performance or certain behavioral changes. The formulation of behavior aspect is based on taxonomies that contain dimensions of knowledge, attitudes, and skills found in Bloom's taxonomy updated by Anderson. The high order thinking (HOTS) taxonomy is defined as 'creating', instead of 'evaluation'. As for the dimensions of attitude and knowledge, the operational words put forward by Krathwohl and Dave are the basis for the formulation of behavior-specific learning objectives.

The formulation of learning indicators and objectives are two different things. The difference lies in the use of the word 'capable' and 'able'. The formulation of indicators using the word 'capable' implies observable behavioral changes and measurable achievement of competencies. In addition, the formulation of learning objectives must adjust to the formulation of achievement indicators that have been set by the teacher. If there are two formulations of indicators, there must be two exactly the same formulations of learning objectives, except the use of the word'able'. The formulation of learning objectives is more concrete and complete.

The'condition'element is expressed through the formulation of circumstances when students conduct the evaluated performance [4]. The format of the statement of circumstances or conditions is adjusted according to the statement of learning objectives. As for 'degree', the statement becomes a standard or basic criteria for student performance assessment. The basis for determining the degree must be clear both qualitatively and quantitatively.

Common errors in the formulation of indicators and learning objectives are very diverse. Quoting Priyatni's opinion [5], there are five forms of errors during the formulation of indicators. The errors include (1) indicators that are not in accordance with their basic competencies; (2) the indicators and basic competencies are formulated in the exact same words; (3) indicators are not elaborated; (4) the operational words being formulated cannot measure students' behavioral changes; and (5) the choice of operational words contained in the indicators is very difficult to observe.

2. Method

This research is included as the type of descriptive research. This study aims to compile a description, picture, or systematic exposition, factual and accurate exposure of facts, nature and relationships between phenomena being investigated [6]. In this case, the researcher explained the ability to formulate learning objectives and common errors made during the formulation of learning objectives.

The subjects of this study were *PPG SM3T* students under the guidance from lecturers and assistant lecturers of PPG PBSI in 2018. The students' selection of subject was based on their teaching experience and designing lesson plans during their SM3T teaching program. The subjects of this study consisted of 20 people.

The instrument of this research was in the form of a test which required the *PPG SM3T PBSI* students to formulate learning objectives. The test instrument was deemed appropriate to collect data because it can show indicators of a person's mastery of the material he has learned [7]. The test instruments are expressed in the form of questions as follows: "Formulate learning indicators and objectives that meet the criteria of good and complete indicators and objectives for class X/I Basic Competencies 4.9 Prepare an excerpt of two nonfiction books and summaries of one novel being read."

There are two stages of collecting research data. First, drafting the test instrument was carried out. After that, the students worked on the test and the results were evaluated and analyzed to see how the students formulated the learning objectives.

Table 1. Five-Scale Scores

Category	Score Interval Formula	Score Interval	Five-scale
Very good	$X > X_i + \overline{1,80}\ SB_i$	$X > 4,21$	5
Good	$X_i + \overline{0,60}\ SB_i < X \le X_i + \overline{1,80}\ SB_i$	$3,40 < X \le 4,21$	4
Sufficient	$X_i - \overline{0,60}\ SB_i < X \le X_i + \overline{0,60}\ SB_i$	$2,60 < X \le 3,40$	3
Bad	$X_i - \overline{1,80}\ SB_i < X \le X_i - \overline{0,60}\ SB_i$	$1,79 < X \le 2,60$	2
Very Bad	$X \le X_i - \overline{1,80}\ SB_i$	$X \le 1,79$	1

Notes adapted from Sukardjo [8]

Xi: ideal average = ½ (maximum score + ideal minimum score)

SBi: ideal standard deviation = 1/6 (ideal maximum score – ideal minimum score)

3. Result and Discussion

From the research results, it can be seen that the PPG SM3T students' score in formulating the learning objectives was good. The average score of students' ability to formulate learning objectives was 3.4. From the results of the error analysis, it was found that 3 students were able to formulate learning indicators and objectives perfectly; 7 students made mistakes in determining the element of *behavior*; 4 students made mistakes in completing the *condition* element, and 6 students made mistakes in determining the *degree* element.

Based on the analysis result, it can be concluded that the students' ability to formulate learning objectives was categorized as good. In general, students are able to formulate good learning indicators and objectives. However, the main problem lies in the completeness of each of the formulated learning indicators and objectives. The main characteristics of learning objectives, i.e. specific and aligned to the demand of the curriculum, have not been fulfilled.

Based on the results of the analysis, a number of errors were found in the formulation of learning indicators and objectives. The common errors made by the designers are the selection of operational words that are unobservable and not linear with the basic competencies. This result corroborates Priyatni's findings [5] asserting that the use of the operational word should be specific, observable, and an elaboration of basic competencies. The students are less able to determine the operational words specified in the curriculum. Determination of operational words is characterized by inaccuracies in the assessment of the classification of the operational domains of cognitive, affective, and psychomotor. As a finding, students find it difficult to describe the operational word formulas in the elaboration of the learning formula. As a result, the seven students made mistakes in determining the target of HOTS in learning. The study words are described in the formulation of learning to identify, formulate, or determine.

Inappropriate formulation of *conditions* occurs in four statements of learning indicators and objectives. Three statements indicate that the element of *condition* is not included in the formulated indicators and objectives. Students generally compile indicators of learning as appropriate in formulating basic competencies. In this case, students tend to copy basic competencies into the findings of this study. They are less able to imagine how the learning situation will occur later until the basic competencies can be achieved.

Erroneous formulation of the *degree* element occurs because it does not match with the demands in the curriculum. Evidently, basic competencies target the ability to write excerpts of two nonfiction books. However, the basic competencies listed in the lesson plan are novel excerpts, novel reviews, and items from the enrichment books and novels.

A Degree has an important role in achieving learning objectives in general. The degree findings of discrepancies between degrees in the curriculum are less able to be understood and explained by students. As a result, a special degree can be seen in its conformity with the assessment of being not in accordance with the reality of the assessment. As a finding, there is an indicator that the degree arrangement does not mention the number of target components, namely being able to find the items in the enrichment book. However, in the assessment, the compiler determines the number of items in the contents of the book as the preliminary value. If students are able to answer four items of value four will be obtained, the value of three is obtained by answering three items in the enrichment book, and so on. This is not in line with the concept of degree formulation in indicators of learning. Therefore, exposure to the degree concept needs to be deepened by students.

Based on the findings above, there are five solutions that can be done by the instructors before sending students to practice teaching in schools. The five solutions are namely: first, students are given the training to formulate learning objectives by paying attention to the use of operational words both cognitive, affective, and psychological domains; secondly, students are trained to formulate curriculum-based learning objectives using appropriate operational words with variations of formulations for each basic competency; third, students are given some slides on teaching materials and then asked to arrange various learning objectives that might be implemented based on the material. Fourth, students are given a program in the form of learning videos on certain material, assigned to analyze the possible formulation of learning objectives that can be taught by the teacher or analyze the suitability of learning objectives with the reality of the learning that occurs in the video while evaluating overall learning process. Fifth, the students get direct guidance from teachers and lecturers which begins with classroom observations at school. This guidance becomes more effective and the creativity of students in developing the appropriate learning formulas is more refined.

4. Conclusion

To underline the basic idea of this research, it can be concluded that the *PPG SM3T PBSI* students' ability to formulate learning indicators and objectives is good. However, errors in the formulation of operational words need to be taken into account. Operational words that are unobservable, not specific, and not elaborating basic competencies often appear when formulating learning objectives. As a final conclusion, it is important for the designers of learning materials to pay attention to this so that the learning objectives in the classroom can be implemented and achieved properly and according to the demands of the curriculum.

There are five solutions that researchers can offer based on the findings. First, students are given the training to formulate learning objectives by paying attention to the use of operational words both cognitive, affective, and psychological domains. Secondly, students are trained to formulate curriculum-based learning objectives using appropriate operational words with variations of formulations for each basic competency. Third, students are given some slides on teaching materials and then asked to arrange various learning objectives. Fourth, students are given a program in the form of learning videos on certain material, assigned to analyze the possible formulation of learning objectives that can be taught by the teacher. Fifth, the students get direct guidance from teachers and lecturers how to formulate learning objectives more appropriate.

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The Right of Freedom of Religious and Belief in Terms of Perspective of State Protection and Human Right

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Abstract. *The purpose of this study is to explain in depth about the efforts to resolve freedom of religion and belief right in the protection of the state. In the configuration of the state administration, freedom of religion and belief has a very important position. Almost all human activities are protected by articles on religious freedom, freedom of belief, freedom of expression, and political freedom. The right to freedom of religion and belief is the most fundamental thing among human rights, because freedom of religion and belief comes directly to the dignity of a human being as a creature created by God. Human Rights is a concept of modern political ethics with a central idea of respect and respect for humanity and humanity. This idea leads to a moral demand for how humans should treat fellow humans. These moral demands are actually the core teachings of all religions. Because, all religions teach the importance of respect and respect for humans, without any differentiation and discrimination. Moral demands are needed, especially in order to protect someone or a group that is weak or weakened from dzalim and arbitrary actions that usually come from those who are strong and powerful. Therefore, the essence of the concept of human rights is respect for one's humanity without exception and without discrimination based on anything and for any reason and recognition of human dignity as the noblest creature on earth.*

Keywords: Freedom of religion and belief, state protection and human rights

1. Introduction

The right to freedom of religion and belief is a principle that supports the freedom of individuals or a community group, to apply religion or belief in private space or public space. In the theory of religious freedom there are two terms that are usually used to distinguish areas that can be intervened and areas that cannot be intervened (*derogable and non-derogable rights*). The spirit of this distinction is also included in article 18 of the *International Covenant on Civil and Political Rights* (ICCPR), which the Indonesian government has ratified through Law No. 12 of 2005. In this connection, two areas of religious freedom are distinguished, namely the internal forum area which is absolute and cannot be intervened, especially criminalized (*non derogable rights*); there is an external forum area that can be regulated and limited and regulated because it is related to the expression of *derogable rights*. The right

to religion and to embrace a belief are rights that cannot be reduced under any circumstances. The Constitutional Court actually called the concept, but it was not used consistently (Rumadi, 2012).

The legal basis that guarantees religious freedom in Indonesia is in our constitution, namely Article 28E paragraph (1) of the 1945 Constitution (1945 Constitution): "Everyone is free to embrace religion and worship according to his religion, choose education and teaching, choose a job, choose citizenship, choose a place to live in the territory of the country and leave it, and has the right to return." Then on Article 28E Paragraph (2) The 1945 Constitution also states that: "Everyone has the right to freedom of belief, express their thoughts and attitudes, according to their conscience."

Also inside Article 28I paragraph (1) of the 1945 Constitution also acknowledges that: "The right to life, the right not to be tortured, the right to freedom of thought and conscience, religious rights, the right not to be enslaved, the right to be recognized as a person before the law, and the right not to be prosecuted on retroactive law are human rights cannot be reduced under any circumstances."

Next Article 29 paragraph (2) of the 1945 Constitution also states that: "The state guarantees the independence of each resident to embrace his own religion and to worship according to his religion and belief." However, these rights are not without restrictions. In Article 28J paragraph (1) of the 1945 Constitution regulated that: "Everyone must respect human rights others in orderly social life, nation and state." Article 28J paragraph (2) of the 1945 Constitution further regulates that: "In exercising their rights and freedoms, each person must submit to the restrictions set by law with the sole purpose of guaranteeing recognition and respect for the rights and freedoms of others and to fulfill just demands in accordance with moral considerations, religious values, security and public order in a democratic society."

Thus, the human rights in its implementation remain compliant with the restrictions stipulated in the law. Regarding freedom of religion and belief in human rights need further scrutiny at the levelimplementation. International documents about religious freedom has a lot to say about religious freedom. In the Declaration Universal about human rights adopted united nations in 1948, articles 18, 26 and 29, mentioned about the points religious freedom. For complete, the three articles reads as follows: Article 18 reads as The following: "Everyone has the right to freedom of mind, conscience and religion; in this case, including the freedom to change religion or belief, with the freedom to declare religion or belief by teaching it, doing it, worshiping and obeying it, both alone and together with other people, publicly or alone." Then in Article 26 paragraph (2) it reads as follows: "Education must be directed towards the broadest possible personal development and to strengthen respect for human rights and basic freedoms. Education must promote mutual understanding, tolerance and friendship among all nations, racial and religious groups, and must advance the activities of the United Nations Nation in maintaining peace.."

Whereas Article 29 paragraph (2) reads as follows: "In exercising their rights and freedoms, each person must submit only to the restrictions set by law whose purpose is solely to guarantee the recognition and proper respect for the rights and freedoms of others, and to fulfill fair conditions in terms of decency, order and public welfare in a democratic society."

The guarantee of religious freedom was then stated in Law No. 39 of 1999 concerning Human Rights, namely in Article 22 (1) which states that: "Every person is free to embrace his own religion and to worship according to his religion and belief." The right to be free to embrace his religion and his belief means that everyone has the right to religion according to his own beliefs, without any coercion from

anyone. Then in Article 22 paragraph (2) also stated: "The State guarantees the freedom of each person to embrace their respective religion and to worship according to their religion and belief."

Based on the aforementioned provisions, the rights to freedom of religion and belief are human rights which contain obligations that must be respected as human rights which are inherent in basic obligations for other human beings. The basic obligation to respect religious freedom must be implemented by truly respecting, protecting and upholding human rights the human being. For this reason, the government, state apparatus and other public officials have the obligation and responsibility to guarantee the implementation of respect, protection and enforcement of human rights, as stated in the provisions of Article 8 of Law Number 39 of 1999 which affirms that "Protection, promotion, enforcement, and fulfillment of human rights is the responsibility of the state, especially the government."

The problems that will be examined in this study require limitation of research. The limitation of this study aims to focus attention on research in order to obtain correct conclusions on the aspects studied. In order for research to remain focused, researchers limit the problem only in the context of the right to freedom of religion and belief in Islam from the perspective of state protection and human rights.

2. Research Methodology

Qualitative research is a systematic thinking activity to find the truth in an effort to solve problems in a continuous manner by using inquiry activities naturally, to find truth in a problem-solving framework to build principles, concepts, scientific theories or models relating to the problem under study. The foundation of phenomenological philosophy is qualitative research, defined as research to find natural truths not scientific truths according to positive traditions (Al Muchtar, 2015, p. 3). Qualitative research is best suited to answer the problems of researchers who you do not know the variables and need to explore them. (Creswell, 2015, p. 31). This study uses a qualitative approach with methods literature study. Literature study is an effort to obtain data by exploring, examining, examining and identifying the knowledge contained in the literature (reading sources, reference books or other research results), then this study can also be regarded as a library research. Library research are conducted to examine the studies that have been conducted that are related to research topics. This library research is used as reference material in conducting research and linking it with one another. Literature is obtained from books, journals, papers, and articles on the internet (Riyadi & *et al.*, 2014).

3. Research Results and Discussion

3.1   Freedom of Religion and Belief

According to Novan Ardy Wiyani (Nurjanah, 2018, p. 45) states that in terms of religion is a series of practices of certain behaviors associated with beliefs expressed by certain institutions and adopted by its members. Religion provides information on what must be done by someone (behavior or action). So the development of religion can be interpreted as developments related to behavior that must be done and behaviors that must be avoided by individuals based on beliefs they believe.

Philosophically the ideal relationship between the state and religion, the basic principle of the state based on the One Godhead, which means every citizen countries are free to believe or embrace religion according to their beliefs and beliefs. Freedom in this sense means that religious and religious decisions are placed on the private domain or at the individual level. It can also be said that religion is an

individual problem and not a state problem. The state in this relationship is sufficient to guarantee juridically and facilitate so that citizens can practice religion and worship with security, peace and peace. However, however human beings form a state, there must still be state regulation, especially in religious life. Such regulations are needed in order to provide protection to citizens. These regulations relate to efforts to protect public safety (*public savety*), public order (*public order*), ethics and moral community (*public moral)*, public health (*public healt*), and protect the rights and fundamental freedoms of others (*the fundamental right and freedom orders*). The regulation carried out by the state towards the freedom of citizens to embrace religion seems to still need further development (Budiyono, 2014, pp. 416-417).

Juridically, the One and Only God is listed in the first principle and contained in the Preamble of the 1945 Constitution. In the legal sciences, the position of the Preamble of the 1945 Constitution, which contains the value of the One and Only God, is a *staatsfundamentalnorm* in the country of Indonesia. In this sense the One Godhead is a constitutive and regulative principle for the Indonesian legal order, so that it is a starting point for the derivation of the Indonesian legal order as well as the positive law in below it (Budiyono, 2014, p. 417).

According to Mahfud MD (Budiyono, 2014, pp. 417-418) states that in a state implementation that must be fulfilled in order to achieve the rights and obligations of citizens, as well as the state is a legal instrument as a result of derivation from the basic state philosophy of Pancasila. In this connection so that the law can function properly as a protector and protector of society, then the law should always be able to adjust to the development and dynamics of the aspirations of the people. Because, the law must always be updated, so that the law is actual dynamic in accordance with the circumstances and needs of the community.

According to ibid (Budiyono, 2014, p. 418) states that Pancasila, which contains religious values, moral legal values, natural law values, and the value of God's law is a source of material law for positive Indonesian law. Thus Pancasila determines the content and form of legislation in Indonesia which is arranged hierarchically. In this hierarchical arrangement, Pancasila guarantees harmony or absence of contradictions between various laws and regulations vertically and horizontally. This contains a consequence if there is an incompatibility or conflict of legal norms with one another that is hierarchically higher, especially with Pancasila as its source, then this means that if there is a discrepancy, then this means that there is *unconstitutionality* and *imbalance* (*illegality*), and therefore, the lower legal norm is null and void by law.

Freedom of religion/belief is a universally valid human right codified in international human rights instruments. Since the beginning of the human rights era, the right to freedom of religion and belief is the most important fundamental right, in harmony with the freedom to think and behave in accordance with conscience. Therefore these rights are categorized as rights that cannot be reduced (Aminah, 2014).

3.2   Freedom of Religion and Belief in Islam

According to the Judge (Yefrizawati, 2005, p. 2) Human rights in Islam are transcendently contained for the benefit of humans, through Islamic Shari'a which is revealed through revelation. According to the Shari'ah, humans are free beings who have duties and responsibilities, and therefore they also have rights and freedoms. Basically, justice is enforced on the basis of equality or egalitarian, indiscriminately.

That is, the tasks carried out will not be realized without freedom, while existential freedom is not realized without the responsibility itself.

According to Nasution and Effendi (Yefrizawati, 2005, p. 3) The Islamic human rights system contains basic principles of equality, freedom and respect for fellow human beings. Equation, meaning that Islam views all humans as equal and has the same position, the only advantage that a human being enjoys for other humans is only determined by the level of his piety. This is in accordance with the word of God in Al-Hujarat verse 13, which means as follows: "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted."

According to Alwi Shihab (Asnawi, 2012, p. 36), human rights in Western perceptions, it places humans in a setting where the relationship between humans and God is not at all mentioned. human rights is considered a natural gain since birth. Differences in perceptions about humans, rights, and their fate is one of the main causes that triggered conflict between the secular and Islamic West. Whereas human rights in an Islamic perspective, agrees and believes that human rights are a gift from God. Therefore, each individual will feel responsible to God.

While freedom is an important element of Islamic teachings. The presence of Islam guarantees human freedom to avoid futility and pressure, both related to religious, political and ideological issues.However, giving freedom to humans does not mean they can use that freedom mutlah, but in these freedoms contained the rights and interests of others who must be respected as well (Yefrizawati, 2005).

3.3   State Protection Against Freedom of Religion and Belief

Freedom of religion and belief in our country refers to the Law of the Republic of 1945 article 29 paragraph 2. This article states that every citizen is given the freedom or freedom to embrace their respective religion and worship according to their religion and beliefs. Article 28e paragraph 1 of the second amended 1945 Constitution recognizes the right of every citizen to freedom of religion or belief, as well as Article 28i paragraph 1 of the second amended 1945 Constitution, explaining the right to religion and belief are human rights which cannot be reduced and limited in any conditions. Even Article 28i paragraph 4 of the second amendment to the 1945 Constitution, reinforces the obligations of the state, especially the government, to protect, promote, enforce and fulfill human rights. The obligation of the state to protect and fulfill the right to freedom of religion and belief implies that the state does not have the authority to interfere in the religious affairs and beliefs of every citizen. On the contrary, the state must provide protection for every citizen to carry out religious services or beliefs.

In general, the presence of religion in public space is often seen as a threat to democracy itself. The reality is not a pre-modern historical legacy whose existence is only limited to private spaces, but a modern reality which tends to re-articulate itself along with developments in the era of globalization. We know that a policy of inter-religious tolerance has been formulated in legislation, but in the practical level, the ideal formulation cannot be completely translated by some of our society into everyday life with indications that there are still conflicts and turmoil in the community. carrying out religious issues.

This problem regarding freedom and belief does not lie in whether religion is permitted or prohibited from entering the public space, because human rights and the constitution guarantee it. But the problem is how religion should use public space, so that its presence does not threaten citizenship pluralism in society. Until now, the presence of a religion in the public sphere can be captured as a

dilemma for democracy. Because the growth of intra and inter- religious pluralism with sharp contestation in the public sphere often becomes a religious conflict. Can religion be present in public spaces without threatening pluralism, democracy and peace? This is the question still continue to embrace the public of a country that adheres to a system of democratic governance.

The occurrence of legal institutions originating from the Common Law legal system in Indonesia which adheres to the *Civil Law* legal system shows a *mixed jurisdiction* situation, in which the*Common Law* system law applies even though it prioritizes the *Civil Law* legal system. This shows the development trend of positive law in Indonesia (Harjono, 2009).

Indonesia as a country based on the One Godhead as well as a legal state must view these two fields as one mutually supportive entity. The conception of the state of law has consequences for Indonesia to regulate the order of life of the people with law in order to create order and legal certainty. According to Prodjodikoro, emphasizing the importance of the role of the state based on Article 29 paragraph (1) of the 1945 Constitution to guarantee the necessity of every Indonesian citizen to have a religion (Christianto, 2013, p. 4).

3.4 Human Rights

The development of terms, the notion of human rights also develops in two basic terms, namely human rights are human rights that have been born since humans and are rights derived from human morals and the second is human rights according to and sourced from the rule of law (Utari, Ni Ketut Sri; *et al.*, 2016, p. 13).

Human rights as natural rights (Utari, Ni Ketut Sri; *et al.*, 2016, pp. 13-14) as follows:

1.   Marjono Reksodiputro

In the opinion of Reksodiputro (Utari, Ni Ketut Sri; *et al.*, 2016, p. 14) states that human rights are rights that are in line with human nature, so that without those rights we do not have dignity as human beings *(inheirent). dighnity).* Therefore, these rights must not be violated or revoked.

2.   Ramdlon Naning

"Human rights are rights that are inherent in human dignity that are attached to it as human beings created by Allah the Most Powerful a. Rights human rights are the rights that humans have according to their kofrat, which cannot be separated from its essence."

3.   Miriam Budiardjo

In the opinion of Budiardjo (Utari, Ni Ketut Sri; *et al.*, 2016, p. 14) "Human rights are human rights that are obtained and carried along with their birth or presence in the life of the community. It is assumed that some of these rights are taken without distinction on the basis of the nation, race, religion or sex, and therefore is universal. The basis of all human rights is that human beings have the opportunity to develop according to their talents and ideals."

4.   According to Law No. 39 of 1999, in weighing b. formulate human rights as follows. "That human rights are (Yonesta & *et al.*, 2012) (Yonesta & *et al.*, 2012) basic rights inherently inherent in humans, are universal and lasting, therefore must be protected, respected, maintained and must not be ignored, reduced, or seized by anyone."

From the definition adopted by law and scholars above human rights are *natural rights,* which cannot be reduced under any circumstances or absolute. This understanding emphasize that the source

of human rights is God or nature/not a gift from humans or kings/rulers. According to Article 4 paragraph 2 of the Convention on Civil and Political Rights, human rights that cannot be reduced are:

1. Right to life (Article 6),
2. Right not to be tortured (Article 7)
3. Rights are not enslaved (Article 8 paragraph l and 2),
4. Rights cannot be imprisoned solely on the basis of their inability to fulfill an obligation that arises from the agreement, (Article 11)
5. The right is not found guilty of a criminal offense for committing an act or not taking an action that is not a criminal act at the time it is committed, either based on national or international law. It is not permissible to impose a sentence that is heavier than on the penalties applicable at the time the crime was committed. If after a crime is committed, a provision arises lighter punishment, then the perpetrator must benefit from that provision. (Article 15 paragraph 1).
6. There is not a single thing in this Article that can harm a trial and punishment of a person for actions taken or not carried out, which at the time it happened is still a crime according to legal principles recognized by the national community (Article 15 paragraph 2),
7. Everyone has the right to be recognized as a person before the law in wherever he is (Article 16)
8. The right to freedom of thought, belief and religion. (Article 18).

All rights above are natural rights inherent in humans in humans. In Indonesian law, this is formulated as follows:

1. In the 1945 Constitution the rights that cannot be reduced under any circumstances are determined in Article 28 I paragraph (1): "The right to life, the right not to be tortured, the right to freedom of thought and conscience, religious rights, the right not to be enslaved, the right to recognized as a person before the law, and the right not to be prosecuted on a retroactive basis is a human right that cannot be reduced under any circumstances."
2. In the MPR Decree No. XVII/MPR/1998 (revoked) Regarding Human Rights, Article 37 formulates the following: "The right to life, the right not to be tortured, the right to freedom of mind and conscience, religious rights, urr rights to not be enslaved, the right to be recognized as a person before the law, and the right not to be prosecuted on a retroactive basis is a human right that cannot be reduced under any circumstances *(nonderrogable)*."
3. Likewise the sound of Article 4 of Law No. 39 of 1999. "The right to life, the right not to be tortured, the right to personal freedom, mind and conscience, religious rights, the right not to be enslaved, the right to be recognized as a person and equality before the law, and the right not to be prosecuted under legal rules retroactive is a human right that cannot be reduced under any circumstances and by anyon."

Explanation of Article 4, explains as follows:

> *What is meant by "under any circumstances" is included in a state of war, armed disputes, and or emergencies. What is meant by "anyone" is the State, Government and or members of the Right community not to be prosecuted on a retroactive basis can be excluded in the case of gross violations of human rights humans are classified into in crimes against humanity.*
> *(Utari, Ni Ketut Sri; et al., 2016, p. 16).*

The basic concept of understanding the second human rights is human rights according to the law, which is made through the process of establishing law from the community itself, both nationally and internationally *(Positive Rights).* The basis of this right is the agreement of the governed, namely the citizens, who submit to those rights and not only the natural order which is the basis of the first

meaning. This understanding is broader than the first understanding. From this second concept there is a relationship very closely between law and human rights (Utari, Ni Ketut Sri; *et al*., 2016, p. 16).

Article 28 A of the 1945 Constitution, determines the basic obligations of humans:

(1) Everyone must respect other human rights in an orderly manner community life, nation and state.

(2) In exercising their rights and freedoms, each person is obliged to submit to the restrictions stipulated by law with the intention of guaranteeing the recognition and respect for the rights and freedoms of others and to fulfill just demands according to moral considerations, religious values, security, and public order in a democratic society (Article 28 J paragraph 2 of the 1945 Constitution of the Republic of Indonesia, 1945) human rights restrictions are carried out by law. Just like that eyes for: ……..

So not all rights in human rights are absolute.

Sumanang (Utari, Ni Ketut Sri; *et al*., 2016, p. 17) said that the notion of "Rights" in human rights is: "an environment of circumstances or areas of freedom of action where the government does not impose restrictions, allowing individuals or individuals to vote use it or not." Therefore rights mean limiting sovereign power from the government. Rights are not absolute freedom, there are limitations, namely laws. So that when you will use rights, at the same time you must also pay attention to what obligations are set by law.

4. Conclusion

Based on the explanation above, it can be concluded that the concept of freedom of religion and belief in Islam has no obligation to force people to believe in Allah Subhanahu Wata'ala, this is in accordance with Al-Baqarah verse 256. However, the Indonesian State is the basis of Pancasila where the teachings of God The One and Only, between state and religion is not a separate problem. The ideal relationship between a country and religion has a strong relationship based on the One Godhead. Every citizen has the right to religion and belief in accordance with his beliefs and beliefs. The right to freedom of religion and belief is the decision of a person or citizen of his own country. In other words, religion or belief is an individual problem and not a state problem. Regarding the issue of the right to freedom of religion and believes that the relationship of this State is sufficient to guarantee its citizens juridically, besides that the state must facilitate every citizen to carry out their obligations to feel safe, comfortable, peaceful and peaceful without interference from others during the implementation of religion and belief it does not cause interference or threat, although it is separate from the relationship between religion and state but both need each other. Religion requires the state to develop its religion and the state needs religion to increase the morale of its citizens.

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EFL Learners' Difficulties in Writing a Well-developed Paragraph

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Abstract. The ability to write an effective paragraph is crucial for EFL learners at university in order to be succeeding in their academic and future career. However, it's always challenging for both teacher and learner to teach and master this skill. This research is addressed to identify the problems faced by EFL Indonesian university students in writing an effective paragraph and to suggest way of solving those problems. This research was conducted in one of State University in Serang Banten. To achieve the research aims, a qualitative approach to data collection and analysis was employed, whereby data was collected through the paragraph writing test, questionnaire, and classroom observations. The analysis of the students' paragraph writing revealed that the major difficulties encountered by the students in writing a well-developed paragraph were formulating the topic sentence (70%); and focusing and organizing the supporting ideas (95%) as a result most of the students" paragraphs were lack of cohesion and coherence. However, the students seems inattentive to these problems since the result of analysing students' questionnaire revealed that only 15% of the students admitted if they got difficulties in finding and developing their ideas while the rest (85%) mentioned that they had many ideas to be written down in a single paragraph. Furthermore, the inappropriate teaching method used, the absence of process in writing, the lack of guidance and feedback given become the source of students' difficulties in producing a good piece of paragraph writing. Thus, an action plan has been proposed to improve this condition.

Keywords: EFL learners, writing a well- developed paragraph, paragraph writing difficulties

1. Introduction

It is widely recognized that writing is undoubtedly the most difficult and the last of English skill to be mastered. Writing in different language requires not only mastering its vocabulary and grammar, but also knowing the way native speakers of that language organize their thought. Therefore, to write effectively, learners must conform to the accepted pattern of organization. As Nunan point out that the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners (Nunan, 1998). Referring to this difficulty, many researches have been conducted to investigate the problems and the solution for both ESL and EFL in learning writing. However, many students still face difficulties when they are asked to produce a piece of writing. Therefore, the study presented in this article seeks to investigate the following questions:

(1)   What are the difficulties do EFL learners often encounter in writing effective paragraph?

(2)   What are the source of those difficulties and what solutions, techniques or strategies can be followed to overcome those difficulties?

2.   Overview of Research in Writing Difficulties

Students' difficulties in paragraph or essay writing has been much researched and studied. Among them are the study conducted by Ali who mentioned that the two topped problems of Kurdish EFL learners in writing are irrelevance of controlling ideas and support, redundancy and repetition and a lack of description (Ali Muhammed, 2015). The result of similar study conducted by Rass show that Palestinian Arab students' difficulties in writing paragraph are writing good topic as well as concluding sentences, giving supporting details by adding examples and reasons and using discourse markers appropriately (Rass, 2015). Another related study also conducted by Ibnian revealed that lack of ideas is the topped difficulties faced by Jordanian EFL students in writing class, followed by the incorrect use of mechanics of writing, topic inappropriateness, lack of materials for consulting, grammar difficulties, and lack of teacher's help (Ibnian, 2017). While the study from Belkhir and Benyalles revealed that the difficulties experienced by EFL students at Tlemcen University were in both coherence and cohesion due to the lack of reading, first language transfer and low writing practice (Belkhir & Benyelles, 2017).

3.   Paragraph Writing and the Process of Writing

The ability to write an effective paragraph is crucial for EFL learners at university in order to be succeeding in their academic and future career. However, it's always challenging for both teacher and learner to teach and master this skill. The ability to write effective paragraph is very demanded especially for higher level students since most of the writing that they will be asked to do in college will be in the form of paragraphs. In order to write paragraph effectively, students are not only have to understand the paragraph and its elements but also have to apply those elements in their paragraph writing.

Paragraph is a group of related sentences which develop about one topic (Auerbach, Barbara & Snyder, 1983; Bram, 1995; Blanchard & Christine, 2004; Oshima & Hogue, 1997). A paragraph has three major structural parts: (1) topic sentence: it the main idea of the paragraph; it names the topic and limit the topic into one or two areas that can be discussed completely in a single paragraph; (2) supporting sentences consists of sentences which develop the main idea by giving reasons, facts, examples, or quotation to prove the min idea stated in topic sentence; and (3) a concluding sentence which is an optional. In addition, a good paragraph also has the elements of unity which means that you discuss only one main idea in a paragraph and coherence which means that your paragraph is easy to read and understand.

Langan said that to write an effective paragraph, you should begin by making a point, and then go on to support that point with specific evidence and finally, end your paper with a sentence that rounds off the paragraph and provides a sense of completion (Langan, 2010). Therefore, a well-organized paragraph has three characteristics: (1) unified which means that all of its sentences are related to one main idea; (2) coherent which means that the thoughts proceed logically from sentence to sentence; and (3) developed that is the paragraph contains enough information to convey the idea of the paragraph in a reasonably thorough way (Raimes, & Jerskey, 2011; Yarber & Yarber, 2010).

In order to produce a good piece of writing, one's must follow the steps in writing process. Kroll in Celce Murcia defines process writing or process approach as the process in which student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts (Celce-Murcia, 2001).

Thus, in the process writing, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written massages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor.

Essentially, the process approach focuses on the process one goes through when writing including generating ideas, deciding which ideas is relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. According to Harmer, the writing process is "the stages a writer goes through in order to produce something in its final written form." He adds "the process of writing is recursive" (Harmer, 2007). He means the writers here plan, draft, and edit then often re-plan, re-draft and re-edit. Therefore, he argues that if the stages are different in number, they must be non-linear. Also, recursive this means the writer can travel forwards and backwards at whatever stage in composing a text.

Process approach emphasized the importance of developing students´ ability to plan, identify issues and analyse and implement possible solutions (Hyland, 2003). In the process approach, teachers train students to become self-aware and reflect on the activities and strategies they carry out while they write (Hyland, 2003). The composing process in seen as non-linear, exploratory, and generative process whereby writers discover and reformulates their ideas as they attempt to approximate meaning (Silva in Kroll, 1990). The process approach taught the students to go through a series of steps in order to refine and correct their writing rather than rely on one-shot draft (Raimes, 1983). Teachers who follow this approach are no longer authorities or evaluators; instead, they are facilitators and supporter that can intervene and provide support by giving feedback. With respect to teachers as guides or facilitators, Brown prompts teachers to provide feedback to students with specific directions for revision "through self-correction, peer-correction, and instructor initiated comments" (Brown, 2001).

Hyland and Hyland consider feedback as a social act which affects the parameters of communication, i.e., the context, participants, objective and medium (Hyland & Hyland, 2006). Furthermore, feedback serves each of the language teaching and the writing skill, by providing clear, well- structured ideas, accuracy and meaningful paragraphs (Hyland, 2003). Giving correction through feedback can improve a student's confidence, self-awareness and enthusiasm for learning.

Brown further provides some guidelines for teachers' giving feedback on students' first drafts. Teachers should not treat minor grammatical errors but major content related errors within relevant paragraphs and should comment on the general thesis and structural organization. Moreover, teachers can point out awkward word choices and expressions and give some suggestions for better word choices and expressions (Brown, 2001). In short, to provide adequate feedback on students' first drafts, teachers should respond to the first drafts focusing on the overall meaning of the writing. Most importantly,

teachers should try not to rewrite a student's sentences. Instead, teachers can ask students about the meaning of a particular sentence or give suggestions for helping students express what they mean in an adequate way.

4. Methods: Setting, Participants, and Procedures

The study takes place in one of State University in Serang Banten Indonesia. In this case, English is studied in EFL context. The participants of this study were 40 students (34 females, 6 male) from the second semester who were joining in "Paragraph Based Writing" subject in academic year of 2017/2018. The study adopted qualitative approach to data collection and analysis (Miles, Matthew B., & Huberman, 1984). To answer the questions of this study, 20 sample of students' paragraph were randomly taken from the result of their writing test. In the following meeting, the students were given a questionnaire which was constructed in form of 5 open ended questions to explore the writing difficulties from the students' point of view; then the classroom observations were also conducted to see the nature of the teaching and learning process. The data, then, analyzed and presented by using thematic criteria of writing an effective paragraph which were presented on the basis of the data received.

5. Findings and Discussion

This study was conducted to investigate Indonesian EFL learners' difficulties in writing an affective paragraph and find the solution to overcome those difficulties. To investigate students' difficulties in writing an effective paragraph, students' were given a questionnaire and 20 sample of their writing test were analysed. The classroom observations were also conducted to see the nature of the teaching and learning process and analysed the factors that cause the difficulties.

5.1   EFL learners' Difficulties in Writing Effective Paragraph

The paragraph writing test which was given to the students was to write an opinion paragraph by choosing one of the three topics given (smartphone, having part time job, and foreign travel). From 20 paragraphs which were randomly selected, 8 students wrote about smartphone, 9 students wrote about having part time job, and 3 students wrote about foreign travel). The difficulties found in this study were analysed based on the criteria of writing effective paragraph. They are: the existence of point which is stated in topic sentence, the topic supports/topic development (cohesion), and the systematic organization of ideas (coherence).

Several problems which were identified from the result of analysing the 20 paragraphs of students" writing test are:

(1) 70% of the students have problems in writing or formulating their topic sentence. They wrote topic sentence with the point/main idea which still general or in form of a complex sentence. This general idea, of course, cannot be discussed only in a single paragraph. As Oshima and Hogue stated that a topic sentence states the main idea of a paragraph; it names the topic of the paragraph and limit the topic into one or two areas that can be discussed complete in a single paragraph. However, most students in this study wrote a topic sentence that still have general idea (25%) or they wrote a complex sentence as the topic sentence which need to be reformulated (45%),

(2) 95% of them could not focus their writing. Students could not develop their point or main idea with appropriate support/topic development. Most of them only wrote general ideas and only half of those ideas relevant to the point mentioned in the topic sentence (65%). In addition, 40% of them

try to develop their topic support by elaborating those ideas. The others 30% of the students developed their point by giving irrelevant ideas which did not support their point. These problems cause the students; paragraph did not have cohesion.

(3) 95% of the students get difficulties in organizing their ideas. There were some sentences which were written repeatedly and did not have any specific details. Besides, most of the students also did not use connector to show the connection of each idea in their paragraph that made their paragraph lack of coherency.

The following are examples and the analysis result of students; paragraph:

M1: (1) In this era, smartphone is very important. (2) Many people says a smartphone can be an educational tools. (3) From smartphone we can get many information and many things. (4) I think why every people using a smartphone as an educational tools? It is because smartphone give many advantage. (5) From internet, smartphone get a good signal. we get many information from that. (6) for the quality, smartphone have a good model and the system is so fast. (7) I think smartphone it is good for all of people in this era. We have to take advantage from that. (8) I think smartphone bring us to think smart. (9) We should use the smartphone carefully. (10) Use the smartphone for positive things, because if we use smartphone for negative things it can destroy our think. (11) So, we have to take care our smartphone don"t use our smartphone for negative things but use for positive things.

The topic of the paragraph above is *Smartphone*. However, it was difficult to find the real topic sentence since there were many ideas written in the paragraph such as *very important, an educational tool, get many information and many things, give many advantages, good model and the system is so fast, think smart, use smartphone carefully,* and *use for positive things* without giving any specific details. The student only talked about smartphone in general without limited his/her discussion to certain or specific area of discussion. Besides some repetition of sentences, the paragraph was also ended with a concluding sentence which did not fit with the discussion. This indicates that the student did not know how to focus his discussion, developed the focus with appropriate details/information, and organized his/her ideas.
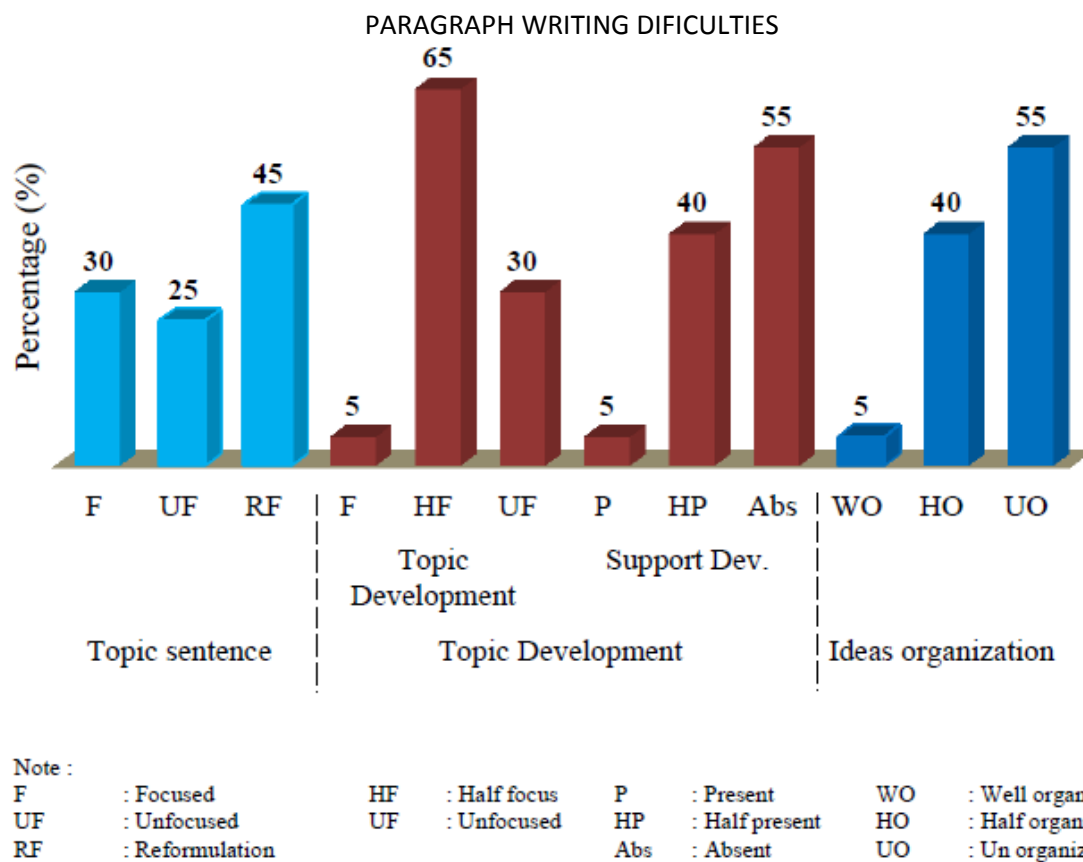
Other difficulty in writing an effective paragraph was also seen from the paragraph below:

M-2: (1) Many college students have a part time job, it can be waitress, chef, or something else. (2) They have part time job for add their money and fill their break time. (3) But some people who have part time job might be thinking it is not only about money, it is about experience. (4) They want to have experience about part time job and they want to have more friends on their works place. (5) Some college students will thinks that have a part time job is not good because it is tiring and wasting time. (6) For me have a part time job is good because you can have experience about part time job and you will have more friends. (7) But if you have part time job you must manage your time. (8) Do not lately do your tasks from your lecture, finish it first and then you can go to your work place. (9) And you must have enough time to sleep so you will not feel sleepy in the class. (10) If you cannot manage your time, your tasks and your time for sleep will messed up. (11) If your time for sleep is messed up, it is not good for your health. (12) So, if you cannot manage your time, you better not have a part time job.

Similar to the first student, this student also wrote unfocused paragraph with no topic sentence. However, the student tried to give support to some ideas written in his paragraph. Half to end of his paragraph had focused and developed. This paragraph was also ended with a concluding sentence which only fit to several last sentences in his paragraph. From the paragraph above, it can be concluded

that the student was also got difficulties in making focusing his topic sentence, developing the topic support and arranged the ideas in his paragraph.

The details problems identified from the students" paragraph writing can be seen in the chart below:

PARAGRAPH WRITING DIFICULTIES

Note :
F   : Focused   HF   : Half focus   P   : Present   WO   : Well organized
UF   : Unfocused   UF   : Unfocused   HP   : Half present   HO   : Half organized
RF   : Reformulation   Abs : Absent   UO   : Un organized

Although there were many problems identified in the students' paragraph, they seems inattentive to these problems since the result of analysing students' questionnaire revealed that only 12,5% of the students admitted if they got difficulties in finding and developing their ideas. This is relevant to the result of students' paragraph writing which generally includes many ideas in their writing. While the most difficult aspects in writing according to the students are in the aspects of grammar and structure (87,5%).

These findings are in line with previous findings mentioned by Ali (2015), Ibnian (2017), Rass (2015) in the case that the students in this study were also get difficulties in writing good topic sentence and developing their point by giving relevant supporting sentence/topic development and it's details (support development). Those difficulties made the quality of students' writing low since the students' paragraph were mostly did not have cohesion and coherence as mentioned by Belkhir and Benyalles (2017).

5.2   Source of Difficulties and the Solution

The result of three times observation revealed that the Writing class was still conducted by using traditional method where the students listened to teacher's explanation thoroughly and only delivered questions related to the technical writing such as whether they may use pencil or not, or whether they had to write on their book or folio paper. The students then asked to write a paragraph independently by imitating the model of a paragraph which was projected through in focus. Most of the time, students

discussed their ideas and difficulties to a friend next to him/her or used the cellular phone to seek the answer of their difficulties. They asked their teacher when they could not find appropriate words. The finished result were then submitted and returned after the next two weeks. Most of the feedbacks given were in terms of sentence level such as the incorrect used of verb, diction, punctuation, and capitalization.

Based on the problems identified above, it can be concluded that the inappropriate teaching method used, the absence of process in writing, the lack of guidance and feedback given become the source of students' difficulties in producing a good piece of paragraph writing. Therefore, it is recommended for the teacher to make an action plan in order to improve the process of learning and the quality of students' writing by changing her approach and teaching strategy. It is recommended for the teacher to use process approach and feedback as her teaching strategy since it can facilitate students with various learning activities and provide them with guidance and sufficient feedback so that the students can improve the quality of their paragraph writing.

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Strengthening Citizen's Religious Characters Through Community Civics as an Effort to Secure National Identity

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Abstract. This research was motivated by the challenges that citizen has to face these days in terms of the rapid development of the world nowadays, the impact that caused by that phenomenon is the decreasing of understanding of Pancasila values among Indonesian people. Moral degradation that happening right now is a serious problem, strengthening character towards the younger generation is a necessity to secure our national identity. The purpose of this research is to make the religious character as a lifestyle for people in their daily life. This research is a qualitative reseach with case study method. The result of this research shows how young generation who use their religious values as a lifestyle, that has a stronger national character that reflects Pancasila values. The role of the organization or community is very important in order to make the religious character stronger among the people, with a persuasive approachment, religious community can give a significant impact to strengthen the citizen's religious character.

Keywords: Religious character, Citizen, National Identity, Community Civics.

1. Preliminary

These days, citizens have to face the rapid development of this era, facing globalisation is inevitable especially in information and communication technology. This era has been resulting in some impacts for Indonesian People, positive impacts such as rapid development of information and communication technology and also negative impacts like the moral degradation of our young generation especially they who lives in a big city, such as intergroup fights, drinking alcohol, free sex, using drugs, motorcycle gang that harm the people around them and so on.

The matter of citizen's character is a serious problem for Indonesia people, moral degradation by the era developing is the impact of the decline in the character of citizens, these problems must be solved, Megawangi (2004) wrote "the fall of moral quality young Indonesia people could be shown from the culture of corruption, collusion, and nepotism, conflict (among the ethnic, religion, politic, and so on)…" The young generation is the main target who got the negative impacts from globalisation must have strong character and personality in accordance with the personality of the nation which based on Pancasila values, which is openness meaning it can accept the development of the era and always loyal to one's own culture.

The young generation problem stated by Suryadi (2014, pg. 45), which are:

1. The decline of idealism, patriotism, and nationalism, also the lack of certainty of the younger generation about the future.
2. The unbalance of the number of young generation with the education facility service, formal and informal.
3. High rates of unemployment among the younger generation that resulted from the lack of job opportunities.
4. Obstacles to the development of intelligence and body growth that resulted from low nutrition problem.
5. There is still a lot of underage marriages, especially in the villages.
6. The young generation who suffers physical, mental, and social disabilities.
7. Peer interaction, including drugs abuse.

These problems that happen to the young generation worries a lot of social groups, especially towards the future of the young generation. These problems that happen to the young generation must be taken care seriously and there must be the best solutions in order to fix the moral of the young generation. The role of moral or religious values to live cannot be ruled out, it is similar to what Kemendiknas (2010) said, which is there are values in the curriculum of national education which consisting of 18 values in culture education and the people characters that taken from religion, Pancasila, culture, and the objectives of national education. The main point that was included in the objectives of national education is religious values, which means attitude and behaviour that always follow the dogma in the religion that one's believed in, understanding towards other religious values, and live in harmony among people despite all of the differences that they have, that is why it is essential for the young generation to make religious values as their guidance of life.

Education of character values towards the young generation in this era is very essential, especially religious character, it could build ethics and morals for the young generation as Indonesian People values. Strengthening character is not always must be spread by a formal institution like a school, Lickona (2014) wrote "there are three elements of moral education, other than implemented by school and family, but also the environment is the main reason to form moral of a person." Therefore, in order to strengthen the character of the people, it could be done from the environment such as the utilization of social or religious communities. Using those communities is one way to attract the young generation to join and do positive things within those community.

In order to face the 21st century challenges, Indonesia is not only facing economical development problems but also the citizen's character that have been declining for these past few years which affect the development of national identity. To solve this, education is really important to fix the moral of young generation, Citizenship Education is one of the subject that include Pancasila values and one of the objective is to create a good citizen with Indonesian values. Education these days is not only implemented in the class or theretically, but it also must be implemented among the people as an effort to implementing the values that were contained in Citizenship Education.

Citizenship Education or Education for Citizenship is used as a term that has a meaning that includes learning experiences inside and outside of school, such as home, religious organisation, community organization, press and so on that has a role to help to process forming a totally or wholeness as a citizen (Cogan, 1999: 4). Citizenship education is defined as synchronisation between

how education at school can be used for people, whether for religion, organization, and the other social activities, it can be said that citizenship education emphasizes to citizen participation in their life.

Strengthening citizen's characters certainly could be done through Citizenship education in the society, Winataputra and Alrakhman (2015) stated that epistemologist and pedagogically Citizenship education is a civics/citizenship education concept in the Citizenship education discourse. Citizenship education also epistemologist and pedagogically and sociocultural discourse, that could become an element of developing human civilization. Udin also wrote that Citizenship education has a function as multidimensional character education, that has a vision and mission to actualize the integrity of citizens that was stated in civics competencies, which is citizen's skill. Based on that, the domain of Citizenship education is citizen's character and moral. Nu'man Soemantri (Soemantri, Supriadi, & Mulyana 2001, pg. 19) stated that the object of civics are: behaviour, type of thinking, inner potency, rights and obligation, dreams and aspiration, awareness (Patriotism, nationalism, international definition, Pancasila moral), an effort or an activity, participation, and responsibility.

The object of that study is really relevant with the study of young generation's character in this research, where young generation is one of the group within the community which will have a high social implication towards the national identity. The role of Citizenship Education is not only to give an education but also gives an understanding of the values of Pancasila as guidance in life.

Young people are the main milestone of changing that was expected by the Indonesian people. Creativity, intelligence, morals, social activity, tolerance, and hard working are the characters that young generation must have as an agent of national change, although these days these characters are abandoned by the young generation, what happened today is how young generation has negative characters. From all of the problems that happen, mostly happened in the big cities, because of the easy access, promiscuity, technology, and so on. One of the cities that has the problem is Bandung City, there are a lot of problems that happen to the young generation of Bandung City, such as motorcycle gang, using drugs, drinking alcohol, and the other activities that are not in accordance with values in the society.

A lot of problems that happened to the young generation of by the degradation of religious character among it's citizens, where the young generation live their life without the using the religious dogma that they believe in. One of the solutions that could be done by creating social and religious events or activities, where positive things and actions were planted into the daily life of the young people, it is an effort to make the young generation to become the next generation to lead Indonesia in the future.

Based on that explanation, there will be needed action in order to plant a good character for the citizens through citizenship education among the people to plant the values of Pancasila to create a high moral society and religious behaviour. That is why there would be needed a study regarding citizenship education in the society through Community Civics as an effort to increase the religious character among the citizens.

The existence of religion based for young people community could provide a lifestyle with a religion border, so it could lead their religious character as their daily behaviour.

Pemuda Hijrah in Bandung city is a religion community for young generation that concerned to Strengthening Citizen's Religious Characters, where this community provides Islam studies and social activities that focused on Islam values for the young people, the difference with the other community is,

they try to apply the Islam values as their lifestyle for the young people and also the studies are more concerned about today's problem. Pemuda Hijrah community also more focused on their goal of Strengthening Islam values in their life.

Hopefully, the result of this research could give a benefit to develop concepts or understanding for the people especially the young generation in order to increasing their religious character as an effort to keep the values of our nation, which is Pancasila, so the values are not contaminated by negative influences from other countries as the effect of the current development.

2. Method

The approach of this research is using a qualitative method. Creswell (2010: 258) wrote that qualitative research consists of philosophies assumption, strategy, method of collecting data, data analysis, and interpretation of the data that more variation compare to case study, the using of study case design was chosen because this research will show deeply about how Strengthening Citizen's Religious Characters through Pemuda Hijrah Community in Bandung City.

The location of this research is in Pemuda Hijrah Community which is Masjid Al Lathif Jl. Saninten No.2 Cihapit, Bandung Wetan, Bandung City, and also the other location to that used by Pemuda Hijrah Community to do their activities, such as Masjid Agung Trans Studio Bandung, Masjid Al Ukhuwah, Masjid Al-Muqorrobin, and so on. Those places are the places that so ofter used by Pemuda Hijrah Community to do their programs.

The determination of informants on this research by purposive sampling. The criteria in order to choosing an informant for this research is by how the programs that were done by Pemuda Hijrah Community to Strengthening Citizen's Religious Characters especially the young generation in Bandung City, according to that, the informant in this research are the management of Pemuda Hijrah and Generasi Muda who following a lot of programs in Pemuda Hijrah Community.

Furthermore, the method of collecting data that was used in this research are interview, observation, participation, and documentation study. After collecting data, selective data processing according to the problem was done. Data analysis in this research refers to an interactive model that was based on Miles dan Huberman wrote (Creswell, 2015), there are three phases to analysis data, which are data reduction, data serving, and lastly conclusion. In order to test the data, all the data were processed and analysed, and then checked out the authenticity of the data using member check, audit trial, and data triangulation (Sugiyono, 2009: 231-233). Lastly, if using all of those technics, the result of the data is different, then those will be discussed afterwards with the resource of the data so can make an accurate conclusion.

3. Results and Discussion

3.1 Pemuda Hijrah Community has An Influence to Strengthening Citizen's Religious Characters

The existence of young communities are everywhere in Bandung City, one of them that has a goal to increase Citizen's Religious Characters is Pemuda Hijrah Community with their tagline "more hangout, more benefit…" change the paradigm among the people especially the young generation about a religious community that used to be rigid and traditional. Inside Pemuda Hijrah Community there are all kinds of programs that so related to the lifestyles of the young generation these days. The main focus of

this community is to transfer or restore today's lifestyle that so out of the border of the religion into Islam's values.

Some of the member or the young generation who follows the program of Pemuda Hijrah are former member of motorcycle gang, punk, and members of young community in Bandung City that irreligious. One of the goal of the Pemuda Hijrah Community is to make a *"hijrah"* as a trend or a lifestyle for Bandung young people, make Islam as their guidance to live and socialize in their neighboorhood, and those would give a positive impact to the other sectors, like education, economy, and social, and also the trend of *"hijrah"* would spread out to all of the corner of Bandung. These are Pemuda Hijrah Community programs:

1. VOY (Voice of Youth)
2. Ladies Day
3. Ngabuburide
4. Hangout with UHA (Ustadz Hanan Attaki)
5. Sempatkan Berkeringat or Excercise
6. Weekend
7. Teras Tahfidz
8. Sharing Night

A lot of programs that were done was designed to accommodate the character of the young generation which not rigid and comfortable lifestyle with a lot of benefits. By creating all kinds of programs that comfortable for the young generation. Hopefully, it could be a solution to atrract young people to join Pemuda Hijrah Community. The plantation of religious values as a guidance to Strengthening Citizen's Religious Characters was proffed succeful, where the young people think that the activities and the programs were not their obstacles for them to enjoy their life, because it was done throung something enjoyable like hangout with their peers but filled with positive activities and suitable with Islam values.

One of the program that is done weekly is weekend and hang out with UHA, which in this activity is they study Islam guided by ustadz that easily be understood by the it's member like keep the faith, sharing night, charging iman and so on, they use young people's way of having their daily conversation, and it totally worked to increasing Citizen's Religious Characters, because the young generation has had thought that Islam is applicable in their young life and it doesn't mean that they had to limit their lifestyle.

The success of all of Pemuda Hijrah Community programs in order to Strengthening Citizen's Religious Characters especially among the young generation in Bandung City is because of the programs that they have done, which are Sempatkan Berkeringat or exercising where it allowed the member who has sport hobbies to do it combine with Islam values, and then Ngabuburide that held in Ramadhan, where this activity is done with other communities in Bandung, such as Skateboard community, bicycle community, soccer lover community, music community, and so on, it was filled by activities that include Islam values in it.

The increasing of Citizen's Religious Characters as an effort to sustaining national identity can be seen in the change of behaviour among the young generation, where they left their negative activities like motorcycle gang, drugs, drew tatooes and so on, they spent most of their times with positive activities that was provided by Pemuda Hijrah Community, and in every activity, they always started it with the national anthem as their effort to planted nationalism for Negara Kesatuan Republik Indonesia,

it is a proof that the existence of Pemuda Hijrah Community can be a medium to increasing Citizen's Religious Characters and to sustain national identity which is Pancasila values among the society.

3.2 Discussion

Aristotle (Komalasari dkk, 2017: 7-8) said that "..*the life of right conduct right conduct in relation to other person and in relation to oneselft*" It shows that the essence of a human being is to help and helping each other. A good young generation is a person who is good with the other human being and to God, the young generation who join Pemuda Hijrah Community slowly could show their good religious character. Where they use Islam values as their guide in life.

Those values also written in national curriculum which consists of 18 values in cultural education and national character that was source of religion, Pancasila, culture, and the objective of national education, which consists of the first point is religious, which means have an attitude and behaviour that always follow the dogma in the religion that one's believed in, understanding towards other religious values, and live in harmony among people despite all of the differences that they have, these are also the goal of Pemuda Hijrah Community in order to Strengthen Citizen's Characters so they could live according to Islam in their life as a citizen and among the people.

The habit that was done by Pemuda Hijrah Community was created to plant religious values among the young people, similar to what Depdiknas (Salahudin dan Alkrienciechie, 2013: 54) said, religious means have an attitude and behaviour that always follow the dogma in the religion that one's believed in, understanding towards other religious values, and live in harmony among people despite all of the differences that they have. Tolerance is important to create a conducive and peace situation among the religious community. Islam taught human that Islam rahmatan lil'alamin which means could reassure diversity in Indonesia under Pancasila. According to that, Strengthening Religious Characters among young generation is for them to follow the religion guidance and also tolerate to other religion, so a harmony among the people can be protected as an effort to protect national identity, Pancasila.

Based on this research it could be known that the approaching that Pemuda Hijrah Community did toward the young generation is persuasive and adjusting to the characteristics of the today's young generation, the programs that provided by Pemuda Hijrah Community was taken from the young generation daily activities with Islam values in it, it is the same as what (Raka, 2007: 5) stated education develop a character, implicitly means developing character or behaviour patterns were based on or related to positive or good morals, not the opposite. Pemuda Hijrah Community as a character builder among the society, make an effort that successfully gives a great positive impact on behaviour patterns among the young generation. Planting moral values in their activities to change the behaviour of the young generation.

4. Closing

4.1 Conclusion

Based on those descriptions, it could be concluded that religious character strengthening of the people through Pemuda Hijrah community was succeeded by implementing programs that adjusted with the young generation characters, which activities that had been done were easy, enjoyable, and informal activities, it made the implementation of religious values unintentionally could be planted in the character of the young generation. The results of Pemuda Hijrah community program could be seen from the inrease of the attendance who came to the religious activities which resulted to the religious

character strengthening among the young generation, this could be a medium to keep Pancasila values as the national identity.

4.2 Suggestion

Based on the research, suggestions that I would like to propose are (1) For the government, as the policymaker, they have to facilitate and support formally and materially the activities from Pemuda Hijrah community as the education of religious character medium for the people. (2) For the people, they should participate in any kind of religious character strengthening activities, so the values not only focused on the young generation but also the other elements of people. (3) For the education field as the formal medium of character education, education field must give an understanding about religious character not only theoretically but also how to implement it as an effort to help the students to become a good citizen in the future.

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Career Development in Digital Age: Content Analysis of Journal of the Career Development Quarterly 2018

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Abstract: This content analysis is an analysis of career development research articles in the digital age published by Journal of Career Development Quarterly (CDQ) volume 66 no 3 in 2018. The purpose of CDQ is to encourage career development through the design and use of career interventions. The selection of articles in CDQ journal publications is because the journal is a special issue publication regarding career development in the digital age. This content analysis is needed considering there are no studies that have examined this topic comprehensively in Indonesia. The opposite occurs on an international scale where many paradigm adjustments and innovations in career counseling interventions are reviewed. The purpose of this content analysis is to find out the problems, issues and implications of career development in the digital age for counselors and students at school. Developing more in-depth research into the practice of career intervention in Indonesia in the face of the digital era is a recommendation for content analysis

Keyword: career development; digital age; content analysis

Subtopic: Academic advising and counseling

The Career Development Quarterly (CDQ) journal is an official journal that is published regularly every 3 months by the National Career Development Association (NCDA) and has become the main journal in the field of guidance and career intervention since its birth 100 years ago. The aim of CDQ is to encourage career development through the design and use of career interventions and to publish articles on career counseling, individual and organizational career development, work and leisure, career education, career coaching, and career management.

In 2018, CDQ vol 66 No. 3 published a special issue namely career development in the digital era. There are 5 articles published, including preliminary articles written by a professor in the field of counseling at the University of Akron, Paul J. Hartung (2018). Hartung (2018) emphasized that the world of work and career entered a new phase in the digital era. Economic fluctuations, digitalization, and a shift in the structure of work make today's work very different from the 20th century. Hirschi, A (2018) calls digitization and automation to be one of the most important and challenging issues in shaping one's career choice, career development, and certainly counseling practices career itself.

Castells (1996) defines the digital age as a period in which the movement of information through networks will take over the circulation of goods as the main source of value in society. Digitalization makes future jobs change, unpredictable, eliminate a lot of work but on the other hand form new jobs

(Lent, 2013). This is the challenge for the career counselor profession in preparing students to enter the workforce and help workers adapt to new job markets with different characteristics. The current job market is characterized by strong segmentation; nonlinear and unclear career trajectories, career pathways considered protean, adaptable, and kaleidoscopic (Savickas *et al*., 2009).

Articles in this journal offer conceptual discussions, thoughts, and ideas for individuals, social, and policies about changes in the nature of work, anticipated future, and what career development professionals and clients can do. Hartung (2018) also appreciates the discussion of other aspects in this article, namely empirical studies of the types of resources and responses made by career researchers, professionals, and clients to promote career development in the world today and to succeed in a very different future work.

1. Method

This study uses content analysis techniques. Content analysis is a procedural research design that generates valid conclusions from a text (Weber, 1990). White & Marsh, (2006) asserted that in content analysis, researchers used construct analysis to move the text into the answers to the research questions. Some researchers in the field of counseling have used content analysis techniques namely (1) Worthington, RL, Soth-McNett, AM, & Moreno, MV (2007), (2) Buboltz Jr, WC, Miller, M., & Williams, DJ (1999), (3) Yoon, E., Langrehr, K., & Ong, LZ (2011).

2. Result and Discussion

This CDQ Vol 66 No. 3 Year 2018 Journal contains special topics on career development in the digital era consisting of 4 research results. The first study was conducted by Hirschi, A (2018) which discussed various issues and implications of the industrial revolution 4.0 on career development research. The second study was conducted by Lent, W.R (2018) which discussed two general strategies in dealing with uncertainty about the future of the workforce for career counselors. The third study was conducted by Conkel-Ziebell, Turner, and Gushue (2018) who applied the theory of Integrative Contextual Model (ICM) in adolescents in areas of high poverty. The special topic in this journal concludes with research by Ginevra, Annovazzi, Santilli, Di Maggio, and Camussi (2018) which examines the role of career adaptability and future orientation in encouraging wider vocational interests in Italian adolescents. Summary of articles as shown in table 1.

Table 1. Summary of Articles in the CDQ Journal Volume 66 No 3 in 2018

Article	Topic	Research methods	Characteristics of Respondents	Country	Data Collection Tool
Hirschi, A (2018)	Implications of the industrial revolution 4.0 in career research	Analytical descriptive	-	Switzerland	-
Lent, W.R (2018)	Career preparedness	Analytical descriptive	-	United States	-
Conkel-Ziebell, Turner, dan Gushue (2018)	Integrative Contextual Model	Quantitative experimental	Adolescents in poor urban areas	United States	Academic documents and Structured Career, Development Inventory (SCDI)
Ginevra, Annovazzi,	Career adaptability and	Quantitative correlational	Final high school students	Italy	Career Adapt-Abilities Scale–

Article	Topic	Research methods	Characteristics of Respondents	Country	Data Collection Tool
Santilli, Di Maggio, dan Camussi (2018)	future orientation				Italian Form (CAAS-IF), Design My Future (DMF), Work Activities Questionnaire (WAQ),

The first two articles offer ideas, conceptual discussions, and ideas for changing the perspective of professional career development, especially counselors. Lent, W.R (2018) mentions the general strategy that career counselors must face in the digital era, namely adjusting the old paradigm to the new paradigm. The old paradigm in career development is individual differences (individual differeces) which are then matched with the work characteristics (person-environment fit). This paradigm was popularized by Parson, F (1908) with the theory of Trait and Factor. Career counselors must begin to abandon this concept because the digital age makes the work environment no longer stable and unpredictable. This is because the theory of Trait and Factor can only be applied if career paths are clear and tend to be safe (Lent, W.R, 2018).

Hirschi (2018) mentions several new paradigms in the perspective of career development, namely the concept of Career Protean (Hall, 1996), Social Cognitive Career Theory (SCCT; Lent & Brown, 2013), Career Construction and Life Design (Savickas, 2013), and Psychology of Working Theory (PWT; Blustein, 2006). These theories stand out in international career literature and are directly related to the main challenges of career development due to the increasing digitization and work automation. The fundamental difference of this new paradigm is that individuals are seen as dynamic variables and work can be constructed, not as the old paradigm that views individuals and jobs as static variables.

In addition to adjusting the paradigm, counselors also need to apply innovative ways of providing counseling interventions (Hirschi, 2018). For example the development of a virtual counseling center (Horan, 2010) and web based self-help interventions (Gati & Asulin-Peretz, 2011). Some career interventions that have been digitally innovated, for example Pounce Chatbot (Peterson, 2016), Good Days Ahead Self-help Module (Wirght, 2009). Behind the controversy over the use of technology in the practice of counseling, Boer (2001) details at least four technological advantages for counselors namely (1) can serve remote counselees even those in isolated areas, (2) open access for people in remote areas to get services from experts, (3) Solutions for persons with disabilities who have been constrained by transportation problems when they want to get counseling services, (4) comfort for counselees because they can get counseling services from places that are safe and free from threats.

The next two articles examine the results of experimental and relational studies. Conkel-Ziebell, Turner, and Gushue (2018) apply Integrative Contextual Model (ICM) to urban youth with high poverty rates. The hypothesis that integrated ICM skills such as career exploration, person-environment fit, goal setting, social/prosocial/work preparedness, self-regulated learning, and social support positively predict interrelated ICM outcomes such as academic achievement, self-efficacy, self attribution positive, vocational identity, vocational interests, and proactivity are accepted.

Ginevra, Annovazzi, Santilli, Di Maggio, and Camussi (2018) closed this journal article with a relational study with a sample of high school students in Italy. The trend of globalization, technological advancements, and demographic changes has significantly affected the labor market in developed

economies, including Italy. In this study, Ginevra *et al*. (2018) looked at the role of career adaptability and future orientation in encouraging broader vocational interests in Italian adolescents. These results underline that special interventions in career adaptability and future orientation can foster wider vocational interest, provide more opportunities for adolescents to respond to the demands of the current labor market.

3. Conclusion

Based on the results of content analysis, career counselors need to adjust many things starting from the paradigm, intervention technique, to the media used. The role of the counselor is indeed not to open up jobs that have been lost due to digitalization and automation, but counselors can help their clients plan and adapt to various career choices. The digital age that makes the working world climate no longer predictable, unavoidable, but counselors can adapt. Counselors must continue to learn and renew their knowledge so that this profession is not eroded by the times. More in-depth research on the practice of career intervention in Indonesia in the face of the digital era is also needed.

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A Comparative Study of Compliment Responses among Sasaknese and Sundanese

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Abstract. Compliment and compliment response are form of speech act, which differ from one culture to another, and reflect the cultural values of the language (Manes, 1983). Based on compliment response categories offered by Herberts (1986), this paper is aimed to investigate the difference between Sasaknese and Sundanese on responding to compliments. The study was be conducted using descriptive qualitative approach. Through Discourse Completion Task (DCT), the data of compliment responses were elicited and analyzed from 40 participants (20 Sasakneses and 20 Sundaneses), from age 20-35, both males and females. The data from DCT were analyzed based on micro categories, and as an addition, "Asking for Advice "were put to" other interpretation" category following the finding in the responses. The result showed that both Sasaknese and Sundanese respondents mostly used Appreciation Token and Comment Acceptance in Agreement category. Both also used Disagreement strategy in Non-Agreement category, and only Sundanese respondents interpreted the compliments as Request and Asking for Advice. In the end of the study, the researcher hopes that it can be reference for linguists and language community on using the speech act correctly and thoughtfully so they can avoid misunderstanding in intercultural interactions, especially in Indonesia.

Keyword: Compliment, compliment response, Speech Act, Sasak, Sunda

1. Introduction

Human communicates to express themselves and to get connected to one another, either verbally or non-verbally. Language, as one of means of communication, is performed through speech act. Searle (1965:6) proposed that speech acts or linguistic acts "are performed in the utterance of sounds or the making marks." One of the type of speech acts is complimenting, either giving compliment or responding to compliment. Compliment refers to the speaker's positive expression toward someone or something (Holmes, 2015). Speakers may give compliments also to show their apologies (Wolfson, 1981), maintain social relation (Wolfson, 1983; Shaari, 2017) and solidarity (Sifianou, 2001; Ferrer & Sanchez-Lanza, 2002). On the contrary, compliments also can be seen as insult, critics or other form of utterance that potentially threaten someone's face (Brown & Levinson 1987; Holmes 1988).

Since speech act varies from one society to another (Holmes, 1988), it will be necessary to understand the difference of various speech act in different cultures, in order to avoid miscommunication, especially in intercultural interactions. Sharifian (2005:337-338) gave a simple conversation example between an Iranian student and Australian lecturer related to compliment response. He explained that the lecturer felt uncomfortable for the student's compliment, even felt that

his contribution to the student's success was overrated, while in the other hand the student did not feel anything wrong with her compliment. This discomfort occurred due to the different cultural background of both speakers, which caused pragmatic failure, since the student failed to express her positive remark (gratitude).

As has been stated previously, the compliments are given to show various kind of purposes. However, it can be tricky to respond the compliments, since the responder would want to be polite by accepting the compliments to save the complimenter positive face, but still humble and does not appear to be arrogant at the same time. Hence, there are some strategies used to respond to the compliments properly.

The study of compliment response was initially started by Pomerantz on his article entitled "Compliment Response: Notes on the Cooperation of Multiple Constrain" in 1978. He formulized some categories used to respond to compliments. The categories are acceptances, Agreements, rejection, and Disagreements (in Aisyah, 2015;52). In the next years, some other researchers such as Holmes (1986), Herbert (1986), Chen (1993), Yu (2004), Tran (2007) and Yang (2010), who also formulated strategies on responding compliments. Following Pomerantz, Herbert (1986) offered taxonomy consisted of twelve compliment response strategies. The taxonomy can be seen on the table below:

Table 1. Taxonomy of Compliment Responses

Macro Category	Sub-macro Category	Micro Category
Agreement	Acceptance	Appreciation Token
		Comment Acceptance
		Praise Upgrade
	Comment History	Comment History
	Transfers	Reassignment
		Return
Non-Agreement	Scale Down	Scale Down
	Question	Question
	Non acceptance	Disagreement
		Qualification
	No Acknowledgement	No Acknowledgement
Other interpretation	Other interpretation	Request

Source: Herbert (1986)

Some other previous studies also used Herbert's categories as their grounded theory in their studies, such as Ibrahim and Riyanto (2000), Lorenzo-Dus (2001), Ylanne-McEwen (2010), Motaghi-Tabari and Beuzeville (2011), Matiki and Kgolo (2017), Indah and Rifana (2017) and Rasheed (2018). These studies were mostly intercultural studies on responding compliments. The aspects of compliments studied also varied; from gender, social distance, social status, pragmatic transfer, and semantics.

When it comes to language, Indonesia becomes one of the country that provides the richest language data with about 707 spoken languages (according to *Ethnologue: Language of the World site*). Sasak and Sunda languages are the example of spoken languages in Indonesia. Sunda language, as the second most spoken language, is spoken by about 27 million people, while Sasak language has 2,1 million speakers (Hidayat *et al*., 2018;354). Speakers of both languages spread all over Indonesia, but mostly settled in West Java for Sunda speakers, and Lombok for Sasak speakers. The two regions are different from one another, where West Java is a province, while Lombok is a small island, part of West Nusa Tenggara Province. As part of spoken languages that still extists in Indonesia, these languages still

needs to be studied in various aspects of language. Indonesian government event encourages the researchers and linguists to study languages in Indonesia to prevent language lost and language death, considering 12 of languages in Indonesia is already dead/extinct (*Ethnologue-Languages of the World*). Thus, the study of responding to compliments among Sasaknese and Sundanese is important to preserve the languages and to understand the strategies of responding the compliments on these two languages.

2. Method

2.1 Participants

This study consists of 40 participants, where 20 of them are Sasaknese and 20 others are Sundanese. They are native speakers of each languages with the age range of 20-35 years old. From Sasak ethnic group, there were 14 females and 6 males, while from Sunda ethnic group, there were 12 females and 8 males. The participants' occupations were varied (teachers, university students, civil servants, housewives, etc.). Sundanese participants were mostly from Bandung, West Java, Indonesia, while Sasaknese respondents were from Lombok, West Nusa Tenggara, Indonesia.

2.2 Instrument

Data were collected through Discourse Completion Task (DCT), consisted of 10 situations that demand the responders to respond the compliments related to appearance, performance/ability, possession, achievement and personality. The DCT were in Indonesian Language so that speakers from both languages are able to understand. However, the respondents were given the authority to respond using either Indonesian language, Sasak language, Sunda language or switch/mix code, which were later translated into English. To narrow down the finding, the context of situation in DCT is informal situation, where the speaker and responder are in close social relationship.

2.3 Data Analysis

The data collected were divided into data from Sasaknese and Sundanese. Each data were put into micro categories offered by Herbert, i.e. Appreciation Token, Comment Acceptance, Praise Upgrade, Comment History, Reassignment, Return, Scale Down, Question, Disagreement, Qualification, No Acknowledgement, Requests and as addition, Asking for Advice. After categorizing each responses, the total and percentage of each strategies were calculated to see the strategies' occurrence on both ethnic groups.

3. Result

The Discourse Completion Task (DCT) has been conducted and resulted 400 responses from 40 respondents from both ethnic groups. The result of the data collection from DCT can be seen at the table below.

Table 2. The Number and Percentage of Occurrence on Compliment Response Strategies

Strategies	Sasaknese		Sundanese	
	Number	Percentage	Number	Percentage
Agreement				
Appreciation Token	50	25%	34	17%
Comment Acceptance	51	25,5%	45	22,5%
Praise Upgrade	10	5%	9	4,5%

Strategies	Sasaknese		Sundanese	
	Number	Percentage	Number	Percentage
Comment History	5	2,5%	6	3%
Reassignment	40	20%	35	17,5%
Return	13	6,5%	14	7%
Total	*168*	*84%*	*143*	*71.5%*
Non-Agreement				
Scale Down	4	2%	1	0,5%
Question	5	2,5%	16	8%
Disagreement	16	8%	16	8%
Qualification	1	0,5%	9	4,5%
No Acknowledgement	6	3%	7	3,5%
Total	*32*	*16%*	*49*	*24,5%*
Other interpretation				
Request	0	0	3	1,5%
Others (Asking for Advice)	0	0	5	2,5%
Total	*0*	*0*	*8*	*4%*
Overall Total	200	100%	200	100%

The table provides the similarities and differences of both ethnic groups on responding compliments. Both ethnic groups used strategies in Agreement category the most. If we compare them, Sasaknese respondents used Agreement more than Sundanese respondents. On the contrary, Sundanese respondents used strategies in Non-Agreement category more than Sasaknese respondents. However, Sasaknese respondents did not use any strategy in Other Interpretation "while Sundanese respondents did. Sundanese used all the strategies with addition Asking for Advice in Other Interpretation" category. To make it clear, take a look at the diagram below.
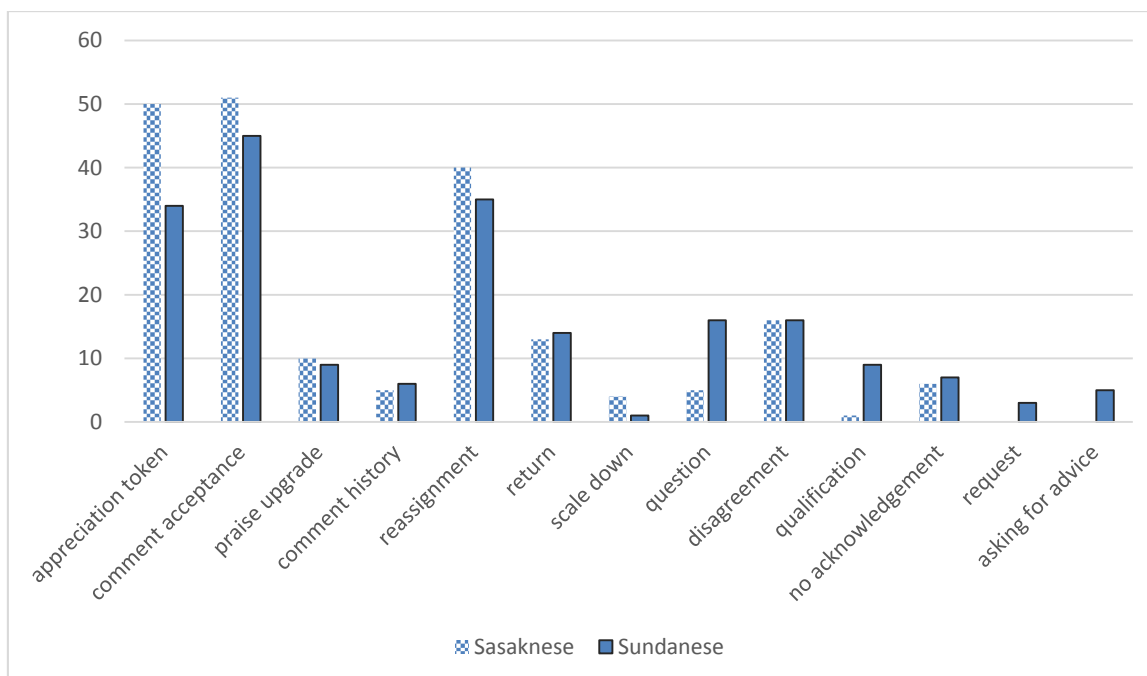

Figure 1. The Number of Occurrence of Herbert's Micro Category on Responding Compliments

The diagram above demonstrated a clearer picture of how the respondents applied the micro strategies from the taxonomy offered by Herbert. It can be inferred that the amount of responses from each strategies are not significantly different, except in "Other interpretation" category.

3.1 Agreement

Among 200 responses, 168 responses from Sasaknese used Agreement category (84%) which dominated the strategy on responding to compliments. The similar result came from Sundanese, where 143 responses are Agreement and dominating the strategy with percentage of 71,5%.

Based on the table, 51 out of 200 responses from 20 Sasaknese respondents were Comment Acceptance (25,5%). This strategy is followed by the second most used i.e. Appreciation Token with percentage of 25%. The next dominant strategy with significant percentage (20%) is Reassignment. The interesting finding here is that when reassigning a compliment, the respondents from both ethnic groups frequently used formulaic expression "*Alhamdulillah*" (All praise be to Allah). Among 44 responses using Reassignment strategy from Sasaknese respondents, 43 of them are the formulaic expression "*Alhamdulillah*."

Meanwhile, the Return (6,5%) mostly happened when Sasaknese respondents responded to compliments coming from their mothers. The other returns were given to the person who gave compliments. Take a look at the excerpts below:

Mother   : "*hebat anak ibu*." (You're doing great, dear.)
Responses   : 1. "*Terima kasih, ibu juga hebat.*" (Thank you, you're amazing too, mom)
                       2. "*nggeh, niki berkat doa dari ibu*" (yes, this is thanks to your prayer, mom)
                       3. "*Iya, kan anaknya ibu*" (Yeah, I am your son after all)

About 5% respondents used Praise Upgrade with responses such as "*mule lekan lahir*" (I was born like this), and "*iya dong, orangnya aja cantik, tulisannya juga cantik dong*" (of course, the writer is beautiful, so does the handwriting). The respondents in this study mostly used Praise Upgrade if the speaker has closer personal relationship with them (such as best friends or family members). The least strategy used was Comment History with percentage of 2,5%. It seems that Sasaknese respondents did not really prefer to tell the story about the subject of compliment.

As for Sundanese, Comment Acceptance is also the strategy they used the most in accepting compliments (22,5%). Among 143 Agreement responses from Sundanese, 45 of them are Comment Acceptance, which percentage is quite significant compared to other Agreement strategies. This strategy also mostly preceded with Appreciation Token, which percentage reach 17%. Unlike Sasaknese whose percentage on both strategies similar, Sundanese seems to give more Comment Acceptance than respond with Appreciation Token (34 responses). Interestingly, Reassignment reach 17,5% with 35 responses among 200 responses, almost similar number to Appreciation Token. Similar to Sasaknese, most of these Reassignments were using formulaic expression "*Alhamdulillah*" (All Praise be to Allah). Of 35 responses, 34 of them used this formulaic expression. The only one expression reassigned the compliment to the family and relatives that had given the support. On the other hand, return strategy with percentage of 7% were given to the speakers with closer personal relation (family members). Meanwhile, the least strategies used with not so many significant different on percentage are Praise Upgrade (4,5%) and Comment History (3%).

3.2 Non-Agreement

For Non-Agreement, there are 49 Sundanese out of 200 respondents (24,5%) used this strategy, while Sasaknese used 16% of them with total 32 respondents.

In this macro category, Sasaknese used Disagreement strategy the most with total responses 16 responses (8%) out of 200 responses. The formulaic expression that is used repetitively in Disagreement strategy is the expression "*biasa aja*" (it's nothing/it's dull). This expression is used to deny an utterance, and in this data, it was used for eight times out of 16 responses. The other three strategies such as Scale Down, Question and No Acknowledgement were similar in percentage, i.e. 2%, 2,5% and 3% respectively. The least strategy used by Sasaknese in Non-Agreement category was Qualification with only one response or 0,5%.

On the other hand, Sundanese respondents used both Disagreement and question strategy equally for 8%, with total 16 respondents each. This result is different from Sasaknese respondents where the question strategy was the third least used. The expression Sundanese used in this strategy is expression in Indonesian language or Sunda language that means "Really?" to question the speaker's sincerity in giving compliments. Look at the excerpts below taken from the DCT data:

- *Wah, masa?* (wah, really?)
- *Beneran? Masa sih?* (really?)
- *Ah masa bu?* (ah, really, ma'am?)
- *Maenya?* (really?)

Another different finding is the use of Qualification, where it was found that Sundanese respondents used it on 9 responses (4,5%). They also used No Acknowledgement strategy on 7 responses (3,5%) mostly by ignoring the compliments (4 responses), and the others by changing the topic (3 responses). The least strategy used was Scale Down with only one respondent (0,5%).

3.3 Other Interpretation

Herbert originally only put "Request" on "other interpretation" category. However, in the process of collecting data, the researcher found 5 responses refers to giving advice from Sundanese respondents (2,5%), so "Asking for Advice" was added to "other interpretation." On the other side, 3 Sundanese respondents interpreted the compliments as Request (1,5%), thus they offered the object being complimented. Nevertheless, Sasaknese respondents did not seem to interpret the compliments as other speech acts such as Request or giving advice.

4. Discussion

The result demonstrated that Sasaknese respondents and Sundanese respondents prefer strategies in "Agreement" category to respond compliments, especially "Comment Acceptance" and "Appreciation Token." It can be related to a general finding by Sari (2009;140), where she stated that Indonesians dominantly used "Appreciation Token," whether it is in form of gratitude like "thank you" or nonverbal response such as smiling. A similar formulaic expression was used in "Reassigning" the compliments. Either Sasaknese respondents or Sundanese respondents preferred to use "*Alhamdulillah*" (all praised be to Allah). Among the total number of responses in "Reassignment" strategy from both ethnic groups, each contributed only one response to other than god. To be noted, both research venues (Lombok and Bandung) are dominated by Muslims, so it could be the factor that effect the usage of the formulaic expression. Rasheed (2018;428) similarly stated that Kurdish people, who dominantly Muslims, tend to response the compliments using formulaic expression directed to their religions. Although the Indonesians hold to cultural norm that one must stay humble and behave politely especially in accepting

compliments, the result confirm that the respondents, either Sasaknese or Sundanese, still used "Praise Upgrade" when the complimenters were their close relatives or family members.

Meanwhile, both groups resulted "Disagreement" as the highest percentage when the respondents rejected with the compliments given. It contradicts Kurniawan and Wijaya's (2015;477) finding, where they stated that "Disagreement" was the least used by Sasaknese respondents. It can be the factor that the respondents were all undergraduate students, while this study took random respondents from all level of education. The expression *biasa aja* was repeatedly used by both ethnic groups to disagree with compliments. Interestingly, this expression can be used on both "Scale Down" and "Disagreement" strategy. It will be "Scale Down" when it is used to describe the quality of the object complimented. The meaning of the expression will be "*it is nothing/it is dull*" Look at the excerpt below:

> Situation: your neighbor visits your recently renovated house, and said "your house looks more spacious now."

> Reaction: ah biasa aja kok ini (oh, it's nothing/It's just dull).

However, if the expression is objected to the complimenters and to stop complimenters giving compliment, it will be "Disagreement." The meaning of the expression will be "Q*uit it/don't act like that.*" Look at the excerpt below:

> Situation: you have just bought a new motorbike. One of your best friends said, "new motorbike, eh? Cool."

> Reaction: biasa aja kale (quit it really!).

For "Question" strategy, both ethnic groups also used the expression "*masa'sih?" (really?)* to confirm the truth or to question the complimenters sincerity in giving the compliments. However, Sundanese respondents used this strategy more frequently compared to Sasaknese respondents.

None of Sasaknese respondents interpreted the compliments as "other interpretation" such as "Request" and "Asking for Advice," unlike Sundanese respondents. Rosidi (1985) stated that Sundanese people tend to use figurative languages such as humor, sarcasm, acronyms, and so on (in Isnendes, 2017;17), so it is possible for them to misinterpret an utterance, in this case is compliments, as other speech acts.

5. Conclusion and Suggestion

Responding to compliments indeed varied from one culture to another, even in the same nation. Sasaknese and Sundanese in some ways are similar and different as well. The result showed that Sasaknese and Sundanese mostly used Agreement as strategy to respond to compliments. They also mostly used Disagreement strategy the most on Non-Agreement category. However, only Sundanese respondents interpreted the compliments as Request and Asking for Advice for other interpretation category, while Sasaknese respondents did not use this category. Since this research was analyzing the compliment responses between two ethnic groups generally, the future research may widen the range of research to more specific aspect such as gender or social distance between these ethnic groups.

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Acknowledgments

Actualization of Public Policy on the Implementation of Educational Policy in the National Character Strengthening Program

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Abstract

Seeing the current state of education with a number of problems, the government issued a number of policies and regulations to support and support education that developed according to the current situation. A number of policies are issued by the government for mutual progress and more in the intellectual life of the nation. With the issuance of the policy it is hoped that it does not distance itself from the basic values of educational regulations. This article will explain the implementation of education policies in the perspective of public policy in strengthening national character programs, and see the extent to which policies are made by the government to advance education in Indonesia and shape a good national character. The purpose of writing this article is to find out about the concept of public policy formulated by experts which has implications for the making of educational policies in Indonesia in strengthening national character. Research carried out using descriptive analytical methods, namely by describing theories according to experts about public policy that have implications for the making of educational policies, especially in strengthening national character. Then the authors analyze it to find a correlation between the two. From the research conducted, it can be concluded that the emergence of a number of educational policy programs are based on and depart from public policy theory that has relevance between the two concepts in the process of formulating, implementing and evaluating policies.

Keywords: Public Policy, Education Policy, Character Strengthening Program.

1. Preliminary

Government institutions are always colored by the process of making, implementing and evaluating policies. Every activity in the Institution is always done because of the policy. Policies give birth to public regulations based on mutual benefit. The problem that causes the formation of policies by government institutions is the problem that is felt and owned by the community at large is not a personal problem or a matter of group interest. The problems that exist within the community, considered by the government, are very useful inputs in the policy making process. Therefore, public policies that are based on issues that grow in the community that are important to get policies that are right on target,

but the government must be smart and skilled in capturing turmoil that is a widespread problem for the community.

Policies must always be problem-oriented and action-oriented. Thus it can be stated that policy is a provision that contains the principles to direct the ways of acting that are made in a planned and consistent manner in achieving the goals and objectives to be achieved. Government policy is the holder of power that is required to develop a democratic system of government. Therefore, in carrying out this system of government must be supported by institutional arrangements that enable the realization of a harmony between the will of the community and the policies issued.

The policy idea was first put forward by John Dewey in his logic: the theory on inquiry. Jhon Dewey paid attention to the nature of experiments in measuring policy. The emergence of policies is largely due to the increasing demands of the community for the interests and needs of the community in obtaining rights and obligations as will be implemented.

Public policy is basically prospective based on challenges and anticipation of the future. Policies in the education sector, for example, are determined by an educational projection in the next 1-5 years. This is intended to trace every conceptual idea in the framework of building an educational system in accordance with the goal of forming smart, superior and skilled societies in order to compete in the global and international world.

Actualization of public policy into other policy domains, for example education policy, has applied the concept of thinking from western experts and applied the concept in making a number of educational policy decisions in Indonesia, for example William Dunn, who said there were 3 elements in policy making, namely: environment, actors and Policy. These three elements share one another, and influence each other. Dunn (2000: 111) states, "therefore, the policy system contains a dialectical process, which means that the objective and subjective dimensions of policy makers are not separated in practice." If the policy can be seen as a system, the policy can also be seen as a process.

The key to success in implementing the policy is determined by the process, materialized in the stages that are technically taking place in the implementation activities. Then the focus of a policy is whether an agreed rule is implemented properly and achieves the objectives as desired. Policies are made must have goals and objectives, and must also carry out 4 aspects in making policies. a). Input, b). Process, c). Output, d). Impact.

The problems of education are increasingly complex and more conditions with challenges. In the case of moral and character degradation that affects students and especially Indonesian education which decreases character values in students. Government policies and programs to improve the quality of education, in particular, address the problem of moral and character degradation, to build a strong national character, and the government must provide solutions to educational problems. Policies and changes in education lack the "priority" to be achieved.

Based on the explanation above, it can be concluded that between education in general and national education has the same functions and goals in shaping good character/personality towards students. This shows how big the government's seriousness is in trying to realize character education in this beloved country.

The government in this case the stakeholders and as policy makers must be able to find solutions and ways of how education in Indonesia can run well in accordance with the aspirations, it can also compete with the International. A number of educational policies compiled and programmed by

decision-making experts must be able to make formulas and accurate recipes in strengthening national character programs. So in this case the researcher wants to know more about the actualization of public policy in the implementation of education policies in programs to strengthen national character, and whether the theoretical concepts from the west are really implemented in making education policy in Indonesian.

2. Discussion and Analysis

A. Public Policy

Public policy is a multidisciplinary science because it involves many scientific disciplines such as political, social, economic and psychology. Policy studies developed in the early 1970s mainly through the writings of Harold D. Laswell. The earliest definition of public policy was put forward by Harold Laswell and Abraham Kaplan in Howlett and Ramesh (1995: 2) which defines public policy/public policy as "a program projected with certain goals, values and practices (a projected of goals, values, and practices)." In line with this definition, George C. Edwards III and Ira Sharkansky in Suwitri (2008: 10) define public policy as "a government action in the form of government programs to achieve goals or objectives." From the two definitions above we can see that public policy has keywords "goals," "values," and "practices."

Historically public policy was a relatively new science and emerged in the mid-1960s as a discipline that stood out in the sphere of public administration and political science. Meanwhile, the analysis of public policy has arguably long existed and can be traced since the existence of human civilization. Since then, public policy is inseparable from human life in the form of individual micro levels and macro-level contexts in public and state life (Wahab, 2008).

According to Thomas R. Dye in Howlett and Ramesh (2005: 2), public policy is "everything the government does, why they do it, and the differences it produces (what government does, why they do it, and what differences it makes)." In understanding that "decisions" include also when the government decides to "not decide" or decide to "not take care" of an issue, this understanding also refers to the definition of Thomas R. Dye in Tilaar and Nugroho (2008: 185) which states that policy public is "everything that is done and not done by the government."

In line with Dye's definition, George C. Edwards III and Ira Sharkansky in Suwitri (2008: 9) also stated that public policy is: What is stated and done or not done by the government which can be stipulated in legislation or in a policy statement that in the form of speeches and discourses expressed by political officials and government officials who are immediately followed up with government programs and actions. Both definitions from Dye and Edwards III and Sharkansky both agree that public policy also includes "the decision not to take any action."

From these two definitions, it can be concluded that public policy also touches on existing values in society. Based on the definitions of public policy described above, public policy has the following concepts:
a.   Public policy contains goals, values, and practices/implementation.
b.   Public policies are made by government agencies, not private organizations.
c.   Public policy concerns choices made or not carried out by the government.

In the context of the definition of public policy as such, identified interlocking dimensions of public policy as a choice of legal legal action, public policy as a hypothesis and public policy as a goal (Bridgeman and Davis, 2004).

In the view of David Easton in Dye (1981) when a government makes a policy, then the government allocates values into society, because each policy contains a set of values in it. As in the view of Harrold Laswell and Abraham Kaplan in Dye, (1981) it is argued that policies should contain the goals, values, and social practices that exist in society by not changing the social values that grow in the community. This means that policies must not conflict with the values and social practices that exist in society.

Public policy as hypothesis means policy is made based on theories and causal propositions. Therefore, policies should rely on assumptions about behavior. This is important so that policy always encourages people to do something, and is able to predict conditions and unite estimates of success that will be achieved by a mechanism to overcome failures that might occur.

B. Policy Theory

Subarsono (2005: 89) mentions several theorists of policy implementation that mention these various variables. These experts include: George C. Edwards III, Merilee S. Grindle, Daniel A. Mazmanian and Paul A. Sabatier, Donald Van Meter and Carl Van Horn, Cheema and Rondinelli, and David L. Weimer and Aidan R. Vining.

a. Edwards III Model

According to Edwards III (1980: 9-11), policy implementation is influenced by four variables, namely (1) communication, (2) resources, (3) disposition, and (4) bureaucratic structure. According to Edwards (1980: 10) communication must be transmitted to appropriate personnel, and must be clear, accurate and consistent Edwards III states: "Orders must be implemented according to the appropriate personnel, and they must be clear accurate, and consistent." In this case Edwards explained that if the decision maker/decision maker hopes that the implementation of the policy is in accordance with what he wants, then he must provide the right information. Appropriate communication also avoids discretion on implementors because they will try to translate general policies into specific actions. This discretion is not necessary if there are clear and specific rules about what needs to be done. However, rules that are too rigid can also hinder implementation because it will make it difficult for adapters to implement. In this case a policy that is transmitted to implementing agents is needed that is precise, clear and consistent, but does not preclude the adaptation of the implementing agents.

b. Van Meter and Van Horn Models

According to Van Meter and Van Horn (Subarsono, 2005: 99) there are five variables that influence policy implementation, namely: "(1) policy standards and targets; (2) resources; (3) inter-organizational communication and activity strengthening; (4) characteristics of implementing agents; and (5) social, economic and political conditions."

Furthermore, the variables proposed by the Van Meter and Van Horn are explained (Subarsono, 2005: 99): (1) Policy standards and targets. (2) Resources. Policy implementation needs to support resources both human resources and non-human resources. (3) Relationships between Organizations. In many programs, the implementation of a program needs support and coordination with other agencies. For this reason, coordination and cooperation between institutions is needed for the success of a

program. (4) Characteristics of implementing agents. (5) Social, political and economic conditions. (6) Disposition of the implementor.

Most experts who put forward the policy process model (Easton, Anderson, Patton & Savicky, and Dunn) did not include "policy performance" in the policy process model. This was stated by Nugroho (2008: 388): unique the academics did not include "policy performance," but directly on policy evaluation. One possibility is that the academics consider that "policy performance" is a process that "must occur" in public life, even without having to be mentioned.

c. Grindle Model

According to Merilee S. Grindle (Subarsono, 2005: 93) there are two major variables that influence the implementation of policies, namely the content of policy (content of policy) and the implementation environment (context of implementation). Each of these variables is still broken down into several items. Mentioned by Subarsono (2005: 93). The contents of this policy variable include (1) the extent to which the interests of the target group or target groups are contained in the contents of the policy; (2) the types of benefits received by the target group...; (3) the extent to which the desired change of policy...; (4) whether the location of a program is correct; (5) whether a policy has mentioned the implementor in detail; (6) whether a program is supported by adequate resources. While the policy environment variables include: (1) how much power, interests, and strategies possessed by the actors involved in policy implementation; (2) characteristics of institutions and regimes in power; (3) the level of compliance and responsiveness of the target group.

Looking at the explanation of this Grindle model, we can see that this Grindle model has aspects similar to the Van Meter and Van Horn models. The same aspect is that both the Van Meter and Van Horn models and the Grindle model both incorporate elements of the policy environment as factors that influence policy implementation. The Van Meter and Van Horn include'social, political and economic conditions' as one of the factors that influence policy implementation, and Grindle includes a large variable 'policy context' or 'policy environment.' The advantage of the Grindle model in policy environment variables is that this model focuses more on the politics of policy actors. The first element of environmental variables, namely power, interest and involved strategies explain that the contents of the policy are strongly influenced by the political map of the policy actors.

Policy-making actors will try to place their interests in policies that involve their interests, so that their interests are accommodated in policy. The second element of Grindle, which has institution and regime characteristics, or the third element, namely compliance and responsiveness, has similarities with the disposition factor of the Edwards III model. In the second element (characteristics of institutions and regimes) this is explained by Suwitri (2008: 88) that "the implementation of a program will certainly bring conflict to groups whose interests are influenced." Robbins and Judge (2008: 181) mention there are six ways of resolving conflicts: competing (firm and uncooperative), cooperating (firm and cooperative), avoiding (indecisive and uncooperative), accommodating (not assertive and cooperative), and compromising (middle between firm and cooperative). The third element of the environmental variable of the Grindle model, namely compliance and responsiveness in addition to referring to disposition. The difference with the Edwards III model in this case is that Grindle focuses on the disposition of the ruler/regime/policy maker, while Edwards places more emphasis on the disposition of the implementor. Suwitri (2008: 76) states ".. the process of selecting satisfying alternatives is objective and subjective, influenced by dispositions (Edwards III, 1980: 89), compliance and responsiveness (Grindle, 1980: 11) from policy makers."

C. Educational Policy

The right education policy for that can provide extensive facilities for the development of students according to their respective nature. Therefore, in the formulation of education policy must be based on problems in education that are driven from field research and curriculum programs that take place at school.

Carter V Good (1959) provides an understanding of educational policy (educational policy) is as a consideration based on a value system and some assessment of situational factors, these considerations serve as the basis for operating institutionalized education. These considerations are plans that are used as guidelines for making decisions, so that institutionalized goals can be achieved.

Meanwhile, as stated by Michael Rutz, that education originated from the fact that humans have deficiencies and deficits, education is the answer to make it complete and education is a compensatory process that can help students to cover the deficit as much as possible. (The concept of Erziehung 2000: Der Schuler als End-produkt, in the magazine Rhenischer Merkur (2000: p. 21). At the level of practice programs that have been formulated require signs in their implementation so that the objectives of these programs can be achieved.
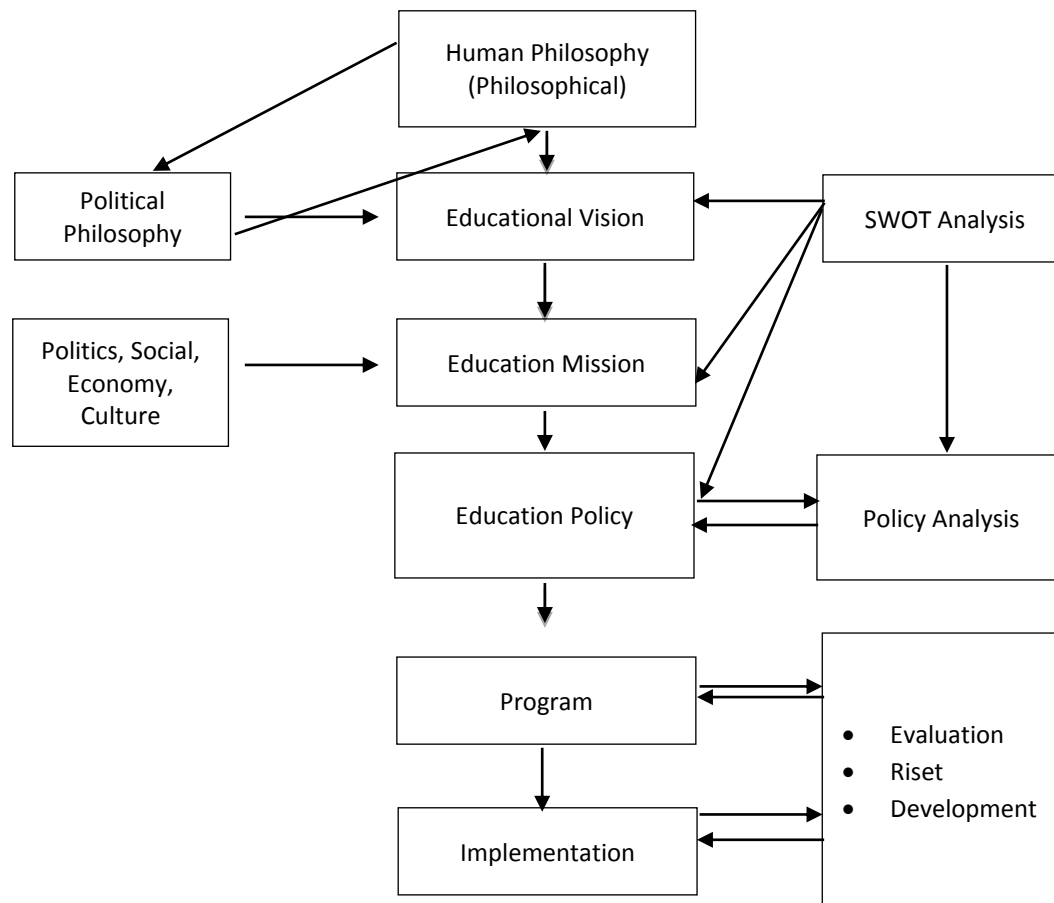
Source: H.A.R Tilaar

Figure 1. Educational Policy in Philosophy and Educational Theory

Therefore, because education is a praxis, which means the unity of theory and practice, education policy lies in the narrative order and descriptive order, according to Andre T. Lumphe in Gregory J. Sizek (ed.), Handbook of Educational Policy (1999: 81-98).
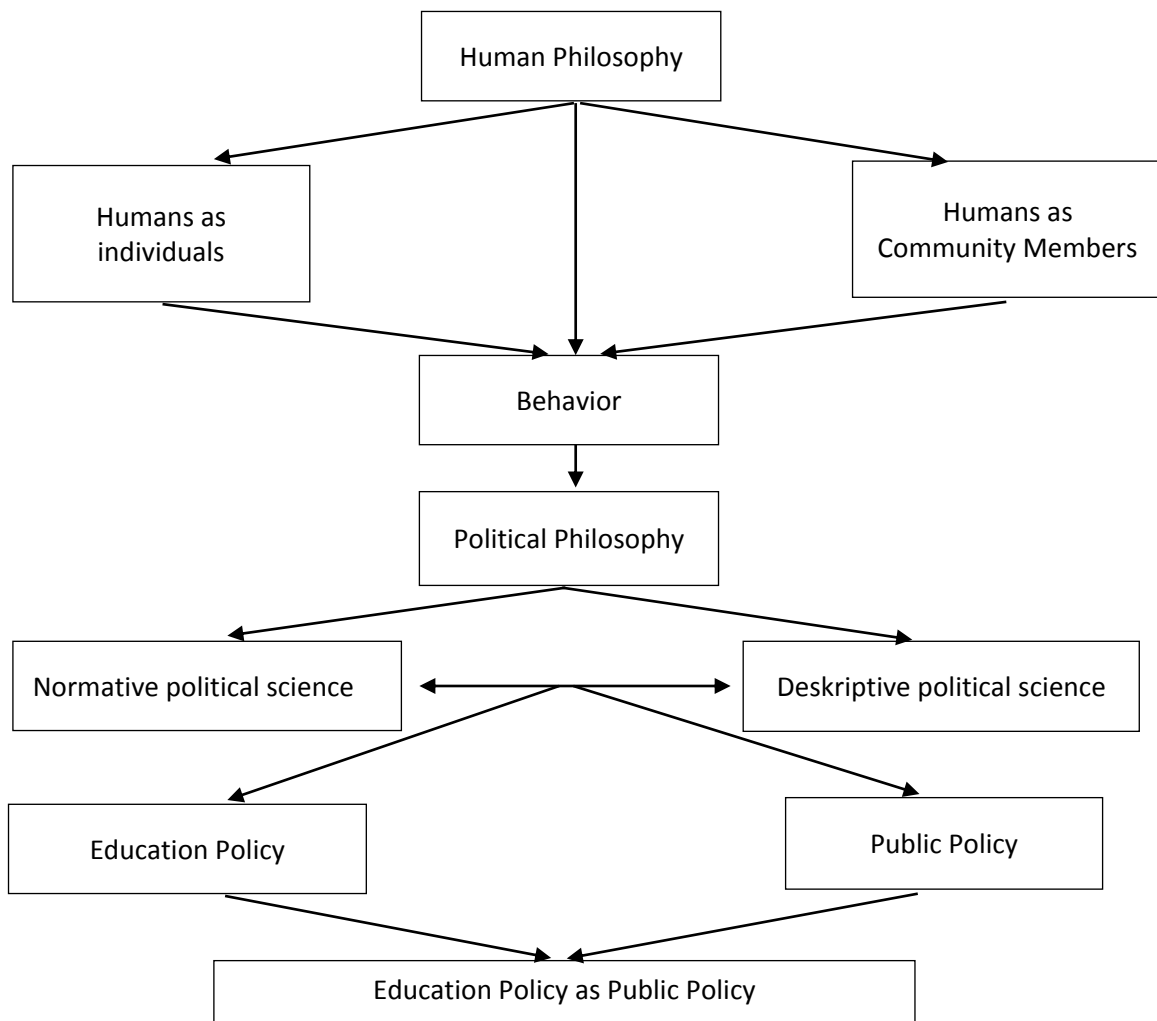
Source: H.A.R. Tilaar, 2008

Figure 2.   Education Policy as Public Policy

We have seen together how the process of education is an action in the social habitius of humans. By itself the educational process is inseparable from the study of moral or political philosophy. If we look at figure 1, the policy is described from the vision and mission of education that comes from human philosophy. Education policy is formulated and implemented based on the vision and mission of education. Furthermore, late education policy gets input from policy analysis so that there is an evaluation and formulation of the education policy itself.

Thus we can also understand together that education policies are grouped into two, namely education policy as part of public policy, and education policy as public policy with illustrations that have been illustrated above. And policies must be based on Pancasila moral values, where policies are evenly distributed and can be enjoyed by community groups.

D. Research Methods

The method of writing is descriptive-analytical method and using hermeneutic methods, then searching for the most relevant and main data related to the study of Public Policy and Education Policy in Strengthening National Character and then analyzing policies in character formation.

E. Analysis

Important issues that need to be highlighted in this paper are whether the education policy is part of public policy or education policy as public policy. These problems are important because they are related to positioning education in the context of public sectors that must be managed seriously and the level of urgency for the government in setting priorities for development programs in character education in Indonesia. To be unbiased in discussing the above issues, the formulation of education policies and public policies is urgently defined. The definition of public policy has been stated in the previous section, while the notion of education policy departs from the thought of Tilaar and Nugroho (2008) which reveals that education policy cannot be separated from the essence of education in the process of humanizing human children into free humans. Free humans are creative people who are manifested in their culture. Man is raised in his cultured habitus, he lives in his culture and he creates or reconstructs his own culture.

In this context education policy must be based on education as a praxis knowledge where the vision and mission of education accommodates the essence of human philosophy, political philosophy, social, economic and cultural. Thus, education policy is an embodiment of the vision and mission of education nuanced to human essence based on human philosophy and politics in the context of the political, social, economic, and cultural situation of the people.

The policy of improving the quality of education is directed towards achieving increasingly increasing quality of education that refers to national education standards. National education standards include the components of content standards, process standards, graduate competency standards, standards of educators and education personnel, standards of facilities and infrastructure, management standards, funding standards, educational assessment standards (Ministry of Education, 2005). One of the goals of education is to prepare the next generation of the nation towards a generation of gold that is expected to have competence so that they can compete in the global world. The competencies in question are competencies in the fields of science, skills, attitudes which include religious and social.

To answer the issue of education policy, part of public policy and about the actualization of education policies in the implementation of education policies. But before this case is explained, the public policy process will first be presented as a theological introduction to understanding the formulation, implementation and evaluation of education policies in terms of strengthening national character. After the problem of moral and character degradation, then followed up the analysis with a moral philosophy approach from Tilaar. To broaden the perspective of understanding education policy and public policy, the approach to the theory of political economy of education is also used.

a. Character Strengthening Program Policy Process

The policy process can be described as a system that is input, process and output. The input of the policy process is a policy issue or government agenda, while the policy process is in the formulation of policy formulations and policy implementation. Issues and policy formulations are political processes carried out by political elites and pressure groups. While the output of a policy process is policy performance.

As time goes on, change after change occurs only for the progress of the country, and gradually the direction of education is towards a better direction that is carried out according to the mandate and the Constitution. Therefore, the government as the policy holder always strives to improve the quality of education in order to achieve complete human development that is physically, mentally and socially

healthy and skilled, independent and able to face all the challenges and obstacles that exist in life both nationally and globally.

Policy and innovation in education must have the "priority" to be achieved for its implementation and evaluation. Implementation is basically a process stage. The process in this sense is a series of decisions and actions that lead to the achievement of the stated policy objectives.

With regard to policy implementation, many models can be used in implementation, including the Van Meter and Van Horn models, Mazmanian and Sabatier models, Hogwood and Gunn models, Goggin models, Grindle models, Elmore models, Edward models, Nakamura and Smallwood models, network models, mapping model. According to Nugroho (2008) that there is no choice of models such as the models above are the best in policy implementation.

Based on the events in the field according to the data and facts obtained, the condition of national education is considered to have not succeeded in instilling and forming good character for each student. In the field of education the problem faced is the learning process tends to teach moral education and character as limited as text and less prepares students to respond and face contradictory lives.

Along with the discussion, a big problem arises from the deterioration of morals and character in the life of the nation and state in the current reform era especially for the younger generation, where the future progress of the nation is determined by the younger generation in the future. Seeing global competition in the current era in all aspects and fields, has become a driving force for the government to make a policy for the realization of education with a system that is developed, developed, and has competitiveness. The government in this case the policy makers must be sensitive to the reality and problems that exist in the world of education, one of which is the degradation of moral values and character.

Character education is intended to instill moral values to students so that students can internalize these values into their daily lives. Character education is expected to improve national morals which can be said to be on the verge of depravity, especially the morale of students.

Answering the occurrence of moral degradation and national character, a number of schools are competing to develop programs and policies to improve character values and take full portions to take part in efforts to build the character of civilized and dignified students through the implementation of strengthening character of students according to what is expected and aspired by the noble values of Pancasila and the 1945 Constitution of the Republic of Indonesian.

b. Permendikbud No. 23 of 2017

Tilaar and Nugroho (2008) outline successively the formulation of education policy, policy implementation, policy performance and analysis of the education policy process in Jembrana Regency. The formulation of education policy cannot be separated from the vision of education as which has been stated in the 1945 Constitution.

Government policies and programs are expected to provide answers to solutions to problems to improve education quality. Departing from the problem of moral and character degradation, the government issued a number of regulations in the education system, to overcome the problems that were underpinning the world of education, especially the generation of management of the nation. In this case the government issued Permendikbud No. 23 of 2017 concerning the application of Full Day School.

Education policy in the implementation of School Day (full day school) must be able to be implemented properly so that the achievement of a complete education that can shape the character of the nation who is scrubbed and has social skills capable of competitiveness. The output of the full day school education process is to further contribute to the formation of character building. With the issuance of the Minister of Education and Culture Regulation No. 23 of 2017 concerning School Day, it is hoped that schools will be able to develop character values as written in the 1945 Constitution.

Given the urgency of this nation is faced with a decline in the level of morality and character of the nation, and if it is not properly addressed, this disease will continue with character degradation experienced will reduce student learning achievement and state achievements in improving the quality of education in Indonesia.

Efforts to improve the quality of education are essentially not only directed at the results of education but also in the process of implementing education, the process here includes the applied curriculum model. The application of the full day school education system here is one form of supporting education model to improve the quality of education with character.

c. Presidential Regulation No. 87 of 2017

Based on article 1 of the Presidential Regulation (Perpres) No. 87 of 2017 stated that Strengthening Character Education, hereinafter abbreviated as PPK, is an education movement under the responsibility of educational units to strengthen the character of students through harmonization of heart, taste, thought, and sports with involvement and cooperation between educational units, families and the community as part of the National Mental Revolution Movement (GNRM).

The purpose of Character Education Strengthening (PPK) based on Presidential Regulation (Perpres) No. 87 of 2017 is a) to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education to deal with the dynamics of change in the future; b) developing a national education platform that places character education as the main soul in the implementation of education for Students with the support of public involvement through formal, non-formal, and informal path education by taking into account the diversity of Indonesian culture; and c) revitalizing and strengthening the potential and competence of educators, education staff, students, the community, and the family environment in implementing KDP.

Based on Article 6 of the Presidential Regulation (Perpres) Number (No) 87 of 2017 stated that the Implementation of PPK in the Formal Education Education Unit as referred to in Article 4 letter a number 1 is carried out in an integrated manner in activities: a. Intrakurikuier; b. Kokurikuler; and c. Extracurricular.

Article 9 Presidential Regulation (Perpres) Number (No) 87 of 2017 states that:
− The implementation of PPK in the Formal Education Pathway Unit as referred to in Article 6 is carried out for 6 (six) or 5 (five) school days in 1 (one) week.
− The provisions of the school day as referred to in paragraph (1) shall be submitted to each Education Unit together with the School/Madrasah Committee and reported to the Regional Government or the ministry office which administers government affairs in the area of local religion in accordance with their respective authorities.
− In determining the 5 (five) school days as referred to in paragraph (1), the Education Unit and School/Madrasah Committee consider: a) adequacy of educators and education personnel; b)

availability of facilities and infrastructure; c) local wisdom; and d) opinions of community leaders and/or religious leaders outside the School/Madrasah Committee.

Character education is a very important key in shaping a child's personality. Besides being at home, character education also needs to be applied in schools and social environments. In essence, education has a purpose to help people become smart and grow into good people. In order to prepare for the Golden Generation 2045, the government strengthens the character of the younger generation to have excellence in 21st century global competition. In addition to the five main character values, through Character Education Strengthening, the government encourages the improvement of basic literacy, critical thinking, creative, communicative and collaboration of the younger generation.

In the Presidential Regulation it is explained that what is called Character Education Strengthening (PPK) is:

> *"The education movement is under the responsibility of education units to strengthen the character of students through harmonization of hearts, taste, thought, and sports with involvement and cooperation between educational units, families, and communities as part of the National Mental Revolution Movement (GNRM))."*

The implementation of KDP in the Education Unit for Formal Education is carried out for 6 or 5 school days in 1 week. The provisions of the school day as referred to are submitted to each Education Unit together with the School/Madrasah Committee and reported to the Regional Government or the ministry office which organizes government affairs in the local religious field in accordance with their respective authorities. Strengthening character education with all its forms is carried out in schools or madrassas in the form of intracurricular, curricular and extracurricular.

3. Conclusions and Suggestions

Conclusions that can be stated in connection with the discussion of the actualization of public policy in the implementation of education policies indirectly explain how education policy as public policy is first, education policy is related to efforts to empower students. Because education is a praxis, education policy is a humanitarian process that occurs in its natural and social environment so that education policy is a translation of the vision and mission of education in a particular society. Whereas the validation lies in how much the policy contributes to the individual liberation process and the personal development of individuals who are creative in transforming society and its culture. Second, education policy is born from the praxis of education so that education policies include the process of policy analysis, policy formulation, policy implementation and evaluation. The policy process can use standardized models, although these models have weaknesses and shortcomings, but with a combination of various models can be produced a decent policy process. Third, education belongs to the community (public goods) then the voice of the community in various levels of formulation, implementation and evaluation of policies need to be heard and in accommodation. In addition, education as a public good should be handled by the government and efforts to submit education to the market are a process of commercialization and this will harm the wider interests of the nation beyond merely considering the scarcity of financial resources. Fourth, referring to moral philosophy then education policy as a public policy is not an educational policy part of public policy. In addition to the reasons for moral philosophy that positions education policy as public policy, it is also supported by the theory of market failure in political economy theory.

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Konsep tentang defisit kemanusiaan ini disampaikan oleh Michael Rutz, "Erziehung 2000: Der Schuler als End-produkt," dalam majalah Rhenischer Merkur, 2000, hal. 21.

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Political Thought in Strengthening Civil Society in Indonesia

Sadikin[1] dan Idrus Affandi[2]

ABSTRACT

This article focuses its study on the issue of intellectual political thought of Muhammadiyah in reformation era in strengthening civil society in Indonesia. The problems answered in this article include political thought orientation of Muhammadiyah intellectuals in strengthening civil society in Indonesia. For answering this issue, this article uses an ethnography research design. By using this qualitative design, researchers can identify a group of people; study them at home or place work; and develop a general picture of the group. Take notes how they behave, think and speak. In an epistemic framework, the study of this article considers several theoretical perspectives on discourse of civil society issue, such as pluralism, politics, enforcement justice, democracy, defense of the *dhu'afa* and *mustadh'afin*, recognition of plurality or national plurality, tolerance and several another issue. Muhammadiyah takes the path of high politics as a national political view, namely by maintaining distance from all parties and political actors. The national politics played by Muhammadiyah in an effort to strengthen civil society by paying attention to issues of life cultural and social citizens. In carrying out the political function of nationality, Muhammadiyah voiced the interests of citizens in controlling effective government administration. Muhammadiyah remains committed as a social organization to criticize practice unconstitutional which can take hostage to the democratic system and concepts of constitutional citizenship.

Keywords: Political Thought, Muhammadiyah Intellectual, Reformation, Civil Society

1. Introduction

Since the proclamation of Indonesian independence to the fall of the Order regime on May 21, 1998, the presence of the state in the history of Indonesia, as an political actors becomes very strong and dominant. The executive institution becomes thesingle authority in carrying out political decisions. So that the entire nation's agenda is centered on the executive. This is what makes the executive institution survive the political periodization selection, namely the emergence of a very strong country and the weakening of the position of society in the space of democracy for 10 decades. As long as the period of power took place, there has been a sharp social disparity between the people and the state.

In these circumstances, the affairs of civil society become part of an expanded state, utilized by the ruling class to assimilate ideas that are considered dangerous and thus create consensus culture and politics. The state perpetuates the power of government from the bourgeoisie (Nezar, 2015: 38). So that

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the movement of civil society will be limited by the power of hegemony which is dominated by neoliberalist political projects that deal with the name of the state and global actors (Hagai, 2006: 3). Antonio Gramsci, called the political behavior with the term hegemony, namely the efforts of the ruling class in carrying out its government functions without any element of coercion in exploitation through policy formulation. These efforts are packaged subtly to influence the minds and hearts of citizens in responding to the reality of policy (Kenneth, 2016: 141).

Governments in third world countries face two of the most fundamental problems in building the basis of their country's epistemology after World War II and colonialism, namely socio-political issues and economic social conditions (Jeff, 2000: 2). Economic and social difficulties are at the root of the growth of political action. To deal with this problem, they participate and emancipate in a series of questions through activities, economic development and social political empowerment from the poor, women, young people, ethnic and religious minorities. Between 1998 and 2003, more than 10,000 people were killed and hundreds of refugees to avoid conflicts between Christians and Muslims in many parts of eastern Indonesia backed by an economic crisis (Richard, 2007: 3). This oppression gives birth to poverty caused by an unfair structure. The economic and political deficit provides room for the aski group to protest the state system in the third world.

Citizens need an alternative way to participate outside and beside official institutions. Therefore it is necessary to have a good understanding about the concept of civil society, democratic citizenship (the official) and alternative citizenship (the non-official) spesifically, which he dubbed 'cooperative citizenship' (cooperative citizenship). So far, in the context of democratic citizenship, vertical conflicts between civil society and the state are still broken by the dominant political approach. The dominant politics in question is the politics of rationality based on legitimate deliberative democracy. Therefore, we need to realize and understand that in fact the central element of democracy is not limited to constitutionalism. However, there are two elements of democracy that are not less important, named pluralism and citizenship (acts of citizenship) which can have implications for aspects of justice and prosperity (Freddy, 2011).

The fall of the Indonesian currency in early 1998 led to student-led demonstrations, demanding the restoration of basic rights and ending the monopoly of ruling power (Richard, 2007: 3). Civil society seeks to prevent the birth of an authoritarian government by creating citizenship education organized in a system of citizenship that is disciplined, critical and has a strong social awareness of developing social-national phenomena. Civil society is needed to oppose the despotism state system. It seems that the state has been involved in the way civil society is envisioned (Eunsook, 2012: 4). Civil society is a key actor in the process of citizen conversation and democratic practice. This group is a pile of democratic education in the public. The role of civil society is very significant in the midst of the process of reforming democracy after the authoritarianism of the New Order regime (Fuat, 2006: 5). Civil society is considered as a space for upholding and increasing social, economic and political justice (Biswajit, 2009: 1).

Social movements in maintaining people's sovereignty over exploitation in the name of the state are nothing new in the world of democracy. The Abolition Movement, and the Chartist and Suffragette movements in the 19th century (Kenneth, 2016: 257). In some countries, civil society emerged as a reaction to the political project of neoliberalism in the name of the state (Cox, 1997: 15). However, the decade of 1960-1970 witnessed a wave of 'new' social attention to the environment, peace, women's rights, weapons and nuclear power plants, minority rights, animal rights and racism which included

Friends of the Earth and Green peace, The Black Power Movement in the US, the agricultural and land reform movement in South America and right-wing and racist group alliances in Europe (Kenneth, 2016: 257).

One of the main reasons for forming action groups is as a defensive reaction to conditions that are increasingly unbearable. The action against the group is based on social awareness to empower the poor by protesting the socio-economic or political system that is running by pursuing and voicing their citizenship rights exploited by the state (Jeff, 2000: 14). The demand for the realization of a complete democracy is motivated by the formation of action groups that form ranks, mobilize forces and demand change. Action groups play a variety of roles, some of which are contradictory, in response to neoliberalism (Shefner, 2007: 4). The emergence of action groups in the space of democracy is politically co-opted by various kinds of social interests which demand the establishment of a complete democratic system. Increased concern for social justice, inclusive growth, and empowerment of marginalized poor people have paved the way for the rise and growth of Civil Society Organizations (Ghosh, 2009: 1).

During the 1990s, activists, politicians, journalists, academics and community organizations criticized the style of government of despotism through demonstrations (Justin, 2005: 2). Muhammadiyah takes a position and role as the power of politics or moral forces, which play a role as interest groups or as pressure groups that are more effective without having to come into direct contact with practical politics. Muhammadiyah is responsible for promoting democracy, pluralism and women's rights (Ramakrishna, 2015: 21). Such organizations aim to form partnerships with development agencies. In this case the government is to reach a place in social relations (Green, 2012: 1). Interest groups, sometimes also called 'sexist groups,' are types of pressure groups that represent the interests of mustad'afîn and du'afah to try to influence or supervise government policies but do not want to become a government (Kenneth, 2016: 252).

The concept of civil society as an umbrella to demand transparency, democracy and human rights (Jane, 2001: 1). Thus, Muhammadiyah tried to influence government policy by playing a function as pressure groups, namely by giving political control, playing public opinion, influencing political policy making, giving political culture, lobbying to build personal communication and relationships, conveying protests and demonstrations. Interest groups, sometimes also called 'sexist groups,' are types of pressure groups that represent the interests of *mustad'afîn* and *du'afah* to try to influence or supervise government policies but do not want to become a government (Kenneth, 2016: 252). Muhammadiyah was inspired by the reformist movement, which is estimated to have 45 million and 35 million members and has a vital place in public life (Rachel, 2011: 5).

For Muhammadiyah, involvement in the agenda of political education is an agenda that cannot be separated from the struggle to strengthen the position of civil society, which is the ideal of Muhammadiyah in realizing civil society. Civil society organizations in each country form transnational civil society as an alternative way to create solidarity (Ja-hyun, 2016: 1). As a social organization, Muhammadiyah has been recognized as an important pillar of civil society in Indonesia (Adham, 1998). Therefore, grassroots communities have high hopes for Muhammadiyah. This is because they are intellectual communities in strengthening democratic systems that can limit the rights of institutions that are too dominant (Benjamin, 2008: 1). Muhammadiyah in the life of universal nationality and humanity affirms its commitment to continue acting to sow the seeds of truth, kindness, peace, justice, benefit, prosperity and the primacy of living dynamically towards the main civilization (PPM, 2015: 8).

The religious social movement continues to develop for the advancement of Islamic societies, the nation and the Indonesian state in general, to find solutions to ideological, political, economic, social, cultural, defense and security problems (Setyawan, 2013). Muhammadiyah transmits religious values in line with the principles of western democracy, including tolerance, respect for diversity, freedom of speech or opinion and decision making (Fuat, 2006: 8). This kind of phenomenon is part of the most important element in the life of society, nation and state, which is consolidated in an Ashabiyah community, in strengthening civil society in Indonesia. Many researchers have documented the social transformation that has been caused mostly through social movements, laborers, faith-based groups, non-governmental mental organizations, and other similar organizations (Shefner, 2007: 2). Therefore, it is necessary to look at the importance of describing, gathering and telling about political thoughts, upholding justice, democracy, defending the dhu'afa and mustadh'afin, acknowledging plurality or national plurality, tolerance and so on.

2. Research Methodology

This study uses a qualitative approach. A qualitative approach is used as a tool in formulating research narratives. The use of a qualitative approach is adapted to the problem at hand, we hope that it can understand the humanitarian issues relating to the intellectual political thinking of Muhammadiyah in the reform era in strengthening civil society in Indonesia. By using a qualitative approach, researchers can explore and understand the anatomy of Muhammadiyah's intellectual political thinking in a holistic manner. For Jhon (2015: 31) the using of qualitative research methodology is to answer problems that researchers do not know about the variables and need to explore them.

This study uses an ethnographic design. Using this qualitative design, researchers can identify a group of people; study them at home or at work; and develop a general picture of the group. record how they behave, think and speak. The reasons for using this method are as follows: First, with this ethnographic research design, researchers can identify the nature of Muhammadiyah's intellectual thinking, as an object in this study. Second, researchers can explore documents, language, ritual, structure, economy, politics, life stages, interactions and also communication styles.

For example in the form of decrees and statements issued by the Muhammadiyah Central Leadership (PP) since post-reform. This is in accordance with Jhon's opinion (2015: 932) ethnographic design is a qualitative research procedure to describe, analyze, interpret the same patterns of behavior, beliefs and language in the culture sharing group, which develops over time. Furthermore, in the process of implementing ethnographic research which became the focus was Muhammadiyah's intellectual political thinking throughout the reform era in strengthening civil society in Indonesia. The aim is to explore the values derived from their daily activities. Thus, ethnographic research involves all intellectual activities of Muhammadiyah, which include speaking, thinking and acting in response to the global reality of humanity.

The use of ethnographic methods in this study is based on several considerations as follows: First, according to the problems studied, namely how the transformation of Muhammadiyah's intellectual political thinking in strengthening the position of civil society in Indonesia. So Muhammadiyah intellectuals as an ethnographic study, where political thought, can be studied scientifically. As an ethnography, Muhammadiyah according to Abu (2013: 9) is a modernist organization. Because of Muhammadiyah's willingness to adopt modern (western) methods in everyday organizational life, for example in the education system, Muhammadiyah took over the western education system.

Second, the ethnographic method used in this study is because Muhammadiyah is a purification and reform movement. as a phenomenon, researchers try to explore and try to understand the meaning contained in transformed political activities and thoughts. Efforts to understand these meanings are based on ethnography defined as data from experience that can be observed and can be learned. Ethnography produces participants' views through carefully edited quotes and has a final word about cultural interpretation and presentation (Jhon, 2015: 937). With ethnographic methods, researchers can report objective data with measurable styles that are not polluted by bias, political goals, and personal judgment.

The ethnographic research participants are Muhammadiyah unionists, who are involved in the discussion of discourse on civil society, such as pluralism, politics, enforcement of justice, democracy, defense of the *dhu'afa* and *mustadh'afin*, recognition of plurality or national plurality, tolerance and so on. Resource persons were chosen based on their level of familiarity in the involvement of community programs, especially in strengthening civil society. According to Johnson and Fetterman (Fuat, 2006: 15), the main speakers are:

1. Play a very important role in the community that will provide valuable information;
2. Having knowledge or information held as a result of his honorable role;
3. Having knowledge of the latest interpersonal relationships, having a wealth of information about the nuances of everyday life; and
4. Have the desire to communicate, work together and share.

All key informants were selected based on their activities and involvement in a program aimed at strengthening the position of civil society or those familiar with the issue because it has an important role in community organizations. Therefore, the subject of information from the transformation of political thought to be studied is the Muhammadiyah intellectual which includes: the subject of information from the transformation of political thought is the Muhammadiyah intellectual which includes: (1) General Chairperson of PP Muhammadiyah; (2) General Secretary of PP Muhammadiyah; (3) Management/Members of PP Muhammadiyah; (4) Prof. Dr. Muhammad Amean Rais; (5) Buya Syafi'i Maarif; (6) Din Syamsudin.

The location of this study was conducted in two places, namely Yogyakarta and Jakarta. The location of Yogyakarta is due to Muhammadiyah having a socio-historical bond relationship with Yogyakarta, namely where Muhammadiyah was born on November 18, 1912 AD in Kauman, Yogyakarta. While the center of intellectual activity in carrying out the transformation of political thought was held in Jakarta. The reason is because the center of the state capital is a marphology of all citizen activities. So it is necessary to have the PP Muhammadiyah office in the center of the State Capital, so that young people build relationships and social access with government institutions, mass organizations, NGOs and others.

3. Research Results and Discussion

As a pillar of Islamic civilization in Indonesia, Muhammadiyah is engaged in the fields of *da'wah*, education and humanity in transforming *amar ma'ruf nahi munkar*. In the political sphere, Muhammadiyah remains committed as a mass organization that remains consistent in criticizing unconstitutional practices that can hold hostage and bound democratic systems and the concept of constitutional citizenship. Thus, in the life of nation and state, Muhammadiyah continues to play its function of civil Islamization in the continuation of national political contestation in caring for national sovereignty, the state and social welfare. Achievement at the institutional level which is considered an

achievement by the state does not guarantee the implementation of a participatory political process. Thus, strengthening civil society must be prioritized for the growth of the democratization process.

Strengthening civil society is a step in maintaining state sovereignty, namely by protecting the plurality, freedom and political rights of civil society. Thus, automatically citizens will control the development of the country. Because the quality of civil society's life leads to a change in a society's culture and social life. As a prerequisite for the formation of a democratic country, the quality of prosperity and economic equality is needed, modern social structures and national culture based on values of tolerance and a demoratic political system. Efforts in strengthening civil society are in principle carried out to establish a democratic political order to balance the country. The vacuum of civil society in a country will have an impact on the stunted growth of democracy, because it is unable to influence state policy. Muhammadiyah's post-reform role since the leadership of M. Amien Rais, Ahmad Syafi'i Maarif and Din Syamsuddin was very significant for the establishment of democratic institutions in the transition period in Indonesia.

The transformation of the concept of democratic citizenship requires the involvement of various elements of civil society which include: NGOs, mass media, research centers, campuses, intellectuals. From several elements of the civil society elements above, Muhammadiyah activated all elements in order to strengthen the civil society movement and internalize the moral values of citizenship education. In addition, elements of the civil society element have stronger access to universities to actively develop the concept of democratic citizenship. As a pillar of civil society in Indonesia, Muhammadiyah has committed to developing the Indonesian nation into a developed country. The consolidation and contestation of Muhammadiyah in various sectors of life is basically an effort to advance the life of the nation as an internalization of a progressive Islamic vision. The concept of progressing Indonesia has been comprehensively discussed in the 2014 Tanwir Samarinda decision. From Tanwir's decision to Mukhtamar's recommendation, Muhammadiyah continued to fight for the advancement of the lives of the Indonesian people in the future.

The civil society empowerment program is intended to strengthen understanding of pluralist values, justice, human rights and democracy in building democratic citizens. Democratic education is socialized through civil society organizations, such as NGOs and mass organizations, in addressing the democratic process (Fuat, 2006: 5). In relation to the issue of global citizens, at the momentum of the 47th Mukhtamar in Makassar in 2015, Muhammadiyah encouraged all the institutions and orthoms under it to become protectors of the oppressed minority groups. The oppressed minority group in the Muhammadiyah perspective is a group of people who are subordinated to social segregation such as homeless, diffable and labours.

Likewise with the empowerment of the dhu'afa-mustadh'afin community, the renewal of the education system, the direction of Qibla and the establishment of the women's movement namely: Aisyiyah is a form of the Muhammadiyah movement in realizing a progressive Indonesia (Haedar, 2015: 16). Indonesia is advancing the discourse of Muhammadiyah as a vision of struggle in transforming the mission of liberation, empowerment and advancing the lives of citizens in all fields. At the momentum of the 46th Mukhtamar in 2010 in Yogyakarta, Muhammadiyah again activated the surge of the enlightenment movement in an effort to respond to the problems of humanity, poverty, underdevelopment, ignorance. The enlightenment movement as a commitment in the mind of the second century Muhammadiyah featured Islam to answer moral issues, terrorism, violence, conflict, ecological damage, corruption and other forms of crimes against humanity.

By reactivating the surge of the enlightenment movement, Muhammadiyah continues to develop equitable social relations without discrimination, build peace, glorify human dignity, respect pluralism, educate the nation's life, build social institutions and advance human life. In developing its thinking, Muhammadiyah continued its efforts to spawn social action of citizenship that sided with the du'afa and mustadh'afin and strengthened civil society for the welfare and progress of the nation. Muhammadiyah's commitment is to maintain the values of civilization such as openness, tolerance, pluralism and respect for human rights in caring for the rights and responsibilities of civil society in Indonesia. Muhammadiyah remains an institution that is independent of the state, responsive to weak groups and supports the values of civilization and virtue for a democratic and progressive Indonesia.

Muhammadiyah takes the path of high politics as a national political view, by keeping a distance from all political parties and actors. The politics of nationality played by Muhammadiyah in an effort to strengthen civil society is by paying attention and taking care of the issues of cultural and social life of mankind, such as renewal in the fields of social services, gender justice, environment, education, human resources, community, industry, da'wah and the economy generosity. With this movement, Muhammadiyah was very active in guarding public policy through social transformation towards a democratic and socially just society. Thus, the politics played by Muhammadiyah more precisely is moral politics to control and help the country. Muhammadiyah has a moral responsibility to realize the progress of life from various disadvantages.

In safeguarding and caring for the political sovereignty of the Unitary State of the Republic of Indonesia, Muhammadiyah has declared a "Constitutional Jihad" movement. This movement is a systematic effort of Muhammadiyah in straightening the nation's direction from the misuse of national visions and ideals mandated by the 1945 Constitution. Jihad Constitution is still striving to maintain state sovereignty from abuse of authority and power that exceeds the constitution, unrealized economic justice and people's welfare violated. The transformation of ideas, ideas, programs and strategic issues must be carried out both in the social, economic, political, religious and cultural aspects both locally, regionally, nationally and internationally. In safeguarding the sovereignty of the State, Muhammadiyah emerged as an embryo of a social movement that should be taken into account in the national and international national politics.

One of the efforts taken by Muhammadiyah in defending state sovereignty was by increasing the quality of democracy. As a pillar of civil Islam in Indonesia, Muhammadiyah has a moral and nationalist Indonesian responsibility for the administration of the country and the management of the nation by internalizing the values and noble principles of democracy. Muhammadiyah residents continue to appear to fight for state sovereignty to strengthen citizenship relations between citizens and distance primordial and sectarian conflicts. Muhammadiyah citizens must be responsible for active participation and emancipation and totality in internalizing the noble values of the Pancasila for an economically, politically and culturally sovereign Indonesia. In order to defend state sovereignty, Muhammadiyah became the locomotive of the civil society movement which voiced the ideas of democracy.

One of the most important pillars in a democratic system is an association formed by civil society, which plays a function to control the public interest. Thus, Muhammadiyah is one of the pillars of democracy that is associated with civil society to become the driving force for a growing system of democracy. As an association of civil society, Muhammadiyah plays a role and function to ensure the functioning of the balance of power holders, which is based on the preambule mandate of the 1945 Constitution and public aspirations to be in harmony with the demands of citizens. In playing the role

and function of civil society, Muhammadiyah took the path of national politics to advance the lives of citizens and nations. This was done to avoid horizontal conflict and to keep the spirit of the organization alive and sterile from the political behavior of power.

Formally, Muhammadiyah firmly does not play a function of practical politics and has an attitude of integrity towards all elements of political power. In carrying out the national political function, Muhammadiyah voiced the interests of citizens in effectively controlling the administration of the government. The national political movement played by Muhammadiyah, in voicing the interests of citizens, is a critique of the management of natural resources (HR) and the environment which tends to conflict with the country's constitution. Muhammadiyah considers that a number of natural resource management laws, the Mineral and Coal Law (Minerba), the Oil and Gas Law (Oil and Gas) and the Water Law are contrary to the constitution and lead to market economic interests and the ideology of neoloberalism. The criticism was carried out by examining the material in the Constitutional Court, to produce a fair legal product, namely the abolition of the Water Law and the revision of the Oil and Gas Law which was considered contrary to the interests of the Indonesian nation.

Another national political attitude is the anti-corruption movement and even Muhammadiyah is one of the locomotives of social movements that fight corruption. Marfologi from the anti-corruption movement built by Muhammadiyah is a public advocacy, a special program titled Anti-corruption Madrasah organized by the cooperation of all Muhammadiyah University Universities, and also strengthened by anti-corruption education. The anti-corruption movement championed by Muhammadiyah is a form of moral movement in maintaining state sovereignty to realize utopia citizenship and a transparent and sterile form of government from corrupt behavior. The politics of nationalism championed by Muhammadiyah, in safeguarding state sovereignty, is the order of the "Khittah Perjuangan" mandated by Muhammadiyah's "Matan Beliefs and Life Ideas" in fighting for civil society in Indonesia in order to educate the nation's quality of life.

4. Conclusion

Muhammadiyah as a social religious organization that breathes non-politics, often presents itself as a controller in organizing democratic governance. The national political attitude played by Muhammadiyah is based on the logocentrism of public ethics values for a progressive Indonesia. The most logical contribution of Muhammadiyah is the formation of an educated middle class which is the basis of social epistemology in internalizing the noble values of political democracy in Indonesia. Middle-class Muslims built by Muhammadiyah became the energy of civil society in exercising control over the administration of democratic governance. Muhammadiyah continues to strive to play its function and role as a socio-religious organization in realizing the ideals mandated in the 1945 Constitution preambule for Indonesia that is progressing, prosperous, prosperous and dignified. The football of national politics chosen by Muhammadiyah as a social-religious organization aims to interpret public ideas and voice these social aspirations in the public interest. That is the basis of Muhammadiyah's intellectual political epistemology which was transformed in strengthening civil society in Indonesia.

In responding to the global reality of humanity that has swept the Republic of Indonesia, Muhammadiyah has shared humanitarian responsibility to reduce the burden on the state, such as: social marginalization, poverty, social injustice and deterioration of human resources. Through Lazismu, Muhammadiyah plays its function as a social organization in equitable welfare distribution. Equitable welfare is the responsibility of the state constitution in dignity in providing a decent life for every citizen. When the country is late for this humanitarian issue, Muhammadiyah through the Lazismu institution

becomes an agent of transformation in the task of humanity. Organizationally, Muhammadiyah is socially responsible to continue to encourage and direct social change for welfare distribution. As a modertat Islamic civil power, Muhammadiyah is loyal and obedient to Pancasila and the 1945 Constitution to devote itself to the nation and state in an effort to prosper and prosper the lives of the people.In responding to the global reality of humanity that has swept the Republic of Indonesia, Muhammadiyah has shared humanitarian responsibility to reduce the burden on the state, such as: social marginalization, poverty, social injustice and deterioration of human resources. Through Lazismu, Muhammadiyah plays its function as a social organization in equitable welfare distribution. Equitable welfare is the responsibility of the state constitution in dignity in providing a decent life for every citizen. When the country is late for this humanitarian issue, Muhammadiyah through the Lazismu institution becomes an agent of transformation in the task of humanity. Organizationally, Muhammadiyah is socially responsible to continue to encourage and direct social change for welfare distribution. As a modertat Islamic civil power, Muhammadiyah is loyal and obedient to Pancasila and the 1945 Constitution to devote itself to the nation and state in an effort to prosper and prosper the lives of the people.

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Local Wisdom and the Use of Social Media to Support Social Security for the Poor: The Case of the *Republik Basedu* Philanthropy in North Maluku

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Abstract

This study departed from the curiosity of the existence of philanthropic movement, a movement to help the poor carried out by a number of people from the middle class urban in Ternate, North Maluku. The main concern of this study was the group called *Republik Basedu*. The members of the group collected funds and redistributed goods donated from community members who sympathized with the suffering of others to those who deserve them. They turned out to provide assistance to victims of natural disasters, provided household furniture, distributed free books, and even built a number of livable houses for the poor. This study explored the sociocultural values behind these philanthropic activities and how these values manifest in the way they work, including the use of social media, and in their achievements. By employing ethnographic method, this study collect data through observations, in-depth interviews, and analyzed facebook electronic documents. The study found that the main reason for this movement to help the poor was based on local wisdom and Islamic values. This study found that the success of mobilizing public funds through the use of Islamic terms and local wisdoms was possible because of the use of social media, particularly *facebook*.

Keywords: *Republik Basedu*, local wisdom, Islam, social security, North Maluku.

1. Introduction

Since the so-called "reform," and especially since North Maluku became a separate province apart from Maluku province, the socio-cultural and political writhing of the people in this region varies greatly. On one hand there was conflict and social competition and in the other extreme teher are cooperations among people. Particularly for cooperation to help other people in need, called philanthropy, there are three civil organizations that emerged in the 2000s who do this activities. The first organization was *Barifola* which was initiated by several prominent Tidore people who lived in Ternate to help build the homes of the poor. Already hundreds of homes of the poor have been successfully built by this organization [1]. The second organization is *bari-um* or *umbari* which was initiated by ethnic Makeans

with the aim at building houses for the poor. The third organization is Republic Basedu (RB) or in Indonesian means republic of jokes.

Although these three civil society organizations have the same objectives, the barifola and barium are based on the spirit of a communal or ethnic based community because they are based on certain ethnic groups. On the contrary Republik Basedu is a combination of several parties who have different ethnic backgrounds. The attention of this article is not in its multi-ethnic setting but in the cultural reasons behind philanthropic activity and how those reasons manifested using social media in their philanthropic activities.

The socio-cultural phenomena in the form of helping others who are considered to need help of others are universal phenomena found in various cultures in the world. The manifestation of these can vary greatly from culture to culture. Theoretically, humans' philanthropic activities take place not in empty space. This activity is formed by individual, social, cultural, and other factors.

Many studies have conducted on philanthropy with different perspectives and aspects. There are studies that look at the symptoms of philanthropy as a reflection of the presence of civil society in modern society [2], there are also concerns on the impact of philanthropy [3]. Several other studies have shown the existence of the philanthropic movement among diaspora of inter-country migrants. Experts termed the movement as "diasporic philanthropy" which is carried out by citizens of a country who are foreign migrants who organize resources to be sent to their home countries for philanthropic purposes [4], [5].

There are those who see this phenomena by seeing aspects of change or development in a certain period of time or historical aspects [6]. Other experts see philanthropy from an economic aspect [7]. Religious aspects have also been studied by anthropologists and sociologists [8], [9]. Paul Benson [10] also found that cultural and ideological factors behind people's involvement in philanthropic activities or programs. Studies on aspects of culture including religion and ideology have indeed contributed to our understanding of philanthropy in aspects of culture. However, these studies do not reveal the existence of a social media role as an important element in the philanthropic movement.

Especially in North Maluku, there are indeed several studies conducted by Samuda [11] as well as Amin and Karman that reveal philanthropic movement in this area, which have also uncovered the role of local culture in the philanthropic movement. But like other studies discussed earlier, the two studies did not reveal the role of social media in bringing cultural and religious ideas in the philanthropic movement. In addition, the two studies limited their attention to the *barifola* philanthropic movement, not republic basedu (RB). After mapping the previous philanthropic studies, there was an important gap. The philanthropic studies presented earlier, including previous studies in North Maluku, did not reveal the use of social media, especially Facebook, as an important instrument in bringing cultural ideas and religion into the philanthropic movement. This article will focus on this issue.

2. Method

Methodologically, anthropological research have made various adjustments to the development of modern information technology. One of them is recognizing data collection methods that rely on social media information, which is presented on the internet. The internet has become a new field for anthropologists who rely on shared data and exchanged on internet media. Thus, this study uses ethnographic methods using internet material as text for analysis, as well as observations and interviews.

3. Results and Discussion

In this section presents a portion of the field data on activities carried out by the Republic of Basedu (RB) and aspects of the activities. The concentration of this study is more on presenting data and not pretending to do theorization of existing data. It will be the next task to do a deeper theorization of the data.

Fundraising

Fundraising is one of the key components in supporting philanthropic programs such as the Republik Basedu. Since they do not rely on state support, the activists of RB also do not have regular donors as the Barifola philanthropic group has (Amin and Karman, 2017). Recognizing the importance of this fundraising component, sometimes they must invite parties or citizens of the Basedu Republic who have good abilities and skills in fundraising. To get donation form public, the board of RB seeks to find experienced and skilled people RB members to be able to be responsible for every fundraising activity. On July 11, 2017 Mohammad Adam posted a banner with the phrase, "Looking for the creator for a fundraising event." In the banner he wrote their motto, "raising togetherness, changing crying into a smile." The banner also says shows that their target or target group is poor elderly people, the poor, ex-leprosy and neglected children.

Fundraising is often conducted to support a plan set to provide assistance to the poor who are considered eligible for assistance. In October 2017 the Basedu Republic held a fund-raising activity to build a poor man's house. The name of the recipient is Om Man. One of these fundraising activities is in the form of a bazaar. On the bazaar card they were seen offering several food menus to be bought by their friends and colleagues. On October 26, 2017 an RB activist named Ratna Na on social media posted that the bazaar coupon was ready to be circulated.

In the post, Ratna Na also explained, in a simple sentence, the reason for the bazaar's activities, namely in the context of collecting funds to help build someone's house in Tidore named Om Man. He also invited RB members to those who wanted to donate money to contact someone named Ija Pattimura as the coordinator of this activity. Another interesting thing about Ratna Na's post was her invitation to buy a bazaar coupon that she interpreted as "amal" and "sadakah," two terms used in Islamic doctrine for religious charity. He wrote "Let's buy a coupon, let's do amal, let's give alms."

Fundraising is also sometimes carried out by RB administrators in unplanned situations. If fundraising for the construction of housing for the poor is usually planned because it is based on the accuracy of the information, in the following cases the management asked for fundraising because of unexpected situation. Mohamad Adam posted on October 9, he stated at night a mother came carrying her sick child and begged for help to treat her child.

At that very night, October 9, 2017, Mohamad Adam posted a request for funds to help that mother who needs help in the treatment of her child who has a skin disorder. He explained that 5-year-old sick child is from a poor family. He displays a photo of the child's condition. He wrote "I hope we can help him because he will be transferred to a hospital in Makassar."

Fundraising was also conducted by printing and selling T-shirts bearing the Basedu Republic which they called Republik Basedu shirts. One shirt is sold at a price of Rp. 200,000,-They distributed the T-shirt to various parties who want to give donations for their philanthropic activities while getting the

shirt. A report posted in RB facebook by Fitra Wailiulu on June 1, 2017 informing the purchase of two RB shirts for Rp. 400,000,-by someone named Mahmud Raimadoya.

Reports

The Basedu Republic Movement can be said to be quite responsive in providing financial reports to the public through the RB Facebook group. On June 1, 2017 Fitra Waliulu posted a statement "Assalamualaikum and good night members. There is a money transferred as muc as Rp. 400,000,-from L. Mahmud Raimadoya Lmr for the purchase of 2 RB shirts. Thank you." There is also another report dated October 11, 2017 that reads "Assalamualaikum and good morning. There was a transfer of Rp.250,000,-from Badarudin Do Musa. Hopefully this sedekah (charity) will be a part of worshipping Allah in the part of the brother [Badaruddin] and his family. Amiin." This post comes with a photo of proof of the transfer. On April 6, 2017 Hermayesti posted the following report.

On May 16, 2017 Fitra Waliulu posted the following report.

"Alhamdulillah... there is a transfer to our account as much as Rp. 400,000 from hamba Allah (the servant of God). Hopefully the alms will become a good deed... amin."

On June 4, 2017 Fitra Waliulu also wrote

"Alhamdulillah (Thank God), there is a donation of Rp. 200,000,-from a servant of God. May Allah increases his sistenance and gets blessings from Allah SWT. Amiin."

It can be seen from the posts on Facebook that it is not uncommon for donations to the RB account but it is not clear who donate them. For such cases, often the account holder requests confirmation from the sender to ascertain the funds from whom. Although they have often been asked to confirm the name of the donor, some donors still choose anonymous with using name the servant of God. there are some posts that show this phenomena. The attitude of choosing an anonymous identity is most likely related to the religious understanding of some Muslims that if doing good deeds, do not intentionally show off to others because the merit of goodness can be burned down by the desire to be praised by others. In addition to the funds report which only uses information on the facebook page, there are also financial statements using a complete use of documents from the bank.

Housing for the Poor

Housing assistance for the poor usually starts with gathering information about poor families and the condition of their homes. Generally the target is the homes of poorly elderly people where they have no family members who can help them to live in habitable homes. After the information is obtained, followed by a survey to ensure the correctness of the information and the feasibility for the assitance. After these stages, it was announced on RB's Facebook about that family conditions that need to be assisted while at the same time requesting financial support from RB members and the public who want to provide financial support for the building houses of the poors.

Social Services for House Building

After the funds are collected, a social service is then carried out to build houses that are targeted for the recipient. Social services involve RB members as well as residents who live around the target family. The following is an illustration of one of the social activities of housing construction in North Halmahera, posted by Muhammad Adam on April 5, 2017.

Figure 1. A Type of House Considered Eligible for RB Assistance

Report on the Progress of House Construction

As part of its accountability to its members, the development of RB-funded houses is also reported publicly through Facebook. On 3 February 2017 Mohamad Adam posted information that one of the RB assisted houses had reached the stage of finishing the roof of the house. The information is complemented by photos of the progress of house construction as follows.

> *REPORT. The construction of the house for poor elderly up to now has reached the roof.We hope sll the activities run smoothly. To note that we plan to hand over the house on February 18 as well as provide assistance to other poor elderly people in the forms food assistances for 18 elderly, mattresses and cabinets for 6 elderly people. We still need funds for these purposes. If the RB members have enough wealth please share a smile through donation via Hermayesti, mobile 0822XXX, RB Account number is 150 00 XXX, in the name of Hermayesti ABD Rahman Bank Mandiri. We will always be loyal to be the bridge between the donors and the poor. Thanks. President of RB.*

The above description shows that the RB activists feel they need to present their ongoing activities. This is an effective way to show that work is being done and therefore requires more donation support to complete it. The proof through posts in facebook was also presented together with plans to provide assistance to the elderly living in the locations around the house built by the RB, as well as requesting donation support from residents of RB and others.

Preparation for Handing Over Houses to the Recipients

The Republik Basedu (RB) does not only provide house assistance but also provides furniture for houses built. This can be seen from Mr. Mohamad Adam's invitation to members of the RB and the community in facebook to give alms to buy furniture of the house that will be handed over to recipients. A post on May 10, 2017 Mohamad Adam wrote,

> *Peace be upon you, Peace to all of us. In preparation for the handing over houses to beneficiaries in Kao, Malifut, in North Halmahera and Fatcei villages in Sula Islands Regency, we currently need sadakah donation from RB members to fill the houses with needed furnitures such as mattresses, chairs, plastic tables and food.*
>
> *In addition, we also made special packages of foodstuffs for the poor elderly and the poor who live close to the houses we built. We currently have data for 32 North Halmahera and 5 Sula Islands people, [thus] a total of 37 people who need these packages.*
>
> *If you want to be together with us in providing alms, please contact our treasurer Fitra Waliulu mobile no. 08219903XXXX, and send your dination to BNI no 0550225574. Thank you in advance, hopefully we will be given a fortune.*

Handing Over Houses to Beneficeries

Republik Basedu not only involve RB members in fundraising, the involvement of RB members are also involved in each handover of assistance. In the handover of house assistance, for example, an open invitation for members to attend the event is highly encouraged.. This can be seen in several examples of the following posts. On 19 February 2017 Mohamad Adam posted something entitled "Open Appeal and Invitation," which was completed with a photo of the house to be handed over. The full content are as follows:

> *Open Appeal and Invitation Assalamualiakum wr.wb.*
>
> *Peace to all of us.*
>
> *To the ladies/gentlemen/sisters/brothers and all RB residents everywhere. On Friday, February 24, 2017 we will visit West Halmahera in order to hand over our house assistance to the poor elderly in Hate Bicara village, Jailolo.*
>
> *We hereby invite all citizens without exception [to be present in that event].*
>
> *Your presence is our hope. By getting to know each other, we will better understand each others.*

On May 23, 2017, Mohamad Adam also posted a notice about the hand over of other houses and he thanks to the donors. The post was also supplemented by seven photos of hand over of the house and the delivery of basic food assistance to the poor elderly. In his post, he wrote, "The hand over of houses and packages of basic necessities for the assistance of the citizens of the Republik Basedu to poor elderly people and poor people has been handed over to Kao and Malifut villages in North Halmahera."

On October 11, 2017 an open invitation was also delivered through the Republic of Basedu facebook group. The open invitation to attend the hand over of a house built by RB to a decrepit grandmother named Sehat who lives in Tubo village in Ternate city. Some of the contents of the open invitation read "Herewith we invite all members of the Republik Basedu to be able to attend the handing over of the Nenek Sehat's house on Friday, October 13, 2017, at 2:20 p.m....." In the open invitation, there are also photos of the condition of the nenek sehat before and after. The photos appear in the invitation are as follows.

Figure 2. An Invitation to Attend Hand Over of a House Built by RB.

Book Aid, Home Furniture, and Others

In addition to housing assistance for the poor, RB also provides books and furniture for the poor. This can be seen in the following post by Ratna Na on June 5, 2017. In this post, besides presenting a photo of the activity, Ratna Na also wrote

> "Alhamdulillah, the books donated by various donors have been distributed to the children in need. Hopefully the books are useful for you, children. Nice to see you guys. Thank you for the governor of North Halmahera, brother Ais Turuy and his staffs for this collaboration. They (the children) smile, we are happy. They are happy, we are also happy."

Other donations are cupboard and mattress for poor elderly people. By posting two photos of the delivery of the cupboards and mattresses for the elderly on October 7, 2016, Mohamad Adam shows other forms of assistance to the poor. In addition there is also cash assistance to the poor. On October 7, 2016 Mohamad Adam posted a report of a donation from someone who named himslef „hamba Allah" (the Servant of Allah). The post was supplemented by two photos of an old man who was the target of the donation and the condition of his house that looked very slum.

4. Conclusion

The data and various descriptions of the activities of the groups that call themselves the Republik Basedu (RB) show the ability of the initiators and activists of RB to bring together the spirit of Islam and local wisdom which both are alive in the culture of the people of North Maluku. In an interview with the president of the RB, Mohamad Adam, he repeatedly stated that the spirit and activities of the RB were a reflection of religious spirit as well as a spirit coming from local wisdom called *bari* (tradition of help in local communities). According to him this is not syncretism but rather a supportive and compatible forces because no one is harmed or reduced both in Islam and in the local culture.

He repeatedly said that their actions were "charity" savings and religious orders (Islam). He also said that the cultural potential both based on islam and local culture already exist and need to be organized so that it became stronger and more tangible. In various posts on the Republik Basedu facebook group they use Islamic terms such as "sadakah," "infak," "amal," and hope that those who donate are given more wealth, good health, and more.

The realization of the potential of local culture and Islam has become stronger by using social media as an instrument and medium for the RB movement. Facebook has become so important in several levels in the activities of the philanthropic movement, namely invitation to meetings or gatherings, information about prospective recipients, coordination, activity plans, fundraising, activity reports, and financial reports. With Facebook, the public outside this group knows the activities of this group and gives their donations to support this group's philanthropic program.

With the contribution of philanthropic potential in Islamic teachings to help weak parties such as the poor and the local culture of mutual help or love, along with the social media technology particularly facebook, has made this local philanthropic movement an interesting academic inquire and a practical exemplary.

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Nationalist-Religious Character Development Teachings of Sayyid Idrus bin Salim Al Jufri in Citizenship Education at Al Azhar Mandiri High School Palu

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Abstract

Sayyid idrus bin salim al jufri (old teacher) is a religious figure and education figure in the city of Palu, Central Sulawesi. His struggle to build education was motivated by the condition of the people who were far from straight religious teachings, so they lost ethics and character, moral and moral degradation, colonialism before Indonesian independence in Palu City and tried to plunge the community into rebel groups. His success in educating morals as well as his consistency in the Indonesian nation which states red and white is a symbol of glory is part of nationalist-religious values. This research aims to find out the development of the old-school nationalist-religious values. Using the case study method with a qualitative approach, carried out by observation, interviews and documentation. Data analysis uses reduction, analysis, and verification of data. The results showed that there were several activities developed, namely Pemilos, *Al Azhar Fest*, *Smazhar Sharing Education*, *Remembrance Anthem*, *Batik's day*, local gymnastics, *Rehearsall Rceremony*, reading ambassador, LCC 4 Nationality Pillar as nationalist development. While Osis bertadarus, *Al Azhar Door to door*, a recitation garden "*Al Azhar Camp*," as a form of religious development. The old-school nationalist-religious values developed have contributed greatly to citizenship education and character education.

Keywords: development; national-religious character; old teacher; Sayyid Idrus Bin Salim Al Jufri

1. Preliminary

Sayyid Idrus Bin Salim Al Jufri or better known as the "Old Teacher" is a figure of ulama and educational figures recognized not only by the Central Sulawesi government, but also recognized by the Government of the Republic of Indonesia. The old teacher from Hadramaut, Yemen, moved to Indonesia because expelled by British invaders who colonized the city of Hadramaut, because the Old Teachers did not accept the occupation by exposing the news of the cruelty of the British colonizers and violations of Human Rights to the international world.

In 1929, the Old Teacher came to Palu City, Central Sulawesi. The condition of the community at that time was still in the understanding of animist beliefs and dynamism, thus making them not think clearly and rationally, as a result of the backwardness of science and manners, especially when it was in the Dutch colonial period, especially in terms of ideology. The religious community should not be in slavery. This is because there is no religion-based school, especially Islam, because at that time the majority of Palu people had embraced Islam, as a place to receive religious knowledge. In addition, teachers are still lacking, especially to meet the needs in providing knowledge, lectures and enlightenment to the sons/daughters of Palu (Kambay, 1991).

Under these conditions, 30 June 1930 Guru Tua founded an educational institution called "Al Khairaat" after realizing that ignorance had caused this nation to be oppressed by invaders (Yanggo, 2014). Since settling and establishing a madrasa in Palu, the Old Teacher seems very serious about fostering his students to become pious and master various fields of disciplines. In the process of developing this educational institution, it received continuous intervention from the Dutch colonizers. They were worried about the mission of the Old Master who tried to equip the community with knowledge and knowledge. Therefore, the Dutch invaders asked the Old Teachers to follow their teachings, such as communism and colonialism and even blockaded buildings where old teachers taught and students studied.

In the unpleasant experience of the British colonizers he experienced in Yemen and the Dutch colonizers in Palu, his determination was increasingly unanimous to support the Soekarno government in freeing this nation and country. He taught his students to remain firm, red-white, and Soekarno. It is known that very many verses he expressed related to the spirit of nationalism he had, such as "Every nation has a symbol of glory, and the symbol of our glory is red and white." The description of the poem, is also tucked away that the Old Master believes that the independence of August 17, 1945 was a gift from Allah, which should be grateful. As in his poem "May Allah help your power (Sukarno) and prevent you from any evil planned by enemies." In addition to the poem, there are still other Guru Tua poems containing religious, social and political issues. Old Teachers use most of their time to spread religion, teach, defend, print teachers and handle educational institutions.

According to Azyumardi Azra, Guru Tua is a traditionalist Muslim scholar, genius, very expert, and versatile. He is an ula, historian, poet, preacher, and trader. He is also a self-taught person who succeeded. The Mayor of Palu in his remarks at the haul event Habib Sayyid Idrus said that "*if the Old Teachers do not come to Palu, I do not know what will happen to us*" (H. Rusdi: 2015). Based on interviews with Hadramaut Arab informants, Sadig Alhabsyi, on December 18, 2015 in (Khairil, *et al*.: 2017, p. 124), Old Teachers according to Habib Ali are considered heroes in Kaili land because seeing Old Teachers can be accepted by anyone. When the Old Teachers arrived in Palu City according to Sadig Alhabsyi, "*Such figures were admired even though they did not know their knowledge but the Old Teachers came with their mission of education*."

The success of Sayyid Idrus as a teacher is that he has had Santri and Students who are icons of Ulama and Muslim scholars in Central and even National and International Sulawesi who have contributed a lot of Islamic thought and educational movements in the country. Guru Tua's commitment in educational jihad made him a successful figure in expanding the notion of jihad, not only in the form of physical war, but also in the establishment of educational institutions from basic to high levels. The number of students, students, and students is proven by the implementation of the Sayyid Idrus haul or better known as the old Haul teacher every year. Thousands of people came from all over Central

Sulawesi and various national figures, such as President Susilo Bambang Yudhiyono, Minister of Religion Lukman Hakim Syaifudin, Ustadz Abdul Somad, Former TNI Commander Gatot Nurmantyo, and many other figures who also visited his tomb. His sign of love and example was also from the airport on the hammer, which was named "Mutiara Sis Al Jufri" and the name of the road "Sis Al Jufri." Until he was given the title "The Enlightenment of the East" and "Red and White Habib."

The old teacher's mission is to preach, educate, and establish an educational institution called "Al Khairaat," followed by his students named KH Rustam Arsyad, who has now also established an educational institution that he built, called the Al Azhar Mandiri Foundation in Palu. The foundation, which already has a Senior High School, has the motto "Smart-moral." The institution that was established in 1985, is still a recitation park, is now the most favorite school in the city of Palu. Because every time there is a race, both at regional, provincial, national and international levels, Al Azhar always wins achievements. Not only achievements, students are also known to have good attitudes and morals, at school, at home and society.

This is in accordance with the meaning of Al-Azhar which comes from Arabic and means "flowers." The name of the flower was tucked away in hopes of one day the institution and its alumni willraise the name of the nation and be useful to society. The Al-Azhar Palu logo is circled in a rectangular line with the upper part depicting the mosque's vault and inside it has a pen which means "Science" and three meaningful books, Al-Qur'an (above), Hadith (middle) and fatwa ulama (under). The conclusions of the meaning of the Al-Azhar logo are: "Perfect human life must master science and technology based on faith and practice of religion based on the guidance of the Qur'an, Al-hadith and fatwa ulama, Ulama as transmitters of the message directly to the human race until the end of time." The motto "intelligent morality" means that students who study and those who work at Al-Azhar Palu must be smart but still have noble morality that is in accordance with the meaning of the Al-Azhar Palu logo.

Based on the background described, penul is viewed points about value, y a the value of the Nationalist and Religious highly relevant with Indonesia's national education aimed at educating the nation to become fully human, the man who is faithful and devoted to God Almighty, noble character and character.

Humans fully have three aspects, namely aspects of truth, virtue and beauty (Nata, 2017). Whereas the intended character according to Purpin (2013: 3) is the characteristic of each individual with regard to his identity (power of heart), which is the essence of inner or spiritual qualities, ways of thinking, ways of behaving (physical attitudes and actions) of one's life and working well in family,community, nation and state. The whole human aspect is reflected in the character values that refer to eighteen character values proposed by the Ministry of Education and Culture of the Republic of Indonesia.

Character values are mixed in the Character Education Program which is now focused on the five main characters at the educational unit level, namely nationalist, religious, integrity, independent and mutual cooperation. These values are important to be applied to students as the hope of realizing Indonesia gold in 2045. Character values of Citizenship Education include the main character values and main character values (Cholisin, 2011: 1). The main character values of Citizenship Education subjects are: religiousness, honesty, intelligence, toughness, democraticism, and caring. The main character values of Citizenship Education subjects are: nationalist, obedience to social rules, respect for diversity,

awareness of rights and obligations of self and others, responsibility, logical thinking, critical, creative and innovative, and independence

To achieve this goal, students are provided with education and experience, so that it can be applied both in the family environment and in the community.

2. Method

This study uses a qualitative approach. The research design used in this study is a case study. The use of this case study research design was chosen because this research will reveal in depth about how the value of nationalist and religious character is developed in citizenship education.

Determination of research informants was done by *purposive sampling*. The reason for the criteria in identifying research informants is because the author considers the informant to be able to provide information on the answers to the research questions. The informants were the Principal, Citizenship Education subject teachers, Islamic Education Teachers, Arts Education Teachers, some students, all of whom were in the neighborhood of Al Azhar Mandiri High School in Palu. Another informant is the big board of Al Khairaat Palu whose role is to provide information about Sayyid Idrus Bin Salim Al Jufri (Old Teacher).

Furthermore, data collection techniques used in this study are in-depth interviews, participant observation, and documentation. After collecting the data, the selection of data is selective and adjusted to the problems raised in the study. Data analysis in this study refers to the interactive model proposed by Miles and Huberman (*in* Creswell, 2015) in the data analysis technique there are 3 stages, namely data reduction, data presentation, and finally conclusion drawing. In testing the validity of the data, all data that has been obtained from the field is collected, then the data is obtained and reviewed, then checked the validity of the data using the *member check,* audit trial, and data triangulation (Sugiyono, 2016). Then if the three credibility testing techniques for the data produce different data, then further discussion is carried out with data sources so that the right conclusions will be generated.

3. Results and Discussion

Based on research methods, namely interviews and observations, the authors get the results of the study as follows. First, the values taught by old teachers include learning and teaching sincerely, clean and neat, there is no time without learning, discipline, tolerance, nationalism and religion. Secondly, Al Azhar Mandiri Palu made the teachings of the old teacher as the basis for developing values because of the success of the old teacher in developing the world of education in Central Sulawesi, especially the city of Palu. Besides that because of his sincerity in teaching, don't expect salary. Then because of his deep knowledge, and his religious values as evidenced by his close relationship with God, and his karma because he is a god guardian. Third, the development of religious nationalist values is carried out in the framework of the school's vision and mission, school motto, student program as well as school programs, RISMA programs, and art studio programs.

Discussion

The values taught by Sayyid Idrus Bin Salim Al Jufri

Ikhlas, in the behavior of Guru Tua is selfless in teaching his students. In fact, he paid the teachers and sent the students to school. Whereas in the present, it is very difficult to do so. This sincerity is relevant to the character points written by Hidayatullah (2010) that sincerity is to give, give, and give up

sincerely. This is in accordance with the struggle of national heroes, who fought for independence, even though they were willing to sacrifice their blood and lives. Clean and neat, in the behavior of the old teacher is consistent with the teachings of religion about the importance of cleanliness, both self and environment, and neatness.

There is no time without learning. Idrus Habib is a person who values time to study. in 1966, habib idrus and his students left for Kulawi, 70 km from the city of Palu. At sixty kilometers, the tires of the car they were riding broke. While waiting for the repair of the car, Habib Idrus immediately went down and spread the mat and called his students to sit and read it. Habib Idrus is very concerned about teaching, both in the afternoon and evening. Even though it works continuously, it never looks tired, exhausted, and boredom on its face. Often he said "Idrus Khaliy" which means he hasn't done anything.Even though in fact he had done a lot and experienced various big problems and felt his suffering. Regarding his character, he said it in verses. (1) Be active in your study of Hai Puta Putri Alkhairaat because knowledge people occupy a high degree. (2) Intend to study it so that you get guidance because the deeds depend on their intentions. (3) Knowledge is the light in the heart and the person with knowledge has reached the degree in heaven. (4) A merciful God gives His gifts to you, in the form of victory, help and blessing. (5) Imitate those who practice their knowledge in words, deeds and intentions. (6)People who are pious and sincere experts, who make the most important obedience.

The Old Master also emphasized the importance of Nationalist-Religious. In its history, Sayyid Idrus was very strict and istiqamah with the attitude that NKRI was a fixed price for his students and the Indonesian people. KH Saggaf Al Jufri in his writing, on the 64th anniversary of the Independence of the Republic of Indonesia, that must be greeted with wisdom and uproar. Because that day was a historic day where the fighters tried to free Indonesia from the shackles of colonialism and persevered in defending the NKRI. One of them is Sayyid Idrus Bin Salim Al Jufri. At the time of the period, Sayyid Idrus was offered to help their cause, but Sayyid Idrus rejected the rebellion movement. Sayyid Idrus said if you want to survive, defend the NKRI. He also appealed to the leaders of the country, if you want inner and outer prosperity, show the world that you are the ones who should lead this country.

Thus the Old Teacher taught the importance of an istiqamah in nationalism towards the state. He prefers to maintain Indonesia and has the principle that NKRI is at a dead price. This nationalism and national commitment can be listened to in the poem when responding to the seconds of the proclamation of Indonesia's independence on August 17, 1945: (1) Every nation has a symbol of glory and a symbol of our glory is red and white. (2) O Soekarno, you have made our lives happy, with your medicine we have lost our disease. (3) O President who is full of blessings for us, you today are like chemistry to the people. (4) By means of a pen and your politics is superior, the news has come that you have won with it. (5) It is beneficial for material and spiritual development countries, prove to the community that you are capable. (6) May Allah help your power and prevent you from any evil planned by enemies.

From the verse text above, there are several substantive remarks, namely first, sayyid idrus realizes that Indonesia is rich in natural resources. Secondly, the proclamation of August 17, 1945 was a gift from Allah, which should be grateful. Third, the symbol of the Unitary Republic of Indonesia is the Red and White Flag. Fourth, expressed Abnaul Al Khairaat's (solidarity) and national commitment (Sayyid Idrus's students) to support the legitimate Soekarno-Hatta government. Fifth, giving moral motivation to Soekarno-Hatta, to fill independence by building material and spiritual as well as warning

him not to be trapped into activities/policies that harm the people. Sixth, pray for Soekarno to avoid the crime of political opponents.

Apart from nationalism, he also taught Tolerance among religious people. Not just showing tolerance at a mere concept level, but giving a concrete example by raising a young pastor named PK. Entoh (Alm) as an Al Jabar (trade science) subject matter teacher at Al Khairaat boarding school, during the period 1957-1962. Another story, one day Sayyid Idrus was invited to build a mosque. At that time there was a good carpenter, but he was an Adventist Christian. Sayyid Idrus said, there were no important problems that he worked correctly, then there was cooperation between Sayyid Idrus and the priest. Sayyid idrus's behavior is a form of expression of the Sunni ideology he adheres to, namely *tasamuh* (tolerance), *tawazun* (maintaining balance), and willing to accept even coexistence with non-Muslims.

Development of Nationalist-Religious Values at Al Azhar Mandiri High School in Palu

The development of character values was carried out in the creation of school vision and mission, school activities as well as student programs, RISMA programs and art studios and competitions.

Al Azhar's vision, which is superior and noble, is able to compete at the global level. This vision has been well realized, proven by regional, national and international achievements and won first place.

Excellence in the field of science as well as being part of the attitude of nationalism, is participating in the four pillars of the MPR RI quiz competition. In 2016, the school won the national first place. In this competition, students learn the pillars of the country which can add insight into the Unitary State of the Republic of Indonesia, the State Constitution, Bhineka Tunggal Ika, and strengthen the sense of nationalism through understanding state and nationality. In addition, participating in the Indonesian Love Parade Contest, students understand the importance of defending the country and fighting radicalism, terrorism and separatism.

School activities as well as student council programs related to nationalism are P Emilos activities, *Al Azhar Fest*, *Smazhar Sharing Education*, *Batik's day*, *Rehearsall Rceremony*, and reading ambassadors. Pemilos is the election of a student council president which is held similar to direct elections. Al Azhar fest, becomes a place for students to develop their talents and abilities. Learning not only in academic matters, but also in developing affective abilities. Smazhar sharing education, is a program of students who volunteer to share knowledge in the countryside, with disadvantaged children. This activity teaches them about sincerity in sharing and giving. Batik's day, a form of activity for students to wear batik clothes to school, as a form of respecting and preserving the original culture of the Indonesian nation. Rehearsall Rceremony, is a flag ceremony training activity, as a form of effort to maximize the performance of the flag ceremony. Reading ambassadors are literacy activities as a form of motivation for students to diligently read. The program for developing religious values by the RISMA includes midnight prayer in congregation, Dhuha prayer, osis tadarus, Al Azhar Door to Door and Al Azhar camp.

4. Conclusions and Recommendations

The development of religious nationalist values was successfully developed and realized through the implementation of school programs, school vision and mission, and the RISMA program. The result of a national-religious value development program is the formation of a strong identity for students as an Indonesian nation and as a religious nation, awareness of its rights and obligations as Indonesian citizens and even global citizens in maintaining the integrity of the country.

Based on the results of the study, suggestions that can be conveyed are for the government. This research can contribute ideas in the form of new concepts or theories in the field of civic education specifically regarding the implementation of the teachings of Sayyid Idrus Bin Salim Al Jufri in building the noble character and character of students. used as one of the theoretical basic references in explaining, developing, and evaluating the quality of Citizenship Education so far. other than that it can also be used as a reference for other researchers to continue research on the values of the teachings of Sayyid Idrus Bin Salim Al Jufri in building other characters or in other cases so that noble character of students especially in Palu City, Central Sulawesi because as a city where this teaching began to be spread by Sayyid Idrus. Problems can enrich, strengthen and compare their research.

In policy terms, the teachings of Sayyid Idrus Bin Salim Al Jufri can be a model or role model for behavior and as a strategy in school or formal education in building spiritual, character, and character morals are not minimal problems but this problem has become a problem that occurs throughout Indonesia. In practice, it can be used as an alternative or solution to improving the quality of students, especially those related to character and noble character. Because many smart and smart graduates, but very not necessarily have good character and character. The results of this study can also be used as a reference for other schools in developing the quality of students. Because just relying on the subjects of Religious Education and Citizenship Education is not enough.

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The Development of Innovative Learning Media Logic Puzzle Board (Pateka) Subject to Logic Gates

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Abstract. The development of learning media aims to make learning media logic gates that have characteristics of effectiveness, efficiency and attractiveness. This type of development uses the ADDIE method with the stages of analysis, design, development, application and evaluation. The media was designed for third semester Informatics Education students in logic gate material. The stages of media testing include expert testing, small group trials and large group trials. The expert test phase is validated by media experts. Small group test phase of 9 students. The testing phase of a large group of 16 students. The instruments of data collection used a questionnaire, which consisted of a media test questionnaire, and a small and large group trial questionnaire. The data generated will be analysed using quantitative knowledge of the effectiveness, efficiency and attractiveness of pateka learning media. The results of the first expert validation test 83% in the excellent category, the results of the second expert validation test 95% in the excellent category. Small group trials of 75% in the good category, while large group trials were 82% in the very good category. Based on the results of the test, it can be concluded that pateka learning media is feasible to be used as learning media in the logic gate material.

Keywords: Innovative learning media, logic gates

1. Introduction

The Academic Guide in the 2018 Informatics Education Program of the Faculty of Education, subject of Analog and Digital Electronics with PIN 236 code is a compulsory subject that must be taken in the third semester. The achievement of the course is that students understand the basic concepts of electrical electronics and digital electronics which include: number systems, Boole algebra, Karnough maps, basic logic gates, arithmetic circuits, encoders, decoders, and multiplexers, flip-flops, registers, sequential circuits, multi-vibrators, counter, serial adder, DAC and ADC, and memory. As provision of knowledge in the field of information [1].

The logic gate method is the initial material that is very important for implementation in the digital world. So far, students have only been introduced to logic gates through applications such as Electronics work Banch and Proteus to understand and design a digital sequence. The results of Saputro (2017) study related to the learning motivation of Class B Informatics Education students conducted even semester in 2016/2017 there were 25 students who included having high learning motivation with a percentage of 60% [2]. While students are included in the motivation category low learning number 17

students with a percentage of 40%. The low level of student learning motivation is still relatively high with a percentage reaching 40%. Therefore, learning must foster motivation to learn.

The evaluation results of students feel less motivated in learning because it is only a simulation. In order to increase motivation to learn it is necessary to pay attention to the factors that influence learning. According to Slameto stated that the factors which influence learning are many types but can be classified into two groups only. Namely internal and external factors. So it can be interpreted that internal factors and external factors influence each other in the individual learning process thus determining the quality of learning outcomes [3].

Internal factors that influence student learning achievement include intelligence, memory skills, verbal abilities, interests, talents, motivation, physical health, spiritual health, and others. While external factors that influence student learning achievement include teachers, learning materials, teaching methods, facilities and infrastructure, interactions that occur between students or interactions between students and teachers and others [4].

One of the internal factors that need to be considered by lecturers is learning motivation. Motivation is the energy in humans that encourages certain activities to be carried out with certain goals [5]. According to, Uno argues that motivation is a basic impulse that moves a person to behave. In this case there is a high element of hope and optimism, so that it has the strength and enthusiasm to carry out certain activities, such as learning. The essence of learning motivation is internal and external encouragement to students who are learning to make behavioural changes [6].

One of the efforts that can be done as an educator is to prepare a real learning media with an attractive and effective design in its use. Learning media provide many benefits to students and proven to increase involvement in the learning process [7]. In addition, learning media can also have an impact on cognitive, social and emotional competencies [8]. Other benefits of the media can also encourage creativity, analytical skills and development to identify a problem [9] so that one media that will be designed is the "PATEKA" logic puzzle board. In the development of *pateka* learning media pay attention to several aspects such as combining in learning strategies and assessing measuring instruments that are in accordance with the material [10]. So *pateka* will design by applying the principle of the logic gate combination so that students are increasingly challenged in answering the answer puzzle after selecting the available buttons.

Based on the problems faced by students, the benefits of media development, the research was carried out with the title "Development of Innovative Learning Media "Pateka"(Logic Puzzle Board) Subject of Logic Gate."

2. Research Methods

Research methods include research subjects, research time, and type of research, data and data processing techniques, and analysis of research data.

2.1 Research Subject

Determination of research subjects based on the development of ADDIE [11]. Subjects trying out the products developed were presented below.

2.1.1 Expert Test Stage

The subjects tried at this stage consisted of two instructional media experts, the purpose of media experts was to determine the level of effectiveness and efficiency of the *Pateka* learning media.

2.1.2 Small Groups

The subjects tried at this stage consisted of nine students from the Informatics Education Study Program at the University of Trunojoyo Madura. The nine students consisted of three students with high learning achievement, three people with moderate learning achievement and three people with low learning achievement. Student learning achievement seen from the cumulative index (GPA) achieved by students.

2.1.3 Large Groups

In this stage, there were 16 students from the Informatics Education Study Program at the University of Trunojoyo Madura as the trial subject.

2.2   Research Time

The time needed in this study starts from August to December 2018. Stage of expert testing in second week of November 2018, small group test stage in second week of November 2018 and test of large group test phase in third week of November 2018.

2.3   Types of Research

The development research that will be made is the development of an Android-based Augmented Reality learning media. Development research is not to test theories or hypotheses, but is useful for testing and perfecting products. In the preparation process, the model used must be a model approved by the world of education. The development model used in this learning media is the ADDIE development model through several stages, namely Analysis, Design, Development, Implementation, and Evaluation 11.

The explanation of the research plan using Addie [12] can be summarized in table 1.

Table 1.   Stages of Developing *Pateka* Learning Media with ADDIE

No	Development Stages	Information
	Analysis	The researcher analyses the conditions of *pateka* learning media users namely a. Syah (2013: 52) falls into the category of early adulthood. This early adulthood in terms of learning entered into adult education (Angragogi). Sunhaji describes the characteristics of adult learning, namely the design of learning that makes independent students independent of others, learning more leads to maturity of thinking bias through discussion, and practice, problem-oriented learning [13] b. Material specifications that will be used as references in the subjects of Electronics, Analog and Digital subjects focus on logic gates and their uses (Curriculum for PIF: 2016)
	Design	Researchers design *pateka* learning media. At this design stage the researcher verifies the appearance, verifies the truth according to the theory independently and makes a trial design
	Development	At this stage researchers have produced products and validated learning media by media experts.
	Implementation	Prepare a learning environment and involve students. At this stage there are

No	Development Stages	Information
	Evaluation	two test stages, namely a small scale test and a large scale test. In this stage, researchers assess the quality of the product and provide final conclusions.

2.4 Data and Data Processing Techniques

To obtain the expected amount of data, the data collection instrument was used through a questionnaire.

2.4.1 Responses from Media Experts Regarding Pateka Learning Media Using Questionnaires

This questionnaire contains effectiveness, efficiency and attractiveness consisting of 15 statements. Media expert response as table 2.

Table 2.   Media Test Questionnaire

No	Statement
Effectiveness	
1.	1. The choice of the type of hardware as a learning media development tool for *Pateka* is appropriate.
2.	The use of *pateka* learning media is effective in terms of achieving the logic gate material learning objectives
3.	*Pateka* learning media in accordance with material learning logic gate activities.
4.	Selection of *pateka* learning media technology right in accommodating the material that is in the eye of the logic gate material.
5.	The *pateka* learning media has the potential to facilitate learning content in the logic gate material
6.	Visual appearance in the form of three dimensions (real) is appropriate in *pateka* learning media
7.	The arrangement of images, text, and layout of the learning media of *Pateka* is appropriate.
8.	Sequence/sequence of display of *pateka* learning media to explain and explain material for logic gates is appropriate.
Efficiency	
9.	The learning time (speed of understanding the material) produced by the *pateka* learning media in the logic gate material is effective.
10.	Visual display in the form of props or three dimensions in *pateka* learning media to accelerate understanding.
11.	Composition of images, text, and layout of computer components in learning media to accelerate understanding.
Attractiveness	
12.	The learning media are *pateka* in arousing, encouraging, provoking appreciation, and more desire from students to continue learning.
13.	The use of visuals in the form of props or three dimensions in *pateka* learning media has an attraction
14.	Use of layout or arrangement of images, texts, in the learning media *pateka* has an attraction
15.	The use of layout and simplicity in *pateka* learning media has a strong power.

2.4.2 User Responses, Namely Students, Namely to Find Out the Response of Students After Using the Pateka Media Which Consists of 10 Statements

User response as where table 3.

Table 3. Assets of Media Users

No	Statement
	Effectiveness
1.	In your opinion, in general, learning media can be able to convey the logic gate material well.
2.	In your opinion, the design of the *pateka* learning media is good.
3.	In your opinion, good understanding is good for using *pateka* learning media.
4.	In your opinion, the use of *pateka* learning media is in accordance with the logic gate material
5.	According to you, *pateka* learning media makes it easy for me to learn assembly material.
	Efficiency
6.	In your opinion, when operating or running the learning media *pateka* can be run easily?
7.	In your opinion, the appearance of *pateka* learning media makes it easier for me when I study.
	Attractiveness
8.	In your opinion, the attraction of *pateka's* learning media is good
9.	In your opinion, I understand the logic gate material using *pateka* learning media more easily than using other media.
10.	According to you, the order of components in *pateka* learning media is easy to understand.

2.5 Data Analysis

The calculation results of (1) media experts, (2) small group trials, (3) large group trials will be analysed with the equations and criteria as table 4 [14].

$$\text{Result (H)} = \frac{\text{Amount of score obtained}}{\text{Maximum score}} \text{ x 100 \%}$$

Table 4. Questionnaire Assessment Questionnaire

Calculation Results	Criteria
80 % < H $\leq$ 100%	Very Good
60 % < H $\leq$ 80%	Good
40 % < H $\leq$ 60%	Enough
20 % < H $\leq$ 40%	Good
0% < H $\leq$ 20%	Very Good

Source: Riduwan: 2015

3. Research Result

The results of the study included a test of media experts, a small group trial using the media and a large group trial using *pateka* media.

3.1 Test Results of Media Experts

The results of this data analysis will be used to revise PATEKA Learning Media products, review products, and provide further use and development advice.

Validation results and images by material experts with validators Muhammad Afif Effindi, S.Kom, M.T. is presented as table 5.

Table 5. Results of the First Media Expert Validation

No.	Question	Value from Validator	Maximum Value
1.	Question 1	4	4
2.	Question 2	3	4
3.	Question 3	3	4
4.	Question 4	4	4
5.	Question 5	3	4
6.	Question 6	3	4
7.	Question 7	3	4
8.	Question 8	3	4
9.	Question 9	3	4
10.	Question 10	4	4
11.	Question 11	4	4
12.	Question 12	3	4
13.	Question 13	3	4
14.	Question 14	4	4
15	Question 15	3	4
Total Value		50	60
Percentage		$\frac{50}{60} \, x \, 100\% = 83{,}00\ \%$	$\frac{60}{60} \, x \, 100\% = 100\ \%$
Qualification		Good	

Whereas the results of validation by learning media experts with validators Wanda Ramansyah, S.Pd., M.Pd are as table 6.

Table 6. The Validation of the Second Media Expert

No.	Question	Value from Validator	Maximum Value
1.	Question 1	4	4
2.	Question 2	4	4
3.	Question 3	4	4
4.	Question 4	4	4
5.	Question 5	4	4
6.	Question 6	3	4
7.	Question 7	3	4
8.	Question 8	4	4
9.	Question 9	4	4
10.	Question 10	4	4
11.	Question 11	4	4
12.	Question 12	3	4
13.	Question 13	4	4
14.	Question 14	4	4
15.	Question 15	4	4
Total Value		57	110
Percentage		$\frac{57}{60} \, x \, 100\% = 95\ \%$	$\frac{60}{60} \, x \, 100\% = 100\ \%$
Qualification		Very Good	

From the results of the two validators, the results showed that the level of feasibility of PATEKA Learning Media was in the first media validator with the results of 83% calculation included in the **Very good** category, while the second validator with 95% calculation included in the **Very Good** category. In this qualification, it can be interpreted that PATEKA Learning Media is suitable for use in classroom learning activities. All suggestions, input and comments from the validator regarding PATEKA Learning

Media consider suggestions and input, comments from the validators will be taken into consideration for further development of this product or other similar products.

3.2 Small Group Trials

It is a form to explore information data that is actually related to the condition of the module which has been used in a small sample of 9 students included in the categories High, Medium, and Low while the results of the study can be summarized in table 7.

Table 7. Questionnaire Data Assessment of PATEKA Learning Media Tests Small Samples

Respondent	Number										Total	Amount max
---	1	2	3	4	5	6	7	8	9	10		
1	4	3	3	3	4	3	3	3	3	3	32	40
2	3	3	3	3	3	4	4	4	4	3	34	40
3	4	3	3	4	4	4	3	3	3	3	34	40
4	4	3	3	4	4	3	3	4	4	3	35	40
5	3	3	3	3	4	3	3	4	3	3	32	40
6	4	3	3	4	3	3	3	3	3	3	32	40
7	4	3	3	4	4	3	3	4	3	4	35	40
8	3	3	3	3	3	3	3	3	3	3	30	40
9	4	3	4	4	4	4	4	3	3	3	36	40
Total Value											300	400
Percentage											$\frac{300}{400} \; x \; 100\%$ $= 75\,\%$	$\frac{400}{400} \; x \; 100\%$ $= 100\,\%$
Qualification											Good	

3.3 Large Group Trials

It is a module development after going through a revision process to determine the level of feasibility of PATEKA learning media that has been established. As for testing the results of PATEKA learning media summarized in Table 8.

Table 8. Questionnaire Data on PATEKA Learning Media Assessment For Large Sample Test

Respondent	Number										Total	Total max
---	1	2	3	4	5	6	7	8	9	10		
1	3	3	3	4	3	3	4	4	3	3	33	40
2	4	3	3	4	3	3	3	3	3	3	32	40
3	4	3	4	4	4	4	3	3	3	3	35	40
4	3	3	3	3	3	4	3	3	3	3	31	40
5	4	3	4	3	3	3	4	4	4	3	35	40
6	3	3	3	4	3	3	3	4	3	4	33	40
7	4	3	3	3	3	4	4	3	3	4	34	40
8	3	3	3	4	3	3	4	3	3	3	32	40
9	4	3	3	4	3	3	3	3	3	3	32	40
10	3	3	3	3	4	3	3	3	3	3	31	40
11	4	3	3	3	3	3	3	3	4	3	32	40
12	4	3	4	4	4	3	3	4	3	3	35	40
13	3	3	3	3	3	4	3	4	3	3	32	40
14	3	3	4	3	3	3	3	3	3	3	31	40
15	3	4	3	3	3	4	3	4	3	3	33	40
16	4	3	3	3	3	3	3	3	4	3	32	40
Total Value											523	640

Respondent	Number										Total	Total max
	1	2	3	4	5	6	7	8	9	10		
Percentage											$\frac{523}{640} \, x \, 100\%$ $= 82\,\%$	$\frac{640}{640} \, x \, 100\%$ $= 100\,\%$
Qualification											Very Good	

Based on the results of the trials of small groups of *pateka* learning media, they have a calculation result of 75%, this is included in the **good category**. Once the trial of a large group of *pateka* learning media is located, the results of the calculation are 82%, which is included in the **very good category**. In this qualification, it can be interpreted that the learning media of *pateka* are already suitable for use in learning activities in the classroom.

4. Conclusions and Suggestions

The results of the development carried out by the researchers managed to get trial data including expert testing, small group trials, and large group trials. The following are the results of the assessment of each trial conducted.
1. The results of the first media expert trial scored 83% including the excellent category.
2. The results of individual trials obtained a score of 95% including the excellent category.
3. The results of the trials of small group students obtained an average value of 75% including the good category.
4. The results of the trial of large group students obtained an average score of 83% including the excellent category.

Refereeing from the results of the above assessment, the research conducted by the developers of *Pateka's* learning media was made to obtain high scores and can be said to have fulfilled the needs of students as well as feasible to be used as learning media in the material of logic gates.

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Acknowledgement

Development of Social Intelligence in Learning Social Sciences

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Abstract: Islamic boarding schools are one of the educational institutions that are expected to be able to produce educational output that is able to compete and be qualified as stated in the national education goals. For this reason, Islamic boarding schools are required to make adjustments in both management and learning systems and innovations that are developed to be equal to other educational institutions. The author considers it important to straighten the role of pesantren in participating in developing education, especially in developing social intelligence in learning Social Sciences. The author believes that the education that takes place in Islamic boarding schools is full of the values of religious education and is very harmonious with the development of education in Indonesia, especially in learning innovations to develop social intelligence through learning social studies. Islamic boarding schools are part of educational institutions that are a stronghold in guarding morality to face the challenges of globalization. The social intelligence of the young generation must continue to be built and honed through the learning process with various innovations developed so that the students/students understand, realize, and are able to take appropriate and useful actions in facing the reality of their lives later.

Keywords: development, social intelligence, learning

1. Introduction

The process of organizing education in Indonesia has been going on for a long time, both by the government and the community. Indonesian people have known Islamic boarding schools and even Islamic boarding schools are considered by certain communities as an educational facility which is able to deliver students/participants to be able to plunge into society with all their abilities and independence. Islamic Boarding Schools have devoted all their energy and thought to the realization of the love of the homeland to preach and educate the people to have social intelligence. They are the sensitivity and social skills. Social intelligence is what drives people to have awareness of humanity, awareness of tolerance, react quickly consciously, and the courage to make decisions to keep guarding the existence of the country until now with all the ideals of independence, namely to realize prosperity and educate the nation's life. To realize these ideals, it is fitting for the younger generation to appear to take a role, so that they must have sufficient knowledge, skills and attitudes because they face challenges that are different from the previous generation. If the previous generation struggled to carry arms, now what is being faced are modernization and globalization. This nation also faces modernization

where it changes in society lead to be more advanced direction or better than the previous conditions especially, from the aspect of technology and social organization. It reflects the life of modern society Rosana, (2011). Indeed, in the perspective of modernization the culture is positive because it is a process towards something better, more sophisticated, more efficient, and other positive traits. However, the fact is that the implications of modernization in daily life can be positive and negative. The welfare, efficiency, technological advancement, are the positive examples of modernization that can be enjoyed and developed by the community. On the other hand, modernization also has a negative impact, especially if it is associated with western culture that does not conform to the culture of Indonesian society (westernization).

According to Haidar (2004), modern society has three major diseases, namely: a) individualism, creating a selfish society that emphasizes personal life above the public interest, does not care about the surrounding environment, b) materialism, makes the material an orientation to everyday life, which encourages someone to commit corruption and other crimes to get as much wealth as possible, and c) hedonism, idolizing pleasures such as drunkenness, drugs, promiscuity so that many cause AIDS. Obviously, a modernization like a double-edged knife must be careful in reacting. Knowledge, insights, skills, beliefs, and embedded religious values are the main capital of a person, especially adolescents to face the pace of modernization so that they do not become spectators and victims of modernization, on the contrary they can take advantage of modernization in the positive interest. For example, advances in information technology are used to develop creative economies, disseminate goodness, and share useful information. Islamic Boarding Schools as one of the religious education institutions are required to play an active role in socializing and building peace to respect and love each other.

Islamic boarding schools need to instill awareness of multicultural characteristics as community realities and the need to hold tolerance. According to Zamroni (2011), it will give birth to a new awareness that cooperation with all differences is an absolute necessity that cannot be abandoned. Such awareness certainly will not be able to emerge automatically by itself, but rather requires engineering, namely a realized and planned effort, including through this Islamic boarding school education. Islamic boarding schools are educational institutions whose existence has been recognized in the national education system. As an educational institution, the Islamic boarding schools are required to be able to be agents of change. They are able to adapt to the changes themselves by providing intellectual and social experiences with which children develop skills, interests, and attitudes that will manifest themselves (their characteristics) as individuals and who will shape their ability to play roles as adults later Ma'arif, (2012). Islamic boarding schools can grow the seeds of tolerance to be able to respect and love each other human beings who have cultural, religious and ethnic diversity through the material provided by the Islamic boarding schools, Because of that, so that the students as the younger generation in the future, they get used to communicate skillfully with other communities. Islamic boarding schools must prepare the students to be able to be independent students that they can interact and compete in the era of globalization while having a strong faith, holding the tradition of Islam. They also are being required to be able to show a good behavior, such as the harmony maintenance with other religions as a fruit of faith and Islam.

Some experts with different terms pay special attention to social skills. Thorndike (Goleman, 2006) in the early 20th century, precisely in 1920, first introduced the term social intelligence, he defined social intelligence as the ability to understand and manage men and women (social intelligence is the ability to understand and managing men and women, boys and girls, to act wisely in human relations). He suggests that the effectiveness of interpersonal relations is very important for success in

many fields, especially in the field of leadership. Henry Gardner since 1980- (Gardner, 1993) proposes the theory of multiple intelligences which is very influential in the world of psychology which is then widely applied in educational practice. He argues that humans have a wide variety of intelligences which include linguistic intelligence, logic-mathematics, music, kinesthetic, spatial (spatial), interpersonal, and intrapersonal. He also initiated the possibility of spiritual and moral intelligence.

Howard Gardner suggests eight intelligences that consist of linguistic intelligence, mathematical logic intelligence, visual and spatial intelligence, musical intelligence, interpersonal intelligence, intra-personal intelligence, kinesthetic intelligence, and natural intelligence. From the various intelligences proposed by Gardner, interpersonal intelligence is an intelligence that has proximity to social skills. Interpersonal intelligence is concerned with the ability to understand the intentions, motivations, desires, and feelings of others. This intelligence allows one to connect and work effectively with others. This intelligence involves many things, such as the ability to empathize, the ability to manipulate, the ability to read people, and the ability to be friends. Gardner (Porath, 2009) defines that the social expertise as the ability to perceive and make distinction in the intention, motivation, points of view and emotion of other people.

2. Methods and Research Design

Penelitian The type of research used is qualitative research, with the phenomenological-hermeneutic approach developed by Paul Ricoeur. According to Ricoeur (1965), this approach seeks to understand a phenomenon systematically, tightly, and deeply not just on the skin. Bauman (2003) assessed that the method developed by Ricoeur was a method that could resolve the dilemmatic conflict between the quantitative paradigm and the qualitative paradigm based on epistemological contradictions between Explaining or Enklären (explaining the symptoms and predicting and controlling them) and Understanding or Verstehen (understanding through interpretation against symptoms) and bring them together in a coherent and consistent research method.

According to Ricoeur (1965) the phenomenology-hermeneutics method is a rigorous (strict) method of interpretation, can bring researchers to an understanding of phenomena as they are, comprehensive and systematic, especially in explaining self-identity without ignoring the objectivity aspect. In De Iintretation, Ricoeur defines hermeneutics as a theory of rules governing an exegesis, or in other words an interpretation of particular texts or a collection of potential signs of existence which are seen as texts. Hermeneutics is a decomposition process that moves from content and meaning that appears towards hidden, deep and hidden meanings. In addition, this method also describes "as it is" about a phenomenon or a situation.

In this study, research tries to explore by exploring information about the development of social intelligence in social studies learning Social intelligence is one of the conditions for how adolescents welcome their future, while value education is a stronghold for teenagers so that they are not trapped in the pace of globalization that can erode values positive character rooted in the national wisdom of the nation and religious values. It is used to describe the truth of the phenomenon that appears and what is the background.

3. Results and Discussion

Hasil Islamic boarding schools as an educational institutions have a responsibility to present the spirit of love for Islam in everyday life. Islamic boarding schools are required to make a positive contribution in

responding to the rise of radicalism. The judging from its history, Islamic boarding schools are one of the bases of popular movements that uphold the values of nationalism, so it becomes strange if radicalism is associated with Islamic boarding schools. This view must be straightened through a system of teaching that is open and gives and is full of values of goodness and values of good behavior.

According to Baso (2012), the characteristic of Islamic boarding schools are the appreciation of the ancestors/scholars/predecessors/heroes who contributed/fought for this nation. Islamic boarding schools help children of this nation maintain all the collective memories of the past about glory/struggle/experience/sacrifice dealing with foreign nations for the realization of the Indonesian nation and homeland. The mechanism for this is done by maintaining a number of traditions, rituals, religious practices, arts and culture that connect one generation to the next, from one community to another. So that, the national solidarity, unity and togetherness among the components of this nation is maintained.

Before and after independence the contribution of Islamic boarding schools in building this country should not be ignored. As an institution specifically engaged in education and preaching, the Islamic boarding schools are able to have a positive influence on the surrounding community Kusdiana, (2014). The existence of Islamic Boarding Schools has been guaranteed by Law number 20 of 2003 concerning the National Education System; it has implications for the demands of the community for the ongoing education process. Islamic Boarding Schools are required to provide educational services to the students in accordance with the objectives of national education, namely to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed, society, nation and state. The characteristic of Islamic Boarding School is to carry out educational services based on the distinctiveness of religion, social, culture, aspirations, and potential of society as an embodiment of education from, by, and for the community.

The formulation of the objectives of a more comprehensive boarding school is explained by M. Dian Nafi'*et al*. (2007), which consists of three things:

a. Forming a personality that has been exemplified by the Prophet Muhammad. The scholars agree that morality has the highest rank above science and expertise, which is manifested in a shift based on deep knowledge of Islamic teachings. The indicators of graduating the Islamic boarding schools are translated into the process of education in Islamic boarding schools through the forging of ways of life, values and principles of daily living in boarding schools.

b. Strengthening the competence of the students through four levels of goals; namely the initial goal (wasāil), the intermediate goals (ahdâf), the main goals (maqâsid) and the ultimate goal (ghâyah). Wasâil is the mastery of subjects in boarding schools cognitive, affective and psychomotor. Subjects in boarding schools include: Al-Qur'an, interpretation, hadith, creed, fiqh, morals, Arabic, and târikh. Ahdâf is giving subjects to each level of education (âlâ, wusthâ,'ulyâ) in accordance with the needs and needs of the students in daily life, both as individuals, as community members, and as priests in their community. Maqâsid is the main purpose of the pesantren which is to print Muslims who are tafaqquh fi al-dîn (deep in religious knowledge). Whereas ghâyah is the ultimate goal of achieving the pleasure of Allah.

c. The dissemination of knowledge through natural resources is al-ma'rûf wa al-nahy'an al-munkar by printing da'i and being involved in community empowerment.

Based on Indonesian Minister of Religion Regulation Number 3 of 2012 the implementation of education in Islamic boarding schools is part of Islamic religious education which aims to:

a. instill to students to have faith and devotion to Allah SWT.

b. developing the abilities, knowledge, attitudes and skills of students to become Islamic scholars (mutafaqqih fiddin) and/or become Muslims who can practice the teachings of Islam in their daily lives, and

c. develop personal morality for students who have individual and social piety by upholding the spirit of sincerity, simplicity, independence, brotherhood among fellow Muslims (ukhuwah Islamiyah), humility (tawadhu), tolerant (tasamu), balance (tawazun), moderate (tawasuth), exemplary (uswah), healthy lifestyle, and love for the homeland.

One of the things that distinguish Islamic boarding school from formal education institutions is that the students live in a dormitory with various regulations aimed at training the independence of the students. The results of the study by Uci Sanusi (2012), education in boarding schools encourage the independence of the students in terms of: a) The high level of self-confidence of students is the main capital in shaping independence, b) the students studied have a high level of trust both in themselves and institutions, c) the students can control themselves both in anger and prohibition of Islamic boarding schools, d) the students can solve problems faced both in establishing life and setudy in boarding schools, e) the students have good responsibility for themselves and boarding schools, f) the students help friends who are in distress, g) the students have high hopes for success and self-realization in the future, h) the students' creativity and innovation are seen in activities outside the recitation, i) the students show a good level of independent learning, j) the students have certain skills in managing life, and k) the motivation to learn santri at the most a lot comes from self encouragement.

Furthermore, in the learning process, Islamic Boarding Schools also carry out formal education known as Madrasah Tsanawiyah (MTs), this is parallel with Junior High Schools (SMP). One of the subjects, namely Social Sciences in junior high schools, is also a subject in MTs. As in the Indonesian context, Numan Somantri (2001) defines social sciences efucation in two types, namely Social Studies Education for social studies and Education for higher education. For schooling, social sciences education is a simplification or adaptation of the social sciences and humanities, as well as basic human activities that are organized and presented scientifically and pedagogically/psychologically for educational purposes. As for higher education, social sciences education is a selection of social sciences and humanities disciplines, as well as basic human activities which are organized and presented scientifically and psychologically for educational purposes. If we examine these two definitions the difference is only in the words simplification and selection. Indeed, the word simplification is intended to show that the level of difficulty of the material must be adjusted to the level of intelligence and interest of students in the school.

Society is an organism that has the ability to grow, develop, and change abilities. Changes that occur in the community take place quickly as people easily enjoy technological developments. These developments require an objective, comprehensive and in-depth study to find the common thread of these symptoms. Social sciences education is challenged to address this phenomenon. Barr (*in* Effendi) formulates three main traditional perspectives in social studies, namely: a) Social studies are taught as inheritance of citizenship, b) Social studies are taught as social sciences, c) Social studies are taught as reflective inquiry. Rudy Gunawan (2013) mentions the term philosophy of education, namely a) Social Sciences as a transmission of citizenship (Social Studies as Citizenship Transmission), b) Social Sciences as Reflective Education (Social Studies as Reflective Inquiry), c) Social Sciences as a life critique of Social

(Social Studies as Social Critics), and d) Social Studies as a Personal Development Person (Social Studies as Personal Development of The Individual).

The challenge of social studies learning is very heavy and complex. Enok Maryani (2009) at least identified several challenges in social studies learning, namely: when mothers enter the public sector, children's education at home becomes neglected, when the reading culture has not yet been formed, the visual culture through TV enters intensively, when social capital has not fostered, individualism through games, home schooling, individual tasks become needs and demands, while the work ethic or learning and productivity have not been fostered, a relaxed culture has been formed, while professionalism is increasingly difficult to reach, the demands of material are urgent. Gaps between theories and applications often occur due to various obstacles.

On the other hand, social studies is considered the second choice, or at least not the first choice. This is a challenge for social studies teachers so that students who learn have skills that are suitable for social studies learning goals. Basic social skills can be classified into several categories, but generally can be divided into three, namely: a) work-study skills; examples are reading, making out-line, reading maps, and interpreting graphics; b) group-process skills; examples are critical thinking and problem solving, and c) social-living skills; an example is responsibility, working with others, living and cooperating in a group.

4. Conclusions

Various social problems that occur at this time require the attention of all parties. Since the beginning, adolescents must be given an understanding of the importance of the ability to communicate and understand the surrounding environment so that they are not alienated from everyday life. Our concern as members of the community is also an effective way to minimize all forms of irregularities that occur, because whenever there are symptoms, it will be quickly anticipated. Thus, the importance of social intelligence needs to be built and developed in learning in school both at the level of junior high school and MTs, as the basis for the formation of character, personality and identity of students at the age of teenagers.

Social sciences education is a learning program that aims to help train students, so they can have the ability to recognize and analyze a problem from a variety of perspectives in a comprehensive manner. It is hoped that through the learning of social sciences education that has been implemented it will produce good citizens. The characteristics of good citizens according to Baar *et al*. (1978) as quoted by Suprayogi (2011), are: a) they have an attitude of patriotism, b) they have an appreciation and understanding of values, institutions, and practices of people's lives, c) they have an attitude social integration and responsibility as citizens, d) they have understanding and appreciation of the cultural values and traditions inherited from the nation, e) they have the motivation to actively participate in the implementation of democratic life, f) they have awareness on social issues, g) they have ideas, attitudes, and skills that are expected as a citizen, and h) they have an understanding and appreciation of the prevailing economic system.

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How Can Systemic Functional Grammar Support the Teaching of Japanese Reading Texts

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Japanese reading texts are the difficulty process of learning Japanese in campus. Japanese reading texts are difficult because they do not just involve structure and meaning but also Japanese character or Kanji. Reading texts is a very important course for students to face the office work normally done by Japanese language graduates. In working at the office, the Japanese often read and translate documents.

This research used advertising media in three stages i.e. pioneering, competitive and retentive stages. Pioneering advertising is used in the introductory stage. The competitiveness is useful when the product has reached market growth and the retentive advertisement is used when a product has achieved favourable status on the market. The learners used the visual aids because learning to read Japanese is more interesting and easy to understand. These texts are analysed with Systemic Functional Grammar (SFG) called Systemic Multimodal Analysis. This model has already been widespread as the new concept of Grammar Study.

SFG research suggests that the multimodal analysis makes it easier to understand discourse in the existing educational research (Kress, 2003). Moreover, SFG research finds that the existing grammar and classroom methodologies are appropriate for teaching multimodal texts (Teruya, 2018). The present research demonstrates how SFG model by Kress and Van Leeuwen (1996, 2006) can help address the aforementioned issue. Specifically, this research shows how the model can be used to create new classroom approaches. These new approaches are illustrated through the examples of teacher-created multimodal texts.

Keywords: Systemic Functional Grammar, Japanese Teaching, Multimodal

1. Introduction

The Functional Systemic (SF) approach for Multimodal Discourse Analysis (MDA) involves developing theoretical and practical approaches to analyse written, printed and electronic texts, three-dimensional sites and other fields of activities in which the resources are semiotic (e.g. oral and written languages and visual images, mathematical symbolism, sculpture, architecture, movement and other physiological modes) combined to make meaning. The SF theory is well placed to provide theoretical tools for MDA because, first and foremost, it is a social semiotic theory in which its meaning seems to depend on the context (Halliday, 1978). The SF theory to date provides a comprehensive approach to language (e.g. Halliday, 2002, 2004; Halliday and Matthiessen, 1999; Martin, 1992; Martin and Rose, 2004). Following

O'Toole's (1994) Language of Art Published and Kress and Van Leeuwen (1996) Reading Images: Visual Grammar Design.

In the field of SFL language teaching, one of the conceptual foundations of the birth of teaching approaches is called Communicative Approach (Richards & Rodgers 2001). From there, a genre-based approach (Genre Based Approach) that is an approach to teach language that not only emphasizes communicative competence, but also discourse competencies which are accumulations of sociocultural competencies is developed. The selection of the SFL theory as a discourse analysis approach in this paper is based on the idea that this approach has proven to be able to answer various linguistic problems, both micro and macro. This opinion is related to Eggins' statement (2004: 2-3), that the SFL is considered quite appropriate and useful for the study of related texts including (1) language education, (2) the development of child language (child language development), (3) computational linguistics, (4) media discourse, and (5) casual conversation. In fact, Halliday (1994: xxix-x) recommends 21 items of SFL application relevance. In addition, the power of SFL lies in its holistic view of language, namely the view that considers language as social semiotic. Language is a tool for establishing and maintaining social relationships (See Teich, 1999: 2 and Eggins, 2004: 3-4).

2. Literature

2.1 SF-MD

Table 1. SF-MD

Source: O'Halloran, 2007

Printed texts such as table 1 Multimodal combinations of visual and verbal resources on the small, highly compressed scale provide semiotic models of the larger, more complex realities that individuals have to engage with.(Baldry and Thibault, 2006a: 19).

Lower scale elements are intersemiosis grammar that have clause complex, clause, word group or phrase and word. In the other hand scene, episode, figure, part. contextualized at higher levels in much the same way that local parts of the visual image are processed in relation to the whole. This means that complex multimodal texts may be scanned quickly to assimilate the required information because lower level elements are contextualized in relation to higher levels. And the last display stratum consist typography, graphology and graphics.
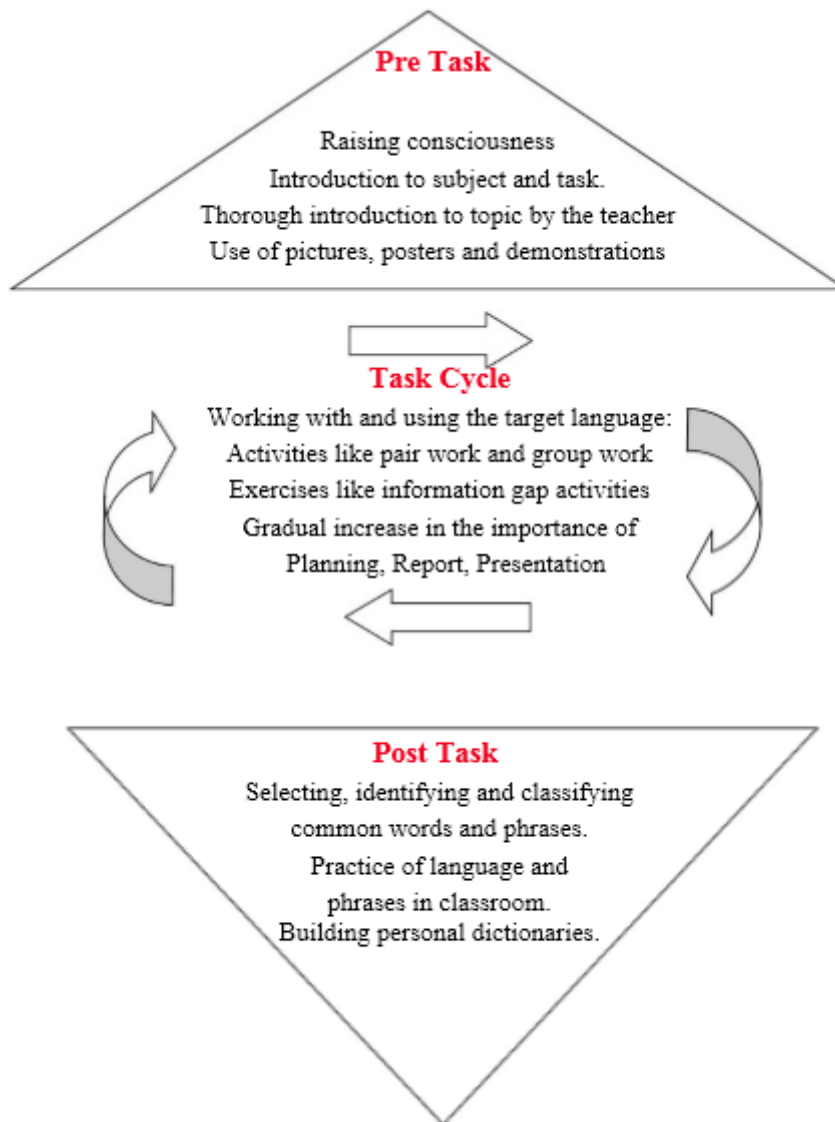
2.2 Japanese Advertisement

Japanese is known for its polite and ordinary varieties. The polite variety is marked with *~masu* while the ordinary variety is marked by the form of a dictionary *~ru*. These two languages are commonly used in Japanese advertising languages. The language of Japanese advertising is not only seen from a variety of languages but also from the choice of words in terms of word variations and writing or character variations. In terms of word variations, there is usually a mix of codes between Japanese and English. Savana (2012) categorizes the language character variations of Japanese advertising as follows: (1). Combined symbols, *romaji, kanji, kana*; this is the'advantage'of the Japanese language which recognizes more than one type of letters; (2). Writing Japanese original words with *katakana*. In contrast to languages that use Latin letters where the affirmation of a word is manifested by a striking font type or size, Japanese uses *katakana* letters to realize this concept. Under normal conditions, *katakana* is only used to write foreign words or names; but in special situations when wanting to confirm a *katakana* word is also used even if the word is not from the foreign language; (3). Product names are written in *romaji*, rewritten by *katakana*; (4). The product slogan is written in English and the equivalent is written in Japanese. The language character variations of the Japanese advertising above are the character variations contained in beauty advertisements. The overall character variations are the same as those in the mobile ad language. However, the character variations of product names written in *romaji* rewritten in were not found in the mobile ad data in this research.

2.3 Task Based Learning (TBL)

Task based learning is a method to teach languages. It can help students by placing them in a situation like in the real world, a situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the students to use their skills at their current levels to help develop language through its use. It has the advantage of getting the focus of the students toward achieving a goal where language becomes a tool, making the use of language a necessity.

To see the TBL cycle, we are providing the following framework.

Table 2.

Pre Task

Raising consciousness
Introduction to subject and task.
Thorough introduction to topic by the teacher
Use of pictures, posters and demonstrations

Task Cycle

Working with and using the target language:
Activities like pair work and group work
Exercises like information gap activities
Gradual increase in the importance of
Planning, Report, Presentation

Post Task

Selecting, identifying and classifying
common words and phrases.
Practice of language and
phrases in classroom.
Building personal dictionaries.

3. Research Method

Type of Research

This research was action research. The purpose of this research was to improve the students' skills in Japanese reading. Action research was chosen because it has been viewed to be beneficial for the research relevant to classroom situation considering that it is evaluative and reflective as it aims to bring about change and improvement in pedagogical practise (Lacorte & Krastel, 2002).

The procedure of implementing classroom action research in one cycle includes the activities of planning, action and data collection, and reflection. The first cycle consisting of the problem used as the object of research through the activities in the cycle will generate a new problem that may arise as a result of the reflection activity in the first cycle. If the problem is indeed to appear as a result of reflection in the first cycle, the second cycle is undertaken with the same steps as the first cycle. However it still has to point out on the problem that arises as a result of reflection from the previous cycle. This cycle will be repeated until the problem can be solved by determining the indicator of success. The indicator of success is that the entire subjects of the research are able to: a) understand in reading Japanese texts; b) understand the text with Systemic Functional Grammar and Multimodal; and c) actively follow the instruction activities.

The data collection technique used in this research was library research, which is a series of activities related to the method of collecting the data from libraries, reading materials, students' works and the other material process (Zed, 2008: 3). The data sources for this research were downloaded from the internet-based lesson *Dokkai 3*.

4. Finding and Discussion

The results of this research are systematically presented as follows: For the reparation of learning activity, firstly lecturer gave the following text.

Figure 1.

The students looked for the *furigana* from the text above and read together. After reading, the lecturer asked the students to do the reading in the forms of images and texts. In the second cycle, the lecturer gave the other text without images.

Step 1. 読解力と語彙力が低下した未来の学校にて

Ａ：昨日、剣道の稽古にいったらさー

Ｂ：え、ケイコ、って誰？

Step 2. 読解力と語彙力が低下した未来の学校にて

　　(Dokkairyoku to goi ga teika shita mirai no gakkou nite)

Ａ：昨日、剣道の稽古にいったらさー

　　(kinou, kendou no keiko ni ittara sa)

Ｂ：え、ケイコ、って誰？

　　(e, keiko tte dare)

Step 3. Giving the image

Figure 2.

After that, the lecturer divided one class into many groups. After that, 5 groups of 4 persons translated the ad below and made their own works following the exemplified steps according to the types of ads, Pioneering, Competitive and Retentive.

Table 3. Advertisement

No	Pioneering	Texts
1	Sapporo Ramen (Yahoo.co.jp, 2018)	（送料無料500円ポッキリ）５種から選べる北海道熱誠ラーメン２食セットポイント消化 詰め合わせお取り寄せお試し札ご当地セール有名 店みそ（N） [(*souryoumuryou 500 en pokkiri) 5 shuukara eraberu Hokkaido jukusei ramen 2 setto pointo shoukatsumeawaseotoriyose otameshi fuda gotochi seru yuumei miso*] (Free Shipping for 500 yen Pokkiri) of 5 types of hot noodles from Hokkaido, 2 types will get canned food points that can be exchanged at the Shop Seller. (N)
2	*Competitive* Tote Bag (Marisol, 2018)	持ち歩く時は一緒、使う時は別々！レザー調ミニバッグと星柄エコトート2個セットが付録に [*Mochiaruku toki ha isshou, tsukau toki ha betsu-betsu!, resa- cho mini pakku to oshigara eko to-to 2 ko setto ga tsuroku ni*] (Easy to carry everywhere, the usage varies, because in one device there are 2 sets of bags)

No	Pioneering	Texts
3	*Retentive* Seiko (Yahoo.co.jp, 2018)	人気の腕時計集まる [*ninki no ude dokeiatsumaru*] (gathering of watches in demand)

The first analyse Pioneering Advertisement as,

In Text 1.

送料無料500円ポッキリ）５種から調べる北海道熱誠ラーメン２食セットポイント消化詰め合わせお取り寄せお試し札ご当地セ÷ル有名店みそ（N）

[(*souryoumuryou 500 en pokkiri) 5 shuukara shiraberu Hokkaido jukusei ramen 2 setto pointo shoukatsumeawaseotoriyose otameshi fuda gotochi seru yuumei miso*]

(Free Shipping 500 yen Pokkiri) of 5 types of hot noodles from Hokkaido, 2 sets of food will get canned food points that can be exchanged at Famous Store Sellers)

a. Indikatif-Deklaratif: Preposition-Giving

（送料無料500円ポッキリ	５種から		調べる	北海道熱誠ラーメン
	Cir		F/P	S
	Mood		residu	
Tema Topical unmarked	Rhema			
goal			Material Process	Actor

２食セットポイント	消化詰め合わせお取り寄せお試し札ご当地セ÷ル		有名店みそ
S	F/P		Cir
Re-	Mood	sidu	
Tema Topical Unmarked		Rema	
Goal	Material Process		Client

b. Process: Material Process (調べる＝to choose).

Mood =

Proses: Material Proses (調べる＝memilih).

Mood＝５類から選べる

Thema=

５類から選べる

The other advertisement can do like in the beginning of lecture. The students' learning results can be seen in Table 4. The table shows that the results of the pre task are not satisfactory. The results of the first and second cycles are better.

Table 4.

No	Student Code	Pre task	Cycle 1	Cycle 2
1	M1	50	60	78
2	M2	30	50	68
3	M3	55	65	80
4	M4	55	70	83
5	M5	65	80	85
6	M6	80	85	90
7	M7	80	86	95
8	M8	45	70	75
9	M9	40	60	67
10	M10	50	67	72
11	M11	45	68	74
12	M12	55	72	78
13	M13	78	88	95
14	M14	62	84	86
15	M15	58	79	80
16	M16	41	56	65
17	M17	50	62	67
18	M18	60	71	85
19	M19	30	50	75
20	M20	45	55	78
	Total	1074	1378	1576
	Average	53.7	68.9	78.8

Based on the above table, it can be seen that the average learning result of the students using task-based learning technique is 53.7 which is classified as *very less/failed*. The average score of the first cycle is 68.9 (sufficient) and of the second cycle are 78.8 (quite good).

5. Conclusions and Suggestions

After the discussion and presentation, the students were asked about SF-MD with Task Based Learning TBS, whether or not the next learning process can be conducted. Apparently almost half of them agreed with the process as shown in Table 4 that the average result of the students improves.

From the reading analysis, there are linguistic and visual aspects. From the grammatical aspect, the subject and predicate are divided into different processes (Halliday theory) and circumstances. Besides, the image improves the students' imagination and makes it very easy for them to understand texts. The contextual aspects of the steps on advertisement give a new variation of studying about the grammar of ads and the economic value of advertisement.

Based on the above findings, it can be concluded Systemic Functional Grammar and Multimodal with Task-Based Learning can improve students' reading Japanese texts enjoyably. Considering the good results in this research, it is recommended for lecturers to implement this method to teach Japanese reading beginners.

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Strengthening Character Education through Integration Education Program and Discipline Orientation in Telkom Bandung Vocational High School

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Abstract. *School is a place for students to learn to develop themselves by broadening their horizons of knowledge, attitudes and skills in accordance with the expected character. Today's young generation needs a lot of attention from various parties to be able to fortify themselves from the negative influence of globalization. Family, school and surrounding environment need to cooperate in shaping character of young generation. The aim of the study was to determine the content of the curriculum, learning strategies, changes in social behavior and religious habits of Telkom Bandung Vocational High School students through strengthening character education in the integrity and discipline orientation education program. This research is a qualitative descriptive study. Data is collected through interviews, observation, and documentation. Validity of the data are determined using triangulation techniques. The results of the study show significant changes which can be seen through social and religious habits that can be felt by individuals and other people around them.*

Keywords: Character Education, Social Behavior, Religious Habits, Integrity Education and Discipline Orientation Program.

1. Introduction

Character crisis are being experienced by Indonesian people. This problem leads to Indonesian nation losing its ability to mobilize the potential of the community to achieve common goals. This character crisis is like an acute disease that continually weakens the soul of the nation, making the nation loses its power to grow and develop into a developed and dignified nation in the midst of other nations in the world (Ardiwinata, 2016). The character crisis in Indonesia is reflected in many phenomena such as a decrease in honesty, drug use and brawls that occur among students. As problems mentioned above, it is necessary to Strengthen Character Education (SCE), especially the character of integrity related to honesty. Kompasiana website reported the number of corruption cases in Indonesia continues to increase due to a lack of honesty. Corruption cases that have been decided by the Supreme Court (MA) from 2014-2015 were 803 cases. This number has increased considerably compared to the previous year. Research results from the Laboratory of Economics, Department of Economics, Faculty of

Economics and Business, Gadjah Mada University, revealed 803 cases ensnared 967 accused of corruption.

One of leading factor that can destroy a nation is when the practice of dishonesty becomes a habit (Lickona, 1992). The character of integrity must be planted as early as possible, especially for students as the next generation of the Indonesian nation. One way to instill this character is done through Integrity Education and Disciplinary Orientation (IEDO) at Telkom Bandung Vocational High School (TBVHS). The program is expected to be a provision for students when they enter the world of work. Because a person's success in life is not determined solely by knowledge and technical abilities (hard skills), but more by the ability to manage themselves and others (soft skills), about 20 percent by hard skills and the remaining 80 percent by soft skills (Sunarli, Eri: 2017). Even the most successful people in the world can succeed because more skills are supported by soft skills than hard skills. Development in the field of education is not only about knowledge but also about morals and social life.

Basically, the formation of character education is not only influenced by one factor such as family, but it requires harmony between other factors that will shape a person's character. In the world of character education, a person is influenced by several factors including family, school and the surrounding environment. In the formation of character, the existence of these factors must support each other and one another. Komalasari (2017, p. 2) explains that to shape one's character can be done early, forming characters from an early age is likened to carving on a rock so that it is easier to shape one's character. Family is the main factor among other factors because the amount of time a person spends more time with family than when someone is in school or the environment around. Megawangi (2004, p. 63) points out the importance of character education that starts from within the family, because the family is the first and foremost place where a person is educated and raised. Bronfenbrenner (in Megawangi, 2004) explains that the development process of a person is first influenced by the family, after that it is influenced by the environment outside the family, starting from the micro environment to the macro environment. Besides family, the next factor that can affect a person's character is the school environment. The school environment, formal education is a place that is no less important after the family in shaping a person's character to be a smart and good citizen (to be a smart and good citizen). In addition, the community environment is a supporting factor to forms one's character, because a person's character can be formed by the environment around his residence. Character education is needed for everyone to have character, not only has good character but also has strong character, strong physically and spiritually. Character education is a bridge in a young man. A character becomes one of the important aspects of the quality of human resources because character of the nation determines the progress of a nation itself (Apriani, 2014).

The focus in this study is to determine changes in social behavior and religious habits of students. Strengthening Character Education (SCE) is carried out based on religious values that reflect faith and piety to God Almighty, the value of integrity that always strives to make himself a person who can be trusted in words and deeds, independent values that do not depend on others in realizing hopes, dreams, and ideals, nationalist values that can place the interests of the nation and state above personal and group interests, and the value of mutual cooperation reflects the act of appreciating cooperation and working together to solve common problems.

2. Literature Review

Character Education Concept

Character education aims to shape the personality of a person through character education, whose results are seen in one's real actions, namely good behavior, honesty, responsibility, respecting others' right, hard work and so on (Lickona, 1991). Character education currently has become a concern in various countries, especially in Indonesia in order to prepare a quality generation. Socrates (in Megawangi, 2004) suggested the need for the 4 M formula in character education, namely: Knowing (knowing the good), loving (loving the good), wanting (desiring the good), and doing (acting the good) goodness simultaneously and continuous. This method shows that character is done based on complete awareness. While complete consciousness is knowing something consciously, loved, and desired. From this full awareness, then the action can produce a complete character as well. The teaching process that starts from giving students knowledge about goodness, leads to students loving the goodness itself, then arouses the students to want the character taught, and finally it leads the students to do good, voluntary and continuously. Al Ghazali (2000) considers that characters are closer to morals, namely human spontaneity in attitude, or actions that have been united in human actions. Allport (in Komalasari, 2017) defines character as a determinant of one's personality. Philips (2008, p. 235) defines character as a set of values that lead to a system, which underlies the thoughts, attitudes and behaviors that are displayed. Philips (2008, p. 223) explains that the character of the nation as a condition of character which is a national identity. The Coordinating Ministry for People's Welfare (2010) defines the character of a nation can determine the quality of behavior of its citizens, both reflected in awareness, understanding, feeling, and behavior of nation and state as a result of thinking exercise, physical exercise, emotional exercise, sense exercise and intention exercise.

Social Caring Behavior

As social being, humans cannot continue to live alone, they need help from others. The importance of maintaining relationships with others by having social care for others in order to create balance in life (Buchari, 2010, p. 201). Darmiyati Zuchdi (2011, p. 170) explains that social care is an attitude and action that always wants to provide assistance to the people in need. Social caring behavior begins with self-awareness of the social environment. Self-awareness is a person's ability to recognize feelings and why others feel them.

Goleman (1996, p. 58) explains self-awareness, namely continuous attention to one's inner state. In this state of self-reflection, the mind observes and explores experiences, including emotions. Based on some of the opinions stated above, it can be concluded that social concern is an attitude that always wants to help others in need and is based on a sense of self-awareness without coercion from others (Malik, 2008, p. 423).

Religious Habits

Religion is the foundation of a person's life which can affect the practical attitude of humans towards various daily life activities (Thomas, 1996). In Islam religious people must have three things known as the trilogy of divine teachings namely Faith, Islam and Ihsan. Islam (al-Islam) is invalid without Faith (al-Iman), and imperfect Faith without Ihsan (al-Ihsan). On the contrary, Ihsan is impossible without faith, and faith is also impossible without the initials of Islam. Faith, Islam and Ihsan are pillars/pillars in religion and are understood as a system of teachings for the sake of Islamic teachings (Roni and

Mustofa, 2014). Religious Understanding is how far the knowledge, how strong the belief, how the worship and rules are implemented, and how deeply a person lives up to his religion (Fuad and Rachmy, 2002).

Concept of Integrity Education and Discipline Orientation

Integrity is the three key that can be observed, namely showing honesty, fulfilling commitments, and doing things consistently (Harefa, 2000). Skeat (1888, p. 297) describes etymologically, the word integrity, integration and integral has the same Latin root, namely integer which means all (whole or entire) or an integer (a whole number), a number that is not a fraction. The central role of humans in something that has evaluative integrity makes integrity inseparable from the moral aspect (the bad aspects of human beings). Based on his essence as a human being, a person of integrity or an organization with integrity is expected to make moral decisions and actions, and moral decisions and actions must express the identity he builds to assert that the meaning of cohesiveness in him is realized and expressed.

So, there are two aspects of integrity for individuals or individuals with integrity, first, integrity is related to how individuals build and maintain their identity (internal control process) and second, integrity is related to how individuals carry out moral actions (external participation process). The values contained in integrity are contained in 18 values, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship/communicative, love of peace, love to read, care for the environment, care for the social, responsibility, brave and tough. Integrity is generally associated with virtue or good character (Audi and Murphy, 2006). Its development is often associated with efforts to prevent corruption, so one of the indicators most often mentioned as a representation of the nature of people with integrity is honesty.

School is a learning institution whose job is to grow insight while developing a learning culture. For this reason, the school is required to provide a place for developing students according to the expected graduate character. Vocational High School (SMK) is a formal education unit that organizes vocational education at the secondary education level as a continuation of the SMP/MTs level. As mandated by Law No. 20 of 2003 concerning the National Education System that SMK aims to prepare competent human resources to enter the workforce and become productive workforce in the industrial world or entrepreneurship. Characteristics of Vocational Education is the content of vocational education emphasized in mastering the knowledge, skills, attitudes and values needed by the world of work. At present the business world/industrial world requires workers to have the skills, knowledge, rapid adaptation to the times, and strong attitudes and characters, which need to be prepared from the first level in SMK. Starting from these considerations, the student of Telkom Bandung Vocational High School felt it was necessary and important to conduct integrity education and disciplinary orientation activities for Telkom Bandung Vocational High School students in Bandung at the first level. The integrity education and disciplinary orientation program at Telkom Bandung Vocational High School is a form of Strengthening Character Education (SCE) within the formal school environment.

3. Methodology

The main objective of this study is to find out the implementation of SCE through Integrity Education and Disciplinary Orientation (IEDO) programs at TBVHS towards social behavior and religious habits of students. This study, using a case study approach based on various sources within the school. Research

focuses on one program and one place using complex and in-depth data collection, as is the case study definition as an in-depth exploration of the bounded system (e.g. activities, events, processes, individuals) based on extensive data collection. Extensive data is data found with research in depth and complexity (Creswell, 2015, p. 939). The researcher determines the focus of the study and identifies a bounded site (a place that has certain limits). Researchers must understand, have a picture and identify the boundaries of research studies and research sites for IEDO at the school in the development of character integrity for the students.

4. Result and Discussion

Strengthening Character Education (SCE) through Integrity Education and Discipline Orientation is one of the excellent programs owned by Telkom Bandung Vocational High School as a means of implementing SCE in schools in accordance with the President of Republic of Indonesia Number 87 Year 2017 and *Permendikbud* Number 20 Year 2018 concerning the implementation of SCE in formal education units. Integrity Education and Discipline Orientation is carried out for first-level students of TBVHS in the first year. This activity is expected to be a forum for the development of character with integrity and the cultivation of disciplined attitude that will later be useful for students once they graduate from TBVHS. Integrity Education and Discipline Orientation is a series of initial activities for new students at TBVHS. After undergoing a period of adaptation and training for new students for three days, this activity will also be closed with a three-day and two-night training camp on the championship agenda. For nine months, students will undergo a press agenda to build integrity, discipline, and a basic attitude that is carried out every Saturday starting at 6:30 a.m. to 10:00 a.m. The focus in this study is to determine changes in social behavior and religious habits of students. SCE is carried out based on religious values that reflect faith and piety to God Almighty, the value of integrity that always strives to make himself a person who can be trusted in words and deeds, independent values that do not depend on others in realizing hopes, dreams, and ideals, nationalist values that can place the interests of the nation and state above personal and group interests, and the value of mutual cooperation reflects the act of appreciating cooperation and working together to solve common problems.

a. Curriculum Content for Integrity Education and Discipline Orientation (IEDO) activities at Telkom Bandung Vocational High School (TBVHS)

The aim of designing an integrity education curriculum and disciplinary orientation is to form a proactive, honest, disciplined, independent, responsible, hard and caring character that will reinforce the next generation to have strong intention, able to lead and be led.

1. The first activity in the integrity and disciplinary orientation education program is adaptation. It aims to identify the ground plan of the school location and around the school that will be the place for Integrity Education and Discipline Orientation activities.
2. Furthermore, entrepreneurship aims at allowing students to learn independent finance.
3. Line-marching, the purpose of marching is to instill the character of leadership, discipline, responsibility.
4. Self-defense, obstacle exercises, long march and outbound are included in the learning curriculum so that students have a strong body and can think creatively and innovatively.
5. Social service and community service, is one of the activities that has the aim that students learn to develop empathy and sympathy for the surrounding environment.

6. Solo Bivac, practical jurisprudence for Muslims and muhasabah, this activity aims to make students become good and strong personalities, not only strong physically but also strong in spirit having closeness to God Almighty in accordance with the first principle in Pancasila.

b. Integrity Education Learning Strategy and Discipline Orientation at TBVHS

Learning strategies used in IEDO include lectures, discussions, questions and answers, case studies, field practices, hands-on experience, and discovery learning, as well as simulations. Activities carried out in the room (class) and outdoors (field). For self-development activities, the material uses a variety of methods and practices from each training material delivered by the speaker or instructor. In addition, there are also habituation materials so that each training material in the form of affective competencies can become the personality possessed by each participant. In implementing the learning strategy in this IEDO, Experiential Learning, learning by doing (forming habits by doing) and Accelerated Learning (acceleration) are used. A short time in IEDO requires the right method so that the IEDO goals can be maximally achieved. This method teaches participants to explore wisdom in each event. The principle is that there are no events that are in vain, there must be lessons. Wisdom related to the goodness of what God wants from this event to us. Being a tough person, never complaining, is the principle of every IEDO. This training is screened in such a way as to raise the awareness of the participants and the sharpness of the heart to take lessons and always be prejudiced towards God.

Learning by doing: participants learn by directly sensing and practicing field orientation material, obstacle practice, long march, marching rows, riding, archery, war simulation, cleaning the environment, and cooking together. All is done by exploring the deepest wisdom so that there is value in learning and self-improvement. Not just an interesting activity that strengthens physically, but is added with the positive religious values.

The Accelerated Learning method in IEDO is a distance-displacement speed in a given time. Acceleration is a change in speed with time. This method is used considering that the time of the IEDO is a maximum of 32 meetings in 9 months.

The choice of the value of integrity and discipline itself is a manifestation of the attention and commitment of TBVHS Student Affairs in forming graduates who have these values and characters. Student Affairs Team is researching the industry and trends of current vocational age children, which shows that integrity is the most needed value in workplace and schools. After conducting a series of discussions, Student Affairs formulated the basic values that must be embedded in IEDO's activities which are the core values. The seven values come from 18 values in the development of cultural and national character education from the Ministry of Education and Culture of the Republic of Indonesia and are integrated with 9 integrity values compiled by the Republic of Indonesia Corruption Eradication Commission.

In the implementation of IEDO program found various supporting factors and obstacles to the path of the IEDO. The underlying factors are attitudes, knowledge and experience possessed by IEDO trainers, awareness and self-motivation of the students, and the surrounding community, while the inhibiting factors are funds, facilities and infrastructure, lack of support from some parents, and lack of socialization to teachers in implementing the character of integrity in teaching and learning activities in the classroom. IEDO is an intra-curricular activity that has its own curriculum. IEDO becomes a training tool for students to build integrity character. In its implementation, SCE at TVBHS is contained in the learning process where each teacher in each teaching and learning activity must contain the character in the learning implementation plan (RPP). These characters include proactive, honest, disciplined,

independent, responsible, hard work, and caring. In addition, IEDO is a place for character strengthening training which is one of its implementations through school culture. The school culture created by the training in IEDO at TBVHS includes among them every 06.45 students have lined up in front of the class to sing the mars Telkom song then enter the class for the Tilawah Al qur'an and the class leaders lead the prayer, followed by recitation of the Qur'an before learning, getting used to the Dhuha prayer, every month the school brings a barber shop to tidy up students' hair, and so on. In the end the core of the implementation of SCE through the IEDO program is to make changes in students to have good character by familiarizing the concept of starting from ourselves, starting from the smallest things and starting now. The character crisis among students is crucial and has resulted in the Indonesian nation losing its ability to mobilize the community's potential to achieve common goals. The character crisis experienced by the Indonesian people today is like an acute disease that continues to weaken the soul of the nation, so that our nation loses its power to grow and develop into a developed and dignified nation in the midst of other nations in the world (Ardiwinata, 2016).

This character crisis in Indonesia is reflected in many phenomena such as a decrease in honesty, drug use and brawls that occur among students. Through education on integrity and disciplinary orientation it is hoped that it can be one of the solutions to help solve overall character problems experienced by students who will be the next generation of the Indonesian nation.

c.   Changes in social behavior and religious habits of TBVHS students through SCE in IEDO programs

Changes in social and religious behavior that occur in the lives of students can be seen and felt not only by the students themselves but can be felt by others around them. Through IEDO, social service activities, and community services carried out in the community around the school, it can strengthen the social behavior of the students. The students became more sensitive to help each other, respecting others, and have an empathy for what others feel. In addition, disciplinary behavior can be seen from the reduced number of students who are late for school, discipline in doing school assignments and more mature physical and mental readiness of students to carry out industrial work practices (internship) in grade eleven and have a sense of responsibility as leaders for himself.

The most basic and universal function of all religions is that religion provides orientation and motivation and helps people recognize something sacred. Through religious experience, which is the appreciation of God or the religion he believes in. Understanding good religion will produce good behavior too. Activities that are instilled in students through an integrity education program and disciplinary orientation by means of self-esteem, study practical jurisprudence for those who are Muslim and bivac solo has an influence on their worship habits, including getting used to praying five times in congregation for men in mosque, eat using your right hand and read prayers, get used to reading the Qur'an every day and learn to take lessons in every event.

5. Conclusion

The implementation of Integrity Education and Discipline Orientation (IEDO) is one of the activities involving all components at Telkom Bandung Vocational High School (TBVHS). Schools need to provide character development through educative and creative activities to realize the school as a fun learning place. So that later through the activities of IEDO able to produce graduates who have the skills, knowledge, rapid adaptation to the times. In the end, the core of the implementation of Strengthening Character Education (SCE) through IEDO program is to make changes in social behavior and religious

habits in students to have good and strong character physically and spiritually by starting with ourselves, from the smallest things and start doing good things now.

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Nature and Culture in RK Narayan's "Mother and Son"

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Abstract: Nature can serve as one of the sources from which cultural wisdom is formulated. That is why cultural wisdom may represent the way people value nature. While narrating a story of a mother and her son, a short story entitled "Mother and Son" explore philosophy and spirituality which is closely related to natural aspect as one of the subjects in the story. These are mostly presented in the form of proverb and metaphor associated with nature. Accordingly, this study aims at looking into the relationship between nature and culture in Mother and Son. Ecocriticism is used to approach the subject of discussion. The data in form of proverb and metaphor containing spiritual concept and philosophy are analyzed. The descriptions in RK Narayan's "Mother and Son" represents how nature affects people's belief and behavior in Hindu Society in India. Their understanding about nature and their opinion on how they should treat environment form their philosophy of life.

Keywords: Nature, proverb, wisdom, *Mother and Son*

1. Introduction

The thought of a community is affected by many factors. Some of those resources are education, language, religion, and tradition. Prejudice, opinion/view, and other expressions are an example of culture. A short story is an artifact which represents a certain society.

Accordingly, this study wants to see the issue of nature and culture in Hindu society in one of R.K. Narayan's short story entitled "Mother and Son." This story narrates about the relationship of a family consists of a mother and a son. Their interaction, somehow, can be the representation of how people in their society live their life. By looking at their interaction, I want to study their belief as the basis of their living their lives, in other words, their way of life.

In addition to Hinduism as frequent issue characterizing society in Narayan's short stories, metaphoric utterances are commonly found in Indian literary work. The use of the elements of nature in sayings is another interesting issue to be addressed in this writing. However, the context of the story is Indian society. Thus, the analysis related to nature or ecology should be put in its proper context. Gupta on his study on *Postcolonial Development of Agriculture* in India rises the discussion about the understanding of the concept of ecology in the context of Alipur's farmers. He also questioned the local's interpretation of ecology and whether the analysis should be stretched beyond their interpretation of environment (1998). Accordingly, the investigation of how the Indian society, particularly Hindus, consider nature as contained in the saying using ecocriticism should be made within the context of the addressed society.

2. Theoretical Framework and Method

2.1 Theoretical Framework

Literary works represent many aspects of human and life. Thus making it possible that literary work can be investigated through many different perspectives. Study of literary work about the environment is possible to be done through ecocriticism.

There are terms used to refer to the study of the relation between literature and physical environments, such as ecocriticism, ecopoetics, environmental literary criticism, and green cultural studies. While some argue that these terms refer to the same idea, so that it can be used interchangeably; others say that one is preferable than the other. Those who prefer eco- over enviro- said that "analogous to the science of ecology, ecocriticism studies relationship between things, in this case between human culture and physical world." (Glotfelty, 1996: xx). Another reason is related to the connotative meaning *eco-* and *enviro-* bring. While *Enviro-* implies that human are at the centre and is surrounded by environment, *eco-* implies the relationship between human culture and physical environment as "interdependent communities, integrated systems, and strong connections among constituent parts." (Glotfelty, 1996: xx).

In analyzing literary work, ecocritics ask questions, such as (1) how is nature represented in the novel/poem, or play?, (2) What role does the physical-geographical setting play in the structure of the novel? (3) How do man's metaphors of the land influence the way we treat it? That is sociocultural and ethical behavior towards the land and other non-human life forms? All in all, ecocritics disagree with the anthropocentric notion.

2.2 Research Method

The short story "Mother and Son" is read carefully to collect the data. The data of this study are saying and word contain metaphor related to nature. Shorting the data into these two categories is the next step done. Following this step would be an analysis based on the point of view ecocriticism and cultural context of the story. Since culture is closely related to belief, the issue would also be addressed about the belief they embrace. The analysis would also investigate how the structure of metaphor and saying are presented in the story.

3. Discussion

3.1 View toward the Land

The land is part of nature which is referred to in the narration of "Mother and Son." This element, Land, is indicated in one of the sayings mentioned in the story. Ramu's mother said that "The harvest depends not on the hand that holds the plough but on the hand which holds the pot." (Narayan, 1881). This saying is quoted to analogize luck which might come because of marriage. If it is to be related to the fact that agriculture is one among other main economic sectors in India, it shows that cultivating the land is part of their life. In this proverb, Earth is considered to be like a mother who gives provision to living beings. It gives what people need without taking anything in return. The story tells readers a mother who does everything for her son. Even though she is already old, she is the one who looks after the house by cooking and cleaning. Her son, Ramu, only sleeps all day although he is younger and physically stronger than his mother. As a mother, she concerns her son's future. She is aware that she will not always be there to provide her son's needs. That is why she arrange a marriage between her son and her

niece so that when she died, her son will have somebody who takes care of him. However, Ramu has no intention to follow what his mother has arranged. Instead, he keeps dreaming off marrying a beautiful actress. He even neglects her mother's wish to work to earn money for his own living. The fact that her son remains idle strengthens the pivotal role that a woman, a mother, has.

The saying which mentions that the luck from marriage is the same as the process of cultivation also implies that they are the society which has agriculture as the basic sector in their life. This sector is close to them that it might inspire them to interpret life. Historically, agriculture has been developed far before the colonization of British over India. It was introduced in India around 3000 BC as is associated with Harappan culture (2,500-2,000 BC). The next development, agriculture is developed in the area of Ganga river. In the era of British colonization, India is managed to produce raw materials for British industries (Borthakur and Singh, 2013). In the saying, the mention of plough refers to the farmer who cultivates the land. However, it is ironical that the saying implies adverse outcome as it closes with the idea that the one who takes the benefit is not the farmer, who has been working hard. If it is put in the marriage tradition in India, girl's parents are the ones who nurture their children. Later on, when they are adult, the girl's family need to provide some amount of money as dowry to be given to her going to be husband. As it has a long history and is rooted in India, agriculture becomes a way of life (Burton, 2010). The juxtaposition of the saying and the structure in the society lead to the conclusion that this narrative description gives the idea of their belief that is earth gives provision to human being.

3.2   View toward Water

The same as in his other stories, R.K. Narayan creates territory to set his story of "Mother and Son." One which becomes the setting of this story is Kukkanahali tank. This invention might be inspired by one of his favorite landmark in Kukkanahalli. Kukkanahalli is a village located in Bangalore district in Karnataka state, India. The total of its geographical area is 462.37 hectares. According to a census conducted in 2011, Kukkanahalli has a total population of 935 peoples. The nearest town is Nelamangala which is approximately 16km away from Kukkanahalli (VillageInfo.in).

> But I could not come away without visiting one last landmark that Narayan loved — Kukkarahalli kere or Kukanahalli tank as he called it. A sprawling waterbody, it had a lovely bund with walking path set with benches and shady nooks. Narayan visited it almost every day, sometimes even twice, and during all times of the year. He walked, read and sometimes simply gazed. Obviously, the tank mesmerized him, and he refers to it frequently in My Days (Kashi, 2016).

In the story, it is narrated that Ramu's mother regrets of scolding Ramu for refusing his marriage to his uncle's daughter. In her sleep, she saw something terrible happened to his son. It is stated:

> The vision of her son's body floating in Kukkahahalli tank came before her. His striped shirt and mill dhoti were sodden and clung close to his body. His sandals were left on one of the tank steps. His face was bloated beyond all recognition.

She was haunted by regret and anxiety. Early in the morning Ramu mother's headed to the tank to look for her son. She dared to look at the water because she is afraid of her last night bad dream would come to be true. There she find him was sleeping on one of the benches that lined the bund. She thought that he died, but he was asleep. When his mother asked him, he said that he came to the tank only for a wash. Her thought of Ramu died floating on the river is an agony of losing a family. Thus, she would allow him to come near the river ever again.

In this part, Kukkanahalli tank is pictured in two different perspectives. The first is the interpretation from the point of view of Ramu. The story narrates that Ramu came to Kukkanahalli tank for a wash. Hindus believe that water is sacred. In addition to the daily use of washing, it also believed to have the power to clean or purify sin. Water flows through the water tank, like Gangga, Sarasvati, and Yamuna rivers, is thus considered as sacred. Even the "custom of consigning dead bodies or at least the ashes or bones of the dead ones to this river is based on the scriptural declarations that the soul whose body has been offered to Ganga shall attain spiritual salvation." This point of view, however, is different from Ramu's mother's. For her, the water might destro to some extendy, like causing her son to be killed or drifted. Thus, she prohibits Ramu to come near the tank because it is dangerous for him. This picture does not alter the image of water or river in Hindu society, yet it gives the idea that water might be read through a different point of view.

3.3 Belief in Lord Rama

When Ramu's mother was anxious, she spelled the name of Rama. She whispered, "Sita Rama Rama...." (Narayan, 1981). When she is muttering "Rama," she is referring to Lord Rama. Lord Rama or Sri Rama is worshipped as one of the main Hindu Gods. He is also known as one of Vishnu's avatar. The legend of Rama is written in the Ramayana epic. In that famous epic, Vishnu is asked to incarnate to the world as a man, to kill the demon Ravana. Sita is Rama's wife.

Rama is also known as *puroshotama* means a man who is perfect among men. Thus, he is regarded as a God. For his devotees, chanting his name is believed to protect them from any bad luck. It is regarded as the Maha Mantra, meaning the mantra which has most high power.

In the story, Ramu's mother quotes the name of Lord Rama as a mantra to prevent distracting thought. The distracting thought here refers to her fear of Kukkanahalli tank will take her son's life. It reads, "She rapidly uttered the holy name of Sri Rama to prevent the picture of Kukkanahalli Tank coming before her mind" (Narayan, 1981). In this narration, Lord Rama is oppositional to Kukkanahalli tank. For Ramu's mother, the water in Kukkanahalli tank is a threat or danger, while Rama represents protector or helper. Muttering his holy name will bring peace into mind.

4. Conclusion

The story contains an idea that cultural products are related to religion and tradition as cultural resources. Social rules and relationships affect the formation of culture. The saying about the marriage and belief of luck as a result of marriage associated to cultivation process which is found in *Mother and Son* might be one of cultural product engaged with society's familiarity of agricultural practices since the ancestry. It also tells how they considered the land will always give provision for human. Thus, the opportunity of men exploits nature. The different view toward water in Kukkanahalli tank that Ramu's mother has is related to her experience and anxiety. When nature is seen to be unkind to an individual, he/she will seek protection in religion. Even though it does not directly explain society's view toward nature and their faith, it shows that their belief in the high power of religion over nature. Both are the outward expression of self and other representing the thought of larger society, particularly the view toward nature and belief.

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The Digital Strip Comic "Pamali" from the Character of Folklore Sunda as the Media Education of Values and Morals

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Abstract: *Foklore is a scientific discipline of the generations of society. Folklore, particularly about myths, are stories which have good philosophy and moral values to be used as learning. The comic strip media is a good and short means to absorb information and be more easily understood. The researcher had the idea to make the comic strip "pamali" which is telling a mythological story of folklor who raised a local genius and became a good educational medium to convey the moral value of manners. The purpose of this writing are, first; To know the development of moral value ideas in the digital strip "pamali," second; To say that the visualization of the allure character's visualization is in the digital comic book "pamali." The technique of use is a digital technique so that the comics are easily marketed and it's unexpensive in the process, it becomes faster. By reading the comic strip "pamali," audience is able to learn the moral value which is not only being introduced by the story and the language used at the comic books but also from the visuals, how the fazure used by characters such as wear clean clothes.*

Keywords: **The comic strip, digital, character, folklore sunda.**

1. Introduction

Folk stories are literature that is often used by the community in learning and entertainment processes. Folk stories are defined by Danandjaja (2007, p. 5) as people's literature, which is generally spread through speech or verbally. The community makes folklore as an educational tool for children in their spare time and bedtime by conveying using verbal language so that children get moral lessons through entertainment. This is confirmed by Fahmiyati (2012, pp. 1-6) that through folklore children can learn to recognize values and character without feeling patronized because it contains ideas, imagination, humor and events that tend to be liked by children.

Folk stories are divided into three, namely, myths, legends and tales. According to Bascom (in Dananjaja, 2007 p. 50). ".... the myth is a part of the folklore that is divine, real and holy happened in the past, dominated by humans to supernatural beings...." Myth is very much related to manners and religious values, people used to tell it when talking or advising for example "Don't sit at the door, taboo, it will be difficult to get a mate!" If in Sundanese!, A child is sometimes more obedient to the advice given by parents if there is a mythical story in it, especially if there is a word "pamali" (taboos) rather than a request directly from the parents. The prohibition on not sitting in front of the door, there is a myth that it will be difficult to find a soul mate that happens, in essence the parents forbid their children to sit in front of the door to prevent people from walking past it. Today's society rarely inherits folklore

and uses mythical stories to advise children, so that children today are little known of ancient myths and stories. Riandini (2016, p. 2) confirms that:

> .".. *Today many young people are no longer familiar with myths and folklore. The culture of storytelling in the family began to recede along with a lot of each other's activities and the delivery of verbal messages now began to be replaced by the media. As a result, there are young people who no longer know the cultural treasures, myths and stories of this area. The proverb and value in the myth of a lost story have no trace, let al.one limited human memory. If in the past they were only able to deliver in verbal language as the development of the age of folklore can be conveyed through media or non-verbal language...*"

A media is needed in accordance with this modern era so that the folklore in the Sunda region can be enjoyed by the people themselves. One medium that is often introduced by parents so that children are interested in reading is illustrated stories or comics that have stories that are supported by image illustrations so it is easy to imagine and capture the contents of the story, confirmed in the Indonesian National Encyclopedia on comic media, namely:

> .".. *Comics are media in the form of a series of images, each of which is in a box with a whole series of one story, the images are accompanied by speech balloons which are sometimes accompanied by narration as explanations. The use of comic media is expected to stimulate children's interest or children's attention because comic media is usually preferred in the days of children, adolescents and adults...*" (in Mulyani, 2009 p. 3).

Comics are the right medium for delivering folklore, reaffirmed by Pertiwi (2013, p. 4) regarding comics, ".. Effective and interesting message delivery media is a composition of stories supported by images and sought after by various segments of until now...." besides that Sudjana (in Mulyani, 2009 p. 27) reveals the advantages of comic media namely ".. the advantages of comic media is to add to the vocabulary of the reader's words, attract attention and foster interest in learning..."

Therefore, the authors are interested in choosing comics as an effective medium for introducing folklore, so comics are not only printed but can be included in social networks (Online) in the form of comic strips. Strip comics are defined by Winata (2017, p. 47). "... Comic Strip is a one-page comic composed of characters who are doing something, something unexpected happens and ends with completion...," this was confirmed by McCloud (2008, p. 36), that comic strips are simple or short comics consisting of several pages. In Mulyani's research (2009, p. 28) entitled "The Effectiveness of Media Use of Strip Comics on Learning Ecosystems" Revealing the advantages of comic strips, namely comic strip media, have interesting images and use simple sentences that are easy to understand.

While the comic strip media that is used as a medium in values and moral education by using the figure of Sundanese Sundanese can provide convenience in conveying the character of the character so that students understand the values and morals in the character's story.

According to the writer, the comic strip is a comic that consists of several panels and pages as needed, has a brief conflict and resolution event and brings the focus of the reader to the story and is not long-winded, so as to reduce readers' saturation, especially for people who don't like reading.

2. Method and Making of Strip Comics

These are the tools and materials used in the process of creating digital-comics:

1. Hardware
2. Paper Sketchbook
3. Pencil

4. Pencil shavings
5. Ruler
6. Eraser
7. Scanner (Scanner)
8. Pen Tablet
9. Laptop

Software

The software used in processing the results of sketches into comic strips is the operation of the Windows 10 system with Adobe SAI and Adobe Photoshop CS6 applications, which are lightweight and well-known and easy to use applications by many comic artists. Both programs include a Pixel type image processing format (bitmap) which is arranged on small dots (pixels) of various color combinations so that an image is arranged. The file size generated in processing this data is greater but has other advantages, namely the use of smaller processors and capable of capturing natural colors and shapes.

3. The Digital Strip Comic Analysis "Pamali" Sundanese Foklore Figure

From the ideas and ideas that have been obtained, the author decided to raise the story of traditional myths from local genius and through Sundanese cultural folkor figures. Furthermore, the author collects library resources to be used as a reference in comic stories with the themes of Sundanese social values such as books and e -book. It turns out that in the sources it was found that traditional myths are people's beliefs that are often used as a medium of education for children by using verbal language, such as education about manners, manners, religion, morals, attitudes and personality to parents, others and to ourselves. Through the visual medium of digital comic strips so that messages can be conveyed and attract the attention of the audience to learn moral values through local genius. The myth that is raised in this comic strip is that the cause and effect are sometimes irrational or unreasonable, if it is not traced and thought difficult to understand for example myths in abstinence or Sundanese are pamali, therefore the writer is interested in preserving the existence of Sundanese folkor through visual comics.

In each comic strip tells one piece of advice from the myth of how Sundanese people live in a daily manner. Here are some mythical stories taken for the cultivation of the "Pamali" digital comic strip.

Table 1.   Table Analysis of The Digital Comic Strip Story "Pamali"

No	Title in the "Pamali" Digital Strip Comic	Story Analysis
1	Slacker	One of the myths about acting to the parents is "*Ulah lelenggiran bari nangkuban, pamali! Ngke bakal paeh indung*" which in Indonesian is not allowed a child to lift his legs when he is lying on his stomach later our parents will die. The cause and the consequences of the mythical advice do sound excessive, but if we explore deeper, the moral value is that we are lazy like that, better doing activities and helping the work of parents. In addition, lifting his legs while lying on his stomach in Sundanese society is considered lazy and disrespectful especially if done in front of parents.
2.	Peeking	Pamali comic strips also take myths about bad attitudes if done to other people in Sundanese society "*Ulah noong batur, pamali! bisi panonna bintitan*" which in the real sense is a peek at the privacy of others is a thing that is not good and violates social norms if later his eyes will become nodules, it's wawlahu'alam. In the story of the

No	Title in the "Pamali" Digital Strip Comic	Story Analysis
		comic strip "Pamali," Si Kabayun, who peers at a girl who is taking a bath, as a result, when she is caught, she is punched and not a nosebleed and even becomes battered.
3	The mate of Kabayun	In the comic strip "Pamali" this time raises a mythical story *"Ulah diuk di lawang panto, pamali! Bakal nongtot jodoh"* which the meaning is don't sit in front of the door, it will be a difficult match. The real purpose of the myth is that we should not sit in the middle or in front of the door because it will prevent people from passing. If the person who is going through the door in a hurry will definitely feel upset. The social value that can be learned is that if we do not get in the way and do not obstruct the affairs of others, then Allah SWT will also launch our soul mate and sustenance.
4	Whistle	In this comic strip, it brings a mythical story related to mysticism, namely *"Tong heheotan tengah peuting sok ngundang jurig, pamali!"* Means that you cannot whistle at night will invite the ghost. The moral value is that we should not whistle and sing at night because at night the people sleep and rest, it is better to worship and recite so that we are protected by Allah SWT and the farthest from the disturbance of Shetan and Jinn.
5	*Eureup-Eureup*	In this comic strip, it also brings mythical stories related to mysticism, namely, *"Ulah sare sareupna bisi jadi gelo, pamali!"* means that we cannot sleep at maghrib, it will go crazy. This myth provides social value and benefits to ourselves because sleeping at maghrib will cause our heads to get dizzy and have trouble sleeping at night, sometimes we are even prone to experiencing eureup-eureup or the scientific name is Sleep Paralysis. Some say eureup-eureup occurs because our body breaks at the wrong time and is so tired that our nervous system breaks suddenly and results in us being unable to speak and move in a few moments. But there are also those who mention being crushed by spirits. Sleeping at Maghrib is not good for health besides, Maghrib is the time Muslims worship such as prayer and read Al-Qur'an.
6	Going home at Maghrib	In this comic strip, it also brings mythical stories related to mysticism, too, *"Ulah balik sareupna, pamali! Bisi cilaka di jalan."* That is, we cannot go home when Maghrib will be a disaster. The moral value that can be learned is, maghrib is the time for Muslims to worship it would be better if we prioritize prayer first because maghrib has a short time to go to Islam if the journey home is far away then it will take up worship time even until it is missed.
7	Cobek	In the comic strip "Pamali" there was also mythical story *"Ulah dahar langsung tina coetna, pamali! Bisi dipikangewa ku mitoha"* means that do not eat directly at the mortar because it will make our in-laws hate. Maybe the purpose of being hated by in-laws is to consider his daughter-in-law not having a plate, otherwise if we eat together we do that then people assume greed because we carry the mortek by ourselves and others will be disgusted because it will be left behind by some leftovers. Besides poking the chilli directly into the mortar if the stone mortar can cause the gravel to be eaten and chewed.

From the results of the analysis of the many social themes the author took seven samples randomly because these myths were most widely believed by the Sundanese people in general. The obstacle in the process of making comics is that the writer must be clever in choosing the topic of mythical stories that are in accordance with the manners of Sundanese society. Because it requires making proper observations so that the story is not far from the philosophy and moral values of delay, the author tries to develop stories without changing the basic essence of moral values. Because of a number of thoughts, the author has the idea to develop a story what if the advice of the myth is applied

in the present so that this comic is a representation of folklore in a visual form of the myths of local genius.

4. Value And Moral Education

Mulyana Value Education (2004: 119) explains that "Value Education is guidance or teaching to students to realize the value of truth, kindness, beauty through beauty, through the concept of consideration of the right value and habituation to acting consistently." Whereas according to Hamka (Mulyadi, 2008: 29) explained that:

> *Value education is education that considers objects from a moral point of view that includes ethics, and norms that include aesthetics, namely assessing objects from the point of view of beauty and personal taste, and ethics, namely the value of right/wrong in interpersonal relationships.*

According to Martiadjmajda (Mulyana 2004: 119) explains that "Value Education as an aid to students to realize and experience values and use them integrally in their whole lives."

Value education is not only a special program taught through a number of subjects, but also covers the whole process of education. In this case, who instills value in students not only values and moral education and not only when teaching it, but when and everywhere, value must be an integral part of life.

According to Kohlberg, *et al*. (Djahiri, 1996: 49) explained that Value Education is engineering in the direction of: a). Guidance and development of structures and potentials to intellectual experience (affective component and experiences) or "identity" or human conscience or human conscience with a set of values, morals and norms. b). Fostering the process of acting and/or effective world transactions/interactions so that there is a process of clarifying value-moral-norms, the value of mural-norms or moral values-norms and norms or control of moral values.

According to Hasan (1996: 250) has a perception that value education is an educational concept that has general concepts, attributes, facts and skills data between an attribute with other attributes and has a label developed based on the principles of understanding, appreciation, self-identification, application in behavior, formation of insights and habits of values and morals.

From some of these definitions, it can be concluded that value education includes all aspects as teaching or guidance to students in order to have a value model that is the principle and guidance in their life.

Thus, they realize the value of truth, kindness, togetherness, and beauty through the process of considering the right values and the habitual act of being consistent. In its implementation, value education is education that is not taught on all subjects, value education has its own subjects, even in its implementation, education value is currently less taught to students. While Moral Education, According to Haidar Putra Daulay, "Moral Education is defined as an educational process aimed at developing students' values, attitudes and behaviors that emit good morals or noble character, through this moral education students will apply positive values and behaviors."

Thus it can be concluded that moral education is a conscious and planned effort carried out by an educator to form a good character in a student, so that a person who is obedient to Allah is formed.

The formation of this character is carried out by educators continuously with no coercion from any party. Value and moral education now in reality still needs to be redeveloped not only in certain

subjects but all subjects, values and moral education are still not held by all educators, sometimes educators or teachers prioritize academic compared to the values and morals of participants students so that there is a value and moral disintegration in students today.

5. Conclusion

The strip comic "Pamali" tells a mythical story of folklore that raises local genius and is a good educational medium for conveying moral values with manners. By reading the comic strip "Pamali" the audience or students are able to absorb moral values that are not only introduced by stories and the language used in comics only but in terms of visuals, how to dress, speak and manners.

The figures used are Sundanese cultural folklore including Kabayun, Lamsijun and Karnadung visualized using a cartoon style adapted to the segmentation of adolescents aged 10-12 years to attract attention so that it is easily understood by the audience. This strip comic is made through digital media and techniques so that comics are easily marketed and relatively cheap in the process of making it even faster.

The author realizes that even though the flow of making has been carried out there are many obstacles and disturbances both internal and external, but the author tries to keep trying to make this "Pamali" digital strip comic complete on time.

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Strengthening Religious Character through Devotional Programs in Civic Education

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Abstrak. This study aims to understand the innovation of strengthening religious character through devotional programs in civic education. The focus of this research is to know how devotional programs can strengthen religious character and the efforts made by the school in supporting the program. The research design used was qualitative research with a case study method. The data collection techniques were carried out by interview, observation, literature and documentation techniques. The results of the study showed that: (1) devotional programs conducted in the school can strengthen the religious character of the students, (2) the innovation form in strengthening the religious character is by carrying out worship services routinely at school and it becomes an obligation to be followed.

Keywords: Religious Character, Civic Education, Devotional Program.

1. Introduction

In the opening of the 1945 Constitution of the Republic of Indonesia, it was found that one of the aims of the Republic of Indonesia was to educate the life of the nation. One way to educate the life of the nation is through formal education, namely school. Schools as educational institutions have an important role in improving the quality of human resources, especially for the development and manifestation of individuals in the development of nations and countries.

Constitutionally, character education in the national development mission is used as the first mission of eight missions to realize the vision of national development. As stated in the National Long Term Development Plan (RPJP) of 2005-2025 in the Law of the Republic of Indonesia Number 17 of 2017), namely: "Realization of strong, competitive, noble and moral character based on Pancasila, characterized by character and Indonesian human and community behavior that is diverse, faithful, and devoted to God Almighty, virtuous, tolerant, cooperative, patriotic, dynamic and oriented towards Science and Technology."

In addition, the purpose of education as mandated by the National Education System Law (National Education System) Number 20 of 2003 is "Developing abilities and forming the character and civilization of a faithful and devoted nation to God, noble, healthy, knowledgeable, capable, creative, be independent and become a democratic and responsible citizen."

Indonesia is currently still faced with the problem of character degradation in almost all lines of life in the nation and state. News coverage shows crime with various forms, ranging from small-scale

crime to large-scale crime. Fights between students become a daily spectacle of Indonesian people. This has become our common unrest because it has mushroomed in all levels of education.

In the national macro context, Budimansyah (2010) argues that: "The implementation of character education is a commitment of all sectors of life, not just the national education sector, but active involvement of other education sectors, especially in the sectors of religion, welfare, government, communication and information, health, law, and human rights, as well as youth and sports."

In addition, in the micro context, Budimansyah (2010) argues that: "Micro-development of value/character education can be divided into four pillars, namely classroom learning activities, daily activities in the form of a culture of the school's coursework and/or extracurricular activities as well as daily activities at home and in the community."

From this description, the actual implementation of character education into a national program in the context of its implementation involves all elements. Thus the success of character education will have an impact on the success of all sectors of society, nation and state. While the social facts that occur at this time both among students and in the community are in a worrying situation. Fights between students, between students and between communities are some examples of behaviors that often adorn the mass media and electronic media.

All the problems above only illustrate some of the problems faced by Indonesian society today. This shows that the need for correct character improvement solutions in dealing with these problems. There needs to be cooperation between all elements of individuals, families, schools, communities, non-governmental organizations (NGOs), social institutions, and the government to improve these conditions.

2. Method

The research method used in this study is a case study with a qualitative approach. Sugiyono (2012) suggests that the results in qualitative research describe and explain the phenomena (objects) that exist when the research takes place. Case studies are a strategy of researchers where researchers carefully investigate a program, event, activity, process, or group of individuals (Creswell, 2012).

Furthermore Arikunto (1986) states that the case study method is research conducted intensively, per detail, and in depth on an organism (individual), institution or certain symptoms with a narrow area or subject. While the focus of case studies is the specification of cases in a good event that includes individuals, cultural groups or a portrait of life (Creswell, 1998).

According to Bogdan and Biklen (1982), case studies are "*a detail examination of one setting or one single subject, or single depository of document or one particular event.*" Surakhmad (1982) limits the case study approach as an approach by focusing attention on a case intensively and in detail. Al Muchtar (2015) argues that case studies are integrated and comprehensive data collection methods. Integrative means using a variety of approach techniques and is comprehensive in that the data collected includes all supporting research.

3. Discussion

3.1 Definition of Education

Based on the National Education System Law Number 20 of 2003, Article 1 paragraph (1) states that: Education is a conscious and planned effort to realize a learning atmosphere, so that students actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country. In paragraph (2) it is stated that national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is based on religious teachings, Indonesian cultural diversity and responsiveness to the demands of changing times.

According to Adnan (2010), Education is the process of internalizing culture into a person and society becomes civilized. Education is not only a means of transferring knowledge but more broadly as a means of acculturation and distribution of values/enculturation and socialization. Further explained that a child must get an education that touches the three basic dimensions of humanity: (1) affective which is reflected in the quality of faith, piety, noble character. (2) cognitive which is reflected in the thinking capacity and intellectual power to explore and develop logic. (3) psychomotor which is reflected in the ability to develop technical skills, practical skills, and kinesthetic competencies.

The definition of education is a conscious and planned effort to develop the potential of students including intellectual potential, attitudes or behavior and skills. Therefore, education is a planned activity organized by the community (including the family, or informal and non-formal education), religious institutions (spiritual moral education), even by the nation and state (formal education). In non-formal education takes place in the institution of courses, equality education, literacy education, and other non-formal educational institutions through the learning of curricular activities, and extracurricular activities, the creation of an educational unit culture, and customs. The targets for non-formal education are students, educators, and education staff.

Education organized by the nation and state is a planned effort, carried out as part of social responsibility towards its citizens. As a nation's strategy, education here is intended to prepare the nation's young generation through inheritance of noble national values. This is explained in the national education goals, as in the Republic of Indonesia Law Number 20 of 2003 concerning National Education, that: "National education functions to develop and shape dignified national character and civilization in order to educate the nation's life, aiming at the development of potential students to be a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen."

3.2 Definition of Character

Etymologically the term character comes from Greek, namely "*charassein dan kharax*" which means tools for making or to engrave which means to carve. This word is reused in French "*caractere*" in the 14th century and then into English it became "*character*" before finally in Indonesian becomes "*character*."

In the Great Dictionary of Indonesian Language, character is defined as character, character, psychological traits, morals or character that distinguish someone from others. Character in the Large Dictionary of Indonesian Language is defined as the inner human mind which influences all thoughts and behavior, character, basic character (Ministry of National Education, 2005). Characters can also be

interpreted the same with morals and character so that the nation's character with national character or national character (Fitri, 2012).

In the guidelines for developing the National Character and Culture Education issued by the Ministry of National Education's Curriculum and Bookkeeping Center (2010) defines the following characters: Character can be defined as a person's character, character or personality which is formed from the results of the *(virtues)* that are believed and used as foundation for perspective, thinking, acting and acting.

Baharuddin (2010) defines character as character in a psychological and ethical sense. In the psychological sense, character is the characteristics that appear and as if representing his personality. Whereas in the ethical sense, the character of values that are good and shows traits that can be trusted, so that individuals with character show a strong, good, praiseworthy and trustworthy attitude.

Character is also associated with behavior or an action that is built on values. Value cannot be seen but the value is manifested in a behavior. Therefore, the character is built on (*virtues*) that are attached to one's identity. As a form of disclosure of values, the character is built from a set of noble values that are made into the main beliefs (*level of belief*) of a society. These values are explored from culture which include social values, cultural values, ideological values, religious values, aesthetic values (art). These values contain certain virtues (*the good*) which then develop as the basis of morality (*common ground morality*) so that the character becomes a system of meaning that no longer functions privately but functions publicly (Budimansyah, 2010).

Lickona (1993) argues that character is "*value in action.*" A good character is knowing the good, wanting something good, and doing things in the form of habits that are considered good in thinking, feeling and acting. Related to this, Lickona (2013) divides character into three components (component of good character), namely *moral knowing or knowledge about moral, moral feeling or feelings about moral and moral action or moral actions.* The context of good character was put forward by Aristotle (in Komalasari *et al.*, 2017:) namely. "*.. the life of the right to conduct the right of conduct in relations to other persons and relations to one cell.*"

3.3 Character Education

Agus Wibowo (2012) argues that character education is education that instills and develops noble characters for students so that they have good character and apply and do it in daily life both in family, society, and country. Agreeing with Agus Wibowo, Zubaedi (2011) understands character education as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behaving in accordance with noble values such as honesty, independence, manners, social glory and so on that becoming his identity then applied in interaction with his God, himself, among others, and his environment.

Masnur Muslich (2011) argues that character education is a system of planting character values to school citizens which includes the components of knowledge, awareness or willingness and actions to implement these values in their lives both towards God, oneself, others, environment, and nation. Furthermore, Zaenal Aqib and Sujak (2011) asserted that character education is an effort designed and implemented systematically to help students understand the values of human behavior related to God Almighty, self, fellow human beings, environment, and nationality which is manifested in thoughts, attitudes, feelings, words, and actions that are based on religious norms, law, manners, culture, and customs adopted by the community.

3.4   Character Strengthening

The Presidential Regulation of the Republic of Indonesia Number 87 of 2017 on Strengthening Character Education, abbreviated as PPK, is an education movement under the responsibility of the education unit to strengthen the character of students through harmonization of hearts, taste, thought and sports. With the involvement and cooperation between educational units, families and the community as part of the National Movement for Mental Revolution (GNRM).

PKK has the following objectives: a. Build and equip students as Indonesia's golden generation in 2045 with the soul of Pancasila and good character education in order to face the dynamics of change in the future; b. Developing a national education platform that places character education as the main soul in the implementation of education for students with the support of public involvement through formal, non-formal and informal education taking into account the diversity of Indonesian culture; and c. Revitalize and strengthen the potential and competence of educators, education staff, students, communities, and family environments in implementing PKK.

The Presidential Regulation of the Republic of Indonesia Number 87 of 2017 in Article 3 reads: The implementation of PKK by applying Pancasila values in character education mainly includes religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace of mind, love to read, care for the environment, social care, and responsibility.

The implementation of PPK in the Education Unit of the Nonformal Education Line according to the Perpres is carried out through religious based Nonformal Education units and other Nonformal Education Units, and as reinforcement of character values through learning materials and learning methods in fulfilling curriculum content in accordance with statutory provisions.

3.5   Citizenship Education

3.5.1 Understanding Citizenship Education

Cogan in Winaputra (2007), defines civic education as "*the foundational course work in school designed to prepare young citizens for an active role in their communities in their adult lives.*" Citizenship Education is an education program that has a core of political democracy extended with other sources of knowledge, positive influences from school education, society and parents, all of which are processed to train students to think critically, analytically, behave and act democratically in preparing for life democratic based on Pancasila and the 1945 Constitution (Somantri, 2001).

John J. Cogan and Ray Derricott in Citizenship for the 21st Century: *An International Perspective on Education* (1998) put forward that: *A citizen was defined as a constituent member of society. Citizenship on the other hand, was said to be a set of characteristics of being a citizen. And finally, citizenship education the underlying focal point of a study, was defined as the contribution of education to the development of those charateristics of a citizen*. Purpose of Citizenship Education (*civic education* or *citizenship education*) theoretically it is to educate students to be good and responsible citizens who can actively participate in democratic societies (Bakry, 2010).

3.5.2 Component of Citizenship Education

The component of Citizenship Education includes civic knowledge, civic skills and civic dispositions as supporters of walking system politic yang ideal. Citizenship structure can be illustrated in the following diagram (Cholisin, 2005):
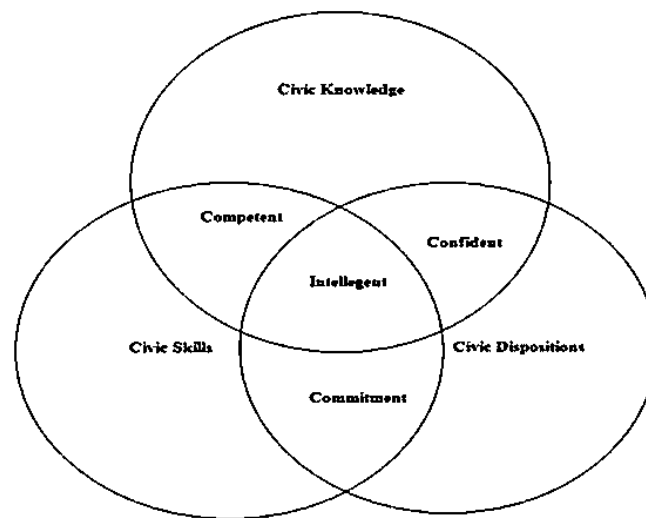
Figure 2.1 Component of Education Citizenship

First, Knowledge of Citizenship. Component of citizenship knowledge is a substance material that must be known by citizens. In principle, knowledge that must be known by citizens is related to rights and obligations or roles as citizens and fundamental knowledge about the structure and political system, government and ideal social system as reflected in Pancasila and the 1945 Constitution. Civic knowledge concerns academic abilities developed from various political, legal, and moral theories or concepts. Having this citizenship knowledge is expected to become the basis for citizens to develop skills and character of citizenship.

Second, Civic Skills. The component of civic skills is a skill developed from the knowledge of citizenship, so that the knowledge acquired becomes something meaningful, because it can be used in dealing with problems of life of the nation and state. Citizenship skills include intellectual skills, social skills and participatory skills. Intellectual skills that are important for the formation of broad-minded, effective and responsible citizens are like critical thinking skills which include the skills of identifying and describing, explaining and analyzing, evaluating, determining and maintaining attitudes or opinions relating to public issues. Social skills are community skills so that citizens can exercise their rights and carry out their responsibilities as members of a self-governing society, while participatory skills are the skills needed for broad-minded, effective and responsible citizen participation in the political process and in civil society These participatory skills such as interacting, monitoring and influencing skills.

Third, the civic disposition component is the character or traits that every citizen must possess to support the effectiveness of political participation, the functioning of a healthy political system, the development of dignity and self-esteem. This component includes personal character traits such as moral responsibility, self discipline, and respect for values and human dignity. Community character traits include social enthusiasm, courtesy, respect for legal regulations, critical thinking, the desire to listen, negotiate, and compromise are essential for the success of democracy.

4. Conclusion

Character becomes an important thing to be applied in all lines of life, including in school. Schools as formal education institutions are required to apply character both through the learning process and other activities at school. One support for strengthening religious character can be done through a devotional program. Through a routine service program held in school, it can strengthen the religious character of students. The devotional program is a form of innovation in strengthening religious character by requiring students to attend devotional programs regularly at school. With the devotional

program as one of the spiritual activities proved to be able to strengthen the religious character of students.

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Preservation of Civic Culture Values over *Dalihan Na Tolu* in Mandailing Marriage as Strengthening Community National Identity in Parsalakan Huta Tunggal Village

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ABSTRACT

This study aims to understand the preservation of cultural values of citizenship as a reinforcement of the national identity of the community through the transcendental culture in *Mandailing* marriages. The focus of this research is how the culture of *Dalihan Na Tolu* in the traditional marriage of *Mandailing* in the civic culture can strengthen the National identity and the efforts made by the community in preserving the culture of transitional culture. The current study is a qualitative with descriptive research method. The data were collected through interview, observation, literature study and documentation. The results of the study show that: (1) civic culture values found in the context of influences, such as kinship, trust, mutual cooperation, social care, can strengthen the national identity of the community, (2) Efforts made by the community to preserve the culture from *Dalihan NaTolu* is to provide understanding and explanation to the younger generation and hereditary habits.

Keywords: civic culture values, *dalihan na tolu*, national identity

1. Introduction

Indonesia is a country rich in cultural, linguistic, ethnic, racial and religious diversity. All cultures or customs that are spread throughout Indonesia have positive values and the attitude of the people is always a role model for this nation. Even the social values of this nation are manifestations of local culture throughout the country. The cultural wealth currently possessed requires the existence of strengthening these values to be maintained and preserved by the community and the regional government.

Utilizing culture is an effort to respect, preserve the cultural heritage of our ancestors and nothing else will also limit the influence of foreign cultures that enter Indonesia because everything in it is a cultural treasure. In essence a great nation is a nation that values the heritage of its ancestors. Cultural

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heritage and tradition are born at certain times when the community sets certain fragments of the heritage of the past as traditions. Preserving national culture is clearly an important task, honorable nations are those who value and uphold the heritage of their own culture, not foreign cultures that enter Indonesia. Using language, culture and the use of external technology that is considered more advanced is not wrong and is not prohibited, but how to use it so that a balance between one's own and other cultures occurs.

1.1 Overview Of Dalihan Na Tolu

Customary culture *Dalihan Na Tolu* can be interpreted in the Indonesian language, namely compassion (*holong*). Affection will bring intimacy (*holong maroban domu*). Like the Hadith who say the love of fellow Muslims must continue to be maintained like the following Hadith, "in fact affection is a branch (link) to Allah SWT. Whoever connects it, God will connect (His love) with him. And whoever decides it, Allah will break (His love) with him" (Narrated by Bukhari).

Dalihan is three stones placed in the position of a triangle with the same distance and height[3]. the three stones are placed or planted at the same distance in the middle of the *glove* as a pot of stove when cooking. The distance between the surface of the *girdle* in the middle of the three stoves with the base of the pot and cauldron between 15 to 20 cm. Firewood is put under the container, brackets, cauldron or cage through the three stone stoves. Thus there is enough space and ventilation to produce the heat needed from firewood which is burned when cooking.

The clan writing team of the clan Harahap[4] stated that *Dalihan Na Tolu* has several elements. First, *kahanggi* is a group of relatives of one clan. Other terms regardingrelatives *kahanggi's* include, like *Saina, Marakang Maranggi, as well as Saoppu, Saparamaan, Saparompuan, Sabona* or *Sahaturan*. *Kahanggi* and *kahanggi pareban* customary congregations are in one camp, one relative group of customary congregations, *pareban* thisis called *suhut hombar* if the clan is different. *Kahanggi* or *suhut* is a group that is as high as or who has the same lineage in one *huta* (kampung) which is a *bona bulu* (village founder).

Next Second, *boru children* are a group of relatives who take wives fromrelatives *mora*. *Boru children* can also be defined as sisters offather *suhut's*. Third, *mora* or *hula-hula* is a group of relatives who gave Boru to be married to a wife by a *child Boru* or *mora* is a family level which by *suhut* takes *boru* (wife) from this group. From this understanding, it can be concluded that *mora* is every family of a wife. While Hasibuan stated that *Dalihan Na Tolu* or literally "the three stoves" is one of the Batak community customary institutions which is a unit[5]. *Dalihan Na Tolu* is also an indigenous system that is open, democratic and developing. In general, boys in a family do not always have to guard their *bones*, but they can also marry other women from different clans so that the *Dalihan Na Tolu* is growing and expanding.

Culture and local wisdom form a national identity and character that becomes a cultural identity of the community. In an effort to develop and preserve local wisdom values, one of the fields of science that examines regional culture or the value of local wisdom contained within citizens is civic culture. As

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explained by Winataputra[6] Civic culture as a source of citizen identity is developed through civic education both in terms of form and background.

1.2 Overview Of National Identity

All social values and habits recognized by the Indonesian people are National Identities, which are even firmly attached to an area. As said by Tilaar [7](2007: 37) that the overall picture of a nation is none other than the Indonesian nation as a national identity. National identity is a concept of a nation about itself. A characteristic of a nation is the main marker of the nation's identity. Because it concerns the self or character of a nation, the confirmation or affirmation of a nation's National Identity always refers to or refers to the nature of the nation itself. In the Indonesian context, National Identity refers to Pancasila as the essence of Indonesia.

Sugiharto (2017)[8] National identity, usually based on shared culture, religion, history, language, or ethnicity. "*Nation creates national identity*," the nation creates a national identity, this makes people have a feeling of belonging to a nation. Furthermore Billig dalam (Sugiharto.2017) states an identity can be found from social life habits including thought and use of language. He also stated that having a National Identity also involves physical, legal, social, social conditions in a homeland. Based on the explanation of several experts, Hall (in Cristian 2017: 12) states that National Identity is a shared culture that belongs to a group of people who have the same history and descendants. In this context, cultural identity reflects the same historical experience and cultural code which tends to be stable and unchanging. While the second thought states that cultural identity is not entirely fixed or unchanging, but can change depending on how to position (*positioning*) and become the subject of history, culture, and power that continues to play.

When viewed in the Indonesian context, the National Identity is a manifestation of cultural values that grow and develop in various aspects of life from hundreds of tribes collected in an Indonesian unit into national culture with the reference of Pancasila and the spirit of Bhinneka Tunggal Ika as the basis and direction of its development. In other words, it can be said that the essence of our National Identity as a nation in life and the life of the nation and state is Pancasila, whose actualization is reflected in the structuring of our lives. According to Wibisono dalam (Srijanti.2011) National Identity [9]is a manifestation of cultural values that grow and develop in aspects of the life of a nation with distinctive characteristics, and with a distinctive character a nation is different from other nations in its life. All social values and habits recognized by the Indonesian people are National Identities, which are even firmly attached to an area. As said by Tilaar (2007) that a comprehensive picture of a nation is[10]none other than the Indonesian nation as a national identity. National identity is a concept of a nation about itself. A characteristic of a nation is the main marker of the nation's identity. Because it concerns the self or character of a nation, the confirmation or affirmation of a nation's National Identity always refers to or refers to the nature of the nation itself. In the Indonesian context, National Identity refers to Pancasila as the essence of Indonesia.

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1.3 Overview Of Civic Education

Citizenship education can not only be known through education in schools, but also can be learned through education in the community. The regional culture adopted by each community is one of the non-formal education, through the regional culture the community can also learn some things related to the values that are in Citizenship Education. The area's cultural community may be examined by the public about the cultural values of citizenship (civic culture) contained therein as well as the reinforcement of the National Identity society.

The value of the culture Civic culture of the Mandailingas the local National Identity of the local community, in the Civics there are two missions, namely the socio-cultural and substantive academic missions. The PKn socio-cultural mission is to facilitate the realization of ideals, belief systems/values, concepts of principles and practices of democracy in the context of developing intelligent and responsible citizen participation through actively and creatively socio-cultural activities that lead to moral and social commitment to citizenship. While the substantive mission of academics is the structure or body of Civics knowledge contained in concepts, principles and generalizations relating to *civic virtue* and *Civic culture* through research and development activities (epistimologi functions) and facilitating socio-pedagogical and socio-cultural praxis with the results of research and development.

Winarno explained the vision and mission of Citizenship Education, while the purpose of citizenship or citizenship education was explained by Cogan (in Winataputra.2007) as follows: "... more inclusiveness and encompassing both these in-school experiences as well as out-of-school or non-formal/informal learning which takes place in the family. The religious organization, the media etc. which helps to shape the totality of citizens."[11]

In the reality of the culture of *Dalihan Na Tolu* Mandailing's traditional marriage has begun to wear off and is hardly recognized by the community, especially the next generation. Today's modern society always wants something instant without thinking about how the position of adat is inherited from ancestors so that it always becomes the people's National Identity. Therefore, in the midst of the swift current of globalization, it is necessary to preserve the cultural values of the Civic culture of *Dalihan Na Tolu* in the traditional Mandailing marriage to strengthen the community's National Identity. Huta Tunggal is one of the villages that still uses theculture *Dalihan Na Tolu* at Mandailing marriages, the local community continues to preserve the existing local culture and is still deeply rooted in community identity. In this case the researcher is interested in how the community preserves the local culture in people's lives while in other regions it has begun to shift with foreign cultures entering Indonesia.

2. Methods

In this study, the research method used is descriptive research method (descriptive research) which will describe the phenomenon as it is by reviewing it regularly and strictly in the village of Hutatunggal, South Tapanuli district, North Sumatra province. Because descriptive research (descriptive research) is a research method intended to describe the phenomena that exist, which take place at this time or the past is reinforced by Furchan (2004)[12] descriptive research has characteristics, including descriptive research tends to describe a phenomenon as it is by way of regularly reviewing it tightly, prioritizing objectivity, and doing it carefully. Data collection techniques used in this study are observation,

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[11] Winataputra, U, S. And Budimansyah, Dasim. (2007). Civic Education (Context, Platform, Teaching Materials, and Class Culture). Bandung: Citizenship Study Program of the Indonesian Education University Graduate School.10.

[12] P.Furchan, A. (2004). Introduction to Research in Education, (Yogyakarta: Student Library. Page 54

interviews and documentation studies, explaining that the methods and data collection techniques are used to achieve the main objectives of the research, namely interpreting data, without knowing the data collection techniques, the researcher will not get data that meets data standards needed to sharpen interpretation in order to obtain meaning for solving research problems

3. Discussion

Globalization is indeed inevitable so it needs to be thought about and utilized its impact in a positive direction. If love, respect, a sense of belonging, a passion for advancing the nation and the intention to maintain the dignity of the nation and the country continue to be developed, globalization will be an opportunity to show pride to the nation. Introducing the nobility of values and culture in the international world. The vision of a culture basically stated by (Rahyono, 2009)[13] is keadiluhungan. However, the belief in justice is a strict law. This resulted in the community having to choose a scientific attitude to preserve culture through conceptual ideas or ideas of cultural values. With the diversity of cultures in Indonesia, of course all circles of society or government must be able to preserve the culture of ancestral heritage as the identity of an area, in accordance with the minister of education and culture number 10 of 2014 "tradition preservation is protection, development and utilization a habit of a group of people supporting culture whose distribution and inheritance took place from generation to generation."

3.1   Values Of Civic Culture In Culture *Dalihan Na Tolu*

Values of civic culture found in the *transfer of values*, such as kinship, trust, mutual cooperation, social care, can strengthen the national identity of the community *First*, the kinship value bound in *dalihan na tolu* both in narrow meanings and meanings are the main values in the mandailing angkola community. Kinship values socialized to children include ethics, courtesy and kinship which includes kinship. All kinship was braided in *speech* histhat the number of more than 50 sapaam kinship terms, including into *Kahanggi, son Boru* and *mora.* The main elements of Mandailing Angola kinship values are lungun and holong, which are evidence of strong family ties among relatives of a large area, lungun and holong are the main capital to maintain stability and warmth of kinship among Mandailing Angola people.

   Second, mutual cooperation, mutual cooperation was seen when the community in carrying out the wedding, all the people in the village participated in the implementation of the event, starting from the beginning of the marriage to completion. In the case ofculture *dalihan na tolu*, which is divided into three of them, kahanggi, anak boru, mora, the host who will carry out an event expressing his wishes it is to carry out the *horja* or party to the transfer party, to be conveyed to the entire village community. Mandailing people have customs and traditions which contain values, please help, and still maintain the value of mutual cooperation. Mr. Harahap as the Chair of the Hutatunggal village custom stated that the custom of helping help had become familiar to the Hutatunggal Village community, when one person held a wedding then all the people would be invited and would come, the community would know what they would do and know how its position in adat, such as *the boru child* will be the party to cook during the party. In line with the research Hilda revitalization of local wisdom *Dalihan na tolu* society Mandailing stated purpose *Dalihan na tolu* is closer brotherhood and inculcate virtues emotionally to the public so that the creation of cultural values to help each other without having to pay, quite different from the culture that there are towns that are less reflecting the value of mutual cooperation,

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[13] Rahyono, F. X. 2009. Cultural Wisdom in Words. Jakarta: Wedatama Widya Sastra. Page 5.

when they want to carry out a party they will usually adopt adat, with cultural reasons that are considered too complicated, and consider outside cultures such as buffet wedding ceremonies to be chosen by the urban community, besides being considered easy due to fading community participation. In addition to marriage, the daily life of the Hutatunggal people is also commonly known as thetradition *Marsialapari* or the tradition of mutual cooperation in carrying out work, traditions that when done together will feel light, shoulder to shoulder, shoulder to shoulder.

Third, social concern, the social care of the community is very strong, if the people who live in the village do not have enough money to carry out the party, then the adat leader in the village will provide a solution so that the custom continues with the help of all local communities. The three elements of *Dalihan na* have the same role, among others, help when the brother is in need. In addition, when one citizen does not have enough field to hold a party (*horja)*, the surrounding neighbors who have a large field will allow them to use during implementation of *horja* (party).

Fourth, religion, the religion of the majority of angkola mandailing is Islam, the influence of Islam in daily life is very strong in the community, in the custom of Mandailing marriage there is a strong and clear influence of Islam, in choosing a mate there is also a clear difference between traditional rules and the rules contained in the teachings of Islam, in the implementation of adat has a rule to prohibit marriage as high as, preferably Islam does not prohibit marriage as high as (Harahap, 2004).[14] Based on the results of the research in the Hutatunggal village, it can be said that there are two values that are held in high esteem by the Angola Mandailing people, including the people who adhere to customs and also adhere to the teachings of Islamic law, the social life of the community of Angkola Mandailing in South Tapanuli. kinship based on *dalihan na tolu* and Islamic teachings. Every activity of the wedding ceremony (*horja*) is most influenced by customs.

The community still preserves the existing culture and traditions but the content has been partially replaced with Islamic values and teachings. such as the meaning of *Debate* in traditional terms at this time was changed to Allah SWT, besides that, the meaning of *pasu-pasu* (blessing) at this time was changed to prayer. in the marriage of mandailing customs will continue because it contains socio-religious content, therefore the relationship between religious values and customary values through the culture of transcendence can be seen that the Islamic teachings are getting stronger. The *Dalihan na tolu* as the kinship system of the Mandailing and Islam communities in addition to being a guide to life is also used as a basis for their brotherhood, not least among the mandailing angkola migrants in large cities who are active as administrators of mosque reciters and administrators whose worshipers come from various ethnic and cultural backgrounds. It can be said that Islam and adat (kinship) regulate the social order of the Mandailing Angola community.

3.2 Efforts Made by the Community in Preserving Culture *Dalihan Na Tolu*

Citizenship Education as a socio-cultural movement of citizenship which acts as a vehicle for self-actualization of citizens, both individually and in groups in accordance with their respective rights and obligations. And so is the cultural context, through intelligent and responsible active participation. This thinking is based on the assumption of citizenship relating to society, because besides historically it will grow along with the development of human identity as social, political and cultural beings.

In addition to citizenship education, the role of the community is needed in preserving the culture of nationalism. Based on observations, the efforts made by the Hutatunggal villagers are by providing an

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[14] Harahap, Basyral, Hamidy. (2004). *Siala Sampagul*. Bandung: Library of Law 42.

understanding of the culture of transcendence to the younger generation, when carrying out the marriage of young people or commonly called with *Naposo Nauli Bulung* going to take over in terms of *mangoloi* (delivering food to invited guests at each house), setting up a stage for brides, washing dishes during the party, so that when they grow up they will understand how the process of carrying out the culture of *dalihan na tolu.*

4. Conclusion

Diversity of ethnic groups in Indonesia is a local identity and the National Identity of the Indonesian people, marriage is one of the local cultures that must be preserved. A variety of traditional customs in each region is one of the local National Identities, and the typical marriage of each region is one form of traditional ceremony. The introduction of cultural values and diversity of Indonesian ethnic groups is important to foster a sense of mutual understanding, respect, mutual understanding, and preserve local culture in each region so that young people know and grow affection in the hearts of Indonesian children. Amid the current globalization, the impact of the influx of incoming foreign cultures has begun, and it has resulted in the release of existing local cultural values. However, the Hutatunggal village in South Tapanuli still preserves the *Dalihan na tolu* culture in a well-known mandailing marriage.

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Analysis Framing of the Presidential Election News in *LensaIndonesia.com* Online Media

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Abstract. News framing about the presidential election in Indonesia in 2019 is strongly influenced by media ideology so that the two candidates for presidential candidates in 2019 have different discourses in their reporting. This study examines the reporting framing of Presidential Election in *LensaIndonesia.com* online media. *LensaIndonesia.com* was chosen as the research subject because it is one of the media that is very interesting language and easily accessed by online readers in Indonesia. This study uses Pan Kosicki's analysis model framing theory regarding framing reporting of Presidential Election in *LensaIndonesia.com* online media in the period of December 2018 to January 2019. The results of the study show that the news framing carried out by *LensaIndonesia.com* online media shows that The journalists are most likely indicated to cover much more Jokowi-Ma'ruf statement over Prabowo-Sandiaga, whereas also indicates their political preference through news framing before publication to the society.

Key words: Analysis Framing, Presidential Election, News

1. Introduction

The media is developing very fast with increasingly modern information technology. Media development is very beneficial to political education in the community. One of the benefits of mass media is as a means of political communication. This can happen, because mass media can influence readers or listeners about political issues circulating in the community. Therefore mass media is very effective as a tool to convey political information to the public. The media also functions to help display events related to political activities that sometimes provide ideological content to one political sites.

Media can define values and behaviors that are in accordance with group values and what behaviors or values are deemed deviant[1]. Like the presidential election in Indonesia, the two candidates, Joko Widodo and Prabowo Subianto, graced almost all the media during his campaign. The media constructed the coverage of Joko Widodo and Prabowo Subianto based on interests that wanted to be formed from a political discourse. Seeing this reality, news construction is done by framing the news so as to form a discourse. One of the media that is framing the news about the 2019 presidential election is the Indonesian lens. *Lensaindonesia.com* is used as the research subject because *Lensaindonesia.com* news is very interesting in terms of language with very updated topics. From this background, a study was conducted on how to framing Jokowi and Prabowo's news on *Lensaindonesia.com* news related to the presidential election in 2019.

Frame or media package is such a perspective to be used in observing, analysis and interpreting the reality through news media. The perspective, then, influence which facts should be taken or removed. Thus, the news report is manipulative, objective, or inevitable[2]. Framing aims to understand news text as a system of organized signifying elements that indicate the advocacy of the news ideas and provide devices to encourage certain kinds of reader or hearer processing of the texts. They shared four framing devices are syntactical, script, thematic and rhetorical structure.

Syntactical structure can be described as well-managed set of words or phrase constructing a sentence. It generated genre of composition through its side of objectivity. Empirical facts were used as framing instrument through data presentation and expert quotation. Linking to the reliable source and quote is its common order to generate authorized point of view, while social deviance is used to construct it opposite. *Script structure* is generated through 5Ws + 1H under the grammatical rules and is expected to interrogate and accumulate information as it equips the whole narration with introductory passage, conflicting event and resolution. *Thematic structure* is arranged by connecting evidences to depict a comprehensive case imagery using journalistic observation standard. Quotation is also often used to strength hypothesis as macro syntax analysis is used to run its identification process. *Rhetorical structure* emphasizes journalist typical choices on their relation to the expected effects. It utilizes metaphors, exemplars, catchphrase, depictions, visual imagery and a shaped proactive narration as devices.[3]

First, Pan and Kosicki's theory was also used in the previous research to frame Jokowi's political coverage through media, as in *Tempo* magazine. It was depicted again that *Tempo* drawn deserving image of Jokowi to win the 2014 presidential election. This imagery could be traced in the form of presenting Jokowi's accomplishment or merits during January to July 2014.[4] Similarity of both media lies on its topic and method, but this reseach emphasizes 2019 presidential election. Thus, *lensaindonesia.com* has also concealed its political preference for Jokowi-Ma'ruf through giving unbalance details of Prabowo-Sandiaga. Moreover, news coverage for Prabowo-Sandiaga is only sourced from the spokesperson.

Second, research highlighted the influence of media-ownership during 2015 political campaign prior to Nigerian presidential election. It also comparatively elaborated patterns of media campaign used by major participating parties-People's Democratic Party (PDP) and All Progressives Congress (APC)-in *The Nation* and *The Nigerian Tribune* newspapers (relaying to political preference of their publisher).[5] Our researches match in a point of media ownership can influence public's choices for presidential election. Although the previous research is generated by Entman's framing theory, it finally support Pan and Kosicki's theory and finding in this research.

Pan and Kosicki's theory actually in line with Van Dijk's theory that peculiarity in looking at news structures in newspapers focuses on the theme structures (thematics structures) and newspaper schemes (news scemata)[6]. Thematic elements refer to the general description of a text. Also called core ideas, summaries, or the main of a text. The text also has a scheme or plot from the introduction to the end.

2. Methodology

The approach used in this study is a descriptive qualitative approach that describes an object that includes description, recording and analysis efforts. Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior.[7] The

unit of analysis in this study is news about Joko Widodo and Prabowo Subianto in the 2019 presidential election on indonesia.com lens media.

Framing analysis is an analysis to find out how the reality of meaning is framed by the media. The use of Pan and Kosicki framing analysis theory is purposed to unreveal how the framing of several news texts of Jokowi and Prabowo during campaign period. Data are published in lensaindonesia.com within December 2018-January 2019. There are 3 news texts about Jokowi and Prabowo.

3. Findings and Discussion

The use of Pan and Kosicki framing analysis theory is purposed to unreveal how the news coverage of Jokowi and Prabowo during presidential electoral campaigns. Data are published in *lensaindonesia.com* within December 2018-January 2019. There are three articles, and the emphasized quotation will be signalled by underlined words or phrase, as follows:

The first article with the title: *Ma'ruf Amin siap dites baca Al Qur'an di Aceh, Tim sebut Prabowo tidak akan hadir* (Ma'ruf Amin willing to attend Qur'an recitation test in Aceh, The team of Prabowo reject it). This text discusses about Ma'ruf Amin will negotiate with Jokowi, if only needed to attend. The spokesperson of National Winning Council of 02 declared that there is no need to hold an Islamic test from each candidate, since what needed the most by civilian is the substantive matter. Aceh Preacher Federation will only expect that such test will end the raging identity politic.

The framing analysis of the *Ma'ruf Amin siap dites baca Al Qur'an di Aceh, Tim sebut Prabowo tidak akan hadir*[8] (Ma'ruf Amin willing to attend Qur'an recitation test in Aceh, The team of Prabowo reject it) is:

a. Syntactical structure. Sytactically, the media emphasized that the invitation of Qur'an recitation test is unofficial. Though Ma'ruf Amin is willing to attend, the team of Prabowo-Sandi National Winning Council urged their rejection due to several circumstances.

b. Script structure. In news text does not explain'how'the mechanism of the test, it can be said that Qur'an recitation test, indeed, is only the wish of a particular community only. This term is strengthened on the closing that the initiator side (Aceh Preacher Federation) only wanted to participate in democracy.

c. Thematic structure. The used sentences, indicate that there is a journalism partisanship. Causal statements that is displayed from National Wining Council side caused an opinion that Prabowo-Sandi is afraid in attending the test, which essentially testing Islamic degree of each leader candidate. Whereas the causal statement from Ma'ruf Amin strengthen his position.

d. Rhetorical structure. The content contains the urgency from the do's and don't's of attending the invitation of Qur'an recitation test from the Aceh Preacher Federation. There is also metaphor that is conveyed only to display how prestigious the 01 candidate is and how cowardly its opposition (02 candidate) which is represented by their spokesperson of National Winning Council. Here is the analysis.

> *"Masyarakat butuh program-program unggulan empat tokoh ini. Supaya masyarakat tidak <u>beli kucing dalam karung</u> dan tidak terhipnotis seperti janji lima tahun lalu," katanya (line 6).*

This metaphor is uttered towards the people in regard with his reason for refusing to attend, since his party anticipated that people are able to directly assess their president and vice president candidate through the debate hold by election commission.

The second news with the title *Hasil SSC: Jokowi puncaki survei, Sandiaga Uno kalahkan Ma'ruf Amin*[9] (SSC result: Jokowi reaches the top position of survey, Sandiaga Uno has defeated Ma'ruf Amin). The main point of this news is about the popularity indicator, Jokowi surpassed Prabowo. Meanwhile, the highest acceptability reached by Sandiaga compared to Ma'ruf Amin.

The framing analysis of the news *Hasil SSC: Jokowi puncaki survei, Sandiaga Uno kalahkan Ma'ruf Amin* (SSC result: Jokowi reaches the top position of survey, Sandiaga Uno has defeated Ma'ruf Amin) is:

a. Syntactical structure. The use of its sentences indicate impartiality, which means journalist partisanship cannot be seen since she utilized such data of survey result to strengthen her statement.

b. Script structure. There are complete 5Ws+1H, which make clear text. The advantage of Jokowi against Prabowo is deemed natural by Rokim, a researcher of SSC, since in his opinion, Jokowi is the president. The research mechanism conducted also showed in the end of the text.

> *Survei ini dilaksanakan mulai 10-20 Desember 2018 di 38 kabupaten/kota di Jawa Timur. Riset yang dilakukan menggunakan 1.070 responden melalui teknik stratified multistage random sampling dengan margin of error kurang lebih sebanyak 3 persen dan tingkat kepercayaan sebesar 95 persen. (line 4)*

c. Thematic structure. Causal statement from quoted speech in line 4 which signalled by *karena* shows that the speaker tried to be in neutral zone.

> *"Kalau Jokowi, saya kira wajar memuncaki hasil riset <u>karena</u> Beliau Presiden petahana ..." pungkas Surokim (line 3)*

d. Rhetorical structure. Showing the survey result in numerical data, it signifies that the media want to clarify that such data is valid.

The third news with the title *Prabowo-Sandiaga gunakan istilah'Pos Pertempuran', Sekjen PSI: Ini penuh permusuhan*[10] (Prabowo-Sandiaga's Post Battle, PSI general secretary: full of hatred). This news mainly discusses about Raja Juli's disagreement on the naming of Prabowo-Sandiaga's Center of triumph is triggered by indication of arousing hatred narration among society.

The framing analysis of the news *Prabowo-Sandiaga gunakan istilah 'Pos Pertempuran,' Sekjen PSI: Ini penuh permusuhan* (Prabowo-Sandiaga's Post Battle, PSI general secretary: full of hatred) is

a. Syntactical structure. Form of sentence is deemed to arouse curiosity as well as ignite public emotion, by the use of *pedas* as an adjective which means sharp and tactless.

> *Keputusan Prabowo-Sandiaga menggunakan istilah'Pos Pertempuran'untuk menamai markas mereka di Jawa Tengah <u>dikomentari pedas</u> Wakil Sekretaris Tim Kampanye Nasional (TKN) Jokowi-Ma'ruf Amin, Raja Juli Antoni. (line 1)*

b. Script structure. The value of 'where' is nonexistent within the passage, since nonetheless, it is important to know where is the location when Raja Juli gave his written commentary in the aforementioned time. This text is seemed to be made by the perspective of journalist.

> *Menurut Raja Juli Antoni, istilah itu bisa memunculkan narasi yang sifatnya sangat buruk dan penuh permusuhan. "Ini sangat memecah belah. sangat buruk karena penuh permusuhan," terangnya melalui keterangan tertulis, Selasa (11/12/2018) (line 2)*

c. Thematic structure. The unbalance news is figured out in this passage. Media tends to view case just from one side. It can be seen through overall texts only mention Raja Juli's statements.

d.   Rhetorical structure. Speaker tends to deliver message for public that the naming of 02 Candidate's Center full of hatred meaning. The analysis can be seen through the repetition word *sangat,* such in the following below:

> *"Ini <u>sangat</u> memecah belah. <u>sangat</u> buruk karena penuh permusuhan," terangnya melalui keterangan tertulis (line 2)*

Syntactical structure in the Lensaindonesia.com online media can be seen as the analysis of lead in the news, means the perspectives of the news can be seen from the analysis of syntactical structure. The analysis formed the sentences used to discredit one of the candidates. From Lensaindonesia.com online media, the news showed the way the reporter composes the facts. From the news scheme, it can be seen that Headlines, leads, background information, source quotes, statements, and covers converge on one presidential candidate.

Script structure in the Lensaindonesia.com online media did not provide the news using a generic version of news writing, such as who, what, when, where and why. The script directed to the information that journalists prefer to tell the facts about persuade public's opinion that the second candidate is not mutual and does not deserve to be president.

Thematic structure in this news is like the connection between one subthemes to others. The use of causal statement showed that the journalists minimize the facts to be appeared in text. Overall texts are opinion from the speakers and journalist. Rhetorical structure journalists emphasized the facts through causal statement, metaphor and repetition. Here the journalist sometimes use rhetorical devices to invoke images, increase salience of a point to increase the truthfullness of the news.

Gronemeyer conductes a research about the treatment of politics in the Chilean press using five generic frames and indicators, they are attribution of responsibility, conflict, human interest, economic consequences, and morality.[11] The purpose of the study was, to detect the use of the frames to know how generic they are. The method used in this research was quantitative content analysis, based on the indicators adapted from the baseline study and covering three years and six distinct newspapers, This study was to establish how the frames are presented in the Chilean media, their frequency of use, and whether there are significant variations over time and among the newspapers analyzed. In line with Gronemeyer, the research of framing the presidential election in Lensaindonesia.com online media was also establish the frame of the news tend to always in the one candidate.

This is also the same with the research about Bomb at *Sarinah* from *kompas.com* and *merdeka.com* online media which are taken from January 14 2016 to January 18 2016.The results of the study show the reconstruction or framing from *Kompas.com* in the *Sarinah* bomb case focused on the human interest side of the police, *Kompas.com* raised the positive image of the police in finishing the *Sarinah* bomb case. While *merdeka.com* shows the news that is not bound by certain interests, which can be seen from every news on merdeka.com that is very balance. The analysis of *Kompas.com* and *Merdeka.com* show that from the two media in forming the discourse is very different. The focus of the news about the Sarinah bombing but the result of framing show the reconstruction of the media ideology.

The media ideology is also related to the way of media construct the discourse of the news. The framing analysis from *Lensaindonesia.com* with the deep analysis of syntactical, script, thematic and rhetorical structure can lead us to the costruction the meaning of reporting 2019 presidential elections in Indonesia that the framing analysis refers only to one of the candidates, Jokowi. It seems

Lensaindonesia.com does not pay attention to the balance of information and data that should be able to be obtained by more than one resource person. The lead about the presidential election of 2019 should display an overview of what the author wants to give to the reader in accordance with the title, and also use the best way to make the news balance from one candidate to other candidate. The media is the result of the journalist construct the news.

4. Conclusion

From the three news about the The journalists are most likely indicated to cover much more Jokowi-Ma'ruf statement over Prabowo-Sandiaga, whereas also indicates their political preference through news framing before publication to the society. In syntactical structure, form of sentences used to discredit one of the candidates. In script structure, journalists prefer to drive public's opinion that the second candidate is not mutual and does not deserve to be president. In thematic structure, journalists such minimize the facts to be appeared in text. Overall texts are opinion from the speakers and journalist. In rhetorical structure, journalists emphasized the facts through causal statement, metaphor and repetition.

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Implementation of the Pogiraha Tradition (Horse Fighting) in the Community in Muna District in Building Community Characters (Case Study in Muna Sulawesi District District)

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ABSTRACT

Along with the development of the times, togetherness identity in the form of culture that binds the community slowly begins to stretch and wear off. Various social problems that cause clash of values, not infrequently make people start confused and experience dentistry. If it continues to be left it will be a potential for national divisions to occur. Community values, the existence of national culture, undergo changes. Building community character is very important to maintain the existence of a nation or country. Building the character of the community through local culture is very much needed. To develop community character can be achieved by transforming local cultural values as one of the means to build community character. Speaking of cultural issues, there is a very unique culture, namely Adhara Pogiraha which is a famous traditional culture in Southeast Sulawesi, precisely in Muna Regency. This study aims to analyze the implementation of the tradition of pogiraha adhara (horse fighting) in the Muna community in building the character of the community. The research approach used is a qualitative approach with a case study research method. The data are obtained through interviews, observation, literature studies and documentation studies. In this study, it is shown that in the implementation of the attraction of Pogiraha Adhara has philosophical values related to the primacy of rights, responsibilities, and self-esteem. A value that is interpreted is very deep and valued as a positive attitude that reflects the characteristics of an existing tribe. The community believes in the attraction that shows the implicit philosophical meaning that is believed by the people, even though horses are included in the animal group, but there are many lessons that can be found in them that can build community awareness.

Keywords: Tradition, Adhara Pogiraha, Community Character

1. Introduction

Culture is the result of thinking, though the taste of a particular society. Culture has values that are always inherited, interpreted, and carried out in line with the process of social change. The implementation of cultural values is evidence of the legitimacy of society towards culture. The existence

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of culture and the diversity of the noble values of culture possessed by the Indonesian people are a means of building the character of citizens, both those related to personal and public character.

In terminology the word "culture" comes from (sanskrit) *buddhayah* which is the plural form of buddhi which means mind or reason. Culture is a system of concepts inherited in symbolic form, which is a pattern of meanings that are intertwined thoroughly in these symbols which is the way humans communicate, preserve and develop their knowledge and attitudes towards life (Geertz, 1992, p. 5). On a different side Soekanto (2000) defines that culture has an inherently general nature, namely culture is the result of human creation or the product concerned with reason that grows and develops in society and is obtained through a learning process. Culture is a complex totality that includes knowledge, beliefs, arts, morals, laws, customs and values and values, norms, human patterned actions and human works.

From the understanding of culture, we can conclude that culture is the work of human beings who can develop their attitudes towards life and are passed down from one generation to the next through a process of communication and learning so that the inherited generation has a strong character in carrying out life.

But over the times, togetherness identity in the form of culture that binds the community slowly begins to stretch and wear off. The fading of the culture is often started because the next generation cannot afford to preserve their own culture, especially the main values that have been adopted for decades in a society. Planting the values and philosophy of life that has been passed down for generations is done in the end to meet grief. Only a few generations are still able to uphold their native culture in the full order (Natalia 2013).

In connection with this according to Lickona (1992) there are 10 signs of human behavior that show the direction of destruction of a nation, namely: (1) increasing violence among adolescents, (2) entrenched dishonesty, (3) increasing disrespect for parents, teachers, and leaders, (4) the influence of peer groups on acts of violence, (5) increasing suspicion and hatred, (6) use of deteriorating languages, (7) decreasing work ethic, (8) decreasing sense of responsibility of individuals and citizens, (9) increased self-destructive behavior, (10) increasingly blurred moral guidelines. So the need for cultural preservation efforts as a form of inheritance reduction for future generations is so that they are able to preserve their own culture, especially the values contained in it.

Various social problems that cause clash of values, not infrequently make people start to get confused and experience an identity crisis which then is not impossible if it continues to drag will potentially occur split the nation. In a situation of confusion in seeking referrals to solve various kinds of problems, there is a tendency for people to want to return to local wisdom that has been tested for centuries to overcome various kinds of life problems. This is also an expression of optimism. Even Futurolog Naisbitt and Aburdene (1995) predict that amidst the exposure of global civilization, the love of local culture to show identity will strengthen.

Society is a group of people who live in an area that produces culture. Culture cannot only be seen from the side of the content of culture itself because its existence is inseparable from many other factors so that culture exists, takes place, and develops. One important factor related to culture is society, there will be no culture without society, and vice versa there is no society that has no culture. People who have national character are people who value their culture.

But in reality in Indonesia today social values, the existence of national culture, experience extraordinary changes such as being at the edge of the horn. Apart from the attention of the people supporting culture that has long been created and has become a reference and the demands of people's lives are now almost extinct. Changes shake and uproot the values of ancestral heritage because the history of the older generations is unable to convey well, both verbally and in writing to the younger generation. In line with this, Rosidi (2010, p. 66) stated: ".. religion, culture and new values from outside have broken into the community, both in cities and villages, both those belonging to the elite and those belonging to the *balarea* group, brought by merchants, invaders, migrants and others."

In this case culture refers to various aspects of life which include ways of behaving, trusting, and the results of human activities that are typical for a particular community or groups of population. Where culture is the result of the learning process, not only biologically inherited. Every human being is born into a complex culture and the culture has a very strong influence on the way of life and behavior in life.

In essence humans are creators of culture, but on the contrary humans in their growth and development are also determined by culture. The quality of this reciprocal relationship is a benchmark of a cultural society. Society intentionally creates culture in order to organize, organize, and manage behavior and thoughts related to the natural environment around the place where he lives in daily life in carrying out daily activities.

Speaking of cultural issues, there is a very unique culture, namely the Adhara Pogiraha which is a famous traditional culture in Southeast Sulawesi, precisely in Muna Regency and has become an interesting spectacle for the Muna community. In this horse fighting attraction has philosophical values related to the primacy of rights, responsibilities and self-esteem, the value of that philosophy in everyday life remains a grip on the Muna community to this day. Pogiraha adhara (horse fights) is one of the attractions of the horse inherited by the kings of Muna which has been passed down for generations by the people in Muna Regency, Southeast Sulawesi. The tradition of horse fighting is only the one that exists in Indonesia and can only be found in Muna Regency. There is no such thing as winning or losing in a fight, nor is the horse fighting until it causes serious injuries, l*et al*.one death. The handler stops the fight if it feels enough or one of the horses dodge, "this is purely just for community entertainment."

The horse fights which in Muna are called "kapogiraha adhara" were originally carried out in order to welcome and respect the guests of the kingdom of Muna. At present the culture of horse fighting is only displayed during the anniversary of Muna Regency, ahead of the celebration of the Independence Day of the Republic of Indonesia and during Eid al-Fitr and Eid al-Adha or other celebrations. Within a year, the organization of horse fighting traditions can be counted on the fingers, not every time this horse fight can be witnessed, even then in its implementation it can only be done by the local government at a special moment.

In Muna Regency the horse has a long and strong history. Since hundreds of years ago people in this area have known these tough animals at least hundreds of years ago. This is evidenced by paintings on the walls of prehistoric places such as caves in Liang Kabori Village, Lohia District, Muna. On that site, there are those who describe horses or people riding horses. During the kingdom, horses became a symbol of prestige because they were only owned by certain groups, especially nobles. Apart from being a means of transportation, horses are also used for hunting or fighting. In a horse fight, the one acting as a handler plays a very important role in monitoring the fight. In controlling the horse so as not to run wild, there is a duty to hold the rope. To prevent a fatal impact on the horse, the handler must

immediately disassemble if one of the horses is cornered by an opponent's attack. When watching horse fights, the presence of handlers is also vital in ensuring the safety of the audience, because when this tradition is on show it always attracts hundreds of residents to come.

The horse fighting show (Kapogiraha Adhara) starts with a large and dashing stallion. On the different side, there will be another stallion with the same physical size as the female leader. The foreign stallion will try to get closer to the mares led by a stallion, as a result the stallion leading a number of the mares will be angered when he sees the foreign male horse approaching the herd. These two big stallions had been agitated and jealous of each other until they finally fought. One of the distinctive features and rules applied in the attraction of Pogeraha Adhara is that fighting horses can only clash each other in the air.

Therefore the facts that have been revealed about the problem of the influence of globalization, it is necessary to examine solutions on how to maintain the original cultural heritage of Indonesia by applying traditional values. Of the many traditions that exist in Indonesia, the cultural tradition of the Muna community is one of the traditions of the community that will be examined primarily about the values contained in it in an effort to build the character of the community.

In previous research "the tradition of the pogiraha adhara in Muna" was examined by (Tini Suryani, 2014). The tradition of Muna fighting known as Pogiraha Adhara is one form of cultural tradition where until now it is still found in the midst of the people who are in the District of Lawa. In people's lives where almost all over the world, horses are considered very familiar animals, in addition to helping horse humans are also animals that have prestige value in human life. In the history of the development of the Muna in the past, Horse has become a part of everyday life. This is reinforced by horse paintings on the walls of the cave, can be seen from the life of the people of Muna in the past told through the painting, such as the number of cattle, horses, and times of hunting, and describes the struggle of the community in the past maintain their survival.

From the results of these studies it can be concluded that in the tradition of horse fights have values that are understood by the community, which becomes a reflection of their identity. A value that is interpreted is very deep and valued as a positive attitude that reflects the characteristics of an existing ethnic group. The community believes in the attractions that are shown implied by the philosophical meaning that is believed by the people, even though horses are included in the group of animals, but many lessons can be found in them. In a previous study of the tradition of pogiraha adhara, the emphasis was more on the philosophical values behind the tradition, while what the researchers will examine now emphasizes the traditional values of horse fighting in building community character.

This study aims to analyze the implementation of the tradition of pogiraha adhara (horse fighting) in the Muna community in building the character of the community.

2. Research Methodology

This research is a qualitative study with an approach using a case study method which aims to examine the implementation of the pogiraha adhara tradition in building community character with a case study in Muna Regency, Southeast Sulawesi Province. The qualitative research approach is felt to be more suitable and relevant to the topic or discussion that will be examined because it explores and understands the factors underlying the waning of the tradition of pogiraha adara in Muna Regency. The researcher explained the reality in the field honestly and relied on the voice and interpretation of the informant. Thus this research will describe the facts regarding the condition of the implementation of

the Adhara Pogiraha tradition and explain the state of the object of research based on the facts and try to analyze the truth based on the data obtained. Moleong (2002), said "qualitative research is a research procedure that uses descriptive data in the form of written or oral words of people and observable behavior. Qualitative research does not aim to examine or prove the truth of a theory but what already exists is developed using the data collected."

The research subjects to obtain data in this study included the head of the Muna District Government, Pawang who led the way in horse fighting, and the general public. The researcher chose the participants because the researchers wanted to know the implementation of the preservation of the traditional values of pogeraha adhara (horse fighting) in building the character of the community.

This research will be carried out in Muna Regency. The reason for choosing this location was because the tradition of pogeraha adhara horse fighting was one of the attractions of the horse inherited by the Muna kings which had been handed down for generations by the people in Muna Regency, Southeast Sulawesi. The tradition of horse fighting is only the one that exists in Indonesia and can only be found in Muna Regency. In Muna Regency, horses have a long and strong history. Since hundreds of years ago people in this area have known these tough animals at least hundreds of years ago. This is evidenced by paintings on the walls of prehistoric places such as caves in Liang Kabori Village, Lohia District, Muna. On the site, there are people who describe horses or people riding horses.

The method of data collection uses five techniques, namely observation, interview, documentation, recording and study of literature. The study was conducted from February to April 2019. Data analysis was carried out interactively, namely conducting interviews directly with predetermined instruments.

3. Research Results and Discussion

A. Procedures for Fighting Horses (Kapogiraha Adhara)

Before the horse will be pitted, a special treatment will be applied to the horse. The special treatment was carried out a week before being pitted. The treatment includes treatment of the body such as bathing using soap and horse hair using shampoo. The activity of bathing horses is done routinely so that when appearing the attraction of the horse is confident.

Care for horses that will be pitted not only cleanses, but provides adequate nutrition. Nutrition given during the week is not only grass but is given supplements such as eggs and honey and even coconut so that the stamina of the horse gets better. Horse care activities for a week before being pitted have the benefit of making the horse more tame and not rebellious when it relaxes. After a week the horse experiences special treatment, during the day of attraction, the horse to be pitted is not given food and drink. This is done so that the horse that competes is not tired quickly. Likewise, at the time after fighting the horse is still not given food and drink so that the horse's emotions will go up and the fight will be even more exciting.

In horse fights there is a name called horse handler (meatorono adhara) which functions as a horse controller so that the horse does not run to the audience. The handler of the horse is fully responsible for the safety of the spectator because the horse that is doing the attraction of the fight has a high emotion. In addition there are those who hold the horse leash (meintarano katapuno ahara) which functions as helping the horse handler so that horse fights take place safely. Usually this bridle strap holder is a teenager who is used to and trained in this horse fighting attraction.

The attractions of Pogeraha Adara begin by displaying mares led by a large and violent body of horses. Elsewhere, a stallion with the same physical size is raised. The stallion will try to get closer to the mares led by a stallion. As a result the stallion that leads a number of mares will be provoked angrily when he sees a foreign male horse approaching a herd of horses. These two big stallions had been agitated and jealous of each other until they finally fought. The attraction of the Kapigeraha Adhara is not intended to hurt horses but purely as entertainment. In this attraction not only the horse is displayed but also the handler and bridle holder provide an attractive appearance, namely by using a young traditional sarong that is worn wrapped around the waist to knee height and using a head tie or so-called kampurui to describe the identity or characteristic of the Muna region.

B. Philosophy of Fighting Horses (Kapogeraha Adhara) on the Coat of Arms of Muna Regency

This attraction is the legacy of the kings of Muna. Initially the show of horse fighting was intended as a tribute to the king to important guests who came from Java or other areas. Now, this attraction is routinely held to coincide on major holidays. The meaning of Pogiraha Adhara reflects strength and tenacity in carrying out mandated tasks even if it has to sacrifice lives.

In the aspect of human culture, horses are considered a symbol of freedom, intelligence and strength. In Muna Regency, Kuda is one of the elements in the regional symbol. On the symbol of the area of Muna Regency, there are two stallions ready to pounce on the opponent. The stallion in the regional emblem is a symbol that shows the readiness of all elements in Muna in facing all challenges. Horses symbolize character, constructive, sportsmanship, spirit of upholding justice and eliminating falsehood. In royal times, horses were "official vehicles" and were also used as public transportation. Horses also symbolize courage, perseverance and the spirit of hard work imprinted in the Muna community. White color symbolizes that in courage contained the meaning of purity and clarity, faith and motivation of the community in carrying out activities in social life. While the brown color symbolizes that the courage, perseverance and enthusiasm of hard work possessed provide a sense of security in an atmosphere of comfortable intimacy which encourages the birth of a commitment for the Muna community to strengthen brotherhood. Faced horses are ready to anticipate all possibilities while promoting deliberation. One of the cultural attractions of the Muna community known, both at home and abroad is the attraction of horse fights. In addition, the symbol of the male horse also shows the courage to defeat the enemy, including defeating lust.

The election of stallions as one of the elements in the symbol of the region is not without a clear basis. Since ancient times, people who inhabit and inhabit the island of Muna are known to have kept (livestock) horses and have special expertise in the care of horses. This is evidenced by historical sites in Liangkobori. Horses raised by the Muna people at that time were intended to facilitate (help) various needs and activities of livestock owners, including cultural activities such as horse racing and horse fights.

Horse racing and horse fights were one of the specific activities of the Muna community when welcoming important guests from outside the area or during official ceremonies. But in the past few years, these activities have rarely been carried out, and have never even been held. Not only that, the Horse population in Muna Regency has become extinct. Since one element of the regional symbol of Muna Regency is horses, the horse population in Muna Regency should not be difficult to find. As a rule if there is horse breeding in Muna Regency or there are groups of people who breed horses. Thus, horses are not only found in regional symbols, but are also easily found in the area of Muna Regency.

C. Philosophical Values in Horse Fighting (Kapogiraha Adhara)

Horses have an important meaning for the people of Muna. Therefore, the general public makes horses a symbol of the area. Horses are one of the elements in the regional symbol of Muna Regency. Horses are animals that have a strong, strong, agile nature, can run fast, jump, stand with their hind legs and forelegs are ready to break the barrier in front of the rider's control.

The adhara pogiraha tradition is an ancestral heritage and an icon of the Muna community. This adhara pogiraha tradition is only an entertainment for the community. This entertainment is very rarely done unless there is a direct request from the district or provincial government. In the attraction of Adogiri Pogiraha, which is a cultural icon, it certainly has values that people understand as a reflection of their identity. A value that is considered very deep and valued as a positive attitude that reflects the characteristics of an existing ethnic group. The community believes in the attraction that is shown implied by the implicit philosophical meaning. Even though horses belong to a group of animals, there are many lessons learned in them. The values contained in the pogiraha adhara consist of:

a. Horse fights will not occur if the mare of the herd horse is not taken by another stallion. This proves that the horse has a great responsibility for the herd of horses he leads. From that attitude the young people adopted that meaning. This means that the responsibility for the family of the family leader is fully responsible for everything.

b. From the information above, it can also be concluded that humans have high self-esteem and must be maintained as someone who is obliged to maintain their family and society. Self-esteem must be fought even if the life is at stake.

c. Have sensitivity to opportunities and threats. Horses are sensitive animals, this fact gives us a sensitive lesson. If other people do bad things towards us, then we need to take action in accordance with the limits of reasonableness outlined in various norms of life.

d. Adhara Pogiraha reflects strength and tenacity in carrying out the tasks that have been given

e. The horse will not be aggressive if the horse of the herd is not disturbed. Likewise, the muna community means that humans will not react if there are no actions that disturb the peace in their family.

f. Having loyalty, respecting others and providing benefits to this area, not only taking advantage/benefits from this area. We as humans must always be loyal to the partners we have and take good care of so that they are not taken by others.

g. Each group member must obey the leader.

h. Leaders are role models for their people.

The existence of the tradition of the attraction of Pogiraha Adhara serves as entertainment in the community which is still maintained today. Therefore the community as a supporter of culture must continue to preserve tradition while preserving the horse population in Muna district.

4. Conclusions

The conclusion of this paper consists of:

a. The procedure for horse fighting starts with horse care by providing nutritional intake and supplements. In horse fights consist of horse handlers and rope restraints that use customary muna gloves which are wrapped around the waist to knee height and use a head tie called kampurui.

b. The philosophy of the horse fighting in the symbol of the regency of Muna, namely horse symbolizes character, constructive, sportsmanship, the spirit of upholding justice and eliminating falsehood. In

addition, it also symbolizes courage, perseverance and the spirit of hard work imprinted in the Muna community.

c. The meaning of the Adhara Pogiraha is as a form of description of the Muna community. Horses will never fight if their friends are disturbed. As with humans, there will never be a correction if there are no actions that disturb the other party. A sense of courage and responsibility must be upheld in maintaining the interests of the community above the interests of the group.

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The Influence in the Usage of the Gallery Walk Cooperative Model Type on Student's Critical Thinking Abilities in Learning Civics Education (A Quasi Study Experiment at SMA Negeri 3 Subang)

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Abstract: This research was based on the idea that in learning civics, the class is still teacher oriented, which leads to passive students. This further leads to students who do not have great critical thinking abilities. Therefore, this research aims to increase the critical thinking abilities of the students. The research was conducted at SMA Negeri 3 Subang. The samples are students from the 10th grade of Social Sciences first class (IPS 1) as the experimental class, who were taught with the gallery walk cooperative model, and students from the 10th grade Natural Sciences first class (IPA 1) as the control class, who were taught with the standard lecturing method. The research uses the quasi experimental method to test the difference between the class that used Gallery Walk, and the class that used the conventional method. The students showed a good response towards the implementation of the gallery walk cooperative model. The teachers also suggested that the student's critical thinking abilities increased with the usage of the gallery walk model of learning. Hence, a hypothesis is formed that the cooperative learning model of gallery walk helps in increasing critical thinking.

Keywords: Gallery walk, critical thinking, civics education

1. Introduction

Education plays an important role in making citizens with good personality, skills, nobly behaved; this is to create human resources that are of high quality. According to Undang-Undang Sistem Pendidikan Nasional, specifically Undang-Undang No. 20 Tahun 2003, the purpose of state education is to develop the skills and build the character of the people to create a civilization that is dignified which makes the efforts to educate national life, develop the potential of the students to become faithful to God, behave well, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Efforts to reach this goal have to be done in conjunction with an upgrade to the quality of education in schools. This cannot be be unlinked from the success of the learning process, where teachers, students, and methods have to work together, and with other factors such as student's interest in learning, their intelligence, the facilities available, curriculum, media of learning, and so forth. The main role to upgrade said quality comes from the teachers; therefore they must be innovative so that they can positively create learning tools and methods.

Based on preliminary studies there are several problems that arise in the civics learning process in the classroom. One of these problems is about the lack of innovation in learning strategies specifically related to the learning model used by the teacher. The use of models in civics learning in high school, vocational and MA is still less than optimal. Especially with the media and models that can improve the ability to think critically, express opinions and engage students in civics learning. This is what students feel can lead to mental exhaustion and ineffectiveness of learning. This due to the learning process that only uses power point media and is delivered by the lecture method and several questions.

In the learning process that occurs in the classroom, more often than not students listen to the teacher, answer the teacher's questions as is, write down the material that is in power points without any more stimuli that could lead to further questioning from students. As a result, students are exhausted mentally, thereby reducing their motivation to learn when in class. This absence ultimately inhibits the teaching and learning process because students cannot explore their thinking abilities. This reality will hinder the thinking process of students who should be able to develop all of their abilities, especially with regard to critical thinking in the students themselves. The ability to think critically on students must be able to be developed in civics learning, where the students are not only able to understand a concept, but also must be able to interpret, analyze, and evaluate to finally arrive at pondering on a meaning of attitude from the material that has been delivered into becoming a good habit.

In actuality, the subjects of Civics Education in the Lampiran Permendiknas No. 22 Tahun 2006, which concerns content standards, have aims to have that students have the ability to think critically, rationally, and creatively in response to civics issues, participate actively, and be responsible and act intelligently in the community, national, and state activities, as well as anti-corruption; develop positively and democratically to shape themselves based on the characteristics of Indonesian society in order to live together with other nations in it; interact with other nations in the world arena directly or indirectly by utilizing technology and communication. From the explanation above, critical thinking skills are very important in civics subjects, especially in terms of giving criticism to the issue of citizenship that is developing in the present in social life and the life of the nation and state.

Learning that requires the critical power of students must be supported by various aspects, such as the material, methods, media, and evaluations that teachers apply in delivering material will be key to improving students' critical thinking in the learning process. Through such a learning system, students will be stimulated to participate in the learning process actively so as to encourage critical thinking. This is because in the learning process students are faced with problems that require analysis. As revealed by Ibrahim and Syaodih (2003, page 33), in the teaching and learning process that engages students such as inquiry learning, problem solving, the role of students is greater. Students are not given teaching materials that have been finished or have been completed to stay memorized, but are given problems that require searching, observation, modeling, analysis, synthesis, comparison, and conclusion by the students themselves. So learning that aims to engage students is inseparable from the role of the students themselves. Students are given a stimulus by the teacher so that they are able to dig deeper information, analyze, and ultimately be able to criticize it. At its core, to improve students' critical thinking, it is necessary to first stimulate them to be active in learning. Students must not always be placed as recipients of lessons, but also able to provide an idea and understanding.

In this case, a learning process must be either two or multi directional way, where the learning process does not only depend on what the teacher conveyed, but also the role of the students is

needed. Two-way learning is an interaction in that is not only from the teacher to students, but also students to other students. Whereas in multi-direction learning, interactions can run not only teachers with students but students and teachers are able to make learning models, media through the community, and the environment as an intermediary in the learning process. This can improve critical thinking of students because learning is not only focused on the teacher. In this case, the teacher is not only as a giver of information but also as a facilitator who provides facilities to students with models or media that support learning, so that the learning is successful and in line with the objectives.

Based on the processing of test scores for the final examination of the odd semester in civics subjects at Seni Subang High School, it was found that of 30 total students, only 5 students got the score above minimum. Students who scored above 78 ranged from 16, 66%, scores 52-77 ranged from 49.95%, and scores below 50 ranged from 33.3%. So the average student got a score between 77 and 52. The lowest value that can be found in the exam was 38. This shows that the outcomes of student learning are still low. Good learning outcomes will be able to help students in responding more quickly to understand things and make students' performance or actions more effective, efficient, and critical. Therefore it is necessary to synchronize the learning outcomes with students' critical thinking in a balanced and harmonious manner.

In accordance with the nature and purpose of civics education which indirectly coincides with the goal of national education where it forms "a citizen has a number of skills which include the skills of thinking, communicating, participating, and even researching skills to solve the problems he faces" (Wahab and Sapriya, 2011, p. 315). Then the Civics learning process must be carried out by critically, actively and responsibly training the skills of students through understanding of issues that occur around them. Therefore, Civics learning process also needs to be developed based on the paradigm shift in learning that is happening now. Development of learning models needs to be done to make the teaching and learning process more effective.

One of the possible ways to overcome said problems is to apply the cooperative learning model type of gallery. Cooperative learning is a learning strategy where students learn and work together collaboratively in small groups whose members consist of two to five people with heterogeneous group structures (Komalasari, 2010). Helping each other in the learning process and ensuring that everyone in the group achieves predetermined goals and tasks makes them learn just as well.

One of the learning models that can be used to improve a student's critical thinking is the gallery walk. This learning model emphasizes the discussion technique where students get up from their seats and are actively involved in understanding the main concepts of the material, writing it down and presenting it in front of the class. This technique trains listening, critical thinking, and collaborative collaboration skills in groups. This learning model trains students how to think to be able to understand a concept in depth as well as the skills to cooperate in a group. This is the advantage of the gallery walk learning model that shapes a student's critical thinking skills.

> *"Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skills." (Mark Francek, 2006 in the Journal of College Science Teaching, National Science Teachers Associations. page 1).*

Gallery walk is a method of learning to assess and rehash what the students have learned. (Siberman, 2014). Gallery walk, if applied in civics learning, will be able to train students to think critically, and to responsibly and creatively create a work. Critical thinking skills can be trained through

group learning processes by sharing ideas together. Their sense of responsibilities is trained when students try to complete their tasks carefully and quickly, help each other, and cooperate with one another. Creativity will be seen when they write the results of their discussion in a paper in an interesting manner and is showed as a presentable work. These skills can make students be able to be accepted by society.

Cooperative Learning Model

Cooperative learning provides a way to improve learning and academic achievements. This model is highly effective in improving academic achievements because it allows students develop their abilities, it appreciates dissenting opinions, and it teaches them about teamwork. As expressed by Slavin (2009, page 10), the cooperative learning model says that students who work together in learning and are responsible for their teammates are able to make themselves learn greatly. When a team consists of several students, then in cooperative learning there is a learning strategy where students learn and work collaboratively in small groups. This team usually consists of two to five people, with heterogeneous group structures (Komalasari, 2010).

Cooperative Learning Model Type of Gallery Walk

The words gallery walk etymologically consists of two words, gallery and walk. Gallery is an exhibition, and walk is the action of moving while upright using legs. So gallery walk is an exhibition where the activity of showing and presenting ideas and products to the public is done. Ismail (2011, page 89) and Silberman (2009, page 264) states that gallery walk or learning gallery is method to see, evaluate, and remember what the students have learned all this time by discussing the taught materials with a group, then writing the findings down on a piece of paper. This paper is then attached to the class wall to be seen by other groups. Each groups examines other papers and then a discussion is held regarding anything that is still not understood.

The learning model of gallery walk is part of an active learning model where its execution involves the student's participation. This model requires the students to collaborate, discuss, correct each other's understanding of the material that was taught by seeing others results of discussion, and to present their findings in front of everybody. This leads to the students being engaged because they are actively participating in the classroom while learning (Kahayun, Wakidi, and Yustina Sri Ekwandari, 2015). Thus, the usage of the gallery walk method in learning is thought to have a positive influence in increasing student's interest in learning because it can increase the activities done in learning. It is hoped that by increasing the student's interest in learning, then they will gain better results from the process.

The concept of gallery walk according to Mark Francek is that it is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skills. Gallery walk is a discussion technique that gets students out of their chairs and actively participate in the effort to understand the core concepts of the materials, to write them down, the present it in front of the class. This technique also trains their abilities to listen and collaborate in a team. In line with the above opinion, Uno and Mohamad (2014: 79) states that the model of sharing experiences or gallery walk is an active learning process in class where the students discuss with each other then put it on a board and present it in front of their class where the others will further ask questions and correct if need be. Therefore, with this model, students can train their mental faculties and courage to present their work in front of the class and to constructively criticize other group's findings.

Critical Thinking

The intellectual skills that is the most important when it comes to shaping a knowledgeable, effective, and responsible citizen is the ability to think critically. Based on the National Standards for Civics and Government and The Civics Framework for 1988 National Assessment of Educational Progress (NAEP) as quoted by Komalasari (2008, page 59), it states that the ability to think critically involves identifying, illustrating or describing, explaining, analyzing, evaluating, determining, and defending an opinion about matters of the public. Whereas participating skills involve skills of interacting, observing, and influencing. As Johnson (*in* Sapriya, page 115) formulates, critical thinking etymologically speaking is the act of someone considering, appreciating, and estimating the value of something. The duty of someone thinking critically is to apply a set of appropriate norms and standards towards a product and consider its value and then to articulate said judgment. In this case, to be critical is not only being able to consider, appreciating, and estimating a value, but also to apply their beliefs of norms and standards that come from said judgment.

Ennis (*in* Hassoubah, 2007, page 87) further explains that critical thinking is to reason rationally and reflectively with an emphasis on decision making about what to believe or do. In this case, people that are thinking critically have many bases for why they make a decision for a certain problem. Not only that, after they have made the decision then they have to be accountable for said decision. At its core, critical thinking is the skill to interpret and evaluate accurately, to be active towards what's being observed, and when receiving further information is able to give a reason why as to the why of said matter.

According to Wijaya (2010), the characteristics of critical thinking that can be seen in students to evaluate its level are 1) is able to identify in details parts of the whole 2) can competently identify problems 3) can differentiate between relevant and non-relevant ideas 4) can differentiate between facts and opinions 5) is able to identify differences of information 6) can differentiate between logical and non-logical arguments.

Whereas, the indicators of critical thinking are 1) interpreting, which comes from categorizing and classifying 2) analyzing, from testing and identifying 3) evaluating, from considering and concluding 4)concluding, from observing data and explaining the logic 5) explaining, from writing down the results and presenting an argument 6) independence, which comes from correcting and testing. (Kowiyah, 2012). Therefore the indicators of critical thinking that are measured in this experiment are 1) giving a basic explanation then an analysis of the arguments and to ask and answer questions regarding civics issue 2) giving an arguments based on facts or relevant theories 3) concluding based on the supporting evidence 4) further explaining students hypothesis where they consider and think logically about their reasoning and assumptions and 5) being accountable of their arguments brought forth.

The Importance of Developing Critical Thinking Abilities in the Learning Process

Thinking critically allows students to use their potential to identify and solve problems, and actualize themselves. The ability to think critically is a universal ability, wherein the ability to think clearly and rationally is needed in any field, when learning any subjects, and to solve any problems. Therefore it can be seen as a valuable asset for any students for their future. In the 21st century, which is the reformation and technology era, students are demanded to be able to adapt swiftly and effectively to any changes, so they would need flexible intellectual skills, information analysis capabilities, and to collect and integrate several sources of information and knowledge to solve problems. These are the parts of critical

thinking. Also, critical thinking can be used to come up with creative solutions to a problem that only needs new ideas, but also relevant and useful ones. Critical thinking can be applied to evaluate said ideas, and to choose between and or modify if necessary.

The importance of thinking critically are 1) knowledge based on memorization has been discredited, an individual will not keep knowledge in their minds to use at a later time 2) information spreads quickly that individuals require the ability to sort and dig through the problems 3) the complexity of the modern job demands thoughts that shows understanding and leads to a well-informed decision making process in the workplace 4) modern society needs individuals that is capable of gathering multiple sources of information then making a decision. Based on Muhfaroyin (2009), it is clear that the ability to think critically in learning civics is appropriate and strategic in preparing students to face the ever deloping times and technology. But, field research shows that students critical thinking capabilities are still low. This is because students are used to just being passive listeners to instant information and they have a low reading interest. A not insignificant amount of students only read when a test is coming up. Thus reading is seen as an obligation to not fail. Therefore it requires efforts to grow a habit of reading, looking for information, and arguing to develop crtical thinking

2. Research Methods

A. Type of Research

The type of research conducted was a quasi-experiment which consisted of two classes; the experimental class and the control class. The variable of the research involved two types, the independent and dependent variables. The dependent variable is the critical thinking abilities of the students. The research design used was the posttest-only control group design. The operational definition of the variable is as follows; contextual learning is defined as learning with the purpose of engaging students to be able to connect the information gathered from teachers with the context from the student's everyday life. Whereas, conventional learning is teacher oriented learning, where the teacher tends to only dump the whole information without engaging their students, thus they as listeners become more passive in class. Critical thinking ability is an active intellectual process possessed by a student that is used to analyze every piece of information gained from their teachers. There are several indicators as to this ability; the ability to recognize problems, find solutions for them, gather and organize information, analyze data, and to be able to correlate a logical relationship between problems.

B. Population and Sample

The population in this research is the entire students in 10th grade of SMA Negeri 3 Subang of the 2018/2019 academic year which consists of ten classes. The sample in this research consisted of two classes, which were the experimental and the control class. The two classes were obtained by random sampling which gained the first Natural Sciences class (IPA 1) as the experimental class and the first Social Sciences class (IPS 1) as the control class. Each class had 34 students.

C. Research Procedure

In the preparatory phase, the researcher first did an observation at SMA Negeri 3 Subang and interviewed a civics teacher and some 10th grade students from both programs (Natural and Social Sciences) to identify the problem in learning civics. Next, the researcher looked for a solution to the problem while determining the appropriate material for the learning model used in the research. After

that, the researcher made a research proposal titled The Influence in the Usage of the Gallery Walk Cooperative Model Type on Student's Critical Thinking Abilities In Learning Civics Education on the material about the threats to the nation and the efforts to resolve them. Finally, the researcher made plans for the teaching of said material using the conventional and gallery walk methods.

The execution stage of this research was conducted on the second semester of the 2018/2019 academic year for 4 meetings or 8 hours of learning where three meetings were for the learning process and the last one was for an evaluation of the student's understanding about the material, which was about the threats to the nation and the efforts to resolve them. At this stage, the experimental class was taught with the gallery walk model of learning whereas the control class was taught with the conventional method. Data collection technique that was used was observation, questionnaire, test, and an interview. The research started with a literature and field review, interviews regarding the civics learning in the school, and a questionnaire regarding the student's understanding of critical thinking which consisted of three aspects which are positive attitude in critical thinking, critical thinking capabilities, and the characteristics of critical thinking. After that, a first stage trial was done using quasi experimental method with a control and an innovative (experimental) class. Then a second stage trial was done using experimental design (before and after design) using citizen project but adding an understanding about critical thinking itself through critical thinking design learning. Next, at the inferential statistical analysis stage, a hypothesis test is done. But before the hypothesis test comes a data prerequisite test which consisted of a normality test using chi squared method, to determine if the obtained data came from a normally distributed population, and a homogeneity test using the F test, to determine if both groups of data came from a population that has a homogenous variance. The hypothesis test is then done to answer the hypothesized problem. The assumption used in this test is the one right handed test. The test criteria used is if $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted, which means that contextual learning has a positive influence on the students critical thinking abilities, is accepted. If however, if $t_{count} < t_{table}$, then H_0 is accepted and H_1 is rejected, which is that contextual learning has no positive influence on the students critical thinking abilities (Subana, 2000).

3. Results

The results of the t test that was done to evaluate the hypothesis when it comes to the difference in positive attitude, capabilities, and characteristics of critical thinking are as follows. When it comes to positive attitude for critical thinking a mean of 15.348 was obtained for the experimental class and a mean of 13.09 for the control class. From the test, a t value of 10.448 with a significance of 0.000 was obtained. Because the significance value is far below 0.005 (p<0.005), it can be said that there is a difference between the experimental and the control class. That difference is as much as 2.256 (17.23%). Thus, it can be concluded that there is a difference of positive attitude between the experimental and control class by as much as 17.23%.

Next, when it comes to the capability to think critically, the data shows a mean of 17.884 for the experimental class and a mean of 15.209 for the control class. From the test, a t value of 12.442 with a significance of 0.000 was obtained. Because the significance value is far below 0.005 (p<0.005), it can be said that there is a difference between the experimental and the control class. That difference is as much as 2.674 (17.58%). Therefore, it is shown that there is a difference in the capabilities of critical thinking between the experimental and the control class by as much as 17.58%. The characteristic of critical thinking element also shows a significant difference between the two classes, as illustrated by the data below.

The mean for the experimental class was 62.511 whereas it was 49.93 for the control class. From the test, a t value of 15.916 with a significance of 0.000 was obtained. Because the significance value is far below 0.005 (p<0.005), it can be said that there is a difference between the experimental and the control class. That difference is as much as 12.581 (25.20%). So it can be said that there is a difference between the experimental and control class when it comes to the characteristic in critical thinking by 25.20%.

As shown in the results above, the class that used the cooperative model type of gallery walk got better results, however this is still less than optimal. Because of that, a second trial stage was done, where the participants were first given an understanding of what critical thinking is because the questionnaire showed that their understanding has not yet reached an ideal category. A learning design to develop critical thinking using the cooperative model type of gallery walk was done at this second trial.

The results of the second trial, which was done with an additional start of teaching of what critical thinking is, showed a marked increase when compared to the results of the first trial, which did not start with a teaching of what critical thinking is, even though both trials used the same cooperative model type of gallery walk. In the element of positive attitude in critical thinking, there was a difference of 15.99%. Then, in the element of capability to critically think, there was a difference of 46.74%. Finally, in the element of characteristics of critical thinking, there was a small difference of 16.36%. Thus, it can be seen that there is a significant influence when it comes to the aspect of capability to think critically, and a medium amount of influence on the other two aspects, which are positive attitude and the characteristics of crtitical thinking.

4. Conclusion

In terms of the three elements of critical thinking(positive attitude, capabilities, and its characteristics), the cooperative learning model type of gallery walk is more suited and better to develop the characteristics of critical thinking. Gallery walk is not a model to develop metaphysical and speculative thoughts. Rather it develops positive existential and pragmatic operational thoughts that support the scientific method because it relies on arguments, empirical and objective data, and it is measurable. The understanding of critical thinking plays an important role in the process of developing critical thinking skills. This research proves that the gallery walk method, when done without an understanding of critical thinking itself, shows a less than optimal results on two of the elements, which are the positive attitude and the capability to think critically. The research findings strengthen the concept that teaching should be by way of understanding, not by memorization. In general, in relation to the development of critical thinking, using the gallery walk method of learning brings better results than using conventional ones because it is heavily tied to the elements of democratic teaching and cooperative teaching which exists in the gallery walk method which creates an open and participative environment. Specifically, in terms of developing critical thinking skills, gallery walk further increases the characteristics, especially in terms of facing and using information, differentiating claims that are rational or emotional, analyzing data, and the ability of argumenting and using proofs.

Development of critical thinking in civics education using gallery walk is better preceded by giving an understanding on the elements of critical thinking and thiking in general, such as scientific thinking, levels of thinking, and models of thinking. This is because it is proven in the second stage of trials that with learning design, the results in terms of developing critical thinking is better.

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Developing Entrepreneurship Education Model for Vocational School: Survey Need Assessment

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Abstract. Vocational senior high schools is a secondary education level which aims to produce graduates who are ready to work. Enterpreunership teachers play an important role in realizing this condition. This is in line with the National Education Graduation Standard which states that the aim of vocational education is to built students' attitudes, knowledge, and skills. This aim is important considering the readiness of graduates in the world of work. Attitude and knowledge will support them for skilled in the world of work. The quality of vocational senior high school graduates is proven by graduates who are certified by professional certification institutions. Furthermore, the demands of National Education Standards for the school do not stop at graduates who are ready to enter in the world of work. The world of work here means ready to work in the industrial world, or ready to create work. This second demand was not touched by vocational schools. At present entrepreneurial learning is only given in grades 1 and 2 because it is not considered too central to its role. Based on the description above, this research aims to describe the entrepreneurship education model at vocational senior high school. This paper is the result of research and development in the first year of the two-year research plan.

Keywords: entrepreneurship educational model, vocational senior high school

1. Introduction

Education has an important meaning in the development of human resources. The progress and development of the country will depend a lot on the success of the country in developing its human resources. That is why Indonesia has allocated funds of 20% of its expenditure budget for the purpose of developing this education. The current condition of Indonesia's human resources has not been encouraging. Several international human resource surveys report that the growth of Indonesia's competitiveness is still a concern. This condition is a challenge for Indonesia to improve its human resources.

The results of international tests also support that condition. The results of The Program for International Student Assessment (PISA) and Trends in the International Mathematics and Science Study (TIMMS) in Indonesia are always in a position below even though students feel fun when they are in school and are able to be friends with their friends.

The teacher is the spearhead of education reform. They are responsible for the operation of education in schools. In Regulation of the Minister of National Education No. 4 of 2007 and No. 20 of the Education Assessment Standards states that teachers are an important and strategic factor in improving the quality of education. Teacher competency is the most coveted thing in this regard, the performance and professionalism of teachers is highly demanded. The results of teacher competency tests conducted indicate unfavorable conditions. The average Teacher Competency Test (UKG) score is still below the standard. Only a few regions have met minimum standards, Yogyakarta is the region with the highest teacher competency test results (Mulyasa 2017). Although UKG has not entirely tested teacher competencies, these results can illustrate the current condition of teachers so that efforts need to be made to improve teacher professionalism.

The results of research on teacher professionalism in Yogyakarta explained that the leadership of the Principal was one of the factors that played a role in the professionalism of teachers (Baswedan & Suyata, 2017). The leadership style of principals can create a school climate that is conducive to the professionalism of teachers and teachers who can professionally create good quality schools.

Vocational High School is a secondary education level that aims to produce ready to work graduates. Entrepreneurship teachers play an important role in realizing these conditions. This is in line with the Graduation Standards in the National Education Standards which state that the purpose of vocational education is to shape attitudes, knowledge, and skills. The purpose of education is important in this case since the need for graduate readiness in the workforce. Attitudes, knowledge, and skills will support their readiness to enter the workforce. The quality of vocational school graduates is proven by graduates who are certified by professional certification institutions.

Furthermore, the demands of the National Education Standards for Vocational Schools do not stop at graduates who are ready to enter the workforce. The world of work here can be of two kinds, which is ready to work in the industrial environment, or else and ready to be entrepreneur. This second demand seems to have not been touched by vocational education. Vocational graduates are expected to be ready to create jobs and become leaders in self-created work. Vocational graduates can be directed to the field of entrepreneurship which has not been touched by vocational education. This is in line with Samsudi's statement (2014) that the learning of vocational entrepreneurship programs has a strategic position in developing student entrepreneurship skills competencies. But until now there is no definite answer how to manage entrepreneurship education in Vocational Schools. Once the importance of entrepreneurship education, in-depth research needs to be done.

The purpose of this study was: to obtain a general picture of entrepreneurship education in vocational schools at this time, to find out a design model for entrepreneurship education in vocational schools, and to find models of entrepreneurial education in validated vocational schools, to disseminate information, and entrepreneurial education learning models in vocational schools. This research was planned to be carried out for two years. This article presents the results of the first year research. The problem discussed is, the general picture of entrepreneurship education in vocational schools currently includes: the current conditions of vocational high schools, entrepreneurship teacher and development potential, vocational students and the possibility of development, entrepreneurship learning in vocational schools and development prospects, and the facilities and infrastructure that support entrepreneurship education in vocational schools.

2. Theoretical Review

2.1   Current Vocational High School

In Indonesia secondary education is known as high school and vocational high school. High School (called *Sekolah Menengah Atas*) aims to prepare graduates to be ready to enter higher education, namely universities. Unlike the Vocational High School (*Sekolah Menengah Kejuruan*) whose main purpose is to prepare graduates to be ready to enter the workforce.

Currently the Minister of Education and Culture has Vocational High School revitalization program through Presidential Instruction 9 of 2016 (Widjajanti *et al.*). Revitalization is done through two aspects, namely aspects of formality and aspects of substance. Formality aspects related to the packaging of Vocational High School and the more substantial aspects to the quality and quality of vocational school graduates. Both of these aspects must be truly guarded and carried out together. It is said that this is because formalities without good substance are the same as selling low-quality products. Thus, the labor market will not be interested in utilizing vocational graduates. Related to this, innovative, effective and efficient learning needs to be done. Such learning is not just a transfer of knowledge, but can build skills that can be applied in a life full of challenges.

2.2   Vocational Curriculum and Entrepreneurship Teachers

The curriculum that applies in Vocational Schools develops over time. Related to entrepreneurship teachers, in the Education Unit Level Curriculum, there were normative, adaptive, and productive teachers. Entrepreneurship subjects were nurtured by adaptive teachers. This brought a problem because the teacher had no entrepreneurial basis. Adaptive teachers came from other subject teachers, such as Mathematics, Language, Geography, and so on. They did not have knowledge regarding the basics of economics or education in the business world. The government had trained these teachers with one year of training, but the results had not been encouraging.

The next development was 2013 Curriculum. In the curriculum, entrepreneurship subjects appear with the name "Craft and Entrepreneurship." In its development the "Craft" subject matter becomes a problem because it could be mixed with productive subjects. Finally, the revised 2013 Curriculum appeared in 2017. In the curriculum, entrepreneurial subjects were called "Creative Products" and "Entrepreneurship." One of the goals of this latest curriculum was to prepare mid-level workforce to become entrepreneurs. This was a starting point for improvement, SMK graduates, they were not only prepared to become laborers in the industrial world, but also prepared to become entrepreneurs. The subjects of creative and entrepreneurial products got 7 hours of lessons per week. This was a big improvement because the original was only 2 hours.

2.3   Professional Vocational Entrepreneurship Teachers

To produce vocational graduates who can become entrepreneurs, entrepreneurship teachers need to master a number of competencies related to their profession. Professional teachers must have 4 competencies, namely: pedagogic, personality, social, and professional competencies. **Pedagogic competence** concerns the ability of teachers in teaching science and art. **Personality competency** is related to a strong, stable and mature personality ability, wise and authoritative, being an example of students, and having a noble character. **Social competence** is the teacher's ability to communicate with students and the environment. These competencies can be seen in their social awareness, right attitude towards knowledge, and work (Mulyasa, 2007). To develop these competencies, teachers are required

to have life skills, among others, leadership, creation, empathy, and tolerance (Tukiran, 2010). Teacher **professional competence** is much related to the ability to manage the learning process in the classroom.

The ability of the entrepreneurship teacher learning process will certainly be different from the management of the other teacher learning. For entrepreneurship teachers, they must fulfill certain special abilities, such as being skilled at doing business, working according to industry demands, and other things according to their demands. Teacher Competency Test Results that have not been in accordance with the target indicate the need to develop teacher competency. Various training and further study programs need to be conducted. Teachers are encouraged to develop and improve their performance.

2.4   Entrepreneurship Education

Entrepreneurship education aims to create students to be independent and create jobs to reduce unemployment. Learning is expected to be able to stimulate motivation and entrepreneur creativity (Basrowi, 2011; Sharma, 2009). Learning material using this strategic method is expected to be able to reach the target.

The entrepreneurship education model is developed by following the right strategy, in harmony with the theory (Fred, 2011), namely strategy formulation, strategy implementation, and strategy evaluation. The model is directed at the application of entrepreneurship skills which will later be used by graduates in entrepreneurship independently. The applicable model encoureges students to be independent, create jobs, and not depend on employers who employ them.

3. Research Method

The approach of this research was Research and Development (R & D) (Richey & Klein, 2007) with modified procedures as suggested by (Gall, Borg, & Gall, 2003). The approach was chosen based on the consideration that this study sought to develop an effective and trustworthy model of entrepreneurship education. The steps taken were survey need assessment, model design and validation, model validation, and socialization and dissemination of the model. In this paper discusses the methods related to the survey need assessment.

For this need assessment study, data collection was carried out through Forum Group Discussion (FGD) and in-depth interviews with scientists, practitioners, and vocational teachers with interview guide instruments. Data analysis was carried out in a qualitative descriptive manner. The research was located in vocational schools in Yogyakarta Province. The FGD was located in Community Service Office of Ahmad Dahlan University.

4. Research Findings and Discussion

4.1 Research Findings

The general description of entrepreneurship education in vocational schools can now be presented below.

4.1.1 Current Conditions of Vocational High Schools

Vocational curriculum changes from year to year. Initially Vocational Schools used curriculum Education Unit Level Curriculum or 2006 Curriculum. Regarding entrepreneurship subjects, in Education Unit Level Curriculum or 2006 Curriculum has not yet emerged explicitly entrepreneurship teachers.

Entrepreneurship subjects are still held by adaptive teachers. This creates a problem, adaptive teachers do not have an entrepreneurial knowledge base. They come from other subject teachers who have nothing to do with the world of entrepreneurship. The government has tried to overcome this anxiety by conducting adaptive teacher training for one year, but the results have not been as expected.

The weakness was tried closed with the emergence of the 2013 Curriculum. In this curriculum, "Craft and Entrepreneurship" subjects appeared. These subjects actually cause unrest in the field. Craft subjects are perceived as more productive, not entrepreneurial. The last is the revised 2013 Curriculum in 2017. Schools feel more pleased with the enactment of this new curriculum because this curriculum starts trying to create graduates who become entrepreneurs. Graduates not only become laborers in the industry, but also can become entrepreneurs.

In the latest curriculum, there are 6-month Field Work Practice subjects. Street vendors are carried out in the industrial world with the hope that vocational graduates can be directly absorbed in the industrial workforce. However, according to the teachers, the 6 months was too long. A lot of time is taken up for industry and less time for entrepreneurial practices. Thus, the curriculum encourages graduates to become "workers" and gives less opportunities for graduates to become "entrepreneurs." The teachers propose an entrepreneurship street vendor.

4.1.2 Current Condition of Entrepreneurship Teachers and Their Development Potential

In the latest curriculum, there are Creative Product and Entrepreneurship subjects with an allocation of 7 hours of study time. Entrepreneurship teachers are confused because the hours provided are less. There are schools that share it with 4 hours for creative product teachers and 3 hours for entrepreneurship teachers. However, there are also schools that share them with different details.

It also happens in schools, teachers who fight over school hours. This happens because the entrepreneurial teacher class hours and product teachers are considered insufficient. In accordance with existing government regulations, a teacher must teach a certain amount each week in order to obtain professional allowances from the government.

Another thing that was revealed in this study was that many entrepreneurial subject teachers came from other subject teachers, such as Science, Mathematics, Language, and many teachers who came from the economic field also only had theoretical skills that had no practical experience, and etc. Such a teacher is usually called an adaptive teacher. They master entrepreneurial theory, but lack entrepreneurial skills. So, just knowing, but it is difficult to give concrete examples of entrepreneurship. This is a problem because they cannot provide concrete examples of the practice of entrepreneurship and it is difficult to inspire how entrepreneurship is. This is in accordance with Suharno in (Widjajanti *et al.*, 2017).

In addition, the number of entrepreneurship education teachers is lacking. According to Subject Teacher Consultation, Vocational School Yogyakarta, the number of entrepreneurship education teachers who really master in their fields is still small. According to them, entrepreneurial teachers need to master various things, not only in terms of science, but also practitioners, and from various other things, including the environment and the culture of entrepreneurship. Teachers who succeed in teaching entrepreneurship, as evidenced by the results of entrepreneurial competitions from year to year, are those who fulfill these requirements.

The potential of entrepreneurial teachers can be developed through various things, including cooperation between entrepreneurship teachers and entrepreneurial practitioners. Schools can invite

practitioners to school to provide their experience in entrepreneurship. With this real experience, new insights and the joys of the real world will open up.

Another thing that can be done for the development of entrepreneurial teachers is. The addition of knowledge about entrepreneurial management. According to the teachers, mastery of knowledge related to entrepreneurship is necessary. It is said that because with the latest knowledge and theories, entrepreneurial tips will be open. Strengthening in this management can close the defeat to compete with the university.

Apart from that, the production unit needs to be in every school. If this can be done, schools will be able to carry out entrepreneurial education better. This has become one of the potential developments of entrepreneurial teachers towards entrepreneurship education. Furthermore, the teacher can provide encouragement to students in entrepreneurship. The teacher can convince students that being an entrepreneur is a good choice.

4.1.3 The Conditions of Vocational Students and Their Possible Development

In the practice of entrepreneurship education, it is revealed that the lack of students has an entrepreneurial spirit. Even though this is very necessary for entrepreneurial practitioners. Entrepreneurship education is still skill-oriented, not yet in character building and attitudes in following an entrepreneurial culture.

Entrepreneurial culture can be trained through entrepreneurship training. Schools can also bring in entrepreneurial practitioners to share their experiences of entrepreneurship with students. Competition between schools in the field of entrepreneurship can also train students for that.

Another thing that was revealed was that capital became a factor calculated by entrepreneurial students. In addition to having to work on capital, they are also afraid to risk their business not succeeding or failing. To overcome this, the school can help it by utilizing school operational funds.

4.1.4 Todays Entrepreneurship Learning in Vocational Schools and Its Development Prospects

Some vocational schools have developed entrepreneurial production units, such as tourism and transportation services or culinary. Teachers think schools can implement work culture in schools by applying work culture and work ethic in schools, such as discipline, attitude, cooperation, and Keizen values to school. Thus, if graduates will work or do their own business, these conditions have already been formed. They argue, a good attitude is more necessary than intelligence.

In addition to that, the teachers stated, currently the type of Vocational School is too much and not in accordance with the business world. Following the industrial revolution 4.0 should be developed the expertise of reliable operators, supervisors and Information and Technology (IT) teachers. Schools can trade teachers and students into the world of entrepreneurship.

4.1.5 The Conditions of Facilities and Infrastructure that Support Entrepreneurship Education in Vocational Schools

So far, not all schools have production units. Even though the unit should be available in every school, if entrepreneurship subjects want to advance. Teachers who are members of the Subject Teacher Consultation propose that production units need to be in each school. If this can be done, schools will be able to carry out entrepreneurial education better. This has become one of the potential development of entrepreneurial teachers towards entrepreneurship education. Furthermore, the teacher can provide

encouragement to students in entrepreneurship. The teacher can convince students that being an entrepreneur is a good choice.

4.2 Discussion

4.2.1 Vocational School and the Curriculum

At present, Vocational Schools use the latest curriculum, namely the 2013 curriculum which was revised in 2017. The curriculum opens the way for entrepreneurship education to develop. In the curriculum it was stated that there was Field Practice for 6 months for industry, but there was no field practice for entrepreneurship. Besides that, the 6-month Field practice industry is considered too long because it will take a lot of time and sacrifice other subjects.

Entrepreneurial teachers need to have several criteria, such as mastering entrepreneurial scientific theories, environments that support, interest, motivation, and practitioners. This is in line with (Widada, 2018), teachers need to have strong motivation for that. Teachers who have strong motivation for entrepreneurship have an influence on the learning process carried out, then the interest influences students' motivation in entrepreneurship (Kusumandari, 2013). The results of Widada's research (2018) state that students in general at the beginning of entering Vocational High School, interest in entrepreneurship is quite high, but in reality after learning entrepreneurship, their motivation for entrepreneurship is low. This is estimated because the learning strategy in Vocational Schools does not arouse students' motivation for entrepreneurship. The method of learning entrepreneurship is only theoretical, lacks practice and is not directly related to the real business world.

Entrepreneurship education is still skill-oriented, not yet in character building and attitudes in following an entrepreneurial culture. Students who are interested in entrepreneurship mostly come from family and community environments that are engaged in entrepreneurship. Thus the environment is very influential on the interests of student entrepreneurship. The success of entrepreneurship learning in fostering entrepreneurial skills is also affected by the environment.

4.2.2 Facilities and Infrastructure

Facilities and infrastructure in schools related to entrepreneurship education are inadequate. This is because not all schools have production units. The proposal of entrepreneurial teachers can be followed up by presenting entrepreneurial units in schools, especially in small schools. So far, assistance has only been for large schools.

This is in accordance with the results of Samsudi's research (2014) that the learning material contains more technical skills, many lecture learning methods. Its assessment does not emphasize the process (experience). With the production unit, technical expertise can be realized.

5. Conclusion

After following the description above, some of the following can be concluded.

Entrepreneurship education in Vocational Schools has begun to get an adequate place with the revised 2013 Curriculum in 2017. However, there are still some obstacles in its implementation, such as the lack of lessons provided and the absence of entrepreneurial practices for students.

Entrepreneurial teachers need to have several requirements, such as the acquisition of entrepreneurial science, appropriate learning methods, experience in the field of entrepreneurship, strong interest and motivation for entrepreneurs. Thus, they can do entrepreneurial learning better

because they also have practical experience, not just theory. These things need to be worked on in the future.

Entrepreneurial work culture is not yet possessed by students. They are still familiar with the world of school and have not been able to enter the world of entrepreneurship. The role of the teacher can be utilized, especially teachers who are experienced in teaching entrepreneurs and practitioners.

Entrepreneurial learning in Vocational Schools cannot be optimally implemented. To improve the quality of learning, schools can exchange teachers to a company with funds from the school. Thus, the teachers not only master the theory, but also can practice real entrepreneurship. In addition, following the industrial revolution 4.0 it is necessary to develop entrepreneurship education in the expertise of reliable operators, supervisors and Information and Technology (IT) teachers.

Facilities and infrastructure that support entrepreneurial education are not sufficient. The production unit does not yet exist in every school, even though it is very necessary for the practice of entrepreneurship. So, students don't just know in theory, they can still make the desired product.

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Using Radio Podcast as the Audio Media to Improve the Students' Listening Comprehension

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Abstract --- In Indonesia, along two of language components, they are grammar and vocabulary, speaking and writing as the productive skills, EFL students are supposed to learn two of receptive skills, they are listening and reading. Based on the phenomenon that the first semester students' listening comprehension at STKIP PGRI Tulungagung is unsatisfactory and low. The percentage of students' score is under the criteria of success. The purpose of this study is improving the students' listening comprehension and the researcher used radio as the audio media in giving the treatment as long as the listening class was in progress. The research design of this study is classroom action research. The research was carried out from November to December 2018 in two cycles. The researcher implemented collaborative classroom action research since it involved the researcher, the lecturer as the collaborator and the students. There were 36 students who joined listening class at STKIP PGRI Tulungagung in the academic year 2017/2018, the researcher and the lecturer were involved as the participant during the research. The researcher selected the talk radio which is called "podcast" as the media. It is an audio episode which often focuses on a particular topic or theme. The second cycle shows the students' listening skill can be improved by using radio podcast. The students' listening score were improved from 66.25 in the first cycle to 73.89 in the second cycle.

Key Words: Using Radio Podcast, Audio Media and Students' Listening Comprehension.

1. Introduction

In Indonesia, English becomes a foreign language. It is not the first or the second language. The teaching of English in Indonesia is intended to enable to use English for communication (Sukah: 2000). As an international language, English plays an important role in many aspects of life, such as education, business, science and technology. This statement is parallel with the objective of teaching English in Indonesia as stated in decree of the Minister of Education No. 22 2006 which stated that: 1) developing the students' oral and written communicative competence, 2) making the students have awareness toward the nature and importance of English to the nation competitive in the global society, 3) improving students' understanding about the relationship between language and culture. Based on the writer's observation, the first semester students at STKIP PGRI Tulungagung found a tough moment just for comprehending the listening materials, mainly those which contain natural conversations. For instance, the actors and actresses in a movie act and speak naturally without any purpose to teach foreign or second language to the viewers. However, nothing to worry about for the students since the lecturers has found the radio podcasts as the potential media to support his English learning.

The lecturers can provide some media, such as podcasts, songs and movies. Podcasts stand for play on demand and broadcastings. It is more like a digital file which includes audio recording, which can be downloaded from the internet and changed to the form of MP3. Ruhlemann (2008) states the native speakers of English are not the only one starting place in listening since English is spoken internationally. In additional words, there is a need of understanding which has to be fulfilled by the lecturers to the learners of language, so they can be independent in gaining the valuable information. The technique of English learning using podcasts in the listening class is giving the students the materials or the websites to be listened to independently. Then they are supposed to submit their activities in the weekly report. The lecturers can ask the students to have at least one material in a week, but if it is possible, the lecturers can ask them more. Cahyono and Widiati (2009) state another thing that may be complicated comes from the variation of English accent in the materials given in the class. Some experts have different opinion about this issue. The function of English as a foreign language in Indonesia requires the English native speakers as the role model and standards resulting to the importance of language learning. They also argue that the use of English as a standard is really important in improving listening skills. To answer those problems above, the independent listening through the use of podcasts media is expected to be able to motivate the language learners to learn the listening comprehension more joyfully.

2. Review of Related Literature

Apparently, listening is a passive and receptive skill that is usually considered as a complicated skill to improve. In the teaching and learning of English, listening comprehension plays an important role in building the communication skills.

According to Rost (2002:177), listening, in its broader sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listeners always correlate what they have known already and what they listen to, therefore, listening can seem more like active process which is very complex.

For some students, listening class is considered as a pleasure teaching learning process since they can do all the exercises fluently without studying hard beforehand, but of course some of them, or maybe most of them do not have the same perception about it. Listening also supports the students' speaking comprehension since it is one of receptive skills which becomes one of the most important skills. An opinion has ever come from Ruhlemann (2008, cited in Nashruddin, 2011:4), who argued that the native speakers of English are not the only sources in listening, remembering that English is spoken worldwide. While the listening process runs, the students can be independent in gaining any useful information since there is a need of knowledge which needs to be fulfilled by the teachers to the students.

According to Helgesen (2003:24), listening is an active purposeful process of making sense of what we hear. More often we hear, more often we understand something. As the students listen, they process not only what they hear but also connect it with other information they have got already. Listening can become very active although it is one of receptive skills since the students can actively think and try their best to catch the point at higher levels than what they have listened to.

There are various media which can be used by the lecturers in teaching listening such as podcasts, videos, movies, songs, radios or televisions. Using podcasts media, which is modified into the radio podcast, has become fully recommended since the radio podcasts can give many benefits because of a number of reasons. Fachrurrazy (2011) states that the strong motivation of English language learners can lead to the cooperative atmosphere in the learning process. in Indonesia, listening exercise is considered as a difficult activity. Since English is as a foreign language in Indonesia, so it will not be the simple thing for the Indonesian language learners to listen and grab the information from the recorder. As a result, it is rather difficult for them to achieve the best mark in the listening course. Luckily, the development of technology provides us the sophisticated media which are very helpful and potential for listening learning activities. One of the fully recommended media in the listening activity is called the radio podcast. The radio podcasts are more like the audio recordings to which users can subscribe and download. The language learners can also transfer the audio recordings to their computer or portable listening device such as an MP3 Player. And of course, the podcasts which are modified into the radio podcasts are believed very advantageous to develop the students' listening ability. Podcasts which are available on the web fall broadly into two types: radio podcasts and independent podcasts. The Radio podcasts are existing the radio programs turned into podcasts, such as the British Broadcasting Corporation (BBC) News. meanwhile, the independent podcasts are more like web-based podcasts produced by the individuals and the organizations (Baehaqi: 2011:21). Many users of podcasts argue that this is a kind of tool which provides the huge variety of listening materials which are potential and fully recommended to apply in the listening class. And it answers the questions why podcasts become comprehensible input appropriate to the various levels of proficiency.

In 2017, podcasting has grown to be accepted as an alternative way in providing "radio" type content that can be listened to every time, everywhere and as many times as the language learner wants to. The design of listening material can be produced by a radio podcast by letting everyone connecting internet and it has raised a lot of interest in the circles of education. In English Language Teaching, the application of radio podcasts is not only in providing further listening information for students, but the language learners themselves can become involved in preparing, recording and producing the listening material through the use of the radio podcast.

There are various types of podcasts the lecturers can apply in the listening class with their language learners in the English language teaching based on http://mylcpodcasts.blogspot.com/ (accessed on October 9, 2017).

a. Authentic podcasts: Podcasts that are not aimed at ELT students can often be a rich source of listening. Most of these will only be suitable 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.

b. Teacher podcasts: Produced by teachers, often for their own classes, these podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor.

c. Student podcasts: Produced by students, but often with teacher help, the students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. An interesting example is the podcast created by the Fudan university high school students in China.

d. Educator podcasts: Ed Tech Talk is a more general show about educational technology, which is recorded live (this is called webcasting) using free Internet telephony and then provided as a podcast.

Rost (1991) states ELT podcasts can be used for intensive and extensive listening activities. There is, however, a strong case for using ELT podcasts for extensive listening, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers' speech. On this research, the writer tried to use radio podcast as the audio media to improve the students' listening comprehension.

3. Research Methodology

The writer implemented classroom action research as his research design. It aimed to know whether the use of radio podcast can improve the students' listening comprehension or not, especially the first semester students' listening comprehension at STKIP PGRI Tulungagung in the academic year 2018/2019. The procedure of research was based on a model proposed by Kemmis and McTaggart in burns (1999:32) that action research occurs through a dynamic and complementary process, which consists of four essential steps: planning, action, observation and reflection. The writer collaboratively tried to find the strength and weakness in listening teaching and learning process, identified some problems, planned and implemented the projected actions. Then, the writer and his collaborator made evaluation, reflection and discussion related to the actions completed. The collaborator's name on this research is Choirul Huda. He taught listening subject at STKIP PGRI Tulungagung. In teaching his subject, he applied some principles of Brown (2004) in order to make the teaching and learning process successful. 1) In an interactive, four-skill curriculum, make sure that the teachers do not overlook.

the importance of techniques that specifically develop listening comprehension competence, 2) Use techniques that make the students intrinsically motivating, 3) Utilize authentic language and context, 4) Be careful to consider the form of listeners responses, 5) Encourage the development of listening strategies, 6) Use both bottoms-up and top-down listening techniques.

The setting of the research is located at JL. Major Sujadi No. 7, Manggisan, Plosokandang, Kedungwaru, Kabupaten Tulungagung, Jawa Timur 66229. There is only one class of English Department at STKIP PGRI Tulungagung. The number of first semester students is 36. The listening class is given 100 minutes in each meeting once a week. The writer selected the first semester students as the subject of research since he found some problems in the process of listening class activity after some observations done. The research was implemented in the first semester of the academic year 2018/2019. The observation was conducted on October 9, 2018. The research was started from November to December 2018.

The writer took the data qualitatively by interviewing the lecturer, Mr. Choirul Huda and the students and also observing the teaching learning process in listening class. Then, the data were field note and interview transcript. The writer collected the data quantitatively by doing listening assessment through two parts. Part one was pre-test to know the students' listening proficiency and the problem they had. Meanwhile, part two was post-test to know whether the use of radio podcast could improve the first semester students' listening comprehension or not.

After having interviewed the first semester students and the lecturer then also observed the teaching learning activity in listening class, the writer knew some problems existing during the process. They are: (1) The students had limited vocabularies, (2) they had problem in detecting the spelling and

pronunciation of the speaker, and (3) they had difficulty in getting information through the audio media. By paying attention to the problems above, the writer and the lecturer planned the use of radio podcast as the audio media to solve the problems and improve the first students' listening comprehension.

The action was implemented in the class after the lesson plan made and agreed by the writer and the lecturer. The writer used the form of field notes and observation sheets to observe and record the teaching learning process in the listening class.

The research used qualitative and quantitative to analyze the data collected and found. The writer use qualitative methodology to describe the characteristics of data and he also used quantitative one to analyze the value of data collected. After that, all the data analyzed through a number of steps: first, the data got from interview and observation are analyzed. Secondly, the writer analyzed the students' test result in learning listening using the radio podcast. Thirdly, the writer got information about the students' level of listening ability. Last, the writer counted the average score which informed the students' improvement level after being given the treatment of using radio podcast in learning listening.

4. Research Discussion

The purpose of the research was to improve the first students' listening ability through the use of radio podcast as the audio media at STKIP PGRI Tulungagung. The observation result gave the information that the first semester students had difficulties in learning listening, especially in getting the information from speaker and making up their mind in selecting the best answer in the listening exercise or test. The writer believed that internet as the technology advance was able to be used as the media of learning listening. He agreed that the use of radio podcast had many kinds of variation in the degree of complexities, modern, flexible and easy to be segmented. It was one of internet facilities of learning media which was very suitable for being used by the millennial generations. The writer implemented collaborative classroom action research that was done in two cycles using four steps: plan, implementation, observation and reflection.

The writer agreed that in using radio podcast media, it should pay attention to the students' need and the purposes of learning. The writer delivered some listening materials like list of words or phrases, answering 5 WH and 1 H questions, True and False, matching, completing map, and finding the main idea to find detail information. The result showed that the first semester students' average of scores increased from the pre-test, cycle one and cycle two. The first semester students also became more motivated and involved actively as long as the teaching learning activity using radio podcast media in the listening class.

Field (1998) explains a typical lesson in current teaching materials involve a three-part sequence consisting of pre-listening, whilst-listening, and post listening and contains activities that link bottom-up and top-down listening. As the listening lecturer, Mr. Choirul Huda implemented the pre-listening phase prepares students for both top-down and bottom-up processing through activities involving prior knowledge, making predictions, and reviewing key vocabulary. In the while-listening phase, the students focus on comprehension through exercises that require selective listening, gist listening, rearranging, etc. For the post-listening phase, the lecturer asked the students to involve a response to comprehension and may require the students to give their opinion about the topics discussed. It also included a bottom-up focus when the lecturer and the listeners examine the parts of the text in detail and focused on some points that the students did not get properly.

The lecturer used some phases in a listening section which covers three steps of activity. As Goh and Yusnita (2006) states, "there are a cycle of activities and steps in guided metacognitive sequence."

a. Pre-listening activity

In pairs, the students predict the possible words and phrases that they might hear. They write down their predictions. They can write some words in their first language.

b. As the students are listening to the text, the students underline or circle those words or phrases including the first language equivalents that they have predicted correctly. They also write down some new information they hear.

c. Pair process-based discussion

In pairs, the students compare what they have understood so far and explain how they arrived at the understanding. They identify the parts that cause confusion and disagreement and make a note of the parts of the text that will require special attention in the second section.

Having listening activity in pairs made the students discuss and share their each knowledge. The listening activity like this could assist the students whose listening score was under the average or low. They could discuss about the meaning of some unfamiliar words, talked about how to analyze the text, and supported each other to be the good listeners. Through the listening activity in pairs in the class, the implementation would run under control. Through the use of radio podcast as the media in teaching listening, the students were fully motivated and their listening score average increased. In addition, the students felt free to gain their information and share their ideas without feeling afraid of making mistakes in re-telling what they have already listened.

5. Conclusion

The writer found that the first semester students' listening comprehension was unsatisfactory after being given pre-test. There were only 13 students (36.11%) out of 36 students reached the minimum passing score. Total of the highest score in pre-test was 75, total of the lowest score was 45, total of entire score was 2240, and total of average score was 62.22. It became the reason why the writer conducted the research toward the first semester students' listening comprehension through the use of radio podcast as the audio media to overcome the problems, minimize the students' difficulties in learning listening as long as the implementation of both cycle 1 and cycle 2 in progress, and then improve the students' listening comprehension.

In the first cycle, unfortunately, not all of the first semester students were able to reach the good score. After being given a treatment using radio podcast as the audio media, the average of students' listening score was 66.25. The students' achievement of listening in cycle 1 had increased compared to the average score of pre-test, however the action itself had not met the criteria of success yet. There were 19 (52.78%) out of 36 students who reached the minimum passing mark. It had not met 80% from the number of students to get the minimum score 70. The researcher decided to revise the action plan into cycle 2.

In cycle two, the pre-activity in listening section was making predictions and reviewing key vocabulary. In the whilst-listening phase, the students focused on comprehension through exercises that require selective listening, gist listening, and rearranging. For the post-listening phase, the lecturer asked the students to involve a response to comprehension and may require the students to give their opinion about the topics discussed. As long as the implementation of the use of radio podcast as the audio media in the listening class in progress, the students' attitude toward listening activity changed

into positive motivation. It was also proven that after carrying out the action in cycle 2, the average of students' score increased. It was 73.89. It proved that the strategy of using audio visual media had met the criteria of success.

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Multi-literacy Learning Model

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Abstract

Competencies must be developed in the 21st century, in a more comprehensive manner, are emphasized on competence, thinking and communicating. According to Trilling and Fadel (2009: 21) there are several important characteristics in the 21st century, namely knowledge work, thinking tools, learning research, digital lifestyle. In addition to the characteristics based on Binkley, *et al*. (2012; 18-19) state and organize ten skills that must be possessed in the 21st century that are divided into four groups, namely thinking skills, working skills, tools for working, life skills. The big container that can cover all of the above skills is 3 basic literacy namely reading literacy, writing literacy, and arithmetic literacy. Based on Trilling and Fadel (2009: 177) make the learning formula "3Rs x 7Cs = 21st Century Learning." Added with the statement Binkley, *et al*. (2012: 18-19) and multi-literacy skills in the view of Marocco *et al*. (2008) the multi-literacy learning model formula can be written as follows "4 Kt x 10 Ks = Multi-literacy learning model." The syntax of multi-literacy learning model will basically refer to the syntax of literacy learning models both reading literacy, literacy and oral language literacy. Therefore, the basic syntax of the multi-literacy learning model consists of three major phases namely the pre-activity phase, the activity phase, and the post-activity phase. In this article there are several models and syntax of multi-literacy learning and several media examples that can be used for the Multi-literacy learning model. The learning model can be used by turning it into a method in its application in class learning.

1. Introduction

In line with the development of the world paradigm about the meaning of education, education is faced with increasingly difficult challenges. One of the real challenges is that education should be able to produce human resources that have complete competence. Unlike the past few decades, the competencies that human resources are expected to have at present are more focused on the competencies of thinking and communicating. Thinking competency means that human resources are expected to have extensive knowledge, critical thinking skills, and the ability to think creatively. Communication competence means that human resources should have the ability to interact in order to work together and convey creative critical ideas. Another thing that needs to be realized is that thinking and communicating must be held at the level of skill not just at the level of knowledge.

With regard to competence that must be developed in the second century, in a more comprehensive manner Trilling and Fadel (2009: 21), states that there are several important characteristics of life in the 21st century. These important characteristics are the main force that drives us to produce new ways of learning in the 21st century which in turn encourage the need to revitalize

the roles and functions of learning and education in producing superior human resources. The important characteristics or new strength that emerged in the 21st century can be presented in the following picture.
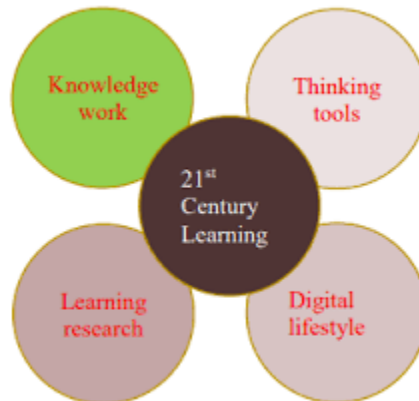
Based on the picture above, it can be explained that learning in the 21st century is influenced by four important forces that must be considered so that learning is able to play an important role in producing graduates who are ready to live and live in the 21st century. The four important forces then give birth to the principles of learning, provide learning tools, and create a learning environment that must be prepared by the world of education today.

The first strength is knowledge to work. This power is born in line with the fact that the 21st century has changed the fact of the history of the world of work which originally only requires physically skilled workers to be workers who must be skilled in thinking. In addition to having to be skilled at thinking, the world of work today requires human resources who have information technology literacy skills and are able to work collaboratively and are able to establish good communication in their work environment.

These capabilities are currently very much needed in the world of work to create new products and services that function to solve real problems in life and meet the real needs of consumers as the two main forces of economic growth. This first strength eventually put pressure on the education system to improve the quality of learning services so as to be able to give birth to knowledge workers and business innovators.

The second strength that drives the birth of a new direction of learning and education in the 21st century is the ability to think. In line with the use of various technological tools in the world of work, the capabilities needed by workers began to shift from physical capabilities to knowledge in operationalizing the various technological devices. Thinking ability is the main ability that must be possessed by workers to be able to work effectively. This fact is the second pressure for the education system to change the orientation of learning which has been pressing the memorization concept as the main concept of learning and education success. Mastery of knowledge and thinking tools are believed to be the direction of the education process because both can be used to develop the ability to learn, work, and become creative people who are indispensable in the world of work.

Digital lifestyle is the third power that has a big influence on the learning process in the 21st century. Whether we realize it or not, the use of digital technology devices has become a daily necessity. These various digital technologies are not only used in the workforce but also in the whole life. Mobile phones, the internet, computers, the internet, and various other digital technology devices are found and used by everyone including school students.

The fourth strength that suppresses the need to change learning patterns in the 21st century is learning research. The latest learning studies have given rise to a number of new thoughts, principles, and directions for the implementation of effective and efficient learning. Some studies on authentic learning, metal development models, internal motivation, multiple intelligence, and social learning.

Based on the four great strengths above, it is proper for the teachers to start learning based on the idea that "We must teach students to be ready to live in their time and not to live in our time."

2. Review Related Literature

This idea of learning to live and work in his day is believed to help students to be able to learn and apply 21st century skills and to comprehensively understand core knowledge to answer the challenges of the times. This thinking is also what should be used as the basis for carrying out all learning so that learning is truly visionary.

Efforts to realize the visionary learning process above, one of which can be done through an understanding of the concepts of 21st century knowledge and skills. The partnership for 21st Century Skills (P21) as an organization that pioneered the change in the 21st century education approach founded in 2002 which consists of educators, businessmen and elements of governance has initiated the 21st century learning framework.

This learning framework is then a guide to 21st century skills movements and becomes a 21st century learning roadmap. The application of the 21st century learning framework is believed to be able to give birth to a stronger learning experience that can be used to guide students from a superficial understanding to mastering more useful knowledge in accordance with the demands of the times. The 21st century learning framework can be presented in the picture as follows.
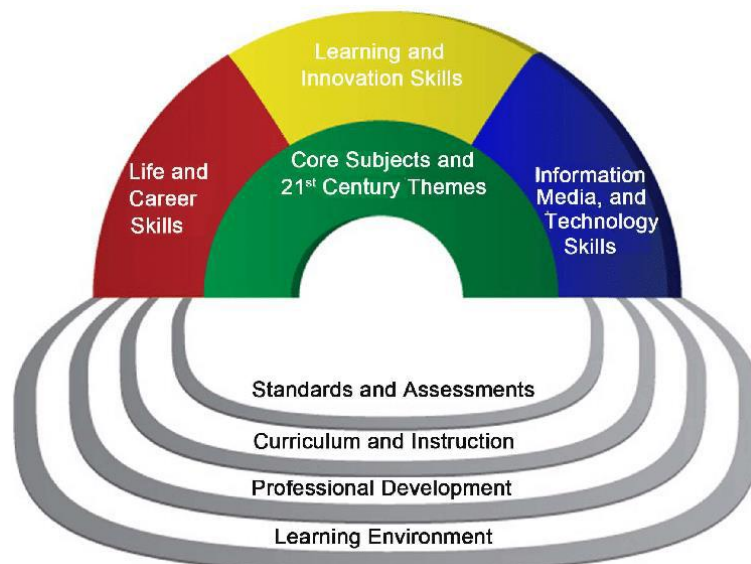
Based on the 21st century learning framework above, then The Partnership for 21st Century Skills initiated seven skills needed in the 21st century. These seven skills include skills.
1)   Critical thinking and problem solving
2)   Creativity and innovation
3)   Cooperation, collaboration and leadership
4)   Cross-cultural understanding
5)   Literacy of information, media and communication
6)   Computer and ICT literacy

7)   Live and have a career

These seven skills are covered by three learning and innovation skills, digital literacy skills, and life and career skills.

Based on the rainbow skills and knowledge developed by The Partnership for the 21st Century Skill, Trilling & Fadel (2009: 48) explain that the main skills that must be possessed in the context of the 21st century are learning and innovation skills. These skills are related to problem solving skills, the ability to communicate and collaborate, and the ability to creativity and innovate. These three skills are believed to be the main skills that can answer various life challenges both from the economic, social, political and educational dimensions. Therefore, the learning process should be oriented to equip students with these three skills in addition to equipping students with certain scientific knowledge.

The ability to think creatively and problem solving skills as one of the broader orientations of modern learning will equip students with other smaller skills that surround them. The skills in question are skills to use various reasons effectively, systematic thinking skills, skills to consider and make decisions, and problem solving skills.

Communication and collaborative skills are intended to equip students to be able to communicate for various destinations clearly and effectively, both in terms of speaking, writing, reading and listening and equipping students to be able to collaborate with others so students will be able to work effectively in groups, negotiate effectively, and able to appreciate the role of others in the group. The ability to creativity and innovation is intended to equip students to be able to think creatively, work creatively with others and be able to produce various innovations.

The second skill that is the focus of 21st century education competency is the skill in mastering media, information and technology (ICT). With regard to this skill, Trilling and Fadel (2009: 65) explain that this skill requires students in the future to understand information, media and ICT. The ability to master information includes the ability to access information effectively and efficiently, the competence to assess and criticize information, the ability to use information accurately and creatively. The skills to master the media include the ability to use media as a learning resource and use media as a tool for communication, work, and creativity. Skills in mastering ICT include the ability to use ICT effectively both as a research tool, a communication tool and an evaluation tool and to properly understand the code of ethics for the use of ICTs.

The third skill must be the goal of the 21st century education process is the skill of life and career (Trilling and Fadel, 2009: 75). these skills include life skills and a flexible and adaptive career, initiative and independence, being able to interact socially and across cultures, be productive and accountable, and have leadership and responsibility. Each of these skills can then be detailed as follows. Life skills and a flexible career in detail cover the ability to process suggestions that are received effectively, think positively about criticism, and understand differences in beliefs and points of view. Adaptive life skills and career cover the ability to adapt to various changes in changes in rules, contexts, schedules, responsibilities, and being able to work effectively in climate change and priority changes.

Initiative and independent skills are life skills and careers that equip students to be able to work motivated, full of initiative and being able to stand alone. In this regard, 21st century education should be able to equip students to be able to work motivated, full of initiative, and able to stand alone. In this regard, 21st century education should be able to equip students to manage their time and goals and work independently effectively. In the process, students should be fostered to be able to manage

themselves in mastering knowledge, show initiative during the learning process, have a commitment to learn, and be able to carry out critical reflections on their learning experiences as a provision for him in the future.

Skills for social interaction across cultures are important life and career skills. This is in line with the fact that students will live in a social environment that has a diversity of cultures so that they are able to interact well, both between cultures and across cultures. Education in the 21st century is directed to equip students to be able to interact effectively with others and be able to work in groups.

The fourth life and career skills that need to be fostered are productive and accountable. Education should be conducted with orientation so that students are able to demonstrate their ability to manage certain projects from the planning stage to the evaluation stage and show various attributes related to production activities that are carried out both in managing time, working positively and ethically, being able to complete many tasks, always participating, and accountable for the results achieved.

The last life and career skills that students need to learn in education are leadership and responsibility. This means that education should always foster and instill leadership and responsibility in students so that the two halves in the future can be used by students in their lives and careers. Coaching leadership and this responsibility can be done through habituation, namely by giving students the opportunity to guide and lead their friends during the learning process or outside the learning process and familiarize students with caring about their friends who have different interests, talents and potential.

All 21st century learning skills are believed to be the skills students must master in this century. However, all these skills basically cannot stand on their own without the big media that covers it. A large container that can cover all of the above skills is 3 basic literacy namely reading literacy, writing literacy and arithmetic literacy. Based on this fact, The Partnership for 21st Century Skill (Triling and Fadel, 2009: 177) makes the 21st century learning formula as follows

3Rs x 7 Cs = 21st Century Learning

The formula or formula for learning in the 21st century has finally become the basis for the birth of the multiliteration concept, namely that all competencies needed in the 21st century can be optimally developed through multiliteration activities. In other words, the multiliteration learning model is basically a learning model that is oriented towards building 21st century learning competencies. Given the 21st competency, in view of Binkley, et al. (2012: 18-19) and multiliteration skills in the view of Marocco, et al. (2008) it can be said that the formula of the multiliteration learning model is as follows:

4 Kt x 10 Ks = Multiliteration Learning Model

Based on the formula above, it can be stated that the multiliteration learning model is a harmonious blend of 4 multiliteration skills with 10 21st century learning competencies. The four multiliteration skills referred to in this formula include reading, writing, oral, and IT skills. The four skills are believed to be a medium as well as the media used to develop 21st century learning competencies in the version of Binkley, et al. (2012). The ten competencies believe (1) creativity and innovation, (2) critical thinking, problem solving, and decision making, (3) metacognition, (4) communication, (5) collaboration, (6) information literacy, (7) information and communication technology (ICT) literacy, (8) citizenship, (9) life and career, and (10) personal and social responsibility, including awareness of competency and culture.

2.1 Basic Syntax of the Multiliteration Learning Model

The multiliteration learning model is basically a learning model that optimizes multiliteration skills in realizing learning situations that are better suited to achieving 21st century learning skills. Multiliteration skills that are used as a medium for achieving 21st century learning skills are literacy skills, literacy skills, oral language literacy skills, and information, media, and communication literacy skills. Based on this concept, the multiliteration learning model will combine various literacy skills with charged literacy disciplines leading to the formation of reliable and superior students who are able to live and live in the 21st century.

In line with the explanation above, the syntax of the multiliteration learning model will basically refer to the syntax of literacy learning models both literacy reading, literacy writing, and oral language literacy. Therefore, the basic syntax of the multiliteration learning model consists of a large phase test, namely.

2.1.1 The Prevention Phase

At this stage students carry out various learning preparation activities including generating schemata, building predictions, making guides and learning goals; linking the context to be studied, using guessing strategies; formulate hypotheses; find and determine various sources of information, recognize concepts; structure and function of media, setting themes, topics or problems to be studied; create a framework, thinking, ideas, and concepts, and various other types of learning preparation activities. Various learning activities are not entirely used in one learning process. The use of various activities here will depend on the objectives of the model, the orientation of learning, and the learning outcomes set.

The various activities carried out in this phase have several objectives including:
1) Generating interest and student motivation
2) Provide direction of learning activities that students will do
3) Providing an understanding of goals, orientation, and learning outcomes that must be achieved
4) Bridging the diversity of learning styles, abilities, and experiences of students
5) Providing opportunities for students to set their own activities and learning functions to be carried out
6) Prepare students to be really ready to learn.

Based on the objectives of various activities in this phase, the implementation of activities in this phase must get great attention from the teacher so that the learning done actually reaches the expected final goal.

2.1.2 Activity Phase

In this phase students carry out various learning activities. Learning activities that students can do include reading the text, writing drafts; conveying ideas and ideas verbally or in writing; carrying out activities of observation, research, observation, experiments, and other experimental activities; arguing, fighting opinions and ideas, initiating, editing writing, studying, analyzing, influencing, synthesizing, and concluding information, data and works, transforming ideas, texts, data and information, testing, analyzing, and criticizing information or social phenomena; interesting and constructing meaning; and other learning activities. Various learning activities are certainly not entirely used in one learning process. The use of various activities here will depend on the objectives of the model, the orientation of learning, and the learning outcomes set.

Various activities carried out in this phase have several objectives including:

1) Train thinking skills both critical thinking, problem solving, and creative thinking;
2) Build communication, working together and collaborating skills
3) Train work skills, information and ICT literacy, and life
4) Building practical multiliteration skills both reading, writing, and spoken language
5) Improve literacy skills in the fields of science, mathematics, social, and other fields of literacy
6) Facilitating and developing various learning styles, abilities, and intelligence of students
7) Creating learning that is proactive, productive, innovative, and has character

Similar to the previous phase, the implementation of various activities in this phase must get great attention from the teacher so that the learning done truly reaches the expected final goal.

2.1.3 Post activity Phase

In this phase students carry out various learning activities that reflect the success of the learning process that they do. Some learning activities that can be carried out in this phase include the activity of examining understanding, knowledge, and skills, producing various learning outcomes, communicating the final work made; presenting work performance as a result of learning activities, transferring knowledge and skills acquired in other contexts, determining follow-up learning plans, organizing showcase / exhibition work activities; and various other activities.

It is important to remember that this activity must cover various representational media chosen by students as a means to demonstrate the learning outcomes they have achieved.

2.2 Implementation of Models, Principles of Reaction, and Environmental Systems of Multiliteration Learning Models

2.2.1 Model Implementation

Based on the results of research carried out the implementation or application of multiliteration learning models in the learning process takes between 70-210 minutes which takes place in 1-3 meetings. For the effectiveness of its implementation, the learning schedule is held twice a week. In the implementation of teachers and students must have the ability to think critically, think creatively, be skilled in communicating, and have enthusiasm and motivation to work both individually and cooperatively.

During the implementation of the model, the teacher must record various activities and work outcomes of students to organize and shape students' thinking patterns, behavioral patterns, and learning behavior patterns and try to influence students psychologically so that they are active in activities through guidance, supervision, learning facilitators, and training. academic.

2.2.2 Reaction Principle

In principle there are three main things that the teacher reacts to which must appear in the multiliteration learning model that value students' differences; protect differences in learning styles, intelligence, and student interests and motivations; and appreciate all forms of creativity and media representation produced by students. In addition to the three main reactions, there is still another reaction that must be given, namely that the teacher must always inspire learning, move and work, develop critical, creative and productive thinking skills; accustom students to work cooperatively, collaboratively and communicatively; and bridging students to be aware of various things both information, technology, fields of study, as well as character, values and morals.

Reactions that must arise in the self in general include the willingness and ability to learn, think, move and creativity; readiness to take risks; willingness to always think openly, think positively, and think elaborately; readiness to adapt, communicate, work together; and collaborating with others: the ability to practice, develop themselves, and form and develop learning/thinking behaviors and behaviors in life/character, willingness to always motivate themselves and reflect; and of course accepting various directions, guidance, and guidance as well as guidance from teachers, peers, and other parties involved in learning.

2.2.3 Environmental System

In order to implement this model, the learning environment system that is expected to be available is a multi-literate environment. A multiliterate environment is an environment rich in literacy material as a medium and material and conducive to the implementation of multiliteration activities. The concept of a rich class is an ideal learning environment for the implementation of this learning model. However, it does not mean that classes that are not rich cannot be used to implement this learning model. Thus, the thing that needs to be emphasized to create a multiliterate classroom environment is a form of willingness, creativity, and noble intentions of teachers in creating superior generations in the future.

In addition to the classroom environment that must support the implementation of this model, the school environment must also be multiliterate. The multiliterate school environment is a school environment that is conducive to the learning process, namely the environment that provides a variety of learning materials, media, representational facilities, learning facilities, and everything needed in the learning process. Thus, the board of teachers, education staff, principals and various other parties related to schools should support this learning process and with sincere intention to contribute to the achievement of learning objectives in accordance with their respective obligations, abilities, and roles and responsibilities.

2.3   Learning Objectives and Objectives of the Multiliteration Learning Model

As befits the requirements of the learning model, the multiliteration learning model has two objectives, namely learning objectives and accompanying goals.

The learning objectives of this model include:
1)   Increased 21st century learning skills
2)   Deep understanding of various scientific concepts, processes, and attitudes in the disciplines that are being studied
3)   Improvement and development of multiliteration and character skills of students.

The accompanying objectives of this model include:
1)   The development of student literacy towards cultural diversity, social phenomena and global demands
2)   Life skills and career in students are formed
3)   Establishment of student independence in learning, working and working
4)   The development of students' ability to adapt, think openly, think visionary, and think reflective.

3. Submission of New Ideas

3.1 The syntax of the Multiliteration Investigation Model

This model can basically be used to improve multiliteration skills in reading, writing and oral language. The term investigation or investigation used can be interpreted as an activity of investigating various data sources both data sources in the form of locations, events, and library data sources (documentation).

The procedural steps for implementing this model are as follows.
a. Setting Search Focus
b. Setting Search Locations
c. Determining Objectives
d. Carry out Data Collection
e. Record Data
f. Analyzing Data
g. Make conclusions
h. Producing Reports

3.2 Syntax of the Information Multiliteration Model

This learning model can specifically be aimed at fostering students' ability to find, record, analyze, criticize and make new perspectives on information

The procedural steps for implementing this model are as follows
a. Establish Problems
b. Making Guide Questions
c. Finding Information Sources
d. Record Information (Citing, Summarizing, or Paraphrasing)
e. Selecting Information (Analyzing Information)
f. Processing Information (Making Inferences, Making Syntheses, and Evaluating Reading Content)
g. Conclude Information
h. Producing Works

3.3 Syntax of Multiliteration Inquiry Model

As the name implies, this model has the specific aim of training students to conduct field research.

The procedural steps for implementing this model are as follows.
a. Establish Problems
b. Formulating Problems and Objectives
c. Making Hypotheses / Predictions
d. Carry out Research / Experiments / Observations
e. Record Data
f. Analyze Data
g. Concluding Research Results
h. Producing and Submitting Reports

3.4 Multiliteration Literature Model

This Learning Model has a specific orientation to foster students' appreciation of literary work.

The procedural steps for implementing this model are as follows.
a. Digging Skemata
b. Making Predictions
c. Read Discourse
d. Record and Analyze Reading Elements
e. Describe the character and character
f. Transforming Readings
g. Attract meaning/message from reading
h. Producing Works

3.5 Critical Multiliteration Model

This model was developed on the basis of the concept of critical literacy. In view of critical literacy a text compiled by the author has been influenced by the author's perspective so that his character is no longer neutral.

The procedural steps for implementing this model are as follows.
a. Brainstorming Ideas
b. Fix Problems
c. Reading Text
d. Find Facts and Opinions
e. Test Facts and Opinions
f. Establishing social phenomena
g. Analyzing Social Phenomena
h. Producing Works

3.6 The Scientific Multiliteration Model

This model is a learning model that requires students to move as a scientist.

The procedural steps for implementing this model are as follows.
a. Determining the Problem
b. Making Hypotheses/Predictions
c. Collect and record data
d. Analyzing Data
e. Test the Hypothesis
f. Concluding Results
g. Producing Works

3.7 Mathematical Multiliteration Model

This model is specifically aimed at facilitating students to understand various probabilities related to mathematical concepts.

The procedural steps for implementing this model are as follows.
a. Understanding the Problem

b.   Record Information

c.   Determining the Way to Resolve Problems

d.   Establish Ways to Resolve Problems

e.   Solve the problem

f.   Test the results of problem solving

g.   Producing Works

3.8   Social Multiliteration Model

This model is specifically aimed at facilitating students to understand the various probelamics that are related to social concepts.

The procedural steps for implementing this model are as follows.

a.   Recognizing Social Phenomena

b.   Generating Skemata

c.   Determining Information

d.   Organizing Information

e.   Elaborate and synthesize Information

f.   Summarize Key Concepts

g.   Producing Works

3.9   Sensory Multiliteration Model

This model is basically learning carried out involving various sensory stimulations including hearing, vision, touch, and sometimes also smell and taste.

The procedural steps for implementing this model are as follows.

a.   Get to know the problem

b.   Connecting Students with Problems

c.   Build Predictions

d.   Use Sensory Tools

e.   Data Recording

f.   Analyzing Data

g.   Making conclusions

h.   Producing Works

3.10 Digital Multiliteration Model

This model was developed as a form of using digital media as a means of presenting understanding and skills that have been mastered by students.

The procedural steps for implementing this model are as follows.

a.   Setting Themes and Topics

b.   Formulating Objectives and Objectives

c.   Arrange Framework

d.   Collecting data

e.   Write a draft

f.   Editing Draft

g.   Transforming the Draft

h. Performance or Visiting Works

3.11 Multiliteration Text Genre Model

This model is a learning model developed from a text-based learning approach.

The procedural steps for implementing this model are as follows.

a. Text Genre Brainstorming
b. Text Genre Guidelines
c. Analysis of Text Genre Elements
d. Collaboration of Work
e. Sharing of work
f. Arranging Karya Mandiri
g. Communicating the Work

3.12 Transformation Multiliteration Model

Learning this model will assign students to read a text carefully. Based on the results of reading, students are assigned to convert the text into other texts as a result of their own work.

The procedural steps for implementing this model are as follows.

a. Apperception
b. Text Presentation
c. Text Analysis
d. Meaning of Text
e. Designing Work
f. Transformation of Work
g. Communicating Works (various texts)

4. Conclusions and Suggestions

Thus some descriptions of the syntax of multiliteration models, the author needs to convey that for readers who intend to use the various syntax above in the concept as a model, then the pattern of presentation of the model should be complete as explained above. When presenting the model syntax, the basic syntax in this article is immediately replaced by a special syntax as presented above. If readers will only use syntax without presenting in full the elements of the multiliteration model, the author suggests replacing the model with the term method, as an example of a transformative multiliteration method. This concept needs to be emphasized because there are different characteristics between the model and the learning method.

The second thing that should be noted is that all the syntax stages above should be complemented by individual learning assessment sheets so that the learning achievement at each stage of the learning activity can be measured. The measurement of learning outcomes at each stage of learning will be a formative assessment process. This means that if students find weakness at a certain learning stage the teacher must immediately provide feedback and input, not wait until students complete all stages of learning. The concept of formative assessment is believed to be more human in nature, namely that the teacher does not let students make mistakes even though the teacher already knows it.

Thus, the work of performance, or the final product that students make has gone through the stages of learning that are truly measurable and guided by the teacher. This needs to be done so that students do not make repeated mistakes in the future.

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Students' Learning Motivation in Civic Education Subject
(A Quantitative Descriptive Study on Grade Eleven Students of Accounting Department of SMKN 4 Pekanbaru)

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Abstract

Civic Education subject should have been a great opportunity for lazy and less interested students to take part in learning process. However, they tend not to pay attention to the teacher when explaining the learning material in the classroom, and they tend to be passive and demotivated so that they did not actively ask questions. In other words, students' motivation is low when civic education subject learning takes place in the classroom. In regards to aforementioned case, henceforth, this study aims to describe the learning motivation of grade eleven students in learning Civic Education subject in Accounting Department of SMKN 4 Pekanbaru. The data analysis technique used is quantitative descriptive by using percentages. The result of the data analysis shows the average percentage of each indicator as follows: 1) Students' perseverance is categorized high with 68.75%, 2) Students' tenacity is categorized low at 61%, 3) Students' interest is categorized low at 48%, 4) Working independently is low at 59.5%, 5) Routine assignment is low at 52%, 6) Confidence is at high category at 62.5%, 7) Learning problem is categorized high with 66%, and 8) Willingness is categorized high with 66.5%. Meanwhile, the overall score for learning motivation of students in attending the civic education subject is 61.05%, which is in the low category.

Keyword: *Student Learning, Motivation, Civic Education*

1. Introduction

Education is a conscious and systemic endeavor, which is carried out by people who are entrusted with the responsibility to influence students so that they have the character in accordance with the ideals of education (Munib, 2004: 34). On the other hand, education is seen as leadership given deliberately by adults to children in its growth (physical and spiritual) to be useful for themselves and the society (Purwanto, 2002: 10). Education can also be seen as maturing learners in order to develop talents, potentials, and skills possessed in living life. In accordance with this, in the article (3) of the Act. No. 20

of 2003, education functions to develop capabilities and forms a dignified character and national civilization in order to educate the nation's life, aiming at the development of potential students to become human beings who believe and fear the Almighty, noble, healthy, knowledgeable, competent, creative, independent, and being a democratic and responsible citizen, and humans have the same right to education.

In the Act. No. 20 of 2003 concerning the National Education System Article 37, it states that the basic and middle education curriculum must contain: religious education; civic education; language; mathematics; natural sciences; social sciences; Art and culture; physical and sports education; skills/vocational; and local content.

One of the subjects taught in schools is Citizenship Education (PKn). This subject aims to make every citizen become a good citizen as expected by the state. The term Civics and Citizenship Education in Indonesia began to be introduced into the school curriculum since 1968, in an effort to prepare good citizens, namely citizens who knew their rights and obligations. Basically, the government in each country has aspirations about how to make good citizens, so that in the future it can be done through Civic Education. In the learning process, it needs to be compiled with learning content, methods and approaches in educating citizens (Wahab & Sapriya, 2011: 3 -15).

Next, the general goal of Civic Education is to educate the citizens to be good citizens which can be pictured with "citizen who owns patriotism, tolerant, loyal to the nation, religious, democratic, and a true Pancasilaism" (Somantri, 2001: 279).

Whereas, Maftuh and Sapriya (2005) state that, the aim of a nation to develop Civic Education is to make every citizen to be a good citizen namely citizen who has civic intelligence, whether intellectual, emotional, social, or spiritual and has pride and civic responsibility and is able to participate in the community. After reviewing the goal of Civic Education, therefore, it can be concluded that every citizen must have an intelligence and ability to participate in civic live. One's intelligence could not be developed without education while education will not run without learning.

Civic and Pancasila Education (PPKN) is part of education which must be learned at schools. Therefore, PPKn must be designed as promising as possible in order to improve learners' understanding or competence. Learners' low understanding is an issue in the world of PPKn. The indication is possible since students' learning process is not effective and they even feel demotivated in taking this lesson in the class. The consequence, learners fail or even do not understand the material taught by the teacher and this problem often seen as a normal phenomenon among teachers that learners are less interested in PPKn.

According to Nasution (1982: 77), motivation has three functions, namely: 1). To encourage man to act, 2) To determine the course of action, 3) To select the actions that must be executed to achieve the goal by putting aside unbeneficial actions to the goal. Learning motivation is learners' overall driving force which creates the will of learning which guarantees the continuity of learning activities and gives direction to learning activity so that the desired objectives by the learners can be grasped (Sardiman, 1986: 75).

Learner's learning motivation is depending on the method or strategies implemented by the student in learning process. A proper method might change the learning system which centers on the teacher (teacher center) to learning system which centers on the students (student center). Learning process with students as the center will create a lively learning atmosphere where learners will be able

to discuss and work cooperatively with their peers so it gives rise to higher learning motivation when learning process occurs.

Thus, to raise learners' learning motivation, teacher has a prominent role in the class, and surely in this matter teacher holds a significant role because they must maximize learning with various methods and strategies which will improve students' learning activities in learning PPKn.

In fact, learning PPkn has become an opportunity for idlers and learners with less interest in PPKn to not pay attention when the teacher explains the material in the class, and they tend to ask less and unmotivated when learning process is on going.

The results obtained from preliminary observations in the accounting class grade XI of SMKN 4 Pekanbaru in 2018/2019, students' learning motivation in PPKn subject are: 1) Students were not very enthusiastic about paying attention to the PPKn subject matter given by the teacher, 2). many students were less interested in attending the subject, 3). Many students were lazy to enter when PPKn was taught, and 4) there are many students were creating noises when they take part in learning PPKn.

Based on the previous elaboration, the article aims to examine the description of students' motivation in grade eleven on learning Civic Education (PPKn) in SMKN 4 Pekanbaru Accounting Department.

2. Literature Review

2.1 Learning Motivation

2.1.1 The Definition of Motivation

The literal definition of motivation is the word comes from Latin '*movere*' which means 'to move'. Various things commonly involved on the word of motivation is desire, hope, need, purpose, aim, encouragement, and incentive. Therefore, it can be translated that a motive is a mental state which encourages, activates, or moves one to act and this motive which leads and channels the attitude and one's behavior to reach the goal. Consequently, there are major components exist in motivation, namely needs, encouragement, and purpose (Siagian, 2004: 142).

Motivation is "an encouragement which emerges in a person consciously or unconsciously to do something with a specific purpose. Motivation is also interpreted as attempts which enable a person or group of people to do something because the need to reach the intended purpose or to get satisfied from the actions" (Depdiknas, 2002: 756).

Based on the above elaboration, it can be stated that motivation is a person's desire, hope, need purpose, aim, encouragement, and incentive which arise consciously or unconsciously in doing actions to reach the purpose.

2.1.2 Fungsi dan Ciri-Ciri Motivasi

According to Nasution (1982: 77), motivation has three main functions, namely: 1). To encourage man to act, 2) To determine the course of action, 3) To select the actions that must be executed to achieve the goal by putting aside unbeneficial actions to the goal. Learning motivation is learners' overall driving force which creates the will of learning which guarantees the continuity of learning activities and gives direction to learning activity so that the desired objectives by the learners can be grasped (Sardiman, 1986: 75).

While the characteristic of motivation according to Sardiman (2005 83), motivation exists in a person with the following characteristics:

1) Determined in doing tasks (able to work continuously for a long time, will not stop before the job is done)

2) Persitent in facing difficulties (will not easily desperate). Does not need external encouragement to do the best (will not easily satisfied with achievement that has been achieved)

3) Showing interest to various problems "for adults" (for example, the problem of developing religions, politics, economics, justice, corruption eradication, opposition to any criminal action, immoral, etc.).

4) Prefer to work independently.

5) Easily get bored by daily tasks (repetitive things which are less creatice).

6) Able to maintain his opinion (if he is assured of something).

7) Will not easily let go of something he believes.

8) Taking pleasures in solving problems.

2.1.3 Learning Motivation

Learning motivation is a transformation in a person (personal) which is marked by the arises of feeling and reaction to reach the purpose (Donald in Nashar, 2004: 39). However, according to Alderfer in Nashar (2004: 42) learning motivation is student's tendency to learn based on desires to grasp achievement or learning result as good as possible.

2.2 Learning

a. The Definition of Learning

Based on the Statute of National Education System No. 20, 2003, learning is "an interaction process between the students, teacher, and the learning source in a learning environment." Learning as a learning process which is built by the teacher to develop creative thinking which develops learners' thinking ability and also to improve the ability of constructing new knowledge as an attempt to get better understanding of a subject.

According to Mulyasa (2002: 105) "the essence of learning is to develop learners' activities and creativities through interaction and learning experience." In this case, an interactive atmosphere between students and teacher in operating learning components such as material, method, source, and learning evaluation is a key.

It can be said that learning is a creative interaction, activity, and learners' thinking ability in a process of learning.

b. Learning Purpose

Suryosubroto (1990: 23) asserted that the major purpose of a learning is a detailed information of what students neet to master after they have passed the concerned learning activities are done. The purpose of learning surely needs to be formulated as clear as it can be since the formulation of the purpose can be used as a parameter of a success in the learning process itself.

While Daryanto (2005: 58) stated that learning purpose is a purpose which pictures knowledges, abilities, skills, and attitudes which must be owned by the learners as a result of learning which is stated in form of behavior which can be observed and counted.

Thus, it can be said that learning purpose puts forward 3 major components in learning process, namely: cognitive, affective, and psychomotor which can be observed and calculated in a learning process.

2.3 Civic Education

In the Statute No. 20, 2003 about National Educational System Article 37 states that the curriculum of elementary and middle school must contain: religion education, civic education, language, mathematic, natural science, social science, art and culture, physical and sport education, skill/vocational, and local content.

One of the subjects taught in schools is Citizenship Education (PKn). This subject aims to make every citizen become a good citizen as expected by the state. The term Civics and Citizenship Education in Indonesia began to be introduced into the school curriculum since 1968, in an effort to prepare good citizens, namely citizens who knew their rights and obligations. Basically, the government in each country has aspirations about how to make good citizens, so that in the future it can be done through Civic Education. In the learning process, it needs to be compiled with learning content, methods and approaches in educating citizens (Wahab & Sapriya, 2011: 3 -15).

Next, the general goal of Civic Education is to educate the citizens to be good citizens which can be pictured with "citizen who owns patriotism, tolerant, loyal to the nation, religious, democratic, and a true Pancasilaism" (Somantri, 2001: 279).

Whereas, Maftuh and Sapriya (2005) state that, the aim of a nation to develop Civic Education is to make every citizen to be a good citizen namely citizen who has civic intelligence, whether intellectual, emotional, social, or spiritual and has pride and civic responsibility and is able to participate in the community. After reviewing the goal of Civic Education, therefore, it can be concluded that every citizen must have an intelligence and ability to participate in civic live. One's intelligence could not be developed without education while education will not run without learning.

Civic and Pancasila Education (PPKN) is part of education which must be learned at schools. Therefore, PPKn must be designed as promising as possible in order to improve learners' understanding or competence. Learners' low understanding is an issue in the world of PPKn. The indication is possible since students' learning process is not effective and they even feel demotivated in taking this lesson in the class. The consequence, learners fail or even do not understand the material taught by the teacher and this problem often seen as a normal phenomenon among teachers that learners are less interested in PPKn.

3. Research Methods

The approach used in this research was quantitative with descriptive comparative method. Population in this research was 25 students grade XI of Accounting Department in SMKN 4 Pekanbaru. The data collection method used in this study was questionnaire range from *Very Often, Often, Rarely,* and *Never*. The study used descriptive analysis to analyze the data with P = F/n x 100 with the highest percentage = 4/4 x 100 = 100% and the lowest 1/4 x 100 = 25%, percentage range = 100%-75% = 25%, interval class length = range/number of classes = 75%/4 = 18.75%. The percentage of Civic Education learning motivation and Accounting is as follows:

| Interval	Category
81,26%-100%	Very High
62,51%-81,25%	High
43,76%-62,50%	Low
25%-43,75%	Very Low

Source: Ali, 1993:186

## 4. Result and Discussion

The Description of the Study

The study was held in SMKN 4 Pekanbaru on October 20th-November 20th in 2018. Data was obtained from questionnaire with 18 point of statements which was reliable and validated filled by 25 respondents who attended Civic Education subject. After the data was obtained, it was grouped by appropriate group of respondents to make counting easier.

1) **The Discussion of Students' Learning Motivation when Attending Civic Education Subject**

Recapitulation of Questionnaire Result
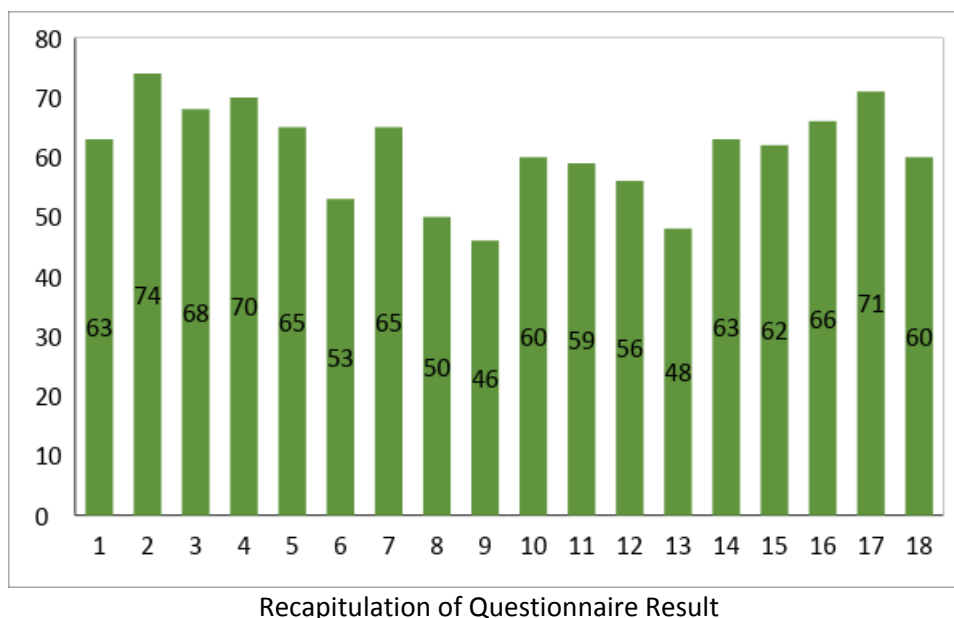
There were 18 points students needed to fill and students answered the questionnaire based on their learning experience and filled accordingly based on students' desire and lastly it was presented by each point. Question number 1: 63%, number 2: 74 %, number 3: 68%, number 4: 70%, number 5: 65%, number 6: 53%, number 7: 65%, number 8: 50%, number 9: 46%, number 10: 60%, number 11: 59%, number 12: 56%, number 13: 48%, number 14: 63%, number 15: 66%, number 16: 66%, number 17: 71%, dan number 18: 60%.

Based on the result of each point above, data was classified according to the indicator in the instrument grid, it can be seen from the graph below:
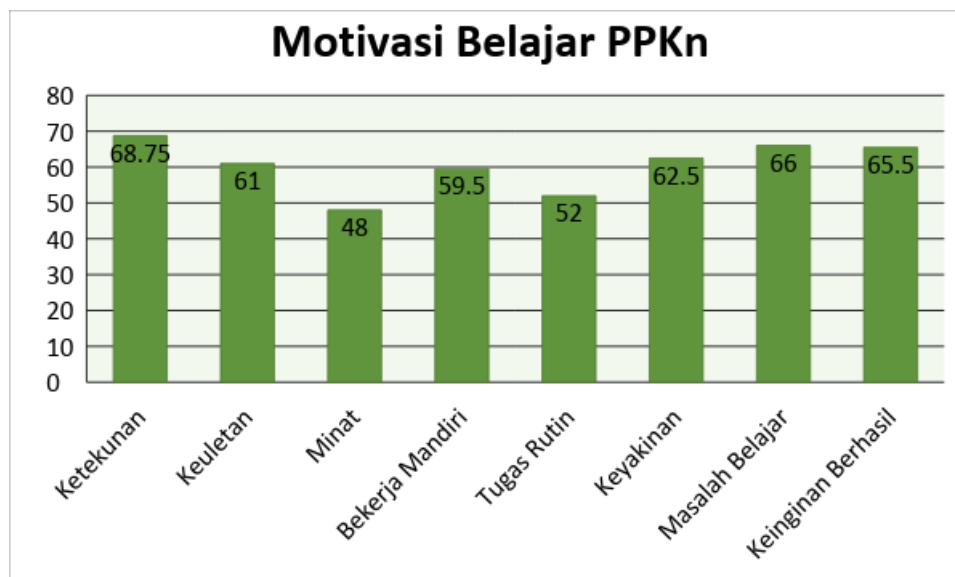
1) Persistence: Students' persistence was considered as high category with 68.75% since most students Civic Education were still paying attention in learning Civic Education subject expressed by taking notes, doing assignments, and collecting assignments while the learning process was happening.

2) Tenacity: Students' tenacity was considered as low category with 61% since most students were not asking questions to the teacher, were not holding any discussion with their peers, and were easily satisfied with the presented material.

3) Interest: Students' interest was considered as low category with 48% since most students have low level of interest and were pleased with minor subject.

4) Independency: Students' independency was considered as low category with 59.5% since students did not have any desire to work independently marked by students' low desire and some other students even do cheating among peers when they were doing exams or pre-test.

5) Routine Task: Students' routine task was considered as low category with 52% since they were bored with daily routines marked by students' routine task was not really interesting and less students showed any interest in dynamic task.

6) Confidence: Students' confidence was considered as low category since students still have lower-level of confidence marked by the students were not showing any attempt in maintaining his opinion and they easily gave up their beliefs.

7) Problem-Solving: Students problem-solving skill was considered as high category with 66% since most students still showed the will to solve problems even though there were some students who would not solve or even find problems in Civic Education subject.

8) Will of Success: Students' will of success was considered as high category with 66.5% since most students showed higher-level of will to add extra hours in learning Civic Education but the result shows some students will not even try to study Civic Education even in their house although it might maximize the learning success.

On the other hand, the average level of motivation in learning Civic Education taken from the overall result of percentages from the preceding recapitulation divided by 18 points of questionnaire items is 1.009/18 = 61.05 which means the result still shows low category level of motivation. Therefore, the needs to improve students' learning motivation are required in acquiring results which compatible with the Minimum Mastery Criteria (KKM) and improving learning quality in Civic Education subject.

5. Conclusion

The conclusion of the study of students' motivation in Civic Education subject in SMKN 4 Pekanbaru is elaborated as follows:

1) Civic Education learning motivation, namely: 1) Students' Persistence, 68.75%, high category; 2) Students' Tenacity, 61%, low category; 3) Students' Interest, 48%, low category; 4) Students' Independency, 59.5%, low category; 5) Routine Task, 52%, low category; 6) Students Confidence, 62.5%, low category; 7) Problem-Solving Ability, 66%, high category, and 8) The Will of Success, 66.5%, high category.

2) The average level of motivation taken from the overall was 61.05% which showed that learners motivation in Civic Education subject was in low category.

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