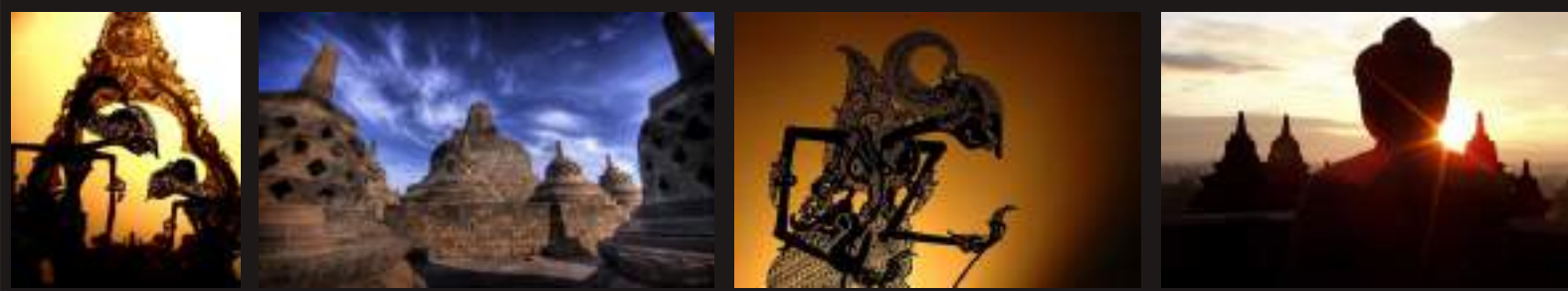




FACULTY OF EDUCATION & GRADUATE SCHOOL
YOGYAKARTA STATE UNIVERSITY, INDONESIA

in collaboration with

FACULTI PENDIDIKAN
UNIVERSITI KEBANGSAAN MALAYSIA



PROCEEDING

2nd International Conference on Current Issues in Education (ICCIE)

Yogyakarta State University, INDONESIA
25-26 August 2015





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Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the 2nd International Conference on Current Issues in Education (ICCIE) 2015, especially the invited speakers:

1. Assoc. Prof. Benjamin Wadham (School of Education, Flinders University, Australia),
2. Assoc. Prof. Dr. Ratchaneekorn Tongsookdee (Faculty of Education, Chiang Mai University, Thailand),
3. Dr. Mohd. Mahzan Awang (Faculty of Education, the National University of Malaysia), and
4. Dr. Sugito, M.A. (Faculty of Education, Yogyakarta State University).

We are honored to conduct this conference and to give you the opportunities to join in the most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we believe that you will experience a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is very important in our global and changing society. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers in this proceeding present many topics, perspectives, and methodology that stimulate debates and dialogues, so that this proceeding is resourceful for scholars and researchers who are interested in the current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta, 25 August 2015

Prof. Dr. Rochmat Wahab, M. Pd, M.A
Rector of Yogyakarta State University

Foreword of the Chairperson

This international conference invites all participants who are concerned with current issues in education. The 2nd International Conference on Current Issues in Education (ICCIE) 2015 is held at Yogyakarta State University, Indonesia on 25 – 27 August 2015. The Conference is held by Faculty of Education and Graduate School of Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in our history, the crises through which we have passed have greatly influenced educational thought and practices. Education does not only imply discipline of thinking, but also a passion for creativity. Education, as Dewey often pointed out, is not the preparation for life, but it represents the continuous changes and process of life. There are a number of issues on education arising, whether classical issues, contemporary, or the current ones. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Dialogues held in this conference are expected to achieve the fusion of horizon of meaning which opens and challenges further dialogues in the future. Bringing nine main subthemes, i.e. Strategic Policy for Quality and Equity of Education, Community Empowerment in Mixed Society, Best Practices on Contextual Inclusive Education, Learning in a Digitized Society, Politics of Education toward Quality and Equality in School, The Improvement of Unity and Diversity in Teaching Learning Process in Primary Education, Holistic Integrative Education Approach for Early Childhood Education, Multicultural Counseling for Empowering Society, and Sociocultural and Religious Capital in Education, the conference attracts many participants who are willing to share their thoughts and experiences.

We would like to deliver our highest appreciation to Prof. Dr. Rochmat Wahab, M. Pd, MA. , the Rector of Yogyakarta State University (YSU), the Dean of Faculty of Education YSU and the Director of Graduate School YSU for their support. Special thanks are also given to the invited speakers, and parallel session presenters, for spending time to share academically. They have contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

I hope this conference can give valuable contributions to find out the solutions for the problems in education.

Yogyakarta, 25 August 2015
Chairperson

Dr. Dwi Siswoyo, M. Hum

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EDUCATION FOR A GLOBALISING WORLD: FROM AUSTRALIA TO INDONESIA AND BEYOND

Ben Wadham

School of Education, Flinders University

1. Introduction

Education is considered to be a source of great hope around the world - for parents, students, educators, communities and nations. As an institution it holds great promises - the end of poverty and inequality, violence, an enlightened populace, social mobility - a means to achieve success and aspiration. For teachers, in schools and universities it is a means of passing on our own experiences of self cultivation, of personal growth and various ideals of social justice. For us as researchers it is an enriching field that presents us with the opportunity to make a difference.

In many ways education looks like it always has - we have childcare centres, primary and secondary schools, colleges of tertiary education and universities, we have teachers and students, classrooms and playgrounds, lecturers and lecture halls - but in the last two decades particularly, there has been significant political and social change across the globe, radically recasting this institution and the ideals, visions and aspirations within which it is nested. Those changes are expressed in our personal lives, our families and communities, the nation-state and in the global context.

One of the clear distinctions in education is between developed and developing nations. In Australia, for example, formal education has become increasingly structured and young Australians increasingly educated and institutionalised through their schooling experiences. As a young man in Australia in the 1970s the expectation of completing secondary school to its final year was a relatively new idea. I didn't make it, but now it is an expectation that the majority of young Australians will achieve some form of final year assessment before, more than likely, moving on to some form of tertiary education. In developing nations, these kinds of changes are also occurring but the basic challenges of literacy, elementary schooling and increasingly girls and women's, and other axes of difference such as, rural participation remain predominant. At the same time developing and developed nations are both facing the increasing influences of globalisation, sharing similar challenges but also very different ones.

We expect education to improve our lives - for science and technology to contribute to overcoming the tensions between nature and culture, and to cultivate material culture. The humanities and arts hold the promise of cultivating our moralities and

enhancing social progress and cultural tolerance. The faith in education is scaffolded by the belief that it can reduce human suffering, social injustice and improve national efficiency, that equality can be achieved irrespective of social location, gender, ethnicity.

But can education really achieve this? Is education the instrument or the medium? I will address these two questions in the rest of this article.

For certain, despite the profound recasting of education systems, and their constitutive parts - pedagogies, curriculum, assessment, and teacher training, inequalities and humans suffering persist. In the context of material culture while we have achieved much in the fields of technology, engineering, medicine or public health we have also generated a world where it is increasingly evident that we have unleashed that which we are increasingly unable to control. Education has given us the means to create global environmental and human dilemmas that are potentially beyond the ability of individuals, communities and our social and political institutions to harness. Yet it is only through education that we can find a means to bring these challenges to democratic account.

It is here that education becomes far more than a medium for personal improvement and or national development, an instrument of progress or a means of ending inequalities. While it is all these things, it is also fundamentally political. Education and educational institutions and their politics and practices are about creating certain kinds of people, particular kinds of citizens.

Different nations, and different cultures have different needs - while the general principles of education may seem universal their different expressions and subsequent contestation are clear when placed in a global context. The needs and functions of Australian education are fundamentally different than those in Indonesia, just as Aceh has different conceptions of education and its processes and outcomes than central Java. Global influences, or the influences of globalisation, and the marketisation of education enhance these tensions, for example, in Australia the question of a national curriculum has generated much debate, while questions of national assessment, the development of tertiary colleges into universities or questions of decentralising curriculum are also focus of concern. How do nations and cultures mediate these challenges and retain a strong sense of cultural identity?

Education has in this sense become a principal battleground within and among nations as they face these tensions and challenges. Globalisation and social change are therefore fundamental to the national and regional capacity to understand and manage tensions like the increasingly differentiation of educational governance - there is no longer any one single best way of doing things. The changing character of social identity is also a foundational challenge - people and their nations have become increasingly shaped by market logics cultivating greater individualisation and social fragmentation. Other key challenges are the changing character of labour relations, transmigration, increasing technological diversification and sophistication, increasing media forms and climate change to name perhaps the most prominent.

Within these challenges there are some key problems to be attended to. The first question for me remains focused on the question of prosperity and poverty. Despite increasing prosperity in developed and developing nations the gap between those who have and those who do not continues to widen. The success of the Asian Tiger nations in their pursuit of economic development have demonstrated a corresponding success in diminishing absolute poverty. Key initiatives such as increasing gender equality in education and employment, and women's opportunity in the public sphere are central to reducing inequalities in the context. Gender equality is an ongoing challenge in Indonesia for example, and the job is certainly not done in Australia. On the other hand economic reform in developed nations, such as the increasing 'flexibility' of the labour market and the degradation of work conditions have led to increasing inequality and rising child poverty. Of key concern in this context are questions about the hegemony of the Western market model and the implication of global aid agencies such as the World Bank, the World Trade Organisation or the Organisation for Economic Cooperation and Development (OECD). It is interesting to pose another question, in what ways do they support global equality and development and in what ways do they represent a kind of western imperialism?

A further question is that of the unintended effects of educational reform. Despite increasing levels of formal education and the growth of credentialism within a knowledge economy there remains an oversupply of knowledge workers. University has become a norm for the middle classes in most developed nations, and an expectation for social mobility among those from lower socio-economic status, increasingly so in developing nations, yet this has also led to increased competition for jobs between graduates with similar qualifications. Subsequently the promise of greater reward has gradually reduced as

more and more global employers cultivate the global labour market. An unfortunate outcome is the tendency to move toward greater forms of extrinsic education as opposed to intrinsic and inquisitive forms of education. This is in direct contradiction to what a globalising world attempting to meet some of the challenges I have already stated requires. We need greater adaptation and critical capacity rather than standardised and technicist approaches to life and employment.

My fundamental point will focus on one particular concern that underlies all of these issues already raised: the question of education and awareness - a critical awareness. How does our education make us see, what does it let us see and what does it allow to remain invisible? What do we need to be able to see in order to meet these challenges? To try and outline these things in more detail, let me use an example of the future school and student from the Australian educational futurist Hedley Beare. But first I will discuss the question of globalisation and its conception in order to make a claim that cultural analysis, and critical global awareness are two tools we can propagate to address the challenges of a globalising world through education.

2. Globalisation and its elements

What is globalisation and why is the notion of development important? Indonesia has undergone significant and rapid change in the last 15 years. It is now significantly engaged with the global economy, and subject to a range of global development initiatives encompassed by notions such as good governance. Prior to the emergence of neo-liberal economics the notion of development was either resisted or encouraged through the nation-state. With the increasing deterioration of the Western welfare state, and economic crises at hand Banks began to focus on retrieving outstanding debt from developing countries in order to service their needs on the Western domestic front. Developing nations were directed toward global agencies like the International Monetary Fund (IMF) that placed them under structural adjustment programs in order to bring the nation in line with the global capitalist system.

Neo-liberalism is the name given to these economic and political developments and included key strategies such as privatisation, development of the free market through the principle of subsidiarity and the shift from development as an activity of the nation-state to the coordination of nation-states by global entities.

Globalisation is an enduring historical phenomenon, but its recent incarnation has a particular character. It is often described in terms of the intensification of time and space, or the "intensification and quickening of economic, political, social and cultural relations across

national borders” (Wadham, Pudsey & Boyd, 2007). One outcome is the development of relations that are not restricted by nation-states powers and sovereignty; subsequently the world becomes more interconnected. As individuals and collectivities we become subject to events and forces that happen far away, and we experience the world as shrinking. This is known as interdependence, or glocalisation, expressing the global/local nexus.

Other theorists have helped to identify the social implications of these changes and have generated typologies to refine the endless list of changes impelled by globalisation. For example, Arjun Appadurai (1999) in his book *Modernity at Large* describes these effects of globalisation in terms of changes in cultural relations, and he emphasises the increasing force of impermanence and cultural flows.

This is my focus on globalisation - the cultural - rather than merely the economic or political. A cultural awareness of globalisation, development and education is the basis of a panoptic awareness of global cultural change. I argue it is important for educators and researchers to take up and instil in their students, and studies as a means of adapting to rapid cultural change. Importantly, it is the notion of disjuncture that Appadurai describes which represents the project of modernisation (and development) as a compelling a ‘break from the past’. He describes these changes in terms of scapes - what Appadurai (1999) refers to as imagined worlds. Subsequently, the notion of scapes tries to invoke the lived experience and the multiple perspectives of global citizens and their interactions within multiple, intersecting domains.

These domains, or scapes include: ethnoscares, mediascares, technoscares, finance scapes, and ideoscares. Although neo-liberal economics may be a driving force in globalisation and national development imperatives it is naive to reduce it to only one dimension. Indeed as educators and researchers an awareness of the multiple domains of globalisation oblige us to develop a particular globalised or critical awareness, as well as offer education across the life worlds of our students. A key point here is that change across these domains is rapid, and is nested within what we have already described as the quickening or intensification of experience across time and space.

Appadurai (1999) describes the globalised worlds as shaped by the dynamic of disjuncture:

The new global cultural economy has to be seen as a complex, overlapping, disjunctive order that cannot any longer be understood in terms of existing center-periphery models (even those that might account for multiple centers and peripheries). Nor is it susceptible to simple models of push and pull (in terms of migration

theory), or of surpluses and deficits (as in traditional models of balance of trade), or of consumers and producers (as in most neo-Marxist theories of development). Even the most complex and flexible theories of global development that have come out of the Marxist tradition (Amin 1980; Mandel 1978; Wallerstein 1974; Wolf 1982) are inadequately quirky and have failed to come to terms with what Scott Lash and John Urry have called disorganised capitalism (1987). The complexity of the current global economy has to do with certain fundamental disjunctures between economy, culture, and politics that we have only begun to theorise.

The notion of scapes then is an attempt to make sense of the diversity of influence and experiential expression of global culture. They draw attention to the: “historical, linguistic, and political situatedness of different sorts of actors: nation-states, multinationals, diasporic communities, as well as subnational groupings and movements (whether religious, political, or economic), and even intimate face-to-face groups, such as villages, neighbourhoods, and families”. Scapes draw our attention to the irregularity and perspectival character of the global experience, so as to include the implications of global capital at the same time as the propagation of the shopping mall identity - the desire for name brands and a fashioned individuality.

To reinforce this point, Zygmunt Bauman also highlights the increasing state of uncertainty in contemporary times. His account describes largely those influences of globalisation and cultural change on ‘developed’ parts of the planet. Although in many prospects Indonesia is a developing nation it is also a highly modernised nation, especially in urbanised and cosmopolitan areas. Bauman describes the main theme of cultural change as a transition from a ‘solid’ to a ‘liquid’ phase:

... the passage from the ‘solid’ to ‘liquid’ phase of modernity: that is, into a condition in which social forms: that is, into a condition in which social forms (structures that limit individual choices, institutions that guard repetition of routines, patterns of acceptable behavior) can no longer (and are not expected) to keep their shape for long, because they decompose and melt faster than it take to cast them, and once they are case for them to set (2007: 1).

It seems the understanding of globalisation and cultural change involves the proliferation of cultural forms, the fragmentation of social life, or a shift in the enduring and stable character of social life.

It is this point that I want to reinforce and use as the bases for arguing for particular shifts in our education systems and educational practice. But

first let me outline an example of how these ethno-, media-, finance-, ideo-, and technoscapes look like in the lifeworld of young person growing up in our globalising world. The aim is speculate about what this might mean for us as educators and for our students.

3. Angelica: A World of Change

The futurist Headley Beare provides an engaging scenario of the future student in a globalising world in his representation of Angelica's story. Angelica is a 5 year-old school student considering her future in a globalising and changing world. Angelica explains that during her lifetime she will see and experience profound and rapid change. These changes are wide ranging and include: population growth, financial globalisation; transmigration and the decline of white dominance, the rise of other ethnicities and nationalities, the decline in the importance of national boundaries, the ongoing development of Asian nations and the growth of Asian middle classes and their patterns of consumption, climate change, food shortages and increasing poverty, the diversification of technologies and changes to the patterns of work and labour, and the increasing scarcity of natural resources (Beare, 2001).

Headley Beare offers us a compelling story about cultural change and convincingly establishes that schools, education and a changing notion of the citizen are the basis for adapting to these changes and successfully proceeding into the next century. His primary objective is to help us think about what this means for education, schooling and teaching. His speculative story also broadens the scales or domains that Appadurai presents for us to include questions about the environment.

Population change is perhaps the most striking dynamic of globalisation. As the world populates and people live longer, the draw on resources, the systems of governance required, and the effects on nations, communities and global bodies become more complex. People in developed countries are expected to live to 80 years of age, and while infant mortality and poverty diminish life changes across many parts of the globe, life expectancy in developing nations is also improving.

Despite improving living conditions among the middle classes, inequalities persist. Two billion people in the world still do not have adequate access to electricity, around 65 per cent have no access to clean water and about 40 per cent have very poor access to water at all. On the other hand, the developed nations of the world have about one fifth of the world's population yet we consume around 75 per cent of the world energy, the same in metal production and about 85 per cent of the world's wood. Even so the developed world is cautious about its support for the world's needy and we only provide about .3 per cent of our GDP's on aid while

spending about 15 per cent on our national social securities.

There are around 190 million malnourished children populating the globe under the age of 5 and half of them live in the South East Asian region. This information obliges us, and is mobilising global initiatives to provide access to elementary schooling for all, to health care, clean drinking water, sanitation immunisation, family planning, adult literacy, the elimination of malnutrition, and the reduction of infant mortality. We need strong and effective education to provide the skills and the vision to achieve these. We need critical and penetrating educational research to inform solutions.

Financescapes refer to the deeply interconnected and disjunctive relations between finance centres and systems across the globe. The manner in which China has moved to market socialism, and along with India is moving toward the next global economic powerhouses, or the way Indonesia is moving toward becoming regional giant in the same manner implicate the education system profoundly. A driving force of globalisation is western capitalism. A key question is the extent to which this has an imperial or homogenising outcome or hybridising one. The Asian Tiger economies are expressions of how national interests have mediated western impulses but how does this manifest in more recent times.

Certainly, as we live there is a global economic system proliferating, controlled partially by nation-states but more and more by multinational companies and supra state entities. Business is more and more operating out of regional centres like Mexico, Singapore, Los Angeles, Shanghai and Sydney. There are around 3 billion people under the age of 25 in Asia, consider their impact upon the global labour market. Traditional markets, on the other hand, like agriculture are diminishing, for example, Australia used to produce 25 per cent of the GNP through grain production and 95 per cent of its exports, now its down to 4 per cent of GNP and 30 per net of exports.

The implication of chaining global economics is expressed in changing labour relations. Education in the national context is intimately connected to the divisions of labour and the labour force requirements for national property. Globalisation creates particular challenges for nations in this regard. In the first instance it is increasingly the case that all secondary students will be expected to attend some form of post-school training - a vocational award or a university degree. Indeed, even as students will complete training in particular fields the future worker is likely to change professions numerous times, undertake retraining, or move from location to location with one or numerous organisations. Work may not be

undertaken in traditional forms in the knowledge sector, people may work at home, work for only parts of the week and some will be subject to overwork having long hours and long weeks despite acute under or unemployment elsewhere in the economy.

As the Asian nations grow in population and in presence the western, white caucasian presence will diminish. Islam will become a far more prominent religion, and Eurocentric knowledges will subside (Beare, 2001).

These shifts will be facilitated by the burgeoning role of technology in daily life, education and the labour market. It is anticipated that artificial intelligence will begin to predominate in developed national contexts, and that computers will be equipped to carry out tasks like chopping, cleaning, food preparation and domestic management. The impact of computers will extend forcefully into our education systems, our classrooms and our learning. We increasingly have access to enormous amounts of information including access to the internet and libraries and research centres from around the world. These technologies are radically changing our learning environments.

Television and the internet continue to have a profound impact upon our developing selves. Children in developed contexts watch about 1400 hours of television and see about 22000 commercials. Advertising is proliferating across multiple media and persistency tells us what to wear, what to eat, how to be, and how to interact and value other people in the world. About 85 per cent of the world's videos and television emerge from the United States, just another way that western, US, culture is sneaking into all corners of the globe. United States corporations and brand names extend from the television and media to the growing cities and shopping malls within which we all move, shop and interact.

Finally, these changes have had and continue to contribute to environmental change. Population growth is placing strains on world food production, it is expected that in the next decade China itself will need to import around 370 million tons of grain annually, almost double that of world grain production in 1995. Moreover, as industrial and human activities denude and degrade the environment food production becomes more difficult to maintain, let alone develop. As the Asian nations take their turn in the privileges of national development their consumer patterns mimic western consumption patterns, achieving the same impacts on the world in a much shorter time increasingly environmental challenges.

Education systems are changing in the face of these challenges. Education has become increasingly privatised, and aspects such as curriculum and assessment standardised. In the

West, and in Australia we are increasingly concerned about national standards and dominated by league tables reporting on various aspects of our performance. Students are subject to national assessment programs while at the same time the curriculum is diversifying building stronger links between work and school. Our schools are populated by a greater diversity of ethnicities and as the world become more interconnected our students must know more about the globe in which they will live. That is partially facilitated by technological development but resisted by a retreat from tolerance, and a growth of fear of the other. September 11, 2001 and the subsequent fear of terrorism, to a large degree expressed in forms of Islamophobia are drawing western ethnicities back upon themselves.

We are faced with great challenges, but also great opportunities. Education is a site where these challenges can be faced and these opportunities engaged.

4. A Critical Awareness: How Can Education Respond?

If we take a step back to the thinking classical sociologist Durkheim such changes would potentially mean the demise of society and identity as we have come to know it. In a simple sense the ideas of Durkheim alert us to the ways that normlessness or anomie occur through such change:

If the controlling grip of widely accepted customs, beliefs, and values are to be undermined, then the entire moral order of a society would collapse (1996: xvii).

This premise is that stable enduring social relations infer stable, enduring, subjectivities and/or ways of thinking. Despite this prediction, global life is not collapsing but it is facing new challenges. Without going into this question in any detail, I postulate that different, that is, increasingly fragmented cultural forms require the ability to think, see and act accordingly. Hence, I argue for promoting culturally specific forms of critical thinking (see Grauerholz and Bouma-Holtrop 2003), or cultural analysis. That is a set of pedagogical devices that are suitable for addressing the sets of challenges and opportunities I have outlined.

One principle challenge that arises is around the question of cultural specificity and critical thinking, and the extent to which the experiences of cultural change are different across different global locations. At one level change that is experienced can be relative. Global cultural change may be radically different from East to West (or North to South).

Turning back to the work of Headley Beare, his conviction is that education and schooling are a key site where the new citizen can be prepared to

manage the liquid and globalised society. Douglas Kellner (2000) scaffolds this claim by arguing that schools and learning institutions must adapt and change to meet these challenges. The ideal and practice of literacy is where this remodelling and conceptualisation take place. Kellner tells us:

That we need multiple literacies for our multicultural society, that we need to develop new literacies to meet the challenge of the new technologies, and that literacies of diverse sorts – including an even more fundamental importance for print literacy – are of crucial importance in restructuring education for a high-tech and multicultural society (2000: 196-7).

So what are multi-literacies and how do they equip the global teacher to educate students for a globalising world?

5. Critical Pedagogy, Reflexive Practice: Multi-literacies and Participatory Learning

The notion of multi-literacies was developed by a group of experienced educators from around the globe. They became known as the New London Group. They met in New London, New Hampshire to discuss the future of literacy teaching specifically. However, their ideas, we argue relate to the more general notion of education, as literacy being a core practice within the phenomenon of schooling across the globe. Of key concern for us in this paper is their focus:

...the big picture. The changing world and new demands being placed upon people as makers of meaning in changing workplaces, as citizens in changing public spaces and in the changing dimensions of our community lives – our lifeworlds. (Cope and Kalantzis, 2000:4)

The term multi-literacies engages with the “multiplicity of communications channels and media;... the increasing salience of cultural and linguistic diversity” (Cope and Kalantzis, 2000:5). While these priorities are subsumed by the notion of multi-literacies, it is also clear that changes to the nexus between education and workforce, the changes to social relations such as community, family and workplace are also implicit in such a definition.

The term multi-literacies broadens the traditional notion of text based literacy to consider literacies that focus on modes of representation that are more pervasive and profound than text alone. Traditional language focused literacy, it is argued, is unilateral and authoritarian, potentially subsuming the contemporary relations of cultural difference within a “singular, national form of language... conceived as a stable system based on rules of mastering sound-letter correspondence” (Cope and Kalantzis, 2000:5). Multi-literacies

acknowledge differing and diverse modes of representation that shift across cultural relations whilst also engendering a new and critical form of pedagogy that understands the contested character of social relations, and the social enterprise of teaching and learning.

Cope and Kalantzis (2000) explain the relationship between globalisation and cultural change, and their effects on global and national subjects (citizens and students) well:

... in more constructive terms, we have to negotiate differences every day, in our local communities and in our increasingly globally interconnected working and community lives... the globalisation of communications and labor markets makes language diversity an ever more critical local issue. (Kalantzis and Cope, 2000: 6)

Dealing with disjunction, fragmentation, the influences of western and other cultural forms in tension with traditional cultures, the need to be adaptive and reflexive - to identify and engage positively with difference, and skills to identify and solve problems, and implement strategies to address contemporary and future challenges are key elements of a global pedagogy, curriculum and educational context.

Both Indonesian and Australian students and teachers are acculturated in different ways that makes some aspects of a changing world visible and others invisible. For our Australian students these changes are founded on a historical context of modernisation, the exposure to mass consumerism, workplace specialisation, different degrees of multiculturalism and technological proliferation. The relative privileges of western living, in a developed nation, awash with resources and opportunities generates a particular cultural inurement - a way of being in the world that is beginning to acknowledge cultural difference but remains largely ignorant of inequalities.

For Indonesian students challenges largely emerge from the tradition of governance, and educational cultures. Human relations largely based on social harmony and the ideas of filial piety, respect for authority and a strong identification with the organisation, subjugation of individual rights in favour of community obligations and an commitment to diligence have particular outcomes in the classroom, the university and learning environment. Pedagogies and learning practices have been far more lecture centred providing information via transmission, and learning as acquisition.

Learning in a globalising and environmentally chaining world require inquisitive forms of learning, participatory forms of teaching and critical forms of thinking. The development of these approaches not only contribute to the contemporary

teaching and learning culture, but also the development of active, engaged and critical research cultures in the university.

6. Developing a Critical and reflexive teaching, learning and research culture.

Critical thinking is a widely used term in Australia that implies a way of thinking that questions the foundation of the knowledge that is being transmitted and acquired. However, critical thinking is a promiscuous term, it is used by many educators, across many disciplines, with many meanings. Importantly, critical thinking, as a general term, is gaining currency in Asian educational contexts. My own teaching in Indonesia and China has been established upon the request to teach in critical and participatory ways. But, taking the lead from Hongladarom¹ who asks: "Can the traditional belief systems of Asia respond to the challenge of the modern world while retaining their distinctive identities?" we consider the dilemma that globalisation poses. For some, for example Atkinson (1997) critical thinking is anathema to the Asian tradition, yet this appears a too trite conclusion given any cursory appraisal of the emergence of diverse cultural forms, including critical and questioning forms, since Asia is increasingly exposed to global, western influences.

I propose several general strategies based upon the notion of multi-literacies. The first is global education, the second is participatory education and the third is critical thinking or what I will describe as 'cultural analysis'.

A global perspective on teaching and learning introduces the global dimension to all curriculum and pedagogy. By mainstreaming a global perspective the questions of environmental change, peace and justice, human rights and equality and cultural integrity are given a central position in traditional subject matter. Global education addresses a number of the key areas that Appadurai (1999) and Beare (2001) outline in their work.

The first dimension is environmental and social sustainability - a domain that considers the tensions of human activity on non-human, environmental and human entities. The notion of sustainability refers to economic, political, environment and cultural sustainability and thus focuses on consideration, respect, interconnection and moderation in building relations across these spheres.

Human rights education provides insight into the ways in which people live globally and the civil, political, economic and social rights of all. Given

the ways which globalisation is generating a greater divide between rich and poor, and how disadvantage is accentuating traditional cultural tensions resulting violence, war and security concerns this focus emphasises social justice. This extends to the development of an awareness of war, peace and militarism, and the goal of diminishing militarisation across the globe.

By infusing this with the notion of multi-literacies and cultural analysis students learn to respect, value, and celebrate cultural diversity. Moreover they are exposed to the global economy of developed and developing nations and respect these national formations in a productive light as opposed to an hierarchical and deficit form. Furthermore, the question of 'development' exposes students to questions of national and global governance, the idea of progress and economic practice and the question of global sustainability.

Critical thinking is the basis of cultural analysis and it generally refers to a form of logic that assists one to identify the premises of an argument or concept establish its basis and predict its structured conclusion. Such thinking allows students, lecturers and researchers to make better judgment about their practice, or facilitates subjects in making decisions that are relatively unconstrained and most appropriate for their context. In this sense critical thinking fits soundly within the liberal analytic tradition helping individuals or groups (comprising of individuals) to determine the right course for their situation, enhancing subjects' capacity to become free rational choice making individuals hence unburdening them from their self-incurred tutelage.

The vision of this seminar sets a similar tone and being an Islamic country there are ideals in the Quran that proposes the means for continual engagement through learning. The sentiment of Surat Al - Alaq verse 1-5 explains:

... that God created man from a disgraceful thing and honor him by teaching reading, writing and gave him knowledge . In other words, mankind is honorable in the sight of God if he/she has knowledge which can be acquired by way of learning...

In a dynamic society, education plays an important role in determining the existence and development of the society. This is because education is an effort to preserve, and transform all aspect of values and culture to future generations

Our western educational impulse is similar in the sense that the western Enlightenment, and subsequent age of modernity emerged from a rejection of totalised forms of rule and power that subjugated man (sic) to the rule of others. Man should be free, not only in his daily life but also in his mind. Reason, or scientific reason, was the

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medium for liberation. Our education systems have been based upon a sentiment of reading, studying, learning and seeing. But this is something that becomes degraded in the global age, despite the urgent need to adopt such a standpoint.

The western education system emerges from the Enlightenment structured around a particular curriculum division, separate and distinct disciplines and hierarchy of knowledge where scientific reason has been more privileged than relational forms of inquiry. Contemporary research and teaching must become transdisciplinary and value both the positivism of science but also the qualitative knowledge produced through interviews, observations, and qualitative inquiry. Science is no longer the infallible knowledge that underpins development, but rather knowledge is multiple, contested and multidimensional.

The fundamental premise of cultural analysis is to develop a subjectivity within students that understands the contested and hence impermanent character of cultural life. In social theoretical terms this is explained by critical theorist Fredric Jameson in terms of a new form of interpretation that sublates the reading of the particular in the light of the universal:

Producing a new mode of interpretation in which the particular is read, not in the light of the universal, but rather in the light of the very contradiction between universal and particular in the first place. Interpretation now means turning the text inside out and making it into a symptom of the very problem of interpretation itself. (1990:32)

It has also been described as generating a translogical or stereoscopic thinking that is adaptive to changing social contexts. This form of thinking and corresponding subjectivity is both a premise and an objective of cultural analysis as we describe it. And it is always in process, as opposed to a state. Critical multi-literacies provide an avenue for critically negating with a globalising world. Allan Luke explains that critical literacy:

marks out a collation of education interests committed to engaging with the possibilities that the technologies of writing and other modes of inscription offer for social change, cultural diversity, economic equity and political enfranchisement

But critical literacy cannot be transmitted from lecturer to student. The student must be engaged personally, and employed in the practice of adopting and developing critical literacies. This requires particular pedagogies that are participatory, build autonomy and independence and provide a disruption to the orthodoxy of the student's lifeworld.

Participatory learning rejects the didactic character of classroom or lecture hall teaching. Students are grouped at tables organised across the room, and the lecture tends to roam the room, while drawing back to central screen when necessary. Participatory learning is characterised by negotiation and dialogue, the student/lecturer divide is diminished, and students are permitted to consider the curriculum, the learning process and the assessment. Lecturers do not talk for long periods, but rather offer short spans of information and then ask the students to engage critically with the information. Groups report back to the whole class for broader discussion and development of ideas. Participatory learning must be managed to include all, to develop critical thinking, and confidence in sharing and talking. Participatory learning asks the student become an active learner engaged in the teaching and learning, it also asks the lecturer to adopt a similar position.

Cultural analysis is developed by promoting the notion that teachers require these skills for at least 3 reasons: to understand the cultural backgrounds (or habitus) of their students and their school communities; to understand that education is a contested field that is always changing; and to be aware that they are both subjects and agents of globalisation (and cultural change).

7. Conclusion

Globalisation raises many challenges for citizens and students in a world undergoing profound cultural change. Cultural Analysis is a form of critical sociological thinking that provides the subjectivity, reflexivity, and practices for citizens, students and educators within those globalising contexts. The New England Group and the work of critical media theorist, Douglas Kellner, describe the need to expand and innovate traditional literacy pedagogies to meet these challenges. They develop the notion of multi-literacies to address the emerging information and communication technologies and their impact on traditional stable social structures such as families, communities, government, the workplace, and the institution of education.

Cultural analysis embraces the notion of multi-literacies and enhances their pedagogical potential by scaffolding the notion with a suite of sociological and ethnographic concepts and tools. From a premise and objective of translogical thinking students are engaged in their critical development of a vision that highlights the contingency of their own cultural identities, the forces of other cultural interventions and ongoing contested character of global cultural relations that

impact on their personal and community lives and their lives as educators.

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QUALITY OF EDUCATION IN MALAYSIA: A SOCIOLOGICAL PERSPECTIVE

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Abstract

The concept of qualities has been discussed in various dimensions. In Education, many terminologies synonymously used while conceptualising “the quality of education”. This includes effectiveness, satisfaction, achievement and performance. In this paper, the concept of educational quality is discussed. Some evaluation models are also presented as ways to show that there are various methods and dimensions to evaluate the quality of education. As the models are found to be frequently used in academic research and rarely used by public, a wider perspective in evaluating quality is considered essential. In fact, the world best education ranking list has given an impact to the society. It seems that the ranking list is the only measure determining the quality of education. In reality, the quality of education depends on many factors. In this paper, the main priority is given to two questions. Firstly, how does the educational system contribute to individual and social wellbeing? Secondly, what are the global views on the educational system? This paper focuses on these three aspects which I consider it as sociological perspective on educational qualities, with a special reference to Malaysian educational system.

Key words: quality of education, society, ranking, wellbeing, socio-interaction, achievement

1. What is Quality of Education?

The concept of Quality has been debated and discussed in various ways. The most popular dimension when talking about quality is a comparative paradigm. Quality is always measured in a comparison with others. Literally, Quality is defined as the standard of something as measured against other things of similar kind. This means that the quality of something can be determined in the existence of something similar. This definition leads to a competitive environment, where everyone aims at winning the competition. Those who win will be labelled to have a better quality than others. Is that a true perspective of defining quality?

In manufacturing, the definition of quality is usually measured by looking at the end products. A quality product should work as expected with a minimum number of faults or failures. In order to have quality products, the management team has to take various actions to control the quality. The workers Union need to be highly functioned to ensure the welfare of the workers, so they are happy to produce products according to the quality standards. Having a good pay from the job and secured environments are among the main motivating factors for workers' happiness in manufacturing industries. Customers' satisfaction in using the products will finally determine the quality. This is how quality is explained in manufacturing. The product is the focus and becoming the determining factor of the quality. Applying the similar concept in services industry including education, a story of quality will be revolving around the similar aspects. However, the focus of discussion may differ. If we categorised

education under the services industry, then customers' satisfaction will be the focal as satisfaction is often the primary measure. I do not think that education is purely under this industry as education is a holistic process of producing good people. Although the concept of good people is also debatable, especially in philosophical discussion; the term good people in this paper refers to the quality of people in education. My observation on quality of education revealed that terms of achievement, attainment, efficiency, engagement, involvement, effectiveness, satisfaction, enjoyment and sustainability have often been used in the discussions on the concept of educational qualities. Some discussions on the concept of educational qualities have been published in several UNESCO reports. For instance, in the report on *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century*, chaired by Jacques Delors (commonly known as Delors' Report) clearly stated the importance of learners engagement in four pillars of learning, namely: (1) Learning to know: acknowledges that learners build their own knowledge daily, combining indigenous and 'external' elements; (2) Learning to do: focuses on the practical application of what is learned; (3) Learning to live together: addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves, their families and their communities; (4) Learning to be: emphasizes the skills needed for individuals to develop their full potential (EFA Global Monitoring Report, 2005). Delors et al (1996) emphasises the importance of an integrated and comprehensive view of learning as pre-requisites of improving

educational qualities. According to UNICEF, Quality education includes:

“(1) learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; (2) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; (3) Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; (4) Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; (5) Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society” (Sadig Rasheed, 2000, p.4).

It is clearly seen that the concept of educational quality is broad and subjective. There are various dimensions and focuses in describing and conceptualising the quality of education. It may be useful if we look at the purpose of education, its goals and how the educational system in a country is structured to fulfil the educational goals.

2. The Purpose and Goals of Education

It has been a serious debate among Malaysian scholars regarding the goals and purpose of education. The first group tend to see education as a way to fulfil utilitarianism objectives; meanwhile the second group sees education as an engine to fulfil humanism and societal objectives. Utilitarianism thinkers believe that educational structure should be designed to ensure people's ability to contribute to the development of countries. So, the curriculum and learning ecology in schools and higher education institutions are supposed to help them in developing their professional careers in various fields. They believe that by producing people with highly qualified skills and knowledge, the country will develop faster. The humanism and societal thinkers affirmed that education is supposed to be designed in a very holistic manner. It does not have to be a direct association with certain professional careers. This group believes that the purpose of education is to produce a well-balanced individual in terms of spiritual, emotional, physical, intellectual and social domains. Human ethics and noble values should be the integral parts in designing curriculum for schools and higher education institutions.

For me, both perspectives are important and should be integrated. This is because the

utilitarianism has more concern on a practical part (such as promising careers for better life) which is beneficial for students in their future life. Meanwhile, humanism stresses on integrity and ethical elements which are integral part of a human. Combination of both perspectives would produce a good educational model for the country.

These two perspectives are supposed to be taken into account in measuring the quality of education in all countries. They are foundations for educational system in many countries in the world. It may be easier to measure the quality of education in a country that has a utilitarianism-based educational system as the areas of evaluation are tangibles and concrete. So, the evaluation instrument can be easily developed, especially by looking at the examination grade, academic performance and employability rates among students. However, it is a big challenge for a country with humanism-based educational system where the curriculum has been designed to produce a well-balanced individual. It seems that the evaluation for this group requires a different instrument and design.

3. Measuring Quality of Education

Several evaluation models have been used in measuring the quality of education. It may be fair to state that no one can claim that one model is better than another as they have their own strengths and limitations. Before we go further, it might be useful to have an overview on the models. Popular models used in educational evaluations research are: Tyler's Planning Model (1949), CIPP Model (Stufflebeam, 2003), Stake's Model, and Roger's Model.

Tyler's Planning Model (1949) posits four stages of evaluations. It starts from identifying goals and objectives of education, and then followed by the selection of learning experiences which are likely to be useful in attaining the said goals and objectives. The next stage is evaluation on the effectiveness of the learning organisation. Final stage is to evaluate students' performance. However, this model has been criticized to be an incomplete model as it ignores the process of education.

The CIPP evaluation model is a framework for guiding evaluations of programs, projects, personnel, products, institutions, and evaluation systems (Stufflebeam, 2003). There are four dimensions of evaluation that can be used to measure educational quality. The context of evaluation stage of the CIPP Model creates a big picture of education in certain countries. This includes the philosophy of education, goals, objectives, ethos, cultural values and legal aspects. This information will be the foundation for the next stage of evaluation process. Evaluation process investigates the effectiveness of the

implementation. This includes coaching, training, teaching and learning process. The final stage of CIPP Model focuses on the product evaluation. In an educational setting, students' achievement and performance will be focused.

Stake's Model (1969) emphasises on the three aspects; antecedents, transactions, and outcomes. Antecedent refers to the condition existing prior to teaching and learning including students' interest, prior knowledge, learning environment and classroom climate. The second element is transaction which refers to an interaction process such as socio-relationship between teachers and students, as well as socio-environment. The final element is the outcome that includes measurements of the impact of instruction on learners and others. It also deals with the impact of curriculum implementation on students, teachers, and administrations. Kaufman Roger's Model deals with a discrepancy between two situations that are the current situation/status and the expectation in the future (desired status). This model emphasises that the discrepancies should be identified in terms of products of actual behaviours (Ends) instead of processes (Means).

The existence of these models informed us that there are various models can be used for evaluation of educational qualities. These models offer package for evaluation which is useful to understand the quality of education in certain countries. These models are frequently used in the investigation of curriculum evaluation where the priority is much more given to the educational production. As a sociologist in education, I tend to review educational qualities from the macro perspectives.

4. Sociological Perspective on the Quality of Education

Two main questions come to my mind while discussing the educational qualities are:

- How does the educational system contribute to social integration and people wellbeing?
- What are the global views on the educational system? Why?

4.1 How does the educational system contribute to social integration?

Malaysia has a unique national education system where there are two main school streams in Malaysia namely national school and national-type school (Chinese and Tamil School). Malay language is the medium of instruction in national school; whereas Mandarin and Tamil are the medium of instruction in national-types schools. Although Malay language is the official national language for Malaysia, Mandarin and Tamil still can be used in Chinese and Tamil schools. This

system has created a polarisation in multi-ethnic schooling system at a primary level. The majority of Malays attended national schools, meanwhile non-Malays tended to choose national-type primary schools.

Table 1. Enrolment and Number of Primary Schools in Malaysia 2014

Type of Schools	Enrolment	Number of Schools
National	2,029,658	5863
National Type (Chinese)	560,788	1294
National Type (Tamil)	89,007	523
Total	2,679,453	7681

Source: Ministry of Education Malaysia, 2014

Some doubts on this system have been raised by researchers (Rahayu, Ramli & Norlizah, 2014). However, as there is no major ethnic conflict for the last 50 years, it seems to show that the system is working (to certain extent). This is may be due to the national secondary school in Malaysia where there is a limited numbers of secondary Chinese schools operating in Malaysia. Indeed, there is no Tamil secondary school operating in Malaysia. The major problem faced by pupils from national-type schools (who attending national schools) is regarding the medium of communication. Their inability to converse in Malay fluently becomes a barrier to comprehend the academic subjects and socialise with multi-ethnic friends. Realising this situation, the Ministry of Education Malaysia has launched the Students Integration Programme (RIMUP) where every school has been allocated fund to carry out this programme. A national study to investigate the effectiveness of this programme is required as until now there is no research has been carried out on this project. In addition to this project, the Ministry of Education has carried out many initiatives to promote social integration among multi-ethnic students. *The Preliminary Report: Malaysia Education Blueprint 2013–2025* provides a framework for social-integration competencies. This framework aims to promote the following skills and competencies: (1) Thinking skills, (2) Broad knowledge, (3) Ability to converse in two languages, (4) Good ethical and spiritual values and, (5) Appreciation of national identity. "The Blueprint's vision aims for "... an education system that gives children shared values and experiences by embracing diversity", by encompassing trust, religious tolerance and social interaction between students of different ethnic groups, which links to (integration) complementary processes (Gwang-Jo Kim, 2014, p. 24)". In the national curriculum, integration elements are given a very high priority. Universal values are also integrated in the school curriculums.

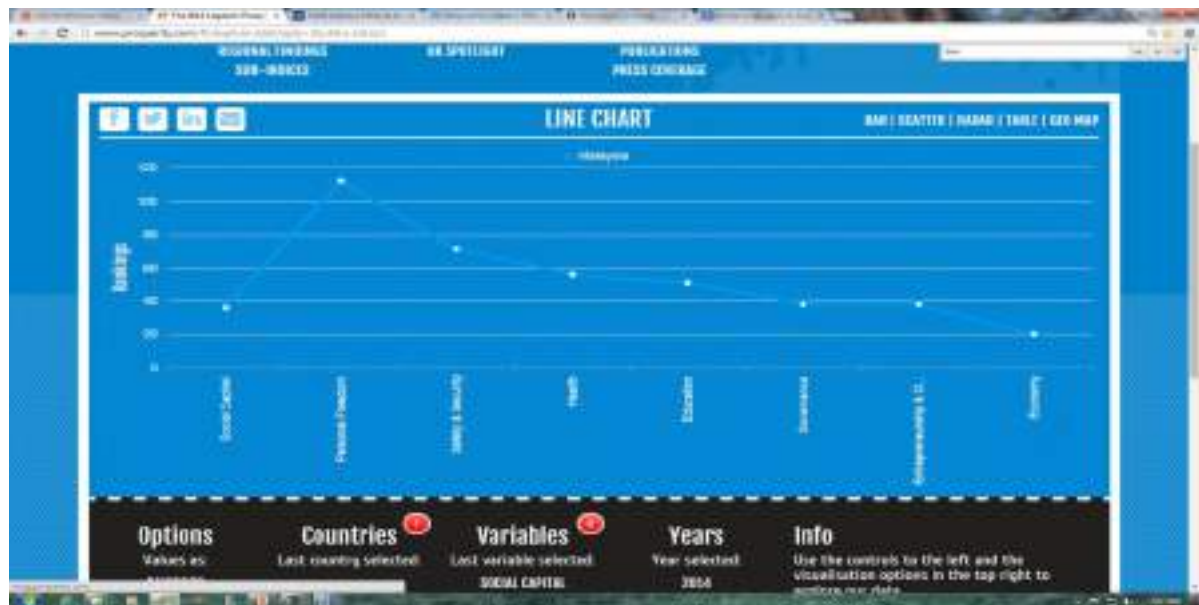


Figure 1. Overall Performance of Malaysia according to Legatum Prosperity Index

Although there are many initiatives have been taken by the Ministry, the extent to which the system has contributed to people wellbeing is still vague. In order to investigate the impact of the system, the Legatum Prosperity has been reviewed. "The Legatum Prosperity Index is an annual ranking, developed by the Legatum Institute, of 142 countries. The ranking is based on a variety of factors including wealth, economic growth and quality of life (Legatum Institute, 2014), p.1". Overall, Malaysia has been ranked to be at the 45th. Figure 1 shows that the people in Malaysia feel that they have Personal Freedom. Detailed statistic revealed that 83% feels that they are living in a very supportive community where they can rely on others. However, only 41.8% of Malaysian views there is an opportunity to find a job. Surprisingly, 69.5 believe the corruption is widespread. Meanwhile, Index Mundi (2014) has reported the literacy (age 15 and over can read and write) rate in Malaysia is 88.7%. The United Nations Development Programme has reported that Malaysia was ranked 62nd in the Human Development Index ranking. Human Development Index is a composite statistic of life expectancy, education, and income indices used to rank countries into four tiers of human development. Data shows that Indonesia has showed a potential in the areas assessed by the Legatum Institute. The Legatum Prosperity Index notices a rising performance of Indonesia where it stated that "The most optimistic country in the world in thinking working hard gets you ahead (99%), Indonesia is also Asia's biggest climber since 2009, rising 20 places as a result of impressive performance in almost all sub-indices (Legatum Institute, 2014, p.1)".

4.2 What are the global views on the educational system? Why?

World Education News and Reviews reported the contradiction between the budget allocation for education and the quality of education. Issue of the postsecondary completion has been highlighted in the report where 15.3 percent of 25-29 year olds in 2012 holding a bachelor's degree or higher. The report also mentioned the performance of Malaysian students in 2012 Programme International Student Assessment (PISA) testing organised by OECD (Organisation For Economic Co-operation and Development). PISA seems to be a combination test of TIMS (Trends in International Mathematics and Science Study) and (PIRLS Progress in International Reading Literacy Study), where students aged 15 are seating for the PISA test. The World Bank reported that:

"Spending on education is considered adequate by the World Bank and does not appear to be hindering improvements to the system. Expenditure on basic education is more than double that of other ASEAN countries; however, according to the results of 2012 PISA testing, regionally Malaysian students outperform only their Indonesian peers and lag behind lower income countries like Vietnam quite substantially. This despite enrolment levels equal to those of developed economies in the region (The World Bank)"

The comment from the World Bank is relevant but for me the performance in PISA test should be evaluated in wide spectrums. It is should be noticed

that Malaysia has joined this international test where the overall performance was considerably acceptable. There are many aspects need to be considered when students are taking international examinations including the language, contextual elements, bias in the test and etc. Indeed, education expenditure is also noted to ensure people from different backgrounds (rural areas, children with special needs, aboriginal educations, student from remote areas and etc.) have an access to quality of education.

Table 2. PISA results (Malaysia)

Year	Focus	Ranking	Points
2009	Mathematics	57	404
	Science	53	422
	Reading	55	414
	Mathematics	52	421
2012	Science	53	420
	Reading	59	398

Table 2 shows the PISA result for Malaysian students. The following countries had a great achievement in PISA test: Finland, Korea, Hong Kong, Japan, Shanghai (China) and Singapore. Realising that international recognition is important, the Ministry of Education Malaysia has introduced and implemented several strategies to increase the performance in PISA. The new curriculum has been reviewed where creativity and innovative elements are given priorities. The new curriculums of entrepreneurship education and ICT have been introduced. The new standard curriculum for primary and secondary were also re-designed and it has been implemented since 2011. The introduction of i-Think in school is also aiming at improving students' performance in international examination.

Among the ASEAN countries, Malaysia has been ranked as the second best education system. The Education sub-index measures countries' performance in three areas: access to education, quality of education, and human capital. University ranking in Malaysia:

Table 3. Quality of Education among ASEAN Countries

Ranking	Countries
1.	Singapore
2.	Malaysia
3.	Thailand
4.	Vietnam
5.	Philippines
6.	Indonesia
7.	Laos
8.	Cambodia

Source: Legatum Prosperity Index 2014

Among the ASEAN countries, Singapore shows a great achievement in education. The Times Higher Education also has ranked the National

University of Singapore (NUS) to be the best university in ASEAN. It was ranked 25th best university in the world for the year 2014. In 2012, the National University of Malaysia has been ranked in the 100 best universities in the category of under 50 ranking.

The ranking has created a competitive culture among countries that have participated in the list. For me, the purpose of education in a country is to produce a quality individual and develop good nations for the country. Competition in some ways will produce a winner and a loser.

5. Conclusion

Overall, the quality of education is subjective and it has been viewed in various ways. In general, the integral elements in investigating educational qualities are depending on the philosophical of the purpose and goals of education either Utilitarianism or Humanism perspectives. As sociological perspectives tend to review educational qualities from a macro perspective, a new framework to analyse the quality of quality is required. This paper shows that assessing educational qualities is broad and really subjective.

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TEACHER PREPARATION FOR BETTER MULTICULTURAL AND INCLUSIVE CLASSROOMS

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1. Introduction

The phenomenon of multicultural diversity in many societies, workplaces, and classrooms has become a prominent feature in the 21st century. Observations of multicultural classrooms reveal how students from different linguistic, cultural, racial, religious, gender, age, regional, and social class backgrounds and with special needs are provided with the opportunity to bring their enormous experiences, knowledge, perspectives, and insights to the learning environment. In such multicultural classrooms, teachers are required to possess the appropriate attitudes, experiences and skills to be able to work effectively with these children, and more often, advise their parents. How qualified are our teachers today to meet this educational challenge? Unfortunately, most current pre-service development for teachers is simply not adequate and effective enough to train and support them teach children in multicultural and inclusive classrooms. Thus, most teachers are ill-prepared and ill-equipped to meet the learning needs of the existing as well as the incoming student population. Undoubtedly, pre-service teacher preparation and continuing staff development for in-service teachers are necessary and essential part of educational system because provide the teachers with the opportunity to improve their competence in teaching students in multicultural and inclusive classrooms. Teacher preparation for better multicultural and inclusive classrooms describes a system of increasing teachers' awareness and understanding of the content, sensitivity to students' needs, and to foster individual's difference and potentials.

2. Diversity among our Population

UNESCO (2010; 2012) found that, globally, about 61 million young children and 71 million adolescents of primary and lower secondary school age were drop-out from their schools. Researches have also shown that the two main reasons for dropping out of school included living in poverty conditions and/or having disability. It is undisputable fact that diversity in our student population is alive and well in all societies of the world. Take for example, a large and developed country like the United States of America, 43% are students in public schools are ethnically classified as Hispanics, African Americans, Asian/ Pacific Islanders, American Indian/Alaska Natives, and

others. Approximately 10% of students speak a language other than English at home, and approximately 13% of these students have an identified disability (National Center for Education Statistics, U.S. Department of Education, 2015). To add to this diversity, approximately 12 percent of students in public schools are labeled as gifted and talented (National Center for Education Statistics, U.S. Department of Education (2008). Like their peers with disabilities, gifted and talented students also are integrated into the general education classrooms. Despite the extensive nature of student diversity in the US public schools, educational opportunity has been provided to all of them. Obviously, the quality of education the US public schools offer to this diverse student population is open for debate. In this paper, the author intends to describe the diverse nature of the Thai society and the urgently for implementing multicultural and inclusive education in the northern region of the country. While it would be unfair to compare the nature and characteristics of diversity among student population in the US public schools with their Thai counterparts, a lot could be learned on how to implement and system effective education with the aim of providing education for all of the children/students in the society.

Thailand is the 50th largest country in the world (Indonesia is the 11th); There are approximately 65 million people in Thailand. More than 90% of the population speaks Thai or its regional dialects, i.e., central, northern, northeastern, and southern Thai dialect. Among the population of these four regions, there is great linguistic and cultural diversity. The majority are ethnically Thai, though people of Chinese, Indians, Malay, Khmer, Burmese, Lao origin are also represented to varying degrees. Bangkok, the capital of Thailand, has the greatest diversity, including a large number of expatriate residents from across the globe. Other geographic distinctions of the population include the Muslim majority in the south near the Malaysian border, the Laos in the northeastern, hill tribe ethnic groups, foreigners, and both legal and illegal migrants settled in northern part of Thailand.

According to Quality Learning Foundation (QLF) (2012), there are 6.4 million underprivileged children nationwide. Included among them are 200,000-300,000 stateless children, 250,000 children of migrant workers, 2.9 million children in poverty, and 1 in 5 children aged 3-18 or 2.5

million children are diagnosed with disabilities and attention deficit hyperactive disorders (ADD/ADHD).

In 2014, more than 6.1 million people lived in eight northern provinces, namely: Chiang Mai, Chiang Rai, Lamphun, Lumpang, Phae, Nan, Phayao, and Mae Hong Son. About 10% or 586,693 of the northern population were minority, including hill tribes, migrant workers, and immigrants (Ministry of Interior, 2010). These people, with their stateless children, have brought with them their rich and distinctive cultures and languages that are quite different from the rest of the population. Some schools in certain areas, more than 80% of the student population were of minority parents. In addition, more than 4,000 students with disabilities (excluded ADD/ADHD) were then in grades 1-9 (Special Education Center, Regional 8, 2013).

3. Teacher Education is the Key to Successfully Multicultural and Inclusive Education/ Education for All

Certainty, there are more children of minority groups and children with disabilities who are currently enrolled in our schools even though access to education is limited to children who are largely from low socioeconomic status such as those from remote rural areas, whose parents are migrant workers, whose parents are urban migrants without house registrations or live in the slums, and from diverse ethnic communities found in remote areas in the Northeast, North, and deep South. However, I strongly believe that equitable access should be ensured for all children as described by UNECSO (UNESCO, 2011). As an educator and teacher trainer, I am keenly aware that the quality of Thai education provided to these particular minority groups has recently been called into questioned in terms of its effectiveness and adequacy. As a consequence of these quality issues, these students who do access education often do not participate on equal terms with their majority and/or non-disable peers, or achieve their educational goal to their full potential.

The Faculty of Education at Chiang Mai University, the largest university in the north, has taken the first step to address the challenge of providing quality education for all. To this end, greater attention is paid when recruiting, training, and supporting teachers to respond to the diverse needs of these students.

While there is strong evident of increasing numbers of children from diverse backgrounds and with disabilities in the classrooms, there is a global shortage of sufficiently trained and motivated teachers to teach competently in multicultural classrooms. Humanitarian News and Analysis (2015) reported that in Niger, for example, there are just 1,059 trained teachers at lower secondary level for 1.4 million children, with a ratio of 1,322

children for every trained teacher. This compares badly to UK where the student to trained teacher ratio is approximately 16 students for every teacher in secondary education. The similar situation in Thailand does not fair very well either, in 2013 there are about 397,000 teachers in public schools under the Office of the Basic Education Commission and only 1,636 of them have a special education degree (National Statistical Office, 2014). Unfortunately, there are not any teacher to teach multicultural education since there is not any curriculum for teacher training throughout the country.

The existence of the wide range of diversity among teacher and student populations in today's school settings requires that teachers responsible for providing in-service teacher and staff development re-evaluate their teaching content and strategies in order to effectively prepare teachers to meet the learning needs of a diverse student population. In one class, a teacher might have some children who use with hearing aids, have developed sophisticated social skills, have recently moved to the area and live in a slum quite far from school, or whose native language is not Thai. That is the reality a teacher faces in today's classroom environment. Montgomery (2001) indicated that many teachers are faced with limited understanding of cultures other than their own and that there is a possibility that this limitation would negatively affect their students' ability to become successful learners. To sufficiently train pre-service teachers or teacher candidates, Blanton and Pugach (2007) offered three useful types of programs for teacher preparation, i.e., discrete, integrated, and blended. The authors indicated that general and special education teachers have historically been prepared mostly in separate or discrete programs. For example, general education teacher candidates might take one or two inclusive courses taught by a special educator while special education teacher candidates take a course in the teaching of the specific subject matter with a general teacher educator. The two programs require little or no systematic collaboration and function on parallel tracks, independent of one another. Pugach and Blanton (2009) suggested a collaborative approach that involved faculty from general, multicultural, and special education teachers working together to redesign and implement programs that prepare all teachers to successfully teach all students.

Villegas (2012) indicated that teachers teach children whose identities are influenced by their various locations in the social hierarchy based on race, ethnicity, class, language, ability/disability, and the intersection of all these factors. For instance, a teacher might teach a child who has intellectual disability, is also of Burmese decent and poor. To successfully teach this student, the teacher needs to understand how her/his experiences within

these different social groups combine to shape her or his identity and define the strengths and needs she/he brings to the learning process. Equally important, the teacher must have a unified or integrated pedagogical framework to make informed instructional decisions that appropriately address not only the learner's disability but also her or his needs and strengths associated with her or his racial, ethnics, linguistic, and social class background.

In trying to bring attention to the needs of better teacher-education programs rather than the quantity of teachers, Thailand implemented a five-year teacher education program in 2004 to replace the previous four year program. The change has provided the so desperately needed time to cover more and diverse content areas. It is also hope that a well-trained and competent teacher would be effective in meeting the diverse needs of the students while helping to elevate the standing of the teaching profession to a higher level than previously. This five-year teacher education is based on Thailand National Qualifications Framework for Higher Education or TQF (The Commission of Higher Education, 2003). The curriculum content is composed of 156 credit hours when are divided among four areas: general education with at least 30 credits, teaching profession with at least 46 credits, specialization with at least 78 credits, and free electives with at least 6 credits. In 2004, Faculty of Education, Chiang Mai University, required all student teachers to take a single teaching profession course on special education with 2 credit hours, and in 2007 a minor in special education was implemented. The graduate follow-up indicated that the course and the minor benefited them immensely in their work especially when dealing with students with disabilities in classroom during their student teaching and also as professionals. They also recommended that more credit hours and some basic hand-on activities be added in the teaching profession course. In addition, many students who graduated with minor in special education were be able to get jobs more easily than their peers who did not have a minor.

In 2013 the Faculty of Education undertook a curriculum revision, where two additional teaching profession courses were added. They included, Contemporary Special Education (3 credit hours) and Multicultural Education (3 credit hours). These two courses were unique and valuable addition to the curriculum for teacher training because they place more emphasis on diversity that is appropriate for the diverse students in the northern area. Also, the Faculty decides to offer double majors to undergraduate students studying early childhood education and special education. A minor in multicultural education was also made available to undergraduate students. This is a huge step for

Chiang Mai University since there is no other university in the country that offers a major in multicultural education and only a few universities provide special education programs. For in-service teachers, the faculty has been offering special education master's program since 2004 and both master's and doctorate programs in multicultural education since 2014. Nevertheless, the special education and multicultural education are offered in discrete manner since these two programs are quite new, a comprehensive evaluation to determine their effectiveness in teaching and learning is still ongoing.

In regard to effective preparation for better multicultural and inclusive classrooms, Voltz, Sims, and Nelson (2010) have recommended the four instructional approaches that support inclusion in diverse classrooms. They include differentiated instruction, universal design for learning, sheltered instruction, and multicultural education, and they could be summarized as flows:

The **differentiated instruction** is a supportive approach that embraces the academic needs of diverse student populations, especially those who are gifted or have disabilities. The differentiation of instruction can be conducted in different ways. For example, the instructional content could be customized to meet the specific needs of a particular student. The teacher could also modify her/his own teaching methods to appropriately accommodate the learning characteristics and efficacy of the student. Likewise, the learning content of difficulty level of assignments could be adjusted to match the student skill and ability levels.

A **universal design** for learning places greater focus on students who have physical, sensory, and cognitive disabilities. It ensures that learning activities are provided using multiple means of representation or modes of presentation (i.e., auditory, visual, and varying levels of complexity). Also, the learning activities must provide students with the opportunity to react to what they are learning in various modes. Equally important, the design of the learning activities should be made appealing to learners with varying interests and aptitudes.

Like differentiated instruction and universal design, **sheltered instruction** also encompasses the needs of diverse learners, especially learners of other languages apart from their own native tongue. Echevarria, Vogt, and Short (2004) define sheltered instruction by using the following eight broad elements:

- a. The preparation element is where the teachers first identify lesson objectives which are aligned with the state and local standards.
- b. The building background element requires that teachers link new content to students'

background experiences and helps students focus on unfamiliar vocabulary.

- c. The comprehensible input element, requires that teachers use controlled vocabulary, sentence structure, and visuals and gestures to facilitate students' comprehension.
- d. The strategies element refers to teaching students different approaches for organizing and retaining information associated with effective learning.
- e. The interaction element provide guidance to teachers on how they should structure opportunities for students to enable them to interact with their peers in the learning process.
- f. The practice and application element requires that teachers provide frequent opportunities for students to practice new language skills in context.
- g. The lesson delivery element shows how teachers could pace their lessons more appropriately in order to enable students have the opportunity to engage more in their learning.
- h. The review and assessment element places more emphasis on establishing standards and including language-based and content-based evaluations.

All of the above mentioned elements are essential in developing and implementing effective teaching strategies which embraces the needs of a student who has a limitation to understand and communicate the language.

Multicultural education is another approach that is important in today's diverse classrooms. As the name implies, multicultural education addresses the needs of culturally diverse populations of students. Banks (2001) defined this approach with the following five major dimensions:

- a. The content integration which implies that curricula should include content about diverse populations and present information from diverse points of view.
- b. The knowledge construction process pays greater attention on the extent to which teachers explore the influences of culture with students. For example, exploring how knowledge is constructed and how attitudes are formed in regards to what constitutes valuable or important knowledge.
- c. Bias reduction refers to activities that are designed to examine and reduce bias in students' attitudes.
- d. Building an empowering school culture eradicates systemic factors such as the negative effects of tracking practices on diverse groups of students.
- e. Equity pedagogy helps teachers use instructional strategies that embrace the

learning characteristics and cognitive styles of diverse populations.

Multicultural education supports educators in enhancing the educational experiences of all learners, including students from culturally diverse backgrounds. Together, differentiated instruction, sheltered instruction, universal design, and multicultural education address the broad array of students in today's classrooms. By using these approaches, teachers have the pedagogical tools they need to teach standards in diverse, inclusive classrooms.

The aforementioned approaches share some similarity in the strategies used for each. For example, encouraging teachers to vary how they present content to students is a common theme for all of the instructional approaches. This overlap suggests that teachers need not have a separate repertoire of strategies for each aspect of student diversity. Rather, it may be more helpful to consider implications of student diversity on the critical elements of instruction. Combining instruction with an awareness of student diversity is, therefore, the key for success.

4. Policy-Makers and Teacher Trainers Must Recognize the Crucial of Multicultural and Inclusive Education

Lewis (2013) points out that those developing and implementing policies around education and teacher training need to have a keen a sound understanding of multicultural and inclusive education if they are to succeed in promoting inclusion across all aspects of educational endeavor. Therefore, policy-makers and teacher trainers need to understand that inclusive education is not just a separate or one-off project and understand the importance of inter-sectorial approaches: including children in education often requires effective links with health, social welfare, water and sanitation, public transport and justice sectors.

To achieve the level of understanding needed among policy-makers and teacher trainers, advocacy and awareness-raising efforts need to present clear and consistent messages on the above points. There should be follow-up training and support (including regular visits to schools and inclusive education projects) so that policy-makers and trainers keep learning and keep improving the pre-service and in-service support they design for teachers.

5. Final Thoughts

In closing, effective teachers of today and beyond must be prepared for diverse student population in their classrooms and must, therefore, be equipped with appropriate attitudes, knowledge, and teaching skills and strategies that are designed

to meet the educational needs of all students. These well-trained teachers are like the component parts of a kaleidoscope whose mirrors and loose pieces of colored glass or plastic inside are arranged in such a way that enables us to many different and beautiful patterns. The kaleidoscope is dynamic and changes its beautiful images by using the diversity of color, shape, and size. So, too is a well-prepared teacher who is capable of creating a conducive learning environment for all of our diverse student population.

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THE ROLE OF NON FORMAL EDUCATION: EXPECTATION AND CHALLENGE

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1. Introduction

A quarter-century ago UNESCO has declared the importance of education for all citizens, both children and adults. It is intended for all citizens to enjoy life properly and could participate in their life. As it is stated in the declaration that:

Every person-child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools ... and the basic learning content ... required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time (World Declaration on Education For All, 1990, article 1)

In order to know the progress and results of the agenda, annually UNESCO does monitoring to the implementation and achievement of objective. In its report 2015 objectives has not yet been achieved. In the report stated that there is still a lot of inequality between rich and poor countries. In detail, the result is as follows.

There are still 58 million children out of school globally and around 100 million children who do not complete primary education. Inequality in education has increased, with the poorest and most disadvantaged shouldering the heaviest burden. The world's poorest children are four times more likely not to go to school than the world's richest children, and five times more likely not to complete primary school (Education For All, 2000-2015: Achievement and Challenge, 2015)

Formal education which has been a priority of government could not be able to overcome this problem. On the one hand, the school system that are closed, inflexible, could not allow people to return to school, and will not be able to reach groups of people who are outside the school system, on the other hand. Therefore, non-formal education has a central role in solving the problem.

This paper will discuss the role of non-formal education, the problems of non-formal education, and some alternative ideas to solve the problems.

2. Dynamics of Non-Formal Education Role

The role of non-formal education in community development is present much earlier than formal education. Non-formal education has already existed before school educational institutions were born. At that time, non-formal education has a role in developing community. The programs vary according to the conditions and needs of the community, but in general it relates to the development of the ability to read and write, basic knowledge, life skill and ability to participate in community development. In Indonesia, for example, in the early years after independence, non-formal education program plays a central role in the improving the ability of citizens to develop their self and community.

The attention of international community to non-formal education had began and strengthened since Coombs and Ahmed (1973) published the results of their study on non-formal education in his book entitled *New Paths to Learning*. He saw that the community development in poor countries faced problems, and education is an important part of the problem. In order children and youth to participate fully in adult life, they need to be equipped with a minimum knowledge and skill which is valuable to develop their ability to participate fully in adult life. The minimum learning needs are (a) positive attitudes toward cooperation with and help to one's family, fellow, work, community and national development, (b) functional literacy and numeracy, (c) a scientific outlook and elementary understanding of process of nature, (d) functional knowledge and skill for raising a family and operating household, (e) functional knowledge and skill for earning living, (f) functional knowledge and skill for civic participation.

Coombs and Ahmed (1973) put non-formal education in the context of learning, regardless where, when, how learning occurs. Therefore, learning can take place in a formal, non-formal and informal setting which are the three of settings are interrelated and complementary. In the context of these relation, Rogers (2010) saw that non-formal education could play three roles, namely: (a)

complementary to the system. It give opportunity to people to obtain education the same as or equivalent to formal education. (b) supplementary to formal education. It provides programs that were in addition to what was provided in formal education. It does not necessary relate to program or content of formal education. It can be something new. (c) alternative to formal education. It provides programs which cannot be provided by formal education, and has specific purposes. Usually, it leads to alternative qualifications.

The attention to nonformal education has significantly decreased since the late 1980s, when the international community increased its focus on schooling as a dominant means of learning (Yasunaga, 2014), even after the Jomtien Declaration in 1990 more attention given to formal education (Hoppers, 2006). Along with the development of capitalism that put the school as the main supplier of labor, the role of non-formal education has declined. At that time the government and people gave trust so greatly to the school. This is due to people perceived the school can assure the welfare as a result of the education process that has been taken. But the dominance of the schools could not able to meet the needs of the community, and even create new problems. Illih mention that it was a cause new problem for the community, the school makes new dependencies, and does not develop the creativity. More sharpened, Freire saw that the school has done oppression in the education process, which result in the death of creativity and cultural silence. The school has made dehumanization

After the Dakar Declaration in 2000, international attention to non-formal education began to emerge (Hoppers, 2006), due mainly to the following recognition:

- a. Multiple types of non-formal education exist which can be adapted for specific learning needs of individuals and populations in different conditions. non-formal education's elastic, and contextspecific approaches are appropriate and useful in fulfilling the right to education of the marginalised and those populations with special learning needs
- b. Along with formal and informal learning, non-formal education constitutes an integral part of lifelong learning towards which many countries are shifting their policy focuses.
- c. The innovative nature of non-formal education to develop human capabilities, improve social cohesion and to create responsible future citizens has increasingly been recognised
- d. There have emerged heightened individual and societal expectations of the positive
- e. impact of non-formal education on economic productivity.

The presence of non-formal education is increasingly needed along with social change

towards a knowledge-based society. In the knowledge based society knowledge is becoming the main source of the wealth of nations, economies and people, but it can also become the main factor of inequality. It is the human capacity to create and use knowledge effectively and intelligently, on a continually changing basis, that counts most. To develop this capacity to the full, people need to want and to be able to take their lives into their own hands-to become, in short, active citizens. Education and training throughout life is the best way for everyone to meet the challenge of change. (Mirčeva, Jasmina)

2.1 Misorientation.

During this time the non-formal education more emphasis on developing skills that fit with work world, in Habermas's language. included in the category of instrumental knowledge. This knowledge will not be able to develop the ability of self-learning and self-transformation. It will trap people evolve toward a rational analytical thinking which led to anti-ecological attitudes, patriarchal, exploitative, and competitive.

2.2 Crisis of trust

Even though there is a tendency increasingly stronger attention to non-formal education, but in fact there are still many people who have little or no trust in the non-formal education. This is due to there is no recognition of the output of non-formal education. People still look down on the quality of non-formal education or less qualified. This has implications for the use of the results of education into the world of work and further education

2.3 The second class or subordinate in the national education system

In the context of the national education system, yet all the government pay full attention to the existence of non-formal education. This is reflected in the number of government budget spent in the field of non-formal education. As an illustration, can be presented the total budget of developed and developing countries. In Austria he major part is borne by the public employment service (38%) followed by the private sector enterprises (30%), and by the individuals (20%). Public sources from governments are the smaller part of 12% (Vogtenhuber, Stefan, dkk). Sementara itu di Mali, In 2004, non-formal education received 0.7% of the current expenditure of the educational sector, with levels no higher during previous years (Frédérique Weyera, 2009). In Indonesia, While the Constitution requires that 20 percent of the National Budget Plan (Anggaran Pendapatan Belanja Negara, or APBN) be allocated for education, the national education budget decreased from 7.39 percent in 1999 to 4.57 percent in 2005, for an

average of five percent in each of those years (DBE3,2006).

3. Alternative Solution

In order to optimize the role of non-formal education to face the challenge and solve the problems encountered, we should make changes as follows.

3.1 Changes in orientation

Excessive emphasis on mechanical skills has given risen a hedonistic, materialistic life. People simply pursuing the satisfaction of the outward-biological (*to have*) and set aside the humanitarian needs which are more essential (*to be*). It has resulted in inequality of life of individuals and society. Alienation, emptiness of the soul, the erosion of social life are some examples of these problems. Therefore it needs a new orientation. Non-formal education should be aimed at the development of individual and community life in accordance with human dignity. Material aspect only serves as a means to realize the essence of humanity. Jarvis (2007, p.95) says that societies function by application of knowledge must be learning societies,... society that places learning at the heart of its culture is a process-oriented society, and in sense, since it involves human processes, it should be a humanistic society.

3.2 Recognition of learning outcomes

This strategy has been done by several countries, such as Australia, Indonesia, and members of the OECD. There are two main reasons for the importance of the recognition, namely: *First*, non formal education outcomes have value in the formal lifelong learning system. If recognised, they may motivate people to return to formal learning. *Second*, non-formal education outcomes also have potential value on the labour market. If knowledge, skills and competences, irrespective of how they have been acquired, are more visible, market mechanisms may function more effectively (Werquin, 2010). But keep in mind that this recognition should not put too much emphasis on the achievement of learning outcomes. It should be balanced with an assessment of the learning process.

3.3 Political will

Countries that signed the Declaration should have a political obligation to put the non-formal education parallel to and as integral part of the national education system. We should encourage the government to realize this political will into various regulations, policies and implementation.

4. Closing Remarks

We will always face new challenges and problems. Formal education could not be able to

overcome all the problems and facing the challenges faced by society. Its characteristic limit the role which can be played. Therefore, non-formal education has a role parallel to formal education role in building the nation. This role continues to change and evolve in accordance with the dynamics of the development of community.

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MULTICULTURAL EDUCATION IN THE PERSPECTIVE OF TEACHERS AND STUDENTS IN HIGH SCHOOL IN YOGYAKARTA, INDONESIA

Abstract

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This study aims to understand the differences and similarities of multicultural education teacher in high school. The study was conducted in three high school in Yogyakarta. The selected schools are schools that do not have a specific program to implement multicultural education. The research method is a qualitative research study in which the subjects were teachers and students. The data analysis in qualitative research is done by reducing the data collection and the presentation of the data. Data triangulation is performed by the repetition of information obtained through a variety of methods, sources of data, time, and settings. The data were collected through interviews and observations. The research reveals some points: (1) there are similarities and differences in the perception of teachers and students about multicultural education in schools; (2) the school does not have a quiet program of multicultural education in the curriculum, but schools indirectly already apply some basic elements with related to the concept of multicultural education.

Keywords: multicultural, education

1. Introduction

The practice of multicultural education is still encountering social constraints especially related to politic and culture, since cultural diversity has not been used as capital to develop the ability to recognize and accept the values which exist in the diversity, gender, community and culture as well as to develop the ability to communicate, share and collaborate with another. In alongside with the spirit of the Youth Pledge can be a powerful spirit to unite Indonesian citizens with its complex cultural diversity.

Multicultural education is a progressive approach in relation to educational transformation that thoroughly reveal the failures and discriminatory practices in the education process. Multicultural education defines cultural diversity in the demographic and cultural changes in a specific community or the world as a whole. Moreover, multicultural education is a process of transformation requiring a long time to achieve the goals and objectives. In addition to that, Zamroni (2011) stated that the multicultural education to develop students' skills in critical thinking. In addition, students are also expected to able to understand that every science can be used to improve social justice and also to apply knowledge in their own environment.

However, most of the schools have not been succesfully implementing and integrating multicultural education. In fact, the school has important and strategic roles to be able to integrate the multicultural subject matter through direct and indirect learning process. To understand these

problems, this study tries to explore knowledge of teachers and students about the dimensions and significance of multicultural education in schools

2. Literature Review

2.1 Multicultural education

Multicultural education is a global commitments as recommended by UNESCO in October 1994 in Geneva. The recommendation contains four messages, including: Firstly, education should develop the ability to recognize and accept the values which exist in the diversity of race, gender, community and culture as well as develop the ability to communicate, share and collaborate with others. Secondly, education should reinforce identity and encourage the convergence of ideas and settlement-solution strengthening peace, brotherhood and solidarity between the private and the public. Thirdly, education should enhance the ability to resolve conflict peacefully without violence. Fourthly, education should also promote the development of inner peace and mind of learners so that they are able to build a more solid qualities of tolerance, patience, willingness to share and take care of each others (Zamroni 2012, Dwiningrum 2014).

Multicultural education provides the basis to build peace and justice. As described by Nieto (1992) which mentions that aims for a multicultural education that are anti-racist education; that takes into account the skills and knowledge for anyone around the world; which is important for all students; that involves all aspects of the education system; develop the attitudes, knowledge, and skills

that enable students to work for social justice; which is a process where teachers and pupils learn the importance of cultural variables for academic success; and apply the science of critical education that gives attention to the wake of social knowledge and helps students to develop skills in decision-making and social action.

The main objective of multicultural education is to change the entire environment or an atmosphere of education by increasing respect or attention to cultural groups where the diversity exists to get the same education (a right to be educated) (James A. Banks, 1987: 29-30). Pay said that multicultural education is the main goal of lifelong learning (Young Pay, 1990: 109). Yet, the main problems related to multicultural education is social justice, democracy, and human rights (HAR Tilaar, 2003: 67). These three aspects, which are closely related to the economic, political and legal, means that they have something to do with education, even education has a significant role to create human beings with social justice, with a vision of democratic politics, and emerging rights and dignity of other people. Not surprisingly, multicultural education is also related to issues of political, social, cultural, moral, educational and religious (HAR Tilaar, 2003:168 quoted Dwiningrum 2013)

Multicultural education is expected to "create" students with independence and critical thinking ability. As explained by Zamroni (2011) the expected results of multicultural education are as follows: (a). Students have strong critical thinking ability, so that it can help them reviewing the presented materials critically and constructively; (B) Students have an awareness of being suspicious of others, and examine why and where the feeling (suspicious) appears as well as continue to assess how to remove the suspicious feeling; (C) Students understand that each science is like a double-edged knife, where there is a good side and there is a bad side as well. All depend on who has the knowledge; (D) Students have the skills to utilize and implement science they know; (F) Students are as learning persons, keep learning wherever and whenever possible; (G) The students have aspirations to occupy an achievement in relation to their knowledge, but keep being aware that the position must be achieved with hard work; (H) The students understand the relevance of what is learned to the conditions and problems encountered by the nation (quoted Dwiningrum 2014)

Multicultural education aims to help learners: (1) understand the who they actually are and groups in society where they belong, (2) to respect and appreciate cultural diversity and socio-historical ethnic, (3) stop being ethnocentric and prejudiced (prejudice) , (4) understand the factors of social, economic, psychological, and historical causes of ethnic polarization and alienation of ethnic

inequality (5) improve the ability to critically analyze routine matters and issues through a democratic process through a vision of a better society , fair and free and (6) develop a meaningful identity for everyone .

Based on the explanation above, it can be concluded that multicultural education is expected to make personal respect for differences, and to be fair and have the independence to think critically particularly in overcoming the encountered problems.

2.2 Schools and multicultural education

The school has a strategic role in implementing multicuture-based education. However, the paradigm of multicultural education is not internalized by the whole community. In fact, there is a tendency that the practice of multicultural education is not yet realized both in teaching and learning, or being integrated in the educational process at school. Therefore, building the ideal concept of this paradigm has not been so united in a school in Indonesia. In this case Zamroni proposes a scheme of multicultural education paradigm as follows (2011) (a) Multicultural education is the core of creating equal education for all citizens; (B) Multicultural education is not just a change in curriculum or teaching methods change; (C) Multicultural education to transform the awareness that gives the direction should be toward the transformation of educational practices; (D) Experience shows that efforts to narrow the education gap misdirected posed a growing imbalance; (E) Multicultural education aims to do something, namely to build a bridge between the curriculum and the character of teachers, pedagogy, classroom atmosphere and school culture in order to build a vision of the school which upholds equality quoted Dwiningrum 2013, 2014).

School has a very strategic role in implementing multicultural education. Because the school has a social function in a variety of forms of socio-cultural transformation that took place gradually and continuously. In this case, multicultural education at school as a reform movement is designed to produce a transformation in the school. School as a social system (school as a social system) which consists of parts and variables which are interrelated. Thus, to establish schools that uphold equality of educational opportunities, the entire principal component of school is substantively adapted to its competence. If one of the variables of school, such as curriculum is replaced, then it cannot produce multicultural education (JA Banks, 1997: 26). Suyata also said that to achieve a multicultural education in the school system, the school should not be built by the elite (luxurious) culture. Schools need to change the strategy of the culture of the elite (luxurious) to the majority of people whose culture is really

pluralistic. With this strategy, mobilization, support, and participation of the wider community can be realized (Suyata, 2001: 21):

Thus, education is more successful in conditions where socio-cultural background of their students is obviously different. As described by James A. Banks (2002:14), multicultural education is a way of looking at reality and a way of thinking, and not just the content of the diverse ethnic groups, races, and cultures. Specifically, Banks stated that multicultural education can be conceptualized into five dimensions (quoted Dwiningrum, 2014):

- 1) Content integration; integration of content is addressed to the extent to which the teacher uses examples and content from diverse cultures and groups to illustrate the concepts, principles, generalizations and major theories in the subject area or discipline.
- 2) Knowledge process forming; something related to which teachers help students understand, investigate, and to determine how cultural assumptions implied, terms of reference, perspectives and prejudices in the discipline affects the way knowledge is compiled.
- 3) Declining prejudice; This dimension focuses on the characteristics of students' racial attitudes and how these attitudes can be changed with the methods and teaching process.
- 4) Pedagogy of equality; pedagogy of equality exists when teachers change their teaching to the way that will facilitate the academic achievement of students from different racial, cultural, and social classes. Included in the pedagogy of this is the use of a variety of teaching styles that are consistent with many learning styles in a variety of cultural and racial groups.
- 5) School culture and structure that empowers schools; the practice of grouping and naming of sports participation, achievement disproportionate, and the interaction of the staff, and student among ethnic and race are some of the components of school culture that must be studied to create a school culture that empowers students from diverse groups, races, ethnicities and cultures.
- 6) Students have their goal to achieve in relation to what they are learning.
- 7) Students understand the interrelationship between what they are learning and the problems they are encountering in their daily life.

Based on this dimensions, it is obvious that the dimension of multicultural education needs to be concerned.

2.3 Research Framework

The failure of education especially in a discriminatory educational practices still cause a lot

of problems. Various problems of education in Indonesia occurred because multicultural education has not been implemented as one of the progressive approaches for education transformation. Multicultural education is necessary for people living in diversity of cultures. The paradigm of multicultural education in general has not been owned by the whole community. In fact, there is a tendency that the practice of multicultural education is not yet realized in teaching and learning, or integrated in the educational process at school. In addition, the concept of paradigm of education has not been so united in education in Indonesia. Teachers and students have an important role in the process of multicultural education. Knowledge of teachers and students about the concept of character education is also needed so that schools can revitalize a behavior that has been aimed particularly at applying multicultural education at school.

3. Research Methods

The study was conducted in high school in Yogyakarta. The selected schools are schools that do not have a specific program to implement multicultural education. The research method is a qualitative research study in which the subjects were teachers and students. The data were analyzed through qualitative research which is done by reducing the data collection and the presentation of the data. Data triangulation is performed by the repetition of information obtained through a variety of methods, sources of data, time, and settings. The data were collected through interviews and observations. The method used is qualitative method with the active participation of the author in the study. Data collection technique is using questionnaires, observation, interviews, and documentation. While data analysis is to organize, sort, categorize and give a specific code and category.

4. Results and Discussions

4.1 The dimensions of multicultural education

Multicultural education has not been designed specifically in the curriculum at the school, but in practice the multicultural dimension has been integrated in the learning process in schools, in general of results of the data analysis of teachers stated that the concept of integrated multicultural education in religious learning, academic activities, and local wisdom. Multicultural education, if it is integrated into the curriculum of the multicultural education is considered to help students appreciate the character formation of equality. Studies on multicultural education related to various aspects of human life, as well as economic, social and cultural. In general, the results of the study concluded that the material related to multicultural

education directly or indirectly been socialized in the learning process at school. However, it is found that the school has not integrated multicultural education in the learning process intensively. However, most teachers realize that multicultural values are contained in teaching materials, as presented from teachers that the values of multicultural values which include race, ethnicity, caste, language and religion to be included in instructional materials by subject teachers. In addition, teachers also need to socialize the core values on students to respect each other, understand the importance of living in togetherness and love each other with affection. Furthermore, it was concluded that the majority of teachers agree that multicultural education can be integrated in the school curriculum, especially related to the awareness of the importance of appreciating differences/diversity of race, religion and ethnicity need to be understood by all teachers' lesson. Based on these data it can be concluded that the process of multicultural education can be integrated by all subjects especially by the teachers of the schools.

In a theoretical perspective as described by Banks (2002: 14) it is stated based on the data of the teachers it can be interpreted that the teacher has already possessed the reality and a way of thinking about the diversity in relation to ethnic groups, races, and cultures. However, in particular, the understanding of teachers based on the analysis of the integration of content, the teacher is considered to be implementing multicultural education although the process is not optimal yet, because the scope is limited to its ideal concept as well as the principles of fairness, equality and togetherness. Furthermore, the results also prove that multicultural education has not been included in the curriculum, but teachers directly and indirectly already tried to implement pedagogical equality, for example; accepting differences and also being fair with others. Teachers are also trying to instill the value of multicultural education in the subject matter/lessons especially the value of appreciating others, especially by reducing prejudice in their social life.

From the students' point of view, the effects of multicultural education can not be evaluated systemically, but the impact of the multicultural education is reflected by the answers of the students which is applicable in a variety of cultures. School culture and school structure that encourages students can create a culture of mutual respect for differences of race, ethnicity, and culture. More specifically, the students have an ideal position regarding what will be achieved in line with what is learned. Students can understand the relevance of what is done with various problems in society within the nation with its diversity.

4.2 The meaningfulness of multicultural education

The meaning of multicultural education has not been fully understood by the teachers and the students themselves. Differences of opinion proves that the meaning of multicultural education is not understood by teachers and students through the same symbol/concept. Such a condition occasionally occurs in education, because of the socialization process is influenced by many factors such as: experiential learning, socialization and accumulative knowledge. In addition, the difference in meaning is reasonable if it is not followed by personal interests or the interests of the group. From the data the student and teachers' opinion about multicultural education can be distinguished as follows:

Table 1. The meaningfulness of Multicultural education from the perspectives of Teachers and Students

Students' Opinion	Teachers' Opinion
Students are able to elaborate scientific sciences	Teachers understand that multiculturalism is not merely diversity. Yet it is a way of enriching cultural varieties to unite the nation.
Students learn cultures, customs and religious matters.	Teachers are able to visualize cultural diversity, customs and in a particular society.
Students are aware of the existence of the differences of tribes, caste, race and beliefs in their social environment.	Teachers understand the value as the diversity among existing knowledge and cultures, and its applications in their daily life.
Students see each other without considering their background (emerging the value of equality)	Teachers need to implement the principles of equal teaching despite the diversity.
Students are able to enrich the culture of their school	Teacher has as significant role to instill character values in students' daily life
Students try to learn the nation's culture	Teachers instill the value of togetherness, being helpful and keeping the unity among students in the learning process
Students are able to maintain cooperation	Teachers need to act fairly to cope with diversity among students
Students are aware that the diversity will help them to unite as a nation bangsa Indonesia.	Teachers learn how to apply equality in the learning process.

Source: taken from primary data

Based on the above data it can be concluded that there are so many concepts about meanings related to multicultural education. This proves that multicultural education still needs to be

disseminated in public life. However, there is the same tendency that multicultural education is considered good and important for students and teachers. In addition, based on the above data it can be concluded that there is a similar tendency that the teachers already assess the importance of multicultural education. Assessed multicultural education will give a positive impact to the lives of a pluralistic society. Finally, multicultural education can create a more peaceful life and peaceful society in the future.

5. Conclusion

The study concluded that multicultural education is not specifically included in the curriculum, yet the basic principle in multicultural education has begun to be integrated and internalized in the teaching-learning process by the teacher directly and indirectly. The importance of multicultural education is equally important for teachers and students, despite the different perspective. However, teachers and students tend to agree that multicultural education can form a private student who can appreciate both difference and equality; be fair and have the independence to think critically to encounter and solve problems.

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IDENTIFYING LEVEL OF HISTORICAL CONSCIOUSNESS OF COLLEGE STUDENTS OF HISTORY EDUCATION IN TERMS OF ETHNICITY, ESPECIALLY JAVANESE AND MINANGKABAU

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Abstract

The purpose of this study was to identify level of historical consciousness of college students in Indonesia in terms of ethnic groups, particularly Javanese and Minangkabau ethnics. Historical consciousness is measured by four aspects, namely knowledge of historical events, understanding of historical research methods, finding meaning of historical events and viewing historical usefulness. Subjects were Javanese college students, represented by history education college students of State University of Yogyakarta and Minangkabau college students represented by history education college students of Padang State University. The research data were collected through historical consciousness test. Test instruments were formulated in the form of multiple choice questions associative consisting of knowledge about historical events, understanding of historical research methods, finding meaning of historical events and viewing usefulness of history. The data were analyzed by the percentage of the average scores level of historical consciousness on both ethnics group of college students. Overall, result analysis showed that percentage score of historical consciousness of Javanese college students is 42% higher than college student of Minangkabau i.e. 39%. It means that the level of historical consciousness of Javanese college students higher than Minangkabau college students.

Keywords: historical consciousness, Javanese college students, Minangkabau college students

1. Introduction

This paper highlight contemporary issues about quality and equity of education in a pluralistic society especially Indonesia. Specifically this paper focused on historical consciousness of Javanese and Minang ethnics with historical offending both ethnics in the struggle formed and built nation-state of Indonesia, of course without ignore the important role of other ethnic groups. The implication is related to the evaluation of historical education in this nation, so that the younger generations do not forget about history of their nation as one of the unifying factor of the nation in the reality of mix society.

Indonesian nation in the global level is known as a very pluralistic nation because the society is so plural in terms of ethnics, cultures, and religions. More than 300 ethnics live in the Unitary State Republic of Indonesia (USRI). At first glance, all ethnics look the same, even difficult determine where Javanese, Batak, Sundanese, Minang, Dayak, Bugis, Madurese, and other ethnics. The differences appear when they're talking and more apparent after traced more details about the "way of thinking" and "philosophy" of each ethnic.

Mochtar Naim distinguished scattered ethnic groups in Indonesia in two characteristics that is Minang and Javanese character. Javanese character reflects the characteristic of hierarchical, symbolic feudalistic, and centralistic societies. In contrast Minang character reflects the characteristics of

democratic, fundamentalist, rational, open and decentralized societies. Bahder Djohan claimed both of this polarization has long existed in Indonesian history. It is not coincidence in the history that Javanese and Minang ethnics have played an important role together in Indonesian history. Indonesian historical sheets have filled by the fragrant names of both ethnics [1].

Historical facts show that both ethnic groups cooperate with each other against Dutch Colonial. Many national and even international caliber figures come from both. They are known in various things. In the matters of religion and movement, beside Diponegoro, Cokroanminoto, Samanhudi (Javanese figures) there were Tuanku Imam Bonjol, Agus Salim and Abdul Muis. From nationalist, beside Soekarno, Sartono, or Ali Sastro (Javanese ethnic) there were also figure Hatta, Sjahrir, and Yamin. In terms of religious leaders and education, both ethnic groups also have their own representatives figures, aside Ahmad Dahlan (Javanese), on other side there were also Hamka, Sjafe'i, Natsir, Hanifa and others (Minang). No less exceptional figure of women also took part, there was Kartini as Javanese woman, Siti Rohana Kudus and Rasuna Said as Minang woman.

Since the beginning, actually Javanese and Minang ethnics complementary and need each other even though occasionally seen 'competition', especially in terms of way of thinking. Probably, typical of both ethnic groups perfectly represented by the existence of dual-single figure Soekarno-Hatta. On

one side, Soekarno symbolizes the personality and way of thinking Javanese ethnic, in other side Hatta represent the personality and way of thinking Minang ethnic.

Although geographically Javanese and Minang came from distinct region (Minang came from West Sumatra area), but both are able to coexist and complement each other. This is seen from habit of Minang ethnic who like migrated to Java region. In the seacoast, Minang ethnic mostly studying and trading. Minang ethnic, at least able to blend in with Javanese which were mostly living and settle on the Java island. Both of region ethnic origin equally was once the center of government, even-though in Minang region was in form of emergency government (Emergency Government of Indonesian Republic/EGIR).

Historical facts prove that in the physical revolution era (1945-1950) against the Dutch Colonial, administrative center Republic of Indonesia had experienced the displacement in region of origin Javanese and Minang ethnics. In origin region Minang, ever lasted emergency government when the center of the government in Yogyakarta was occupied by Dutch Colonial. Previously, since the proclamation of independence on August 17th, 1945, the administrative center of the government located in Jakarta. But because Dutch Colonial want to have power back in Indonesia and occupied Jakarta capital on September 29th, 1945, then on January 4th, 1946 central of the government was moved to Yogyakarta. However, in turbulent times, the Dutch also occupied Yogyakarta capital in 2nd Dutch military aggression dated on December 19th, 1948, and even captured Soekarno-Hatta as a President and vice President Republic of Indonesia.

Hatta immediately sent a letter to Syafruddin Prawiranegara wire and gave mandate to lead the immediate emergency government in Sumatra. Since December 1949, the emergency government took place under the Syafruddin Prawiranegara leadership on the earth of Minang ethnic until the Yogyakarta capital successfully retaken and seat of government returned to Yogyakarta capital on July 1949 [2]. By doing so, for approximately eight months, Minang ethnic area has become the center of emergency government in difficult times to save the sovereignty of Indonesian nation that has been proclaimed since 1945.

Historical facts also indicate that government control almost all dominated by the Javanese ethnic, but Minang ethnic has also held the reins of government, especially during the period Republic of Indonesian Union (RIU) on December 27th, 1948 until August 15th, 1950. At the time of RIU, Mr. Assa'at as the Minang people had been believed to be the functionaries while the President Republic of Indonesia as part of the RIU countries [3]. Even-though Mr. Assa'at's positions as acting president Republic of Indonesia (as long as RIU period) is

still debated and not formally written in Indonesia historical book school, but the historical evidence shows that Mr. Assa'at as Minang ethnic has had important role in the government of Indonesia in the past. On the other hand, It is not be denied that position of president since the independence of Indonesia as a whole dominated by Javanese ethnic.

Talking about Java and Javanese ethnic indeed an interesting thing viewed from various sides. In terms of history, from prehistory to the present, various historic events in Indonesia as a nation much have happened in the area of Java ethnic origin. Java island is a prehistoric center and from there discovered ancient of human fossils. Java island became the center of international trade of ancient era, the center of Hindu-Buddhist religious development, even until the arrival and spread of Islam by Wali Songo. Java island is also the power bases Dutch Colonial rule and implementation of the forced cultivation systems because of extensive agricultural land and fertile. Besides that, Java island also became the center of the movement Indonesian people's struggle to gain independence [4]. In Java by itself, Javanese ethnic have been a lot of experiencing and fill historical sheet in the collective life of Indonesian nation, although other ethnic groups are also experienced the same thing.

Minang area viewed from the background of history also has its own uniqueness. The coastal areas of West Sumatra, included West Sumatra now had ever been a port city in international trade activities, especially after Islamic religion entered. Islam also had pushed the progress of economic societies. Minang area then known as a producer of gold, coffee, and gambier [5]. Even Islamic clerics Minang Dato' Ribandang has spread Islam to Goa-Tallo kingdoms in Sulawesi island [6]. Ethnic Minang on the other hand, no doubt also have an important role and significant contribution in the spirit of nationalism and the establishment of the Indonesian nation that is free from colonial rule [7].

Indonesian history on the movement period and revival national proved that anti-colonial movement that first emerged were from Java and Minang (Sumatra). Both emerged as the leaders of nation transformation has obvious reasons. Java has high social change. While Minang was the first region which was experienced by Islamic reform in Indonesia under the Paderi leadership has been experienced a major change since the arrival of the Dutch Colonial. Migration tradition and establish relationship with the outside world make Minang ethnic open to new ideas [8]. In terms of education, Javanese and Minang ethnics who have endured West education well aware of the condition as colonized nation. Both ethnics group indomitable struggling to break away from the shackles of colonizers.

In its development after independence, Java is precisely became the target of other ethnics hatred

in various regions in Indonesia. The hatred of other ethnic was caused by dissatisfaction to the central government policies which were considered unfair. This can be monitored on inequality of physical construction and imbalance in the management of available resources. As an impact, the gap appeared too wide and implicated on the foundations of social life, economics, politics, law and education.

Gaps in various areas of public life, especially Java and the outer (center and region) have caused nation disintegrated problems. Historical facts proved various kinds of upheavals ranging from Revolutionary Government Republic of Indonesia (RGRI), Republic of South Maluku (RSM), Free Aceh Movement (FAM), Free Papua Organization (FPO), and all of ethnic and religious conflicts were impact of various gaps in community life and threatening the integrity Republic of Indonesia. Fairness, equality, concord, and prosperity live

together become the most essential thing to be improved in Indonesian community at this time.

There are many efforts that can be done to attain justice and equality for all communities in Indonesia. Although the gap also occurs in the field of education, but education has potential to actualized justice, equality and peace even the welfare of all groups of Indonesian societies. Education plays an important role in shaping a fair society, where equal rights are just not understood in shallow political issues but also in economic and cultural terms. Equal rights with regard to the issue of access, opportunities and influences. Education can reduce even tackling the source of imbalance in societies [9]. Education provides opportunities to actualize equality access, opportunity and influence life together in various fields. In historical education, this effort can be realized by strengthening historical consciousness Indonesian people, especially young generations and intellectuals because they have capacity to unite all sections of society.

Young peoples and intellectuals of this nation trained to remember, analyze and take lessons from historical experience together in a diversity nation. Past experience of nation's predecessors teaches about how to behave and work together regardless of differences in ethnics background, culture and religion in order to build life together as a sovereign nation and equal with other nations. Lessons from previous generation obtained by studying history.

Studying history of Indonesia peoples from era to era, of course can be known the development viewed from various walk of life together. Portraits and facts about inequality or injustice as well causality will also be uncovered. This knowledge will certainly arouse historical consciousness, especially collective consciousness. This kind of historical consciousness is able to arouse feelings social and moral responsibility towards all forms of development of the nation [10]. The expectation in

the future imbalances in Indonesian societies can be overcome and a sense of justice can be enjoyed.

For the younger generation now, especially those who studying history are certainly not easily lost in memory, especially about the various ethnic groups who had been united struggled against invaders in order to live together in the Homeland. Minang and Javanese ethnics are two among other ethnics in Indonesia who were active struggled for independence. The leaders of both ethnics group has equally been proving loyalty, togetherness and sacrifice to the nation. Although Minang ethnic classified as minorities than majority Javanese ethnics based on the total number of Indonesian societies, but both were able to show equality in liabilities as citizens. Both ethnics of course have a remarkable historical consciousness and have had demonstrated highly the sense of moral and social responsibility.

Now, the next question is how about the level of historical consciousness of young generations of Javanese and Minang ethnics currently, whether by studying nation history, they have had qualified historical consciousness as a provision to build this nation in the future with a sense of justice. This question will be discussed further through the results of the research that has been done. The research question is how about level of historical consciousness of college student from Javanese and Minang ethnics seen from four aspect; knowledge of historical events, understanding of historical research methods, finding meaning of historical events and viewing historical usefulness?

2. Theoretical Review

The concept of historical consciousness in a simple is stated by Lukacs [11] as the remembered past [12]. Carlob stated historical consciousness deeper how people perceive the past. Historical consciousness according to Lukacs emphasized on memory (knowledge) and related to the historical events. While Paska stated historical consciousness is not just merely remember past (events), but how does interpret (significance) the historical events in order to feel the usefulness.

At individual level, historical consciousness is the basic ability to recall and imagined past events [13]. Remembered the past according to Lukacs involves cognition and recognition which is closely related to the process or activity of thought. Historical consciousness as a process of thinking for Ankersmith [14] is characterized by the consciousness that the past painting as an intellectual discourse dependent on particular factual accuracy. Lukacs, Carlob and Ankesmith viewed historical consciousness rests on the memory of past events based on factual particular information.

Another view about historical consciousness concept according to some Indonesian Historians were discussed in the book "Thoughts on Coaching

Historical Consciousness" the ministry of education and culture of Indonesia [15]. Abdulgani in detail defines historical consciousness as a mental attitude to be active in the dynamic of knowledge about historical facts and causalities, the logic of history, and the increase in conscience with the lesson, discernment and wisdom to reflect the past experiences. Soedjatmoko also view historical consciousness with regard to the attitude of the soul, but it is concerned with how to face reality in the perspective of present time, past, and future. It means that historical consciousness is related to the usefulness of history or how to act on the reality of time.

Historical consciousness according to Lapien interpreted as a purification of history, the study of the elementary things about 'what', 'who', 'when', 'where' 'why', the image of history and it function in education. For Leirissa and Lapien views, historical consciousness simplified as an understanding of the nature of historical studies. While, Ayatroehadi viewed historical consciousness as an insight into history and ideas therein, theoretical and methodological foundation historical research and criticism written/spoken about history.

Indonesian historians viewed historical consciousness in various dimensions. Lapien, Leirisa, and Ayatroehadi looked at the concept of historical consciousness as an event and as a science, such as understanding theory and methodology of historical study in investigating events. While Abdulgani and Soedjatmoko tend to saw historical consciousness related to significance (importance) and usefulness of history as the study of past experiences and past realities interconnection with the present and future.

The views and opinions historian about the concept of historical consciousness is essentially lead to simple formula that historical consciousness is condition/process of thinking whereby someone recalled historical meaning and historical usefulness. Operationally, historical consciousness can be measured from four things (see fig. 1).

Historical consciousness begins from knowledge of historical facts, and even must also plus with the knowledge of the causal between the facts [16]. Historical knowledge is prerequisite for the formation of historical consciousness, and historical consciousness strongly influences production of historical knowledge [17]. Historical knowledge comes from the study of historical events; even historical knowledge is evidenced by the robustness of the findings [18]. Historical knowledge gained based on the results of a study from accurate and credible historical sources. The results of historical research can reinforce historical consciousness. Historical consciousness enhanced through the studying important historical events. Historical events generate emotions, values, and specific ideas or thoughts that make life meaningful. Historical

consciousness is related to giving meaning to the historical events.

The meaning of events lies in the significance of that event [19]. Significance of events indicated by the values contained in it's events and the impact of such events. The ability in finding significance of events and it values contains reflects deep historical consciousness and at this level historical consciousness is not merely derived from knowledge of historical facts, but comes from a deep understanding about significance of historical events. By knowing and finding significance historical events, a person can learn and act better in the future [20].

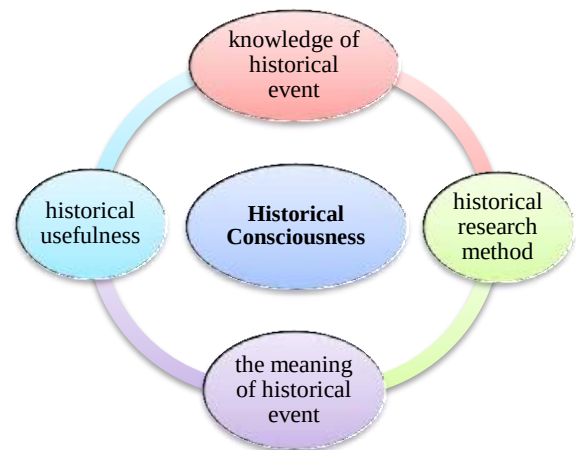


Figure 1. Construct of Historical Consciousness (Theoretical Review Result)

Fig. 1 presents four aspects of historical consciousness. **First**, knowledge of historical events is the knowledge of what has happened in the past, as well as reconstruction of past actions at this time. According S. Kartodirdjo, historical knowledge is unfolding of events with the overall facts, include; what, who, where, when, and how. Historical knowledge lies not in what it can tell about future, but on what it can tell about past [21]. Historical knowledge can be measured through what is remembered about the facts that have been studied [22]. The linkage between historical facts will result deep knowledge of the events. Intellectual curiosity about past is a reason why people learn and read history [23]. Historical Knowledge is part of historical understanding in sense of substantive and procedural knowledge of historical disciplines [24]. Historical knowledge is gained from the results of historical research.

Second, historical research method is the use of series scientific procedures to verify evidence or historical sources. This procedure covers; heuristic, source criticism, interpretation and exposition in written form. Historical source is historical material that could shed light the story of human life or remains of human life and trace of the results from human activity both physical and non-physical [25]. Historical sources consist of primary and secondary

sources. If historical sources has been found, next activity is source criticism as verification or testing accuracy or truth of sources [26]. Source criticism consists of external and internal criticism (authenticity and credibility). Authenticity and credibility testing is verification, validation, or confirmation in order to obtain information that can be accounted in process interpretation and historical writing (historiography). Historiography is the last step process of historical research. By reading historical research result, we knew past events and it's significance.

Third, meaning of historical events is significance of historical events viewed from application of value in particular perspective [27]. Meaning of historical event is found by knowing complexity of events. The meaning does not appear as part of a fact [28]. Efforts to train ability in finding meaning of historical events are something that exceeds the simple knowledge-based content. The meaning of historical events appears by knowing what had happened and had done before and its significance [29]. Everyone can protect themselves by studying and knowing past events and then use it to build a better life. There are many uses of history in life.

Fourth, Historical usefulness is the benefits to be drawn from history. The value of historical usefulness can be classified become theoretical and practical uses. Theoretical usefulness relates to the use of history as the intellectual exercise, academic needs, and scientific interests. Historical knowledge is based on practical needs of human life. Practical usefulness of historical lesson can be seen from its characteristic, such educative, instructive, inspiring, and recreation. History is usefull for educational purposes, as well as moral lessons and teaching materials in forming attitudes and actions that exemplary or avoided from historical experience. Read biographies or autobiographies can be motivated, giving inspiration, spirit, consciousness, and ideas or solutions in facing the difficulties in life. Besides that, reading history also gives pleasure and evocative sense of aesthetic, open your heart and feeling deliciously nostalgic and get acquainted with the past [16], [23], [26], [30] [31]. By studying history, people being creative to face the challenges of times. History is a repository of experience on which to base future projections and predictions of future events [32]. History became spectacles to see the future and compass directions for progress in formulating decisions and anticipating all of possibilities that will occur in the future.

3. Research Method

This study used quantitative research method. Research subjects were Javanese and Minang college student ethnics. Javanese college students taken from history education department Yogyakarta State University (YSU), while Minang college students drawn from history education department Padang State University (PSU). Research subjects

were taken through stratified sampling, i.e. college students the 1st and 3rd year.

Table 1. Research Subjects

Ethnics Year	Javanese	Minang	Amount
First	20	8	28
Third	16	26	42
Amount	36	34	70

Data collection about college student historical consciousness of Javanese and Minang ethnics done through the historical consciousness test in the form of associative multiple choice. Test instrument consists of four devices, i.e knowledge of historical events, understanding of historical research method, finding meaning of historical events and viewing historical usefulness. Content validity instruments analyzed by Aiken's formula [33]. Content validity index of instrument (v) obtained from calculation sum of score six raters (n) in Likert scale four categories (c).

$$V = \frac{S}{[n(c-1)]} \quad (1)$$

The criteria for determining content validity done by comparing the value of $V_{\text{calculated}}$ and the value of V_{table} . The value of V_{table} is the minimum index of content validity which is viewed from the number of raters and rating categories (see. table V, Aiken). Because of number raters were six and number rating categories were four, then minimum value of content validity index in table V was 0.78. Content validity index of historical consciousness can be seen in table 2 below.

Table 2. Content Validity Instrument of Historical Consciousness

Instrument Aspects	$V_{\text{calculated}}$	Decision
1. Knowledge of historical events	0.78	Valid
2. Understanding of historical method	0.78	Valid
3. The meaning of historical events	0.78	Valid
4. Historical usefulness	0.78	Valid

Reliability instrument analyzed by using Alpha Cronbach through SPSS.17 software. Coefficient reliability Cronbach's Alpha 0.789. It means that instrument of historical consciousness can be said reliable.

Table 3. Table 3. Reliability instrument

Cronbach's Alpha	N of Items
.789	80

4. Research Result

Data test of historical consciousnesses were analyzed by using percentages technic to identify level of historical consciousness between college students of Javanese and Minang ethnics. The results of the study described as follows.

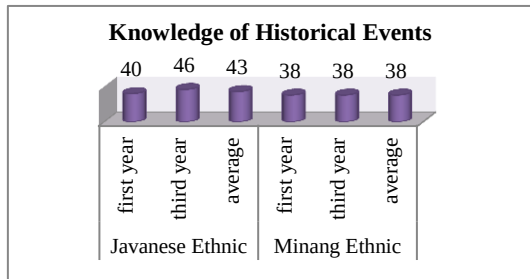


Figure 2. Percentage Level Mastery of Historical Knowledge of College Student of Javanese and Minang Ethnics

Fig. 2. shows identifying result of percentage historical consciousness level between Javanese and Minang college students. Average of mastery historical knowledge college students Javanese 43%, while Minang college students 38%. It means that level of historical consciousness Javanese college students on aspect historical knowledge is higher 5% from Minang college students. It can be understood if viewed in terms of quality education and availability readings source. In Java, especially in Yogyakarta, quality education and availability learning resources (reading materials) better than in West Sumatra (Minang).

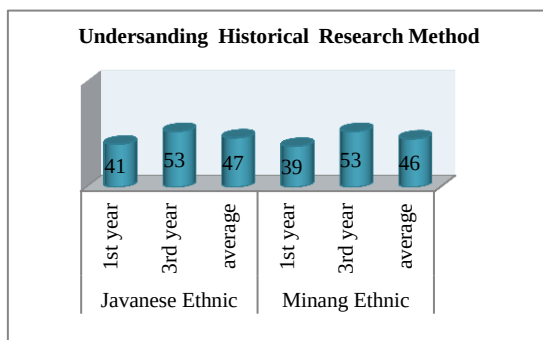


Figure 3. Percentage Level Understanding College Students ethnic of Javanese and Minang on Historical Research Method

Fig.3. shows that Javanese college students understanding about historical research methods do not much differ from Minang college student. The differences of both ethnics only 1%. Average understandings on historical research method of Javanese college students 47% Javanese, while Minang 46%. It means that understanding both college students ethnic can be said to be at an equal level. It show both ethnic groups have the same ability to understand the procedures working of historical research.

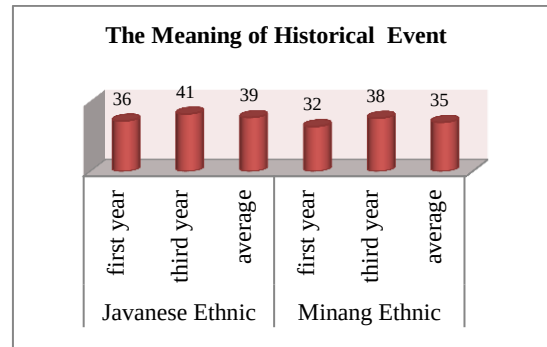


Figure 4. Percentage Level of Ability College Students of Javanese and Minang Ethnic in Finding Meaning Historical Events

Fig.4. shows percentage level historical consciousness viewed from aspect the meaning of historical events between Javanese college students and Minang. Giving meaning of historical events is characterized by the ability in finding significance such values or impact of historical events. Javanese college students have better ability in finding meaning of historical events than Minang college students. Average percentage of Javanese college student ability in discovering significance of historical events 39% higher compared with Minang college students' ability 35%. Javanese college students superior 3.5% in finding meaning or significance historical events.

Perchance, this can be understood by tracing back national Indonesian history. No doubt that since prehistoric era, the Hindu-Buddhist kingdoms era, the period of arrival and Islamic civilizations, Colonial era, national movement era and revolution, Old Orde, New Orde until Reformation, Javanese plays an important role in Indonesian history. Of course, the historical experience spawned its own meaning for Javanese ethnic. No wonder if Javanese ethnic has relatively better ability in finding meaning historical events from their predecessors' historical experience.

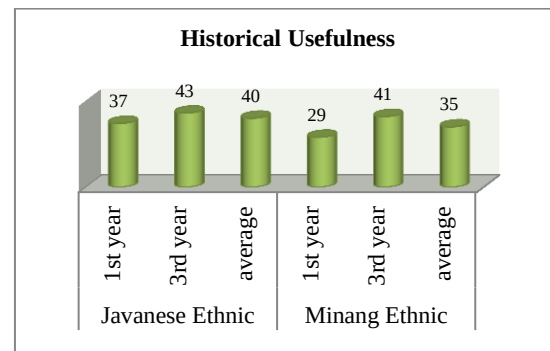


Figure 5. Percentage Level of Ability Javanese College Students and Minang College Students in Viewing Historical Usefulness

Historical consciousness of Javanese and Minang college students on aspect of historical usefulness as seen in fig. 5 shows the difference 5%, ie 35% and 40%. The average percentage of Javanese college student abilities in viewing historical usefulness 40%, while Minang college students 35%. It means Javanese college students have higher ability in viewing historical usefulness. Availability of historical books and resources in Java, especially in Yogyakarta had given good chance for the Javanese college students to read more historical books and visit historical site. They can view and feel practical use of history for their ability.

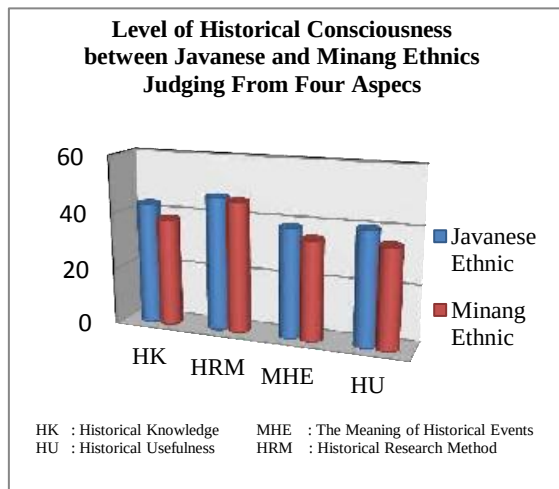


Figure 6. Percentage Level of Historical Consciousness Javanese and Minang College Students Ethnic

Percentage of identification results of historical consciousness level between Javanese and Minang college students showed in fig. 6. As a whole, level of historical consciousness of Javanese college students higher than Minang college students in four aspects highlighted. Significance of this differ more analyzed through compared mean between two ethnic groups. The significance of mean scores differences both of ethnic groups were analyzed through t-test by using SPSS.17 software (see. Table below)

Table 4. 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
Score	Equal variances assumed	1.817	.182	-.368	68	.714	-.805	2.191	-5.178	3.567
	Equal variances not assumed			-.370	65.479	.712	-.805	2.175	-5.149	3.538

T-test result shows that, at $df = 68$, value sig. $0.182 < 0.05$, it mean level of historical consciousness between Javanese college students and Minang not differ significantly. It can be said that the level of historical consciousness Javanese college students equal as Minang college students. Although percentage level historical consciousness of Javanese college students higher 3% from Minang, but this differences is not significant.

5. Conclusion

The identifying results shows that the level of historical consciousness of Javanese college students aqual with Minang college students. Overall level of historical consciousness both ethnics were on **fairly** high condition. This is become alarming for Indonesian society as a multi-ethnic nation. During this time, it's believed that one of the unifying factors of Indonesian nation-state is due to historical factor. If historical consciousness of Indonesian young generation is at an alarming level, continuation of the nation's life of course will be at stake. It warrant concern by various parties. Do not let the young generation forget history of their own nation.

6. Suggestions

Based on this research study, researchers proposed following suggestions. First, government policies need to accommodate all groups of society in order that equality and justice continue to be improved, such as the renewal of history education curriculum focuses on role and cooperation of individuals or ethnic groups in Indonesia. Assa'at as Minang figures who had proved his contribution to Indonesian nation-state, but have not received the recognition it deserves, even still debated.

Properly, while there was accurate evidence and no contrary to Pancasila and the Constitution, the Government needs to adopt policies in order that justice is perceived by Minang ethnic or other ethnic in same case. Third, Campus (especially in Java) needs to accommodate learning community multi-ethnic/cultural to accommodate all college students from diverse ethnic groups from Java outside. Ethnic differences of course affect the methods, ways of teaching, medias, and learning environment. Values relating to social justice needs to be emphasized such as equality, tolerance, and careness [9].

7. Future Research

Other researchers can conduct similar research to identify level of historical consciousness of other ethnic college students in Indonesia, for example, Batak, Sundanese, Bugis, Madurese college students, and so on. Such research is expected to strengthen historical consciousness of individual nor collective as a nation' generations.

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STRATEGIES TO PREVENT STUDENTS VIOLENCE IN EDUCATION SERVICE OF YOGYARTA CITY

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Abstract

This study aims at describing strategies to prevent students violence in Education Service of Yogyakarta City. This research employed an interpretive approach. The subjects of the study were the Head of Education Development of Education Service of Yogyakarta City. The results show that the Education Service of Yogyakarta City had implemented some strategies to prevent students' violence. In terms of relation among the schools, a relation was implemented by the involvement of the teacher advisors of the Inter-School Students' Organization (OSIS) in MGPO. The Education Service also held leadership training for the candidates of OSIS, the friendship-bridging activities, and inter-regional students' exchange. They also made cooperation with Police Department through One School Two Polices (SSDP). The preventive strategies involved some levels, i.e. individual level, relational level, community level, and social level. Some activities related to individual level were individual care approach, habituation and discipline establishment in school, observing the students' activities, religious mentoring, religious program, students' vehicle raids, social activities, and students' home visit. The outcomes could identify some good practices in schools which successfully prevented students' violence. Furthermore, the results could generate strategic, collaborative, and effective policies in order to prevent and cut off the students' violence.

Keywords: strategic policies, prevention, students violence

1. Introduction

The reality of student violence as reported in the media has raised some concerns. Ongoing student violence appears repetitive and cyclical in nature. Whereas schooling is ideally a vehicle for establishing character values. Vertices of pupil violence always exist among students. This study aimed to describe the violence prevention strategy by the Education Service of Yogyakarta city.

Violence in school is a part of youth violence, even wider violence in the community. Youth violence is a behavior that may be a continuation of the previous period (childhood). Violence includes various behaviors such as bullying, slapping, punching, and use of weapons. Victims may suffer serious physical injury, social, emotional, and even death. Young people can be a victim, perpetrator, or witness violence (www.cdc.gov/violenceprevention).

Data showed that in 2007 5.5% of national high school students did not go to school because they did not feel safe at school or on their way to or from school. Another study found that as many as 160,000 students went home early every day because they were afraid of being bullied. Violence can cause physical injuries such as bruises, broken bones, head trauma and other serious injuries. However, not all wounds can be seen. Violence can also cause other effects such as depression, anxiety, and other psychological problems, including fear. According to Pedro Mateu-Galabert; Howard Lune

(2003), teenagers do not fight in a vacuum, but in the selection of peer-group, gang, and group conflict, they reflect the organizational arrangements and the culture of the school and the environment. They need a gang affiliates for their own safety. Students are vulnerable to crime while away from school. In fact, living far from the school might be dangerous for some students. Society has a weak social control of its members.

Student violence is a part of youth violence. Young people, in relation to the generation of a society, are not only the agent in the redefinition of values. The term young people have demonstrated in defiance story or stories about the protest. Society is also understood as devian behavior, which is out of the common values or of normative rules in a particular social environment. According to Bradley (Irwan, 2006) this occurs because: 1) there is a presumption that the value that we have in general should also be owned by young people (because of the learning process), so that when the value is not found, there would be some irregularities, 2) when we conducted a study of a heterogeneous community, a variety of categories such as gender, generations, classes have been intermingled into one.

Developing tolerance and the ability to prevent conflict have been spearheaded by many countries. The role of education is very important in developing the ability to promote peace. Training is a vital and effective media to raise awareness and abilities required to perform the action more

equitable (Francis, 2006: 38). Training can be facilitated by the parties that are competent and committed to the prevention of violence.

Each school where students have experienced violence cases usually has different ways to cope with and handle. In some extent, there are schools that are so persistent in various ways repeatedly remind the students to solve problems without violence. However, several schools are losing authority in front of students (Hasballah M. Saad, 2003). Responding to the violent behavior of students, various parties often speak from the point of their own interests and are usually sporadic and not comprehensive. In addition, not many people parse the problem concretely by involving themselves in seeing the problems in the field.

Experts analyze that the problem of student violence is not merely the problem of an individual-personality psychology, but rather a problem of social psychology (Ponny Astuti Retno, 2008). Many parties have offered a variety of solutions for preventing and overcoming violence among students. But the root of the problem would have to be parsed first, so that intervention touches on a more extensive and comprehensive aspects. Strategic solutions can reach the individual, groupal, comunal, even societal aspects.

The problematics of violence need violence prevention strategies that are: primary, secondary, and tertiary. Here is described strategies to prevent student violence (www.cdc.gov/violenceprevention), which include:

1.1 Individual level strategies

The strategy at this level aims to develop: self-awareness, emotional control, self-esteem, positive social skills, social problem solving, conflict resolution, and teamwork. This program helps students learn social skills through observation and interaction with other students. The program includes: teaching and learning, modeling or exemplary, role playing method, non-violence teaching, and strengthening the value of non-violence among students.

1.2 Relationship level strategies

This strategy includes: the strategy of cooperation between schools (inter-school collaboration), strategic partnerships with the private schools, schools with NGO cooperation strategy, and the strategy of cooperation between the schools and the government.

1.2.1 Community level strategies

The strategy at this level focuses on modifying the characteristics of the community and school settings. Schools are closely linked with the community. Attempts to change the physical and social environment of the community have some impact on schools. These strategies include:

increased community participation, providing formal and informal supervision after school programs, recreational opportunities, reducing student access to alcohol and drugs, improvement of welfare/income and the improvement of housing conditions.

1.3 Societal level strategies

Strategies to change the socio-cultural climate to reduce violence are not easy to do. This strategy is associated with a public information campaign about social norms, reduction of media violence, and reform of the education system.

2. Research Method

This study used an interpretive/qualitative approach. Setting of this study were senior high schools (SMA) within the city of Yogyakarta. The unit of analysis in this study was at the institutional level. The institution in question is the Education Service of Yogyakarta city. Subjects in this study were the implementers of education policy at the Education Service of Yogyakarta.

The data collection technique used in this study was the interview with the Head of Education Service of Education Development Section of Yogyakarta under the topic of the strategic efforts made in preventing student violence. The research data were analyzed through descriptive-qualitative method.

3. Findings and Discussion

Each school has strategies which are appropriate to the context, dynamics, and the urgency of their schools in the efforts to prevent student violence in Yogyakarta. Implementation of school policy refers to the policy of the Department of Education. School policies are implemented which could be the policy that governs general aspects of life in school or could be the policy to regulate specific aspects of school life. General aspects of school life, are basically stipulated in school rules that refer to Policy Education Office of Yogyakarta. Furthermore, the school has the authority to make regulations on some particular aspects.

Based on the interview with the Head of Educational Development Section of the Department of Education of Yogyakarta (Mr. WS), it can be described that to prevent student violence, the government has actually established the Forum of Communications for Student Organization (OSIS) or FKPO and the Student Organization Supervisor Forum (MGPO). In reality, the forums are not well-facilitated. One main cause of the problems was the fact that MGPO was different from MGMP (Subject Teachers Forum). MGMP was directly related to the curriculum and the learning process, so that all activities can be

facilitated by grants from the budget. As for the grant MGPO has never existed. In addition, the forum is planned to be activated again.

Since 2009, the Department of Education of Yogyakarta has initiated and organized the Friendship-Bridge Program. At first, the purpose of the program was to overcome the student violence. Friendship-Bridge program involved students in Yogyakarta, especially those who involved in the case of violence among students. Through the program, students who were often involved in juvenile delinquency were given such a coach. However, for several years, the program did not continue.

After 3 years of vacuum, the program was executed again in November 2013. Participants of the event were students who were representatives of the appointed senior schools. The schools determined the number of participants to be delivered to the event. The criteria for the selection of participants in the Friendship-Bridge was the students should have some influence in the school.

Education Service of Yogyakarta seriously made a container that was able to bring together students from various schools, particularly students of SMA/SMK in order to minimize the occurrence of various friction which lately happened. Friendship-Bridge was the answer of gathering the students and followed by 124 students of SMA/SMK coming from 35 schools. During the three days from Friday-Sunday, November 22 to 24, 2013, hundreds of students were trained to have a sense of camaraderie among fellow students. In addition, the program also aimed to establish student volunteers.

In the implementation of this Friendship-Bridge, Educational Development Section made some collaborations with several institutions, namely: Police of Yogyakarta, Parliament of Yogyakarta, and National Narcotics Agency or BNN of Yogyakarta. In 2013, the participants were enthusiastic to initiate stewardship. About 40 students had willed to be active members of student volunteers.

The participants were sent to participate in the Friendship Bridge were influential students in each school, both of which have the positive influence or the negative influence. They gathered in a forum with a variety of activities. The activities were gatherings, outbound, and reflection. The whole series of activities was packed in a nice atmosphere for students. After the activities were completed, the Department of Education facilitated the formation of the board of the Friendship-Bridge Force. Hopefully, in the future the board is able to actively conduct activities that maintain the friendship among school students.

Beside 124 students, there were eight accompanying teachers who were invited in the Friendship-Bridge. During three-day program, the

students felt shy at first and were grouped according to their schools. In the next day, the students had to mingle with students from other schools. This suggests that in such atmosphere, the difference was not a problem, because it can melt in full friendship and togetherness. The activity was expected to prevent friction between students from different schools. Such activities could be a vehicle for the development of the values of togetherness and familiarity among students. However, it did not guarantee that after the Friendship-Bridge activities ended, the student fights automatically disappeared, because the war between the students in the virtual world through facebook and twitter often potentially triggered the hostility among students. Therefore, each school must constantly monitor and control the facebook or twitter used by the students.

Sport events often also become the trigger of the fight among students. Related to this, the Department of Education sent a circular letter to the school. The circular letter contains the following: if the school will hold a sports event, it need to be notified by the Education Service. Thus, the department can be involved in the preparation process. At every technical meeting, the Education Service recommends to the committee in order to consider a number of aspects, such as the map of participants, the estimated number of supporters, the placement of supporters in the stadium, and the concept of security. Furthermore, the departemnt will coordinate with the police in order to anticipate things that are not desirable.

In addition to Friendship-Bridge, the Education Service also organized the education and training for the board student organizations (OSIS), concerning on leadership and doing outbond (conducted in Kaliurang). The speakers came from the Education Service. It also conducted the school visits, intensified students meetings through Communication Forum of OSIS (FKPO) and conducted the meetings of Vice Principal of Student Affairs.

Education Service also organized the inter-regional student exchange. The activity which began in 2004 aimed to improve the knowledge of students about the nationalism through direct implementation to another region or province in Indonesia. The participants were the representatives of high schools of Yogyakarta, especially year XI. Every year, about 40 students participate in the event. Students who have to pass the selection phase which includes administration of tests, tests of academic, cultural knowledge, and interview. After that, they were sent to schools outside the area for 2 weeks (14 days), to become the ambassadors for education and culture in order to strengthen the nationalism. Before leaving, they were given such enrichment on the culture and tourism of Yogyakarta. They had a duty as the ambassador for education, to promote the potential

of education (at various levels, including universities) and ambassador of culture/tourism of Yogyakarta. They needed to convince people that Yogyakarta is still feasible as the city of educational purposes. This activity aimed to train and familiarize students to adapt and interact with students from other regions. As such, they had a tolerance in a multicultural society, so that they could support the realization of unity.

The student exchange activities has brought great benefits, because the students could see directly the culture and customs of other regions. Moreover, the students could adapt to the students from other schools in other regions through learning together. They might also share information, so they could be more equipped to live in harmony and peace in the midst of society. They also learned to live independently due to stay away from his family.

At the time of graduation announcement, the schools cooperated with police who were alerted, namely 'One School Two Police (SSDP)' to prevent a convoy of students who often sparked clashes in the street. The schools also persuaded parents to not allow the convoy when students celebrated graduation.

In carrying out the raid of the students, the Department of Order became the coordinator in collaboration with the Department of Education, City Government public relations and the Police to perform operations during working hours. Regular operations are carried out in the truancy spots and hangout places such as malls, cafes, stalls, the area around the stadium, and others. If the student is caught in a raid having vandalism, then he will be handed over to the Vice Principal of his school. The school will let the parents know. Furthermore, he or she will get persuasive guidance and get points as the sanction.

Things cannot be avoided are the issues of students who don't get class promotion and and or transfer students. There are a number of schools where vulnerable students are not promoted and they are transferred to another school. There are a number of schools that often become the destinations of students for those who are transferred. Usually this transfer student could potentially become the perpetrator of the brawl among students. Schools which receive a transfer student from the city have to meet the following requirements: a) there is a formation in the targeted schools, b) the targeted schools are willing to accept, and c) there is a recommendation from the Education Service. The reason for moving is also assessed whether the parents move for work, house moving, or because students have a case in the previous school.

In addition, policies regarding urban planning and spatial areas also need to be considered. The case of the student brawl often occurs in the area

around the stadium which is spacious and has a dim street lighting. In addition, Yogyakarta has a double title, namely: the city of education and the city of tourism. The titles have implications for the availability of entertainment venues in town and can be easily accessed by students who are under the required age. It probably leads the students to abuse alcohol and drugs and have free sex. There should be regulation in the form of a synergistic policy to make a conducive atmosphere for students to attend schools. In Yogyakarta, there is a regulation saying that visitors of internet cafe should not be wearing uniform.

It needs to be thought of regulations governing the policies so as not to clash with the policies of other agencies, in order to save the young generation from the violence. Regulatory mechanism for this has been notified by Mayor Regulation and Circular Letter of Head of Education Service. The rules and regulations of the schools basically have the same reference. However, the schools can adjust the regulation to the conditions and needs of the schools. Regarding the graduation announcement, the Education Service has replaced the format, for example graduation ceremony, social events, and other useful activities.

Cooperation in preventing student violence has been carried out by the Education Service in cooperation with other agencies, such as: Yogyakarta City Government, the Police, the Department of Public Order and cooperation with the community around the schools.

In addition, the point system is applied to prevent student misbehavior, including violence. Education Office of Yogyakarta has been quite strict in cracking down on student fights. Through Yogyakarta Mayor Regulation No. 41/2011 on Guidelines for Drafting Rules for Schools, students who are proved to be involved in a fight (involved brawl) get 100 points. In fact, if the student has reached 100 points or more, then the hefty sanction is dropped out from the school. Although many students who have been expelled, fights among students still occur. In addition, the school only has the authority to provide guidance during hours of lessons. Meanwhile, the fight often happens outside school hours. Head of Yogyakarta Education Service supports police efforts to consider the fight as a crime and will get legal proceedings.

4. Final Remarks

In preventing student violence, Education Service of Yogyakarta city has developed relational strategies to establish cooperation with other parties, with the levels of strategy that include: individual, relational, community, and societal. Relations which are developed in the context of cooperation among schools are in the forms of the involvement of supervisors who assist students'

organizations in MGPO (forum of student organization supervisor) and OSIS members who are members of FKPO (Communication Forum of OSIS). Schools are also working with the Department of Education of Yogyakarta through leadership trainings for prospective OSIS committee, friendship-bridge, and the exchange of students between the regions, raid of students, and the point system. Results of this study can identify a number of best-practices that have succeeded in preventing student violence. With these findings, it is expected to generate strategic, collaborative and effective policies to prevent and break the spiral of violence among students.

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DEVELOPING ACADEMIC CULTURE OF THE STUDENTS OF JUNIOR HIGH SCHOOL 3 JETIS BANTUL

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Abstract

This research study aims at describing: (1) the values of the academic culture possessed by the students, (2) the attempts made by the students at producing scientific work, (3) the attempts made by the teachers at developing the academic culture of the students in order to make it developed positively.

This research study was done using phenomenological qualitative, taking place in State Junior High School 3 Jetis, Bantul Regency, Yogyakarta Special Province. The subjects of this research study were chosen purposively including a principal, 20 teachers, and 30 students who managed the Student Association. The data collection technique used was Focus Group Discussion, observation, and document study. The whole data collected were then analyzed through the steps of phenomenological qualitative analysis suggested by John W. Cresswell.

The results of this study are: (1) that the academic culture possessed by the students of Junior High School 3 Jetis Bantul was processing in line with the dynamic of the daily life. This was shown by the observable artefact. The figure of the academic culture of the students of Junior High School 3 Jetis Bantul was created by their inventions which were transformed into their code of conduct at school. There were 10 basic cultural values belonged to the code of conduct at school. The three most crucial ones of them were honesty, discipline, and politeness. They were less valued by the students but they had important role to lead them to success. (2) Regarding the attempts at producing scientific work, the students of Junior High School 3 Jetis Bantul possessed wall magazine installed in their classes. However, they had not optimized the use of it. (3) The attempts of the teachers at guiding the students' academic cultural activities had been settled as school policies namely: (a) Program of extra hours for preparing the National Examination, (b) Assistance program of *Karya Ilmiah Remaja*, (c) Remedial program for the students who had not reached the minimum required score, (d) Assistance program of Student Association activities, (e) Program of *senyum, sapa, salam*, (f) Counseling program of behavioural mental and academic, (g) Program of developing the class wall magazine, and (h) Pilot program of student bulletin and magazine.

Key words: Academic culture, Junior High School students, Attempt at developing

1. Introduction

Developing the quality of schools in Indonesia is one of the priorities of the national policy. Numerous efforts have been done by the government together with the related parties, by developing the facilitation- and competition-based programs, deciding the standard of academic quality and school academic service through accreditation, developing the institution dealing with keeping the quality of the academic quality, restoring the school curriculum, increasing the teacher's qualification and competency, and other things such as increasing the funding from the central and regional government. However, the increasing school quality as it is planned is believed to not so successful.

In general, the development of school quality includes two main strategies namely (1) focusing on structural dimension and (2) focusing on cultural dimension. The structural strategy is done through the arrangement of the effectiveness and efficiency of the bureau organisation mechanism of the office of ministry of education, education agency, and school institutions. Meanwhile, cultural strategy is

done through the development of cultural behaviour of the whole members of education community especially the school community of scholars continuously. However, those two strategies were not done in balance; the development strategy of the cultural dimension is believed to be done in less optimum way. The structural strategy has been dominated the way of thinking and school's development and restoration working system, such as numerous structural interventions done by the ministry of national education and the related institution. The examples of the interventions are the rearrangement of the structure of bureau component, diversification of institution's responsibility and main duty, decision of various curricular reorientation setting, manipulation of information delivery system, and the like.

It is known from experience that structurally, the strategy of quality development is said to be less effective, especially when it deals with long-term working needs. In contrary, experiences and research studies in business and education fields give sign that cultural dimension of activities' executor units is the best predictor to see the difference of the quality of those units.

Developing or increasing the quality of school can be illustrated by analogy with a team doing mount climbing. Stepping forward and up is the guidance to make the climbing successful. The route to be taken is unclear and must be found; otherwise it has been used by the previous climbers. Periodically, the climbing needs to be evaluated to know the achieved progress level and experiences had by the climbers during the climbing can be taken as lesson for the next climbing. Misleading impression often happens when the climbers felt they have climbed higher while in fact, they are going around in the same height. The understanding of the condition of the route from time to time and its difficulties, risks, way to deal with, the weakness and strength is very crucial to determine the next steps of climbing.

Numerous research studies proved that school culture does influence the students' academic achievement. The quality determining factors of school are not only those physically observable such as qualified educators, completion of facilities including laboratory and library equipment; but also those in the form of non-physic namely academic culture. Research study on academic culture in higher education by Rohman et al. (2014: 21) recommended the importance of the development of academic climate to shape those of the lecturers and students. The development includes developing positive values, productive behaviour pattern, and its supporting artefacts.

Research study done by Cunningham and Gresso (1993: 132) showed that structural restoration on education failed in changing the situation. According to Kotter (1996: 29), the success of structural restoration through restructuring lasted for short-term. In contrary, restoration through cultural dimension is considered as differentiating predictor of intereducation institution and interschool academic quality. School academic culture gives guidance to value what is important, what is good, what is right, and how to reach them.

Wayne K. Hoy and Cegi G. Miskel, as it is cited in Darminta (1993) claim that school culture includes collection of values or whole system, values, philosophy, idealism, belief, way of thinking, and behaviour shown consistently, appeared and developed by organisation from habit pattern becoming the norm or regulation used as the guidance to think and act, which direct or indirectly affect the working or management pattern of school organisation.

Based on the above explanation, some question rise; how is the development of school academic culture especially in junior high school? How are the academic culture values of the students of junior high school? How is the development of the production of scientific work of junior high school students? How is the junior high school

teacher's attempt to influence the students' academic culture in order to make it develop positively?

Theoretically, Deal and Peterson (Mardapi, 2004) propose the concept of school culture as the pattern of values, beliefs, and traditions created through school's history. Meanwhile, Stolp and Smith (Mardapi, 2004) claim that school culture is the pattern of meaning reflected historically, including norms, values, beliefs, ceremonial, rituals, traditions, and myths in various degrees by the members of school. School culture includes academic culture existed and developed in school. Therefore, academic culture is described as the pattern of values, norms, behaviour, ritual, myths, and habits created during the school's long journey in the academic field.

Based on the empiric research, the 'healthy' culture is a highly correlated with (1) students' achievement and their motivation to achieve it, (2) teacher's behaviour and motivation to work, and (3) the teacher's productivity and working satisfaction. However, the analysis of school culture should be treated as a whole. In other word, anything included in school culture can only be seen and should be explained in correlation with other aspects namely (1) high stimulus to achievement, (2) high appreciation toward achievement, (3) organized school community, (4) understanding of school goal, (5) strong organization idealism, (6) participation of students' parents and community towards the school's development, (7) the lead of the principal, homeroom teacher, and teachers, (8) good rapport of the teacher and the students. It means that the effect of the academic culture towards the students' achievement, although it is very strong, is not direct but through many variable such as spirit to work hard and commitment to achieve.

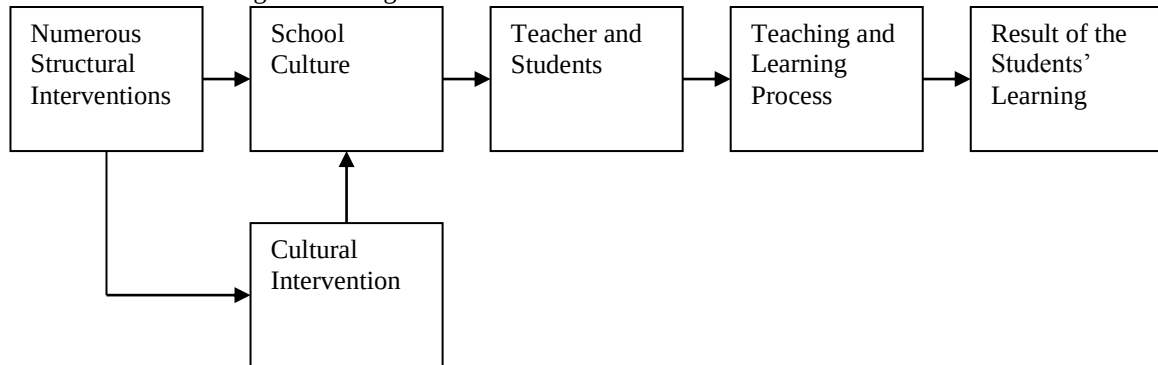
The expectation of ability of school culture to restore the school performance will happen when the culture qualification is healthy, solid, strong, positive, and professional. It means that the school's academic culture must become the commitment of the school. The school's academic culture is the identity of the school. A good academic culture will effectively produce academic performance of every individual, working group or unit, school as an institution, and a synergy among these three working levels.

In general, the attempt to restore the school's academic quality needs to consider its academic culture as the basis. Through the understanding of school's academic culture, we are able to understand the functioning of the school and its various problems. Besides, we can also reflect the experiments had by the school. Each school is unique based on its internal and external component interaction. Therefore, by understanding the characteristics of the school's academic culture, we

can do concrete actions to restore the school's academic quality. The values, beliefs, and life assumptions is so strong, hard to observe, and hard to change. If the achievement of school-level education institution quality needs attempts to

change the condition and behaviour of the school, school members, and school's supporters, the cultural dimensions becomes central. Change on values is believed to be able to move the attempts on long-term restoration.

Figure 1. Diagram of School Restoration with Culture Dimension



School culture is expected to restore the school's academic quality, performance, and life quality of which characteristics are healthy, dynamic or active, positive, and professional. The school needs to narrow down the characteristics of the absence of culture, anarchy, negative, poisoning, bias, and dominative. A healthy school culture gives the change to the school and its members to work in optimum function, efficiently, energetic, full of vitality, highly motivated, and is able to develop continuously. Therefore, this school culture needs to be developed.

A strong culture indicates that it has passed the three levels of life namely buried in the basic assumption, included in values and beliefs, and fixed in actions and other artefacts. School culture must be continuously inherited from senior students to their juniors and from one group to the others. A strong school culture succeeds in building broad consensus against broad problems. Strong culture possesses strength and is a basis for change for restoration.

The characteristic of dynamic school culture is not only resulted from the relation between the school culture and the culture surrounding, but also among the layers of the culture itself. The changing behaviour pattern can change the value system and the actor's belief and even the assumption system, although it is very difficult to do so. Certainly, the dynamic faculty culture is possible to create conflict which is treated wisely and healthily will bring positive change.

School culture is a collective thing and is the result of the history of the school, the product of the interactions among powers existed in it. School need to realize the existence of school culture whether it is healthy or unhealthy, strong or weak, positive or negative, steady or unsteady, and its consequence towards the restoration of the faculty. It takes time to create values and beliefs. Considering the importance of the wanted value

system to restore the school, the school need to take the clear steps to shape its culture.

In short, the steps to create positive school culture are as the following: (1) observing and reading the existing school culture, tracing its historical story and problems resulted by it; (2) developing system of school culture assessment which is in line with the purpose of the restoration of the school; (3) doing the school assessment to diagnose the problems and find the cultural actions to overcome them; (4) developing visions, strategies, and missions of the school restoration; (5) redefining various roles namely: school leader, teachers, students, parents, and its stakeholders; (6) watching out the negative behaviour, poisoning values, and their coalitions; (7) designing the pattern of the development of the school culture and develop new practices and artefacts in relation with the relevant old values and the expected new values; and (8) supervising and evaluating the development of school culture and effect dynamically.

Kotter explained culture by looking at two layers. The first one is observable layer including architecture, decoration, exterior and interior, habits and routines, laws, stories, ceremonies, rites, symbols, logos, flags, pictures, signs, politeness, way of dressing, any other observable things and also unobservable ones behind them which cannot be seen and those it is not easy to make meaning of them. The point of this first layer is the behaviour norms of the members of an organization. The first layer of culture is the group's norms or traditional ways of behaving possessed by the group since long time. These behaviour norms are hard to change in general. This first layer is usually called as artefacts.

The second layer includes the values kept by the group which is related to what is important, good, and right. The whole components of the second layer cannot be observed because it is

located in living together. If it is hard to change the first layer of which main component is behaviour norms, it is even harder and takes time to change the second layer of which core consists of values and beliefs.

The culture operates in a way that is unrealized by its supporters and has been inherited among generations. Because of this unseen culture core and way of operating, people will start tasting the problems when the deviate behaviour, manners, and way of thinking rise. Culture regulates internal and external behaviour and relationship. This point should be understood in attempting to develop school culture. New values cannot immediately works against the old ones. It is common that new introduced behaviour hinder the newer behaviour or school practices when it meets the older values.

Stolp and Smith (1995) differentiate school culture and school climate. School climate is on surface and consists of the perception of the school members towards the existing relationship. Meanwhile, school culture refers to historical things of those relationships and is internalized by the school members. Stolp and Smith categorized the culture layers into three: artefacts on the surface, values and beliefs in the middle, and assumptions on the bottom of the layer.

Artefacts are the easiest to observe layer including daily rites at school, ceremonies, symbolic things, and habits happen at school. The existence of this culture is easy to experience when someone contact a school. The deeper layer of the school culture is in the forms of values and beliefs of the school. It becomes the main characteristic of a school. Some of them are the behavioural norms expected by the school which are reflected in idioms such as diligence is the mother of good luck, shallow water has ripples, and so on. The deepest layer of school culture is assumption: symbols, values, and beliefs which are unobservable but influence the behaviour of the members of school.

New culture can only be presented through its reflection in behaviour and life arrangement in a group. Kotter claimed that developing organization's culture requires responsive and positive lead towards changes. By the existing lead, the internal and external dimensions of organization can be developed. Internally, an organization needs to be solid and stable, and externally it should be adaptive accommodative.

In attempting to develop the pro quality new school culture, school leaders need to do the following actions: (1) understand which culture is supportive to restore the quality and which one is not and (2) building new culture by: (a) cutting the old culture values by stopping their practices, (b) introducing new practices and relate it to the relevant element of the culture, (c) introducing new practices and the principles of the intended values, (d) relating the new practices and the real results,

and (e) discussing the relation of the new practices and the expected values.

2. Research Method

This research was done using phenomenological qualitative approach, with the intention of digging as deep as possible and making meaning of the school's academic culture including its values and belief, school members' academic behaviour pattern, and the school's observable and unobservable artefacts. The school chosen was State Junior High School 3 Jetis, Bantul, Yogyakarta Special Province considering that it was a little bit left behind compared to the other schools'.

The subjects of this research study were chosen purposively including a principal, 20 teachers, and 30 students who managed the Student Association. The data collection technique used was document study, interview, and observation. Document study was done to figure out the school's artefacts and to study various documents of the school. Interview was done to dig the students' wants, motivation, hopes, and any other unobservable things yet affected the students' academic culture. Meanwhile, observation was used to observing the members of the school's academic activity which can be an addition to the other two techniques mentioned.

The analysis of the data was done through qualitative data analysis steps namely (1) data reduction or categorisation, (2) interpretation, (3) conclusion. The observable artefacts were shot and edited and were given narration so they became the documents reflecting the profile of the students' academic culture in school.

Numerous research studies on the factors influencing the school culture have been conducted in the United States of America. Ann Bradley (Sumarni, 2005) in 'Hardly Working' showed the results of the studies. They are as follows: (1) the students did not work hard and if only they did so, they would get better score; (2) they did not want a test because it made them study harder; (3) they did not worry about their poor academic score; and (4) only of them always did the tasks given.

The result of the research conducted by Ann Bradley (Sumarni, 2005) stated that the most respondents of the research claimed that schools did not perform discipline teaching and learning; about 80% explained that they agree to study hard if the school conduct the discipline teaching and learning, exactly as it is scheduled. Some students complained that their teachers treated them as child instead of treating them as adults. As a result, they did not respect the teachers. Another remarkable invention is it turned out that the students were confident that by performing the study as they were, they would be able to get a diploma; and that a diploma was important but it was not treated as

the symbol of what they had learned (Sumarni, 2005).

3. Result of The Study

The results of the study include three focuses namely: (1) the figure of the students' academic culture, (2) dominant factors affecting the students' academic culture, and (3) the teacher's attempt to influence the students' academic culture in order to make it developed positively.

3.1 The Figure of the Students' Academic Culture

Academic culture is an abstract, unique, and changing asset which is processing in different dynamic in one school and another. In relation to the development of school's culture is that culture is only noticeable when it is reflected on observable things called artefact.

In general, the figure of the students of State Junior High School 3 Jetis Bantul was not without a basic value. They had found those values as the basis of their school daily activities. There were ten basic values of the students' guidance. Three of them which were considered the most crucial ones as many students mentioned them were honesty, discipline, and politeness. This indicates that they have deep meaning as honesty in many schools is abandoned. Besides, discipline and politeness are two values that will lead their possessors to success.

Theoretically, the values which become the basis of the students' academic activities mentioned earlier can effectively produce the best academic performance on each individual, working group or unit, school as an institution, and synergy among these three performance levels. In western nations, including the United States of America, research studies on factors influencing the creation of school culture have been conducted. Ann Bradley in 'Hardly Working' states that the students who do not work hard will not be able to get better scores. In the school level, the schools which do not conduct discipline teaching and learning process will not triumph in its result.

In line with the previous idea, Cunningham and Gresso state that the structural change in education is less successful in changing the situation that that of cultural basic values. Kotter proposes the same idea that the change through restructuring is a short-term success. The long-term one is that gained through cultural change, therefore, the three values namely honesty, discipline, and politeness are positive cultural values.

However, those three values are the ones that can be preserved. It would be better if the students perform the academic culture in the forms of diligence and perseverance in study. It was supported by the students' statement that they performed those two values. Furthermore, they did

it in order to achieve the academic achievement in the subjects that they liked the most namely Social Studies, Indonesian, and Arts and Culture.

3.2 Developing the Production of the Students' Scientific Works

Regarding the development of the production of the students' scientific work in State Junior High School 3 Jetis, Bantul, the students had been keeping the tradition of managing the wall magazine. However, they had not optimized the use of it. It was the principal's and the supervisor of student association's responsibility to make it work.

About the other scientific works the school had not produced such as bulletin, scientific magazine, and magazine in general, it was the principal, the supervisor of student association, and the other teachers' responsibility to make it work. It was because the development of the students' academic culture would only be successful when they were involved.

In attempts to increase the production, the principal had made a policy to conduct an interclass-wall magazine competition during the two weeks. The agenda was coordinated by the members of the student association and the teacher of the student affairs. The students of the 18 classes from grade VII to IX participated in it. It was held by the school in order to stimulate the creativity of the students collectively. They were encouraged to do the competition based on their classes' creativity. The school facilitated them by providing 120x100 cm plywood for each class. Then they filled it with educative menu and artistic decoration. There were two criteria in the scoring namely the content of the material and the look of it.

The competition determined the champions of the competitions: class VIIIc as the winner, class VIIa as the first runner-up and class VIIb as the second runner-up. They got a trophy and fund which were handed on the flag ceremony.

With the attempts done by the school, there should be good effect in the improvement of the students' creativity in producing the scientific work later on. However, the main point here is the willingness of the school to keep the consistency to establish the students to be creative in producing the works. Moreover, some students in State Junior High School 3 Jetis Bantul admitted that they had a great dream to win the academic competition in the national and international levels. It can be re-explained in this discussion that the students of State Junior High School 3 Jetis Bantul possessed high expectations to: (1) be a successful individual to make their parents and school proud, (2) be the winner in national and international science Olympiad and scientific work, (3) write novels and be the winner of drawing competition, (4) be useful for others, and (5) be professional football players in Indonesia and overseas.

3.3 The Teacher's Attempt to Establish the Students' Academic Cultural Activities

As it is mentioned earlier, the teachers had been doing things to establish the students' academic cultural activities. They had been settled as school policies namely: (1) Program of extra hours for preparing the National Examination, (2) Assistance program of *Karya Ilmiah Remaja*, (3) Remedial program for the students who had not reached the minimum required score, (4) Assistance program of Student Association activities, (5) Program of *senyum, sapa, salam*, (6) Counseling program of behavioural mental and academic, (7) Program of developing the class wall magazine, and (8) Pilot program of student bulletin and magazine.

Those eight programs were designed and provided by the school as the attempt to support the students' academic cultural activities. Academic school culture is a collective thing and is the result of the history of the school, the product of the interactions among powers existed in it. School need to realize the existence of school culture whether it is healthy or unhealthy, strong or weak, positive or negative, steady or unsteady, and its consequence towards the restoration of the faculty. It takes time to create values and beliefs. Considering the importance of the wanted value system to restore the school, the school need to take the clear steps to shape its culture.

Theoretically, the school's attempt to develop a positive school culture needs to take the following steps: (1) observing and reading the existing school culture, tracing its historical story and problems resulted by it; (2) developing system of school culture assessment which is in line with the purpose of the restoration of the school; (3) doing the school assessment to diagnose the problems and find the cultural actions to overcome them; (4) developing visions, strategies, and missions of the school restoration; (5) redefining various roles namely: school leader, teachers, students, parents, and its stakeholders; (6) watching out the negative behaviour, poisoning values, and their coalitions; (7) designing the pattern of the development of the school culture and develop new practices and artefacts in relation with the relevant old values and the expected new values; and (8) supervising and evaluating the development of school culture and effect dynamically.

However, there was slightly different side performed by the teachers and school in order to develop the school culture of State Junior High School 3 Jetis Bantul from what the students expected. Some students hoped the guided academic cultural activities including attempts such as (1) the arrangement of full-of-dedication and continuously done guidance program focusing on discipline, (2) guidance to develop the students' ratio and imagination, (3) guidance through organisation because they felt free to share ideas

and give advice on one and another by it, (4) encouraging teacher's guidance in order for the students to achieve more, (5) understandable teacher's guidance which made the students cleverer and know many things, (6) understandable guidance on the subjects, (7) teacher's eagerness to accompany students during the study time, and (8) fun, patient, and enjoy guidance.

It is not surprising if we find differences of perception, point of view, and starting point of the intended academic culture development, and between the teacher's want and that of the students'. For that reason, the school need to be smarter in building the communication and intensive dialog between the teacher and the students in order to make it able to share the same idea and make the implementation works without any difficulties later. This is very important as the bridging means to connect the wants of the teacher and that of the students'. If necessary, the students are invited through those managing the student association to participate in designing the program of developing academic culture limitedly.

4. Conclusion

Based on the above explanation of the result of study, the researchers can draw the conclusions. Some of them are that figure of academic culture of the students of State Junior High School 3 Jetis, Bantul was based on the cultural values they looked for or those they found by themselves as the basis of their daily school activities. There were ten basic cultural values which became the student's guidance for their academic behaviour. Three of them which were considered the most crucial ones were honesty, discipline, and politeness. This indicates that they have deep meaning as honesty in many schools is abandoned. Besides, discipline and politeness are two values that will lead their possessors to success.

Regarding the attempts at producing scientific work, the students of Junior High School 3 Jetis Bantul possessed wall magazine installed in their classes. However, they had not optimized the use of it. It is the principal's and the supervisor of student association's responsibility to make it work. Moreover, bulletin and magazine were not piloted yet. The production of them was proposed by the school to be executed. The principal, the supervisor of the student association, and all teachers had been committed to make it happen.

Moreover, the attempts of the teachers at guiding the students' academic cultural activities had been settled as school policies namely: (a) Program of extra hours for preparing the National Examination, (b) Assistance program of *Karya Ilmiah Remaja*, (c) Remedial program for the students who had not reached the minimum required score, (d) Assistance program of Student Association activities, (e) Program of *senyum, sapa,*

salam, (f) Counseling program of behavioural mental and academic, (g) Program of developing the class wall magazine, and (h) Pilot program of student bulletin and magazine.

These eight programs arranged and prepared by the school turned out to be different from what the students wanted. Some students hoped the guided academic cultural activities including attempts such as (1) the arrangement of full-of-dedication and continuously done guidance program focusing on discipline, (2) guidance to develop the students' ratio and imagination, (3) guidance through organisation because they felt free to share ideas and give advice on one and another by it, (4) encouraging teacher's guidance in order for the students to achieve more, (5) understandable teacher's guidance which made the students cleverer and know many things, (6) understandable guidance on the subjects, (7) teacher's eagerness to accompany students during the study time, and (8) fun, patient, and enjoy guidance.

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QUALITY AND QUANTITY OF PREPARING STUDENTS DIGNIFIED LESSON STUDY APPROACH

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Abstract

Background for educational research in Indonesia is talking all learners to note the learning process in terms of quality and quantity of students. The learning process should be fun, creative, meaningful and quality, one of the educators not only provides the material from the initial activities, core and end, but "how learners learn" because that is important to fix the seeds beforehand about the importance of early learning experiences. Lesson study approach is the process of plan, do, see and evaluation is essential that educators should be evaluated to determine the effectiveness of a learning process for improving the quality and quantity of students. Learners have the diversity in levels of learning processes and learning styles change more effective and interactive, learners will not get bored at any learning, even paradigm learners become critical and meaningful learning activities. But the reality on the ground is still there saklek educators on education monotonous. The impact of the learning process is the development of learners so passive and afraid of eventually some of the learners experienced declining quality.

Therefore, the solution of a system of learning to know the development process significantly on the effectiveness of the learning process so that learners with lesson study approach. Based on this background the formulation of the problem is 1) What is the Lesson Study 2) How **Lesson Study** Implementation for the next generation of qualified and quantity. The study used a qualitative descriptive analysis and serves as a key instrument to capture the meaning and at the same time data collection tool. Data was obtained from primary and secondary data, through interviews, observation, documentation studies. Researchers used data analysis techniques of data reduction, data presentation, drawing conclusions.

Results of this study resulted in two findings 1) To determine the lesson Study of stages **Plan** (Teachers and teacher planning models include the implementation of Concept Maps Learning), **Do** (Implementation Teachers teaching model - students and teachers to learn), **See** (teacher others as observers give input to the evaluation of the learning process) 2) Implementation Study lesson for the next generation of qualified and prepared a draft Master **Plan** quality learning and to discuss with the other teacher friends, **Do** Execution Master model of the learning process quality and quantity " How do students learn" (Teacher describes the early learning goals-teacher seeking conceptual map making media workflow process of thinking and working students by finding himself in his own way), as well as evaluation meriview **See** the learning process effective and efficient). Based on these efforts can provide a solution to the education system in Indonesia as a quality education provider and dignified to maximize the learning process of learners.

1. Introduction

1.1 Background

Learning is a process of formation of knowledge by the students themselves who facilitated the teacher to achieve the goals that have been planned. In the learning process is very common problems that impede student success in achieving this success. But the problem is a natural thing found in the dynamics of learning experienced by students. Various causes of the problems inhibiting learning has been trying to analyze the cause, both in terms of students, teachers and teaching resources. However, the cause of problems happened so far, only one side of the disororti namely students. Most failures in a shed exam to students. As if it was students are most responsible for the failures that happened. And every student that has a way of thinking that is

diverse and has an extensive background in education. During still exist, so long as it is also about education issues will always arise and people would not be endlessly to continue to discuss and debate about its existence, ranging from things that are fundamental-philosophy up with things that are technical-operational. Most of the talk about education primarily focused on how the effort to find the best way to achieve quality education in order to create a reliable human resources, both in the academic field, socio-personal, and vocational.

One of the issues or education topics of interest to be discussed lately is about Lesson Study, which emerged as one of the alternatives to overcome the problem of teaching practices that have been seen as less effective. As we know, that has long been the practice of learning in Indonesia in general tend to be done conventionally is through oral communication techniques. Such conventional learning practices are more likely to emphasize on

how teachers teach (teacher-centered) of on how students learn (student-centered), and the overall results can we understand that it was not a lot to contribute to improving the quality of student learning processes and outcomes. To change the habit of learning practices from conventional learning to student-centered learning is not easy, especially among teachers who belong to the group laggard (repellent changes / innovations). In this case, Lesson Study seems to be able to be used as an alternative in order to promote changes in teaching practice in Indonesia towards a much more effective. In this paper, will be presented briefly about what the Lesson Study and how the stages in the Lesson Study, with the hope of understanding as well as to inspire the teachers (teacher candidates) and other related parties to be able to develop further in order to Lesson Study the interest of improving the quality of student learning processes and outcomes.

1. Problem Formulation Based on the above it can be formulated as follows: (1) What is the Lesson Study? (2) How Lesson Study Implementation for the next generation of qualified and quantity?

2. Research Objectives: (1) Know and describe the Lesson Study? (2) Know and describe the Lesson Study Implementation for the next generation of qualified and quantity?

3. Benefits Research Theoretical & Practical Can be used as a field of scientific study Lesson Study Implementation for the next generation of qualified and quantity the learning process and to innovate in the delivery of critical thinking benchmark by educators that have an impact on increasing intelligence the younger generation to come. Meanwhile, according Lesson Study Project (LSP) are some other benefits that can be drawn from Lesson Study, among others: (1) teachers can document the progress of work, (2) the teacher can obtain feedback from members / community, and (3) the teacher can publish and disseminate the final results of Lesson Study. In the context of education in Indonesia, the benefits that these three can be used as one of Scientific Writing Teacher, either for promotion or certification.

2. Literature Review

2.1 The nature of Lesson Study

Lesson Study concept and practice was first developed by the teachers of primary education in Japan, which in her Japanese referred to as *kenkyuu Jugyo*. Is Makoto Yoshida, people who are considered instrumental in developing *kenkyuu Jugyo* in Japan. Japan's success in developing Lesson Study seems to be followed by several other countries, including the United States vigorously developed and popularized by Catherine Lewis, who has conducted research on Lesson Study in

Japan since 1993. While in Indonesia at this time began heavily socialized to serve as a model in order to improve the learning process of students, even in some schools have started to put into practice. Although at first, Lesson Study was developed in primary education, but currently there is a tendency to be applied also in secondary education and even higher education.

Lesson Study is not a strategy or method of learning, but it is one of the development efforts to improve the learning process conducted by a group of teachers in a collaborative and sustainable, in planning, implementing, observing and reporting on learning outcomes. Lesson Study is not a project for a moment, but it is a continuous activity that is relentless and is an attempt to apply the principles of Total Quality Management, that improve processes and student learning outcomes on an ongoing basis, based on the data. Lesson Study is an activity that can encourage the formation of a community of learning (learning society) are consistently and systematically carry out repairs themselves, both on individual and managerial level. Slamet Mulyana (2007) gives the formulation of Lesson Study as one of the coaching model educator profession through collaborative learning assessment and sustainable-prinsip based on the principle of collegiality and mutual learning to build a learning community. Meanwhile, Catherine Lewis (2002) states that:

"Lesson study is a simple idea. If you want to improve instruction, what could be more obvious than collaborating with fellow teachers to plan, Observe, and reflect on lessons? While it may be a simple idea, lesson study is a complex process, supported by collaborative goal setting, careful collection of data on student learning, and protocols that enable productive discussion of difficult, issues". Bill Cerbin & Bryan Kopp suggested that Lesson Study has four (4) main objectives, namely to: (1) gain a better understanding of how students learn and teachers teach; (2) to obtain certain results which can be used by other teachers, outside the Lesson Study participants; (3) systematically enhance learning through collaborative inquiry. (4) establish a pedagogical knowledge, where a teacher can gain knowledge from other teachers. In other writings, Catherine Lewis (2004) argued also about the essential features of Lesson Study, which is obtained based on the observation of some schools in Japan, namely:

1. Purpose together for the long term. Lesson study preceded the agreement of the teachers on the common goal of wanting to be improved within a period of long-term with a broader range of goals, such as about: the development of students 'academic abilities, the development of individual skills of the students, meeting the needs of students' learning, fun learning development, develop craft students in learning, and so on.

2. The subject matter is important. Lesson study focuses on the subject matter or materials that are considered important and a weak point in students' learning and students are very difficult to study.

3. Study of students accurately. The main focus of Lesson Study is the development and learning of the student, for example, whether students show interest and motivation to learn, how students work in small groups, how the students perform the tasks set by the teacher, as well as other matters relating with activity, participation, as well as the condition of each student in participating in the learning process. Thus, the focus is no longer only focused on how teachers teach as usual in a classroom supervision conducted by the principal or school superintendent.

4. Observations of learning directly. Direct observation can be said is the heart Lesson Study. To assess learning and development activities are carried out students are not quite done just by looking from the Lesson Plan (Lesson Plan) or just see from the video, but also must observe the learning process directly. By direct observation, data obtained on the learning process will be much more accurate and intact, even up matters once the details can be extracted. The use of videotape or recording may be used only to the extent complementary, and not as a substitute. Based on interviews with a number of teachers in Japan, Catherine Lewis suggested that Lesson Study is very effective for teachers for providing benefits and opportunities for teachers to be able to: (1) think through more carefully about the objectives, specific material to be covered to students, (2) think deeply about learning goals for the benefit of future students, for example, about the importance of friendship, development perspectives and ways of thinking of students, as well as fondness students to science, (3) study about the best things that can be used in learning through learning from other teachers (participant or participants Lesson Study), (4) learn about the content or subject matter of the other teachers so that they can gain knowledge about what should be given to students, (5) developing expertise in teaching, either at the time plan learning as well as during learning activities, (6) build capacity through collegial learning, in the sense that teachers can learn from each other about what is perceived is still lacking, both on knowledge and skills in teaching students, and (7) develop "The Eyes Students to See" (kodomomo miru me), in the sense of the presented by the observers (observer), observation of the behavior of student learning could be more detailed and clear.

Associated with the implementation of Lesson Study, Slamet Mulyana (2007) explores the implementation of the two types of Lesson Study, which is a school-based Lesson Study and MGMP-

based Lesson Study. School-based Lesson Study carried out by all teachers of various fields of study with the school principal concerned. with the goal of keeping the quality of the learning process and the results of all subjects in the school can be further improved. While the MGMP-based Lesson Study is a study of the learning process carried out by a group of teachers certain subjects, with the deepening of the study of the learning process on a particular subject, which can be implemented at the level of regions, districts or perhaps could be expanded again. In terms of group membership, Lesson Study Research Group of Columbia University suggests quite 3-6 people, comprising elements of teachers and principals, and other interested parties. Principals need to be involved primarily because of its role as a decision maker at the school. With involvement in the Lesson Study, expected principals can take important decisions and appropriate for improving the quality of learning in school, especially on subjects that were examined through Lesson Study. In addition, it can also invite other parties deemed competent and have concern for student learning, such as school inspectors or experts from universities.

2.2 Teachers and Education Personnel

Identification of resource problems and education personnel, among others:

1) Educators are not from the corresponding graduates. That is sometimes there are teachers who do not teach according to the department. For example, educators who are graduates of mathematical teaching Indonesian language. This indirectly will be a problem of education in Indonesia. Whereas in PP NO.19 of 2005 on standards of teachers and article 28, paragraph 2, explained that educators should be in accordance with diplomas and sertivikat expertise relevant to the legislation in force.

2) Educators less controlled than four competencies that must be owned by educators and education personnel, so this causes quality problems of teachers and unfavorable. In RI Law no.14 of 2005 Article 8 paragraph explained that teachers are required to have qualifications that one of them competence, and clarified in article 10, paragraph 1 which reads "teacher competence as where in article 8 includes pedagogic competence, personality, social and professional acquired through professional education. It is also explained in PP No.19 of 2005 Article 28, paragraph 3 of the kometensi to be possessed by the educator.

3) Teachers sometimes make teaching only to abort an obligation as educators, so that he does not teach the maximum. This is not in accordance with the PP 19 of 2005 Article 28, paragraph 3 that educators should have professional competence, which requires educators must be responsible with the task of and guidance to learners.

4) Educators have not been fully able to meet the expectations of society. This phenomenon is marked from the low quality of graduates, problem solving education is not complete, even more oriented projects. As a result, often disappointing results of public education. They continued to question the relevance of education to the needs of the community in the dynamics of economic, political, social, and cultural.

5) Educators teach not in accordance with the syllabus so that the target of the learning objectives are not fully achieved. This is not in accordance with the pedagogic competence that must be possessed by the teacher in accordance with Regulation 19 of 2005 Section 28 (3) which states that "competences of teaching agent on primary and secondary education as well as early childhood education include: pedagogic competence, personality competence, professional competence and social competence.

6) There are many teachers who do not meet the requirements in accordance with Regulation No. 19 in 2005 as a teacher in the primary / MI minimal certified S1 / D4. But in reality in society there are educators who have certified D4 or in other words still D3.

7) education personnel are usually still came from educators who concurrently becomes the task of educators, such as teachers concurrently as administrative staff or staff of the library.

3. Method

The approach used in this research is descriptive qualitative, which revealed facts on the ground how the implementation of the system role lesson study, this research is a case study.

3.1 Location of research

This research was conducted at the elementary level (elementary school) in Indonesia, especially Malang, East Java.

3.2 Data Sources

- 1) Population The population in this study are all learners SD (Elementary School)
- 2) Samples The sample in this study was Sd 9 Muhammadiyah Malang

3.3 Data collection techniques

3.3.1 Methods of Observation

In this observation the researchers to determine the assessment process evaluation system tailored to the government's policy, in this observation the researchers looked at how the guidelines are used for.

3.3.2 Methods interview

This study used a structured interview and direct interviews with Lesson Study Assistance

Team from Japan, counselor and psychologist of SD Muhammadiyah 9 stone for the scoring system used for children with autism and handling, for the treatment we involve parents to determine the extent of the child's development, 3) Method of documentation Implementation of this documentation retrieval researchers took from the document books, teacher portfolios documents, regulations, the minutes, the results of the evaluation, and documentation of activities in the form of photographs in learning activities.

4. Results and discussion

4.1 What is the Lesson Study

Lesson Study is an activity that can encourage the formation of a community of learning (learning society) are consistently and systematically carry out repairs themselves, both on individual and managerial level. Slamet Mulyana (2007) gives the formulation of Lesson Study as one of the coaching model educator profession through collaborative learning assessment and sustainable-prinsip based on the principle of collegiality and mutual learning to build a learning community

4.1.1 The Stages Lesson Study

With regard to the stages in this Lesson Study, found some opinions. According to Wikipedia (2007) that Lesson Study is conducted through four stages by using the concept of Plan-Do-Check-Act (PDCA). Meanwhile, Slamet Mulyana (2007) presents three stages in the Lesson Study, namely: (1) Planning (Plan); (2) Implementation (Do) and (3) Reflection (See). While Bill Cerbin and Bryan Kopp of the University of Wisconsin explores six stages in the Lesson Study, namely: 1. Form a Team: forming a team of as many as 3-6 people comprising the teacher concerned and the other parties that are competent and have the interests of the Lesson Study.

2. Develop Student Learning Goals: what memdiskusikan team members to be covered to students as a result of Lesson Study. 3. Plan the Research Lesson: teachers design learning in order to achieve the learning objectives and anticipate how students will respond.

4. Gather Evidence of Student Learning: one of the teachers implement instructional team, while others make observations, collect evidence of student learning. 5. Analyze Evidence of Learning: team discuss the results and assess progress in achieving the goal of student learning. 6. Repeat the Process: group learning revise, repeat the stages ranging from stage 2 to stage-5 as described above, and the team did over the sharing of existing findings. 1) How Lesson Study Implementation for the next generation of qualified and quantity In the implementation of the necessary planning,

implementation and reflection that there will be follow-up are as follows:

1. Stages Planning (Plan)

In the planning phase, the teachers who are members of the Lesson Study collaborate to develop a lesson plan that reflects the student-centered learning. Planning starts with analyzing activity needs and problems faced in learning, such as about: basic competence, how giving lesson students, anticipate a shortage of facilities and learning tools, and so on, so as to know a variety of real conditions that will be used for the sake of learning. Furthermore, jointly also look for solutions to solve all the problems found. Conclusions from the analysis of the needs and problems into parts that must be considered in the preparation of RPP, RPP into a plan that really is very mature, in which able to anticipate all possibilities that will occur during the execution of the learning takes place, either at the initial stage, the core stage until with the final stage of learning.

2. Stages of Implementation (Do)

In the second stage, there are two main activities, namely: (1) the implementation of learning activities carried out by one of the teachers agreed or at the request of his own to practice RPP have been compiled together, and (2) the observation or observation activities conducted by members or Lesson Study other community (read: teacher, principal, or superintendent of schools, or other regulations that act as an observer / observer). Some of the things that must be considered in the implementation phases, including: 1. Teacher implementing the learning in accordance with the RPP which have been compiled together.

2. Students can be pursued through the process of learning in a reasonable and natural setting, not in a state under pressure due to the Lesson Study program.

3. During the learning activities take place, observers are not allowed to disrupt the learning activities and distract teachers and students. 4. Observers do a thorough observation of the interaction of students, student-teaching materials, student-teacher, student-other environments, using observation instruments that have been prepared beforehand and arranged together. 5. Observers should be able to learn from the learning that takes place and not to evaluate teachers.

6. Observers can make the recording via video camera or digital photo documentation and materials for the purposes of further analysis and recording activities do not disrupt the learning process.

7. Observers taking notes about the students 'behavior during the learning takes place, for example on the comment or discussion of students and sought may include the name of the student, the students' understanding of the construction process through the learning activities of students. Note was

made based on the guidelines and sequence of student learning experiences listed in the RPP.

3. Stages of Reflection (Check). The third stage is a very important stage for further efforts to improve the learning process will depend on the sharpness of the analysis of the participants based on observations of teaching practices that have been implemented. Reflection activities carried out in the form of a discussion that followed throughout the Lesson Study participants were guided by the principal or other designated participants. Discussion starts from the delivery of the impressions of teachers who have been practicing learning, by submitting comments or general impression or a special impression on the learning process is done, for example, about the difficulties and problems perceived in the run RPP which has been drawn up.

Furthermore, all observers submit comments or suggestions wisely to the learning process that has been implemented (not against the teacher concerned). In delivering advice-saranya, observers must be supported by evidence obtained from observations, not based on his opinion. Various discussions that developed in the discussion can be feedback to all participants for the benefit of the repair or improvement of the learning process. Therefore, all participants should also have records of conversations that took place in the discussion.

4. Stages Follow Up (Act)

From the result of reflection can be obtained by a number of new knowledge or important decisions for the improvement and enhancement of the learning process, both at the level of individual, and managerial. At the individual level, the findings and delivered valuable input during the discussion in the stage of reflection (check) would be beneficial for teachers, both of which act as a teacher and observer to develop a learning process for the better. At the managerial level, with the direct involvement of school principals as Lesson Study participants, of course, the principal will acquire a number of valuable input for the benefit of the development of management education in the school as a whole. If during the principals much preoccupied with things outside education, with direct involvement in the Lesson Study, then he would be able to understand what is actually experienced by teachers and students in the learning process, so expect more and more principals can focus again to manifest itself as a leader in school education.

5. Conclusion

Based on the above it can be concluded as follows:

1) In the conclusion of the lesson study can be summarized as follows:

a) Lesson Study is a model of professional development of educators through collaborative

learning assessment and sustainable based on the principle of collegiality and mutual learning to build a learning community.

b) The purpose of Lesson Study are: (1) gain a better understanding of how students learn and teachers teach; (2) to obtain certain results that are beneficial to other teachers in implementing the learning; (3) systematically enhance learning through collaborative inquiry. (4) establish a pedagogical knowledge, where a teacher can gain knowledge from other teachers.

c) The characteristics of the Lesson Study namely the: (1) a common goal for the long term; (2) subject matter that is important; (3) a careful study of the students; and (4) direct observation of learning.

d) Lesson study provides many benefits for teachers, among others: (1) teachers can document the progress of its work, (2) the teacher can obtain feedback from members / community, and (3) the teacher can publish and disseminate the final results of the Lesson Study

e) Implementation of Lesson Study can be done in two types: (1) school-based Lesson Study; and (2) MGMP-based Lesson Study. 2) Implementation of Lesson Study for the next generation of qualified and quantity. 1. Lesson Study carried out by stages is critical, including: (a) the stages of planning (plan); (B) the implementation of the (do); (C) the reflection (check); and (d) follow-up (act).

2. Education has a close relationship with pembangunan. Pendidikan role is to prepare human resources for development pembangunan. Karena follow the ever-changing demands of the times, then education must also be offset. As a result, the problems faced by the world education became more widespread. This is because education is a human target that is the actors in development activities as well as education efforts that have a future orientation and must be reached by human thought. The problems that arise, among others, such as the quality and quantity of education, problems of efficiency and effectiveness of

education, the issue of the relevance of education, teachers and education personnel issues

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EDUCATIONAL LANGUAGES FOR FOREIGN LEARNERS: EQUAL CLASSROOM INTEGRATION FOR EQUAL QUALITY OF EDUCATION

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Abstract

In some countries, foreign students are required to learn foreign educational languages to be able to follow lectures. This paper investigated to what extent foreign languages help or hamper foreign learners integration in classroom and get the complete knowledge as native users to ensure equity of opportunity. The investigation sought to know how far can foreign students academically perform using these languages. The main focus of the discussion was on foreign students learning in Indonesia specifically Kemitraan Negara Berkembang(KNB) program students. Data were collected with a sample students of Universitas Negeri Yogyakarta (UNY). A questionnaire was distributed to 18 KNB program students of 2012 and 2013 generations. The discussion came to the realization that although these students have learnt Indonesian language for about a whole year, they have many difficulties following lectures in their respective majors. This is mainly due to the language they are exposed to during the whole Indonesian language learning which is different from the academic language they have to face in their regular classes. Foreign students are disadvantaged comparing to natives because of the Indonesian language. Teachers as well as program makers have to recheck their implementations of Indonesian language in the KNB program class to help students make full profit of this language program for the quality of their future academic activities to ensure equity for all students of being able to follow classes in their respective majors.

Keywords: Foreign languages, foreign students, academic achievement, educational equal quality.

1. Introduction

Any language is learnt and taught for given purposes. A native speaker of any language needs to know the structures of his/her language so that he/she may be able to teach the language to any foreigner who finds interest in the learning of that language.

People can also learn a foreign language for different other reasons and uses such as to communicate with native speakers, tourism, business and many others. Besides this, there are cases where people decide to teach their languages to foreigners. Some countries make a policy of teaching their languages to foreigners for academic reasons.

2. Background

In some countries such as the UK or the United Nations of America or even Australia, foreign students have to pass a strict English exam to be accepted in their universities. This is to ensure students master the educational language. Some people consider this as imperialism while others think that using a language like English is one of the ways of being able to communicate with the world and enjoy all the “goodies” that this can bring [1]

Indonesia has many local languages but also has Bahasa Indonesia which is used as a national language. This is the official and educational

language. This language is learnt and used from elementary school to the university. Indonesian language is said to be the fourth language which is used by many people in the world. The main reason being the fact that Indonesia is the fourth most populated country in the world.

Indonesia has international students, some coming on their own, some others coming in different programs of the government. Among these governmental programs there is the program known as Developing Countries Scholarships. In this program, selected students from developing countries get scholarship. Students who get this scholarship arrive in Indonesia for different majors including Languages and Culture, Sciences, and Technology.

Students who come for this program will have to learn bahasa Indonesia first before they go to their respective majors. They then have to spend two semesters studying bahasa Indonesia. There is a placement exam at the beginning of the program which shows the level of each of the students in bahasa Indonesia. Those who are judged to have enough knowledge in bahasa Indonesia will directly begin their main majors. Those who only have little knowledge will go to intermediate class, while those with no knowledge at all in Indonesian language will go to the basic class of bahasa Indonesia.

In the first semester students who have to study Indonesian will have classes about basic Indonesian language whereas the second semester is

allocated to more academic language classes and practices. At the end of each semester, there is an exam in all the Indonesian language skills.

To what extent are these students satisfied by the knowledge they get from this Indonesian language program? Can these students follow classes in their respective majors as their Indonesian classmates helped by the Indonesian language they gained from this bridging course?

3. Problem Identification

The researcher here is himself a student in this program of Indonesian language. This is the first semester. The impression is that this program cannot completely help students to follow their lectures in Indonesian language. Considering the fact that students are following the same program while they will have to follow different majors. How can a student of Applied Linguistics may be satisfied the same way with a student of Civil Engineering program? The problem seeks to mainly know whether the knowledge of the language that is got from this program of one year can academically fully help them as their Indonesian classmates. And the whole problem is about the question about classroom diversity and Student Needs put by “Based on diversity today, is it possible to have full inclusion where all student needs are met in the general education classroom?” [2]

4. Motivation

Motivation finds reason in some questions: How students whose main major is Applied Linguistics, and his/her friend's main major is Civil Engineering, have to undergo a same course of Indonesian Language and be satisfied the same way when they actually use the language in their respective majors? How can these students be able to gain the same benefit as their Indonesian classmates?

Besides these questions the researcher himself heard his KNB students friends complaining that the language they have to face while in their respective majors is different and sometimes looks like a different language compared to the language they learnt in this Indonesian language class during one year. Some complain they cannot gain the same knowledge as their Indonesian classmates because of the language. While Indonesian classmates focus on the material, these foreign students have to focus on the language first. It is a double task.

5. Objectives

The objectives of this study can be expressed in the following points:

1. Find out to what extent the knowledge of Indonesian language help KNB students to

follow the lectures in their respective majors held in Indonesian language.

2. Find out to what extent these foreign students are equally integrated in classroom with their Indonesian classmates and whether they feel they get the same quality of academic education while using Indonesian language as educational language

6. Necessity for Equal Quality of Education

“Belajar merupakan proses manusia untuk mencapai berbagai macam kompetensi, keterampilan, dan sikap.” The author added that the learning begins with the beginning of humanity “belajar dimulai sejak manusia lahir sampai akhir hayat.” [3] This emphasize that learning never stops.

In their reform of educational system to include all students and insure equal quality of education, American president George W. Bush considered educational motives as economic issue [4]. The same can be realized in Australia as the government is trying to integrate all students for quality of education remarks “The new Labor Government has embarked on an ‘education revolution’ as a way of ensuring national productivity growth through a large-scale investment in human capital.” [5]. For others, educational languages is a political issue [6].

This reveals that educational motivations are not far from economic issues. If students are not well integrated in education (whatever reasons may be), they and even countries are losing economically which show weaknesses of the politics of education.

7. Research Methods

This investigation is directed towards foreign students studying in Indonesia. There are many students in different parts of Indonesia, but this investigation only targeted those studying in UNY. One of the reasons is to facilitate the data collection. Therefore the investigation is done with KNB students who, actually have finished their course of Indonesian language and who have already entered their main majors after the course of Indonesian language. These are the ones who are experiencing the use of the Indonesian language they spent a year studying.

To collect data, a questionnaire was used. This investigation was done towards the end of the first semester of the academic year 2014-2015. The questionnaire was sent to students to be filled and given back.

8. Sampling and Population.

In this investigation, the population was the KNB students who are actually following their studies in UNY. There are many KNB students in

Indonesia but these students were only selected because of limitation of time and means. To diminish the rate of error all the KNB students in UNY were selected to answer the questionnaire. The population is therefore the same as the sample as suggested by [7]Niles R.dalam *“Survey Sampel Sizes and Margin of Error* saying that *the most accurate survey of a group of people is : Just ask everyone to make a decision and tally the balls . It's 100% accurate, assuming you counted the votes correctly”*. This helps the results to be more reliable.

There are 29 KNB students in UNY in total, only 19 students are in the generations mentioned above. One of the 19 students is sick by the time of the investigation, therefore 18 students were respondents.

A questionnaire was sent to these students. After they finish to fill it, it was sent back to the researcher who proceeded to the analysis of the students answers to give them meaning.

Data were then analysed. This instrument revealed both quantitative and qualitative data. The quantitative data are obtained by making a sum total of the choices made by respondents for each question. These totals were then analysed qualitatively. This means that after the quantitative description, a qualitative analysis of the students different points of view were made.

9. Presentation and Discussion of data.

The following are questions that were put to respondents for data collection.

1. How long will you study in UNY?
2. How long did you study bahasa Indonesia?
3. Did you know bahasa Indonesia before you come for this program in Indonesia?
4. What is the reason why you have to study bahasa Indonesia? Explain
5. Are you satisfied with the knowledge you got from your Indonesian language course program?
6. Are you satisfied with the results from the use of your Indonesian language? Make a comment.
7. What does the knowledge of Indonesian language you got help you to achieve?
8. a. what do you think should be added to this program to make it more beneficial to learners.
b. Write here any comment, suggestion, or complaint about the knowledge you got

The first question intended to know exactly the time the student will spend studying in UNY to insure the student is the one needed to respond to next questions. This question helped to know that the students has been learning bahasa Indonesia. For this question 61,6% of the respondents mentioned that they will be studying between 2-3

years and the 23% will spend more than 3 years. These include students who are in their undergraduate program and those in master's program. There is also 7% who did not respond the question. Then the second question revealed the length of time the respondent spent studying Indonesian language. This was useful in the way that some students may come with already good knowledge of Indonesian language, therefore being different from those who come with no knowledge at all in Indonesian language. For this question statistics show that 92.7% studied Indonesian for 0-1 year whereas only 7% of the respondents studied Indonesian language for 1-2 years.

The third question reveals that 84,62% of the students did not know Indonesian language and some 15.38% did not give any answer to this question. This helps us to realize to what extent the same Indonesian language program is effective for each of the students.

The fourth question intended to give light to whether students knew the reason why they have to learn the language. The results are made of different answers from the respondents and the reasons vary. Some of the reasons given by the respondents are the following:

- I have to study and live in Indonesia
- If I know Indonesian language life will be easier. I will be able to shop, to communicate, and to go in different offices,...
- It is a language of use in class
- Because I got a scholarship
- To learn the Indonesian language and culture which is very various and rich
- To get Indonesian language deep knowledge especially in Applied Linguistics
- I believe that Indonesian language will be very important in South Asian in the future
- As a unique foreign student in my class, the language will help me to communicate with classmate.

Trying to read the answers, it can be realized that students answers may be classified in three groups. Those who learn Indonesian language for communication while they stay in Indonesia, for its usefulness in the future and those who are learning the language for Academic use. The majority are the ones wanting to learn it for communication and everyday use. Some others just learn it because it is among the requirements of the scholarship. It is easily understandable that the motivations are varied and this will affect the rate of the effort to learn the language. Very few of the students are convinced to learn it for its academic use while this is the main usefulness for them. This may also hamper their effort to learn the very language which is actually academically unavoidable in an Indonesian setting.

The answers from the question five show that 69.23% acknowledge they are satisfied with the knowledge they get from the Indonesian language classes. The other 23.7% are not satisfied whereas 7.7% say nothing about the question. To interpret well these statistics from the fifth question, it is better to consider it together with the sixth question results.

This sixth question answers show that 76.9% say that they are satisfied. 23.1% of the respondents are not satisfied.

Each group has mentioned different reasons why they give their point of view. For those who are satisfied, the following are their reasons :

- I am satisfied because the Indonesian language helps me in my everyday needs: expressing myself with friends at home and on campus.
- I am satisfied because the knowledge of the language is from my own effort
- I am satisfied but not really satisfied in my regular class.
- I am satisfied but I can only follow the lectures at 70%. I can use Indonesian anywhere but my language level is low. I have to use some other languages like my mother tongue and French.

Those who feel they are not satisfied argue as follow:

- I am not satisfied because when we were learning Indonesian, the language was not really academic
- I am not satisfied because all the Indonesian language teachers showed us that Indonesian language is not difficult but when we begun the courses in the main major, I could not follow the discussions in Indonesian language. - Some teachers and my friends have to explain me in English.

Among the main comments that were given by respondents we can retain this one:

I was really satisfied when I was learning Indonesian language. But my satisfaction is disappearing because the language we learnt and the language that is used in the regular class in the major are very different. I mean the language I learnt in Indonesian language program is very different from the academic language. The language that the learners get during the one year is different from the one used in class in the main major.

This comment may summarize the main idea that can be drawn from the answers and comments of the respondents. The reason of respondents who are satisfied can be seen as satisfaction of the language in their everyday life communication. And those who are not satisfied complain that the language cannot really help them to fulfill the main academic mission, that is.

In many cases of this kind, achieving ones classroom integration, using foreign language is

still not easy as observed by "Understanding what the teacher says or what is written in texts used in class is a key to academic engagement. Yet, for students who are learning the medium of instruction as an additional language, understanding is often elusive"[5]

In few it would be concluded that respondents are not fully satisfied in the academic use of the Indonesian language they spend a year learning.

The seventh questions' results may help to understand well to what extent these learners are satisfied with the academic use of the Indonesian language. Results of this question can be found in the following table (Table1).

Table 1. Result

Answers	Frequency	Pourcentage
Everyday life Communication	13	100%
Use it when you need something in an office	6	46.10%
Help when you are moving around in Indonesia	7	53.80%
Be able to follow classes in your main major	5	38.40%
No answer	4	30.70%

Actually the items in the table can be classified in two main points: Academic use and everyday life communication.

The statistics show that all the students use the language they got from the one year for everyday communication (100%) while this language is seen to be helpful only to few students(38.40%) for academic use.

The last question gives some students suggestions on what should be added to the Indonesian language program so that it may be beneficial to learners. This question is important in the way that implementers of the program may find here different views from the receivers of the program which may actually help in the adjustment of the program and even previous points of view of these students are helpful in this sense.

The following are the different views from the students investigated:

1. For must be added some abbreviations that teachers use in class. I also cannot understand the system used while discussing in class. I am not ready for presentations in class because all the presentations look like reading hard and I am not a hard reader. There are so many words from Islam that I cannot understand such as "*asallah malecum*" that I did not study in the Indonesian language program. When I entered my main major I felt strange and out of context. The work at home are so many but the moment of the Indonesian language there were not so

many and when I begun my Masters degree I felt left behind.

What also has to be added according to me is that students have to be trained to make presentations in class, not only in front of classmates but also in front of Indonesians. Our friends must also be trained on how to make a debate in class. They have also to learn how to make research in Indonesian context because what is taught in the postgraduate program is not enough for us. Students have to also be introduced to SPSS, how to make instruments, how to validate data and its reliability. Yes, those are some of the suggestions from me and I hope they are useful.

2. With illustration, students who are following Indonesian language should be grouped. Those who will study in their main major, Biology, for example, will learn the language used in this science. Those who will study techniques should learn the language used in the techniques and the like.

These are the only selected because most of the ideas given by respondents turn around what the two have expressed. These are strong contributions in making the language more beneficial for the foreign students. While foreign students complain that they feel “left behind” and “out of context”, their Indonesian students classmates will be advancing, since problems of language and Indonesian way of academic activities is are not a problems. The meaning is that foreign students are not sufficiently integrated into the classroom activities mainly because of the language they have to face.

For the last question, the respondents gave many points of view. The following are their main ideas:

1. What's more important is that we can communicate with Indonesians than learning Indonesian language grammar and the like

2. I think that it would be beneficial If students were taught about their respective majors. That because If you enter the regular class, there are many technical terms that students meet and that they did not see in the Indonesian language classes. Then it would be better If the Indonesian language program was based on what the students will face in their main respective majors.
3. Academic activities are different from the daily communication. It would be better If I could follow academic activities in Indonesian language normal but I am courageous and learn Indonesian every day.
4. For me, Indonesian language in UNY is very interesting but the syllabus must be more intensive for KNB students, because when we were learning Indonesian language, we felt Indonesian is easier to understand, but when we begun our majors, we found it was very difficult.
5. I wish firstly to thank Indonesia, Indonesian leaders, the Ministry of Education, as well as UNY and UNY leaders in particular for the KNB program and for their contribution. We hope this program will help us even in our future. Thank you and may God bless and help you.

These comments help us to realize that actually, equal quality of education is not fully guaranteed for foreign students. They always feel there is something lacking in what they should do in their academic activities and as they express, the academic language is the main hamper.

The results of the respondents answers and comments discussed above can be recapitulated in the following table:

Q.= Question

Table 2.

Q.	Theme	Year	Results	%
			Students Comments	
1	Duration in UNY	Two-Year	-	61
2	Learning Indonesian Language	One	Yes	92,30
3	Learning Indonesian only as KNB students	One	Yes	84,62
4	Reason for learning the Indonesian language	One	Got Scholarship, Lectures, For future reasons, Living in Indonesia	-
5	Knowing Indonesian language Objectives	-	Communication, Lecture	69,20
6	Opinions about Indonesian language	Two-Three	Satisfied with the Knowledge	69,23
7&8	Satisfaction on the use of Indonesian language	Two-Three	Satisfaction with daily Communication	100
			Satisfaction with the capacity to use the Indonesian language in class as Indonesian students	38,40

10. Conclusion

In a nutshell, analysing the answers from the students, it is realizable that the knowledge students

get from the Indonesian language only halfly helps them in academic activities. Nevertheless, this language excellently helps them in their everyday

life activities such as shopping and negotiating prizes, communicating with friends on campus,...

In their different points of view, it can be realized that students complain that the language they get is different from the language they have to face when they enter their main respective majors. The main realization here is that students are not equally integrated in the classroom activities. Therefore it would be difficult to confirm equal quality of education is assured. Foreign students have to struggle much first with the language and then with the material they have to study. It can be realized that foreign students have to make a double effort to try to adapt to the language and all the situation in a foreign setting.

The results of this investigation should inspire more implementers of the Indonesian language for this group of students. Respondents have already given different great points of view on how to adjust the program to suit the students in their future respective academic activities.

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POLITICAL EDUCATION ROLE IN PRIMARY SCHOOL IN IMPROVING SOCIAL KNOWLEDGE AND HUMAN RESOURCES

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Abstract

Political education needs to be conducted continuously so that society can continue to improve their understanding to the political world, which always develops. The continues political education learning is needed because the complex political problems, in many aspects, and always change. The elementary school has important role in growing the conducive behavior and attitudes to the development political maturity and participation, despite political participation, in real context, could not be able to be done by students in elementary school. However, the behaviors and attitudes that are conducive for the development of political maturity and participation can be taught early including at the primary school level. Political education needs to be given early, through the elementary school, political education is given by growing mutual assistance, not concerned to the own group, nationalism soul, Pancasila and democracy. Through political education is expected can increase human resources and play the role in students' social life.

Keywords: education, political, primary education

1. Introduction

The Preamble of 1945 Constitution on the fourth paragraph has indicated for the government to conduct educational programs, which are then formulated in national education. The purpose of conducting national education as contained in National Education System Constitution No. 20 of 2003 is that the function of National Education is to develop ability and character and dignified civilization cultured in order to educate the nation, aimed to the developing students' potency in order to become a faith and fear man to the almighty God, good character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Political education is one of thing that must be aware by this nation, where political education needs to be grown since childhood. Through the elementary school, political education given by implanting mutual cooperation character, mutual help, mutual altruistic and unselfish and group/class, Nationalism soul, Pancasila and democracy. Through political education it plays an important role in improving students human resources and plays important role in students social life.

Political education term in English is often equated with political socialization term. Political socialization terms if interpreted literally into Indonesian will be means politic socialization. Therefore, by using political socialization term many people equalized by political education and Political Socialization terms, because the meaning of both of them are almost the same. In other

words, political socialization is political education in the strict sense.

According to Ramlan Surbakti, in providing the definition of political education should be explained in advance about the political socialization. Surbakti (1999:117) argues that:

"Political Socialization divided into two that are political education and political indoctrination Political education is a dialogic process between the giver and the recipient. Through this process the community members recognize and learn the values, norms, and political symbols of the country from various parties in political system such as schools, government, and political parties."

The above opinion implicitly stated that political education is a part of politic socialization. Political education teaches the community to be more familiar with the country's political system. It can be said that political socialization is the process of forming attitudes and political orientation of the community members. Through this political socialization process community members acquire the attitude and the orientation towards political life takes place in community social life.

David Easton and Jack Dennis (Suwarma Al Muchtar, 2000:39) in his book 'Children in the Political System' gives limitation on political socialization that "*Political socialization is development process which persons acquire ariention and paternsof behaviour*".

Of the opinion above reveals that political education is a form of education that is run in a planned and deliberated in either in formal or informal forms which tries to teach to each individual so the attitudes and the actions can be in

accordance with the rules that apply socially. In this case it can be seen that political education not only learn the attitudes and individuals behavior. However, political education tries to associate attitudes and behavior of the individual by stability and political system existence.

Kartini Kartono (1990:vii) gives its opinion on the relationship between education and politics that is "education is seen as a political and political force factor. Because, education and schools on the fact is also a reflection of social political power from the existing authorities".

Based on the above opinion, we can know that education and politics are two elements that influence each other. The education system development must always be within the political system framework which is being run by the government of that time. Therefore, all the problems that occur in education world will turn into a political issue when the government involved to solve it.

Political education needs to be given early, through elementary school political education is given by implanting mutual cooperation character, is not concerned with the group/class, nationalism soul, Pancasila and democracy. Through political education is expected can increase human resources and play a role in students social life.

Otherwise without equipped with basic political education, it is feared the nation generation have low human resources, so created politicians who have a bad way and is not concerned with the community interests, nation, and the state in political step. It is not a few of political actors who are only concerned with themselves, their families, and their group. Besides that political actors cannot run a good democracy, instead of democracy that is run just to cover the interest only. Even many politicians who do not have nationalism soul, as shown by politicians who do not memorize Pancasila as Indonesian ideology.

2. Research Problem

How is the role of political education in improving human resources quality and Social Knowledge?

3. Research Methods

This study is a library research, that is a research carried out by using literature, either from books, records, or research results reports.

4. Data and Data Sources

As thought M. Iqbal Hasan (2002), documentation study is data collection technique that is not directly addressed in a research, but through documents. The documents used can be diaries, personal letters, reports, meetings notes, special note in social work and other documents. So

all of the documentations is positioned equivalent depend on interconnectedness with the main topic of this research.

5. Data Collection Technique

The data collection technique in this paper is documentation. Documentation method is data collecting method through written objects, such as magazines, books, documents, regulations, meeting notes, meeting, diaries and so on (Arikunto: 2010).

The author will identify the discourse from books, papers or articles, magazines, journals, online sources, or other informations relating to the writing title.

6. Data Analysis

In this research, after conducting the data collection, those data is analyzed to obtain conclusions. The analysis method used in this research is descriptive analysis.

Descriptive analysis method is an attempt to collect and to arrange a data, then those data are analyzed. In this analyssis the data that collected is in the form of words, images and not numbers. This is caused by qualitative methods application. In addition, all of data that collected likely to be the key to what had been observed (Arikunto:2010). Thus the research report will contain excerpts of data and data processing to give an overview presentation of the report.

7. Results and Discussion

The definition of political education can be taken from Alfie opinions (1981: 235) which says that:

"Political education can be interpreted as a conscious effort to change the political socialization community process so they understand and comprehend fully values contained in the ideal political system that will be built".

From the definitions listed above, we can take two main objectives that are owned by political education. First, by the presence of political education are expected to each of individual to be able to know and understand the ideal values contained in political system are being implemented. Second, by the political education each of individual to not only know, but also can be a citizen who has political awareness to be able to conduct responsibility shown by the change of attitude and the increasing of participation levels in political world.

Rusadi Kartaprawira (2004:54) defines political education as "an effort to improve the society political knowledge and to enable them to participate optimally in the political system." Based on the Kartaprawira Rusadi opinion, the political education should be conducted continuously so the society can continue to improve their understanding

of political world has always been progressing. The learning political education in continuously is necessary given because the very complex political problems, multidimensional and changeable.

The success of political education will not be able to be achieved if it is not accompanied by a real effort in the field. The conduction of political education will be closely related to of political education form that will be implemented in the future society. Therefore, the political education form that have been choosento can determine the success of this political education implementation.

Political education Form by Rusadi Kartaprawira (2004:56) can be held through:

1. Reading materials such as newspapers, magazines, and other mass publication forms that usual to shape public opinion.
2. Radio, television and movies broadcasts (audio-visual media).
3. Institutions or associations in community such as mosques or churches the place to deliver a sermon, and also either formal or informal education.

Based on the above opinion, we can see that political education can be given through various channels. Giving political education is not only limited by institutions such as school or organization, but also can be given through media, for example, print media in articles form.

Certainly whatever political education form that will be used and all forms presented above is not become a problem. The most important aspect is that this political education form is able to mobilize national symbols so political education capable of heading in the right direction, that are enhancing people's thinking and responsiveness to political problem. Beside that, the chosen political education form should be able to increase the high attachment sense (sense of belonging) toward the homeland, nation and state.

When it associated with political forms listed above, then according to the author some thing that become the primary gauge of political education success lies on the conduction of political education form that is through institutions or community associations. In this case the author agrees more if political education emphasized more through formal education. Formal political education is political education that is conducted by official institutions (schools).

Political education can be regarded as a deliver political concept media that has ultimate goal to make the citizens become understand more about politic. Citizens who understands more about politic are citizens who are aware of their rights and obligations so they can participate in nation and state life in any development process. The existence of political education is needed aspecially to

educate todays young people who will become the next generation.

The existence of political education here is as baton to the next generation in understanding state politics concepts. The most important function of political education is as a filter to various new ideas, new ideologies. and various threats, challenges, obstacles, and interference either from inside or outside the country.

The government has realized that young people currently live in globalization era that is full of rivalry and competition between individuals. Freedom becomes an important part in this era. Aware of this, the government tried to build a shield that can protect today's young generation from discoloration and removal the national identity. These concerns are reflected in Presidential Instruction No. 12 1982 on Political Education for Young Generation in which states that:

"Young people in the development are in development and modernization process with all of the impact that can influence the maturity process so that if it does not obtain a clear direction, the pattern and color of the future state and the nation will become different than that has been aspired".

Robert Brownhill (1989:110) propose a few things to be considered in constructing political education curriculum process, they are:

1. *an ethical base should be develop, which would include respect for other, tolerances, and an understanding of the principle of treating others as one would like to be treated one self;*
2. *aconsideration of how rules can be changed;*
3. *nature of rules and authority;*
4. *conceptof obligation to legitimate authority;*
5. *an understanding of some basicpolitical concepts, e.g, freedom, equality, justice, the rule of law, and of some of the arguments related to these concepts;*
6. *an understanding of the basic structure of central and local government.*
7. *Some understanding of the working of the national and international economy;*
8. *Self analysis.*
9. *Some knowledge of recent Brotish and international history;*

Based on the opinion of Robert Brownhill above, it is clear that in developing the political education curriculum, a teacher must also incorporate other lessons which has relation with political education as mention above that are history and economics lessons in the sense that other lessons as complementary towards political education.

Political education curriculum endorsed by Robert Brownhill above has been quite complete.

As we see, Brownhill is not only incorporate political matter element but also contained ethics elements, compliance to laws and powers, understanding to the running of the government and policy-making, and also economic and history issues.

Every thing about political education curriculum regulated in Presidential Instruction No. 12, 1982 on Political Education for Youths which stated that political education materials are:

1. Growing ideology, nation and state consciousness.
2. The life and the religious harmony life.
3. Achievement motivation.
4. Practice the equal of rights and obligations experience, social justice, and human dignity respectation.
5. The development of political skills and personal capabilities to realize the need and the desire to participate in politics.
6. Personal discipline, social, and national.
7. The trust to government.
8. The confidence in sustainable development.

Based on the explanation above, we can see that there is a material that distinguish political education curriculum according to Brownhill with political education curriculum materials in Indonesia. In Indonesian political education curriculum, has incorporated religious materials elements that is as Indonesian nation characteristic in political education materials.

Actually there is no certain subject or lesson containing certain SK - KD (Standard Competence-Basic Competence) about politics or political science in school. From Elementary School to Senior High School only Civics Education lesson are slightly related to politics. Certainly that school does not teach learners to do politics. On the other hand, actually know that politicians are not born from political parties. But on the contrary, politicians who has created political party. There is the members first, then created the equipment (political party). And all of them are from school, and they have ever become a student before becoming a politician. That means that the taste and the political atmosphere is precisely began when they was attending school. Strictly speaking, school that should should provide political education to students that one day it turns out there is to be a politician. (M. Rashid Nur, 2012).

Then how is the role of school in providing political learning to students ? Should learning or political education given to the students from the beginner like at Secondary Education level? This question was important to remember and pay attention to the politics in our country which is still smothering. The many political parties were not equal with the excellence and the civility in politics from our politicians that so many of it.

The growing party continuesly together with the willingness of many people to be politicians. It was strange indeed, that the people's desiro to be political practically was not because of the willingness to donate the mind and the ability for the sake of the nation and the society. But it is more because of the look for and supply life necessity especially economic necessity. It seems that the political career as a professional to look for a job for the life necessities. It is not political needs itself.

The possibility for learners to gain knowledge or study the politics at school is not closed even though there is no specific lesson that give political materials as in college. At the junior secondary level (Junior High School /Islamic Junior High School) and in senior high school there is official student organization called Intra-School Student Organization (OSIS). This is the official organization and the only one legal organization in school as the place of students to study and practice about organization.

Keep in mind that at the beginning of the school year, really the students always practice the way to do politict practically among themselves. For example, the mechanisms and the election of OSIS official process, is a real example that students have opportunity to prove their ability to organize. The stewardship council election itself follows and or rely on rules and agreements between OSIS officials and Class Representative Assembly (MPK). Usually, after the stipulation and procedures for the election agreed on, it begin snaring action and candidate chairman registration by the Class Representative Assembly as the council chairman MPK as stewardship council elections executor.

Actually, from snaring action candidates, registration, to program socialization, that similar to the campaign, it has already started how to do politics practically among students simply. Here, the intrigue and the dirty tricks can already be found if the mentor does not supervise the carrying of election. Who is the opponent and who is partner will already be visible in this process. Even to pass a chairman candidate could happen fellow engineering among students and or executor. If it happens, the dirty political education will started.

This is where the actual role of the teacher as a mentor provide the correct and the courteous political education to students. If there is a dirty engineering conducted by participants in the yield and or win the masters, that engineering must be stopped. Thus, the courteous mannered political education must be started from here. Doing an organization properly ought to be explained to students so that they are not mistake in running the organization.

Elementary school has an important role in growing the attitudes and behavior that are conducive to the participation and the political

maturity improvement despite political participation in a real sense was not done by elementary school students, but attitudes and behaviors that are conducive for the participation and the political maturity improvement can be taught early including at the primary school level.

The participatory attitudes and behaviors of elementary school students (primary level) can be done through four processes, they are: (1) open broad opportunities for student to be able and brave to express their opinions either in class or outside of class, (2) motivate the students' attention to political issues (3) encourage students participation in extra-curricular activities, and (4) make the chairman class election as a democratic exercise place.

Attitudes and behaviors that are conducive for political maturity in primary schools can be developed by: (1) facilitating the different opinion among students so they are able to resolve the different opinion (conflict) by using positive ways (2) encourage the students willingness to obey the schools rules, and (3) growing the student's willingness to life together despite of among them are differences in ethnicity, religion, race, and social economic backgrounds.

Political education in primary schools does not require specific subjects. Either participation or political maturity can be applied in a variety of subjects. For example, the willingness to obey the rules and the sportsmanship can be developed in sport activity. Political education can also increase students' awareness and concern to the survival of the nation and the state.

The subject matter such as geography, history, language, Pancasila, and religion can be effective in growing a love students to the nation and the state. Learning media like through a wall drawing that contains Indonesian map, historical places, significant events drawing, and any things relate to the nation life is quite effective in growing a love to the nation and the state. By its limitations, primary schools have an important role for the political education of elementary school students. Research analysis shows that the development of attitudes and behavior of elementary school students are very dependent on the educating teachers way at school and parents at home. Thus, of course the increasing role of political education in elementary requires elementary school teacher competence.

Class chairman election that is no longer designated by the teacher, also gives students freedom to choose extracurricular. Formally, political educational materials given through Civics subjects, Political Awareness. And the social analysis to the democratic life and multicultural intelligence socialized in classroom.

The teacher's role is very important in socializing political education through classroom management which adopts democracy, the concrete

form of participation is the holder and the transmitter of values and political views. Teachers act as a stimulator, facilitator, and a learning culture creator, because on the reality the student culture learning in classroom will indirectly cause "political consequences" that gave birth to political consciousness.

8. Conclusion

Political education can be interpreted as a conscious effort to change society political socialization process so they really understand and appreciate the values contained in the ideal political system that will be built.

Political education needs to be conducted continuously so the society can continue to improve their understanding of political world that has always been progressing. The continues political education learning is needed because the political problems is very complex, multidimensional, and changing.

The elementary school has an important role in growing attitudes and behavior that are conducive to the participation and political maturity improvement despite political participation in a real sense was not be able to be done by elementary school students, but attitudes and behaviors that are conducive to participation and political maturity improvement can be taught early including at the primary school level.

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THINKING SKILLS FRAMEWORK FOR CONSTRUCTIVIST INSTRUCTION IN LITERATURE CLASS TO MEET THE NEEDS OF INCLUSIVE AND DIFFERENTIATED CLASSROOM

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Higher order thinking is essential for learning, and explicitly described by Bloom that the thinking skills must be taught. In a classroom with different level of capability, thinking skills can also be varied. In the research, the thinking skills framework suggested by Bloom was applied in forms of question that help students build concepts. The questions should be tools for students to enable them to step into the higher level of thinking, and to help teacher carry out the differentiated learning. The purpose of this research are to find out the type of questions teacher used, the interaction pattern, wait time allotted, and the significance to the differentiation strategy. This case study was held in one middle school in grade VIII during the Indonesian language subject, focusing on the literature topic. There were two teachers who were observed for 6 teaching sessions. Questions from the teacher were then categorized into Blooms' taxonomy, Chin's type of questions, interaction pattern, and Bower's verbal acts category. The result of the research on teachers' questioning for the language classroom instruction in one middle school showed that most of the times, teachers used questions based on the lower order thinking, and did not adjust the learning for students. This habit needed a change from teacher's point of view, that students carry different learning profile and consequently they need learning process that meet their needs. Moreover, teachers have to use the appropriate tools for thinking to help students reach to the higher thinking skills.

Keywords: questioning skill, literature, higher order thinking, differentiation

1. Introduction

Curiosity is beginning of human's endeavour to explore and understand how this universe works. The curiosity is often expressed in a form of questions. Socrates used questions as means of his teaching, and the use of questions continues until present that teachers are using it as guide to reach the learning goals. These questions should be made to arouse thinking, and it becomes a part in learning activity. Initial question can create more questions as the result to development from what a person had learned. Questions are tools to learning, in other words, questioning can be one of the indicators that a person is learning.

Creating questions as tools to learning goals should be considered to help students think and able to reach thinking to the higher order thinking skills. Bloom's taxonomy of thinking skill framework have been used to design a classroom learning, as it is made clearer by the verb that help describe the performance of each level of thinking. The top three levels (design, evaluate, and analyze) are commonly called the higher order thinking skills, which are seen as important as they are the place where the development of knowledge is created. Lower order thinking skills (apply,

understand, remember) are also as important because they set the basic information to lead students to further thinking steps. Classroom instructional needs to apply the teaching of thinking skills in order to create a constructivist learning. Thus, questions can lead students to help them learn constructively, which aims to shape students initiative, reflective thinking, and confidence in gaining their knowledge.

'Purposeful talk' as suggested by Nuryatin (2010), means to create a situation where students and teacher involve in a collaborative way to construct knowledge, having an interaction to explore, connect, access, and build students' knowledge. To literature works, the purposeful talk happens through the script that is written in such a way that affects reader's mind and feeling. In the classroom, the purposeful talk will be carried out to meet the needs of the students in reaching the learning goal.

Students who are expected to learn constructively, consequently are also expected to think actively and independently to support their life later on. Meanwhile, students who have different characteristics from each other, also have different ways of capabilities to think and way of thinking. The unique characteristics, supported with

distinguished functions of right and left hemisphere make a classroom learning design should have applied an approach that promote inclusivity and differentiation. The term inclusive and differentiated classroom believe that teacher should design the learning in special ways that support each individuals carrying their own uniqueness and characters to learn. There are several varieties in a differentiated classroom, such as the variety of the learning speed (fast / slow learners) or achievement (high/low achieving learners), interest, personalities, kinds of intelligences (as described in multiple intelligences), gender-based, learning needs in special context (ESL, vocational education, etc), and it can refer to the learners' physical condition impairment (disability), mental health (disorders), or special condition like brilliant persons. When these students are in one classroom, as it is likely to be the condition seen in state schools in Indonesia, then the learning goals might be similar aligning to the curriculum, the needs can be different, and the process to work for the goals can be adjusted or specialized. Therefore, the questions as a tool or guide to thinking, are also adjusted to achieve the goals which are different for one to another.

Diverse students brings various levels of language skills they carry out to communicate with others. In language classes, this ability should be seen more clearly especially in their first language classes where students would use language to learn about language. Literature classes, therefore, should also be potential places to observe how the question as a thinking tool in cracking the code in literacy works.

Literature appreciation is meant to sharpen students' analitical ability on language and furthermore affect how and what students think about the world and their society. In order to deliver the message and its emotion to readers, literature works employ figurative language and it is written in such a way that it affects readers feeling, views, and perception.

Literature appreciation activity in common situation in schools is often understood as the competency to mention the intrinsic and extrinsic elements from a literature work. Based on a research by Harijanti (2003) in Indonesian language class, teacher's eliciting pattern were mostly found in the lowest level, which is remembering. This habit could cause the lack of thinking ability in the higher level. Whereas literature appreciation could be more than just listing the technical things inside the script. Students need to be able to do reasoning behind every elements found in literature works, that later it creates new perspective toward the message of the work itself and also deeper understanding of how students relates the work to their daily life, so that it becomes meaningful to them. To be able to lead students to this state,

teachers as facilitators need to guide them without telling them explicitly the message or intention of the literature work. Questioning skill will be the tool to help students construct their knowledge for this competence.

Studying language through literature works may as well be difficult to design because students would have various degree of interest to literature. Dealing with various ability, characteristics, and interest of the students, this is where the thinking skills framework based on Bloom's taxonomy put its part on the learning goals. The questions leading students to achieve the goals can be adjusted according to the students' needs. A group of high achievers may need more challenging task than the medium to low achieving students. Students can be provided with materials that mathces their particular topic of interest, so that it will make their learning more meaningful. Some students may need to work on special task based on their ability/ intelligence character. Struggling students with physical or mental impairment may need to have other form of work to deal with the literature. While giving questions appropriately will help them fulfill their goal.

The background of the importance of questioning in learning had lead the researcher to find out about the teacher's questioning skill in literature class in middle school. The focus of the research was on teacher's questioning in teaching literature appreciation. Later in this paper's discussion, the result will be analyzed whether the questioning meets the needs of thinking skills in a differentiated classroom. The research was done to reveal the type of questions that the teachers used to facilitate students' learning, the interaction, and also wait time given.

The research questions were formed as follows: 1) What kinds of questions given to students in the instructional dialogue?, 2) What kind of interaction emerged through the question and answer in the instructional dialogue?, and 3) How long did the wait time given for the questions given?. The purposes of the research were to find the tendency of the use of questions type in instructional activity, the interactional patterns created in the instructional dialogue through question and answer activity, and to find out the wait time given for each type of questions and whether there woould be any variation according to the type. It was expected that the research result would give insight to teachers to carry out the questions and answer interaction during students' learning process, with an extra focus for differentiated classroom.

2. Literature Review and Theoretical Background

Based on a research by Walsh and Sattes in 2005 (in Erb, 2011) to examine the teachers'

questioning tendency to students, teachers were giving 2 to 3 questions in one minute in the lowest level of cognitive domain, with a very short wait time, even less than one second. A research by Shen & Yodkhumlue (2012) showed 79,2 % of the teachers' questiond were in the lowest level, as similar to Nisa & Khan's reseach that showed 60% of the teacher's questions, and it could not lift up students' ability to work on higher level. Another interesting research result by Walsh & Sattes and Cotton (2006), saying that when teacher gave longer wait time for 3 to 5 seconds, the students would be more participative in their effort to reach the higher level. According to Almeida (2010), the type of questions would be different based on th subject matter an f the strategy occupied by the teacher, that was also explained ealier by Cotton (2006) that questions were used accordingly to the goal of learning. Tienken (2009) pointed out that the interaction using the productive questions and open participation increased students cognitive competence.

However, as written by Cotton, that a high-level question did not directly give quality answer. As a result, the consequence for teacher, as written by Korkmaz (2010) and Adedoyin (2010), and Shen & Yodkhumlue (2012), that mastering the questioning skill for teaching was necessary, responding students' asnwrs, and to give follow up to students' answers to lever them to higher cognitive level.

In relation to literature, Taglieber (2003) made the point that literature works could be used to train critical thinking for learners, with some steps including evocation, alternatives, reflective thinking, and evaluation. In addition, Collie and Slater (2008) stated the importance of learning literature for students. Since literature works carried authenticity that carry valuable variations, include knowledge, it improved language skills, and also preserving and developing the culture, then learning literature made students be involved their study of language code, imagination, and giving emotional repsonds to the literature works.

Teaching in a classroom means that teacher has many students to deal with. Students carry their own learning profile in the class and work better in different way from each other. Having the philosophy of a differentiated classroom means to realize that students have various backgrounds, readiness levels, interest, learning profiles, and language. Therefore, differentiated instruction is defined as to match instruction to student need with the goal of maximizing the potential of each learner in a given area. In this process, teachers make variety to the activities, content, assessments, to help each student be successful (Tomlinson in Butler, 2010).

Before designing a learning activity, a teacher has to understand how students make process in

learning and how they develop concept and skills. Additionally, to relate to the thinking skills framework by Bloom, the teacher has to know the level of knowledge where students are at, and then it can be decided to where must the students step into when they are given a task to create products or projects as the result of their learning.

3. Methodology

This paper is based on the research in a middle school to two language teachers to find out about their skill in applying the thinking skill framework in the form of questions. The ethnomethodology research was led to a Classroom Interaction Analysis, which provided a analysis of speech acts in the classroom using particular patterns that can reveal the interactional forms (Malamah & Thomas, 1987). The steps of this research were 1) preparation of instruments for data collecting, studying the lesson plan from the subject teacher, 2) observation in literature classrooms to collect data and initial analysis, 3) data analysis with categorization and forming interpretation based on the findings. The subject held in SMP N 3 Salatiga in 2012. The subject of research were two Indonesian language subject teacher in SMPN 3 Salatiga. The object of the research were the interaction of teacher and students focusing on the question and answer part in the learning process. The observation was done in six sessions (10 hours in total) for prose and poetry topic in grade VIII.

The technique of data collecting were the recording, which later the result will be scripted, and written documentation, done by non-participatory observation, and interview with the teachers. The instrumet was the researcher as the main observer. Therefore, triangulation method had been fulfilled. The data was analyzed with categorizing strategy by organizing, selecting, and doing reduction to take the focus on the questions and answers. These question sentences will be coded based on the type from Blooms taxonomy, Chin's category of questions, and interaction pattern analysis by Bower. The second technique was the contextualization strategy by interpreting based on the findings.

The categorization of the questions was based on Bloom's taxonomy (remembering, understanding, applying, analysis, synthesis, evaluation), and Chin's question type (closed, open-ended, focusing, measuring, comparing, action question, reasoning, and problem posing). After that, the questions were also categorized to interaction patterns (probing, prompting, redirecting, compliance, and rethoric), and to Bower's verbal acts, which are: sociating, organizing, directing, evaluating, and eliciting.

4. Result and Discussion

The result showed there were 397 questions in 10 hours class sessions (4 hours for poetry, 6 hours for prose), that made the average of 39,7 questions in one session. One session was held for 40 minutes, so it means that one question was given in every minute. Based on Blooms' taxonomy of thinking skills framework, the most questions given were in the remembering and analysis level. Based on Chin's category, the focusing questions were the highest, in open-ended type questions. The number of question was higher in the poetry class. The questions were mostly asking for the intrinsic elements from the short stories and the poems.

The questioning part had followed the paterm of IRF/E (Initiate-Response- Follow up/ Evaluate). Therefore, students' answers were used by the teacher to make desicion of what kind of the next question would be, whether it was probing or prompting question.

This condition brought strength and weakness. The questions and aswer part helped students learn the basic, however, because the questions were given in every minute, students felt tired of getting more and more similar questions from the teacher. This caused the students felt reluctant to give answer to teacher's questions. Moreover, the questions were made the same for all students, whether it was given to individual, group, or class. This questioning technique had not meet the needs for differentiated classroom where students needs various learning process because they are unique different individuals. Although the learning goal is the same, the task could be differentiated, and thus

the thinking skill required could be adjusted. As the result of the condition above, when the teacher gave the question for the whole class, the more silent could not have the same chance to utter their opinion because there were students who were talkative and give answers directly. Fast learner students would have needed more challenge in the activity, struggling students needed more time to work on.

It was also shown in the classes that the numerous questions, apparently, did not guarantee students' success in doing the next similar assignment. This could also effect to the thinking habit, seeing that most of the questions were in remembering and analyzing level, then students were not prepared well yet to step into the higher order thinking. Eventhough, our mind does not work always in an exact order from the lowest to higher level, but rather going back and forth. Thus, that is what the students need, in relation to the differentiation, that students need to be prepared to think divergently.

The result also showed that most interaction happened through the prompting questions, and then to probing question in the second place. This prompting and probing had helped students in fulfilling their needs of learning. Through students answers, teacher could make desicion of what should be given in order to make a students gain better. In dealing with the struggling students or slow-learners, the prompting questions help them to get the basic facts from the literature. Probing question is to measure whether the answers were correct or not.

Table 1. Type of Questions, Interaction Pattern, and Verbal Acts

Poetry				MODE	Prose			
Class	Medium	Many	Most		Most	Many	Medium	Class
8A		Analysis (36)	remembering(48)	Bloom	Analysis (33)	Applying(17)	Remembering (10)	8D
	Closed (24)	Open ended (67)	Focusing(85)	Chin	Open ended (52)	Focusing(42)	Closed(30)	
			Probing & Prompting (27)	Interaction Pattern	Prompting (25)	Probing (19)	Compliance (9)	
			Eliciting (87)	PV	Eliciting (82)			
8B			Remembering(37)	Bloom	Remembering (37)	Evaluasi (10)	Analisis (7)	8F
		Focusing(31)	Terbuka (34)	Chin	Focusing(61)	Terbuka (46)	Tertutup (20)	
		Probing (8)	Prompting (9)	Interaction Pattern	Probing (24)	Prompting (8)	Compliance (5)	
			Eliciting (41)	PV	Eliciting (63)	Evaluating (10)		
8F	Analysis (6)	Understandin (9)	Remembering (23)	Bloom	Analysis (32)	Remembering(19)		8H
	Focusing(13)	Open ended (39)	Closed (20)	Chin	Focusing(60)	Open ended (42)	Closed(27)	
			Probing (39)	Interaction Pattern	Prompting (28)		Probing (7)	
			Eliciting (47)	PV	Eliciting (66)		Evaluating (9)	

Wait time also affect students answers. In the research result, is that when students did not give the answer quickly, the teachers would soon repeat the questions, or gave prompting questions. Short wait time was usually given for low order and closed questions (<1 to 1 second), while 3 to 7 seconds was allotted for low, high order, and open-ended questions, and 8 to 12 seconds was for high order and open-ended questions. This indicated that teachers realized that the more difficult the question, the more time needed to answer. However, even when the teacher gave high order thinking questions with enough wait time, sometimes the answers from student were not as expected or they just did not have a good answer. This could have been because the questions given to often and lack of variation that made the students reluctant. The length of wait time also could be adjusted to different students because one students may be faster and slower than the other in processing the concept.

For a differentiated classroom, remembering in mind that good questions does not always get good answer, the there should be special ways to help students organize their thinking and reasoning skill to improve their answers. To facilitate students with various characters in learning how to think, tools to thinking in each level in the taxonomy are available. The first helpful tools are of course the operational verbs for each level. In designing a learning, teacher must aim to a certain activity goal according to the potential of the students, and using the appropriate verbs will be important. In the case of the language classroom where the research was held, there wasn't any significant tools to help students organize their thinking and share what they thought of the matter to other learners. The use of the tools could have been very helpful for the class to interpret the poems or short story, such as the Y-chart, SWOT analysis to study the characters, fishbone diagrams, attribute lists, mindmaps, or tables. These tools are important to be selected carefully by the teacher to match certain groups of students with diverse characteristic and needs. For example, to be able to understand a character in a short story, learners who are interpersonal and or intrapersonal smart can use a Y chart, but the other may need a simple table of good and bad personality of the character. By using tools for thinking, teachers can reduce the amount of questions, but instead giving some focus questions, or big questions leading to the learning goals.

5. Conclusions and Future Works

Based on the research result, the thinking level practiced by the teachers were mostly at the low order thinking, in remembering and analyzing stage. Therefore, teacher need to carefully design the learning so that it can take students to the higher order thinking as well. In designing the activity,

teachers also need to be aware and consider the students' characteristics, and design special learning or thinking process. Numerous questions to give in the same levels does not guarantee that it can prepare them to step to the higher level. In consequence, teacher must provide balanced level in giving questions based on the taxonomy. The most appearing interaction happended for prompting and probing. This can help students in achieving their goal in learning because teacher make a personalized teaching when guiding with those questions. Wait time after giving a questions need to be considered according to the level of difficulty and students' ability to process.

Teacher must also consider the characters of students when teaching using the thinking skill framework, and when it is applied in forms of questioning session, so that the learning can build a purposeful talk for knowledge construction for those learners. Using tools like diagrams, tables, and lists can support and enrich the learning. The teaching ststrategy then, also need to be reviewed if the purpose is to give each students meaningful learning starts from their condition.

Since this research is a case study in one middle school in Salatiga, then the further study can be done in larger scale and applicable to other context where the education happens. It also still needs improvement in studying the design of instruction using the thinking skill framework for inclusive or differentiated classroom. Another interesting issue is that the higher order thinking skills has the possibility to be more easier to do than it does on the lower order thinking skills. The behavior of learning needs to be examined because people can make judgement easily, and sometimes make connection without careful consideration. This could be misleading and cause insignificance in teaching the higher order thinking skills itself. Last but not least, future research can explore the effectiveness of the thinking tools or practical strategies for each level of thinking skills, and how they work for students having diverse characteristics, ability, and interest.

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ADDRESSING THE DELINQUENCY PROBLEM AMONG TEENAGERS: PSYCHOLOGICAL AND EDUCATIONIONAL PERSPECTIVES

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Abstract

Juvenile delinquency is an important issue that needs to be addressed because of its negative impacts on the welfare of the community. The delinquency among teenagers is due to various influences such as lack of family guidance and education, as well as peer influences and unhealthy social environment. This paper work discusses delinquency and the roles of education and community in preventing and giving support to the delinquent to avoid them from repeating the same mistakes in the future. This paper work also discusses the issues and related research with approaches used in dealing the delinquency from the aspects of prevention and rehabilitation. Apart from that, the prevention and support from the aspects of psychological and educational are also being discussed in this paper. It leads to the discussion of role of parents, community, mass media, and school

Key words: juvenile delinquency, teenagers, psychological and educational perspectives

1. Introduction

Juvenile problem is nothing new to Malaysian society. Social problems are very common and becoming inevitable nowadays due to various facilities and information resources that can be easily accessed by the teenagers. In a recent days, public are presented with juveniles delinquency until it has taken up the attention of the masses and are often to be the subject of political debates in the country. Everybody are questioning about this situation and it could be dangerous if it is left being unattended immediately as in this modern society, this misconduct will show the attitudes of individualism and materialism in this life.

Therefore, this paper work focuses on the discussions related to delinquency crimes and problems among the teenagers in terms of prevention and rehabilitation from the educational and psychological perspectives. Apart from that, this paper work also provides the literature reviews on the subject matter and comes out with suggestions on how to address the problem.

Delinquency is the actions that contrary to human. It is the rebellion of young people by showing aggressive behaviors that usually causing people to feel uncomfortable being around together inviting negative views and perceptions. It is seen to have two main elements; opposing or deviant behaviors and norms of the community (Harris 2004) Delinquency is a misconduct, corrupting one's character and such an antisocial behaviors among the teenagers aged between 16 and 19 years.

Teenagers are the pillar for national development in the future. High expectation is being placed on them so that they are able to become useful individuals and eventually form a generations of youth who are willing to contribute

to the prosperity and harmony of the country as a whole. However, the fact and reality are clearly shown when various issues involving teenagers are presented in the media. Now, many began to express their concerns over the social problems affecting the moral of the teenagers. In fact, the growing of social problems is now increasingly large and alarming. Every day, the news on social media displaying a variety of information related to misconducts committed by juvenile delinquency of all types.

Table 1. Statistics of Malaysian Crime Prevention Foundation 2012-2013

Years	Numbers of Crimes	Drops out	Students' murder	Rape	Misconduct leads to injuries
2012	368	849	10	113	244
2013	542	2011	12	218	700

The most worrying social problem is the participation of the students in the delinquency. The students are the people in the stage of undergoing a major changes both in terms of mental, physical, emotional and social networking. They are exposed to the outside world and have a high tendency to learn about it. This is because, they are not only learning everything from the families surrounding but also from the social environment in which they grow up and begin to change behaviors, attitudes and the ways of life from childhood to adulthood (Wan Su tt).

According to Zainuddin and Norazmah (2011), a social phenomenon is a phenomenon of modernization and the culture shock that hit the teenagers. It is a phase or stage where they are facing a series of identity crises in the development

of self-identity. The failure to address these challenges will lead to the confusion crisis in them. Therefore, during the formation of the identity, the crisis becomes bigger leading to negative behaviors. Thus, all parties must consider to play their roles to prevent and treat the social problems that are happening from continuing to create a significant threat to the development and progress of the country in particular.

2. Literature Reviews

According to the Juvenile Courts Act 1947 (Act 90), Juvenile is defined as an Act to provide the care and protection of children and young people and the implementation of the Juvenile Courts Act (Jamri et al. 1998). A statement by Tan Sri Lee Lam Thye, Vice-Chairman of the Malaysia Crime Prevention Foundation (MCPF), has noted an increased in juveniles from year to year. According to the statistics, 2014 has recorded a total of 8015 cases of juvenile crimes, which the majority is monopolized by the students. 2013 also showed an increase of over 57 per cent (6802 cases) compared to the year 2012 with a total of 1042 cases.

Various interpretations or labels are given to the teenagers involved in this social juvenile delinquency. However, according to Azizi and Rosnah (2007) stated that those who were in violation of the norms and local communities are called group with deviant behaviors. Such teenagers are known as delinquent. Therefore, delinquency is the behavior that violates the rules and in an unacceptable way to the society. Moreover, according to Haslina (2002), acts of violence committed by the teenagers, particularly the school students are acts that have been inherited by older students to younger. This is because they learn through their environment.

Deviant behaviors refer to the activities that take place in the society and their acts of violation of the norms that exist in society, communities and organizations for a specified period. According to Eitzin & Zinn (2000), deviant behaviors are arbitrary because of the labeling in the society. According to Utami et al. (2010) the delinquency is the tendency of the teenagers to commit such behaviors that violate the norms, laws, antisocial and disrupting the public interest.

In addition, by Azizi et al. (2005) deviant behaviors are behaviors that deviate significantly from the norms of the individual in social status. Deviant behaviors are often associated with aggressive behaviors, direct or criminal delinquency. Definition of delinquency is devoted to misconducts by the individuals who are in the age of less than 21 years.

Furthermore, according to Badruzaman (2006), deviant behaviors are the behaviors that are considered contrary to the norms, immoral and

unacceptable acts that are conducted by the students. Badruzaman stressed that this phenomenon may occur because of the teenagers want to express their dissatisfaction, revenge and so on. Many types of criminal delinquency are done, from the smallest of crimes such as truancy, fighting crime though to the greater one like the case of burglary, drug abuse, stealing, prostitution or sex and abortion and baby dumping.

By Regoli and Hewitt (1991), teenagers especially students who violate the norms of society or institution are categorized as having deviant behaviors and delinquency. They are not just misbehaving with cigarette smoking, truancy, against the teachers, vandalism, fighting with each other, but also engage in misconducts of gengsterism, running away from home, free sex, baby dumping and so on. There are among these teenagers that tend to commit severe crimes such as murder, robbery, rape, prostitution, gambling, drug abuse, drinking, sex videos, porn and so on.

Apart from that, according to Azlina (2010) in a study entitled 'Tema dan Isu Penyelidikan Mengenai Gejala Sosial pada Dekad Pertama Abad 21 di Malaysia' declares that many studies on social problems have been conducted by showing the diversity theme is interesting and important. Among the main topics that have been discussed are the types of social problems and their impacts, misconducts and disciplinary problems, the implementation of laws relating to rape, incest and premarital sex, gender confusion, illegal racing and drug addiction.

3. Factors of Delinquency

The social problems in Malaysia are often associated with the development and rapid social transformation. Thus, almost every day, the media serve a variety of reports and news the crimes, especially murder, robbery, rape and other. At the same time, there are also other problems such as drug addiction, theft, burglary, incest and so on. For teenagers, problems such as bullying, racing, premarital sex and disciplinary problems are those that are often being done by the teenagers nowadays.

Some of the light delinquency behaviors that are often committed by juveniles are skipping classes, truancy, fighting and bullying teachers. While for heavy delinquency are drug abuse, robbery, carrying a dangerous weapon, trespassing, threats and sexual assault. They are serious delinquency which will cause heavier crimes later.

There are many causes and factors that have led to the juvenile delinquency among the teenagers especially in school. Social problems are something that comprising variety of actions and negative behaviors in the community that are not giving any benefit to the system and economic structure adopted by the society, community or nation.

Therefore, there are many factors that encourage teenagers to be involved in this unhealthy conducts.

The malfunction of the family institution has become one of the major reasons to the social problems among the teenagers, especially juvenile delinquency. This is because, the changes in the behavior of individuals in the family is not running properly. In addition, the unsmooth daily interactions between parents and children contributing to this problem. This may exist in families with low income, large family size, negative family interactions, unstable employment and broken family structure. The low-income of the families has contributed to the criminal delinquency. It is supported by Arief and Wardah (2006), that low income families will raise children in a state of neglect. Adibah Noor (1998) also has found that the main social problems are from low-income families.

Zarinah (2001) reported the results of the study have shown that the main factor that can influence the process in the family is the quality of parenting skills and the quality of children's welfare. According to Lane (2003) families from the broken families have an adverse effects like lack of supervision, low income and instability in the family support. Although being exposed to these factors, there are families who still can run the social function effectively. However, when there are many risk factors that exist in the family at the same time, only a handful of families who are able to carry out social functionality. There is evidence that parents of families at risk tend to have the problem of high psychological pressure.

Therefore, it is possible if the parents have a tendency to not providing support for the children. They are inclined to use physical punishment to control their children, giving orders without explanation, and failed to react to the emotional needs of their children. In addition, parents of low status with low socio-economy could not provide a home with environment that is conducive to learning. Results of the unsupportive parents will lead the children to commit crimes and potential delinquency.

Family breakdown is indeed a driving factor that brings harm to the social functioning in family members. Parents who have bad habit and quarreling though not frequent lead to insecurity at home. These encourage the teenagers to engage in social issues more seriously if parents are often quarreled. This was stated by Phares and Compas (1992), parents were found to contribute to children's behavior problems. Alcoholic parents tend to let the children to be neglected and usually the children will feel depressed and shy away from the parents. What is more frightening is that the teenagers tend to run in search of peace and quiet (Arief and Wardah 2006). The conclusion that can be formulated by the teenagers is that they have

failed in seeing the family as the source of happiness but only negative surrounding that is not helping.

Next, the factor of social circumstances and teenagers' personality. Social problems in the form of social conditions refer to the physical difficulties that are suffered by the individual. According to Abraham Maslow's theory, the aspects related to physical difficulties and the relationship of personality can be seen by the reference to the Theory of Self requirements. This theory explains in depth the sets of requirements to be met in order to live more comfortably.

This theory forms a five sets of requirements where it includes i) the physiological, ii) security, iii) support of the group, iv) honor and v) Self-actualization. As a result of the unachievable requirements, the life of an individual will be more or less paralyzed. Therefore, when one of the sets these requirements cannot be met by the individual, especially young people, then there will be a breach of rules and norms that has been set by the society.

The actor that can be the starting point is the difficulty of the teenagers in social skills. Difficulties in social skills lead to conflict, tension, confusion and impossible requirements to be fulfilled. According Baharom Hasan et al. (2003), the factors that cause the teenagers to be involved in various crimes and delinquency are from the family, educational background, negative peer influence, the influence of mass media and the public. However, the age, place of residence and family background are also the major contributors to various social problems among teenagers. Delinquency begins with misconduct and disciplinary problems among students. It starts with skipping the school activities, fights, bullying and more. Next, they come up with a more serious disciplinary problems such as rape and promiscuity, drug abuse, alcohol effects and many others.

Next, the peer is also a factor to juvenile delinquency. It is supported by the Bar Council (2000), which states that the main factors influencing the teenagers delinquency is the influence of peer. Bullying, a common example that has been practiced by the teenagers when they want to try and act like one. The pressure to bullying has becoming increasingly to the peak as a result of the difficulties to establish the personality of themselves, lack of control and lack of interaction. It is more serious if the mingling has become unlimited up to free sex among the older partner (Nazirah & Mr. syarifah Diana 2013).

Peers contribute to the occurrences of misconduct, particularly for those drop outs. They are not active in the associations and clubs as well as school uniform unit. Such teenagers often disturb the process of teaching and learning in the classroom to get the attention of teachers and other classmates.

Education is also one of the factors to contribute in criminal juvenile delinquency. This is proven by educational research by 'African-American' which shows the teenagers who are still in school and successfully completed high school, has lower potential in getting into delinquency compared to those who are not. In addition, those who often have poor results tend to establish a low self-esteem. Therefore, the focus on education is low. This is due to challenges and lack of attention of the teachers towards them. Thus, the action of segregating the students based on academic ability has led to a lack of commitment to the school and he encouraged to delinquency problems.

According to a study conducted by the Rokiah (2000) has described an interesting finding which the factor has come from the school itself. The school factor is very important compared to the role of parents or peers. Students generally do not show anti-school attitude, only a few instances in which the school is considered a negative influence. For example, a tedious learning atmosphere, attitude and role of the teacher who only plays a role as a transmitter of information, relationship with teachers that is more formal and authority as well too many rules that are strict.

Further, according to Zainuddin and Norazmah (2011), the transformation from childhood to adulthood is a critical time that is misleading teenagers. It is a critical stage where changes happen both mentally and physically. It is supported by Azizi and Rosnah (2007) that this phenomenon may occur due to teenagers who want to express their dissatisfaction, vindictive and so on.

According to Zainal and Sharani (2004), teen time is a time when the process of adaptation to reach puberty and the development of physical and sociological. The chronology of physical changes are shown in Table 1.

Table 2. Chronology of Physical Changes

Number	Age	Changes
1	11 – 15 y.o	Changes in physical
2	15-17 y.o	Teenagers emphasize the self-identity
3	17 y.o and above	Teenagers acts like the adults

Teen time is a time filled with confusion, sadness and conflict. Therefore, they will be easily influenced to do something new to test their skills. If they are not controlled or give less attention to their wishes and requirements, it leads to the production of non-productive youth like hang out, stealing, truancy and involved with various other social problems to suffice their wants and desires. For teens that are abused, it will leave

psychological effects, and difficulties in socializing with the community.

4. Suggestions In Addressing Delinquency

The problem of deviant behaviors among the teenagers never stopped since before and getting worse over time. This situation creates a feeling of anxiety among all parties; especially parents, teachers, and government. Treatments and preventions can be implemented through legislation, family, school and community. It includes setting behaviors formally and informally. Formal treatments involve procedures and systems of authority such as regulation, legislation and the role of police agencies and law, detention centers and the Social Welfare Department. It also involves the State and the law relating to the activities of the criminal justice system. While the informal controls involve personal control, control from own families and communities to prevent an individual from engaging with social problems.

4.1 Family Institution

Parents should be aware of their children. They should be able to detect and understand the personalities and behaviors. This can be done by two-way communication between parents and children. And applying the values and awareness to avoid deviant behaviors among their children to become individuals with a good personality for the sake of future prosperity.

Treatments and preventions are actually starting from the parents in shaping the development of children's behavior. Values and norms in society are usually nurtured by parents during the process of socialization since the childhood. From the psychological aspect, parents should provide the children with love, affection and attention. Control from the parents can avoid the children from violating the values and norms of the society.

Major efforts to tackle delinquency more effective can be done by the parents in educating their children. As the Malay saying "melentur buluh biarlah dari rebungnya", it should be practiced by every parents to teach and regulate the social life of the children. It is appropriate to provide religious education as early as they can so that the children are aware of everything wrong and right. With a stronger spiritual aspects of religious being practiced, it will encourage the cultural practices and pure life. Through a perfect religious upbringing too, the family is in a state of harmony and receive the blessings of Allah SWT. This matter should be the starting point to a peaceful life. Without religious education, it will be difficult for them to accept others' opinions.

Next, parents attitudes and tolerance towards children. Parents should not be easy in educating the children with many excuses. Some finally give

up the responsibility and give it all to the maid. However, there are also parents who give a total freedom to their children. Therefore, parents should give an adequate attention to the children so that they will feel that their parents are truly their lifesaver, becoming the first place they are going to turn to when they have problems.

Personality and psychosocial development of the children are important roles in the social functionality of parents. Therefore, parents should provide a home full of love, mutual respect, mutual help and so on. Parents' involvements in schools also lead to positive thinking and lessening the potential of the criminal delinquency. Therefore, children should be given enough attention, flexibility and freedom to do anything but with adequate control from the parents.

4.2 Education and Excellence in Education

Educational policy has been drafted and has been adjusted over time to improve the quality of the education system. The concept of diversity encompasses the intellectual, physical, moral and character building to develop the potential of individuals up to an optimum level to produce a youth generation that is useful to the country. However, it was portrayed in the media that the education is ineffective in curbing the delinquency. Not pointing to any party, everybody should realize that the criminal delinquency is showing a lacking in certain aspects of our educational system; formal or informal.

Therefore, support through the education system is one proactive approach of the school. Among the services are providing student support center and counseling with programs that can shape students' personality as a whole.

At school, students must actively participate in the co-curricular activities to fill their time. This is because, majority of the delinquent admitted to feel bored and want to seek pleasure. Therefore, students should participate in activities and sports events organized by the school and joined the uniform unit and sport events. Student participation in extra-curricular activities is not only able to build the character but reducing delinquency rate. Psychological approaches such as counseling program are often recommended to help students overcome the problems of crime and social delinquency. With the establishment of clubs such as Club Bina Insan, Prostar Club, Club Crime Prevention, Anti 9SLAD Badge Scheme) at the school, students are expected to not getting involved in criminal activities such as gengsterism, bullying, gambling and so on. Students' participation in organized clubs is seen as pragmatic measures to address delinquency among the students.

The core subjects such as Pendidikan Sivik dan Kewarganegaraan (PSK) is one of the measures

to combat crime in schools. Approaches that are integrated are to ensure the students to understand and apply them in daily lives. With that, it is a step towards forming the personality of a noble young and also promotes values in each student. Moral education also helps students to solve problems, understand the religious diversity found in Malaysia and diverse cultures and heritages.

Teachers and school staffs should be together give in efforts to combat the crime among students. The exposure should start from the primary school. The campaigns are hoped to curb the delinquency problems among them.

4.3 Reinforcement of Laws

The authorities such as the government also need to help the government to reduce the delinquency among the teenagers. According to Zakiyah and Ismail (t.t), the alternatives that can be implemented are to provide a care center as a drop-in center in the heart of the shopping centers or in places that the focus of the teenagers. These centers can be the place for any events and programs like reading, watching television, playing carom, counseling, career and business opportunities that can attract the teenagers.

The police should also play their own role. For example, motivation programs by the police and campaigns to persuade young people to think for actual role in this life. The campaigns like 'zero Misconduct Students' campaigns and School Disciplinary Laws of the State can be done. In addition, the police should conduct regular raids patrols in hotspot areas such as in the area of drug addiction, sexual promiscuity, hanging and extortion. Teenagers who commit delinquency are required to perform community service as enforced by the police in Singapore so that they will think twice to repeat the same mistake. In addition, the police can make schools as 'adopted schools' to ensure that discipline in schools is under control.

Various measures have been implemented in the process of combating delinquency among teenagers. Among them is through a rigorous control by certain parties like Rela, Rukun Tetangga, police and others in an effort to deal with cases of theft, robbery, rape and so on. With the availability of such controls, it can reduce and avoid the teenagers who want to do the crimes.

4.4 The Role of Mass Media

The role of the social media also should be emphasized. Films with violence, sexual elements and bad gossip talk show should be stopped. This is because the teenagers that are being exposed tend to fantasize because there is a psychological element when watching those entertainments. Therefore, the Ministry of Information should be strict in the screening in the media. Plus, they should be providing the teenagers with films and

entertainment that can help them to think out of the box.

5. Conclusion

Social problems and delinquency nowadays have been influenced by many factors. Therefore, all parties should work together to eliminate the problem of delinquency before it is too late. The teenagers should be more resilient and have a strong identity so they will be able to control themselves from stuck into serious social problems and delinquency. They supposed to be more powerful and with a strong identity in order to ward off the symptoms of delinquency. To produce a quality generation of youth, everybody should play their role to help pushing the teenagers up in line with the objective of becoming developed countries. Finally, proactive measures have to be taken in order to combat corruption among these young leaders. Appropriate actions should not be postponed as the delinquency has becoming more severe to even threaten the next leaders of the country.

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CLASSROOM AS A MEDIUM TO DEVELOP CHARACTER VALUES

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Abstract

This study was conducted to evaluate the effectiveness of teachers' classroom instructional process in disseminating good values for students. The values were evaluated in the development of religious characters, nationalist characters, productive characters and creative characters. The evaluation was done by observing visible changes of behaviours and how students have accepted the values. The survey method was used in this study to analyse the level of students' acceptance towards the implementation of Nation Character Education in the classroom and teachers' perspective on how students practise the nation character based on students' behaviours. Simple random technique was used to determine the school samples from the whole population of 36 secondary schools in Pekanbaru, Riau Indonesia. All items to test the implementation of nation character in the classroom were at the modest/satisfactory and high level. The item which recorded the highest mean score was students' readiness to adhere rules whether in or outside the school. Findings showed that students are willing to work together as a team and teachers have successfully built students' productive characters by promoting leadership skills, instructing skills and students have performed well by accomplishing the task given to them. Teachers have used various elements to develop character values among students, and the indication of positive results was shown by students better behaviours. Teachers can play a positive role by stimulating students' thinking especially by stimulating curiosity among them. Hence, inquiry technique was used by teachers to introduce religious, nationalist, productive and creative characters to their students.

Keywords: character education, a chain of moral values, religious characters, nationalist characters, productive characters and creative characters

1. Introduction

The Indonesian Ministry of Education seriously focuses on the efforts to develop character values among students. It is the Ministry's major commitment to strengthen the nation by producing young generation with great personalities. Thus, school is the main platform and an important channel to shape identities and personalities. Related to that, the Nation Character Development Blue Print was published in 2010 to provide better guidelines especially on the context of its implementation. Nation Character Education (NCE) is very important to develop the Indonesians based on the public concern and issues debated in various seminars of human quality and human capital. According to Habibie (2012), unhealthy information is a threat which lowers the power of human resources. Apart from that, information based of globalization threats disrupt the local culture and rapidly change people's way of thinking. This is due to the existence of the borderless world which brings along various unfiltered values via the wide world of internet access, resulting with a forming of a new society with new culture, new characters and new moral values. Thus, lifestyles of the young generation have changed, particularly their values and social elements. Traditional customs and social cultures

are neglected as they are more cultured by the westerners. The emerging new trend and new socio-culture is getting various attentions and discussions related to the impacts of globalization towards socio-culture and the new emerging trend of the current society. According to the Indonesian Education and Cultural Minister (Sudrajat, 2011), character education is very important to serve its purpose of producing students with intelligent minds, good behaviours/manners and moral values that would strengthen their identity.

The emergence of new values is very alarming, thus school is considered the best formal platform to rebuild and retain the nation characters. Formal environment at the schools and classrooms is the best channel for formal lessons to teach character values. This formal implementation is a very important move to inculcate and rebuild good values to filter negative elements from influencing behaviours and attitudes of the younger generation. However, it is not an easy task. It involves emotion and attitudes, which requires comprehensive approaches and strategies. In implementing it, teachers need to function as icons to be imitated or copied. As icons, teachers are responsible in disciplining, conditioning, creating conducive environment, integrating and internalising values. The best way is by using the method of knowing the good, feeling the good, and acting the good.



Figure 1. Reasons for good actions

2. Developing Good Characters

It is not easy to develop personality, as it needs prominent icons and role modeling. Teachers are the best icons to be imitated and copied; hence in order to develop a holistic attitude of a perfect human being, a smart teacher has to play several roles as a *murabbi* (to disseminate knowledge), *muaddib* (to show good attitudes) and *mudarris* (to change). Good attitudes begin with one's knowledge, intention and hope to be a better person. The Character Development Theory by Lickona (1996) stated that "*Character to conceive has three interrelated parts: moral knowing, moral feeling and moral behavior.*" Moralistic characters are attitudes of respecting others, caring, taking action with integrity and being religious. Thus, a good man is a man who performs good deeds for others.

Soedarsono (2009) defined characters as a set of moral values and norms owned by the society, which work as guidelines in the dimension of thinking, attitudes, behaviors and actions. The values shape a solid character of an individual by embedding one's personal values with values of his or her social environment. Those characters determine and reflect the nation's identity and cultural heritage which are treasured or preserved as the vital part of life.

Students need formal sessions to acquire moral knowledge (moral knowing), to appreciate good values (moral feeling) and to perform good moral (moral habits). The reality of life today is different than the hopes of having generations with great moral and good characters. This happens because education is normally implemented to shape humans to act mechanically rather than humanistically with religious values as the foundation of life principle.

Nation characters are basically values of a nation which rooted from the philosophy of life or the way of life, involving: (1) religious values, (2) socio-cultural values of customs, attitudes, habits, routines, outstanding personalities and (3) normative values (adhere to social rules) which are collectively agreed by everyone and stated as the goals of national education. According to al-Na'imy (1994), people are different due to their surroundings. Those who are at a supportive environment, have the tendency to become good people and vice versa.

According to Lickona (2004) "*character refers to good values of life based on religious values, intelligent and mental health*". The Nation Character Development Blue Print (2010) has

considered Lickona's view that good attitude is built from knowing about moral, a sense of feeling towards moral values and then to act accordingly.

3. Purposes And Research Objectives

This study was conducted to evaluate the effectiveness of teachers' instructional process in the classroom as the best medium to inculcate good values. The values are evaluated on the development of religious characters, nationalist characters, productive characters and creative characters. The effectiveness was measured based on the level of students' acceptance, changes of behaviours and values practised by the students. The objectives of the study are as the following:

- i. To determine the level of students' acceptance on the implementation of Nation Character Education (NCE) based on their perspective towards teaching and learning experienced in the classrooms.
- ii. To determine the level of nation character practised by students in the aspects of religious, nationalist, productive and creative characters.

4. Literature Review

Kalijernih (2007) had discussed the concept of character education in detail. The concept involves the efforts taken to encourage the society to realize how human is created. Hence, people should lean toward goodness, to protect their dignity and to have great pride in upholding good and correct values. Naturally, people tend to choose the good over the bad ones. In relation to that, the Nation Character Development Blue Print (2010) hopes that acculturation of moral values would be embedded in one's personality when the values are sincerely accepted and practised. Simply knowing about the moral values is not enough, but they need to be practised as life attitudes.

Character education is divided into three main functions: (1) to develop students' potentials, for them to have good mind, to be kind and to have good attitudes pillared on the Pancasila's principles of life, (2) to improve students' characters from the influence of negative elements, for them to become great Indonesian people by improving the roles of family, school and the society, (3) to retain the values of Indonesian cultural heritage while accepting and internalising other positive characters found in cultures of other countries in the world. The formula to deliver character education is in line with the concepts of characters proposed by Lickona. They are knowing, feeling, needing and

practicing or taking action of the good moral values. Kerr (1999), listed five methods of character education to be inculcated at the learning institutions: to teach, to model, to priorities, to practice and to reflect. The Character Development Blue Print has stated four important dimensions of social environments as the platform to inculcate good values. The dimensions are classroom climate, school culture, co-curriculum and social interaction with the society.

Teenagers are over exposed to new uncontrolled information, hence they created a new way of thinking, decision making and lifestyles. Their time is spent with the social media such as chatting and browsing unhealthy internet websites. As a result, their mind and values are corrupted beyond the Indonesian norms. Hence, classrooms

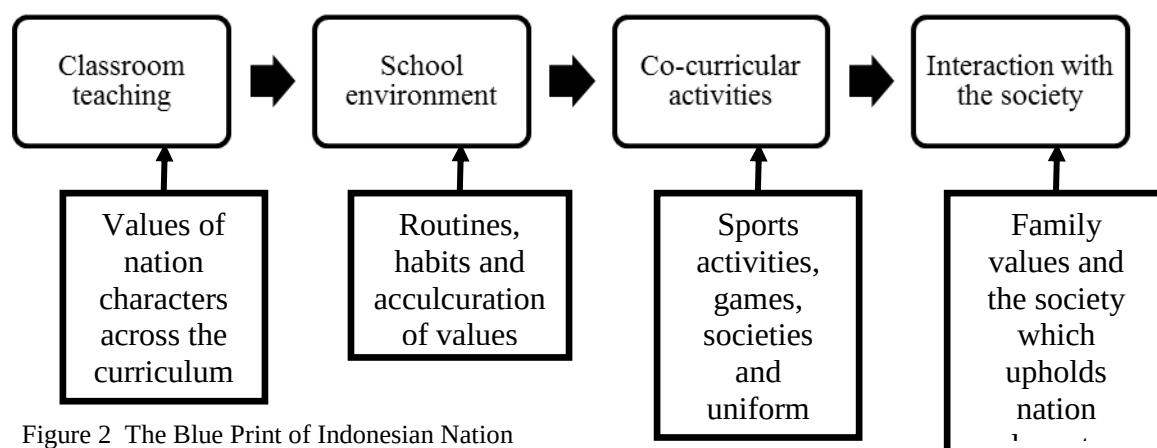


Figure 2 The Blue Print of Indonesian Nation Character Development, 2010 (Kilpatrick, 1992)

It is not easy to simply develop students' personality with values and good norms, it actually needs a comprehensive and holistic action plan. The efforts require inculcation of spiritual values using various religious elements such as prayers, greetings, mass praying (performing *solat*), reciting the Holy Quran and *hadith*. In addition, nationalist values can be inculcated through patriotic songs, profiles review of the outstanding nationalists, analysing poetries and reviewing historical documents. Productive values would increase students' self-confidence to communicate and to complete assignments. Whereas, creative values are stimulated by trainings and performing task which improve students' ability to think creatively and also to become more innovative.

5. Problem Statement

This study was conducted due to several issues related to globalisation threats in Indonesia. The threats come with various foreign influences on the lifestyles of the Indonesians especially the young generation.

Abundance of information is easily accessible from ICT, Internet and social media. They have changed the lifestyle of the teenagers, especially their way of thinking and life trend. It is so alarming when the unfiltered information is easily available to threaten national culture, identity and social norms of the Indonesian people. The threats are gradually but surely destroy the status quo by bringing new way of thinking such as the hedonism culture.

are thought to be the best platform to counter the problem by inculcating strong and good values to arm the young people from the evil foreign cultures. Having internal control and self-awareness would help students to personally shield themselves from the hedonism and foreign values.

Nation character education focuses on several aspects to educate students to be honest and responsible, in their speech, action and thinking. Students are also taught to have positive attitudes such as tolerance, diligence, creative, independence, democratic and patriotic. In addition, the purpose of the education is to build positive thinking, especially on the country's independency by putting the country as their first priority besides family. It is hoped that Indonesians will be proud of their own language and the socio-culture of their own people.

Most students are now practising odd behaviours which are against the customs and traditional law, moral and social practice. Traditional culture and positive practices are neglected, and new negative language is commonly used by the younger generation. This scenario shows the crippling of nation character among the Indonesians today.

6. Methodology

This is a survey to determine the level of students' acceptance on how Nation Character Education is implemented by teachers in the classroom. A questionnaire was used to collect data from students and to get teachers' perspective on the practice of Nation Character Education to

shape students' behaviours. Simple random sampling was used to determine the school samples from the whole population of 36 secondary schools in Pekanbaru, Riau, Indonesia.

Simple random method was used by pooling 22 schools as the research samples and then used to determine students as the following: 14 form three students, 12 form two and also another 12 form one students. The survey method is suitable to analyse relationship between the independent variables and dependent variables as described in the research conceptual framework. The collected data was analysed to evaluate students' acceptance towards the implementation of nation character values by teachers in the classroom. The evaluation was also done on students' practice of religious characters, productive characters, nationalist characters and creative characters.

A pilot study was conducted to assess the questionnaire particularly the time frame provided to response to the questions, the ambiguity of the questions, and correlation between the items score with the total score to determine the validity of the questionnaire.

7. Findings And Discussion

7.1 The implementation of nation character in the classroom

Teachers are the main agent to implement the Nation Character Education. Their role is to inculcate 15 items of good values for students, as the following:

- i. Reciting a prayer before starting the lesson
- ii. Inculcate religious values in the lesson
- iii. Using moral issues to stimulate the lesson
- iv. Applying the spirit of loving the nation/country
- v. Applying cooperative learning to improve interaction
- vi. Guiding students to adhere to the rules and regulations
- vii. Promoting rational thinking and open mindedness
- viii. Promoting the sense of responsibility in students' life
- ix. Applying inquiry technique to encourage students to think
- x. Motivating students to learn confidently
- xi. Complimenting students as an incentive
- xii. Applying humour in the lesson to help students for better understanding of the values
- xiii. Using various teaching aids to integrate values
- xiv. Reprimanding/giving constructive comments to help students realize their mistakes
- xv. Showing examples and models to inculcate values

Findings of this research showed the level of students' acceptance towards the implementation of

nation character values in the class is at the high level. Students also provided positive responses except to item no 7 which is *developing students' thinking to be more rational and open minded*. However, the implementation was vague and this confused the students resulting with the low level of acceptance.

Every item of Nation Character Education implemented in the classroom is at the satisfactory and high levels. The item which has the highest mean score is students' readiness to adhere to the rules in and out of the school. This shows that teaching students about rules and the importance of adhering to law and regulations are important elements. This is in line with the education goal which is to produce individuals who have leadership quality and self-discipline.

Students were also not fully exposed to the aspects of creative and critical thinking. Their level related to those aspects is still at the satisfactory or modest level, especially issues related to the society. Due to that, they have very limited ideas to debate, to discuss, and also to provide ideas, point of views or opinions. Activities such as forums are the best kick start or the momentum to encourage students to participate actively and communicate well. However it was not taken advantage fully by students to develop their own character. Hence, teachers need to be patient and diligence to transform and shift the paradigm in order to shape students' character. Among the activities can be used in the classroom are intellectual discourses, religious talks, patriotic public speaking sessions and forums on issues related to moral and human capital development.

In overall, it was found that teachers have successfully implemented Nation Character Education across the curriculum within a very limited of time through continuous activities and ideas. The use of various stimulations, ICT and audio visual aids truly helped the teachers in increasing students' awareness to change and improve their personalities to be better persons who appreciate universal values of the society. The steps and approaches implemented by teachers in a relax, non-threatening manner made it easy for students to accept and change themselves, as what is expected by the context of Nation Character Education.

7.2 The level of students' acceptance towards Nation Character Education

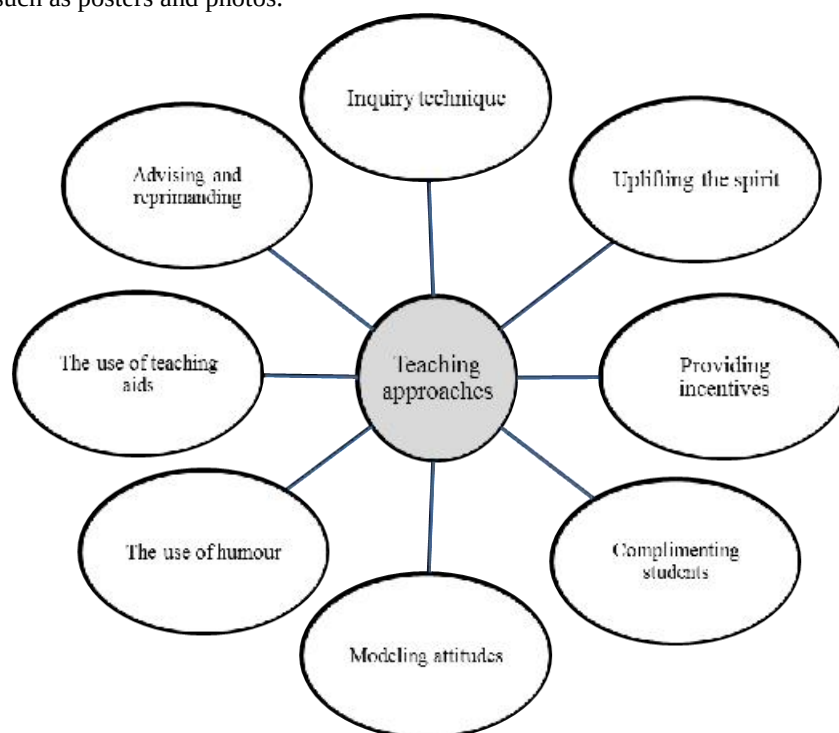
The implementation of Nation Character Education in the class was successfully done because students participated actively by giving fresh ideas about positive values, ample break time was given for students to refresh from serious academic discussion to practical activities. Students accepted the practice and education positively due to the relax and semi-formal condition provided by

teachers in the class. For instance, students were required to stand up and greet the teacher, after that a student would be called to say a prayer and briefly talked about any relevant issue related to characters and values development. This brief slot was conducted in a semi-formal situation has effectively changed and developed students' values.

Muhammad Sattar Rasul *et al.* (2013) agreed that a semi-formal situation and practical activities are the best way to let the students copy and practice the values modeled by the teacher himself. The opportunity provided by teacher for the students to inquire and ask questions encouraged the element of curiosity among students, which then received positive response from the students. Students were found to be more active especially in giving answers, presenting in front of the class, sharing ideas and performing activities. An example of such activities was when a teacher asked his students to sing the National anthem *Indonesia Raya* for the purpose of helping the students to express their love for the country. Other than performing the national anthem, students were asked to write and talk about the nationalists and the nation's heroes creatively using multimedia and other materials such as posters and photos.

reaching mutual understanding to achieve the same goals. Findings of this study showed that students are ready to cooperate and work together as a team. Hence, students' productive characters were successfully developed by teachers' approach through leadership, instructions and task accomplishment. Students also showed their own personal creativity by completing assignments as planned and instructed by the teacher. Thus, even though the implementation slot was brief but it was able to develop values and accepted well by the students.

Values and students characters were developed by teachers across the curriculum, this helped students to understand clearly especially through various methods, activities and tasks given by different teachers. Hence, this also ensures continuous effectiveness of the way the characters are developed at every stage. This study focused only on a teacher treating a treatment class/group, but a positive reaction and changes of students' behaviors were clearly observed.



Through these activities, students were taught and trained to be creative and to develop their productive character.

According to Mohd Uzi Dollah (2007), cooperative learning is a good way to encourage friendship, teamwork as well as soft skills among students. In this context of study, soft skill is part of the character development. The elements involve are cooperation, sharing of ideas and

Figure 3 Teaching Approaches to inculcate values of nation characters

Multiple elements were used by teachers to develop character values among students. The implementation was found effective when students showed better behaviours and performed well, as expected by the elements of nation characters. According to Kalijernih (2007), modeling is an

important aspect of learning in order to develop values and to shape certain characters. This study has found that the development of characters and positive responses from students were due to the teacher's personal positive attributes.

7.3 The use of Inquiry technique to develop character

Students' curiosity could be aroused through inquiry technique to introduce students to religious, nationalist, productive and creative characters. Teachers can bring forward various issues for discussion and ask students some questions for them to indirectly think of good values. Question and answer session is an easy way to let students understand certain issues and indirectly teacher is arousing students' curiosity. Therefore, teachers have used inquiry technique to introduce religious, nationalist, productive and creative characters in the classroom, which is a very good technique not only to encourage students to think positively but it provides an opportunity for the teachers themselves to explain clearly of any issue asked by students.

According to Syahrudaman Kamarudin (2010), inquiry technique provides students with an opportunity to ask and resolve whatever problems related to religion, the nation, the society and new ideas. In other words, it opens for active communication, at the same time develops self-confidence and helps students to understand problematic issues clearly. This is actually a good method to successfully implement character education.

7.4 Teacher as a motivator

There are other ways for teachers to boost students' spirit towards loving the country and respecting the national flag. Discussions and brainstorming are good techniques to explain motives and reasons to be good citizens. Teachers can make full use of their own personal experiences by sharing ideas and stories with students to create awareness on the issues happening to the country and the society. Encouragement and motivation would help to boost the spirit and love for the country, due to that, teachers can also conduct learning activities such as public speaking, patriotic poetries recital, and motivational songs to create awareness and to spread the spirit of love. In this context of study, teachers instructed students to sing patriotic songs, and such, a fun element was used to create awareness and increase confidence level.

The best way to encourage and develop passive students is through active interaction. Passive students can be coaxed by motivational speech, compliments and clear explanation of certain motives, characters and values. This type of approaches would hasten students' acceptance, hence positive impressions would easily be built. Results of a study by Saifuddin (1997), agreed that

it is important for teachers to play a significant role as a motivator and guiding students about motives of certain actions.

7.5 Humour in class and a method to develop students' characters

Sometimes it would be easier to develop characters and disseminate values among students by using a sense of humour, jokes and satires. A humorous situation would resolve tense to allow character education to be effectively implemented in a relax and flexible environment. According to Khairul Anuar Abdul Rahman (2012), an effective teacher would consider the element of humour as one of the learning and teaching aspects in the process of providing education in a fun and conducive manner. According to Abdul Shukor Shaari (2008), effective communication would influence students' behaviours and great personality.

7.6 Incentives and compliments

According to educational psychologists, incentives and compliments are important elements to stimulate positive changes of behaviours. This is due to the fact that people need acknowledgement and appreciation (Woolfolk, 2000). This study has proven the same fact. A teacher who frequently provides students with incentives and compliments has effectively developed a new positive character in students' life. Incentives can be in a form of attention, being a good listener in handling students' problems, giving gifts and merits whenever students performed good behaviours.

Learning refers to permanent changes of behaviours and mental process due to experiences and trainings when one is interacting with his environment. Hence, reinforcement and incentives are important and effective elements to shape behaviours of an individual (Ormrod, 2008). In the context of developing students' religious characters, it is actually not a simple job as different students have different perspectives. However, the various perspectives can become a united one when teachers show one universal perspective through polite attitude and behaviour in developing students' personality. The task would be even easier when it is complimented with reinforcement and incentives. Motivational and complimenting words which are given at the exact moment when the student is performing good character is a direct encouragement for students to double up their efforts to be better.

7.7 Modeling attitudes

Developing and shaping characters need modeling and examples. Students would always look up to adults as their iconic models. Hence, learning through observation is another effective way to inculcate values of good attitudes among

students. For instance, to train students about cleanliness, teachers' clean appearance is the best way to influence students to accept and develop their own values of cleanliness.

Imam al-Ghazali stressed on social learning as mingle with good religious people as one of the three methods for one to develop his good attitudes and strong character (Khairul Anuar Abdul Rahman, 2012). This is important because people naturally easy to copy others, whether those with good or bad attitudes. So, when one befriends with good people, he will naturally learn about good things and be a good person himself. According to al-Na'imy (1994), people are different due to their surroundings. One who happens to be in a good education and environment would have the tendency to move on the right path, so he will be among good people, and vice versa.

One of the reasons students would easily accept Nation Character Education is due to teachers' tendency to become a good role model and showing a good example of attitudes such as teaching students the right way to say a prayer, teaching students about life with discipline, teaching about punctuality and cleanliness.

7.8 Students' practise of positive attitudes and characters

The goal of learning and education is for the students to change their behaviours by understanding moral values and sincerely realizing the values by practising them. There are four expected changes of characters, as the following:

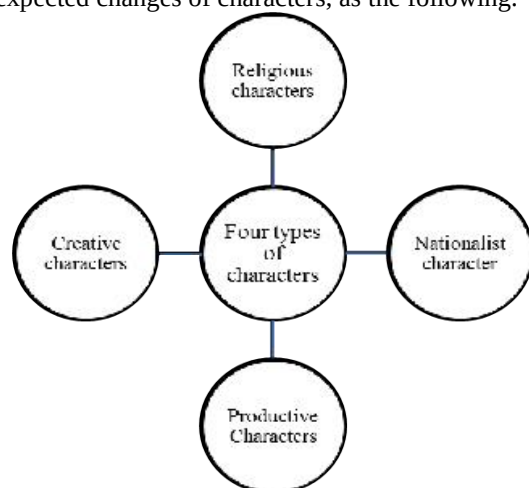


Figure 1.4 Four Types of Characters

Table 1. The level of characters practiced by students

No	Items	Mean	Standard deviation	Interpretation
1	Religious	3.30	0.325	Modest
2	Nationalist	3.81	0.358	High
3	Productive	3.16	0.420	Modest
4	Creative	3.33	0.362	Modest
	Nation Characters	3.42	0.324	High

Generally, the findings showed that nationalist characters are highly practiced by students (mean = 3.81 and sd = 0.358), followed by creative characters (mean = 3.33 and sd = 0.362), religious characters (mean = 3.30 and sd = 0.325) and productive characters (mean = 3.16 and sd = 0.420). The overall level of practise is at the high level. This can be translated that nationalist characters received better acceptance when compared with the other types of characters. This also means that teachers have successfully introduced and developed awareness among students on the struggles of the independent heroes and students do appreciate the struggles.

7.8.1 Religious characters practised by students

Religious characters are the main criteria to evaluate how well students have become and developed as human beings. There are five aspects of religious characters: they are religious attitudes, honesty, tolerance, obedience and integrity. In overall, the detail on how students practised these religious characters is explained in the following table:

Table 2 Religious characters practiced by students

No	Items	Mean	Standard deviation	Interpretation
1	Religious Attitudes	3.42	0.392	High
2	Honesty	3.38	0.446	Modest
3	Tolerance	3.50	0.217	High
4	Obedience	3.33	0.480	Modest
5	Integrity	2.87	0.446	Modest
	Religious characters	3.30	0.325	Modest

Tolerance is at the highest level with the implication of an increase number of students who have accepted and appreciated freedom to have any religions and diversity of religious attitudes. Students are practising the religious characters and appreciate their teachers as their models as well as showing positive changes of their own behaviours. The other three religious characters – honesty, obedience and integrity are at the modest/satisfactory level. It was difficult to measure the other three characters as they are naturally very abstract and it is difficult to see the changes. However, honesty can still be measured through actions such as returning lost items and do not take items belong to others.

i. Being a religious person

Religious attitudes are enriched by practising prayers during studying, greeting others, respecting the right for freedom of religion, constant praying and continuous learning. However, students' tendency to learn and listen to religious talks is slightly lower than the other aspects. This might be

due to their poor endurance to sit, focus and listen for a long period of time. Hence, the implication is religious talks or lectures are not encouraging enough.

Based on the items in the questionnaire to determine honesty among students, it was found that students showed positive responses. Students showed high level of practise on the aspects of keeping lost items that they have found and also in keeping secrets. However, students' knowledge and practise on the aspects of responsibility and fulfilling promise they have made are at the satisfactory/modest level.

Tolerance in religious practice is an important aspect especially among the multi-religions of the Indonesian people. The majority of the Indonesians are Muslims, however the religion allowed the Muslims to respect others' right and other religions' practices and customs. Students are taught to accept the differences among them and to respect others' cultures and religions. However, the level of cooperation with strangers is at the satisfactory level. Students were also confused when they were punished on certain misbehaved, but relatively proud when they adhered to religious rules even if the level is still very modest. Nevertheless, students were punctual in learning and attending classes.

Integrity or being responsible is an important and vital element in developing religious characters. This character is important to produce kind and responsible people. Integrity also refers to the responsible aspect to ensure school cleanliness. This element has been well practiced by the students and it is at a high level. The other three aspects are students' efforts to get high marks, hard working to be successful and actively involved in beneficial activities. Sadly, open-mindedness and honesty are still at the low level.

7.8.2 Nationalist characters practised by students

It is important to develop nationalist character in order to produce students who sincerely love their own country and respect the nation, as well as being proud to be Indonesians. There are five aspects of nationalist characters, involving the attitudes of being democratic, prioritizing the nation, love the country, diligence and love for peace and hating extremism. Among the five aspects, students highly love and prioritize the country. Students also have good attitude towards the peace value. Whereas, democratic and diligence values are still at the satisfactory level.

Even though the level of democratic attitude among students is still at the satisfactory level, teachers have successfully guided and taught students to appreciate it. Students were taught to readily accept others' opinions and points of view. Apart from that, students have changed and adapted

themselves well with the school environment. Students also appreciated general opinions that provide mutual benefits.

Descriptive analysis was conducted to get the mean score and standard deviation to determine the level of nationalist characters practised by students, as shown in the following table 4.46 below. The table shows every item of nationalist character, with *love for the country* is at the high and strongly high level. The item which has the highest mean score is *"I cannot tolerate anyone who insults the Indonesian people"* (mean = 4.49 and sd = 0.710). This is a great finding that students do have clear awareness about the love for the country.

Hard working or diligence and the ability to complete assignments are still at the satisfactory/modest level. Hence, teachers need to double up their efforts to increase students' motivation in completing tasks and to teach students about the importance of being responsible and taking correct action not only for their own benefits but for the nation as well.

7.8.3 Productive characters practised by students

Beginning the 21st century, productive attitudes referred to students' competitive edge or the ability to compete globally. In the context of this study, students showed high level of communicative ability, whereas the other three aspects of social sensitivity, sensitive to the environment and being productive are at the satisfactory or modest level. Students used polite and kind language to greet others, to provide points of views, to explain things and they have the ability to use appropriate intonation to describe events and emotion.

In the context of social sensitivity, it was found that the level of students' practise is still very modest in the aspects of sharing their experience with others, avoiding a tense situation and how to create a harmonious situation with others, willing to listen to others' problem and also to help others if the need arises. Hence, those attitudes need to be increased to prevent selfishness. In addition, students were also clueless and insensitive to social problems happening around them and also at a wider context.

The level of students' involvement in class activities is also very modest. Thus, students need more encouragements, compliments, motivation and reinforcement from teachers to ensure a change of behaviours. They also need continuous encouragement to increase the level of their spirit so as never to give up trying to be better.

7.8.4 Creative characters practised by students

Descriptive analysis was conducted to find the mean and standard deviation in determining the level of creative characters practised by students.

Creative characters are divided into four aspects : self-esteem, reading habit, creative thinking and a sense of curiosity.

Self-esteem refers to students' level of self-confidence and self-appreciation. The level of self-confidence will be increased when students are respected and treated fairly during their lesson. Self-esteem is shown by their ability to perform everyday's work on their own and then they have self-satisfaction doing it by fully utilising all of their potentials. The performance achieved would increase their own personal understanding. Students could also correctly plan their tasks by following their teachers' instruction.

This study has found that teachers have successfully increased students' curiosity level. Unfortunately, students' reading habit and their way of thinking are still at the satisfactory level. Based on a study conducted by Yahya Othman and Wan Mat Sulaiman (2011) on the level and reading interest, they found that teenagers have a very low interest in reading. Hence, this study has found similar finding even if the level of interest should be increased in line with one's maturity level. This study showed that all items are at the satisfactory level, meaning students did not spend their leisure time with reading but wasting it doing nothing important. The only time spent for reading was limited to academic materials which then limits their general knowledge.

In the context of applying creative thinking, it was found that students' level of creative thinking is still at the satisfactory level. However, students have accepted and shown good efforts to apply thinking skills by using mind maps and visual aids to improve their understanding of certain lessons. Students are also capable to make conclusion and generalization of facts, they also have the ability to analyse information in details to debate certain issues. However, there are still weaknesses which need to be improved.

The knowledge and how it is acquired begin with the manipulation of students' curiosity about something. This curiosity would discover new knowledge, which then developed into a beneficial information for the students in order to achieve their future goals. This study has found that students have used various ways, methods and steps to complete the assignment given to them. They have the initiative to refer to multiple resources as well as consulting the teachers to solve any problems related to their tasks.

8. Conclusion

It is not easy to shape one's character of personality by influencing his way of thinking. The process needs ultimate patient, education and continuous practices, while in schools it has to be developed as an integrated lesson across the curriculum. In the context of this study, conclusion

can be made that teachers have effectively put some efforts and the efforts have been paid off when students show positive impacts especially in the level of their acceptance towards the implementation of Nation Character Education. Teachers' efforts are deemed effective as students do show positive transformation of attitudes and daily practices especially in the aspects of religious, nationalist, productive and creative characters. Hence, teachers can manipulate students' potentials and eliminate their weaknesses by providing continuous encouragement, reinforcement, acknowledgement and motivation in order to change the youth's attitudes and daily practices.

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THE EFFECTIVITY OF INNOVATIVE EXPERIMENT GUIDEBOOK ON STUDENT'S ACHIEVEMENT AND PSYCHOMOTORIC ACTIVITY IN ENDANGERED ECOSYSTEM AT THE MRSM FELDA(TROLAK) MALAYSIA

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Abstract

In current globalization era, experiment is very important activity in learning biology. Experiment is one of the forms of teaching that considered as an effective one, since it can cover three domains: cognitive, psychomotor and affective, in example is BOD Analysis and Water Pollution on Endangered ecosystem. The problems in among school today is the experiment guidebook not developed well so that make the students confuse to do the experiment and create misconception among students. An experiment needs to be done scientifically and systematically so that it need for Experiment guide. Based on this reason the innovative experimental guide should be developed based on guided inquiry learning to enhancing the learning quality. The purpose of this study is to analysis the effectivity of innovative experiment guidebook on student achievement and activity in subject material of BOD analysis and water pollution in the MRSM Felda (Trolak). Methods: This research using experimental research with pretest post test control group design as many as 65 students on 2 class. Analisis method using t-test, while the ability of student to write experiment result analysis qualitatively. The result of this study show that the experiment guide that developed effective to increase the student achievement and activity of psychomotoric on biology in MRSM Felda (Trolak) using statistics methods on cognitive aspect ($t = 3,211$; $p < 0,05$) and psychomotoric activity ($t = 2,06$; $p < 0,05$).

Keywords: Endangered ecosystem, innovative experiment guide, students achievement's, psychomotoric activity

1. Introduction

Curriculum Education in Malaysia is Integrated Curriculum for Secondary Schools I. One of the subjects in the curriculum is biology (as science subject) for secondary schools. Biology curriculum in Malaysia aims to develop the knowledge, skills, and positive attitudes of students [1]. Biology in secondary school gives students an opportunity to enhance knowledge and skills in biology, develop problem-solving in higher level, and skills in making decisions that help students to solve problems. Another aim is to strengthen the value of love to the state to build comprehensive beings, which seeks to contribute towards the harmony and prosperity of the country and people. Biology learning process will not be successful if the learning is abstract such as memorize words, facts, and formulas. One way to realizing biological material is through experiment activities [2].

According to Ref [3] experiments associated with several objectives, such as: 1) To motivate the students, because the experiment in the general interest to students so that they are more motivated to learn sciences; 2) To teach the basic skills of science; 3) Improving an understanding of concept; 4) To understand and use the scientific method; and 5) To develop scientific attitudes. One of the

biology curriculum material in secondary schools in Malaysia is Endangered ecosystem that have experiment material including analysis of BOD and environmental pollution. Endangered ecosystem in Malaysia are studied by the students at level 4. This experiment is necessary so that students know about how to do analysis of BOD (Biological Oxygen Demand) and the influence of chemical substances on the living organism. This material is abstract, so it is needed experiment activities.

From the observation in MRSM Felda on August 15th, 2014 got information that the grade 4 for science classes used explanation methods by teacher that make them not active in the class. Those class also do not have specific guidelines that are facilities them to do an experiment activities, the guidance is very simple and explanations lacking sufficient detail so students confuse. This can lead to misconceptions. Misconceptions among students will survive and grow again if the learning process is not supported by the books source and conceptual change. Misconceptions not only occur during the learning process in the classroom, but also can have a negative impact to the student when he was doing the lab activity [4]. Lab science (an integral part of learning science) which aims to provide an opportunity for students to perform hypothesis testing or observation of real objects

related to the concept or theory [5]. experiment also be interpreted as laboratory work or experiment work conducted in the laboratory in field of science.

Experiment forms can be nature experiment as exercises, nature experiment as give of experience, and experiment investigation or inquiry [6]. The third form of experiment importance flyer to prospective teachers. Experiment form of exercise aimed at developing basic skills, such as using the tool, measure and observe. Examples of nature experiment as the exercise is to practice using tools and lab materials such as pipettes, measuring cups, and others. At this lab students are required to act as a scientist [7]. In the experiment implementation of this can be used or discovery inquiry model that gives students the opportunity to identify problems, formulate problems and hypotheses, planning experiments, conducting experiments, evaluation of experimental results, and reporting the results of the experiment. Examples of biological material that is suitable for experiment forms of investigation is the material in the chapter Endangered ecosystem, such as BOD analysis activities and the influence of chemical on the survival of living organism.

According to Ref [3] and [4] the guiding innovative lab can increase the effectiveness of the learning process. Biology teaching should be useful to develop the curiosity of students through discovery / inquiry based on direct experience carried out through scientific work to take advantage of the facts, concepts, principles, theories, and laws. Through the scientific work, the students are trained to think creatively, critically, analytically, and diverging. One way to teaching biology by using innovative lab guide.

Ref [7] stated that learning with experiment guide highly effective to reach the entire of knowledge simultaneously, among others, by applying theory to real problems (cognitive), exercise planning activities independently (affective), and train the use of certain instruments (psychomotor) are more tangible. Psychomotor activity is very important for students because it deals with skills in the laboratory. That statement shows how the important of experiment role in achieving student's achievement. Based on the facts above, MRSM Felda in Malaysia need to be developed and applied innovative experiment guide for Analysis of BOD and water pollution as part of a sub material Endangered ecosystem that will be applied to students in grade 4 science class, which is expected usefull to improve student's achievement and psychomotoric activity.

This study aims to determine the effectivity of an innovative experiment guidebook in improving student's achievement and psychomotor activity in MRSM Felda in Endangered Ecosystem material.

2. Methods

2.1 Design of Research

The design of the research is "Randomized Control group pretest-posttest design". The design is presented in Table 1.

Table 1. "Randomized Control group pretest-posttest design"

Group	Pretest	Treatments	Posttest
Eksperiment	Y1	Xa	Y2
Control	Y1	Xb	Y2

This study used an experimental method with research subjects (samples) of two groups of students, which is defined as an experimental group (Form 401) and the control group (Form 403) in Maktab Rendah Science Mara (MRSM) Felda located on Trolak regency, Perak, Malaysia. Samples number are 65 students, consisting of 33 students on experimental class and 32 students on control class. Groups of students were selected by simple random sampling of the Form 4 MRSM Felda population, in first semester of the academic year 2014/2015 of nine classes (401-409). Biology subject experimental class using innovative lab guide, while the control class subject using conventional experiment guide.

2.2 Data Collection Methods

1. Data of improving student's achievement got from the pretest and post-test
2. Data of student's ability to write experiments report by the value of the experient report.
3. Data of student and teacher responses to the innovative experiment guide as a learning media was collected using a questionnaire.
4. Data of student activity (psychomotor aspects) are taken from the observation of psychomotoric aspects of students conducted by observers.

2.3 Data Analysis Methods

2.3.1 Innovative experiment guide effectivity

The effectivity of the innovative experiment guide is known from the results of post test and psychomotor activity. The data analyzed by t-test.

2.3.2 Data of experiment students report

To determine the ability of students to write experiment report, carried out an assessment of the lab report. Lab report assessed from several aspects of assessment, such as the title, objectives, basic theory, results, discussion, data analysis, conclusions, and references. The ability of students to write experiment results expressed qualitatively according to the criteria that presented in Table 2.

Table 2. The ability of the students in writing the results of experiment

Score	Criteria
91-100	Very Well
81-90	Good
71-80	Quite Good
61-70	Less
<61	Bad

2.3.3 The active participation by the students/ Psychomotoric Aspect

Based on the statement of Ref [9], researchers developed psychomotoric criteria to 8 aspects a) preparation of tools and materials, b) skills to using tools, c) acquisition of lab procedures, d) cooperation group, e) observed experimental results correctly, f) the ability to draw conclusions, presentation, g) can restore all the tools and materials arranged neatly, h) making skills while complete lab report and according to the format provided by the teacher. Data obtained from the student activity observation sheet, and then analyzed descriptively. A percentage that has been obtained is used to confirm the level of student activity. Criteria for student activity according to Ref [9] classified by the parameters in Table 3.

Table 3. Criteria psychomotor students when learning to use lab guide

Interval Criteria	Criteria
85%-100%	Very well Skill
70%-84%	Good Skill
60%-69%	Enough Skill
50%-59%	Less Skill
< 50%	Bad Skill

3. Results And Discussion

3.1 Data of student's achievement

1) Analysis of the pretest and post test students

The results of the pretest and post test 's students are presented in Table 4

Table 4. Data of student pretest and posttest in experiment class and control class

Variations	Control Class score		Experiment Class score	
	Pretest	Posttest	Pretest	Posttest
The highest score	45	72,5	52,5	87,5
The Lowest score	27,5	45	35	52,5
Mean	37,2	60,3	44,2	75,3
posttest -pretest average	23,1		31,1	

Based on data in Table 4 known that student's achievement (the difference between pretest and posttest) on the experimental class and the control class. Student's achievements higher in the experimental class students than control class. Based on the results of analysis using the t-test showed that there was a significant difference between the student's achievement of control group and an experimental group with the t-test on learning achievement is $= 3,211 > t \text{ table} = 1.645$. More t test results are presented in Table 8.

3.2 Data of psychomotor activity

Psychomotor Activities of the students during the learning process takes place is obtained through observation. The percentage of student activity in the experimental class and control class is presented in Table 5.

Table 5. Data of student activity in experimental and control class during the learning process and the percentage of students in a particular category.

Psychomotor aspects Category	Number of students of the class			
	Experiment		control	
	Amount	%	Amount	%
Very well Skill	5	15,1	0	0
Good Skill	27	81,8	16	50,0
Enough Skill	1	3,1	14	43,75
Less Skill	0	0	2	6,25
Bad Skill	0	0	0	0

From the data in Table 5 it can be seen that most of the experimental class students achieve the activity category of skilled and highly skilled activity, while the majority of students in control class only reached the level of skilled and skilled enough, there is even less skilled students. Results of analysis using the t test showed that there is a significant difference between students' activity in control group and the experimental group at with t-value 2.06 and ttable value of 1.645. More results are presented in Table 8.

3.3 Data of student experiment report

Data of experiment students report presented is determine to know the ability of the students in communicate the result of their experiment in the form of written expession. With it hopefully each students have an ability to express their idea based on their inquiry in laboratory, and then making a descripton based on it. The result of students reposrt are presented in Table 6, illustrates the level of students' skills in writing or reporting experiments result.

Table 6. Value of experiment reports on experiment class and control class with the percentage of students who have the ability to write experiment results with some categories.

Interval of experiment report	Category	Percentage (%) in the class:	
		Experiment	Control
91-100	Very Well	24,3	9,4
81-90	Good	36,4	28,1
71-80	Enough	39,3	46,8
61-70	Less	0	9,4
<61	Ugly	0	6,3
The average of experiment report		84,37 (good)	76,45 (enough)

From the data in Table 6 the experimental class students have average writing skills lab results with good categories (average 84.37) while the control class students only achieve average writing skills lab results by enough category (76.45).

3.4 Data of students and teachers Response for innovative experiments guide

The response of students to innovative experiment guide just given the experimental class. This is because only used in the experimental class. Student response data shown in Table 7.

Table 7. Criteria for students' responses to the innovative experiment guide

Response Criteria	Total students	Percentage (%)
High	26	78.78
Medium	6	18.18
Low	1	3.03

From the data in Table 7 can be seen that most of students experimental group provides a high-level response to innovative experiment guide. This means that students give positive respond to the use of innovative experiment guide.

5. Test the effectivity of the innovative experiment guidebook.

The effectivity of the innovative experiment guide is known from the result of the difference between pretest and postes- psychomotor activity that higher (better) in the control group. t-tests were performed with SPSS version 16, if t-count < ttable Ho accepted and if t-count > t table H0 rejected. t-test results to student student's achievement data showed t-count on learning achievement is = 3.211 > table = 1.645 Thus student's achievement experimental class is higher than the control class student's achievement (Table 8). T test results to the data activity / psychomotor show t-count price is 2.06 and ttable value is 1.645. So the activity of the experimental class students is higher than the activity control class. Based on the above it can be concluded that innovative experiment guide

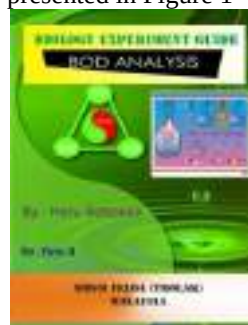
effective to improve student's achievement and student psychomotor activity. T test analysis results are presented in Table 8.

Table 8. Results of the analysis of the data using the t test for student's achievement and student activity in experimental and control class.

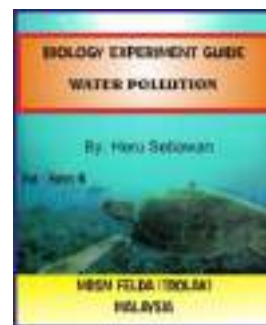
t-test	Pretest-pretest average	t value
Student's achievement of Experiment class	30,1	t-count: 3,211 t-tab: 1,645
Student's achievement of control class	23,1	
Psychomotoric activity of Experiment class	2,462	t-count: 2,06 t-tab: 1,645
Psychomotoric Activity of control class	1,986	

3.5 Discussion

Innovative experiment guide is an experiment guides that are facilitated with various appendages that make students easier to work, such as the name of the tool and the material that accompanied the picture, the function of the appliance, lab workflow image clearer. This guide also comes with safety aspects in the laboratory, such as how to use the correct lab coat, use tools and materials safely, things that can and can not do. Innovative experiment guide also contains aspects of critical thinking based guided inquiry learning so that students are able to explore independently, which in this study used the experimental class. This innovative experiment guide consists of two parts. The first part contains an explanation innovative experiment guide / analysis of BOD levels in different types of water, such as drinking water, pond water, rain water, and seawater. The second part of the guide contains a water-polluting materials that discuss the effects of detergents and other chemical substances on operculum movement of fish. The Cover of innovative experiment are presented in Figure 1



(a).



(b)

Figure 1. Cover Page of Experiment guide (a) BOD Analysis and (b) Water pollution

From the data in Tables 4 and 5 can be seen that the innovative experiment guide is effective to

improve student's achievement and psychomotoric activity in experiments class. From the data in Table 6, can be seen that the innovative experiment guide is also efficient to improve the capabilities/skills of the students in writing experiment reports.

Student's achievement skills are higher in the experimental class than student's achievement skills of control class is caused by several factors. The low score of the ability to write reports on the experiment and psychomotor aspects of the control class due to lack of good cooperation in the group, either or the lab and discussion so that students do not understand the results of their experiment, while good results in the experimental class because students really understand their experiment results. This is consistent with the statement of Ref [5] which states that learning in groups makes students become embarrassed for asking questions and exchanging opinions on the matter are not understood by friends of the group. Group discussion also makes students more active and enthusiasm in learning, discussion helps to keep the lessons developed continuously or compiled gradually and stimulate the spirit of questioning and personal interests. This is in accordance with Ref [10] and [11] which states that learning activities in the lab enhances the confidence and interest of students. In addition, students will more easily understand the concept because practice directly. For students who perform direct experiments will certainly be easier to understanding the concepts that has been done.

In addition control group is also lacking the opportunity to present the results of the discussions that have been conducted experiment, due to the control class experiment opportunity to present the results of the discussion is only given one group. This can occur because the control group requires more time to carry out experiment work and group discussions in order to resolve the questions. In this case, in each group were only a few people who are able to resolve the question so that the time for the presentation and discuss the matter contained in the guide also become fewer. Another factor is the cause for these circumstances is that students are less active in response to the results of the discussion of other groups.

This occurs because the student may be less accustomed to communicate or provide feedback when discussion and learners are familiar with the methods of the previous study with teacher's explanation. In the case the use of tools and materials, found many students are wrong in using the tools and materials, and they not consider safety laboratory aspects, because previous experiments guide is not been safety laboratory.

Those condition different with the experiment class that using innovative experiment guides, students can perform experiments well. During experimental group students gain direct learning

experience that allows them to better visualize abstract concepts, so the students' understanding of the material increases and student achievement is higher. Inquiry-based learning is aided by the experimental guide as a form of learning that is based on the theory of constructivism learning. In constructivism learning, activities are expected active operations. In this study, the experimental class students implement experiment by referring to innovative experiment guide, and it gives an opportunity for them to build their own knowledge of the findings of the discovery itself. Learning uses innovative experiment guide to make students have a positive dependence, interact and work together to help each other in an effort to master the learning material. In a group, the students are capable of high assist low-ability students. The process of cooperative learning motivation increased between members of the group, have better managed, profitable support, and exhibit high emotional engagement in learning, so that mastery of the material can be increased either individually or in groups. All that enables students to achieve better by using their time more efficiently.

Students in the control class are not prepared to learning activities. This is evident from the fact that there are students who are chatting when the researcher (who act as a teacher) delivering learning objectives, and researchers must repeatedly admonish students to be able to focus on learning. Based on this explanation the psychomotoric activity on experimental class is higher than the psychomotoric activity in control class. Based on the observation of the activities during the learning process to obtain information about the lack of cooperation between members of the group during lab work, both in retrieving and analyzing data from experiment result, and the lack of students in presenting the results of the discussion because of the time that learners use to retrieve and analyze the data is more. It is also because students have not been able to divide the group assignment so well that only a few students are really serious. This resulted in student learning outcomes as a whole class control over than experimental class of student learning outcomes.

An Effectivity use of innovative experiment guide to improving student's achievement on experimental class. The existence of experiment activities and discussion groups on experimental class helps students to remember and understand the learning material, because in doing experiment students get hands-on experience to prove the truth of a concept using experiment guide. Results of this research was supported by several studies such as research of Ref [3] study the use of experiment guides on different materials. Ref [3] implementing Learning Method and experiment guide Student Worksheet in Main Material of Hydrocarbons In Class X Sma Batik 2 Surakarta in academic year

2010/2011 showed positive results. Same as with Ref [4] that studying the experiment Learning Model show positive effect on Chemistry Student Achievement in SMP Bantu. In addition to the terms of a theoretical foundation that focuses on inquiry learning approach at the beginning of students' knowledge exploration. This view prefers constructing the initial knowledge of students to construct new knowledge. Thus, students will be able to improve the misconception that happened to them after participating in learning activities that can accommodate their prior knowledge.

Based on the observations of observers at the time the students perform lab activities and when students do learning there are still many students that lack of discipline in conducting laboratory experiments. Cooperation in the group is good but during the activities there are still some groups who are less able to work together. The questionnaire used to determine the student responses, questions were raised regarding the experiment teaching methods to students' motivation. From the data in Table 7 can be seen that 78.78% of students responded well, students stated that the use of innovative methods of teaching experiment in accordance with the teaching materials are studied, and they expressed interest in experiment methods used. In the lab no students become lazy learning. Students feel greatly helped during learning with experiment methods, because by using materials lab will be more easily understand, although there are some students who claim that they do not understand the material studied using the learning method is not experiment because students interested in experiment methods.

This is supported by studies of Ref [11] which states that the lab is very appropriate to be applied in teaching biology because in accordance with the principle of learning science that is inquiry learning. In addition the use of innovative media also useful to improve student's achievement and psychomotor activity [12].

Based on the above description it can be concluded that the innovative experiment guide effective to improve student's achievement and student psychomotoric activity in MRSM Felda in Endangered Ecosystem.

4. Conclusion

Based on the results of research and discussion, can be concluded that the innovative experiment guidebook effectively to improve student's achievement and psychomotoric activities of the students in MRSM Trolak Felda Malaysia on material Endangered Ecosystem.

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PERSPECTIVES OF ELEMENTARY TEACHERS ON CHILD-FRIENDLY SCHOOLS IN THE COASTAL AREAS INDONESIA

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Abstract

The aim of this study was to find out the concept of child-friendly schools in the coastal areas in Yogyakarta, especially from the elementary school teachers' perspectives. This study was descriptive-qualitative research which involved the elementary teachers in the coastal area in Yogyakarta as the subjects of the research and conducted in the following regencies: Gunungkidul, Bantul, and Kulonprogo. The data were collected through focused-group discussion activities and then analyzed through the triangulation of data resources. The process of data analysis included three sequential phases i.e. data reduction, data presentation and conclusion drawing. The result of the result showed that the child-friendly schools in the coastal areas are concerned with five essential aspects, namely: 1) parenting, 2) children learning centered, 3) children-friendly environment, 4) convenient and safety environment for children, and 5) democratic participations of the parents and community in the school's development; inclusiveness or equality for diverse elements of the schools. Those aspects pay attention to the cultural and socio-geographical contexts of the community in the coastal areas.

Keywords: child; school; coastal; elementary

1. Introduction

Creating a school environment for students to learn that can provide security and comfort becomes a necessity. A safe, comfortable and healthy school environment will make the students feel like home school and able to learn peacefully. In addition, children also will grow, develop and participate in education fairly without violence intimidation. The efforts to establish such environment is an attempt to fulfill the rights of children.

Article 3 of the Constitution No.23/2002 states that child protection aims to ensure the fulfillment of children's rights in order to live, grow, develop and participate optimally in accordance with human dignity, as well as to be protected from violence and discrimination, for the realization of Indonesian children who has quality, noble character, and prosperous. Whereas in Article 4 about Child Protection states that every child has the right to live, grow, develop, and participate fairly in accordance to human's dignity, as well as to be protected from violence and discrimination.

Child-Friendly Schools Policy was initiated by UNICEF in 2006 by publishing the manuals for the development of child-friendly schools showed serious attention to schools that are absolutely necessary comfortable for children. With a comfortable school, the child will prefer to be at school with activities that can encourage them to increase their learning achievements. Child-friendly schools initiated by UNICEF are open. Variables for child-friendly schools can be developed to a concept that is suitable for the cultural context of the country that implements it. Nigeria, Thailand, China and Philippines are some countries which

have developed and implemented child-friendly schools. It has even become one of the country's education policies.

Coastal areas in Yogyakarta, Indonesia received less attention for the development of child-friendly schools. Whereas matter of convenience, security, and a healthy school environment is the right of every child anywhere included children in the Coastal region. In order to create child-friendly schools, the same perception about the concept of child-friendly schools among teachers, principals, and community is needed.

Teachers' perceptions of the child-friendly school are about how the teachers act to recognize and interpret the information that could provide an overview and understanding of the child-friendly school environment. To be able to create a child-friendly school, it is important to know how teachers recognize and interpret a variety of information related to coastal areas, so that teachers can provide an overview and understanding on child-friendly schools in the region. Therefore perception is an act of recognizing and interpreting the information, the perception is the initial stage in constructing knowledge to generate a concept of child-friendly schools in coastal areas. The founding of this concept is important as an effort to give a general sense of child-friendly schools in coastal areas that has no concept at the moment.

1.1 Coastal Culture in Yogyakarta

The culture of the coastal area of Yogyakarta cannot be separated with the majority's main job as fishermen. Fishermen's life spent in the sea or water is the dominant culture in the coastal areas. Fishermen's culture associated with the human perspective on nature where humans live. It means

that the existing culture and developed is not far from the background of everyday life as fishermen, farmers, and a variety of occupation related to the process of natural resources on the coastal area. Cultural division of labor by gender is a prominent feature in coastal area communities.

Kusnadi (2010: 6) in his research states that there are traits of social behavior in coastal communities, namely: 1) have a high work ethic in obtaining and subsistence the needs; 2) competitive and independent to achieve success; 3) give high appreciation on the achievements and appreciate the expertise; 4) the nature of openness and expressive, so they tend to be rough; 5) strong social solidarity to face the common threat and help each other when disaster strikes; 6) high adaptability and survival skill; 7) consumptive life style; 8) demonstrative in showing their possessions as the manifestation of success they have achieved; 9) "religious" with high religious sentiments; 10) temperamental, especially if it is associated with self-esteem.

Some social natures of coastal communities are positive and some others negative for the development of child-friendly schools. Positive traits can be a reference in the development of child-friendly schools, but the negative traits can be improved with the concept of child-friendly schools. For that matter, all school components especially teachers need to understand and implement the concept of child-friendly school. Teachers are the spearhead of the successful implementation of child-friendly schools. Teachers' perceptions toward child-friendly schools in the coastal area need to be explored empirically. Then principles, variables, indicators associated with various environments, namely: nature, social cultural economic, social culture, political culture/power, and community's information and communication technology can be drawn. Through this study it is expected that students in this region will be able to get educational services without discrimination.

One of the major problems of education in the coastal area is poverty. Structural and cultural poverty affect indirectly on a person's tendency to be an anarchist. School is one of the legal institutions that have responsibility to eliminate the tendencies of violence acts through child-friendly school concept. This concept gives sense to the people that the child-friendly school in the coastal area is supposed to be based on the cultural environment of coastal communities. The discovery of this concept will enrich the theory especially those related to schooling and education policy in general and school policy in particular. A child-friendly school concept which does not leave the cultural values of coastal area and refers to various changes in social, economic, political and

technology and information culture that occur in coastal area can be applied.

1.2 Objectives and Key Principles of Child Friendly School

Child-Friendly Schools (CFS) was introduced by Education Section of UNICEF based in New York in 1999. Framework of child-friendly schools is a framework based on the principles of children's rights as stated in the Convention on Children's Rights (1990) and international human rights instruments and declarations, including the Declaration on Education for All (1990). CFS framework intended to improve child-seeking, child-centered, gender-sensitive, inclusive, community-involved, protective and healthy approaches to schooling and out-of-school education. This approach is intended to enhance the learning effectiveness, efficiency and the reach of education systems and to enable all children to realize their right to learn.

Child-Friendly School framework is used to plan the transformation of the education system as a whole, in one school at a time, with the participation of all people, to the benefit of every child. This framework allows each women, men, young or adults claim their right for education in a learning community that is child-centered, inclusive, and based on democratic participation (Miske, 2010: 3). The principles of CFS and its features can be illustrated in the table below:

Table 1. Child-Friendly School Principles and Feature

Principle	Features of a child friendly school derived from principle
Child - Centeredness	1. Child centeredness pedagogy in which children are active participant, provided by reflective practitioners 2. Healthy, safe and protective learning environment provide through appropriate architecture, services, policies and action.
Democratic Participation	1. Children, families and communities are active participants in school decision-making 2. Strong link among home, school and community 3. Policies and services support fairness, non-discrimination and participation.
Inclusiveness	1. Child seeking 2. Inclusive and welcoming for all students 3. Gender-sensitive and girl-friendly 4. Policies and services encourage attendance and retention

The principles of child-friendly schools as stated in table 1 above, and then elaborated within the framework in figure 1 below. This framework is developed to guide the evaluation. This picture also shows how the application of three principles should lead to the quality of education and positive outcomes of the students. The picture above reflects the principles of inclusivity, schools accessible and welcoming to all children and look for the children. In schools, implementing child-centered pedagogical approach in healthy, safe learning environment and protective (protecting) which encourage democratic participation of children, parents and society. With this approach, children will be safe and accepted, engaged and challenged, and supported, which all are important outcomes because children are more likely to learn and stay in school.



Figure 1. *CFS models as a pathway to quality education through the application of principles: child-centeredness, democratic participation and inclusiveness (adopted from Unicef, 2009:3).*

These dynamic cause student to have greater opportunities to learn and succeed in life. It also leads to reduced dropout rates because students and their families see the value of school. In addition, a successful school will be seen positively by the people and this is a good reputation. Figure 1 below presents a conceptual framework of CFS model.

2. Research Methodology

This research is a qualitative descriptive study to find a child-friendly school concept extracted from the perception of primary school teachers. The study was conducted on elementary school teachers in the Coastal Region of Yogyakarta which includes Bantul, Kulon Progo and Gunung Kidul which have coastal region. Gunung Kidul includes Tanjungsari District. Bantul includes Sanden District and Srandakan District. While Kulon Progo in Galur District. The data collection techniques used in this research is Focus Group Discussion to explore the concept of child-friendly school from teachers, principals, and the superintendent of education. To analyze the data, interactive model of Miles and Huberman is used.

3. Findings and Discussions

Yogyakarta coastal area covers area of Bantul, Kulonprogo and Gunungkidul. These three districts have coastal area with its own characteristics. Gunung Kidul coastal district is a natural tourism area that is growing in the last 5 years. The development of new tourist area with tourist visits increasing from year to year give change in the social condition, economic and the communities' education. The changes of farming community to the tourism community cause cultural shock for people who are not ready or not being prepared in advance.

Coastal area of Bantul, Parangtritis, Parangkusumo, and Kwaru are a long tourist area with particularity as a place with certain myths associated with traditional religious values. They are also full of prostitution area. Different from Bantul, the coastal area in Kulon Progo with the characteristics of the developing shrimp farms and tourist attractions has been long but not significantly developed.

The characteristics of each coastal area has an impact on the specialty of values, social, culture, economic and politic/policy, technology and information, and education and information and education in the coastal area communities in general. In particular, it affects the education of children in primary school. Focus group discussions were conducted with teachers, principals and supervisors of Elementary School in those three regions about Child-Friendly School (CFS) for children in the coastal area showed that schools in the coastal area have not yet become child-friendly schools. A lot of children's rights to grow and develop in accordance with the age of their development is disturbed by unfortunate situations.

With the development of natural tourist attractions in Gunungkidul, traditional religious tourist attractions in Bantul and aquaculture region in Kulon Progo, children needs to get serious attention at school and at home that they can grow and develop as they should. Therefore, developing the concept of child-friendly schools in the coastal areas is important and interesting.

3.1 Child-Friendly School Concept Exploration

Child-friendly schools concept exploration conducted on teachers, principals and supervisors of primary school. There are 5 principles (hypothetical) Basic Child-Friendly Schools in the Coastal Area, namely:

- 1) The Centered Learning in Children
- 2) Child-Friendly Environment
- 3) Parenting (parenting)
- 4) Democratic Participation
- 5) Inclusiveness

Those five hypothetical principles are the result of the researchers' analysis toward the data

gathered with FGD with the teachers, principals and supervisors of primary schools in coastal areas. Each principals were developed into hypothetical variables and each variable is developed into a hypothetical concept. The results of the variables analysis and hypothetical concept are as follow:

3.1.1 Child-centered Learning Principle

Child-centered learning is a learning process that is expected to be done in schools by teachers and students at schools in coastal areas. Child-centered learning is developed into five variables, namely:

- a. Contextual Learning
- b. Approaches, methods and media centered in Children
- c. Paying attention to each individuals
- d. Teachers' examples
- e. Child-friendly Schools Regulation

3.1.2 Child-Friendly Environment

Hypothetical principle about child-friendly environment is the situation and condition of schools both inside and outside the school building to meet the developmental needs of children, providing a sense of security and comfort, both physically and mentally. Child-friendly environment includes three hypothetical variables, namely:

- a. Healthy environment
- b. Safe environment
- c. School policy for child-friendly environment.

3.1.3 Parenting

Parenting is performed by children's parents at home. Realizing the child-friendly schools needs to be harmonized with the participation of the parents as well. So far, the hypothetical principle of parenting available is only one hypothetical variable parenting for children.

3.1.4 The principle of Democratic Participation

Child-friendly schools require the cooperation and participation from various parties, namely the parents, the community around the school, as well as government officials. In a hypothetical principle of participatory there are three variabels as follow:

- a. Parents' participation
- b. Public Participation and Government Officials
- c. Policy

3.1.5 The principles of Inclusivity

Child-friendly school is a school that is open to anyone regardless of race, religion, ethnicity and gender. The children's rights to get education have to be fulfilled. The principles of inclusivity include hypothetical variables as follows:

- a. Open for children with special needs.
- b. Open in the enrollment of the new students

3.2 The concept of Child-Friendly School and Child-Friendly Education

The results of the theachers' perceptions exploration about child-friendly schools above are reviewed by experts and teachers as practitioners. Input from experts and practitioners were analyzed by researchers with the results as follows:

1. Child-friendly schools in coastal area are specific. Although this concept contains the general terms as found on a variety of documents from UNICEF. However, the concept generated in this study is specific for the coastal area in Yogyakarta with specific indicators in addition to general indicators.
2. Yogyakarta's coastal communitites have some characteristics as follows:

1) The natural environment.

Coastal areas as well as other areas in Yogyakarta are endangered with earthquake, especially if it is a big earthquake coastal area has the potential for tsunami. Along with the changes in the management of coastal areas into tourist areas such as in Gunung Kidul and Kulon Progo as the airport area brings slow but significant changes in the conditions of sosial economic conditions of the people. Socio-economic changes have positive and negative bias. Changes that occur due to land conversion must be anticipated by educational aspects with the child-friendly schools that has to pay attention to:

- a. education for the preparation, mitigation, and resilience of natural disasters: the earthquake / tsunami, landslides
- b. education for land conversion in order to have a positive impact on children.
- c. nature conservation education, including geo-park.
- d. tourism awareness education, to host their own country (remember that there was once "sapta pesona" tourism); do not become a victim or spectator of cultural tourism activities, that tend to be social imbalance.
- e. education with positive competence and commitment to interact with nature: safe (against the waves and troughs), marine and coastal cultivation, preservation of ecological balance.

2) Economic and cultural conditions and the chance to work and employment

Land conversion leads to new jobs that have an impact in the involvement of children as labors. Such as parking man in the tourism area, selling souvenirs and food, or pond keepers. The emergence of new jobs and the decrease of some jobs as

the impact of tourism, marine industry, and land conversion should be anticipated with child-friendly schools that takes the rights of children into account.

3) Social cultural conditions

Domestic and foreign tourists' arrivals give positive and negative impacts on the changes in values, ways of thinking, behavior patterns and lifestyle. Negative influence on the local culture and the negative impact on children should be anticipated with child-friendly schools that pay attention to:

- a. local wisdom in various fields
- b. customs
- c. kinship group

4) Political and cultural conditions of power

Coastal areas that are being changed to anticipate the negative impact on children's education policy needs policy from the government, social organizations and political organizations. The components of the power holder and politicians need to be involved in the school development and child-friendly education. With the involvement of these various components will create a democratic culture in the society especially school. Forming a neighborhood association or *patembayan* in coastal areas is urgently needed as an organization of the policy implementation in education level.

5) Environmental conditions of communications and information technology

The development of information and communication technologies is very fast as well as the children's development in coastal area. It gives children the opportunity to access the information. It is just only the information that the children access is the negative one that it can destroy the mental and morals of the children. For that matter, child-friendly school should educate children that they can access the information with ethics of technology so its from the development of information technology. The information that the children accessed can be the source of learning.

6) The Functions of Child-friendly Education

To realize the child-friendly schools cannot be separated from the child-friendly education, both at home and at school. Child-friendly education will facilitate (inspiring, supporting, encouraging) so that the child has the ability (knowledge, attitudes, skills) and a commitment to

undertake activities in the family, society, and surroundings, namely:

- a. Conservation on positive things.
- b. Transformation on the negative things.

In connection with the functions, the indicator of child-friendly school is as follow:

- a. The changes are expected to occur.
Schools have the insight that future generations of children can improve the quality of the life of coastal area communities, and preserving the natural environment-social-cultural. Children not only act locally and think globally, but act and think both locally and globally. Tourism businessmen sell authentic local wisdoms in the context of global tourism industry.
- b. Commitment to produce outcomes that are able to produce changes by:
 - a) Develop curriculum based on the needs of children and the conditions of their communities.
 - b) Build synergies among schools, teachers, community, school committees, and education departments to realize these outcomes.
- c. Commitment to revive and implement the processes of education that allows the expected outcomes with:
 - a) Implementing educational learning, the teacher as a role model, in collaboration with parents and the surrounding community.
 - b) Creating a school environment and cultural-environment based community.
 - c) Advocating education policies that support school education and child-friendly education.
- d. A commitment to provide a wide range of components required for the processes that are expected with:
 - a) The principle of inclusiveness of children with various conditions (children with special needs), the background and the social, economic, ethnic, religion, culture, and gender.
 - b) Centered education principle and the democratic education.
 - c) Parenting principles that are in line with education at schools and vice versa.
 - d) The principle of participation from parents, communities and other stakeholders in child-friendly education.
 - e) The principle of a safe and comfortable school environment for children.

4. Conclusion and Suggestion

The result showed that the child-friendly schools in the coastal areas are concerned with five essential aspects, namely: 1) parenting, 2) children-centered learning, 3) children-friendly environment, 4) convenient and safe environment for children, and 5) democratic participations from parents and community in the school's development; inclusiveness or equality for diverse elements of the schools. Those aspects pay attention to the cultural and socio-geographical contexts of the community in the coastal areas. To be able to implement these principles, child-friendly education is needed. In the process of child-friendly education to follow the logical framework with logical framework outcomes - outputs - process - inputs.

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THE IMPLEMENTATION SCHOOL BASED-MANAGEMENT: WITH SPECIAL REFERENCE TO MALAYSIAN CLUSTERS SCHOOLS AND UK AUTONOMOUS SCHOOLS

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Abstract

The study curious to know that to what extends SBM through the implementation of cluster schools in Malaysia policy are viable in term of: School capacity and level of readiness school authority; Efficiency in term of value for money; Effectiveness in term of student learning outcome; Equity in term of equal opportunity for all. The data and information for this study is based on library research undertaken at Kings' College London (KCL) as well as input from Head Teachers (HT), Deputy HT, and Assistant HT as well teachers in several schools at London during the school placement program. The input also came from the Malaysian Cluster Schools' principals. The study found that the feasibility, practicality, desirability and the viability of school system management depend on the need of the stake holders involved.

Keywords: School-Based Management, Autonomous Schools

1. Introduction

The most current and popular reform for the most developing country is decentralized school management or just simply known as 'school-based management' (SBM). The key issue for both policymakers and educators all over the world is whether SBM in cluster schools is an effective strategy for improving school. An increasing number of developing countries are introducing SBM reforms policy aimed at empowering principals and teachers or to strengthen their professional motivation, thereby enhancing their sense of ownership of the school (World Bank, 2007). Many of these reforms have also strengthened parental involvement in the schools, at times by means of school councils or in the UK by school governing body (Levacic, 1995; Caldwell, 1988; Creese, 1999; Bush, 2002; Holt, et al, 2002).

Similarly, since the last two decades, the Malaysian Education System at macro level has embarked on an innovative scheme known as the restructuring of education management and administration, curriculum and assessment policy. Formulating, reviewing and updating the education policy are part of the important process of enhancing the quality of the Malaysian education system in line with the current development of the world, which is becoming even more competitive. It is also in line with the desire of making Malaysia a centre for education excellence, which would accelerate the efforts of achieving the status of a developed nation by the year 2020 (MoEM, 2005).

However, some of policy changes and innovations implemented in developing countries, for example in Malaysia education system, often fail to achieve the desired target because of substandard planning, poor implementation strategy

as well as lack of monitoring system at all level of implementation. According to education researches (EPRD, 2000; Fullan, 2006) this happened due to lack of understanding on the concept and strategy implementation for that particular program at micro and sub micro level.

2. Objective of The Study

This study was carried out in order to:

- i. Analyzing the concept and strategy of implementation of SBM in Malaysia specifically focusing on Malaysian Cluster Schools of Excellence Programme.
- ii. Investigate the success and viability of implementation of the Autonomous School Policy in the United Kingdom.

3. Understanding School-Based Management in Malaysia under Cluster School Concept

Cluster School Concept is one of the significant thrust in EDPM 2006-2010 which attempts to accelerate the excellence of educational institutions which is closely related with SBM implementation. As a researcher in education, we need to analyze to what extent the feasibility and viability of SBM implementation can transform the Malaysian education system to be world class.

Based on the literature (Fullan 2006), the failure of the educational reform in most developing countries is not because of weakness of the policy but the failure of the implementer to translate the policy reform in its action plan to become a reality. The viability of the educational change depends on to what extend the concept and strategies of implementation are understood and viewed similarly among interest group such as

decision maker, policy planner, policy implementer, stakeholders and interest groups.

Basically the objectives and purpose of the educational reforms in Malaysia in the 2006 Cluster School concept is to enhance schools to a global level status as well as to enhance student learning outcomes as well as actively foster the attributes of a good school in one or two niche areas. In terms of teaching professionalism, it is hoped that the concept would transform teachers as true professionals. Not least important but even crucial is to allow head teachers to be true leaders in determining the destiny of the school, its character, ethos and accountability for the progress of the school and the upgrading of its students' achievement. However, the problem lies mostly on the policy implementers and interest group who do not fully understand the concept as well the best strategy to accomplish the policy desired. As an interest group to education, we need to have very clear conceptual framework. Figure 1 below shows the alternative conceptual framework to be discussed further.

For the purpose of discussing the above issues, we would refer to the UK schooling system as an implementation model since through literature review; it is found that the decentralised school policy in the UK is significantly similar with the schooling system in Malaysia because of the historical background as well as policy development for both of countries. However, the concepts and strategies should not necessarily duplicate the English Education System because both countries are facing with a different issues and problems.

4. Issues and Challenges

The challenge to the MoEM in education management is to overcome issues and problem due to its structure that is hierarchical, highly centralized, and heavy at the top (sector, division) but small at the bottom (district, school), bureaucratic issues, as well as inefficient and ineffective management of resources and personnel, and the implementation of certain policies.

The key issue for both policymakers and educators in Malaysia is whether SBM in cluster schools is an effective strategy for improving school. Specifically we are curious to know that to what extends SBM through the implementation of cluster schools policy are viable in term of:

- School capacity and level of readiness school authority
- Efficiency in term of value for money
- Effectiveness in term of student learning outcome
- Equity in term of equal opportunity for all

If all the above aspect exists, to what extent does this **Recent Policy Development contributes to Boost Educational Achievement**. As an

educationist, we might say that SBM is an ideal policy to increase school effectiveness and improvement. However, we have to take into consideration various factors and variables. Sometimes we can identify easily the factors contributing to school improvement, but at the same time facing problems in managing change in the school organization due to lack of information as well as the rationale for change. At times these issues become stumbling block in organization.

Based on literature review done, a number of issues and concerns have also emerged from a decade of experience in the UK, Australia, United States and Canada (Caldwell, 1990). One of the critical issues is whether equity can be maintained with lump-sum allocation to school on a per pupil basis. Most respondents that were interviewed stated that the allocation is not enough to manage the schools especially to provide resources and good facilities. Furthermore, the manner in which resources are allocated must be reflected in what actually transpires in classroom as far as learning and teaching are concerned.

However, according to them, SBM has the potential to provide schools with the flexibility they need to meet the needs of student. This potential can only be realized to the extent that central, state and district delegate real authority to the schools to make decisions and carry out improvement activities, particularly in the areas of curriculum and instruction. Shifting power to the school site presents a direct challenge to the traditional pattern of governance and can often ignite power struggle. According to most of our respondent, in order to use SBM effectively, school and district must be committed to the goal of school improvement and would be devoting a great deal of time and effort toward learning the new roles that such change requires. As an educator or just a member of an interest group, we need to know through pilot project implementation the advantage and disadvantage of SBM in terms of school capacity, effectiveness, efficiency as well equity or equal opportunity for all because the public usually perceived that the recent policy is the ideal alternative to boost education achievement. In this case, I strongly proposed to policy maker, planner, implementer as well as interest group to take the opportunity to assess and evaluate the viability SBM through Cluster School under pilot testing project.

5. Rationale for Using SBM in Cluster School

The rationale why MoEM need to change from the very centralize management to a decentralized one is because every school have difference capacity and opportunity to develop and carry stakeholders expectation towards the school. Basically the management of the school must fulfill all of the desirability of the stakeholder especially

the parent which is the first interest group who can get the benefit from the effectiveness of the school policy and would perhaps be in a risky situation if the school fails to deliver the national target based on their expectations.

Basically, this strategic innovation is among the six strategic thrust for future educational development with the human capital development as its core. Under the sixth thrust, namely striving for educational institutions excellence, the EDMP proposes granting greater autonomy to school. One of the purposes of the policy is to give the opportunity to schools to excel in one niche area at international level. Therefore, in the pilot implementation of the cluster school concept, clear definitions is needed, review of evidence must be transparent, using impact assessments in various countries as guidelines and provision of some initial feedbacks to assist teams preparing educational projects.

After several discourse among the expert in education, autonomy is given to cluster schools to develop:

- Several niche area in which schools have the capacity to develop
- Innovative approach to enhance the current strength in schools
- Capacity to select human resource
- Strength of support staff in terms of numbers and skills
- Ways to utilize school facilities to generate income
- Means to select 10% of the students from overall enrolment
- Creative ways to implement the National Curriculum
- Freedom to offer subjects which not in the national curriculum with reference to CCD
- Examination and assessment based on curriculum offered
- Income generating means and financial management

However, the crucial and critical aspect would be to what extent the Head Teachers, senior teachers and the community in school understand and support whole heartedly the concept of cluster school. So I took the initiative to undertake a comprehensive study is to measure the level of readiness amongst the Head Teachers to embrace the cluster school concept. In this paper, I would like to introduce the simple framework in accomplishing School-based management through cluster school concept as shown in Figure 2:

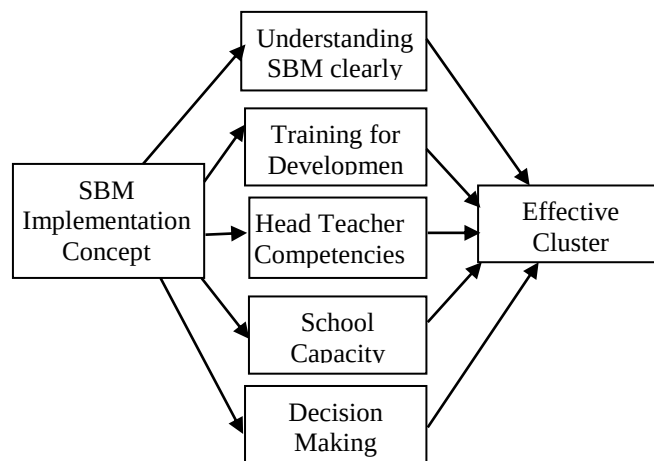


Figure 1. SBM Implementation in Malaysian Cluster Schools

The above framework shows the relationships between SBM implementation with five major aspects of SBM, namely the understanding of the concept of school-based (what, why and how), management, training and development of the staff, Head Teachers' competencies to lead the school effectively, school capacity and decision making process. These entire factors actually contribute to the effectiveness of the cluster school implementation because this particular characteristic is part of autonomy given by MoEM to the Cluster School of Excellence Programme.

To ensure that the Head Teacher is competent to manage the change which would be involved in undertaking this innovation, a sample of them were exposed to leadership and management in theory and practice in the UK, New Zealand Australia and New Zealand. Thus the need to measure the level of competencies as well as readiness of our Head Teachers after very huge exposure to SBM locally and internationally would be tremendous to justify the investment that were pumped into the project.

Based on the above mentioned features of autonomy given to cluster schools, I did a survey. The objective of the survey is to measure the level of readiness among the 30 Principals under the Cluster School Excellence (Cohort 4) who participated under the KCL program. Specifically, the survey would try to measure the level of readiness before and after the participants attended the two month programme at King's College, London which was to equip them with the necessary skills and knowledge to undertake the cluster schools concept.

6. Method

This study used a mixed method research design to collect the data through interview with 10 responden among Head Teachers (HT), Deputy HT, and Assistant HT as well teachers in several schools at London during the school placement program. The input also came from short survey among the

Malaysian Cluster Schools' principals regarding level of readiness to implement SBM concept before and after attend the course at KCL United Kingdom.

7. Finding and Discussions

Table 1 below shows the result of the survey among the 30 Malaysian Cluster Schools regarding the level of readiness before and after they attend the course at King's College London which ran from May until July 2009.

Table 1. Level of Readiness Malaysia Cluster Schools Head Teachers to Become Autonomy School

1: very low 2: low 3: middle 4: high
5: very high

Before Program		After Program
Mean (sd) N=30	Item	Mean (sd) N=30
3.40 (0.855)	Capability to identify several niche areas which I want to develop in my school	4.46 (0.507)
3.33 (0.660)	Capability to identify an innovative approach to enhance the current strength	4.76 (0.430)
3.60 (0.855)	Ability as a Head Teacher and person of authority to select human resource	4.56 (0.568)
3.53 (0.819)	Capability to determine the number of support staff who have the potential to support the school vision	4.56 (0.568)
3.43 (0.935)	The confidence to utilize school facilities to generate school income	4.46 (0.571)
3.66 (0.802)	The confidence as being an authority to choose 10% of students from overall enrolment	4.76 (0.504)
4.16 (0.746)	The competence to implement the National Curriculum	4.70 (0.534)
3.03 (1.033)	The ability as a person in authority to offer subjects which are not in the national curriculum with reference to CCD	4.20 (0.714)
3.43 (0.971)	The ability as Chief Educational Leader to choose specialist areas to be implemented in my school	4.60 (0.563)
3.70 (0.952)	The confidence to use the examination and assessment results based on curriculum offered	4.76 (0.430)
3.50 (0.861)	The capability to generate income and running the school's financial management	4.33 (0.711)
3.90 (0.844)	The confidence to manage the budget provided by the MoEM	4.73 (0.520)

In general the result of the survey showed that there is obviously a sizeable difference in the means in the items between before and after they attended the course at KCL in terms of abilities, confidence, as well as capabilities to manage the school given limited autonomy. However, the results showed that Head Teachers in the sample were still less confident in offering subjects which are not in the national curriculum with reference to Curriculum Development Centre (4.20), as well as the capability to generate income and financial management (4.33) as compared to other aspects. Interestingly, the result showed that HT are very highly confident in identifying innovative approaches to enhance the current strength in their schools. They are very confident as being a person in authority to choose 10% student from the overall enrolment (4.76). They also very confident to use examination and assessment results based on the curriculum offered (4.76) and to manage the budget provided by the MoEM (4.73). Based on the survey, I would conclude that all of HT used in this study basically has confidence in managing and leading the cluster schools. Another aspect the HT would need to explore in aspiring to be a learning leader is their intrinsic drive for life long learning and grabbing the opportunity to fit in as much skills and knowledge as possible in their school set up through professional development.

Based on the elements proposed by Karstanje (1999), Levacic, (1995), Bush and Bell (2002) and Thomas and Martin (1996), an instrument was built to get a data and analysis to investigate how far this elements exist in Malaysia as well as in the UK autonomous schools: The respondents of the study comprised of HT, DPT and AHT of UK autonomous school under the school placement program and 30 HT of Malaysian Cluster School who attended a two month course at KCL. The purpose of the study was to know the level of autonomy practice by both countries.

Table 2. An instrument to measure and compare the element of autonomy between Malaysian Cluster Schools and UK Autonomous School

1 : very low, 2 : low, 3 : middle, 4 : high
5 : very high

Malaysia					United Kingdom					
Low		High			Domain Decision Making (Karstanje, Levacic) model) To what extent an item below exist in Msia –UK school	Low		High		
1	2	3	4	5		1	2	3	4	5
					School organization					
					Curriculum					
					Staff					
					Financial					

					External Relation						
Low High					Domain of Delegation (Bush and Bell model)		Low High				
1	2	3	4	5	To what extent an item below exist in Msia –UK school		1	2	3	4	5
					Knowledge						
					Technology						
					Power						
					Material						
					People						
					Time						
					Finance						
Low High					Domain of Delegation (Thomas and Martin Model)		Low High				
1	2	3	4	5	To what extent an item below exist in Msia –UK school		1	2	3	4	5
					Funding						
					Admission						
					Assessment						
					Information						
					School Governance						

8. The Level of Autonomy in Malaysian Cluster Schools as compared with UK Autonomous School

Based on a simple survey and backed up by document analysis, interviews as well as observations, it is concluded that the level of autonomy practiced between Malaysia and UK schools is as shown in Table 3 below.

Table 3. The Result of Level of Autonomy Malaysia Clusters Schools compare with UK Autonomous School

Area of SBM	Malaysia Clusters Schools	UK autonomous School
School organization	High	Very High
Staff	Very Low	Very High
External Relation	High	High
Knowledge	High	High
Technology	Very High	Very High
Power	Low	High
Material	High	High
Finance	Very Low	Very High
Personnel	Low	High
Curriculum	Very Low	Very High
Assessment	Middle	Middle
Staff development	Very High	Very High
School Development	Middle	Very High
Planning	High	High
Organizing	Very High	Very High
Leading	Very High	Very High
Controlling	Very High	Very High

Based on Table 3 above, it is concluded that the level of autonomy in UK schools are greater than in Malaysian Schools in most areas. In Malaysian schools, certain areas such as organizing, leading and controlling got high scores as compared to other aspects. However in areas such as staffing, curriculum development as well as finance autonomy, the scores obtained are low. Based on these results, this paper strongly propose that MoEM to start considering on broadening the scope of autonomy of the Malaysian Schools to boost the educational achievement because SBM can offer several potential benefits.

9. Potential Benefits of SBM

According to World Bank Reports (2007), there are some potential benefits of SBM can offer at only marginal cost. These benefits would include:

- More input and resources from parents;
- More effective use of resources since those making the decisions for each school are intimately acquainted with its needs;
- Better quality education as a result of the more efficient and transparent use of resources;
- A more open and welcoming school environment since the community is involved in its management;
- Increased participation of all local stakeholders in decision making processes, leading to a more collegial relationship and increased satisfaction;
- Improved student performance as a result of reduced repetition rates, reduced dropout rates and better learning outcomes.

Based on information from the HT, DHT, AHT as well staff from the several autonomous schools in London, it can be concluded that all of the six benefits mentioned above exist in their schooling system. It is shown that SBM is viable and desirable because all of them know better than other entity about their school. As professionals, they have the integrity to ensure that their schools are run effectively and efficiently. However in Malaysian educational system, this paper strongly propose that R&D need to done by a third party to know the viability of the SBM to avoid the bias as well as to ensure reliability of the results obtained.

10. How to Implement SBM Effectively

The feasibility, practicality, desirability and the viability of school system management depend on the need of the stake holders involved. Based on this rationale, every school has to know on what the expectations from various groups of people are. Of course, the school management cannot run the school without getting the mandate from its stakeholders. SBM can only be implemented

properly after all parties in the schooling system fully understand the effectiveness and the efficiency of the system. However based on the experience of several countries, the implementation of the decentralized policy is not easy because it tends to be problematic with the quality assurance since they are very independent in building the mechanism of assessment and benchmark.

To ensure SBM implementation is desirable to all the parties, especially the interest groups, it is important to have a written agreement that specifies the role and responsibilities of the school board, superintendent and district office, principal and SBM council. The agreement should explicitly state the standards against which each school will be held accountable. James Gutrie (1986) states that each school should produce an annual performance and planning report covering "how well the school is meeting its goals, how it deploys its resources, and what plan it has for future,"

11. The Implementation of School-based Management in Malaysian Cluster Schools

The scope and approach of the SBM implementation in Malaysia are still new and limited to certain areas. Most of developing countries are still looking for the ideal model SBM. In the Malaysian context, the concept of the SBM is debatable, and it was not well-received especially at the political level. Certainly, this could be due to the fact that Malaysia is among the countries which are multi racial with diversity in cultural and religious composition of its people. Any policy implementation would be concerned on how to create unity in the diversity. Because of that condition, the educational reform in the Malaysian educational system needs to be changed dramatically to ensure that no one is left behind and have the opportunity to access quality education and be more competitive in the main stream education system.

SBM in Malaysia can be viable if it can change ineffective schools to become effective schools in terms of improve teaching and learning. The feasibility and the viability of the implementations of the Cluster School concept in Malaysia depend on the principal and staff in understanding the concept and utilising all of the mechanism available internally and externally. The first step to be taken by MoEM is to set the criteria in selection of Cluster schools and to ensure the particular schools are ready. The second step would be providing the structured training under National Institute of Leadership and Management to give all principal from clusters school the necessary exposure.

The provision of SBM in Malaysian Cluster schools does not mean all decisions are made at the school level. Instead, it means that schools are provided with some flexibility in decision making in those areas most likely to improve student

learning as well as in the niche areas which they want to develop.

The matrix below shows the current issues, strategies and programme implementation in order to meet the challenges of the changing educational environment.

Figure 2: Implementation Strategies

Issues	Strategies	Programs
Hierarchical and centralized organization structure	Increasing autonomy and decentralizing the process of decision making in educational organization	Restructuring the states and districts education offices Plan and Implement: Clusters School Concept Autonomous School Concepts Premier School Concept
Improving School Management for Leadership Competence	Plan and Implement continuous training through short and long term courses.	Train current principals and Head Teachers through Educational Leadership and Management Course

12. Discussion: Implication for Policy and Practice

When policy makers adopt SBM as a dynamic change and innovation in the system, they need to plan for change at all levels of the educational system. In the Malaysian context, the organization at the ministry, state, district and schools must understand the concept of SBM and the rationale why the policy should be embraced. Previous reforms often failed not because of the policy problems but more of the misunderstanding among policy makers, policy planners, policy implementers as well as stakeholders and interest groups. The reasons for implementing SBM must be the underlying factor in the strategy implementation. At the same time, the ministry of education should establish the driver committee which can play the role of monitoring SBM implementations.

13. Conclusion

SBM has the potential to provide schools with the flexibility they need to meet the needs of student. However, this potential can only be realized to the extent that central, state and district

delegate real authority to the schools to make decisions and carry out improvement activities, particularly in the areas of curriculum and instruction. Shifting power to the school site presents a direct challenge to the traditional pattern of governance and can often ignite power struggle. In order to use SBM effectively, school and district must be committed to the goal of school improvement and be devoting a great deal of time and effort toward learning the new roles that such change requires.

Any educational change and innovation in policy planning must be well planned to ensure that it can be practical and desirable to all of interest groups and stakeholders in education. This is critical and crucial because as Fullan (2006) questioned 'Why Educational Reform Often Fail'; it because of the failure to relate between the researcher and the decision maker. It is happened because there are a gap in term of the concept and understanding between the decision maker and the implementer. Because of that, we need to review the current structure educational administration, policies and the management practice to increase effectiveness and efficiency of educational management.

The viability of SBM implementation depends on the ability school governance in decision making, problem solving as well as how dynamic all parties and community members are, especially in the early years of implementation. The high impact of sustainability of SBM also depends on the principal's leadership skills and of course the ability all stakeholders to play their roles, high values of responsibility, accountability and integrity. The successful implementation of SBM requires several preconditions to be met at local level such as:

- Have a strong support from school staff;
- School and district community must be given administrative training
- Understand the new role and channels of communication
- Financial support must be provided to make training and time for regular staff meeting available
- Central office administration must transfer authority to principals
- Principal must share the authority with teachers and the parent.

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THE MODEL OF EFFECTIVE SHOOOL MANAGEMENT

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Abstract

The main problem in this research is how is the model of effective school management? Sub issues of this research are: a) how is the model of effective school input, b) how is the model of effective schools process, and c) how is the model of effective schools output? The research objectives are to get: (a) the model of effective school input, (b) the model of effective schools process, and (c) the model of effective schools output. This research used the qualitative approach with descriptive analysis. Data collection used interview, observation, and documentation at schools level in three districts. This research use snow ball sampling technique. The main conclusion is model of effective schools management should include management of input, process, and output. First, input management consist of the existence of the visionary policy, the input need strong support from parents and the community; infrastructure and facilities of the school to be more complete; the increasing professionalism of teachers; and determination of costs of education in a fair manner. Second, process management consist of strong leadership of school principal leadership, the presence of high hopes for students, and high commitments of teachers. Third, output management consist of academic achievements, non-academic achievements, and satisfactions of students, teachers, and school administrators. The advices are: the school should have high expectations towards student and teachers achievement; the principal should run his role to make decision in the form of school planning; and the school should be able to implement effective management model in managing school.

Keywords: effective school management, input management, process management, and output management

1. Introduction

There are many different term to describe effective school. Among others are good schools, good-quality schools, or a world class school. School quality is the yearning of everyone who can be reached through various aspects of the inputs, the process, and the output of education. Some say that the schools give priority to quality is world class school. Reference [1] states that a world class school is shown with various indicators such as the presence of student participation in the class, a flexible curriculum, support to students on an individual basis, the authentic product of students, the discipline of educational process are sustainable, as well as competencies or teachers and global orientation.

The results of initial research of effective schools according to reference [2] suggests there are five factors that influence that are a strong educational leadership, emphasis on the acquisition of basic skills, a neat and safe environment, high student achievement expectations, and assessment of the progress of pupils. Reference [3] shows that there are ten factors that influence the effectiveness of the school, namely professional leadership, vision and goals of the shared learning, environment, focus on learning and teaching, high expectations, positive reinforcement, monitoring progress, rights and responsibilities of students, which aims at teaching, learning, and organizing collaboration between school and family.

Reference [2] also offers integrated school effectiveness model from the aspect of input, process, and output. The school inputs include the experience teachers, spending per pupil, and support the elderly. Meanwhile, the process can be separated into two, namely at the level of the school and the level of class room. Process on the school level include policy-oriented achievements, educational leadership, consensus of cooperation between teachers, the quality of content and coverage in the form of curriculum structure, and the atmosphere of the school. The process at the level of the class includes tasks that are given to students including homework, the structure of the teaching, the opportunity to learn, high hope of pupil progress, monitoring and evaluation of the progress of the pupil, as well as reinforcement in the sense of enrichment and remedi. Output in education is not just the traditional notion of output in the form of knowledge and basic skills of reading, writing, and counting. Output means more than just academic development, including measures of social skills and attitudes of students as stated by reference [4].

Reference [5] stated that the school is good, effective, and quality is a growing school. A school that develops can be materialized through academic achievement and community support. Reference [6] citing the opinion of Taylor recalled that effective schools are schools that organize and make use of all the resources it has to ensure all students can learn curriculum material in school. Mean while reference [7] suggested that effective school wise

led outcomes stable and consistent over time and apply to all students in the school. The criteria includes the input criteria of effective school resources or inputs the abstracts, transformational processes criteria, and output criteria.

Reference [8] stated that effective school has three main dimensions namely of leadership, efficacy, and efficiency. Dimension of leadership is a positive climate, decision making at the school level, and strong leadership. Dimensions of efficacy among others consist of high expectations both to teachers and students, there is cooperation between the citizens of the school, and school involvement. The dimensions of efficiency among others include high discipline, effectiveness in the use of time, and ongoing evaluation.

Effective schools determined by many factors from educational inputs, processes of education, as well as the output of education. This research will discuss on the effectiveness of school management. Then based on the background, the main problem in this research is how the model of effective school management? Sub issues research are: a) how is the model of effective school management input, b) how is the model of effective schools magement process, and c) how is the model of an effective schools management output?

This research used the qualitative approach with an analysis of the measures as follows: a) retrieve data through interview, observation, and documentation; b) those data was written on the memo so that researchers can find new ideas and perspective; c) researcher make categories to find connections between problems; and finally d) draw conclusions.

2. Result and Discussion

2.1 The Model of an Effective School Input.

The strong support from parents and communities. Parents and the community to provide support for the school's progress through two forms namely School Committee and Parents Association of Classes. Community participation may take the form of support personnel, financial donations, donating goods, and thought-provoking contributions.

Support in the form of personnel is to be the "shadow teacher" i.e. parents who help teachers in the classroom especially for early classes in elementary school. There are even schools whose parents together with Parents Associations of Classes collect garbage in the school environment that the garbage is recycled. The result was donated for the purposes of procurement tools such as school music drumban and tambourine. The other form of personel support were the drumban trainer, tambourine trainer, trainer of scouts, and other extra-curricular activities

The financial contribution is in the form of funds to support the progress of the school. There are various ways to make a donation to this fund, for example, there is a box in the shape of matter i.e. school students voluntarily donating money released by members of the Parents Association of Classes. Donations of goods there are also a variety of forms. There is a contributed book for both in the library and in the classroom. There is a contributed drink or snack when there's an event at the school. Some are providing a loan of mats, chairs, tent when there is a meeting at the school.

There is also a thought-provoking contribution i.e. discussing the curriculum that will be implemented in schools,. Donations of thought can also be given in the form of drafting proposals for school purposes given to outside parties, or just be a liaison between the companies for funneling Corporate Social Responsibility (CSR) to school.

The strong support of parents and the community is none other because schools and madrasahs have implemented school-based management (SBM) or madrasah based management (MBM). One of the principles espoused in the school-based management (SBM) is the existence of community participation in education. Based on the reference [9] there are five principles SBM i.e. independence, partnership, participation, openness, and accountability.

SBM is as a form of community participation in education, include the role of various parties in conducting quality control of the education services. Many parties referred to the individuals, groups, families, organizations, entrepreneurs, and civic organizations as stated in reference [10].

The facilities and infrastructure is getting better. The contribution of labor, financial, goods, and ideas that can ultimately improve the quality educational services. With the participation of the community, the school library to be better and more complete number of the book collection. Even schools can provide services electronically in libraries.

Educational facilities to support extra-curricular activities are also a lot of support from parents and the community through School Committees. This is in line with the reference [10] that the role of the community in education which includes the participation of various parties in the implementation and quality control of educational services.

The increasing teacher professionalism. Professionalism of teachers continues to be developed in various ways. "Every new teacher received at this school is required to enter TLC (Teacher Learning Centre) for three months. This place is a hotbed of new teacher training to get ready to be a good teacher. This means that new teachers must undergo an internship in order to be ready to teach in accordance with the standards

determined by this educational institution”, as mention by one informan.

Principals provide an opportunity for teachers to continue to improve the professionalism of teachers either continue their education to S2 and S3 or invite resource persons from outside the school associated with a specific theme. Principals are also often invited speakers from outside to broaden teachers's knowledge and skills. For example related to the implementation of Curriculum 2013, action research, and teacher performance appraisal training.

The school principal also provides an opportunity for teachers to attend training related to good teaching and learning. But because not all teachers can attend training organized by the Department of Education or any other institution, then every teacher who sent the training must transmit the results to the other teachers.

The teachers participated in the Teachers Working Group (KKG) to improve their professionalism. KKG is a place to increase the professionalism of teachers, which are located in clusters. Sources of funding come from the contribution of each member of every school independently. Activity in general is making preparations to teach.

The education cost set fairly. Informants who come from public schools said never undergo calculated the amount of the cost of education. This is in contrast with private schools always makes a calculated basis the cost of education with a specific formula. Every school should be able to calculate the cost of education by using a specific formula. If you do not want to perform calculations then the school could use standard non-personnel operating costs were determined on reference [11].

The determination of the cost of education in the same school is not related to differences in the level of education, social learning background, or economic background. The schools were observed largely imposed a system of cross-subsidy between students from families who are able and students from poor families economically. The cost of education at the level of higher education is cheaper than the cost of education at a lower level, it is because of better facilities and differences in the value of goods and services in the previous year.

The social background of the family also affects the amount of tuition fees charged to students. For example, the son of a teacher at the school is free, while children of parents who never went to school at the school get a discount fee. This concept refers to the concept of justice in education costs that are able to pay more than the needy.

2.2 The Model of an Effective School Process.

Edmonds as cited reference [12] mentions the characteristics of effective schools without detailing the dimensions of input, process and output. Some

of these dimensions is a strong principal leadership, emphasis on the mastery of basic skills, school environment clean and orderly, high teacher expectations of student achievement, and regular assessment of the student's progress.

The visionary policy of school principal. Principals as school leaders have the authority to make policy for the advancement of education in schools. Then various policies have been made by the principal, especially to improve the quality of education. In general, the principal policy that made the first one is related to the learning process. Some principals create a policy that all teachers to apply active learning or often known as PAKEM (Active Joyfull Creative Effective Learning).

The main characteristic of this learning process is that students active to discuss and solve the problem given by the teacher. The way students learn in groups, using a variety of learning resources, many students' work displayed on the walls of the classroom, and students are accustomed to read in the classroom and outside the classroom. The learning process does not run conventionally, but had made small groups and each group get the task of learning from the teacher. Students in small groups and discuss and search for the material and concluded the results to be presented to the other group.

Some Primary Schools develop policies to implement the reading culture in the school because it was realized that the reading skills of elementary school students especially early classes much lower. To encourage the ability to read the collection of books related to the amount and variations in the library. Moreover in every classroom there is a corner reading as a form of a mini library in the classroom.

The implementation of SBM, PAKEM, and strengthening community participation in education is becoming central government policy direction based on the reference [13]. This means that principals and education managers who make the policy above has had a far-sighted vision to form the students to have the ability to live in the future.

The strong leadership of school principal. Principal as a manager and leader of the school must have strong leadership so that the course can be a good school. School leadership can be shown on management functions ranging from planning, execution, and control. There are some forms of good school leadership start from a four-year planning, annual planning, and make use of budgets and spending plans of the school. Make planning is the role of a leader in making a decision.

Based on the search of school planning documents, then good schools already have a four-year document planning, an annual document planning, and document the use of budgetary planning and expenditure of the school. It can be seen in some schools have complete planning in the

form of medium-term planning is called RKS (Rencana Kerja Sekolah), annual planning called RKT (Rencana Kerja Tahunan), and annual budget activity called RKAS (Rencana Kegiatan dan Anggaran Sekolah). School operation fund called BOS (Bantuan Operasional Sekolah) reports are made every three months also well made and posted in strategic places such as school announcements.

Pointing coordinator in each activity is the role of a leader in making a decision. In the role of a leader making such decisions can perform such as planning, problem solving, consulting, and delegating. Control of the school can be done by school supervisors and principals. School supervisors routinely do monitoring and evaluation to this school two times a week could even the supervisor visited 10 times in a month. Monitoring and evaluation of the school as a form of control performed incidental or routine. Monitoring and evaluation performed incidental to the program and activities of the new school.

Other principal leadership that looks at the actions is motivating both to improve their competence and continues to maintain the commitment of teachers in teaching. This role is a role to influence which include motivating follower, recognizes the work of others, and give reward the success of followers.

The high expectations and consensus. Good schools have high expectations. The expectations of the learning outcomes was manifested in the form of minimum of competence criteria (Kriteria Ketuntasan Minimal-KKM). In average the KKM at school between 75-80, and determination of KKM by its teachers. Not by the District Office of Youth and Sports. The most decisive role to determine KKM is the teacher because the teacher begins with a meeting with the school principal. With respect to the standards of competence and basic competence then the teacher determines the KKM.

But there are still many schools do not dare to make the high expectations for the learning outcomes of students, for fear can not be achieved so that the teacher is considered a failure. This is unfortunate, because when hope given to students and teachers is not high, the students and teachers are not motivated to achieve it. But if the expectation of students and teachers is too high, it will be frustrating to not be motivated, instead be a demotivating factor.

There are principals who do a briefing to the teacher one month, but some are giving briefings to teachers 3 times a week. The essence of the briefing is to direct the teachers in order to keep the focus be good teachers and competent so that it can provide the best educational services to students.

Discipline is not only a matter of time as a form of employee commitment. Employee disciplines, especially in the hours of arrival and

departure. All teachers and school administrators must be present before 07.00 and after 14.30. It is actually just following the rules of the central government. Emphasis discipline for teachers and employees is important as an example to the students. Although there were complaints because they feel bound, but did not dare to present it to the principal. Discipline not only the time, but also disciplines such as administrative matter for teachers to create learning plans (RPP), attendance of teachers and students, and the assessment of pupils.

2.3 The Model of an Effective School Output.

Reference [7] stated that an effective school output criteria for students, teachers, and school administrators. Output criteria for students include academic achievement, creativity, confidence, aspirations, expectations, high attendance, high graduation, and dropout rates were low. Output criteria include job satisfaction, lower absenteeism, and low teacher turnover. Output criteria for school administrators are job satisfaction, balanced budget, commitment to the school, and commitment to the community.

The academic achievement. Many teachers claim that to be able to create student achievement they should give assignments to students. Having high commitment by the teachers have an impact on students achievement, that won the competition at sub district level on tambourine in Semarang City. The average value obtained by the students is getting better, and student graduation is also getting better. Non-academic achievement in school is less prevalent than academic achievement.

High expectations for students were also shown from a variety of extracurricular given to students ie Scouts, Dance, Drawing Art, and Sports. Although schools do not have teachers who are experts in the field of dance and painting the agency involve parents, alumni and the community. It is run properly. All of the fund from the BOS. The students' achievement in the field of non-academic school is also good, it can be seen from the trophies achieved.

The Non-Academic Achievement. To support non-academic achievements the teachers give assignments to the students independently. Independent tasks, especially for Arts, Culture, and Skills. For instance Dance after school subjects the students were given the task to train alone and seeking sources at home and in the community. Another example, for work skills, students are also given the task to look for used goods made at home for his skills with parental guidance.

Reference [6] stated that educational achievement is reached on the various components consisting of student achievement, teachers, and education personnel. All students can thrive,

teachers develop their professionalism, and administrative personnel also can develop well.

The job satisfaction of students, teachers and school administrators. Some informants stated that they felt proud and pleased to be working in their schools and madrassahs because it was close to home, becoming a favorite school, a great achievement, teachers and employees are familiar, teachers and school heads are equally competent. Moreover, the school has become a reference in the district due to the better performance.

Not just teachers who were satisfied to work but the students were also happy and comfortable in learning. Students are more passionate and more active in the learning process. Students are more diligent and eager to come to school because school atmosphere was warm and teachers teach with fun. The students are also proud that the work and accomplishments taped on the walls. Students are also more excited to come to the library because many book collections and a comfortable place to read.

3. Conclusions

The main conclusion from this research is effective school management should include the management of input, process and output. Details of the conclusions are as follows. *First*, effective input management of school requires strong support from parents and the community; the support of various parties; school facilities and infrastructure more complete; increasing teacher professionalism through education and training; as well as the determination of the cost of education varies and is determined jointly between the school and the school committee.

Second, effective process management of school covers the school principal visionary policies, strong school leadership, high expectations of students, and high commitment of teachers and school administrators. High expectations of students and high work commitment of teachers and school administrator to help the students' learning process.

Third, the effective output management of the school is not solely concerned with academic achievement but also pay attention to non-academic achievements. Not only for the benefit of the students, but also for teachers and school administrators with a feeling of job satisfaction. The described model of effective school management appear in the figure 1.

Based on the research findings some of the advice that can be given are the first, the school should have high expectations for student achievement taking into account the ability of students and the school environment. Second, the principal should perform its role to make decisions in the form of medium-term school planning, annual planning, and school finances. Third,

schools should be able to apply this model of effective school management in managing the school so as to create academic achievement, non-academic, and satisfaction of students, teachers, and school administrators.

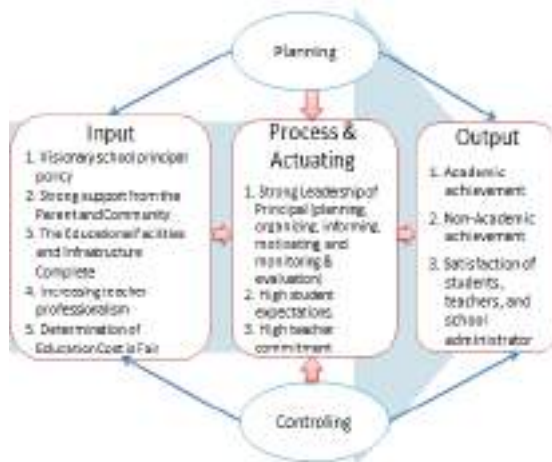


Figure 1. Effective School Management Model

4. Future Works

In the first year of research conducted in three districts or city namely Wonosobo District, Jepara District, and Semarang City. In the second year of implementation of this research will be continued in the three districts of Tegal District, Purbalingga District, and Sragen District. Thus every former residency in Central Java will be represented by one district or city so that results can be generalized across the province of Central Java. In the second year of research focus is on the district or city level in the form of policy management of education. Thus respondents would be interviewed are officials in the District Education Office or the City, while the document that will be the source of information is the document the planning and implementation at the district or city.

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PATRIOTISM: ISSUES AND CHALLENGES IN MALAYSIA

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Abstract

This article discusses the concepts, issues and challenges of patriotism in Malaysia. Patriotism plays a very significant role in the establishment of a society in a country. Discussion will include the application of patriotism among multiracial community comprising various ethnic groups in Malaysia. The article also looks at previous studies related to the practice of patriotism among the people within and outside the country, focusing the discussion on issues and challenges faced by the people in an effort to improve the practice of patriotism. Lastly, this article also discusses proposals to improve the practice of patriotism among the people of various ethnic groups in Malaysia.

Keywords: patriotism; multiracial community; various ethnic groups

1. Introduction

Patriotism is important in shaping the society in a country. An advanced society is closely related to the practice of patriotism. History of Malaysia proves that the struggle to liberate their homeland from occupation is due to the strong practice of patriotism in themselves such as the struggle faced by Tok Janggut and his peers of the 19th century until the time of Tunku Abdul Rahman Putra al-Haj when the country achieved its independence in the 20th century. The history of the rise of the nation from colonialism in order to build a free and independent country shows the struggle of a nation filled with the spirit of patriotism [13].

Colonization policy implemented by the British in Malaya led to the existence of different races and ethnic communities. Therefore, the spirit of patriotism must be adopted by all communities so that the country continues to advance in various aspects. However, a major challenge faced by the community in Malaysia is the existence of individuals among the generation after independence who lack the spirit of patriotism, while racial and ethnic diversity complicate the efforts to improve the spirit of patriotism. The practice of patriotism should be continued by the next generation in order to continue the advancement of the country and nation. The progress of a country depends on the society which comprises of all races, ethnicities, religions and so on in a country.

The practice of patriotism often differs according to the social, economic, political and cultural environment in an era based on the experiences of people in a society. For example, patriotism among the people in Malaya at the time before independence focused on the struggle for independence. Malays dominated the struggle for independence, as well as willing to share a common power with the people of China and India in order to achieve independence. Despite the arrival of the

Chinese and Indians to Malaya at first then was to make a living, they were accepted by Malays as citizens of Malaya, and were involved in power-sharing deal to achieve independence. It was a considerable challenge to unite the multiracial society. However, for the sake of liberating their homeland, national interest was regarded as more important than self-interest. Their determination to demand independence for the enjoyment of freedom was realized by the practice of patriotism which was given a high priority at the time.

After independence, there have been various efforts to add values to the achieved independence in order to develop Malaysia economically, politically and socially. The Malays are still hoping that all other communities in Malaysia would continue jointly to enliven the spirit of patriotism for the sake of national prosperity after independence. The spirit of patriotism needs to be cultivated in the younger generation so that they are proud of being of Malaysians, have a spirit of loyalty and a sense of belonging to the country, besides being disciplined and continue to strive for the development of the country.

The formation of Malaysia in 1963 with the participation of Sabah and Sarawak has featured Malaysia as having different races and ethnic groups. According to the Department of Statistics, in 2010 Sabah population stood at 3,117,405. Official composition is divided into 32 ethnic groups, including Dusun, Bajau, Melayu Brunei, Murut and others. Similarly, there are multi-ethnic in Sarawak such as Melayu, Melanau, Iban, Bidayuh, Kenyah, Kelabit, Penan, Murut and others.

Therefore, it is the responsibility of all racial and ethnic groups in Malaysia to acquire the spirit of patriotism for the sake of harmony and progress of the country. It is inevitably a huge challenge in giving appreciation to all the people in a country which has different races and ethnicities.

2. The Concept of Patriotism

Patriotism comes from two Greek words “*pater*”, which means father, and “*Patris*” means land. The combination of the two words brings about the word patriotism which means the love of a fatherland [11]. Thus patriotism means love and affection to the homeland or place of birth of a person. However, the actual demands of patriotism are more than the given meaning. According to [1], patriotism is the struggle that inspires interests of the nation. It highlights the high morale and fighting spirit to uphold the position, status and the influence of the state and nation. According to [12] patriotism means to foster and develop self-esteem in order to serve the homeland and the nation, being ready to sacrifice and have a highly fighting spirit for truth and justice. Patriotism is not just a feeling of love and affection towards the country but it should also be evident through actions. As noted by [5] patriotism means feelings of pride and love towards one’s country and having the willingness to sacrifice anything for the sake of national interests.

Thus, in Malaysian context, the willingness of a person, irrespective of race, to do anything to defend the homeland in the spirit of patriotism is highly required. [18] states that patriotism refers to a person’s readiness and ability to commit to the nation as well as one’s awareness and knowledge of certain government institutions as well as knowledge of national symbols.

Patriotism is also mentioned in Ibnu Khaldun’s social theory, *assabiyah* or the feeling of love towards race, clan, ethnic or tribe. *Assabiyah* means camaraderie. The meaning of *assabiyah* can be generally understood and loosely described to mean nationalism. As defined in political science, nationalism means love towards one’s own nation and country, namely devotion and passion which refers to love towards progress and prosperity. Loving one’s own country is a part of faith and the basis of the spirit of patriotism and nationalism, such as in Malaysia. In Islam, love and devotion towards the country is because of Allah as one’s Creator and not the country, because the country is where they live to carry out activities that brings goodness in this world and the hereafter [17].

[7] classify patriotism into five aspects: first, Iconoclastic Patriotism, are reflected by individuals who interpret affection and love of country through actions that have positive impacts on the country. These individuals have a persistent attitude, courage, discipline, knowledge and vision for the development of the country, for example, the activists in the country; second, Symbolic Patriotism, which refers to the level of patriotism denoted by respect for symbols of a country. The use of symbols such as flag, language and so on arouses their spirit of patriotism.

Thirdly, Capitalistic Patriotism refers to individuals whose actions demonstrate and express

patriotism by focusing and targeting towards the development of the national economy. The individuals’ involvement and contribution towards the development of the national economy is regarded as realizing the spirit of patriotism towards the country; fourth, Instinctive Environmental Patriotism, are shown by individuals love the environment of the country. They will try to keep the environment of flora and fauna found in the country; fifth, Nationalistic Symbolic Patriotism refers to individuals who tend to express high faithfulness towards the country and are obsessed with their homeland to exceed or compete with other nations.

However, in Malaysian context, Iconoclastic Patriotism and Symbolic Patriotism are more dominantly used to describe a person who is considered patriotic. People who are willing to defend the country from their enemy, and respect national symbols such as the *Jalur Gemilang* flag is a community which has a high sense of patriotism.

[16] divide patriotism into two types: first, indiscriminately and blindly supporting and loving the country, without any doubt, objections or questions. Total support is given regardless of whether the government has given the best to them. The second type is constructive patriotism, i.e. critical awareness of citizens against whatever actions taken in the country. The citizens will love and obey the leaders and national policy whenever they are perceived as being provided the social, economic and political necessities.

In Malaysian context, according to [3], people who have a high level of patriotic spirit are those who have:

- Love and compassion towards their homeland
- Proud of their homeland
- Willingness to defend their homeland against enemies’ threats and attack both internally or externally
- Willingness to defend the national interests when ridiculed and humiliated

The predominant strength that should be available in order to adopt the spirit of patriotism is the power associated with their Creator as described in the first tenets of the country. As Indonesia has five precepts, Malaysia too has tenets of the country to be observed. Compliance with tenets of the country is the practice of patriotism. Thus the characteristics of patriotism will exist in conducting the tenets of the country such as follows:

- Faith in God
- Loyalty to King and Country
- Supremacy of the Constitution
- Supremacy of the Law
- Courtesy and chastity

In conclusion, patriotism is affection, love and compassion towards the homeland, the native land where he was born, which is created by their

Creator for His servants to do good. People with patriotism are determined to protect their beloved country against any threat from the enemy. Patriotism is born in the people's feelings, and expressed through acts and behaviors as the citizens who have the characteristics of patriotism. However, patriotism is not only confined in the country. Whenever the people are abroad, they must respect the laws of other countries so that they will not negatively affect the image of their country. Imagine if a person fails to comply with the laws of a foreign country which he is visiting, his acts may give a negative impression on his own country that could affect the country's image and could damage the reputation of the country. Therefore, the ability to respect the law of the foreign country being visited, as well as uphold a good name of the country at the international level is also the practice of patriotism.

3. Issues and Problems

A low patriotic spirit among the younger generation has taken place both in Malaysia and in other countries, which makes patriotism issue as a global issue. For example, in Canada, a study by [4] shows the spirit of patriotism among the younger generation is low when only 40% percent of respondents aged 18 to 29 years agreed that they should have the spirit of patriotism and should demonstrate openly about a sense of pride towards the country. Supposedly, at a young age, citizens should be more patriotic as they are the inheritors of the future leader. This issue also occurs in Italy where there are among the younger generation who did not recognize the color combination of their country's flag because they were misled by the Mexican flag which has the same color. This shows that Italian people, especially young people are facing the problem of the crisis in the basic level of patriotism. The study by [20] shows that Italian citizens are less patriotic.

In Malaysia, a similar phenomenon occurs, and the lacking in practice of patriotic values becomes an issue as it is still at a moderate level, especially among the younger generation. Unfortunately still, there is a group of anti-patriotism among the generation who were born after independence as stated by [3] that most of those who are anti-patriotism are the ones who were born after independence. Due to the fact that the spirit of patriotism is influenced by the environment, the practice of patriotism carried out by each of the generations after independence is not equal to the one practiced by the generation who lived during the colonial period. This phenomenon is also a major issue in Malaysia as young people have a lack of sense of patriotism.

Furthermore, as different races and ethnicities exist in Malaysia, more effort to implement the patriotism is required. The issue of racial and ethnic

relations within various communities poses a challenge to implement the values of patriotism in Malaysia. The level of multi-ethnic solidarity in the country's education system is still low even though students showed a positive attitude in multi-ethnic relations. The study conducted by [15] found that ethnic relations in higher education institutions are still weak. Students do not feel comfortable when occupying the same area, even if they know each other. Students also find it difficult to interact and share essential items among themselves. This may be due to the taboos and their religious practices which differ which make them unwilling to do so. This study was supported by [6] who found that the level of social relations among first year students at UTM is also at a moderate level.

Language plays an important role in forming solidarity. However, a research conducted by [19] shows that the frequency of Malay language use among non-Malay respondents is rather low: 29.2% for Chinese students and 37.5% for Indian students. The research hypothesizes that the use of a single language in a country will form a solidarity and harmony when people are using a similar language for interaction among the various races. However, these findings illustrate that solidarity is not easily developed if the use of English as the language of solidarity is difficult to be implemented.

Unity and ethnic relations is a major challenge that lies in the process of improving the spirit of patriotism in Malaysia. A research conducted by [9] found that the spirit of patriotism among the younger generation of non-Malays, especially the Chinese and the Indians are moderate compared to the Malays. Therefore, further investigations needs to be conducted on the level of patriotism of the younger generation, especially the non-Malay minorities such as natives of Sabah and Sarawak and the *Orang Asli* or aborigines in Malaysia.

4. Challenges and Suggestions

There are many challenges in order to implement values of patriotism among younger generation. The first is the negative attitudes among young generations, i.e. young people who are very individualistic and preferred self-interest more than national interest. There are also those who are more concerned about their own race or ethnic group over other races. They are willing to do anything to ensure that the people of the same race get what they want socially, economically and politically. As a result, people will feel unhappy about other races. A bloody racial riot in Malaysia occurred on 13 May 1969 because there was a sense of not being satisfied with other races. This incident serves as a lesson to all races in Malaysia so as not to be too selfish or too concerned with their own kind, but instead to be concerned with national aspirations.

Prejudice in a multiracial society is inevitable. In Malaysian situation, there is still prejudice among the non-Malays against the Malay, and vice versa on the issue of identity, namely: language, religion and culture. For example, fostering racial unity in Malaysia might be mistaken by some as an attempt to expand the hegemony of Malay nationalism [10]. Similarly, the issue of Chinese schools denying the teachings of Science and Mathematics in English language, where they were concerned that the acceptance of such policies would weaken their arguments to defend their native language in schools. The existence of such an attitude would further complicate the application of patriotism among the people in Malaysia. Statements made by [14] is true that in Malaysia, non-Malays are only ready to be Malaysian politically but not in terms of culture.

A lack of appreciation among young people of all races towards the services performed by the freedom fighters is seen as a very negative attitude because it manifests the lack of the patriotic spirit. The younger generation does not recognize the former fighters let alone give praise for what they have fought for. [21] commented on this point as follows:

“One thing that was disturbing is that prosperity and security which have been enjoyed since independence seems to cause some of us feel that we are in comfort zone and to forget easily. This attitude includes the fact that people no longer cherish veterans where collection appeals for the heroes were unwelcomed. Perhaps only when the emergency period occurs again or communist confrontation happens again as before, then presumably the members of the armed forces would be much more appreciated. Most of the people are not happy anymore to cherish the police who are working to keep a peaceful atmosphere, but they consider instead other people as heroes, as an example, the protesters who break the law. In the meantime, the issue of race and national integration continues to be a thorn in the flesh to the country while nationalism increasingly falters.”

The second challenge is the lack of appreciation among the people of various races in Malaysia of the history of the country, especially the non-Malay communities living in Malaysia who are less emphatic about the history and Malaysian background. Similarly, young people of all races who were born after Malaysia's independence. They do not know the history of the country let alone to sacrifice for the country. Consequently, there will be people who lack compassion and love for their own country.

The third challenge to practice the value of patriotism among Malaysians is the lack of confidence among the people of various races in Malaysia in terms of honesty and loyalty towards the country. Some people are still hesitant to accept

the concept of racial diversity. Therefore, it is difficult to form a society that truly has the spirit of patriotism.

The fourth challenge is globalization. Borderless world may result in a foreign culture getting into the country easily. The negative influence of foreign culture may easily get into a country and influence people, the younger generation in particular, can cause difficulties to inculcate the spirit of patriotism among them. The younger generation now is complacent with the progress of ICT technology, the development of which is supposed to be beneficial in order to improve the application of the values of patriotism among the younger generation.

Various efforts have been undertaken to improve the proposals for improving the implementation of patriotism among the people of various races in Malaysia. The first effort is carried out through the [8] Education System. Recently, the Ministry of Education (MOE) through the Education Development Plan (MECC) 2015-2025 has listed six attributes that are to be produced and one of them is national identity. A pass in History subject has been made compulsory in Malaysia beginning from 2013 in order to sensitize students about the history of Malaysia. Therefore the education system plays an important role in shaping the society to unite and have a passion for the country. To achieve unity, only one type of school should be established in Malaysia, which should be done by improving the performance of the schools to conform to all the races. [2] state the factors behind Japan's success in instilling patriotism is because they practice and embrace patriotism which is taught in the education system of their country.

The second effort is that programs that call for the involvement of youth need to be empowered, especially the National Service Training Program, which is need to be held again by improving its execution so that the desired goal is achieved. Similarly, the *Rakan Muda* (Youth Partnership) programs need to involve young people of all races. By adding programs, the identity of the younger generation can be established.

The third is to strengthen the role of the printed or electronics mass media. The contents of the mass media should be friendlier to users as well as publishing program that can generate the spirit of patriotism in a multi-ethnic society like Malaysia.

The fourth one is through legislation. A stricter punishment should be given to those who insult the country and the nation itself, or to those who attempt to influence others not to love the country as well as other offenses that may lead to negative actions which might threaten the national security.

5. Conclusion

In general, patriotism is an important and valuable element in developing a society which consists of various races and ethnicities. However, many challenges are still to be faced in Malaysian context. To date, there are many efforts which have been undertaken to achieve the goal to promote the spirit of patriotism for the sake of harmony and progress of the country.

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EVALUATION OF POLICY IMPLEMENTATION IN CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS IN SENIOR HIGH SCHOOL OF MATARAM CITY

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Abstract

Teachers as professionals have the functions, roles, and a very important position in educational success. The consequence is teachers have an obligation to implement continuing professional development. This study aimed to evaluate the implementation of the national policy on teacher professional development in a sustainable ways. This research was conducted in public and private senior high schools in the Mataram city. The number of 285 teachers of all subjects participating in the survey which was focused on the development activity of the professional and performance of teachers. Data were collected by questionnaire has been validated by Focus Groups Discussion (FGD) techniques and Second Order Confirmatory Factor Analysis (CFA) using 8.80 lisrel program, by which the instruments fulfill construct validity as well as the reliability (coefficient $\alpha > 0.70$). Based on the results of descriptive statistical analysis, this study found that: 1) the professional development activities of teachers showing four profiles, namely a) updating knowledge or skills is generally high; b) scientific publications/ innovations generally very low; c) reflective activity generally moderate and d) collaborative activity is generally high, while 2) the performance of teachers is generally quite well demonstrated by the success in the classroom and professional efficacy. In an effort to increase the success implementation of this policy, it is recommended to schools and stakeholders to develop and support the professional development of teachers is needed in order to improve the quality of learning. These findings have implications for career improvement and development efforts as well as the professionalism of teachers.

Key words: Evaluation of policy implementation, continuous professional development, teacher professionalism

1. Introduction

Teachers have very important role for the success of education, that's why governor's policy to support the professional career for teachers are always developed. One of the policy is teachers should be able to develop their proficiency continuously in order to make teacher more professional in doing their duty. This is in line with the condition of western country's education that reported by (Day & Sachs, 11:2004), where at the beginning teachers are hoped to always develop their skill in their career, so they could fulfil the need of the students and those who have another interest. Therefore, the continuous professional development of teacher should be an important step to increase the quality of the teacher, the quality of students learning, and the quality of the school.

Related with the teacher participation in continuous professional development activity, western countries have adopted some different policies. As an example, United State of America has regulated that teacher should continue their education fully to update their license, and the newest national education reformation about the investment in professional development to increase the quality of school and student's learning outcomes (Jaquith, Mindich, Wei, & Darling-

Hammond, 2010). Although there are a lot of countries have adopted the standard of continuous professional development for teacher, access and teacher participation are having a different result from one country to another (Darling-Hammond, at al., 2009; Jaquith et al., 2010). In Europe, policy that regardless to teacher participation about the continuous professional development of teacher is also different. For example, England and Germany explicitly oblige teacher to getting involve in professional development activity; in Poland, Portugal, Slovakia, Slovenia, and Spain, the continuous professional development in optional, but this is affect the career advancement and the salary. It is contrary with what happen in France, Ireland, Sweden, and Netherland, proficiency development is a professional duty, but the participation is optional, and it do not affect teacher's career or salary (Scheerens, 2010).

In line with the policy of teacher quality development in America, Europe, and Asia, so Indonesia's government by the National education reformation have determine the basic change in an attempt to foster and develop teacher professional career. Based on the minister of state regulation and Bureaucratic Reform No. 16 2009 about teacher functional position and its credit number: and the regulation from minister of education and culture

No. 35 2010 about the technical guidelines for the implementation of teacher performance assessment, since 2013, government have assessed teacher's performance and oblige them to join the continuous proficiency development. Where the credit number from this activity is recognized as one of the main element in teacher's career development. Except this activity number of credit, there are some other guiding and tasks that are relevant with the school function as the requirements to increase the teacher's functional position.

2. The Continuous Professional Development for Teacher.

The term of continuous professional development for teacher are recently come out in many relevant literature, such as teacher development, education and position training, staff development, career development, human resources development, professional development, continuing education, and long life education (Bolan & McMahon, 2004). These terms sometimes have an overlap meaning and have defined in many different way by the writers. In this research, we follow the definition by Day (2004:219), it is: the development of proficiency as an effort that consist of all of the study experience that happen in such a real activity which directly or indirectly planned to give benefits for person, group, or school, and to contribute for the education quality in class. Therefore, proficiency development cover all activities that fulfil the teacher's need or institution's need. Teacher, school, and student will get the benefit from this process. This definition sees the function and character separately, but it still have relation within the aspect, such as the function, the relation of a person and a group in the development activity. *First*, the continuous professional development for teacher probably have a different function, oriented with the maintenance, improvement, or change. Teacher should learn continuously so they be able to update their knowledge and skill with the new trend, and learn new strategy, technic, and method to fulfil the new class challenge (Cheetham&Chivers, 2001); to repair self and change their school to be a learning society (Stoll, Bolam, McMahon, Wallace, & Thomas; 2006); and to give a respond about the change of education (Fullan, 2007).

Second, the function of continuous professional development is emphasize that there is a symbiotic relationship between individual's and organization's need. In professional learning community, they focus to the student's learning, many values and perspective, collective responsibility, inquiry professional reflective, collaboration, also group and individual learning (Stoll et al;2006), teacher responsible with their own action and get the knowledge that they want, skill and list of activities to increase their

participation in school environment. By participating in varied professional activity, teacher are stimulated their proficiency development and their school development, so teacher give a significant contribution to develop education practices. Besides, in case of educational innovation, learn from the teacher, working team, and organization are affected with the education result (Miedema&Stam 2008). *Third*, the discussion about PKB in detail and substantial will be provided in the next chapter.

3. The Activity of the Continuous Professional Development for Teacher.

The activity of continuous professional development that have done by teacher, in active and voluntary in their career, could be divided into three groups: update the knowledge and the skill, experience reflection, and collaboration with colleague (Timperley et al, 2007). Meanwhile, some activities of scientific publication, and innovative work are carried periodically and according to the needs. The research that related with those activities prove that the three groups of activity are effective to improve the quality and teacher practice (Cheetham&Chivers, 2001; Timperley et al., 2007). Teacher participation in many PKB activities are very essential with the assumption that focused in content that related with the learning activity, such as learning material, a general pedagogical knowledge, and pedagogical content knowledge (Verloop 2001).

Activity in updating their knowledge and skill, particularly when they are in education process, teacher develop their personal practice knowledge (Van Driel, Beijaard, &Verloop, 2001). Shortly, it is a practice knowledge that ask teacher to integrated their experience knowledge, formal knowledge, belief, general pedagogical knowledge, and pedagogic knowledge. After the beginning of this teacher education, experience knowledge is still happen very often implicitly (Zanting, Verloop, &Vermunt, 2001), expanded by the development of teaching practice, but the basic formal knowledge is still constant, updating them periodically to reflect social development and the innovation in education. Besides, the activity in updating the knowledge is supporting other professional activities, such as reflection, because a good theoretical knowledge is a need for a meaningful condition (Verloop, 2001). According to CheethamnadChivers (2001), activity to update knowledge is a basic related to an important particular knowledge and as a reference in reflection and collaboration. In this study, reading activity (such as, professional literature, a book that recently issued, education site in the internet) and training (such as special training, seminar, conference, training, consultation inside or outside school) as a teacher activity that should be used to update their knowledge and skill.

Reflection of this professional activity reflect the particular form of thinking, implemented to handle a confusing situation (problem) to understand the problem better. Schön (1983) says that this form as a “*reflection-on-action*” and define as an intentional process, and aimed to consider the knowledge that already exist, belief, opportunity, idea, and action. In the other side, “*reflection-in-action*” is a process of badly unconscious that the expert develop and repair it from the knowledge and experience. Reflection is a serious professional activity and very important as development of professional activity, because it helps teacher to make *tacit* knowledge or implicit and explicit belief, so they get the control from their routine action in the class and can make change if it is necessary (Schön 1983). Some teachers are probably doubtful to involve themselves in a reflective activity (Runhaar et al, 2010; Schön 1983), because they afraid if the information that have been reflected can affect their image and show their weakness. The pressure of an active characteristic and problem solving in the reflection, that’s why we are focused this research in *reflection-on-action*. Teacher that involved in the reflection process in action (*reflection-on-action*) conscious for identifying some problems that issued in looking for the way out that give a big affection and meaningful to the students, it is a “reflective practitioners”. A reflective practitioners can be done individually but the benefits from the feedback to the team and students, or by doing a practice research individually, or cooperate with colleague.

Finally, a collaborative activity that is handled by teacher’s colleague whether inside or outside the school is a professional development activity that is very effective (Bakkenes et al., 2010) which cover; (1) supporting and beneficial to share, reducing stress and help improving confidence (Cheetam&Chivers, 2001); (2) feedback, a great number of new idea and new challenge (Kwakman, 2003), (3) improving the spirit for cooperating; (4) having a bigger commitment to change the practice; and (5) as a place to shape the learning environment so that it can influence student’s achievement directly or indirectly (OECD, 2009’ Westheimer’2008)/ in this research, there are two different collaborative activity for teacher (OECD, 2009), they are: exchange activity (such as, discussing about teaching problem, exchanging teaching material) and professional collaboration (such as, prepare the education materials together, team teaching).

Scientific publication activity and innovative or also known as profession development have been a point in credit number which is obliged for the teacher as a requirement in grading their career. The latest regulation based on the Minister Utilization of state apparatus and bureaucratic

reform are obliged teacher to have a credit number based on their position level so they can be go to the next grade/level. That’s why the continuous professional development through the scientific publication activity have been the need for the teacher in order to develop their career and professionalism.

As a learning person, teacher should be responsible and participate actively in three activities, whether it is facilitated by external or part of their job. Where, those activity are related one another so activity to updating their knowledge and skill is very important as a basic to be a reflection and collaboration activity. Collaborative activity can give feedback to teacher performance so it can improve the reflection. In other side, these three activities have a different characteristics so it can be the compliment from one to another. But, teacher might be varied according to their participation in every professional development activity.

4. Research Method

This research was taken in Mataram, Nusa Tenggara Barat Province and it involved teachers in all subjects in senior high school. There were 285 teachers participate this research. The data was gathered in March to April 2015 through fulfil the survey instrument evaluate implementation the continuous professional development for teacher.

This evaluation instruments covered some items about activity to update knowledge and skill (9 items), activity of scientific publication/innovative works (21 items), reflective activities (13 items), and collaborative activities (14 items). While to measure some aspects that related with teacher performance cover the class efficacy (27 items) and professional teacher efficacy (37items). Every statement had some alternative answers from the lowest was 1 and the highest was 5. The score measurements were 1=never, 2=rarely, 3=sometime, 4=often, and 5=always.

Instrument evaluation validity covered content validity and construct validity. Content validity was questioning whether the points in the instrument have measured the level of agreement in the questions that related with the content and context in the continuous profession development. This validity used *focus groups discussion (FGD)* technique involving expert scoring with the evaluation background. Public policy, and education practitioners, construct validity analysis used Second Order Confirmatory Factor Analysis (CFA) and helped by Lisrel 8.80 program. The trial of every aspect in construct validity used CFA to know whether the measurement of the model to the evaluation aspect is suitable. The construct validity trial result showed that it had fulfilled the criteria the suitable scoring in model measurement, it is p-

value in Chi-Square (χ^2) > 0.05 and RMSEA < 0.08.

The testing of instrument reliability was done by using internal consistency reliability approach, which is Cronbach's alpha method. Based on the criteria of reliability Cronbach's alpha > 0.7, can be described that all evaluation aspect implementation the continuous profession development policy for teacher in senior high school in Mataram have fulfilled the requisite of measurement tool reliability so this questionnaire instrument is strongly rely and have a good reliability. That's why, it can be concluded that evaluation instrument in continuous profession development policy implementation for teacher in senior high school in Mataram was valid and reliable.

The next data analysis were done by using descriptive quantitative method, it was done by drawing and defining data from every evaluation aspect. This analysis was helped by SPSS for Windows program through interpretation and distribution of respondent data in every evaluation aspect with the aim to get the profile of every aspect or evaluation variable.

The results were distributed by tabulating in the distribution category table. We used this table to get the profile in every evaluation aspect policy implementation the continuous profession development for teacher. We arrange this table by grouping the total score in every evaluation aspect based on the maximal expectation score (Xmak), minimum expectation score (Xmin), average level (Mi) and ideal standard deviation value (SDi), ideal average (Mi) every aspects were defined based on the addition of highest score expectation (Xmak) and minimum expectation score (Xmin) divided by 2). While the ideal standard deviation value (SDi) was defined by the distance score (the maximal expectation score decreased by the minimal expectation score) divided by six. Next, the data are grouped in five category, they were (1) $Mi - 3SDi < \text{score} \leq Mi - 1.8 SDi$ was the lowest category; (2) $Mi - 1.8 SDi < \text{score} \leq Mi - 0.6 SDi$ was the low category; (3) $Mi - 0.6 SDi < \text{score} \leq Mi + 0.6 SDi$ was average category; (4) $Mi + 0.6 SDi < \text{score} \leq Mi + 1.8 SDi$ was high category; and (5) $Mi + 1.8 SDi < \text{score} \leq Mi + 3SDi$ was the highest category.

5. Result

5.1 The Activity Profile of the Continuous Professional Development for Teacher

Some aspect to measure teacher activity to update their knowledge and skill in the continuous professional development, they were (1) the activity of reading and looking for the recent information from internet and any other information sources; (2) the activity of developing curriculum, teaching material, or learning method/strategy, also teaching

result measurement tools; (3) the activity of participating in training, workshop, seminar, or MGMP collectively or individually.

The result of the analysis of updating knowledge and skill for teacher got the maximal expectation score 95, minimum expectation score 19. While the empirical average score was 69 and ideal average was 57, also standard deviation value was 12.7. Then, the analysis of distribution category showed that the highest empirical average is 69.12%, and 13.68% was under the average, while 17.19% was beyond the average. So, the conclusion was the profile of teacher activity in updating knowledge and skill in the continuous professional development for senior high school teacher in Mataram was in the **High** category.

Aspect to measure the activity of scientific publication or innovative works of teacher in senior high school in effort of continuous professional development, they were (1) becoming the speaker in scientific seminar, training, and workshop; (2) giving a publication of the research result report through scientific accredited journal; (3) giving the publication of popular scientific article through scientific accredited journal; (4) making a learning book and non-learning book based on ISBN standard; (5) make a learning module; (6) making a translated works; and (7) modifying and/or making a visual aid or helping tools in learning process.

The result of the analysis of activity aspect on scientific publication or innovative works for teacher got the highest expectation score 105, and lowest expectation score was 21. Meanwhile, the empirical average score 30.96 and ideal average 63. The ideal standard deviation 14. The next was the analysis of the category distribution. It showed that the highest empirical score was 30.96 it is **the lowest** category that was defined by most of the teacher as a respondent it was 82.46%, and the highest was 17.54% is beyond the average. In short, the profile of activity in scientific publication or innovative work for teacher in continuous professional development for senior high school student in Mataram was in **the lowest** category.

There were seven aspects to measure teacher's reflective activity in continuous professional development for teacher; (1) reviewing the teaching learning affectivity; (2) reviewing teaching learning problems; (3) watching the teaching learning process in peers; (4) giving feedback about the teaching learning process in peers; (5) reviewing the result of teaching learning supervision; (6) asking the students to give feedback about the teaching learning process; and (7) analyzing the measurement of student learning result as the reparation and as the follow up of the teaching learning process.

From the result of the analysis of the reflective activity aspect of teacher, we got the highest expectation score which was 65; the lowest

expectation score was 13. Meanwhile the empirical average score was 43 and the average ideal was 39, also the ideal standard deviation was 8.7. The next analysis was about the distribution of the category showing that the empirical average score was 43 which is in the **average** level that was defined by most of the teacher respondent. It was 51.23%, and 34.74% was under the average, meanwhile 14.4% was beyond the average. So, the conclusion was the teacher reflective activity in the continuous professional development for senior high school student in Mataram was in the **average** level.

Aspect to measure teacher collaborative activity for senior high school student in continuous professional development, they were (1) sharing with the peers that cover the numerous teaching equipment, reference, knowledge, experience, idea, and information; (2) discussing with the peers about actual idea and issue regardless to teaching learning and scoring; (3) cooperating with peers in developing curriculum, teaching equipment, measurement tool, research and working team in doing a research.

From the result of the analysis of the teacher collaborative activity aspect, it showed that the highest expectation score was 70 and the lowest expectation score was 14. Meanwhile the empirical average score was 52 and the average ideal was 42, also the ideal standard deviation was 9.3. The next analysis was about the distribution of the category. It showed that the empirical average score which was 52 was in the **high** level that was defined by most of the teacher respondent. it was 46.67%, and 32.60% was under the average, meanwhile 20.70% was beyond the average. So, the conclusion was the teacher collaborative activity in the continuous professional development for senior high school student in Mataram was in the **high** level.

5.2 Teacher Performance

There were three aspect in measuring the teacher efficacy in class related to the implementation of the continuous professional development for teacher in senior high school in Mataram; (1) theoretical and content knowledge; (2) pedagogical content knowledge; and (3) practical knowledge and professional skill.

The result of the analysis teacher efficacy aspect in class showed: highest expected score was 135, lowest expected score was 27. Empirical average score was 98.59, ideal average was 81, and ideal standard deviation was 18. The next analysis which was about the distribution category showed that the highest empirical average score 98.59. It was included in a **high** category defined by teacher respondent; they were 56.84% and 32.28% was below the average, 10.88% was on the average. So, we can conclude that the teacher class efficacy profile for the teacher in Mataram was **high**.

Aspect to measure professional efficacy related to the implementation result in continuous professional development they were (1) professional identity; (2) career development; (3) peer networking; (4) benefits for students; (5) benefits to school.

The results of the analysis teacher efficacy aspect in class were: highest expected score 185, lowest expected score 37. Empirical average score 138.90, ideal average 111, and ideal standard deviation 24.7. The next analysis about the distribution category show that the highest empirical average score 138.90 it is include in a **High** category defined by teacher respondent, they are 60% and 22.8% is below the average, 17.19% is on the average. So, we can conclude that the teacher class efficacy profile for the teacher in Mataram is **high**.

6. Discussion

The research has explored the continuous professional development for teacher which has defined as a long career and learning process that be the mark in teaching profession. It also have grouped the activity for them in five categories, they were the lowest category, low category, average category, high category, and the highest category. The profile of the continuous professional development is having a varied result, they were very low (never), low (rarely), average (sometime), high (often), and the highest (always or in line with the profession duty). The difference among the teacher participation to the activity showed that the teacher have a different orientations as the activity of their profession development.

Related to teacher participation in the activity of the continuous professional development, the result showed that more significant participation was activity in updating knowledge/ skill and collaborative activity, meanwhile reflective activity going to average level. This result was in line with the previous results that have done by Dijkstra (2009), Kwakman (2003), and VnEekelen (2005). The low level of teacher participation in reflective activity was caused by the characteristic of the reflection itself, when the reflection probably will push some teacher to give feedback to the peers in the teaching learning practice. This condition made teacher feel doubtful to involve themselves in reflective activities.

The profile of teacher performance was in the high category. This result was showed by the high teacher efficacy in class and professional efficacy. It showed that teacher professional performance was better. But, the good performance of the teacher become less meaningful if teacher participation in scientific publication activity or innovative works are very low. The low teacher participation in these activities was showed by 82% teachers who do not do scientific publication

activity. This result also have been confirmed by the previous result (SiniSuwarni, 2011), it claimed that most teacher got some obstacle in grading their level to be Guru Madya (IV/b), it is because they can't produce scientific works.

Therefore, the low participation of the teacher in scientific publication/scientific works activity show that teacher was under the difficulty and big obstacle. Related to the teacher's obstacle it could be caused by internal or external factors. The internal factor could be the minimum experience and ability in making the scientific works. Meanwhile the external factor is like teacher responsibility to fulfil the certification requirement 24 hours meeting and the low coaching from the stakeholders.

7. Conclusion

Evaluation to the implementation of the continuous professional development policy for senior high school in Mataram have been resulted a continuous professional development profile. This profile is focused in the profession development activity and teacher's performance. In government policy context, profession development is conducted as the teacher obligation to be the career development and teacher professionalism.

Based on the result and the discussion above, we can conclude that the profile of the continuous professional development for teachers, are (1) activity profile to profession development for teacher, cover (a) updating knowledge/skill in high category; (b) giving a scientific publication/scientific works in the lowest category (c) reflective activity in average activity, and (d) collaborative activity in high category; whether (2) In general, teacher performance is quite good and we can see it by the high class efficacy and professional efficacy.

8. Suggestions

The result of evaluation of policy implementation of continuous professional development for senior high school teacher in Mataram, shows that the biggest problem was the low participation of the teacher in the continuous professional development activity. Therefore, the stakeholder should pay attention to motivate the teacher to participate it more. Then, the basic problem for the teacher in making the scientific publication/innovative works is stakeholders should be more focused in giving a helping hand and facilities so they can improve their ability in making the scientific/innovative works.

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THE POST-CERTIFICATION PERFORMANCE OF MATHEMATICS TEACHERS OF VOCATIONAL HIGH SCHOOLS

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Abstract

Since 2006 Indonesian government has established a huge educational reform of upgrading teacher quality by administering teacher certification program. The program has been evaluated by many researches and educators, largely in terms of its system and its impact to students learning. Some weaknesses of how the program is implemented are revealed. This article is aimed to describe the post-certification performance of mathematics teachers of vocational high schools in planning the lesson, the learning implementation, the learning assessment, and the professional development.

This was a descriptive study with quantitative approach. The research subjects were all mathematics teachers of vocational high schools in Yogyakarta city who have passed the teachers certification. The instrument to collect the data consisted of teachers' self-assessment questionnaires. Teacher self-assessment questionnaire was used to uncover performance of mathematics teachers of vocational high schools in planning the lesson, the learning implementation, the assessment learning and the professional development after certification. The data analysis used in this study is an interactive analysis which consists of three components, are: data reduction, data presentation and conclusion. To get conclusion the data categorized performance trends into 5 groups: Very Good, Good, Fair, Poor, and Very Poor.

Keywords: performance of teacher, certification

1. Introduction

Now, Indonesia is preparing for the ASEAN Economic Community (AEC). The impact of this AEC is a free market in the field of capital, the goods and services, and the labor. The purpose of the establishment of the ASEAN Economic Community (AEC) to enhance economic stability in the ASEAN region, and is expected to overcome the problems in the economics between ASEAN countries. For all that, the Indonesian nation must have human resources quality are superior, because of superior human resources will be able to bring the nation to face and win the competition in this AEC era.

The quality of human resources is determined by the quality of education. According to Berdo (2010, p.72), "... that the education factor plays in the formation and development of human resources." Education have an important role in the formation and development of human resources. Sihombing & Sihombing (2011, p.101) say that the quality of education is largely determined by the quality of the teachers as actor. So, the teachers are required to be a professional and have high performance in order to improve the quality of the young generation so that Indonesia could become a intelligent nation and able to face the future challenges.

The research results from Pearson Learning Curve in 2013 against quality of Indonesia's education mapping shows that Indonesia is in a position 40 of the 40 countries studied (Baswedan, 2014). In addition, the results of teachers competency test in 2012 to 460,000 teachers showed the average value of the competency test for teachers only 44.5 of the standard value of the expected average of 70 (Baswedan, 2014). The low quality of education in Indonesia causes vary, such as: students' achievement of learners were low, quality of infrastructure were poor, quality of teachers were poor, teachers' welfare were low, educational equity opportunities were low, relevance of education to the needs were poor, and the cost of education were high (Setyaji, 2011). Further, Utami (2015, p.473) mentions the other problems of education in Indonesia are as follows: high number of unqualified teachers, the uneven teacher distribution and over supply contract teachers.

At the beginning of the reform era has been established two laws became the legal basis for the implementation of education reform are Law of the Republic of Indonesia Number 20 of 2003 about National Education System, and the Law of the Republic of Indonesia Number 14 of 2005 about Teachers and Lecturers. The laws were intended to facilitate improved management of the National Education System. In this view the focus of

national education reform requires changes in education policies and strategies, especially relating to the management and development of teachers.

Teachers development program is implemented through the teachers certification program. Jalal, et al. (2009, p.1) say that certification has been adopted as a requirement for both in-service teachers, and is designed to establish a quality benchmark for all teachers, Including government and non-government teachers. It will provide a public guarantee of the standards of training and competency required from teachers. Meanwhile, Parkay and Stanford (2010, p.27) explains that a teaching certificate is actually a license to teach. By having a teaching certificate signaling that someone teachers already meet the standards of eligibility to carry out his duties as a teacher. This means that teachers certification is one of the efforts made by the government so that teachers in all parts of Indonesia can work professionally. However, the recent teacher certification program in Indonesia may well be useful in improving the living standard of teachers, but whether or not it can translate into teacher's performance (Fahmi, Maulana, & Joseph, 2011, p.15). The analysis results of Wahyudi, Supranoto & Suji research (2012, p.161) shown that there are sharp disparities in percentage of certified teacher in each school category.

Expectation of the enactment of the teacher certification program is obtaining educators who have qualified, increasing the qualifications of educators and education, an increase in educational management processes of teaching and learning, and can improve the quality of human resources of the nation (Dantes, 2009, p.5). On teachers who have been certified educator is expected to increase various competencies that can deliver the performance of teachers in a real professional function. If in every teachers themselves are embedded soul and spirit to understanding the certification as a means to an end, the teacher will make various efforts to improve performance, dedication, quality of work that is able to prove that the educator function is a professional function (Siswanta, 2012, p.14).

To follow the teacher certification, the teachers must had competencies. Muzenda (2013, p.7) says that competence is regarded as a multidimensional construct teaching which encompasses numerous interconnected elements towards transformation of knowledge to learners. Meanwhile, Bhargava & Pathy (2011, p.77) say that competencies are specific and demonstrable characteristics or attributes inevitable for teaching professionals to create a convincing and learner friendly environment. Teachers competencies as knowledge and skills of teachers required for effective and quality education at higher education level. These include a set of teaching skills that a

teacher at the tertiary level needs to possess, in order to become effective teacher and these are pedagogical skills, management and assessment skills, and research skills (Aziz & Akhtar, 2014, p.122).

From some statements up, it can conclude that competence is the main component of professional standards in addition to the code of ethics as professional conduct regulations set out in the specific procedures and surveillance systems. The competencies are follows: pedagogical competence, personal competence, social competence and professional competence. According to Axpand (Ugbe & Agim, 2009: 61) that teacher is expected to possess certain competence both professional and personal. Professional competences are both academic and pedagogical. Academic competencies are the teachers' knowledge of his subject.

Pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract, and from simple to complex. Relation to the professional competence of teachers is the teachers' ability to master of the material and the teachers' ability in applying learning methods/approaches. Professional competency refers to substantial knowledge and skills gained following professional education or training and professionals who undertake a specific paid job or self-employment duties (Guu, Lin, & Lee, 2014, p.62). Pedagogical competence is the ability with regard to student understanding and learning that educate managers and dialogue. This is consistent with the Myrberg & Ros statement (2013, p.6) that the teacher competence is likely to be a mix of subject-specific knowledge and pedagogical skills where a crucial skill is the ability to use different teaching approaches adapted to individuals and groups.

Personal competence is the ability of a stable personality, noble, wise and authoritative and become role models for others. Social competence is the ability of teachers to communicate and interact effectively and efficiently with other people both around the school and around the environment (Jalal, et al., 2009, p.36). The fourth competency integrated in teachers' performance. Teachers' performance is closely related to the competence of teachers, to have a good performance should be supported with good competence. Without having good competence, the teachers will not likely be able to have a good performance. Performance is a key element in the competency test which refers to a performance or a set of tasks. According to Marsh (1996, p.311) states that the performance is another major element in competence-testing this typically refers to the performance of a role or set of tasks. It means teachers' performance is the result of the work that can be achieved by teachers in educational institution in accordance with the duties and responsibilities in achieving educational goals.

A good teacher should possess a wide range of qualifications, which could, schematically, be classified as personality traits, attitudes and beliefs and pedagogical skills and knowledge (Liakopoulou, 2011, p.678). The same idea of Joy, Hamilton, & Ekeke (2013, p.15) say that a characteristic of a competent teacher is that the teacher encourages students to reflect on social reality and empowers them to transform the existing conditions that shape their lives. Moreover, a competent teacher is one who engages student in dialogue and manages through dialogue to achieve genuine learning because when student and teachers are engaged in shared critical dialogue, they mutually create and construct knowledge instead of passively transmitting it, since they can share their experiences, reflect upon them and finally make critical evaluation regarding the way they themselves have obtained that knowledge and those experiences

Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom (Kosgei, et al., 2013, p.78). This is consistent with the statement of Sato et al. (2008, p.669) say that standard-setting performance on education assessment can be used to change the practice in how to improve the quality of learning.

Khaeruniah gives the statement (2013, p.108) that a teacher's competence is the ability of a teacher to realize the planned educational aim. Performance indicators referring to the performance appraisal indirectly that the things that seem only an indication of performance, so that the shape tends to qualitative or can't be calculated such as increased, accuracy, velocity, level, effectiveness, and others (Moehariono, 2012, p.32-33). To determine whether a teacher's performance is quite optimal or not can be seen from various indicators. With a performance assessment will help teachers in identifying a better job so that the teachers will run the learning process as effective as possible for students' progress and education (Barnawi & Arifin, 2012, p.25).

Schacter (2000, p.14) splits indicator of teachers' performance in three parts, are: (1) the skills, knowledge, and responsibility of the teacher; (2) students' achievement at grade level; and (3) achievement in school. Meanwhile, Usman (2006, p.10-19) suggests there are three indicators of the teachers' performance. First, the ability to planning the lesson, that: (1) control of the outlines of the organization of education; (2) adjusting the analysis of the subject matter; (3) collate semester program; and (4) develop a program or learning. Second, the ability to carry out the teaching and learning

activities, are: (1) pre instructional; (2) the instructional stage; and (3) evaluation stage and no further. Third, the ability to evaluate, are: (1) the normative evaluation; (2) formative evaluation; (3) report the results of the evaluation, (4) the implementation of the improvement and enrichment programs. Ditjen PMPTK, Ministry of National Education (2008, p.22) suggests indicators on teachers' performance assessment conducted on three classroom activities, that are planning, execution and the learning assessment.

It can be concluded that teachers' performance is the result that can be achieved by teachers in carrying out the duties which they are responsible is based on skills, experience, and sincerity to work within a certain time frame. Teachers' performance did not materialize for granted, but it is influenced by certain factors, both internal factors and external factors. Factors that affect performance include mental attitude (work motivation, work ethic), educations, skills, leadership management, income levels, salaries and health, social security, labor climate, infrastructure, technology and outstanding opportunities (Asf & Mustafa, 2013, p.160).

The performance assessment helps the teachers to know their job better (Barnawi & Arifin, 2012, p.25). Thus, teachers will carry out learning as effective as possible for student progress and education. In addition, teachers' performance assessment can provide valuable input and help meet the needs of teachers on professional development and career, for example through training. Assessment is not meant to criticize and find fault, but to encourage teachers to develop into a more professional that in turn will improve the quality of students.

Teachers' performance indicators used as a basis for assessing the quality of teachers' performance, developed and modified from thinking TR Mithcell in Ditjen PMPTK, Ministry of National Education (2008, p.35) that person's performance is a combination of motivation and ability. According to Robins (Ismail, 2010, p.46), performance is a function of the ability, motivation and chance (opportunity). So it can be said that the motivation and ability/competence are the elements that make up the teachers' performance. This is in accordance with the opinion of Keith Davis (Wardana, 2013, p.99) that the factors that affect achievement of the performance are the capability and motivation factors, motivational factors defined an leadership attitude and employees of the employment situation in the environmental organization. Thus, the teachers' performance in performing their duties may be affected by factors of competence/ability and motivation. Teachers' performance is a blend of ability or competence plus the teachers' motivation to perform the task and teachers' motivation to develop.

In this study, the teachers' performance in general are intended as a performance in the implementation of a teaching assignment with the four indicators, are as follows: (1) performance in planning the lesson; (2) performance in the implementation of learning; (3) performance in the learning assessment, and (4) the performance in professional development.

Government efforts to improve the quality of human resources have been carried out. Not only by improving the quality of teachers, but also improve the quality of students' graduates. Learners are equipped with the competence and expertise to be ready to work so that she could survive for life. Currently vocational education become a priority of government, created vocational education graduates who are ready to print the job and have the skills to work. Vocational education is built and developed with the needs and situation of the workforce to meet the growing market demands (Sriadi, 2011, p.32).

National development is in desperate need of skilled workers, the quality and quantity of vocational education is increasingly enhanced. Namely the government's efforts to increase the ratio of the number of vocational rather than the number of high school teachers. The target in 2009, the ratio between vocational high schools (SMK) and senior high schools (SMA) is 50:50, and in 2014 is targeted to 67:33 (Sriadi, 2011, p.33). An increase in the ratio is due to graduate vocational high schools considered to be more prepared to enter the workforce through skills that can be applied, with the hope vocational high schools graduates can reduce educated unemployment growing in Indonesia.

The reality is not as expected, from unemployment 8.96 million in 2009, approximately 17.26% were from SMK graduates, 14.31% graduated from SMA, 12.59% came from university graduates, and 1.21% graduate from diploma (Sriadi, 2011, p.33). Based on these data, the most widely vocational graduates are unemployed. This is because an increasing number of vocational high schools is not matched by an increase in the quality and quantity of teachers as a major factor in learning. In 2009, Indonesia experienced a vocational teachers shortage of about 34,000 people. As a result, the quality of graduates of vocational high school students decreased, so the unemployment of graduates of vocational increasing (Sriadi, 2011, p.33).

Vocational graduates must have the skills required to be flexible to allow it to enter the job diverse. However, since the industrial world also requires proficiency in language, mathematics, science, communication, and social sciences, then these lessons should be incorporated into standard vocational skills (Ministry of National Education, 2002, p.295). In vocational programs need to be

included materials science and mathematics through contextual learning model and relevant to the skills they are learning (Ministry of National Education, 2002, p.300). Mathematics for vocational levels including adaptive subjects are subjects which aims to provide support for the provision of professional expertise and the provision mastery of self-development ability to follow developments in science and technology (Ministry of National Education, 2002, p.295).

Meanwhile, the mathematics is still a frightening specter for some students of vocational high schools. It is evident from the acquisition of scores of mathematics national exam lower than the scores of the other test subjects. Most of mathematics teachers at vocational high schools have not been able to package the matter of mathematics well, the contextual, flexible and fun, so that vocational students' achievement can't be maximized. Research results from Shadiq (2006, p.10-11) identifies the difficulties encountered some mathematics teachers of vocational high schools at mathematics learning such as teachers tough for: (1) understand and apply the philosophy of constructivism in contextual learning; (2) encourage students to formulate their own problems in conducting discovery (inquiry); (3) encourage and assist students to make connections between the knowledge that have been had by the newly learned knowledge; (4) design issues categorized as a problem; (5) get a reference books that are relevant; (6) familiarize students to express ideas; and (7) the teachers were difficult in guiding students to formulate a conjecture of existing data.

2. Research Methods

This study was included in the descriptive research with quantitative approach. Research conducted at several vocational high schools in Yogyakarta city which have a certified mathematics teachers educators. The subjects in this study are all of mathematics teachers of vocational high schools in Yogyakarta city which have passed the certification.

The instrument to collect the data consisted of teachers' self-assessment questionnaires, Teacher self-assessment questionnaire was used to uncover performance of mathematics teachers of vocational high schools in planning the lesson, the learning implementation, the assessment learning and the professional development after certification. It's shaped scale inventory questionnaire using Likert scale model of a modified form of multiple choice. Multiple choices consisting of 4 answer choices, where each answer have been determined score.

2.1 Validity and Reliability

The instruments validity in this study was proved by content validity and construct validity. Proving the validity of the content by using expert

judgment then proved by Aiken's validity (Retnawati, 2014, p.3). Get the proof validity of the construct using analysis factor. The results of the both proving validity that prove that the instruments are valid because it has V value of more than 0.5. The analysis factor to 8 items of questionnaire of performance in planning the lesson got the KMO value is $0.784 > 0.5$ with significance 0.00 and there is a component that have Eigen's value > 1 and variance total is 60.277%. The analysis factor to 9 items of questionnaire of performance in implementation of learning got the KMO value is $0.839 > 0.5$ with significance 0.00 and there are 2 components that have Eigen's value > 1 and variance total is 66.751%. The analysis factor to 9 items of questionnaire of performance in assessment of learning got the KMO value is $0.821 > 0.5$ with significance 0.00 and there are 2 components that have Eigen's value > 1 and variance total is 65.972%. The analysis factor to 13 items of questionnaire of performance in development professional didn't get the KMO value cause the data have negative definite. This was because many items that is unfilled, but there are 4 components that have Eigen's value > 1 and variance total is 76.448%.

Estimate of reliability instrument of the mathematics teachers of vocational high schools using by Alpha Cronbach. Having obtained the coefficient of reliability of the instrument, then calculate the Standard Error Measurement (SEM), to understand the size of the measurement error for assessment procedures each instrument. Estimate of reliability and SEM as shown in Table 1.

Table 1. Estimate of Reliability Instrument

Instrument		Reliability	SEM
Teacher's self-assessment questionnaire	Planning the lesson	0.904	2.087
	Implementation of learning	0.891	2.062
	Assessment of learning	0.868	2.025
	Professional Development	0.809	4.621

Data analysis techniques used in this research is descriptive quantitative techniques of data analysis. The effectiveness of performance of mathematics teachers of vocational high schools is determined based on the level of propensity to perform categorization of variables. Trend level of the post-certification performance of mathematics teachers of vocational high schools is divided into 5 categories as shown in Table 2.

Table 2. Categories of The Post-Certification Performance of Mathematics teachers of Vocational High Schools

Formulas	Category
$X > \bar{X}_i + 1,8 \times sb_i$	Very Good
$\bar{X}_i + 0,6 \times sb_i < X \leq \bar{X}_i + 1,8 \times sb_i$	Good
$\bar{X}_i - 0,6 \times sb_i < X \leq \bar{X}_i + 0,6 \times sb_i$	Fair
$\bar{X}_i - 1,8 \times sb_i < X \leq \bar{X}_i - 0,6 \times sb_i$	Poor
$X \leq \bar{X}_i - 1,8 \times sb_i$	Very Poor

Specification:

X : score of respondents or actual score

$\bar{X}_i$: a mean score of ideal

SB_i : ideal standard deviation

3. Results and Discussion

3.1 Performance of Mathematics Teachers of Vocational High Schools in Planning the Lesson

Based on the results from self-assessment questionnaire of mathematics teachers of vocational high schools in Yogyakarta city after certification in planning the lesson, the actual mean score 26.11 (good category), the ideal mean score 20, the ideal standard deviation 4, the ideal maximum score 32, and the ideal minimum score 8. Percentage of the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in planning the lesson according to the teachers' self-assessment are 53% were in the very good category, 30% were in the good category, 14% were in the fair category, and 3% were in the poor category. Thus it can be said that the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in planning the lesson, including the good category.

3.2 Performance of Mathematics Teachers of Vocational High Schools in The Learning Implementation

Based on the results from self-assessment questionnaire of mathematics teachers of vocational high schools in Yogyakarta city after certification in the learning implementation, the actual mean score 31.32 (very good category), the ideal mean score 22.5, the ideal standard deviation 4.5, the ideal maximum score 36, and the ideal minimum score 9. It's percentage are 62% were in the very good category, 33% were in the good category, and 5% were in the fair category. It can be concluded that the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in the learning implementation is in the very good category.

3.3 Performance of Mathematics Teachers of Vocational High Schools in The Learning Assessment

Based on the results from self-assessment questionnaire of mathematics teachers of vocational high schools in Yogyakarta city after certification in the learning assessment, the actual mean score 30.84 (good category), the ideal mean score 22.5, the ideal standard deviation 4.5, the ideal maximum score 36, and the ideal minimum score 9. The percentage is as much as 54% were in the very good category, 43% were in the good category, and 3% were in the fair category. It can be concluded that the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in the learning assessment including the good category.

3.4 Performance of Mathematics Teachers of Vocational High Schools in the Professional Development

Based on the results from self-assessment questionnaire of mathematics teachers of vocational high schools in Yogyakarta city after certification in the professional development, the actual mean score 11.46 (very poor category), the mean ideal score 32.5, the ideal standard deviation 10.83, the ideal maximum score 65, and the ideal minimum score 0. The percentage are 57% were in the poor category, 38% were in the very poor category, and 5% were in the good category. Thus it can be said that the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in professional development including the category of very poor and needs to be improved.

Here the overall profile of the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in the planning, implementing, and the learning assessment and in the professional development.

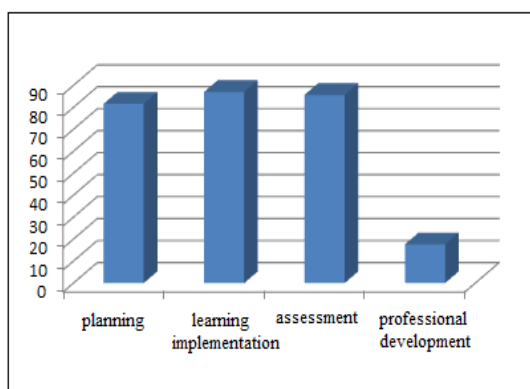


Figure 1. Appraisal of the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city

4. Discussion

Based on the description of the results of research obtained information that the post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in planning the lesson based on self-assessment is in the good category, where 53% were in the very good category, 30% were in the good category, 14% were in the fair category, and 3% were in the poor category. Over all, mathematics teachers of vocational high schools in Yogyakarta city after certification have good performance in planning the lesson aspects. This was confirmed by the results of Khodijah's research (2013, p.95) regarding the post-certification performance of Religion teachers in the province of South Sumatra which revealed that the performance of teachers in planning the lesson in the good category. The results of Palupi's research (2011, p.187) of regarding the post-certification performance of Science teachers in the province of Yogyakarta also revealed that the performance of teachers in planning the lesson in the good category.

Performance mathematics teachers of vocational high schools in Yogyakarta city after certification in the learning implementation based on self-assessment showed the very good category, in which 62% were in the very good category, 33% were in the good category, and 5% were in the fair category. Over all, mathematics teachers of vocational high schools in Yogyakarta city after certification have very good performance in the learning implementation aspect. This was confirmed by the results of Kartowagiran's research (2011, p.467) which states that the post-certification performance of teachers in Sleman regency in the implementation aspect of learning undertaken by teachers including excellent category.

Performance of mathematics teachers of vocational high schools in Yogyakarta city after certification in the learning assessment based on self-assessment showed is in the good category, where 54% were in the very good category, 43% were in the good category, and 3% were in the fair category. Over all, mathematics teachers of vocational high schools in Yogyakarta city after certification have good performance in the learning assessment aspect. This was confirmed by the results of Khodijah's research (2011, p.467) which states that the post-certification performance of religion teachers in the province of South Sumatra which revealed that the performance of teachers in the learning assessment in the good category

Performance of mathematics teachers of vocational high schools in Yogyakarta city after certification in professional development based on self-assessment showed is still not good, in which more than half (57%) were in the poor category, 38% were in the very poor category, and 5% were in the good category of the number of teachers who

are already certified, the performance mathematics teachers in professional development is in the poor category and half more (50%) is in the very poor category. Over all, mathematics teachers of vocational high schools in Yogyakarta city after certification have very poor performance in the professional development aspect. This was reinforced by the results of Khodijah's research (2013, p.96), which examines the post-certification performance of teachers in the province of South Sumatra in professional development is still lacking. The result of Wibowo & Jailani's research (2014, p.202) also indicate that the mathematics teachers of junior high schools in Wonosobo regency are still difficulties in developing the profession, especially in the aspect of scientific publications and innovative work. Though teachers are also obliged to continuously improve and maintain the competence of professionalism as a professional teacher. Therefore, the teacher must always develop its professionalism to be more stable and more professional.

5. Conclusions

Based on the analysis of data and discussion, this study can be concluded that: (1) The post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in planning the lesson is in the good category; (2) The post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in the learning implementation is in the very good category; (3) The post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in the learning assessment is in the good category; (4) The post-certification performance of mathematics teachers of vocational high schools in Yogyakarta city in the professional development is in very poor category and needs to be improved.

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NEED ASSESSMENT FOR DEVELOPING MODEL OF POSITIVE BEHAVIOR SUPPORT (PBS) PROGRAM FOR IMPROVING STUDENTS SOCIAL SKILLS IN ELEMENTARY SCHOOL

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The aims of this research were to assess the needs, to design a model, and to map out a PBS guidebook. It was first year of three years research and development. Data were collected through focus group discussions, questionnaires, and surveys. The respondents were 29 teachers, principals, and the government agent in Dinas Pendidikan Kota Yogyakarta. Subjects were 27 students from nine elementary schools that have problem behavior. The results were: 1) the students' problem behavior were learning problem behaviors, aggressive, disruptive, communication problems, and stealing. They also have low to average social skills. 2) Schools and teachers coped it by making school discipline, integrating positive attitudes towards learning, reminding students who violated, and calling parents. 3) PBS that are needed are systematic, procedural, and collaborative. 4) Teachers stated that PBS is important to overcome the difficulties in managing students' problem behaviors and teaching their social skills, and. 5) Resources supporting program consists of all school components in collaboration others experts and community. 6) The design of the model includes the PBS team at school, needs analysis, assessment of students' behavior and social skills, sorting level to implement, establish positive behavior and set the target positive behaviors, collaboration, program implementation, monitoring and evaluation, and follow-up.

Key words : PBS Program, Social Skills, Elementary School Students

1. Introduction

Problem behaviors in students often occur and become a case that needs to be aware. Plan Indonesia declared the results of a survey of 300 elementary schools and secondary schools students of two districts in Bogor find 15.3% of primary school students, 18% of junior high school students and 16% of high school students exposed to violence at school by peers (Bambang Ujianto, 2011). The type of problem behaviors in six to 13 years old children in Sleman District at 2011 are problem behavior that influenced to academic failures; stress; difficult concentration and attention; school anxiety; disaster trauma; tantrums; sexual behavior and orientation disorders; aggressive behavior; emotional outbursts; mood disorders; lack of motivation; attachment problems; lack of confidence; hyperactive; hypoactive; and other personality disorders (Aini Mahabbati, 2012). Another type of problem behavioral are opposed to adults, always restless and uneasy, disruptive behavior in class, low self-regulation, and lack of school readiness (Walker et al., in Reinke & Herman, 2002).

Problem behavior closely associated with students low social skill and can be barrier to learning. Social skill is needed to be able to interact with and adapt to the social environment. Low social skills make children difficult to empathize, difficult to identify the correct behavior in social

relationships, and difficult to initiate social contact with the same age, and tend to resolve problems by aggressive behavior (Shepherd, 2010, Cohen & Strayer in Burke, et al. , 2002). Low social skills are also associated with academic problems. This is because problem behavior that arise because of low social skills lead students fail to understand the lessons, underachiever, getting score at the lowest passing grade, vulnerable to drop out, and face difficulties in adjusting their adult lives (Koyangi & Gaines in Landrum, 2003). Students with behavioral problems and low social skills tend to make relationship with peers who have behavioral problems; rejected and ridiculed by children peer; labeled negatively by neighborhood; and difficult to make a positive social contacts with teachers, other adults, and peers (Aini Mahabbati, 2012).

Therefore, systematic and integrated school-based intervention program such as Positive Behavior Support (PBS) need to improve students social skills and manage problem behavior. PBS is behavior management approach to teach positive behavior according to social context (Bradley, in Hallahan et al., 2009). PBS goal is to reduce problem behavior and increase positive behaviors (Shepherd, 2010; Hallahan et al., 2009). PBS said to be a systematic and procedural program because it starts from the assessment students' problem behavior and social skills as a interventions base. PBS is collaborative program as involving the entire school component to formulate

design, implementation, and evaluation program. More over, PBS is integrated, by linking environmental management, learning context, and treatment of students with behavioral problems as an integral teaching of social skills. Therefore, PBS said to be more effective than punishment-oriented approach for safer and more comfortable learning environmental for students and teachers, support discipline in schools, and to train teachers to focus more on improving the quality of learning (Warren, et al., 2006).

Experimental research of PBS to improve social skills has been studied by Morrison and Jones (2006) by applying the Positive Peer Report (PPR) techniques that involve the social role of friendship as a training program. PPR was declared effective in reducing the frequency of negative criticism on students that have oppositional and socially maladaptive behavior.

Based on a description of the problem behavior and social skills, as well as the PBS program. It would require further investigation to determine the practical application of the PBS in elementary schools that can help teachers, principals, and parents to improve students' social skills and overcome problem behavior of them. Before applying PBS, the school needs to conduct needs assessment to develop the PBS program that fits the needs of the school. The purpose of this research is to identify the types of problem behavior and social skills in elementary school students; identify teachers and school efforts to address the problem behavior and poor social skills of students; identify positive behavioral support services required; identify the perceptions of teachers regarding the PBS program model; and obtain data on support resources.

2. Methods

This study is first-year Research and Development. The focus is need assessment for development PBS program to improve social skills of elementary school students'.

Need assessment was conducted to obtain data on issues of social skills and problem behavior of students, the program which has been implemented in schools as well as the results, teachers' perception of the behavioral problems and social skills that is needed by elementary school students, and the resources that support PBS application. Respondents of this study were principals and classroom teachers from nine of inclusive elementary schools in Kota Yogyakarta. Subjects were elementary school students who have problem behavior and low social skills. 77 the number of subjects was determined based on the results of Focus Group Discussions (FGD) with teachers and principals.

Data collection techniques used were the FGD and questionnaires. FGD was conducted to collect

data directly from the needs assessment of teachers, principals, and policy makers of Education Office (Dinas Pendidikan) of Kota Yogyakarta. The scale of social skills and learning adjustments adaptation from *Scale of Social Competence and School Adjustment* (SSCSA) Walker and Mc Connel was used to get students social skills level .

Table 1. Sub-Scale and Indicators dan Indikator of Scale of Social Competence and School Adjustment

No	Sub-scales	Indicators
1.	<i>Teacher-Preferred Social Behavior / Basic Social Skills</i>	Sympathy and empathy
		Compromise and cooperation
		Contact and communication
		Response to teasing
		Dealing with anger and aggression
2.	<i>Peer-Preferred Social Behavior,</i>	Peer acceptable
		Peer interaction behavior
		Adaptation
		Helping behavior
		Initiative of social behavior
3.	<i>School Adjustment Behavior,</i>	Showed positive talent
		Time managements skills
		Follow learning direction
		Creativity
		Response to learning activities

The data analyze technique for FGD results were qualitative descriptive. The subjects' social skills were analyzed by quantitative descriptive then interpreted qualitatively. The way to determine the level of students' social skills from social skills scale adaptation SSCSA Walker-McConnell was to calculate the mean hypothetical of social skills aspects contained in the following table.

Table 2. Mean Hipotetik of Social Skills Score

Aspects	Items	Hypothetic Minimum Score	Hypothetic Maximal Score	Hypothetic Mean
General Social Skills (SS)	43	43	215	129
Basic SS	15	15	75	45
Peer relation SS	18	18	90	54
School Adjustment SS	10	10	50	30

Description:

Formula of hypothetical mean:

(the lowest hypothetical score + the highest score hypothetical) / 2

(Saifuddin Azwar, 2004)

3. Results and Discussion

3.1 Results

The main purpose of this study is doing need assessment for development of PBS model to improve students' social skills.

3.1.1 Students' Problem Behaviors and Social Skills

The number of elementary school students who have behavioral problems and poor social skills are 27 of 77 students from nine inclusive elementary school, 55 (71%) of male students and 22 (29%) of female students.

The type of students' behavioral problems can be divided into two types, problem behavior in learning and problem behavior outside learning context. Learning problem behaviors such as not completing the task (77.8%), was reluctant to do the work (55.6%), out from the class (44.4%), and absence from school (40.7%). Problem behaviors outside learning context were verbal aggression (55.6%), physically aggression (48.1%), and stealing (29.6%).

Five of the 27 students are very low on basic social skills and dealing with problem, and nine of them were on average in the same skills. On the aspects of learning adjustment skills, most of students have low and very low competencies. Only two students have height level of it. In the peer interaction skills only a few students have high level (5 students), average (8 students), low level (9 students), and very low (5 students). It showed that students with behavioral problems mostly show low social skills.

All respondents stated the existences of students with behavioral problems are always there on new academic years. Teachers estimated that their behavioral problem are caused by external factors, such as, live in an environment that is not conducive for developing positive behavior; live in divorced families; environment with low socio-economic conditions; have a history of becoming victims of violence.

3.1.2 The Efforts of Teachers and Schools to Address Students' Problem Behaviors and Poor Social Skills

The school has been working to address problem behavior of students or to improve social skills as positive expected behavior. Rules of school discipline had been arrange by principals and teachers. 30% of respondents said that school committee and the students were also involved in drafting the rules. However, the school rules were not always followed by the students. The other strategies were putting posters in several locations in schools; directly reprimand when students perform unexpected behavior; integrating positive

behaviors in learning, and teaching social skills as daily activities at school.

Teachers also coped of rules breaking students by advised orally by teachers, called parents for coaching students at home, and traced the cause of students' problem behavior for intervention.

However, these efforts do not have the procedural system. Each teacher have different unplanned approaches to deal with students' problem behavior. Almost teachers expressed that they give verbal praise when students demonstrate the expected behavior.. Teachers have totally responsibility of giving punishments and rewards for students' problem behavior. Unsuccessful intervention would be communicated to parents, and small proportion of teachers referring to psychologist.

3.1.3 The Positive Behavior Support Services Needed

Based on students' problem behaviors, poor social skills, and the difficulties of coping the problem. Teachers hope the procedural sistematic program to deal with the problems. The program was expected to involve all of teachers, staff in schools, parents, psychologists and education office as a team. Preparation of the program planning is expected to be decided by a meeting of all teachers, led by the principal. Expectations of almost all respondents are implementation of the program carried out independently by the class teacher, monitored periodically by the program coordinators and principals. The monitoring system is expected by the majority of teachers in the form of a written report by the teacher and documented by a program coordinator. The PBS evaluation system that is expected by teachers are carried out in writing and giving recommendations for the program improvement for students. Parents is expected to contribute in terms of providing true information about their child's problem behavior and the treatment that have been done at home.

3.1.4 Teachers Perception of PBS Program

All respondents expressed that they need procedures for intervening the problem behavior and increase students' social skills. In addition to the procedure, the majority of respondents also expressed the need for school rules that are clear about the positive behavior of students. The main goal of PBS program according to data from respondents include: habituation positive behavior for all students, preventing the emergence of problem behaviors of students that are at risk, and address the behavioral problem that often arise in students

3.1.5 Supported Resources Services

Respondents noted that PBS supported resources can come from school and outside of

school. The resources from school is team to analyze the needs of PBS implementation, determine PBS objectives, assess students problem behavior and expected behavior, design procedures and rules established to PBS, and determine procedure of monitoring and evaluating the program implementation. The team includes the principal, vice principal of student affairs, classroom teacher, teachers picket, other school staff, students, and parents. In addition, it is important to optimize support resources from parents, as well as psychologists and special education for referral and consultation. Rules enforcement agencies in the community are also needed for school counseling program of positive behavior in students.

4. Discussions

Based on the results of the research, behavioral problems that often arise in elementary school students is problem behaviors associated with low social skills. Moreover, problem behaviors were found also related with academic problems. Low social skills often cause children to experience school failure and poor social engagement (Lane, et al., In Shepherd, 2010). Students who have low social skills also tend to be difficult to make positive contact on peer, teachers, other adults (Aini Mahabbati, 2012).

According to the teachers, factors that causing the problem behavior and poor social skills of students are social problems, such as the family and community environment that is not conducive to the development of students' social skills. Samanci (2010) said that the factors that influence the development of social skills of children are the family, schools, communities, and individual characteristics of the child.

Therefore, the school became an important educational institution for the improvement of social skills of children. Some school activities that support the improvement of students' social skills, among others, is a social activity in the classroom, positive attitude and behavior of teachers, school management and and democratic classes, student-centered learning techniques, as well as the reduction of stress on the exam (Samanci, 2010). The results showed that some of these activities have been carried out by the teacher or school, such as setting rules of positive behavior, integrating learning positive behavior in class or school activities, and reprimand students directly when making a problematic behavior.

The role of schools to improve social skills students need clear systems and procedures that can be applied to the same standards by all the teachers in the school. As expected the school, PBS can be developed as a student social skills enhancement program. PBS criteria that are appropriate to schools needs are: 1) the purpose of PBS is to give social

skills education for students; prevention and intervention of behavioral problems at school; emotional and social development support; and application for children with special needs (Sugai & Horner, 2009). 2) PBS at school involves the whole school and learning management systems and aim to reduce problem behavior and increase positive learning climate (Vaughn & Boss, 2009). 3) PBS at school involving families, communities, expert on education, and policy makers related to the problem of students (Hallahan, et al., 2011; Shepherd, 2010). Conclusion

The conclusion of this research are: 1) Type of problem behavior in elementary school students are learning problem behavior, and other problem behaviors such as aggressive and disturbing behavior, steal, and communication problems. Students also have low social skills. 2) Schools and teachers had been trying to cope the problem behavior by making school discipline, integrating behavior intervention in learning, reminding students when violated, and calling parents. 3) Service supporting for student positive behavior that is required is the systematic and procedural program, involving all members of the school, and can be applied to all teachers. 4) PBS program is nessecary to implement and can be run in a systematic and measurable results. 5) The resources that will be support the PBS program consists of the principal, teachers, related school staff, special teachers (for children with special needs), school committee, all students, and related expert.

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“SELF-REGULATION LEARNING IN ADOLESCENT TUNALARAS”

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Abstract

Tunalaras part of children with special needs and should get the attention of all parties. They also need to learn how interesting, can be motivated to learn so having self-learning regulated good. Because self-regulated learning is a blend of skills (skills) and desire (will). The purpose of this study to determine how self-regulation in adolescents Tunalaras learning. This research is a theoretical study of some experts (literature) were finally able to conclude and provide solutions for education. The results of the present study is that if tunalaras get guidance from all parties will have and be learners who are able to play their roles well (be able to plan, control and evaluate the cognitive, motivational / affective, behavioral and contextual processes). Tunalaras must have criteria of self-regulated learning process to achieve as learners and can change behavior for the better of them: self-observation (self-observation), self-assessment (Self-Evaluation) and the response of self (self-response). Through the support and guidance of parents, teachers (school) and community continually and give attention to adolescents tunalaras to be learners who are able to control emotions and motivated to learn in achieving the expected accomplishments together.

Keywords: self-regulation learning, adolescent Tunalaras

1. Introduction

Adolescence issues have become a social reality in our society, especially when considering that the youth as the next generation who will fill a variety of positions in society in the future and continue the life of the community. Adolescence is a period of transition from early childhood to early adult children, who entered at the age of approximately 10 to 12 years and ended at the age of 18 years to 22 years. Adolescence in the sense of adolescence (UK) originated in the Latin word meaning adolescence grow toward maturity (Muss, 1968). Experts see the development of adolescents from different sides, assume that adolescence is a time of consummation of developments at earlier stages. It can be observed in Piaget's theory of cognitive development (awareness, intelligence), Kohlberg's theory of moral development related, and Freud about the sexual development. Adolescence begins in rapid physical changes, weight gain and dramatic height, body shape changes, and the development of sexual characteristics such as breast enlargement, development waist and a mustache, and it sounds. On this development, the achievement of independence and identity is very prominent (the more logical thinking, abstract, and idealistic) and spend more time outside the family. As in the study of K Paige Harden and Jane Mendle in his research (2011) that for young adolescents and older, in general the underlying sexual behavior and delinquency that is the genetic influence. On older adolescenceagers, sexual activity that occurs in a predictable romantic relationship tingkatanya lower than delinquency, both cross-sectional and longitudinal, while sexual activity in a non-

romantic relationship level is estimated to be a high degree of infraction.

Adolescence with age is still unstable, so the need for oversight of all parties, family, school and neighborhood. As mentioned in the research conducted by Jill A. Kuhlberg, Juan B. Pen~a, and Luis H. Zayas (2010) that is found in a variety of cultural factors, family, and individual status. In the Latino culture, belief in the importance of family and values, seems to have protection on the emotional health and behavior of young children, but not on parent-adolescent. The role of family ties between parent-adolescence conflicts, self-esteem, internalizing behavior, and suicide is an effort that has not been studied extensively. Kinship as cultural assets associated with low levels of parent-adolescence conflict, but higher levels of internalizing behavior, whereas self-esteem and behavior mediated internalization between relationship conflict and suicide attempts parent-adolescence. The findings, demonstrating the importance of family involvement is competent to adolescence suicide prevention culture. Reducing parent-child conflict and foster close family ties have additional effects that improve self-esteem and decrease the possibility of a suicide attempt. Last things usually happens due to many factors, but based on research, the largest amount was due to "high" sense of solidarity between friends, the recognition of the group, or event designation identity. Problems will arise when one of a select group of adolescenceagers. The emergence of conflict both within the family, peers and inter-group or gang, this also makes them get labeled as the bad boy of the community. Friction or conflicts in adolescents who often cause problems in

adolescents but is highly dependent on the state of society in which adolescents concerned live.

Research Anne-Marie R. Iselin & Edward P. Mulvey & Thomas A. Loughran & He Len & Carol Chung A.Schubert (2012) examined the importance of the perception of antisocial adolescents and their habits in the fulfillment of positive life outcomes (as an employee) and avoid negative things (the violation) during the transition / transition from adolescence to early adulthood. The present invention provides such an impression on adolescents who violate the aspiration to achieve a positive goal, which is in fact the behavior of fun bringing adolescents (herself) to the extent that they determine their own future. Age adolescents are particularly vulnerable to the problem of learning. They should be encouraged, stimulated and must follow the rules, whether family, neighborhood or school. Lack of self-control and self-regulation they have, making adolescents with puberty much trapped by the environment that shaped them to fail, so that the goal is not reached. Associated with self-regulated learning, D.H. Schunk and B.J. Zimmerman (1998) stated that the self-regulated learning shows that learning occurs mostly of thoughts, feelings, strategies, and the resulting behavior of learners themselves are shown to the achievement of objectives. Self-regulated learners not only need to have cognition (knowledge to build upon), and metacognition (knowledge and monitoring learning strategy), but they should be motivated to use metacognitive strategies to build an understanding that personal capabilities that enable learners become independent learners and defend themselves (resiliency) is highly correlated with achievement (achievement). With the above explanation, the authors are interested to study related to self-regulation Tunalaras adolescenceagers learning.

2. Self-Learning regulated

The term self-regulated says different is self-control and self-discipline must both terms it also has a different meaning and understanding. Self-regulated is the ability to become active participants in metacognition, motivation, and behavior in the learning process. In metacognition, self-regulated can be defined plan, organize, direct self, self monitor and evaluate themselves on different levels of what they learned. By motivations, they feel themselves to have competent and independent. In behavior, they can select, organize, and make their environment for optimal learning. Self-regulated according to Bandura (1977) as the ability to control their own behavior and also hardworking. Bandura (1997) that self-regulated is how one is able to organize itself, influence behavior by regulating the environment, creating a cognitive support, as well as the consequences for their own behavior. Pintrich (1990) defines self-regulated as

an active process, constructive, where learners set their learning goals and then monitor, manage, and control their cognition, motivation, and behavior of those who are guided by their goals and contextual aspects of the environment ,

Self-regulated learning refers to the process that uses student to focus the thoughts, feelings, and actions systematically in achieving goals (Zimmerman, 1990). Research on self-regulated during the learning begins as the development of a psychological investigation into the development of self-control by adults and children (Zimmerman, 2001). Much of the research on self-regulation in the context of earlier performed clinical, where researchers taught participants to change behavior dysfunction, such as aggression, addiction, sexual deviation, personal conflicts, and behavioral problems at home and at school (Mace & West in Schunk, 2012) , Self-regulated learning can arise in various forms. Most of the known, self-regulated learning that involves behavior, when a person regulate their behavior to make themselves focused on achieving the goal. However, self-regulated learning also involves cognitive variables and variables that influence. To that end, when engaged in learning activities, will be beneficial for learners to maintain self-efficacy for learning, believing that the positive results will arise, and maintain positive emotional state (for example, enjoy what they are doing). Thus, self-regulated learning requires setting up, management, control over all the resources, ability and effort by the individual concerned to achieve certain goals or achievements that increase. In contrast to tunalaras, clearly disturbed emotions, incapable of governing themselves, are not able to manage and control herself so self-regulatednya very low. Smith in Mangunsong (2011) that tunalaras disorders include (1) the inability to learn, where it can not be described through terms of intellectual, sensory or health factors; (2) the inability to establish / maintain satisfactory relationships with groups and teachers ; (3) forms of behavior or feelings that can not be controlled under normal conditions; (4) in general, often leads to feeling unhappy and depressed; (5) the propensity for the development of symptoms-physical symptoms or fears associated with personal or school problems.

3. Components, Phases and Sub Process Self - Learning Regualted

Self-regulated the activity monitor and control the self- learners learning itself. Learning arrangement has several components , among others : (1) Motivation : help learners take the effort required to monitor and control the learning; (2) epistemic belief: what learners believe about the nature of learning (nature of learning) ; (3) Metacognition : thinking about the mind (thinking about thinking) , which is the ability to understand

what needs to be done in a given situation. Metacognition helps arrangements by providing knowledge of learning strategies to be used ; (4) learning strategies : mental activity used learners when they learn to help themselves to acquire, organize , or given new knowledge entry more efficient. W.M. Reed and S.F. Giessler (1995)

There is also a self-regulated phases that support the achievement of learners continue to complete the task. These phases simultaneously and dynamically generate multiple interactions between the processes and the different components. These phases: (1) self-regulating process begins with planning, where important activities in it as a series of tasks that cool or special purpose requested after the duty (specific goal setting requested); (2) monitoring themselves: a phase that helps learners become aware of the state of cognition, motivation, use of time and effort, no matter how the conditions that context. Such as active learners observe their own reading comprehension, ask questions of their own to see if they have understood; (3) control activities, including the selection and use of mind control strategies (users cognitive and metacognitive strategies), motivation and emotion (motivational strategies and emotional control strategy, which is practically related to the setting of time and effort, and control of the various academic tasks, and control of the atmosphere and class structure; (4) the reflection or evaluation, including consideration or decision, an evaluation with regard to the performance of its duties, comparing it with the criteria set (by its own self-learner or teacher) before, attribution / properties are made with respect to the cause success or failure, affective reactions experienced by the results, as a consequence of attribution is made, and the choice of behavior that can be followed in the future. Phases tunalaras should be given on a continuous basis and coupled with varied teaching methods as described in research Lynch and Dembo (2004) that there is a significant relationship between self-regulated and online learning in the context of blended learning. Orhan (2007) concluded that the use of blended learning is an effective strategy in trying to improve the self-regulated learning. Someone who has a high self-regulated learning will have a high learning results as well. For tunalaras should also get a variety of learning methods such as learning blanded, and other learning models so that they are interested in learning.

Self-regulated is strongly associated with social cognitive. The principle of social cognitive theory has been applied widely in the self-regulation of learning (Bandura, 1997; Zimmerman & Schunk, 1990, 2004). From the social point of view cognitive, self-regulated require the student's choice (Zimmerman, 2000). This does not mean that the students always take advantage of the

options available, particularly when they are not sure of what to do and wonder at the teacher. However, when all aspects of control tasks, said that the behavior of achievement has been "externally controlled" or "controlled by others," is accurate. This kind of situation arises when the teacher does not provide methods, results, and other conditions. Potential self-regulation varies depending on the choices available to learners.

Social cognitive theory looked at self-regulated learning consists of three (3) sub-processes :

3.1 Observation of self (self-observation)

Learners observe their behavior by completing learning tasks. The goal is to assess the behavioral observation of their behavior toward goals or standards-stadar which has been prepared by learners, instructors, or other learners through social modeling. This means that we look at ourselves, our behavior, and keep it.

3.2 Self-Assessment (Self-Evaluation)

Self-assessment carried out by individuals comparing what is seen on themselves and behaviors to the standard size. Examples adolescences compare their own behavior with traditional standards such as manners or can create their own size standards (Booree, 2008). Self-assessment carried out by adolescenceagers will make it conform to existing standards and set goals that are in accordance with the existing provisions. For tunalaras not able to provide a self-assessment because they have anxiety and other disorders that affect academic achievement.

3.3 Response of self (self-response),

If we are better in comparison with our standards, we reward ourselves answer on ourselves. Conversely, if the behavior does not conform to the standard size, adolescences can also reward yourself with self response. According to Boere (2008) self response form can vary from a very clear example of hard work, working late at night, and try to change behavior in order to better fit the standards set up in the form of implicit such as feeling proud or ashamed of what has been earned. Response himself used to customize the behavior or approach the goal.

Opinions can be concluded that adolescenceagers in particular tunalaras must have all three criteria in the process of self-regulated learning to achieve goals as learners and can change behavior for the better. In addition, juvenile tuna barrel requires constant efforts of families, teachers (school) and community towards self-improvement to be able to achieve the goal of self-learning regualted.

4. Adolescence Tunalaras

Adolescence is a unique figure with diverse patterns and behavior of existing and raised. Almost all adolescents experience a period of changes both physical and emotional. According to Erickson adolescence is a time of identity crisis or the search for identity. Erickson idea is corroborated by James Marcia who found that there were four status identity in adolescence is identity diffusion / confusion, moratorium, foreclosure, and identity Achieved (Santrock, 2003, Papalia, et al, 2001, Monks, et al, 2000, Muss, 1988). According to Piaget (Desmita, 2009) that cognitive development adolescence adolescenceager that thought has reached the stage of formal operational thinking (formal operational thought), which is a stage of cognitive development that began at the age of about 11 or 12 years old and continued until the juvenile reaches past quiet or adult. In the review theory development, adolescence is a period of time of rapid changes, including fundamental changes in cognitive, emotional, social and attainment (Fagan, 2006). Most adolescents are able to cope with this transition well, but some adolescences may suffer a decline in the condition of psychological, physiological, and social. It can be concluded that the development of adolescents both emotionally, physically and cognitively will continue to proceed in accordance with the age and development of the search for identity in order to achieve a better maturity. Taken together the role of family, especially parents, educators, school, and community to be a part of that follow their progress and continue to instill moral values so that they do not fall into the generation that failed.

Research Marita P. McCabe and Lina A. Ricciardell (2004), the results obtained in this study is the importance of having pengetahuan in the role of the development stages of puberty in adopting a great body to change behavior among adolescents. Today many parents and educators are very concerned about adolescent development relating to morals and values of life are beginning to shift. While the adolescences themselves are also often faced with moral dilemmas that adolescents feel confused about the moral decisions that must be taken. Supervision of behavior by adults has been difficult for adolescenceagers because adolescenceagers have very spacious environment. Even with their learning conditions in schools. For adolescenceagers tunalaras very far from how they could have a good study plan in accordance with the rules at school. If we look at the strategy of self-regulated which become an integral component of the formative learning function. This function is a learning culture that encourages learners to train learning strategies of self-regulation when it took part in an activity or when studying or doing homework. Self-regulated is a set of plans that can be used learners in order to achieve the goal.

According Pintrich, Marx, and Boyle (1993) that motivation is a variable that affects the cognitive, behavioral and contextual factors on self-regulation and there is a changing concept. As for juvenile tuna barrel, they do not have a goal in the study because they were emotionally and impaired cognition. As in Mangunsong (2011) limits tunalaras according to the National Mental Health and Special Education Coalition that emotional disorders found in tunalaras is characterized by the inability of emotional response and behavior at school were very different in terms of age, culture or norms of conduct which should, thus affecting the academic, social, vocational and personal abilities. Tunalaras is part of a child's special needs and require more attention. Tunalaras often referred to as social misfits, because his behavior shows opposition to the social norms of society. In other words, his behavior complicate the environment and society. In harmony with the above discourse, children tunalaras according Kemendikbud RI (1977) is as follows: "tunalaras Kids between the ages of 6-17 years with the characteristics that the child has a disorder or emotional barriers and behavioral disabilities that are less able to adapt well to family, school and society ". According to Kauffman (2006) defines the boundaries of the children who have behavioral disorders "as a child who is real and chronic respond to the environment without any personal satisfaction, but they can be taught behaviors that can be accepted by the public and can satisfy his personal".

The National Mental Health and Special Education Coalition latest imposes limits on the understanding tunalaras, namely:

a. Emotional and behavioral disorders are characterized by the inability of emotional response and behavior in school are very different in terms of age, culture or norms of conduct which should, thus affecting academic achievement. Academic achievement in question is the ability of academic, social, vocational and personal abilities.

Inability question is :

- not temporary nature, which only occurs in depressed condition only.
- Consistently comes in two different contexts, at least one of which appeared in the school.
- Do not have an immediate response to the intervention of public education or the child's condition does not allow children to receive general education intervention.

b. Emotional and behavioral disorders can be present in other disorders.

c. This category includes children or adolescents with schizophrenia disorders, affective disorders, anxiety disorders, or other disorders that can affect educational achievement as stated in number (1) above. (In Mangunsong, 2011).

It can be concluded that the child tunalaras a child with emotional and behavioral disorders,

require special attention so that they can be kids who have the ability to adapt well in accordance with its development well with families, neighborhoods, schools and communities. For tunalaras criteria that are part of the crew, it is not easy to make them be children / adolescents who are able to quickly control the emotions and perliakunya changed drastically. This requires a strategy that can make them proceed slowly changing and being able to control your emotions well. As for the strategy through a strategy of self-regulated learning (SRL). SRL is a set of plans that can be used learners in order to achieve the goal. These action plans based on the phases, processes, and sub-processes of self-regulation learners. The use of self-regulated learning strategies reduce anxiety and increase self-efficacy, which is directly related to the achievement of goals and academic achievement. Regulated related self-learning strategies above, especially for adolescenceagers tunalaras be interesting if teachers, parents and the environment in order to participate to motivate them (tunalaras) can reduce anxiety, control emotions, behavior and learning activities that aim. According to McCullough & Brian L.B. Willoughby (2009) that self-regulated as a process by which a system using state-related information now to change things for the better. In addition to the above ways, self-regulated learning also has components that can help adolescences tuna barrel changed little by little related to her condition. The components were done by parents, schools (teachers), and the community. Such as self-observation, meaning that in addition to adolescenceagers tunalaras sees itself as part of special needs children who have emotional and behavioral disorders interfere receive supervision from all sides.

Assessment here that adolescences tunalaras able to compare, assess and conduct themselves according to the rules (such as norms, rules to learn, hours of study). The other component is a response of self, adolescence tunalaras once able to compare herself with the applicable rules, they are also able to provide a response in return himself to himself. Such conditions should continue to get assistance and guidance so that they can control his emotions and no change through the mentoring process. For teachers at school always perform strategic monitoring by observation and dialogue with parents, students and the environment to be able to find a picture of learners who tunalaras. Teachers need to understand the character of the learners who tunalaras to follow the teaching in schools in accordance with the rules and standards specified in the school, such as the intensive tutoring in accordance with the terms and conditions tunalaras, hold extra curricular activities related to the physical (sport) so that they are motivated and

happy to be at school and gradually able to control emotions.

5. Conclusion

Tunalaras should get the attention of all parties, in addition to being part of the crew, they also need to learn how interesting, can be motivated to learn so having self-learning regulated good. Because self-regulated learning is a blend of skills and desire. If tunalaras get guidance from all parties will have and be learners who are able to play their roles well (be able to plan, control and evaluate the cognitive, motivational / affective, behavioral and contextual processes). Self-regulated learning requires setting up, management, control over all the resources, ability and effort by the individual concerned to achieve certain goals or achievements that increase. Feature learners who organize themselves to learning is motivation and control over their emotions. Therefore, the third criterion tunalaras must have self-regulated learning process to achieve as learners and can change behavior for the better of them: self-observation, self-assessment and self-response, Through the support and guidance of parents, teachers (school) and community continually and give attention to adolescents tunalaras to be learners who are able to control emotions and motivated to learn in achieving the expected along with a variety of interesting learning model that they enjoy and comfortable in learning, the learner tunalaras great possibility would be motivated and able to achieve the learning objectives.

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THE NEEDS OF INFORMATION TECHNOLOGY BASED MEDIA TO TEACH SEXUAL EDUCATION FOR CHILDREN WITH AUTISM

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Abstract

Children with autism often gave rise to problems including one for sexual behavior. Sexual education is needed to prevent children with autism from sexual behavior disorder. This study aimed to describe the development of information technology based media needs that can be used by teachers and parents to teach sexuality. This research is a descriptive study that was conducted in seven Special/Autistic Schools in the Yogyakarta Special Territory. Subject of this study were teachers and parents of autistic children. The data obtained in this study were analyzed quantitatively and qualitatively, and is presented in the form of tables, graphs, or narrative. The results obtained in this study as follows: 1) children with autism have the same sexual development with other children, but some children experience sexual deviant behavior; 2) teachers and parents has taken various measures to deal with it in the form of prohibiting, remind and distract the child; 3) The majority of the teachers have been giving lessons contain elements of sexual education integrated in other subjects; 4) sexual education has also been given by parents in the home in various ways; 5) sexual education learning model used by teachers mostly direct practice, lectures, and question and answer, some teachers have used media such as video and information technology utilizes Internet media; 6) the majority of respondents said that had never developed a specific learning media for sexual education for children with autism; 7) most teachers found the information technology-based learning model will allow teachers to provide sex education for children with autism.

Keywords: autism, sexual education, information technology

1. Introduction

Children with special needs including autism experience the same range of sexual needs and desire as the rest of population. For example, study by Trani and colleagues (2011) found that more than half of adult respondents who had disability reported being sexually active. However, they may experience many difficulties meeting their needs (Eastgate, 2008) such as difficult to communicate their desire (Fegan et al. 1993). For most young people with disability, the appearance of secondary sex characteristics occurs in the same as the adolescent in pubertal age. Like all adolescents, teens with special needs may express desires and hopes for marriage, children, and normal adult sex lives (Murphy & Elias, 2011).

Contrastingly, people in community believe that people with disability are not sexually active and therefore in little need of sexual and reproductive health services (WHO & UNFPA, 2009). Moreover, parents and health care professionals are often pessimistic regarding the potential of people with autism to enjoy intimacy and sexuality in their relationship. In fact, the only real difference is their access to information about appropriate expression of sexuality and appropriate communication of sexual needs (Fegan et al., 2003).

Moreover children with autism at risk of sexually abused children are higher than normal. The risk of sexual harassment is four times higher

for children with special needs when compared to normal children. Although there is no exact figure, children with autism is the biggest victim.

Autism is a severe neurodevelopmental disorder in which affects the way a person to communicate and relate to others (Sutadi, 1996). The term autism or often called Kanner's syndrome is used to indicate a psychotic symptom in children which is characterized by a blank facial expression as if he were daydreaming, losing his mind and it is difficult for others to draw attention to them or invite them to communicate (Budiman, 1998). Meanwhile, according Sasanti (2004) autism is a group of clinical symptoms or syndromes that are very varied and relate to one another and unique because it is not the same for each case.

Basically, autistic children experience changes emotionally, physically and socially similar to normal children, such as: hunger, thirst, need affection, as well as hormonal changes as their peers. Children will experience physical changes at the age of puberty such as: begin to grow hair on the face, armpits in the pubic area, a change in the growth of body hair, voice changes (male), and started to menstruate (women). However, emotional changes for children with special needs (including autism) tend to be more difficult because of their interest in the opposite sex are often opposed by the environment (Schwier & Hingsburger, 2000). In addition, children with autism often do not have the feeling of embarrassment when walking naked,

exposing genitals, opening briefs, and masturbation in public places.

One way to overcome sexual problems in children is to provide appropriate sexual education early on. Unfortunately, such approaches are not generally appropriate for individual with autism spectrum disorders because they do not specifically address the social impairments characteristic of these disorders. Some parents and educators of individuals with autism spectrum disorder may face considerable difficulty in finding developmentally and socially appropriate sexuality education programs (Sullivan & Caterino, 2008).

Sexual education needed by children with autism must be adapted to the characteristics and learning style of children. Children with autism tend to have a visual learning style such as prefer to look at books or pictures or watch TV and generally easier to digest information that they can see, rather than what only they can hear. Because the vision is their strongest senses, no wonder many children with autism are very fond of TV / VCD / image.

However, sex education instructional media for children with autism is still difficult to obtain, including information technology-based media. The above facts indicate that the innovative learning models necessary to provide sex education for children with autism. This study aimed to describe teachers and parents needs about the development of information technology based media that can be used to teach sexuality.

2. Methods

This research was a descriptive study that explore children sexual development, teachers and parents experience on sexual education, sexual education learning model used by teachers and parents, teachers and parents perception about information technology-based learning model to provide sex education for children with autism. The study was conducted in seven Special/Autistic School situated in the Yogyakarta Special Territory: SLB 1 Bantul, SLB Gunung Kidul, SLB Citra Mulia Mandiri, SLB Bina Anggita, SLB Dian Amanah, SLB Samara Bunda, and SLB Muhammadiyah Dekso. Subject of this study were teachers and parents of autistic children who proportionally acquired by purposive random sampling. The data were collected through questionnaire and in-depth interviews then analysed quantitatively and qualitatively, and is presented in the form of tables, graphs, or narrative.

3. Results and Discussion

Puberty is the time in life when a boy or girl becomes sexually mature (NIMH, 2014). It is a process that usually happens between ages 10 and 14 for girls and ages 12 and 16 for boys. It causes physical changes, and affects boys and girls

differently. NIMH (2014) mentioned the signs of puberty in girls are consist of breast development, hair grows in the pubic area and armpits, and menstruation. In other hand, boys will begin the puberty with the testicles and penis getting bigger, then hair grows in the pubic area and armpits. Other signs are muscles grow, the voice deepens, and facial hair develops as puberty continues.

This study show that children with autism experience some sexual development problems in puberty. Teachers and parents has taken various actions to deal with it include providing sexual education. Finally, there is also a need to develop specific learning media to teach sexual education in children with autism including the information technology-based learning media. We explore each of these findings below.

3.1 Sexual Behavior Disorder

In general, this study found that all respondents whether from a group of teachers and parents stated that students/ children of those who have entered the age of puberty have similar sexual development as children in general. This is evident from some of the physical traits that appear to girls like breast development, hair grows around the genitals and menstruation. While the boys indicated by the appearance of the Adam's apple, the hair around the genitals and having a wet dream.

However, most of these children showed deviant sexual behavior. Fifty percent of teachers stated that students showed aberrant sexual behavior, 46% did not see any deviant sexual behavior and 4% of respondents said that they still need to make further observations to determine whether there is a deviant sexual behavior in children. Meanwhile, the data obtained from the parents also shows that 40% of parents found the sexually deviant behavior.

Sexual behavior disorder of autistic children obtained in this study were varied. Some boys showed deviant behavior such as playing their genitals and swiped-grit to other objects such as walls and floors as well as showing his genitals and masturbate in public. Dalldorf (1983) in Realmuto and Ruble (1999) stated that masturbation is one of behavior that exhibited by some individuals with autism because of a lack of alternative outlets for sexual tension and a predisposition for self-stimulatory behavior. Additionally, there was a boy who showed behavior like holding the breast female teacher and a friend, kissed a female friend and helper pursue women who work at home. Whereas in girls deviant behavior that appears was hugging and kissing a male friend as well as holding her genital. Some behaviors that indicated disorder lead to sexual behavior also looks like love smiling cheekily to the boys and love kissing image or photograph of men.

Study by Ruble and Dalrymple's (1993) in Realmuto and Ruble (1999) found the range of inappropriate sexual behaviors experienced by persons with autism. These included touching private parts in public, removing clothes in public, masturbating in public, touching the opposite sex inappropriately, and presenting other behaviors such as discussing inappropriate subjects, looking up shorts or down shirts, and touching parents inappropriately.

3.2 Teacher and Parents Reaction to Sexual Behavior Disorder

Teachers and parents has taken actions to deal with inappropriate sexual behaviors exhibited by autistic children. Some teachers choosed prohibit and provided a verbal warning. For example, when there were children who scratching his genitals, the teacher immediately admonished the child stop doing these actions and told that it should not be done. Several other teachers provided sports activities for children as a form of diversion of child sexual desire. In addition, some teachers have worked with the other parties involved in the school service, such as psychologists, doctors, and experts in education of children with autism to prevent and deal with inappropriate sexual behavior in children with autism. Teachers also provided information on the behavior of children in school to parents and encourage parents to work together to overcome the problem of sexual deviant behavior of children. However, there were cases which show that the treatment had been carried out by teachers had not managed so that the child should be taken to the toilet to masturbate in the toilet.

Handling by parents is similar to that have been done by the teachers, such as prohibits, remind and distract children. Most parents have been working with teachers, psychologists, and physicians in dealing with sexual behavior disorders in children. A parent also stated that teachers have a great influence in preventing and addressing sexual deviant behavior of children because in a day almost half the time spent by children in school. Actions taken by parents in dealing with sexual behavior in children with autism is in accordance with their level of knowledge. Research by Sholihatinah, Mardhiyah, and Simangunsong (2013) showed that only a minority of parents who have enough knowledge about sexual education for adolescents with autism.

3.3 Sexual Education for Children with Autism

Most of the teachers (71%) had provided learning which includes elements of sexual education, while 29% of respondents said that they had never provide learning which includes elements of sexual education. Sexual education or reproductive health education had not been given specifically but integrated in other subjects such as

science subjects, activity daily living training, and religion.

Some of the materials that had been given were a description of the child's body organs including sex organs, the notion of the body parts of a personal nature, and understanding of the opposite sex. Sexual education had also been given by parents in the home in many ways. For example, parent introduced sex education starting from child sexual identity recognition, followed by things that should and should not be done by children. Another respondent stated that sexual education is given continuously, repeatedly, and incidentally given every chance.

One curriculum can be used as a reference in reproductive health education for children with autism is a model curriculum developed in the TEACCH program (Schopler, 1997 in Sullivan, 2008). Educational curriculum developed by TEACCH is composed of four levels adjusted to the level of cognitive development of children. Children who have a high cognitive level will get the education at all levels, while those who are at low cognitive level is only going to get education at the lowermost level of the curriculum.

Hatton (2010) also developed an integrated curriculum on sexual education within eight blocks associated with the development of social skills which are necessary for sexual understanding based on a review of health and social relationships. The block covers about who actually naturally is understood by young people in general, but for children with autism require a special understanding and learning. Eight blocks which are developed consist of: hygiene, safe touch, public and private, health, masturbation, menstruation, intercourse with the opposite sex, and sexual intercourse. Moreover, comprehensive approach to sexual education according to Sullivan (2008) should be given to individuals with autism. Topics that need to be included in education are: parts of the body and its functions; physical development, personal health and self-care; health; social and sexual behavior as appropriate; privacy issues; understanding emotions; self-image; prevention of sexual crimes; interest; and interpersonal relationships.

3.4 Spesific Learning Media to Teach Sexual Education in Children with Autism

This study found that sexual education learning model used by teachers were direct practice, lectures, and question and answer. Various media that had been used were pictures, posters, dolls / mannequin, and concrete media such as bras and pads. In addition, some teachers used information technology media such as video and utilizing the Internet to download the materials needed in providing the material in order to attract the attention of children. However, 93% of

respondents said that they had never developed a specific learning media for sexual education because schools do not have special curriculum on sexual education.

Most teachers (68%) stated that information technology-based learning model will help teachers to provide sexual education for children with autism. A common reason advanced by the teachers is a medium based on information technology will attract more children because there are a variety of visualization that will be more easily understood by students. Previous research identified that many persons with autism spectrum disorder experience benefits on using personal tablet computers as learning media (Autism Spectrum Australia, 2013). Nowadays, applications on Android and iPad has been used by teachers to develop core competencies of children with autism. Many applications can be easily customised to the needs of the user, as well as personalised around the individual's interests and circumstances. Study by Autism Spectrum Australia (Aspect) in 2013 showed that student educational goal achievements can improve when compared to what the teachers would expect when using traditional teaching methods.

However, 32% of respondents in this study disagreed with technology-based learning media because it is difficult to adjust the characteristics and capacity of the students. Reviews on the use of mobile devices such as iPads for teaching individuals with autism in Australia found that the Apps in iPad should be programmed very differently from each other (Autism Spectrum Australia, 2013).

4. Summary

The results obtained in this study as follows: 1) children with autism have the same sexual development with other children, but some children experience sexual deviant behavior; 2) teachers and parents has taken various measures to deal with it in the form of prohibiting, remind and distract the child; 3) The majority of the teachers have been giving lessons contain elements of sexual education integrated in other subjects; 4) sexual education has also been given by parents in the home in various ways; 5) sexual education learning model used by teachers mostly direct practice, lectures, and question and answer, some teachers have used media such as video and information technology utilizes Internet media; 6) the majority of respondents said that had never developed a specific learning media for sexual education for children with autism; 7) most teachers found the information technology-based learning model will allow teachers to provide sex education for children with autism. Further studies are required for the preparation of a model of sexual learning media based on information technology.

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EDUCATION CURRICULUM IMPLEMENTATION CHILDREN WITH SPECIAL NEEDS IN GLOBAL PERSPECTIVE

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Abstract

This paper aims to implement the educational curriculum of children with special needs in a global perspective. The method used for data collection in this case is the content analysis, the following steps: (1) define the problem, (2) develop the framework, (3) develop the methodology, (4) analysis of the data, and (5) interpretation of the data. Results of the research is necessary to modify the concept of: curriculum development, curriculum development component, the classification of the purpose of education, curriculum content, method or strategy, and evaluation in accordance with the needs of children with special needs. This concept should be tailored to the characteristics of children with special needs in accordance with each child's typology. By understanding this concept as a whole, the curriculum of the education of children with special needs will be implemented and this is called global perspective curriculum education of children with special needs.

Keywords: curriculum implementation, education of children with special needs.

1. Introduction

The process of education of children with special needs require a curriculum, but the curriculum used for children with special needs need adjusted to the characteristics of each possesses. Children with Special Needs in need of adjustment, because of special needs children is composed of different typologies and have different characteristics as well.

What is the implementation of the curriculum? Implementation of the curriculum is an interaction between those who create programs with those charged to deliver the program. Ornstein and Hunkins (1998) states that; (1) Implementation requires educators to shift from programs that they know today on a new program or change. (2) The implementation involves changes in knowledge, actions and attitudes. (3) The implementation can be seen as professional development and growth process that involves interaction, feedback and ongoing mentoring. (4) The implementation is the clarification process in which individuals and groups collectively strive to understand and practice the changes in attitudes and behavior, often involving new resources. (5) Implementasi involves changes that require effort which will give rise to some anxiety and ways to minimize these concerns, it is useful to set execution / implementation of the activities that can be managed well and for the establishment of goals that can be achieved. (6) Implementation requires a supportive atmosphere where there is trust and open communication between regulators and educators, as well as an understanding of the risks that can occur. For groups of children with special needs this kind of thing can be done, if in fact there is an adjustment that fits with the children themselves. Children with

special needs have the specific and unique characteristics, it should be understood by everyone who wants to develop and promote this child, or the implementation of this could have been a failure. Therefore, there is a full understanding of the concept of children with special needs, so that no one in development.

The problem is what is the reason for this failure? According Sarason (1990), the main reason for failure is the lack of understanding of the culture of the school, either by experts from outside the school system and teachers that exist in the system. The successful implementation of the curriculum requires an understanding of power relations, traditions, roles and responsibilities of individuals within the school system. Executing (whether they be teachers, class guardian, the principal) should have fluency with the content of the curriculum. They must fully understand the purpose, nature, and the real advantages and potential advantages of the innovations made. As stated by Michael Fullan and Pomfret Allan (1977); "Implementation of effective innovation requires time, personal interaction and contact, in-service training and other forms of support based on people". Curriculum implementation requires people who have enough time to do so. Teachers need to 'feel valued' and recognition for their efforts. Some may argue that they should be rewarded financially, but there is evidence to suggest that external motivation to contribute minimally to the business. Individuals to contribute their best talents.

When we see a child with special needs, vision or sight we focused on children with special needs who is it ? Definitions of special needs education the term "special education" is traditionally associated with children who are not

able, disabled or have difficulty. However, the scope of special needs education has been expanded to involve children who are gifted or talented or even children from different cultures and speak different languages. Many existing books and publications on special education in various countries such as USA, UK, Canada and Australia include both groups of these children. Broader scope of this field has also received a revamp of the mutual capabilities terminology such as "special needs education" and "special education".

According to article 15 of Law No. 20 of 2003 on the national education system (Education), that kind of education for children with special needs is a Special Education. Article 32 (1) of Law No. 20 year 2003 imposes limits that special education is an education for students who have difficulty in following the learning process because of physical, emotional, mental, social, and / or have the potential of intelligence and special talents. Technical Special Education kinds of educational services for students with disabilities or students who have extraordinary intelligence can be organized by inclusively or special education units at the level of primary and secondary education. So the only Special Education in primary and secondary education. For higher education in particular are not yet available.

Government Regulation (PP) No. 17 Year 2010 Article 129 paragraph (3) stipulates that students with disabilities made up of students who are: blind, deaf, tunawicara, mental retardation, physical impairment, behavior disorder, learning disabilities, slow learning, autism, have motor disorders, are victims of drug abuse, drugs, and other addictive substances, and has other abnormalities.

According to Article 130 (1) of Government Regulation (PP) No. 17 Year 2010 special education for students with disabilities can be held on all the lines and types of education in primary and secondary education. (2) The special education can be done through special education units, units of general education, vocational education units, and / or religious education unit. Article 133 paragraph (4) stipulates that the implementation of special education units can be implemented in an integrated manner between levels of education and / or between the type of abnormality.

A global perspective is a view, where teachers and students jointly develop perspectives and skills to investigate a related global issues. What is meant by global issues, among others, environmental issues, human rights, justice, the study of the world, and the development of education. Of the term only we actually can understand that globalization implies the process. Other terms matching their structuring the process of restructuring, the reform process to reshape or reform, industrialization is a process of industrialization. There are several

explanations put forward by the experts include John Huckle (Miriam Steiner, 1996) stating that globalization is a process by which events, decisions and activities in one part of the world becomes a consequence, significant for individuals and communities in areas of far, Other experts are Albrow (Yaya, 1998) suggests that globalization is, ... the whole process in which human beings on this earth incorporated into a single world community, global society

2. Method

Content analysis preceded the coding of the terms or the use of words and phrases that are relevant, the most widely appeared in communication media. In the case of coding, it should also be noted that the context where the term appears. Then do the classification for the coding has been done. Classification is done by looking at the extent to which units of meaning related to the research objectives. This classification is intended to establish the category of each classification. Then the unit of meaning and categories are analyzed and sought relationships with one another to find meaning, the meaning and purpose of the contents of the communication. Results of these analyzes subsequently described in draft research reports as well as general research report.

Stages of research content analysis, according Subakto and Henry (1995):

1. Defining the problem: in this case the issues raised was the implementation of curriculum education of children with special needs in a global perspective. Attempt to obtain answers to these problems by itself is the goal of the research conducted. In determining the problem, should researchers revealed beforehand context or background on why the problems that arise. Then identify problems earlier, which is then formulated in a research question that is conceptual. Conceptual level means that the formulation of the question is still in the form of concepts. For example, social media is most objective in reporting children with special needs in Indonesia? Here there is one main concept to be studied, the concept of objective news, which will be sought or the operationalization of the measures in the form of categorization before studied.
2. Develop framework. How to implement its curriculum the education of children with special needs in today's global perspective. Researchers have proposed conceptual definitions of the symptoms dahulu first to be studied. In this case, researchers have been able to define what the objective news. Depth conceptualization of this issue would depend on the nature of the research. Quite simply descriptive study suggests conceptual definition to include dimensions or sub dimensions to be

studied. For example, want to examine the concept of objective news earlier, just how their definitions, as well as also stated dimensions or sub-dimensions of the objective news. This is called a hypothesis, while the answer to the problems.

3. Develop methodologies device. After preparation of the framework (or frameworks concept when descriptive research and theoretical framework, when research is explanatif) but usually content analysis more descriptive. In this stage the researchers expected to prepare the methodology to be used.
4. Analysis of the data. Analysis of the data collected by the researchers via a specific methodology. For explanatory research, which is contrary to the hypothesis, then this section is the stage where the investigators conducted statistical hypothesis testing and research hypothesis without giving interpretations based on things or other theories beyond the data obtained.
5. Interpretation of the data is the interpretation of the results of the data analysis. In this section, researchers discuss the results of data analysis, through the interpretation of the results of data analysis, using the framework or the original theoretical framework has been established. For an explanatory research, in this section the discussion and interpretation carried out was intended to make the inference that supports theoretic hypothesis. In this phase, researchers also need to abort a counter or other alternative interpretations of the data analysis. In addition it should also make recommendations in terms of academic, practical, technical or for the improvement of future studies. Basically the data interpretation is an attempt researchers concluded the findings and analysis of data obtained empirically (field operations) is returned to the conceptual level. Here there is a process of abstraction or conceptualization conducted by researchers on the results of data analysis, because it sometimes contentious or competing interpretations of others.

3. Discussion

Implementation is carrying out something or the practical application of methods, procedures or desired goal. Loucks and Lieberman (1983) defines the implementation of the curriculum as try new practices and what it will look when actually used in the school system. Example, plan a curriculum that is integrated with the use of technology was introduced and we want to know whether the objectives of the planning can be implemented in the classroom. The goal is to develop a curriculum is to make a difference to learners. In short, implementation of the curriculum to bring changes and hopefully repair. Implementation of this

curriculum can also be done for children with special needs, with the concept as follows: (1) an understanding of curriculum development, (2) the components of curriculum development, (3) the classification of educational goals, (4) the content of the curriculum, (5) the method or strategy and (6) evaluation. Below will be explained the concept in more detail.

3.1 Curriculum Development

Curriculum development is a process of planning, producing a better tool to be based on the results of a study of the curriculum are not applicable, so as to provide conditions of teaching and learning activities better.

According Geane, Topter and Alicia that curriculum development is a process in which the participation at various levels in making decisions about the objectives, how objectives realized through the learning process and whether the objectives and means of the harmonious and effective.

In developing a curriculum of many parties participating, namely: education administrators, educational experts, curriculum experts, expert knowledge, teachers, and parents and community leaders. Of the parties that is continuously involved in curriculum development are: administrators, teachers, and parents. Factors affecting the development of the curriculum, the school gained influence of forces that exist in the community, especially from the college and the community.

3.2 Component Method / Strategies

Learning strategies can be narrowly defined as a method or technique of delivering course material to students so that learning objectives can be achieved. In a broad sense, learning strategies can involve methods, approaches, and media source selection, grouping students, and assessment of learning success, (Arief S. Sadiman, 1984). This learning strategy can be carried out and implemented for children with special needs.

For blind children learning strategy, learning strategy is basically appropriate and optimal utilization of all the components involved in the learning process that includes objectives, subject matter, media, methods, students, teachers, the learning environment and evaluation so that the learning process is carried out effectively and efficiently. Some things that can be used as a material consideration in determining the learning strategies, among others: (a) Based on the message processing, there are two strategies that deductive learning strategies and induktif. (b) Based on processing the messages that ekspositorik learning strategies and heuristics. (c) By setting teachers' instructional strategies with a teacher and teams. (d) Based on the number of students that the classical strategy, small group and individual. (e) Based on

the interaction of teachers and students that face-to-face strategy, and through the media. In addition to the strategies mentioned above, there are other strategies that can be applied the strategy of individualization, cooperative and behavior modification.

Learning strategies for children's mental retardation, mild mental retardation children learning strategies studying in public schools will be different with the strategy mental retardation children studying in special schools. Strategies that can be used in teaching children with intellectual challenges, among others: (a) individualized learning strategies. (b) cooperative strategy. (c) behavior modification strategies.

Learning strategies for children with physical disabilities, the usual strategy is applied for children with physical disabilities through organizing educational facilities, as follows: (a) educational integration (unified), (b) educational segregation (separate), (c) structuring the learning environment.

Learning strategies for children behavior disorder, to provide services to child behavior disorder, Kauffman (1985) suggested the models approach as follows: (a) the model biogenetic, (b) behavioral models / behaviors, (c) psycho-dynamics models, (d) ecological model.

Learning strategies for children with learning difficulties, namely, (a) the child difficulty learning to read is through program delivery and remedial teaching. (b) Children learning difficulties through remedial writing that is in accordance with the error rate. (c) Children difficulty learning to count is through the systematic remedial program in accordance with the order of the level of concrete, semi concrete and abstract level.

Learning strategies for children with hearing impairment, a strategy commonly used for children with hearing impairment, among others: strategy deductive, inductive, heuristic, ekspositorik, traditional, group, individual, cooperative and behavior modification.

3.3 Classification of Educational Objectives

Educational purposes are classified in three major domains, namely cognitive, affective and psychomotor. Cognitive processes are classified into a hierarchical order, from the level of thinking that is simple to more complex intellectual level: (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, (6) evaluation.

A more systematic classification purposes have been raised Bloom (1956) and Krathwohl, Bloom and Masia (1964) as shown in Zais (1976: 304-310) Tanner and Tanner (1975: 121-131). Educational purposes are classified in three major domains, namely cognitive, affective and psychomotor. Cognitive processes are classified into a hierarchical order, from the level of thinking that is simple to more complex intellectual level:

(1) knowledge, (2) understanding, 3) Applications, 4) Analysis, 5) Synthesis, 6) Evaluation.

Knowledge, contains the ability to recognize and remember the terminology, definitions, facts, ideas, patterns, sequences, methodologies, basic principles, etc. For example, when a student asked to discuss the circle so he can explain the definition of, their parts properly.

Understanding, one's ability to understand or comprehend something after something that is known and remembered. The understanding gained from knowing such as: definition, information, events, and facts are then reassembled with the existing cognitive structure.

The application, at this level, one has the ability to apply ideas, procedures, methods, formulas, theories, principles etc. on dalam berbagai situasi. For example, learners are able to think about the application of mathematical concepts in everyday life.

The analysis, at the level of analysis, one would be able to analyze incoming information and divide or structuring information into smaller parts to identify patterns or relationships, and are able to recognize and distinguish between the causes and consequences of a complicated scenarios. For example, at this level someone would be able to sort out the matter of mathematics, and then comparing the difficulty level of the material, and classify each material in accordance with the degree of difficulty.

Synthesis, one level above analysis, someone at the level of synthesis will be able to explain the structure or pattern of a scenario not previously seen, and capable of recognizing data or information that should be obtained to produce the required solution. For example, learners are able to create a work / essay and the essay that students are able to express clearly about the arrangements he made.

Assessment, assessment is a person's ability to give an assessment of solutions, ideas, methodology, etc. using the matching criteria or standards that exist to ensure the effectiveness or value of the benefits. For example, a learner can weigh about the benefits to be gained from the behavior of discipline and able to show a negative result of laziness.

Affective includes objectives related to the dimension of feelings, attitudes, or values, such as the appreciation of works of art, noble character, and others. Affective divided into five levels of awareness simple moving towards the conditions under which feelings play an important role in controlling behavior: (1) receiving, (2) a responsive, (3) respect, (4) organization, (5) characteristics.

Receiving is the sensitivity of a person to receive the stimulus / stimuli from the outside who came to him in the form of problems, situations and

others - others. Receiving is also often interpreted as a willingness to pay attention to an activity or an object. At this level learners constructed so that they are willing to accept the values taught to them and they are willing to focus on any object being taught. For example: learners realize that the act of cheating was not good so should they leave.

Valuing here means providing value or reward for an activity or an object so that if it is not done felt would bring a disadvantage for him. In relation to the teaching and learning process, students here are not only willing to accept the values taught alone but he is also able to assess a concept or phenomenon that is "good or bad" when a teaching gtelah afford them the value of "it is good" then this means that the participants students have to undergo the assessment process and then the value will be remembered in him.

Organization here means reconcile the difference value to form a new, more universal values that lead to a general improvement. Organizing an enhancement of the value of the organization into one system, including the relationship of value with others. As an example of this level of learning outcomes is for example a participant liked mathematics matter of geometry then he would put the matter geometry at a level which is very important then just follow other material that he felt somewhat important and so on.

Characterization is the integration of all the systems that have values that affect a person's personality and behavior patterns, here internalization process has occupied the highest place in a hierarchy of values. If the panda stage of organizing the system values can already be arranged then the arrangement is not consistent meaning they can vary according to the situation then, at this stage is already embedded value consistently in the system and has affected his emotions. As an example of this is the stage of learning outcomes learners have had a strong determination to make the determination of mathematics as a subject to be practiced to improve education in Indonesia.

Psychomotor divided into four levels, from the simplest to the most complex level, namely: (1) observation, (2) imitation, (3) practice, (4) adaptation.

Readiness is associated with a willingness to train themselves about the specific skills represented by the attempt to report his presence, preparing tools, adapt to the situation, answered questions. Imitation is the ability to perform in accordance with an example of observed although not yet understand the nature or meaning of that skill. For example: a child who imitate the language without knowing the meaning imitated. Familiarize is a skill one can do without having to look at an example even though he has not been able to change the pattern. Adjust that one can make

modifications to suit the needs or situations where those skills are implemented. In this case a person has been able to create a masterpiece with his own ability or skill.

3.4 Content curriculum

Sudjana (2009), the contents of the curriculum should be able to determine the success or failure of a goal. The content of the curriculum is as follows: (a) Fill the curriculum should fit right and meaningful for the development of the student or students. That is, in line with the stages of child development. (b) The contents of the curriculum should reflect the social reality, that is to say in accordance with the demands of real life in the community. (c) The contents of the curriculum can achieve the goal of a comprehensive, meaning that it contains aspects of intellectual, moral, and social balance. (d) The contents of the curriculum should contain the scientific knowledge test stand, meaning that quickly obsolete not only because of changes in the demands of everyday life. (e) The contents of the curriculum should contain a clear lesson, theories, principles, concepts contained in it is not just a factual onformasi. (f) The contents of the curriculum should be able to support the achievement of educational goals. Curriculum content are arranged in the form of educational programs must be elaborated and implemented through a process of teaching / learning experience of the students.

Selecting the content of education / teaching in accordance with the requirements specified educational curriculum planners need to consider several things as said Sukmadinata (2010), namely (a) the necessary description of the targets of education / teaching in the form of a special act of learning outcomes and simple. The more general learning outcomes formulated an action increasingly difficult to create a learning experience. (b) Content the subject matter must be thoroughly covers in terms of knowledge, attitudes, and skills. (c) The units of curriculum should be structured in a logical and systematic order. Third realm of learning, namely knowledge, attitudes, and skills are given simultaneously in order to learn the situation, it is necessary for the teacher manual which provides an explanation of the organization of materials and teaching tools in more detail.

Curriculum content is developed and compiled based on the following principles: (a) the curriculum materials in the form of learning materials that consist of study materials or topics of the lessons that can be assessed by learners in the learning process. (b) curriculum materials refers to the achievement of the objectives of each educational unit. Differences in the scope and sequence of lessons due to the different goals of the educational unit. (c) curriculum materials geared to achieving educational goals. This means that

national education goals is the highest target to be achieved through the delivery of content.

Therefore, curriculum materials as stated by Nana Syaodih Sukmadinata must contain some specific aspects in accordance with the objectives of the curriculum, which includes: (a) theory is a set of constructs or concepts, definitions and the proportion of interconnected, which presents a systematic opinion about the symptoms by specifying relationships between variables with the intention of explaining and predicting the gejala. (b) The concept is an abstraction that is formed by the generalization of peculiarities. The concept is a brief definition of a group of facts or symptoms. (c) Generalization is a general conclusion based on things that are special, derived from the analysis, opinions or evidence in the study. (d) The principle is the main idea, plaksanaan existing schemes in the material that develop relationships between several concepts. (e) The procedure is a series of sequential steps in the subject matter that should be done by the students. (f) The fact is some specific information and materials that are considered important consisting of terminology, people and places and events. (g) The terms are words new and special repertory allowed in the material. (h) Sample or ilustrasi is a matter or action or process that aims to clarify a description or understanding of a word in the outline. (i) The definition is an explanation of the meaning or understanding of a thing or a word in the outline. (j) Proportion is a statement or theorem, or opinions needed no arguments. The proportion is almost the same as the assumptions and paradigms.

Furthermore, curriculum content should also regard to scientific knowledge and learning experiences that should be given to students to achieve educational goals. Subjects as curriculum content, broadly divided into three broad categories, namely the knowledge of right and wrong (logic), both bad science (ethics), and knowledge of the beautiful-ugly (aesthetic / artistic). Three things, according to Nana Sudjana can be operationalized in subjects in between. (a) general subjects and specialized subjects. It is related to knowledge in the public domain or is required by most people, such as social sciences, culture, administration and languages. While specific subjects is with regard to the knowledge required for the purposes of human life in particular, such as to have a job. (b) Subjects descriptive, containing facts and principles. Fact with respect to matters directly observable. For example strutures plant, animal classification and function. (c) Subjects normative, the game rules, norms and rules that are used to hold a moral or ethical (good and bad), or reflect a measure of value, such as religious subjects, ethics, manners.

Judging from the function of the subjects of the curriculum structure can be categorized as follows: (a) general education, the subjects were

given to students with the aim of fostering the students become good citizens and responsible in accordance with the philosophy of the nation. (B) Academic education, the subjects aimed at fostering the intellectual abilities of the students or learners as a basis for the development of further education. For example, the subjects of mathematics, science, social studies, language and others, according to the type and level of education were taken. (C) education or professional skills, the subjects aimed at fostering the students become semi-professional personnel in the art as the basis for entering the world of work. (D) education skills, the subjects were given to students with the aim of giving some special skills deemed useful to the students' lives in the future.

3.5 The method or strategy

The strategy centers on the learners are learning activities which provide greater opportunities for learners to be involved in the planning, implementation, and assessment of learning. This strategy emphasizes that learners are stakeholders in the whole process of learning activities, while educators serve to facilitate learners to undertake learning activities.

Learning strategies are general patterns of activities of teachers and students in creating learning activities to achieve certain basic competencies. According to Newman and Logan in Abin Syamsuddin Makmun (2003), there are four elements of every effort strategy, namely: (a) Identify and define the specifications and qualification results (output) and the target (target) to be achieved, taking into account the aspirations and tastes people who need. (b) Consider and choose the main approach road (basic way) is the most effective way to achieve the goal. (c) Consider and define the steps (steps) that will be pursued from the starting point to the target. (d) Consider and establish benchmarks (criteria) and the benchmark measure for measure and assess the level of success.

The fourth element, if implemented within the context of learning are as follows: (a) specify the specification and qualification of the learning objectives that change the behavior of learners. (b) Consider and choose a system approach which is considered the most effective learning. (c) Consider and define the steps or procedures, methods, and techniques of learning. (d) Establish norms and the minimum size limit learning success, (Muhammad Ali, 1985).

3.6 Evaluation

Oemar Hamalik (2005), said that the evaluation process is something that is planned and systematic activities to assess an object based on certain considerations and criteria. While the evaluation of learning is a process or activity that is

systematic, sustained and thorough in order to control, quality assurance and determination (value or meaning) of various components of learning based on the considerations and criteria as a form of accountability of teachers in implementing the learning. Of the various explanations that the evaluation has the following objectives: (a) To determine levels of learners understanding of the subject matter, (b) To train the courage and invites students to recall the material presented, (c) To determine the level of behavior change, (d) To know who among learners intelligent and weak, so weak that he was given special attention in the pursuit of its shortcomings. Therefore, the target of evaluation is not only the students but includes teachers (teacher).

Evaluation is a continuous process of gathering and interpretation of information to assess the decisions made in designing a learning system. The definition has three imlikasi formulation. The following implications: (a) Evaluation is an ongoing process, before, during and after the learning process. (b) The evaluation process is always directed to a specific purpose, namely to get answers about how to improve teaching. (c) The evaluation requires the use of measuring tools are accurate and meaningful to collect the information needed to make decisions, (A. M Sardiman, 2008).

Evaluation is a continuous process of information gathering and interpretation to assess decision-keputusan made in designing a learning system. The definition has three imlikasi formulation. Evaluation refers to the process associated with the collection of information which enable us to determine: (1) the rate of progress of teaching. (2) Achievement of learning objectives. (3) How to do well in times to come.

Evaluation of learning have the various objectives which are to: (1) determine the rate of progress or result of learning on the students. Functioning as: (a) Report to the parents / guardians of students. (b) Determination of the increase in class (c) Determination of graduation. (2) The placement of students into the teaching and learning situation is appropriate and compatible with the level of ability, interests and various characteristics possessed. (3) Know the background of students (psychological, physical and environmental) are useful for both the placement and the determination of the causes of learning difficulties of the students, which serves as input for the task of guidance and counseling. (4) As a feedback for teachers, which in turn can be used to improve the teaching and learning process and remdial program for students, (Wina Sanjaya, 2005).

Evaluation has the following functions as said by A. M, Sardiman, (2008): (a) curricular (gauge achievement of the objectives of subjects), (b) instructional (gauges achievement of the objectives of teaching and learning process), (c) diagnostic

(know the weaknesses of students, cure or completion of students' learning difficulties), (d) placement (the placement of students according to their talents and interests, and abilities) and administrative guidance counseling (collection of various problems faced by the students and alternative guidance and counseling).

According to the author of this concept is very appropriate to be implemented on children with special needs at the moment, but even better if there is one more component that should be included is the smart. During this time any learning process is followed by the development of highly sophisticated information technology. Developments in information technology should be used for learning technology for the development of the learning process. Human development and tipology children with special needs, should also be followed by the development of information technology in the learning process.

4. Conclusions

1. Curriculum development is a planned process, produces a better tool to be based on the results of a study of the curriculum are not applicable, so as to provide conditions of teaching and learning activities better.
2. Learning strategy can involve methods, approaches, and media source selection, grouping students, and assessment of learning success.
3. The classification of educational goals, are classified in three major domains, namely cognitive, affective and psychomotor. Educational purposes cognitive process is classified into a hierarchical order, from the level of thinking that is simple to more complex intellectual level, namely: (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, (6) evaluation. Affective divided into five levels of awareness simple moving towards kekondisi where feelings play an important role in controlling behavior, namely: (1) receiving, (2) a responsive, (3) respect, (4) organization, (5) the characteristics , Psychomotor divided into four levels, from the simplest to the most complex level, namely: (1) observation, (2) imitation, (3) practice, (4) adaptation.
4. Content the curriculum, are as follows: (a) Content the curriculum should fit right and meaningful for the development of students or learners. That is, in line with the stages of child development. (b) Content the curriculum should reflect social reality, that is to say in accordance with the demands of real life in the community. (c) Content the curriculum can achieve the goal of a comprehensive, meaning that it contains aspects of intellectual, moral, and social balance (balance). (d) Content the curriculum should contain the scientific knowledge test stand,

meaning that quickly obsolete not only because of changes in the demands of everyday life. (e) Content the curriculum should contain a clear lesson, theories, principles, concepts contained in it not merely factual information. (f) Content the curriculum should be able to support the achievement of educational goals. Curriculum content are arranged in the form of educational programs will be elaborated and implemented through a process of teaching / learning experience of the students.

5. Learning strategy is the general patterns of activities of teachers and students in creating learning activities to achieve certain basic competencies.
6. Evaluation of learning is a process or activity that is systematic, sustained and thorough in order to control, quality assurance and determination (value or meaning) of various components of learning based on the considerations and criteria as a form of accountability of teachers in implementing the learning.

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TEACHING READING COMPREHENSION AT ENGLISH DEPARTMENT STUDENTS OF IKIP MATARAM

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Abstract

It deals with reading comprehension strategies analysis of English Department students of IKIP Mataram. It's hoped benefit for education and materials development regarding reading comprehension and students to be good English teachers. It used descriptive qualitative method to get and analyze the data; and the subjects of the study were twenty students. The data collected through observation and interview. As the result, in cognitive strategies there were 19 students employed *resourcing*, 6 students employed *summarizing*, 4 students employed *translation*, 1 student employed *grouping*, 1 student employed *imagery* and 1 student employed *auditory representation*, and the rest did not employ any strategies. Meta-cognitive strategies consist of seven parts; 5 students employed *self-evaluation*, 4 students employed *advanced organizer*, and 3 students employed *self-monitoring* and the rest did not employ those strategies at all. Social or affective strategies consist of two kinds of learning strategies; question for clarification and cooperation. There were 12 students employed *cooperation* and 2 students employed *question for clarification*. So *self-evaluation* was dominantly used as a sub-category of meta-cognitive strategies, *resourcing* was the most dominantly used as sub-categories of cognitive strategies, and *cooperation* was dominantly used as social or affective strategies. It means that most of the students still need more strategies to obtain good understanding in reading comprehension in order to solve the problems they face in their learning reading process.

Key Words: *Learning Strategies, Cognitive, Metacognitive, Social or Affective Strategies.*

1. Introduction

The idea of conducting this research rose from the phenomenon that many of the English learners and also the lecturers are not fully pay attention to the reading comprehension learning strategies and its aspect of English as their target language; meanwhile, they are expected to be an expert teachers. Since they will be English teachers, therefore they must master all English skills, particularly reading comprehension and English materials.

Reading comprehension is one of the English skills that are taught at school. Being able to read and comprehend the English materials well is the main purpose of learning English. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating ones' knowledge of a language. In other words, reading activity can bring many benefits for students such as to get information, pleasure and knowledge. As an expert teacher to be, of course the English department students must know the strategies of learning reading well.

Reading is one of the English language skills which are considered important for students' growth as an individual in many aspects of life. Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Every day we cannot avoid of reading activity. We read newspaper, report, message, book, notes, and many other writings. Hence, students are taught reading skills at school or

university. Since, the students will know how English is actually used in printed and written forms.

According to Rivers (1981: 259) the most important activity in any language classes is reading. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating ones' knowledge of a language. In other words, reading activity can bring many benefits for students such as to get information, pleasure and knowledge.

In relation with the illustration above, it can be said that language learning strategy plays an important role in learning a second language (Chamot, 2005: 112-130).

O'Malley and Chamot (1990: 99) classify the learning strategies into metacognitive strategies, cognitive strategies and affective strategies. In other side, almost all learning strategies categorized by Oxford (1990: 109) either direct strategies-memory, cognitive, and affective and social strategies are employed by successful learners. These strategies are important in language learning strategies. A teacher who teaches reading comprehension in private University in Mataram also told that some of his students sometimes find some difficulties in learning of reading. It means that those students do not apply minimally the three of learning strategies like; cognitive strategies, meta-cognitive strategies and social or affective or mediation mentioned above in developing their reading skill. And the way learners use those strategies will influence the way they can develop their reading skill. Hence, this illustration brings the researcher to investigate

the learning strategies used by fourth semester students of IKIP Mataram in reading comprehension in order to develop their reading skill.

Thus it is intended to find out kinds of Cognitive Strategies, Metacognitive Strategies, and Social/affective Strategies which are employed by the fourth semester students of English Department of IKIP Mataram in reading class.

2. Methodology

The research applied descriptive qualitative approach. Subjects of the research are twenty students of FPBS IKIP Mataram especially at the fourth semesters consisting of twelve male and eight female students. The instruments used are observation and interview. The techniques used to collect the data are classroom observation and interview.

The observation employed to know all the phenomena that happen in the classroom when a student employs/applies their learning strategies. The observation employed to focused on the way students employs the three learning strategies like metacognitive strategies, cognitive strategies and social/ affective strategies in the classroom (see tables: 2,3 and 4). And the interview will be done after classroom observation finished to support the observation data to validate the complement and the result of the research.

After the data obtained had been transcribed into transcription sheets, the researcher analyzed them using language learning strategies proposed by O'Malley et al. The purpose of using O'Malley's learning strategies was to find the types learning strategies employed by university students in their extensive reading class. After that, the writer determined which data were relevant to the research questions. Then, the researcher displayed the findings in the form of interview checklist and gave the conclusion after all data had been analyzed on the next chapter. The description were represented in the qualitative narrative passage. The narrative passage was to convey the findings and conclusion of the study by describing the types of learning strategies employed by university students in extensive reading class.

3. Discussions

3.1 Kinds of Cognitive Strategies employed by the Fourth Semester Students of FPBS IKIP Mataram in Reading Class

Cognitive strategy is a learning strategy that involves mental manipulation or transformation of materials or tasks and is intended to enhance comprehension, acquisition, or retention. Cognitive strategies can also be stated the strategies which directly affect language learning. In this case the

strategies are: resourcing, repetition, grouping, deduction, imagery, auditory representation, key word method, elaboration, transfer, inferencing, note taking, summarizing, recombination, and translation.

Learner	Resourcing	Repetition	Grouping	Deduction	Imagery	Auditory	Key word method	Elaboration	Transfer	Inferencing	Note taking	Summarizing	Recombination	Translation	Transfer
1	√		√		√		√	√		√	√	√		√	√
2	√										√	√		√	
3															
4	√													√	
5	√									√				√	
6	√														
7	√									√	√			√	
8	√														
9	√													√	
10	√														
11	√														
12	√											√		√	
13	√													√	
14	√									√				√	
15	√													√	
16	√														
17	√														
18	√														
19	√														
20	√									√	√			√	
Total	19		1		1	1	1	1		1	6	5		11	19

Learning Strategies classification by (O' Malley and Chamot: 1990)

Note:

The use of Resourcing=19 students, Grouping=1 student, Imagery = 1 student, Auditory = 1 student, Key words= 1 student, Elaboration =1 student, Inferencing = 1 student, Note taking= 6 students, Summarizing=5 students, Translation =11 students

The table showed that the most dominant learning strategies employed by the students in their reading class is **resourcing**, this strategy is employed by nineteen students, then followed by **translation**, it is employed by eleven students, then **note taking** as a part of cognitive strategies which employed by six students, five students employed **summarizing** in their learning process, furthermore, **grouping**, **imagery**, **auditory representation**, **key word method**, **elaboration** and **inferencing** each of them employed by one students in their reading class, meanwhile no one from the number of students observed employed **repetition**, **deduction**, **transfer**, and **recombination** in their learning process especially in reading class. Here is further illustration about the use of cognitive strategies by

university students' of IKIP Mataram in their reading class based on table above.

3.2 Kinds of Meta-Cognitive employed by the Fourth Semester Students of FPBS IKIP Mataram in Reading Class.

Metacognitive strategies is a cluster learning strategies which involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. This learning strategy is proposed by O'Malley and there are also some division of these strategies namely; *advance organizers, directed attention, functional planning, selective attention, self management, self monitoring and self evaluation.*

Dealing with the learning strategy illustrated above, in this case the students who study English especially in reading are expected to master the learning strategies in order to improve their knowledge in reading.

The researcher analyzed the types of learning strategies which are employed by the students of FPBS IKIP Mataram in Metacognitive strategies, and there were twenty students who were observed in this case. The result of observation and interview can be seen on table.

Learner	Advance organizer	Directed attention	Functional planning	Selective attention	Self-management	Self-monitoring	Self-evaluation
1	√					√	
2						√	
3							
4							√
5	√						√
6							√
7							√
8							
9							
10							
11							
12							
13							
14							√
15							
16							
17							
18							
19	√						√
20							
Total	3					2	6

Learning Strategies Classification (O' Malley and Chamot: 1990)

Note:

The use of Advance Organizer= 3 students, Self-monitoring= 2 students, Self-evaluation=6 students

The table showed that the most dominant learning strategies which belong to meta-cognitive strategies employed by the students' of IKIP Mataram in reading class is **Self- Evaluation** it was employed by six students, then followed by **Advance Organizer**, it was employed by three students in their reading class and the last is **Self-Monitoring**, it was employed by two students, finally the rest of the students did not employ any of the meta-cognitive strategies like shown on table 3 above. Here is further illustration about the use of Meta-cognitive learning strategies of the students' of FPBS IKIP Mataram in reading class.

3.3 Kinds of Social or Affective Strategies employed by the Fourth Semester Students of FPBS IKIP Mataram in reading Class

Social and affective or social mediation strategies involve interacting with another person to assist learning or using affective control to assist a learning task. These strategies is divided into two sub-part named **question for clarification** means eliciting from a teacher or peer additional explanations, rephrasing, examples or verification then the last one is **cooperation** means working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral written performance.

In this section the researcher analyzed two kinds of strategies belongs to social or affective strategies employed by the the students based on the result of observation and interview in reading class of B Class, the number of students involved in this analysis were twenty students.

Learners	Question for clarification	Cooperation
1		
2		
3		√
4		
5	√	
6		√
7	√	√
8		√
9		√
10		√
11		√
12	√	√
13		√
14		√
15		√
16	√	
17		√
18	√	
19		√
20		√

Total	5	14

Learning strategies classification (O' Malley et, all., and Chamot: 1990)

Note: The use of:

Question for clarification=5 students, Cooperation = 14 students

The table above showed that the most dominant learning strategies which belong to social or affective or mediation strategies employed by the students of FPBS IKIP Matram in reading class is **Cooperation**, it used by fourteen students and five students used **Question for clarification**.

4. Conclusion

Based on the findings of this research, some of students of FPBS IKIP Mataram in their reading class dominantly employed *self-evaluation* as sub-categories of meta-cognitive strategies, because by having *self-evaluation* in learning, they believe that they can control their ability and achievement in reading comprehension skill. Then, the effectiveness or the successful of their reading skill also depend on their own self-evaluation. Yet, the fact, that there were only some of them aware of this strategy.

To suspend their learning, some of students of FPBS IKIP Mataram also employed the Cognitive strategies. The most dominant sub-categories of cognitive strategies employed by students were *resourcing*. *Resourcing* means using references, or other materials such as dictionaries, encyclopedias, or textbooks. They employed this strategy in order to enlarge their knowledge about new information that they found in the reading passage within the process of learning reading occurred in reading class. But in this case, they used some variation of dictionaries to suspend their learning like, standard dictionaries; Oxford dictionaries and pocket Oxford dictionaries, then non-standard ones like; a complete dictionaries.

Basically, the choice of using dictionary itself also sometimes significantly has an effect to the learners like; complete dictionaries sometimes give complete explanations about the things which are searched, it is quite different with the non-standard ones.

In interacting process with another person to assist learning or using affective control to assist learning some of students employed *cooperation*. Cooperation here means working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance. Some of them used it in their reading class in order to manage the time during the reading class but some of them used it in order to help them finishing their

task given because of lack of knowledge. And the most dominant learning strategies which belong to social or affective or mediation strategies employed by the students was *cooperation*.

Based on the research findings, not all students employed the same learning strategies in their learning process, thus in this case students need some proper learning strategies in some specific subject especially dealing with learning reading process in order to increase their ability and learning achievement.

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EXPLORING THE POTENTIAL BYOD ADOPTION CONCEPT TO SUPPORT IN TEACHING AND LEARNING IN CLASSROOMS

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Abstract

The advancement of today's information technology has increased the ability of technology and innovation in education. Technology enhances learning by BYOD adoption can no longer be separated in teaching and learning as it has become embedded in the culture society students today and it should integrate with the learning approach to support learning and teaching among the students and educators in classrooms. Through a process of BYOD learning experience, resources of knowledge acquired can facilitate students to acquire knowledge and information resources regardless of the boundaries of place, location and time. This paper discusses the necessities of BYOD adoption in learning, advantage of BYOD as well as research literature that proves the advantages of BYOD in classrooms. This paper also discusses a few challenges to considerate for improving the use of mobile technology in the pedagogy of learning and teaching.

Key words: BYOD, adoption, Mobile learning, 21st century education

1. Introduction

Today's education system is evolving to take full advantage of the potential of mobile technology devices to inspire learning and create independent and critical thinkers. Each day, more and more students are bringing their own electronic devices to school. This is why "Bring your own device" (BYOD) programs seem so appealing. BYOD refers to a technology model that allows students to bring their own devices to school for learning in the classroom. This allows students to bring their personal laptops, tablets, and smartphones from home and use them for educational applications in the classroom [1].

The term "BYOD" was first coined in the corporate world a few years ago, with companies, allowing employees to use their personal laptop computers, smart phones, tablets and other mobile devices in the workplace (Afreen 2014). However, it has since gained traction in the education sector with an increasing number of schools around the world choosing to implement their own BYOD policies [2].

It is widely acknowledged that technology plays a huge role in students' everyday lives and should, therefore, be an integral part of their learning. However, for most schools, it is financially unsustainable to provide every student with state-of-the-art technology. BYOD is therefore considered an attractive, cost-effective alternative, recognizing that many students already own and are familiar with as well as that device are superior and more up-to-date than those available in schools (Ricci 2015).

2. BYOD and 21st Century Learning Environment

Educators have been encouraged to come on board with BYOD in order to assist students acquire 21st-century skills. "The idea is to utilize the devices that students use regularly out of school to help occupy them and help them learn. A brief glimpse into any typical classroom will reveal that today's students are not the same learners that we were. These digital natives have grown up surrounded by computing technology as a natural part of their everyday life. They live in a multimedia world, they constantly connect and collaborate, and they access information that is live and on-demand through mobile devices [3].

The vision of a learning environment that will best support and prepare students for life outside of the classroom is evolving. Today's world is constantly changing, requiring independent learners with new skills for changing work environments. 21st century learning is connected, mobile, and on-demand. Educators recognize the power of technology tools to support 21st century learning and create an environment that focuses on the "Four Cs" of 21st century education: communication, creativity, critical thinking, and collaboration [4]. Education must move with the times. Students of this generation require the current learning media to facilitate their learning process. This point has been buttressed by an Educational Philosopher John Dewey "If we teach today as we taught yesterday, we rob our children of tomorrow" [5].

A study has been conducted by McNeill, Diao & Gosper [6] on how student use technology in their everyday lives whether usage is on or off campus, to support their learning. The study uses terms such as "Digital Natives" and "Net

Generation” to describe the new group of students coming into universities. These students are fundamentally different than educators have seen before. Their study states the Net Generation “have spent their lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age.” . The study also found out that “that this generation of students prefer receiving information rapidly, have a low tolerance for lectures, prefer active rather than passive learning and rely heavily on communication technologies to access information.

The current generation of students has grown up with technology and want to use it in every aspect of their daily lives including school. They categorize themselves as highly technologically literate and always carrying a mobile phone and a USB drive with them. The research is significant in that it explores how and where the students use this mobile technology. Students are looking to use the latest technologies, and the survey in this article strongly indicates students are seeking to use technologies that provide access, efficiency and connectedness [7].

According to Atkins [8], content specialist at Top Hat states that student’s devices have become an integral part of their lives, and naturally will continue to become an integral part of their educational experience. The technological standards students have continued to increase. This transformation can influence every aspect of the learning experience for students, staff, and administrators alike. BYOD educational technology has far fewer barriers to entry compared to traditional hardware response systems, is more affordable for students, and provides more robust features to educators. This is the way the lecture is moving and there is no turning back.

Hwang and Chang [9] conducted a similar study that proposed a formative assessment-based approach to mobile learning. Pre and post-tests were developed, and it was concluded that the two groups did not differ significantly before learning the subject unit. However, the experimental group had significant improvements in both their learning interest and their learning attitude after participating in the learning activity, these result findings revealed the possibility that many computer-assisted learning strategies with the use of mobile technologies have the potential for enhancing the learning achievements of students.

Table 1. Student’s characteristics of 21st century learning environment

Mobile	Students live in a world with anytime, anywhere access to information at their fingertips
Collaborative	Technology has provided our students with a social, collaborative world. They thrive on teamwork and figuring things out with their friends.
Connected	Today’s students want to connect with others in real time through social media and mobile devices.
Multimedia	Today’s students are equal parts consumer and creator. They download and view audio and video, then create their own to upload and share with others. They are used To have multimedia tools at their fingertips, and they are adept at using these tools to express their creativity.
Constantly Changing	Constant change requires independent learners with new skills for changing work environments: critical thinking, collaboration, creativity, and communication
Physical and Virtual Learning Spaces	Students live in a world where they can learn anywhere, any time and from anyone.

3. How does a BYOD classroom work?

Students bring their own devices to class to use as educational tools. To make best use of these devices, educators may use a cloud-based classroom engagement platform, making it possible to surpass the hardware requirements of traditional clicker solutions. Then, educators prompt students to answer questions, engage in discussions, and even anonymously submit questions instead of having students face the anxiety of raising their hands. Students then simply send in their answers from their personal phone, laptop, or tablet. This method allows educators to instantly start engaging students with much less effort and at a much lower cost to students.

Since many schools have the infrastructure to support wireless devices, allowing students to bring their own devices gives educators access to immediate technology integration in the classroom. The access advantage anytime, anywhere, any device gives BYOD a significant benefit over more traditional technology integration models. Often, this increasing demand for school technology coincides with decreasing school budgets.

According to Mark Ray [10], With BYOD, teachers no longer have to be concerned that their

classroom libraries are not diverse enough to meet students' needs, nor do they have to stress about spending their own money to fill their shelves. Students no longer have to wait weeks to check out a library book; their PDAs make texts instantly downloadable and affordable.

At the secondary level, BYOD opens up strategies for engaging students in learning they might otherwise have missed. Rather than hand out packets, students would consider drudgery, teachers can have them use smartphones to scan QR codes that link to online resources, videos, short articles, art, music all to activate or establish their background knowledge.

Using devices to explore topics, students are no longer confined to an outdated textbook. Additionally, students can use their devices to summarize their learning (solidifying it in their memory). Teachers can more quickly collect formative data to assess student learning [9].

Through apps such as Socrative and Padlet, a teacher can poll the class, gather information about their prior knowledge, or facilitate students writing a reflection about what they learned that day. At the elementary level, students can use their devices during independent reading time. They can learn vocabulary through online tools, view documents they have created, or look up information for easy reference. They too can blog, using safe platforms such as Kidblog. They can create visual stories through Powtoon and Animoto, or narrative books through Storybird. Mostly, they can bring their learning to life by making it more interactive and timely than a worksheet could ever be [11]. Allowing for BYOD in schools provides students with the choice they crave as learners, the audience they need to become writers, and the opportunities to be voracious, independent readers [12].

4. The Benefits of BYOD in Classroom

4.1 Student participation increases.

Students like using their personal devices and they keep their beloved mobile devices on them at all times, and are not just using them to communicate with friends or download music, but can be utilized in the class so that they become engaged in whatever it is that they're doing with their personal devices including classwork, which becomes even more interactive when everyone has access to technology [13]. BYOD technology in the classroom allows students that may not regularly participate in class give feedback and participate a lot more. Activity helps the student become engaged in the lesson and retain more information.

4.2 Learning becomes student-driven.

Teaching in the digital age is becoming less about directly transferring knowledge and more

about showing students how to sift through vast amounts of information to find the knowledge they need. BYOD has changed the environment of learning and teaching model. With the technology they are using for BYOD, students have more authority over their own learning. They can pose questions and do research instead of just listening to the lectures as well as the ability to access the plethora of information the internet has to offer. Instead of just the traditional style where the teacher does all the teaching and student just tries to retain it, students can learn on their own and actually search, gather, and absorb the information and not just regurgitate it.

4.3 Student collaboration and communication increases.

Collaboration is key to engagement in today's classrooms. The students use technology to communicate with their peers and with me. A BYOD initiative can provide students with far greater opportunities to interact virtually with teachers and work with other students on assignments, projects and content creation. BYOD students can use mobile devices to work together in groups. The teacher can then choose which groups work to show to the class on a larger display. Educators can even use games and other interactive learning to get students involved

4.4 Prepares students for the real world

Students will be using mobile devices in the workplace. It is important to teach them how to use these devices in the correct way to best prepare them for the future. You need to keep your students up to speed with what's going on in the real world so they can become successful in the workplace. By working on their own mobile devices students learn proper decision making and take responsibility for their own work and productivity.

4.5 Cost Savings.

Although BYOD is really about delivering education in new ways, saving money is an important objective. With the students using their own mobile devices in the classroom, schools can save money on technology costs. The institutions or school does not need to spend a fortune trying to keep up with all the coolest technology that can be used for education these days, if students are allowed to use their own mobile devices.

4.6 Personalized instruction.

The flexibility of personalized devices supports different learners with different needs, helping students to identify learning styles and skills that will make them lifelong learners. By allowing the students to accompany along with interactive and multimedia lessons on their mobile devices, will afford them more control over the

pace at which they learn. . With more engaged and motivated students, BYOD has the potential to positively affect educational outcomes [14]. Students spend countless hours outside the classroom on their mobile devices and having said that the students may use their devices as engaging learning tools in the classroom. Then, they can easily bring their homework, educational games, and projects with them. Everything they need to continue learning outside the classroom can be accessed anytime, anywhere, with the swipe of a finger.

4.7 A new way of learning.

Incorporating student-owned mobile computing devices into the curriculum has helped the educators transform the direct instruction methods into project-and inquiry-based learning opportunities [16]. This pedagogical approach helps students learn by doing and gives them ownership and authorities of their education. The current generation of students has grown up with technology and want to use it in every aspect of their daily lives including school. They have an expectation that the same technology they use at home will be available at school too. In fact, they use technology to study or work on homework assignments and they believe that mastering the latest technology skills will improve their educational and career opportunities.

5. Educational Impact

The adoption of BYOD in the classroom has changed the roles of both teacher and students. Teachers are moving towards a facilitator role as students take more authorities of their learning and share what they have learned using integrative technology tools. The main idea of BYOD is to embrace the student as key contributors to their learning experience, more ownership and tend to perform better when they are given responsibilities.

Utilizing the personal devices like tablets, smartphones, and portable workstations which is many of the students already own, BYOD is conveying learning to the 21st century and giving students a trailer of how their future work environments will work. BYOD enables students to be a self- directed leaners and more responsible for their leaning experience.

BYOD also allows students to tap into their individual learning preferences according to their learning style. According to [18] successful BYOD program models have been shown to boost test scores (achievement) significantly, with increased student engagement and motivated learning.

With BYOD, educators may have an authorities to take full advantage of common features that are found in most mobile devices which is related to the learning activities such as data management and cloud tools (Dropbox), audio

for podcasting and radio broadcasts (Podcatchers), web-based applications for classroom polling and quick tests (Socrative), or video for creating multimedia products (Powtoon). Other uses of mobile devices include storytelling, QR codes and digital language learning. It is believed that more newer technologies constantly emerging and thus making BYOD a valuable and lasting solution for technology integration [11].

6. Challenges and Considerations of BYOD

One of the main issues and challenge on BYOD adopted relates to the consideration of the technical aspects. An increase in the number of mobile devices presents a growing demand for bandwidth, requiring schools to devote a large amount of their BYOD budget, to infrastructure investment for internet networking [15], bandwidth capacity that can accommodate the increased use of mobile devices, type of applications that can support BYOD, cloud computing, security and standard of Procedures for recharging personal devices [1].

Another consideration for BYOD is the ongoing professional development and extensive training for staff members who are responsible for implementing the program and procedures on a daily basis [16] & [17]. Teachers may be more comfortable with a traditional technology model, which offers controlled, filtered and exclusive environments for mobile learning. Teachers need and deserve the time and training to be experts in managing and instructing with the tools they are expected to use in their trade [12].

Although mobile devices have their advantages, such as anytime-anywhere learning and on-demand communication, there are limitations to the features and usability of these devices. Small screen size, Internet browsing speed, battery life, software availability, and support for certain multimedia files are just a few of the considerations. As a result, mobile devices are best used as companion devices to supplement the work done on regular computers.

7. Conclusion

With the convergence of widespread broadband and the growth of powerful, platform independent web-based tools, BYOD has finally arrived as an effective educational alternative to other plans that require expensive purchasing and maintenance. Hence, BYOD global trend as the next stage in the evolution of schooling as an inevitable and preferable phenomenon that will provide students with the skills they will require for life in the technological age. Today's younger generation is using mobile technologies on a regular basis, and these technologies should be explored for classroom use to enhance student

learning whenever possible. Viewed within a realistic perspective of both its benefits and limitations, BYOD can provide a workable solution for the many schools seeking to upgrade their educational technology.

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HIGHER ORDER THINKING SKILLS IN LEARNING HISTORY SUBJECT

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Abstract

This study aims to identify higher order thinking skills in History subject. The higher order thinking skills in History subject had included the aspect on how to apply, analyse, evaluate and create it into the lesson. The questionnaires were used as a main instrument during the survey. The outcomes of a pilot study for the whole constructs were based on Cronbach's Alpha had indicated the trust of the instruments was in a higher level. The points were among 0.553 until 0.668. The samples for the study had chosen randomly and it were involving 240 of form four students from four schools in the North Malaysia. The findings of the research had indicated that the skill of higher order thinking among the pupils was still in the average level and abstemious. Meanwhile, the difference in higher order thinking based on the gender had shown there was no significant in applying, analyzing, evaluating and creating skills. The implication of the research had indicated that higher order thinking skills in History subject is important to upgrade students' achievement and knowledge in the subject.

Keywords: higher order thinking, thinking skills, History subject

1. Introduction

History is one of the major subject in Malaysia Education system for secondary school since 1989 based on the "*Kurikulum Bersepadu Sekolah Menengah*" (KBSM). Every students at secondary school are required to learn the History subject. It is a compulsory subject and they need to pass the subject. In 2012, the Ministry of Education had fixed the decision that the form five students have to pass the History subject regarding the Malaysia Education Certificate in Sijil Pelajaran Malaysia. The significant was based on the current needs. Nowadays, the History subject had been introduced to Year four students in primary school as a basic learning for them to know the history of the country started from the year of 2014. Shakila Yacob (2010) in her point of view, explained that the action to choose History as a compulsory subject that need to be pass in the Sijil Pelajaran Malaysia (SPM). The target is to ensure that History studies will remain in Malaysian citizens as a main aspect of life. It was related to the concept of 1 Malaysia that reflected the unity in diversity among the races in Malaysia. According to Maharom (1998), History is one of the subject which has a capability too excite the analytical and critics in thinking process.

As a matter of fact, the purpose of National Education of Philosophy is to focus on the balance of physical development, intellectual, spiritual and emotion in History education. The lesson and the process of learning a History subject should be focus on the knowledge acquisition, skills of

development and the values (Ministry of Education, 1995). The purpose of History subject is to teach and develop the spirit of loyalty and love the nation as Malaysian citizens (Ministry of Education, 2002). The pupils could learn and understand the history of the country and have a feeling of being a loyal citizen. Pupils should be proud to be a Malaysian. This effort is to unite the society among the multiple races to live in harmony and peaceful. Nevertheless, History subject will be a module to develop the minds and remembering the historical moments as a reference of international awareness and understanding (Ministry of Education, 2002).

2. The Application Of Higher Order Thinking In History Education

According to Hazri (2003), History education could be used as an aspect to build a nation more effectively and responsibly. As a matter of fact, the subject should has a pattern of history minds and the situations where students need to think conscientiously. The students should able to interpret the connection between the events and another. They also have to find the evidence, making a judgement, prediction and imagination (Zahara Aziz and Nik Azleena Nik Ismail, 2007). The main target of History education is to build the spirit of loyalty to the country and the feeling of proud to be a Malaysian among the students.

The focus should be done on the aspect of thinking skills, analytical and to identify and evaluate the facts of the history. The evaluation of the history facts should be oriented based on the

thinking process in History education (Kamarul Afendey Hamimi and Ishak Saat, 2013). It is important because the skills of thinking in History education were not only memorizing the facts but the students must evaluate and analyse the facts conscientiously. Khoo Kay Kim (1995) had confessed that the thinking stimulus is important because it has full of knowledge and values, has a possible and reasonable ideas, terms, views, time-frame, the background of culture and the chronologies of the events. According to Baker et. al. (2000), the most important matter in learning and teaching process is to give the clear understanding of the education principles in History education through the key concepts, key questions and key words. The meaning of these concepts are if the students available to acquire the whole aspects, they should have had to understand the history lesson. They also manage to explore the history events based on the approach of higher order thinking skills. The aspects of higher order thinking are to apply, evaluate, analyse and create. Therefore, the focus on higher order thinking is essential in learning and teaching process of History subject. The matter could assist the students to gain more knowledge and acquired the best achievement in the lesson. Furthermore, the process of learning the subject could stimulate students' minds to be more active while learning in the classroom.

3. Literature Review

The research by Pusphalatha (2006) was related to the syllabus of Form four History subject. The findings of the analyse document indicated that the component of Higher Order Thinking Skills (HOTS) was existing in the syllabus. Ahmat Adam (2015) had defined the obstacles to adapt the conscientious thinking in History lesson were the descriptions of non-existing of the concept of objectively and impartiality in the process of writing the textbook. However, there was a passionate to spread out the propagandas. The teachers and historians should think conscientiously about the subject as one discipline of knowledge. In the process to develop the society to be more liberal, open-minded and unbiased, the higher order thinking should be integrated by the society. The major principle of teaching and learning History is to look back at the previous time based on the objective of point of views, without prejudice and bias judgemental.

Tan (2004) from his point of view, defined that the students were unable to judge the knowledge in unpredictable world that changed too fast according to the thinking skill. Nowadays, the learners should be more creative, imaginative and have a scent of inquiry and generating the new ideas. The method of Socrates could be a suitable approach for the students to generate the ideas and

views. Teachers should encouraging the pupils for taking part in their discussion group and also in self-access learning (Robert Fisher, 2001). Teachers should give more opportunities for the students to take part in the discussions.

According to Khoo Kay Kim (2015), the students in their school did not have an opportunities to choose the aspect of history that they want to learn. The syllabus of the subject was develop based on the education act and not specific on students interest and their needs. The focus of the syllabus should be more wider and the main target is on the aspect of lifestyle among the people who live in this country on living in abroad. The matters that happened outside the country could effected the process of development in the country. Memorizing the facts is not good enough to educate the students. The students should understand the conclusion based on the facts of history's discipline. The learners have to do a discussion, asking questions and communicate among them to generate and test the ideas and views.

According to Shakila Yacob (2015), the varieties of cultures could bring a difference of views and thoughts. The historical events had encouraging the students to identify the facts and made the decision. The diversity in the cultures bring more knowledge and values for the nation. It also able to enrich the process of innovative thinking among the students. Teachers will assist them as a fasilitator during the lesson. The approach is to encourage the students to think, find the issues, asking questions, identify the facts or informations and trying to solve the conflicts of the values. They also need to search for the evidence and reasons related to the topic. Teachers should inquiry them when asking question. The learners should think conscientiously and not only finding the answer in a textbook.

Juhana Salim (2015), had suggested that, we must asking questions to stimulate our minds. It can be a factor of an issues and defined the problem. The thinking quality of each students is depending on the questions they had asked. Teachers should apply the Socratic Method in teaching and learning process. This method will be able to stimulate the pupils' mind. They can be more knowledgeable and enable to enquire the concept some ideas. The technique is efficient to explore the complex issues, miss interpretation of ideas and can be used to evaluate the topic more than the common ideas.

Ahmad Kamal Ariffin (2015) had explained that Higher Order thinking Skills (HOTS) is a programme that exist to develop the thinking skills among the students. The target is to generate the ideas and produce to the brilliant and innovative skills. It would be more creative and efficient. Teachers have to acquire the discipline of History and also the syllabus before applying the knowledge to their pupils. Teacher should be more

creative when creating questions so that they will manage to encourage the students to use higher order thinking method. Teachers also need to generate the ideas and pupils will understand the concept of higher order thinking skills.

Aman (2006) had defined that in this global era, the reformation of education has to be done because of the increasing of global compete. The students should have intellectuality, thinking skills and capability to compete in their studies. They should manage to add the good moral values in the lesson. The thinking methods and new ideas should be introduced in education as a method to solve the problems at this present time and for the future. The method of teaching should be transformed and the lesson is not only based on teachers-centered but it depending on the students to show their potential and intellectuality when generating their own ideas.

Based on the past research, it shown that the Higher Order Thinking Skills (HOTS) is vital and it should be used in History lesson. Therefore, the searcher in their point of views defined that a research of HOTS should be done to increase the pupil's understanding and achievement in History learning.

4. Issues And Problems Statement

History is one of the most important subject in the Philosophy of National Education. However, it was miss interpreted by the pupils. Based on the pupils perception, History is a monotonous subject, dull and has a lacking in variety. Rohana Zubir (1987) had defined that the pupils' had a bad assumption of History lesson. They thought the subject was always be "the dead man of curriculum" and this subject could not bring the pupils into the better future. This circumstance was caused by the lack of passionate in learning history. There were too many facts, events, dates and the persons involved need to memorize by the pupils. Therefore, the History lesson was defined as a subject without no commercial values. It was an irrelevant statement because History Education could educate pupils to be loyal and love the nation. They will learn the impacts of the previous incidents happened in the past time.

The Ministry of Education had put a lot of effort to ensure HOTS approach is being use in History lesson. The target is to generate new ideas among the secondary students in order to encourage them challenge the understanding of the history and questioned the truth or rightness of the facts. HOTS is important in working life. According to Shuib and Azmawati (2001), having a good thinking skill is not an advantage anymore but it is a must especially for the fresh graduate who is looking for a job.

The history curriculum also having a changes. However, the previous research had shown that it need to include the new skills based on the higher

order thinking. The improvement in the topic should be implemented from time to time in order to add more input into History subject. The ideas from the previous time could be integrated into the latest issues.

The syllabus of the subject in secondary school had changed and the aspect of higher order thinking skills was added into it. The teachers was exposed to the skill through the pedagogical courses and this effort will be a preparation for teaching lesson in the classroom. Teachers were asked to answer a set of questionnaire regarding the Higher Order Thinking Skills (HOTS). The purpose of the matter is to evaluate how far the teachers could understand the concept of HOTS. Moreover, teachers are the main agent who responsible to deliver the knowledge for their students. It could be an obstacle if the teachers have not had a basic information of higher order thinking skills in teaching process. According to Philips (1997), the action that taken by teachers will influencing the students especially for their thought.

5. The Purpose Of The Study

The purpose of this study is to determine the level of higher order thinking skills in History subject from the aspect of apply, analyse, evaluate and create. Besides that, the research aims to see a difference that significant to the aspects. It is important to identify how far the student willing to understand the content of History subject teaching by the teacher and applying the higher order thinking skills into History learning.

6. Research Methodology

The research was based on the observation by using the questionnaire as a main instrument. The target is to identify the higher order thinking skills in History subject in the aspect of apply, analyse, evaluate and create. The instrument has 32 questions that divided into two sections, Sections A and Section B. Section A has the demography information of the respondents. There were four questions meanwhile in Section B contains 28 questions of constructed items based on the higher order thinking skills. The answers for question in Section B are based on the scale of likert five points. The scope of the research is related to the higher order thinking skills in History subject. It be done in North Malaysia and had involved four high schools. The schools had elected randomly. The sample of the study had involved 240 students of form four. The outcome of the entire constructs based on Cronbach's Alpha found that reliability of the instrument is in high level between 0.553 until 0.668. The facts was analyse by using a descriptive statistics and inference.

7. The Outcome And Discussion

The level of higher order thinking skill of History subject from the aspect of apply, analyse, evaluate and create among the students.

7.1 Applying skills

Descriptive analysis of the collected data in the questionnaire for applying skills is shown in the Table 1 below:

Table 1. Level of Higher Order Thinking Skills of History Subject for Applying Skills

Item	N	Mean	Standard Deviation	Level
Applying Skills				
1 I am able to relate the historical facts for elaborating certain event.	240	3.20	0.88	Medium
2 I am capable to relate the concept of civilization in the history books with society life nowadays.	240	3.48	0.91	Medium
3 I am able to classify the structure of Malaysian society into social pyramid based on social stratification.	240	3.29	0.76	Medium
4 I can apply the moral values contained in Confucian Philosophy in my daily life such as humanism, mannered and obedient to my parents.	240	3.86	0.77	High
5 I am able to relate the development of education in the early civilization with the advancement of Malaysia education currently.	240	3.45	0.90	Medium
6 I am capable to compare the Greece democracy concept with the Malaysia democracy system.	240	3.65	0.79	Medium
7 I am able to apply the lessons from Hijra Events in my daily life by changing the bad attitudes into good attitudes.	240	3.78	0.79	High
Total		3.53	0.55	Medium

Based on the Table 1 above, it was found that, students' level of higher order thinking skills (HOTS) in the History subject as the total was at a moderate level. Therefore, this study shown that higher order thinking skills (HOTS) for History subject in applying skills among students were still at an unsatisfactory level. This indicates that students have not been able to fully master the applying skills in History subject. However, it was found that, there are some aspects in applying skills was at a high level, which is applying the moral values and lessons through historical events that learned by students in their daily lives. This finding is supported by research that have been done by Kamarul Afendey and Ishak Saat (2013) which stated that students are able to identify the cause and effect of history thus takes a lesson for the future.

7.2 Analysis Skills

Descriptive analysis of the collected data in the questionnaire for analyzing skills is shown in the Table 2 below:

Based on the Table 2 above, it was found that, students' level of analytical skills in the History Subject as the total was at a moderate level. Thus, this study shown that, Higher Order Thinking Skills for History Subject in analyzing skills among students were still at an unsatisfactory level. It is shown that, students were still not capable to fully master the analytical skills in History subject.

However, it was found that, there are some aspects in analyzing skills was at high level, which is the aspect of students' ability to make a comparison between the government in the historical events. This finding is similar to the research that done by Kamarul Afendey and Ishak Saat (2013) which stated that students will be able to relate the historical events with the relationship that related with it. Through mastering in this skill, students will be able to think deeply to get the information and then analyze certain concept or historical events in the form that is more concise and also able to find hidden meaning.

7.3 Evaluation Skills

Descriptive analysis of the collected data in the questionnaire for evaluating skills is shown in the Table 3 below:

Table 2. Level of Higher Order Thinking Skills in History Subject in terms of analyzing skills.

evaluation skills is at a high level, which is students' ability to make a justification of the certain reasonable historical events. This finding is

Item	N	Mean	Standard Deviation	Level
Analyzing Skills				
1 I am able to think proactively in giving reasons, comments An	240	3.27	0.84	Medium
2 I can make a comparison of the contributions that is done l	240	3.59	0.83	Medium
3 I can analyze the complex facts in the History textbook into	240	3.45	0.81	Medium
4 I can explain clearly the changes and the continuous of the	240	3.27	0.77	Medium
5 I am able make a comparison between Agrarian Government	240	3.77	0.78	High
6 I am able to relate the interdependent between Agrarian	240	3.47	0.89	Medium
7 I am able to make a comparison of the characteristic of	240	3.34	0.88	Medium
Total		3.45	0.50	Medium

Table 3. Level of Higher Order Thinking Skills of History Subject for Evaluating Skills

Item	N	Mean	Standard Deviation	Level
Evaluating Skills				
1 I am able to make a decision in identifying which is the most	240	3.63	0.85	Medium
2 I am able to make a comparison between the first source	240	3.72	0.74	High
3 I can evaluate the reasons of the limited trading activities	240	3.14	0.86	Medium
4 I am able to make a proper consideration against the effects	240	3.22	0.94	Medium
5 I am capable to make a comparison periodization of the	240	3.09	0.83	Medium
6 I am able to evaluate the good and bad effects of	240	3.59	0.82	Medium
7 I can make a justification of the reasonable events of the	240	3.83	0.76	High
Total		3.46	0.47	Medium

Based on Table 3, it was found that, students' level of evaluation skills in the History subject as the total was at a moderate level. Therefore, this study shown that higher order thinking skills of History for evaluation skills aspect among students were still at an unsatisfactory level. This indicates that, students are not able to fully master the evaluation skills in History Subject. Nevertheless, it was found that there are some aspects in this

similar to the research that done by Ahmat Adam (2015) which stated that in teaching and learning History Subject, the main principle that should be held is the view of the past history with the objective view, without prejudice and without biased in making interpretations.

7.4 Creating Skills

Descriptive analysis of the collected data in the questionnaire for creating skills is shown in the Table 4 below:

Table 4. Level of Higher Order Thinking Skills of History Subject for Creating Skills

Item	N	Mean	Standard Deviation	Level
Creating Skills				
1 I am able to make a prediction, expectation or hypothesis on the historical evidence during prehistoric time.	240	3.23	0.97	Medium
2 I am able to visualize the transformation of the society from prehistoric times to the civilized life and establish the concept from it.	240	3.28	0.89	Medium
3 I can express my opinion and idea that related to the legalism philosophy	240	3.26	0.82	Medium
4 I am able to create new idea about the influence of Islam in politics	240	3.45	0.85	Medium
5 I am able to create new ideas to develop a successful country based on the success of the past of Kedah Tua Government	240	3.38	0.92	Medium
6 I can transform the narrative text about the spread of Islam in the Southeast of Asia into a mind map.	240	3.50	0.91	Medium
7 I am capable to produce a new ideas related to the method that can increase the production of agricultural in agricultural revolution.	240	3.32	0.88	Medium
Total		3.35	0.58	Medium

Based on Table 4, it was found that, students' level of creating skills in the History subject as the total was at a moderate level. Hence, this study shown that higher order thinking skills of History subject for creating skills aspect among students were still at an unsatisfactory level. This shows that, students are not able to fully major the creating skills in History Subject. However, it was found that there are some aspects in creating skills have the highest value of the mean which is students' ability to transform the narrative text into a mind map. This finding is supported by the research that has been done by Zahara Aziz and Nurliah Jair (2009) which indicated that teachers can apply the teaching method based on a mind map in the History subject to improve students' understanding.

8. The difference between higher order thinking skills for the applying, analyzing, evaluating, and creating skills among students based on the gender.

Inferential analysis involving the T-Test to determine the difference between higher order thinking skills of History subject for aspect of applying, analyzing, evaluating and creating skills based on students' gender is shown in the Table 5, Table 6, Table 7 and Table 8.

Based on the Table 5, the T-Test analysis shows that there is no significance difference between the higher order thinking skills of the History Subject in the aspect of applying skills based on the students' gender with the T value = 0.52 and sig. = 0.17 ($p > 0.05$). The mean shows that applying skills of male students in history

subject (mean = 3.55, standard deviation = 0.59) are higher than female students (mean = 3.51, standard deviation 0.51). Nonetheless, the difference is not significant and the null hypothesis is accepted. Thus, this finding shows that, both of the male and female students have a similar ability in applying skills in History subject.

Based on the Table 6, the T-Test analysis shows that there is no significance difference between the higher order thinking skills of the History Subject in the aspect of analyzing skills based on the students' gender with the T value = 0.62 and sig. = 0.09 ($p > 0.05$). The mean shows that analyzing skills of male students in history subject (mean = 3.47, standard deviation = 0.53) are higher compared to the female students (mean = 3.43, standard deviation 0.48). However, the difference is not significant and the null hypothesis is accepted. Thus, this finding shows that, both of the male and female students have a similar ability in analyzing skills in History subject.

Based on the Table 7, the T-Test analysis shows that there is no significance difference between the higher order thinking skills of the History Subject in the aspect of evaluating skills based on the students' gender with the T value = 0.09 and sig. = 0.45 ($p > 0.05$). The mean shows that evaluating skills of male students in

history subject (mean = 3.46, standard deviation = 0.49) are similar to the female students (mean = 3.46, standard deviation 0.47). Therefore, the difference is not significant and the null hypothesis is accepted. Thus, this finding shows that, both of the male and female students have a similar ability in analyzing skills in History subject.

subject (mean = 3.44, standard deviation = 0.57) are higher compared to the female students (mean = 3.26, standard deviation 0.58). However, the difference is not significant and the null hypothesis is accepted. Thus, this finding shows that, both of the male and female students have a similar ability in creating skills in History subject.

Table 5. The difference of applying skills based on gender

Higher Order Thinking Skills	Gender	N	Mean	Standard Deviation	t	Sig.
Applying	Male	117	3.55	0.59	0.52	0.17
	Female	123	3.51	0.51		

Table 6. The difference of analyzing skills based on gender

Higher Order Thinking Skills	Gender	N	Mean	Standard Deviation	t	Sig.
Analyzing	Male	117	3.47	0.53	0.62	0.09
	Female	123	3.43	0.48		

Table 7. The difference of evaluating skills based on gender

Higher Order Thinking Skills	Gender	N	Mean	Standard Deviation	t	Sig.
Evaluating	Male	117	3.46	0.49	-0.09	0.45
	Female	123	3.46	0.47		

Table 8. The difference of creating skills based on gender

Higher Order Thinking Skills	Gender	N	Mean	Standard Deviation	t	Sig.
Creating	Male	117	3.44	0.57	2.45	0.74
	Female	123	3.26	0.58		

Based on the Table 8, the T-Test analysis shows that there is no significance difference between the higher order thinking skills of the History Subject in the aspect of creating skills based on the students' gender with the T value = 2.45 and sig. = 0.74 ($p > 0.05$). The mean shows that creating skills of male students in history

9. Implications And Recommendations

The study of the higher order thinking skills of the History Subject also has implications towards student, teacher, school and the Ministry of Education. All parties involved in the implementations of higher order thinking skills of History subjects among students.

9.1 Implications towards students.

- i. Enhancing students' knowledge and appreciation of the History subject in order students can understand better about certain topics in History book that contained in the History syllabus and able to gain certain events when they apply this higher order thinking skills. Students will be able to relate and compare certain historical events with the current situation of the country and nation and able to process the information that they learned to the short form or note. Students also will be able to make a good and bad judgment about certain thing based on the valid evidence and produce new ideas and creative in transforming the existing one to the new one without changing the original facts of certain historical events such as a mind map. Students will be more thinking critically and creatively in resolving certain problem during the teaching and learning process of History subject in classroom.
- ii. Learning History subject based on higher order thinking skills can attract students' interest to learn History subject because students able to express their opinions and develop their ideas actively without memorizing the facts in the textbooks.
- iii. The application of higher order thinking skills in History subject will influence students' learning style. This is because, learning styles of history subject which focusing on teacher-centered is not more relevant to apply currently. Teaching and learning method which focusing on teacher-centered is not giving chance to students to give ideas and opinions in the class and indirectly it cause students to behave passively. This is because students only listen and write a note given by the teacher. This situation makes students having difficulty to develop their mind. Other than teacher centered, students should practice self-learning to improve their understanding through access to the additional reading via the Internet. Thus, students' learning will change as the higher order thinking skills need students who are dynamic, capable of expressing idea and active in the learning process.

9.2 Implications towards teachers

There are changes in teaching method for History teacher, which is from the teaching method that focusing on teacher centered that using "chalk and talk" to the students centered method. Teachers need to apply the question method to the students during their teaching process. Through the question method, students will be able to examine the ideas logically and help them to determine the valid ideas as well as encourage the learning process be more active. Teaching method based on a mind map concept can also be applied by teachers.

9.3 Implications towards the Malaysia Ministry of Education.

Besides teachers and students, the application of Higher Order Thinking Skills of History Subject also has implications for the Malaysia Ministry of Education (MOE) as an attempt to apply higher order thinking skills in the History subject must begin with the drafting of higher order thinking skills characteristic in the curriculum. This is important because, the textbook is the main guidelines that used by students and teachers in their teaching and learning process. If the syllabus not included with the elements of higher order thinking skills, it will make teachers and students are difficult to practice higher order thinking skills in History subject. Consequently, the syllabus of the History subject should be reviewed and transformed to suit with the effort to encourage students' ability in higher order thinking skills.

There are some suggestion made based on the finding of the study that related with higher order thinking skills in learning History subject as below:

- i. To implement the application of higher order thinking skills in the History subject, teachers should play a main role in helping students to practice all the skills that included in higher order thinking skills which is applying, analyzing, evaluating and creating skill. Teachers need to encourage students to practice all the skills during teaching and learning process and also should act as a facilitator in conducting the student group activities by giving the relevant topic of their discussion and help them to organize a group presentation based on the given assignment.
- ii. Students need to have initiative to improve their ability in practicing higher order thinking skills in History subject. Students need to co-operate each other in giving ideas for their group discussion to stimulate their thinking skills. If students able to practice higher order thinking skills fin history subject, students will know and understand better about history and directly give impact to their achievement in academic. Students should also implement self-learning consistently to stimulate their ability of higher order thinking in History subject.

- iii. The new researchers are encouraged to conduct a new study involving the combination of qualitative and quantitative design as seen it give more input to the findings related with higher order thinking skills because it able to encourage the respondents to think critically before give their responds to the questions asked by the researcher. The finding through qualitative and quantitative will complete each other and give a detail result. The new researcher is encouraged to conduct a comprehensive study with combining the perception both of teachers and students in answering the questions that related with higher order thinking skills in history subject.

10. Conclusion

Based on the study of higher order thinking skills in learning History subject that has been done, it can be concluded that, it is important to emphasize the higher order thinking skills in teaching and learning process of History subject. This is because, through higher order thinking skills, students will pursue and understand better all the topics in History that taught by the teacher. This is in line with the current objective of education which aims to produce active students in the teaching and learning process in school and not just limited to the process of one way information transfer and students only act as a passive recipient. This change is important to strengthen the education field, especially in the History subject because the History subject is one of the core subjects in the curriculum and has been made as a compulsory subject to pass in the Malaysian Certificated of Education started in 2013. All parties, especially teachers, students and Ministry of Education should give a good cooperation in improving the mastery of higher order thinking skills of the History subject that involving applying, analyzing, evaluating and creating skills for developing minds and extensive knowledge in the history subject. Thus, higher order thinking skills are important to be applied in learning the History subject.

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ELEMENTARY SCHOOL TEACHER'S COMPETENCE IN ACCOMODATING AND MODIFYING LEARNING PROCESS OF STUDENT'S WITH LEARNING DISABILITIES IN INCLUSIVE'S CLASSROOM

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Abstract:

The purpose of this study is to describe the elementary school teacher's competence in accommodating and modifying learning process of student with learning disabilities in inclusive classroom. This study is a descriptive research that used qualitative approach by employed questionnaires, observations, interviews, and documentation techniques in gathering the data and supported by focus group discussion about the opinions of teachers to address students who have learning difficulties. The respondents were 23 teachers and 5 elementary school principals were appointed to organize the inclusive school in Yogyakarta, the data analysis was descriptive qualitative. The finding of the research was shown that the teachers have not yet reached a level of competence there were to accommodate and modify the needs of students' with specific learning disabilities. Teachers still not accepted, adapted and developed yet strategies appropriate to the conditions and needs of the children in learning. It became a strong foundation in the early efforts to model development of this learning accommodations and modifications. This model seeks to meet the needs of teachers' knowledge, acceptance and teaching skills of children with specific learning difficulties without sacrificing other children.

Keywords: Teacher's competence, accommodate and modify learning, students with learning disabilities

1. Introduction

Teachers who are competent to provide solutions to the problems of the students are the competence valuable, because it has implications for the smooth learning solution, which was held in the classroom. Likewise, school organizers inclusion competent teacher takes attendance accommodate and modify varied learning needs of students. Variations are designated students with special needs are also varied learning needs. Unfortunately there are still suspected that the teachers who are in school inclusion organizers are not ready to accommodate and modify a variety of learning. Not ready for it because when they are studying as in service training not yet prepared also to have the competence to implement learning differentiate to accommodate the needs of learners with special needs.

The issue of unprepared teachers implementing the learning for students with special needs has been cultivated overcome with training conducted by the relevant agency. Competence of the most urgent is to accommodate the needs of students' learning disabilities. It is considered the most urgent, because the highest prevalence of children who need special education in regular elementary school are children whose learning disabilities. Students were categorized learning disabilities manifest problems in academic areas, particularly reading, writing, and mathematics. However, the category of learning disabilities that occur still not specific. It was for those specific

learning disabilities exists between them, but the specific cause factor is very difficult to enforce the diagnosis, so that specific learning disabilities can only be inferred from observations of teachers when students do learn basic academic. To that end, teachers need to be revealed competence to do when facing a phenomenon of the emergence of children with learning disabilities in elementary school.

2. Background

Children sit as an elementary school student who holds learning disabilities must be careful to specified limits and cause, because the behavior and disabilities shown almost all similar from a variety of causes of students' with learning disabilities. They are almost similar show learning disabilities in reading, writing, and arithmetic in elementary school during the early and attention deficit disorder or attention deficit hyperactivity disorder or disorders such as impulsive behavior, create chaos, and less skilled in motor movement. It difficult to limit on children with learning disabilities also expressed Samuel A.Kirk (Hallahan & Kauffman, 2003: 148)

The term learning disabilities as a compromise because of the confusing variety of labels then used to describe the child with are relatively normal intelligence who was having learning problems. Such a child was likely to be referred to as minimally brain

injured, a slow learner, dyslexic, or perceptually disabled.

That is the term learning disabilities as a compromise because the condition of the confusing variety of labels to their relatively normal intelligence have learning problems. Such children seem indicated as minimal brain injury, slow learning, reading disabilities/dyslexia, or a perceptual disability. Thus, the opinion to consider that these children have learning problems, but specific. But the accompanying behaviors almost like children who have other disabilities, especially the hyperactive behavior, attention deficit disorders, and behavioral compulsive.

Furthermore, Hallahan & Kauffman (2003: 150) argues that most parents and teachers labeling with "minimal brain injured". The label according to the National Advisory for the Handicapped was quoted Soeroyo (1992: 2) also known as Minimal Brain Dysfunction. The behavior shown mess motion or focus of observation / distractibility, hyperactivity, and perceptual disturbances. They are the same as those who suffer from brain injuries, but on testing neurological condition cannot be distinguished from those who are not disabled.

Further clarify the restrictions issued by the US Federal Government in 1977 (Hallahan & Kauffman, 2003: 152) that systematize the general criteria / general, including interference / included disorders, a disorder that does not include / disorders not include.

2.1 General.

The term "Specific Learning Disability" or learning disabilities means a disorder in one or two that are the basic psychological processing included in understanding or in using language, spoken or written, that the disorder shows in itself be imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

2.2 Disorders Included.

A condition called in term includes occurs in conditions of perceptual disabilities, brain injury, minimal brain dysfunction / minimal brain dysfunction, dyslexia, and aphasia development.

2.3 Disorders not Included.

The term conditions mentioned above do not include learning problems are the main causes for visual barriers, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental causes, culture, and economy are not adequate.

(Individuals with Disabilities Education Act Amendment of 1977, Sec.602 (26), p.13).

The third criterion above clearer categorized who as a child or learner with learning disabilities.

Specific attributes on learning disabilities indicates that learning disabilities due to internal conditions in the processing of the psychological barriers of the material being studied. Exceptions category excluding other causes.

Furthermore, The National Joint Committee For Learning Disabilities (NJCLD) defines (Hallahan & Kauffman, 2003: 154)

"Learning disabilities is a general term that heterogeneous Refers to a group of disorders manifested by significant disabilities in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Reviews these disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span."

Clearly, that learners are termed learning disabilities are specific barriers in the field of aspects of language and mathematics are due to dysfunction in neurological functioning system for processing symbol in the function of language, reading, spelling, writing, and arithmetic. Dysfunction is also shown perceptual disorders, movement disorders, hyperactivity and attention deficit against. Furthermore, also explained that the emergence of the issue of mutual clings with lifetimes of individuals currently in development. Things are indicated by learners specific learning disabilities that require competence of teachers, especially to accommodate their learning needs.

Broke proposed teacher competency via Muhibbin Shah (Ade Een Kheuriah, 2013: 108) "a teacher's competence is the ability of a teacher to responsibly perform his or her duties Appropriate". Likewise, Sahertian (Ade Een Kheuriah, 2013: 108) describes the three points, namely "(1) a teacher's competence is the ability of teacher to Realize the planned educational aim, (2) A teacher's competence is the real characteristic of teacher's showing the personality away to create fixed educational purpose, (3) A teacher's competence is the conditioned behavior to reach the educational purpose. So competencies in order to achieve the educational goals that became a major achievement, while, competence accommodate the needs of learning for students with learning disabilities also to achieve educational goals. Students with learning disabilities who have been able to learn because learning needs are in accordance with the way they are expected to achieve specific educational goals.

A way for students to learn specific learning disabilities need to be accommodated include: the ability to solve problems on perceptual visual, auditory, tactile, and kinesthetic used as a basis to understand the language and symbols. Crosley, 1989 (Samuel Blue, 1991: 98) that the development of spoken language following the rules as well as the stage of development of other capabilities. This rule can be expected, so the problem at a certain

stage of language development will affect the previous stage. Based on these opinions reference to a specific way of learning is practicing the stages of pre-language, also pre-reading, pre-writing and pre-mathematics. It was based on that development following the rules, so practice to achieve it using the rules of the previous stage.

Competence of teachers to accommodate the needs of students with learning specific learning disabilities refer Torgesen (2002: 7-6) is doing a supportive instruction. Supportive instruction Provides sufficient encouragement and positive reinforcement to maintain student motivation. It also Provides more cognitive support in the form of instructional scaffolding and corrective feedback. It is an endorsement of the professional competence of a teacher. Competence was raised by Snyder and Andron, 1986 (Akhyak, Mohamad K., Yunus Abubakar, 2013: case 1) They shall be professional as they offer section with the system approach of instruction Including working with the outcomes-based curriculum, diagnosis of cognitive-affective readiness style and interest, program design, classroom management, instruction and learning, as well as evaluation and feedback.

Furthermore, the competence to accommodate for students learning disabilities, including by developing problem-solving, because this ability can be learned by them indicates a major problem in the use of symbols or coding. Problem-solving skills or problem solving proposed by (Akhyak, Mohamad K., Yunus Abubakar, 2013: page 6) include: Developing the ability to analyze / solve a complicated problem has been done by teachers through learning each subject. Problem-solving method is a way to teach in a way to motivate of students to think ahead, to analyze a problem, so that finding the solution with Reviews their initiative. This problem-solving methods is used in the methods of teaching subjects in Relating to the following matters: 1). For educating students to think critically and systematically. 2). Training and retaining an attitude of life, that every difficulty there must be a way out and a solution, if in the face with Earnest. 3). Learning to be responsible for the decisions that have been set in problem solving. 4). Learning to analyze various aspects of understatement. Furthermore, it also stated that teachers need to have the competence provide opportunities for students to find a concept, theory, rule, or understanding through examples that he encountered in life.

Competence of teachers to guide students do problem solving is one of the aspects needed to accommodate the learning needs of students with learning disabilities. It was to show that the students are still able to learn significant problems solving including learning disabilities are specific not the general category were not included. In addition, the source of Muhammad Risqi Main

Saputra, et al. (KR, December 6, 2014) when creating LexiPal, namely learning to read for Dyslexia Applications developed on the basis of shapes and patterns, similarities and differences, short-term memory, the association objects, a sense of direction, the order of events, understanding the place, the concept of time, social skills, letters, syllables and words and simple sentences. The source implies that teachers are competent in order to accommodate the needs of students' specific learning disabilities need to master the learning in the field of the aspects which developed Application for Dyslexia Learning Reading (LexiPal).

The problem's question was: "How is the elementary school teacher's competence in accommodating and modifying learning process of student with learning disabilities in inclusive classroom?"

3. Research Method

This study is a descriptive research that used qualitative approach by employed questionnaires, observations, interviews, and documentation techniques in gathering the data and supported by focus group discussion about the opinions of teachers to address students who have learning difficult.

The respondents were 23 teachers and 5 elementary school principals were appointed to organize the inclusive school in Yogyakarta, the data analysis was descriptive qualitative. The collected data are described by category of action related teacher competence to do. Results of the study as a basis for further research on the issue of accommodation and modification by the teacher in student learning for specific learning disabilities.

4. Research's Result and Discussion

4.1 Results of the Research

Results of the study were captured from 23 person/teachers respondent showed that the problems to solve problems of learning for students who discovered or students who have become students in primary schools remains to be done together parents and teachers of special counselors. Each of these statements was as follows:

Children's special education for children with learning disabilities in order to perform proper treatment. The response from the teacher implies that teachers have is competent to precisely accommodate the learning needs of students who are categorized children with learning disabilities. Likewise, when the current dialogue Focus Group Discussion teacher also stated that in order to identify appropriate characteristics discussed in the discussion. Students whose learning disabilities in general the prevalence is much to be found, but the specific leads have perceptual problem as the main

problem of children with learning disabilities cannot be identified by the teacher. But the teacher had tried to invoke professionally competent to be given an insight into the Special Education children with learning disabilities.

Schools need to identify previously given the socialization of the children with learning disabilities and handling characteristics. The statement shows that to achieve competence in the handling of accommodation for students with learning disabilities should be given to socialization and handling characteristics of the children with learning disabilities. In this case it is the teacher already knows some students who are in charge of a school, including learning disabilities, but which are characterized children with learning disabilities still needed scrutiny. Some teachers when Focus Group Discussion stated that in order to examine students children with learning disabilities categories need further scrutiny, which has been observed recently thought possible learning disabilities. The scrutiny that teachers are competent in handling and it obtained the teacher if there is no further dissemination and guidance.

Schools that accept children with special needs, need to be briefed on the proper handling of children with special needs. The statement expressed through a questionnaire, but in a statement when the Focus Group Discussion implies teachers to have competence in handling the crew especially given the children with learning disabilities guide operational or practical.

It takes an explanation for the pilot school inclusion, including for assessment and treatment for children with special needs. The statement was in fact almost identical to the previous statement. The statement can be interpreted that to hold inclusive schools, teachers require competency assessment and handling of children with special needs. Competence can be overcome by socialization, training and given a guide that guides the teacher how the assessment and treatment of crew.

Schools need to have Individualized Education Program (IEP) at all levels of schooling. The need for IEP showed that most of the teachers' own competence on the actual operationalization of special education. IEP is an urgent need for children with special needs, as well as for students whose specific learning disabilities. IEP is recommended for all schools and all levels of the policy to better accommodate the learning needs of each student's appropriate that indeed needs special / specific.

Implementation of inclusive schools all schools. This advice indicates that teachers want that the implementation of inclusion in public schools is already a requirement. The problem for from administration of more specific and precise assessment of skills is required to detail in every

difficulty that occurs in students' specific learning disabilities, so that the handling of the teachers also leads to disabilities experienced by students right.

Do not follow the National Examination for the crew, and the crew needs assistance. The statement shows a common problem when teachers are faced to test the learning achievements of learners with special needs. Common problems are the demands of a common standard of achievement achievements by the National Examination, the problem for learners with special needs and very severe disabilities with the demands of these achievements. Therefore, policies for students with special needs in the final evaluation of school left alone on the policy autonomy of teachers and teacher, so it does not become an additional burden for teachers administratively and psychologically.

From administration of giving special Workshop of Learning Disabilities (LD). In this case shows that teachers are still in desperate need for additional insight specific skills for handling the LD child. Thus, the implications of this study should be continued with the preparation of a guide book about the teacher discussed / that teachers guide applicable in identifying students' learning disabilities appropriately and provide special handling disabilities.

Need to get insights on how to teach children with learning disabilities so as not to interfere with regular students. This statement reinforces previous statements that the competence of teachers to accommodate the learning needs of students learning disabilities still have to be improved, given the training, and made a systematic guide, practical, and can be used by teachers. The guide also explains about the insight children with learning disabilities, children with learning disabilities assessment, and how to teach children with learning disabilities. Learning is able to accommodate the learning needs of children with learning disabilities students are expected to find their needs fulfilled and not disturb other students.

Minimal completeness criteria and the Examination Schools need no modifications and necessary training on the handling of child slow to learn. It concerns the issue of standards and evaluation of learning outcomes. To that end, the manual also must be able to explain the evaluation or appraisal system along usefulness in determining students' graduation. Likewise, there needs to be an agreement which became the policy of the Department of Education related to setting standards on specific learning system of children with learning disabilities.

There needs to be an agreement for the learning process in schools through workshops and seminars. Likewise, the statement also affirmed that the LD children specific learning needs of the various parties directly involved in the field dealing with an equation and technical

agreements as well as learning systems. Thus, an urgent need to foster all of our special education responsible for special learning training for children with learning disabilities.

Need to be trained how to deal with Teacher Children With Special Needs Special Advisors. This statement reinforces previous statements that the competence of teachers to accommodate the learning needs of students Children with learning disabilities still need training. Training should also Special Advisor with the teachers in order to achieve common understanding.

Mentoring for students Children With Special Needs done by Resource Teacher. An assistance in regular public schools or indeed absolutely done or procured by the policy holder. This reinforces the statement of some teachers that to address the issue of learning for students belonging to the crew requires extra time and effort, so without any assistance GBK not be accommodated for students who need to learn specific learning disabilities.

The need for policies specific learning disabilities mentoring students through workshops and seminars. Seminar and Workshop is suggested activities teacher repeatedly. It needs to improve the competence of teachers to accommodate the learning needs of students learning disabilities, but there must be support for a policy. For example there is a law which requires that every student in the school must be met right to assessed, according accommodated learning needs assessment results, and given assistance when obtaining each difficulties remedial learning experience.

Knowledge of the Children with learning disabilities needs to be followed by the school. For students with special needs that category Children with Learning Disability is a difficulty category non observable or coincident / identical characteristic with slow learning and mild mental retardation. To that end, the need for a more detailed competency identification, assessment, and learning needs to be met by educational institutions.

Noting the problem of funds to conduct assessment and dealing with children slowly learn. This has become an extra constraint. But if it is associated with competence and professional teachers who should be able to provide appropriate learning conditions for individual differentiation toward educational goals is a task that include. It is appropriate one teacher competence proposed Sahertian (Ade Een Kheuriah, 2013: 108) "A teacher's competence is the real characteristic of showing the teacher's personality away to create fixed educational purpose".

Similarly, some teachers expressed statement when asked to comment in accommodating the needs of learning for students who are found in

class learning disabilities. However, learning disabilities are easily identified lies in several areas of the lessons taught by the teacher, students cannot carry out their study. Disabilities identified in more detail in the perceptual problems cannot be done during the workshop on 25 April 2015. This is also supported by some of the statements following continued. Some comments or other statements conveyed through open questionnaire can be used as two categories. Category stating not known his actions and categories that provide suggestions for further handling. The categorization of them as follows:

1. Categories that do not yet know his actions: less concerned: overwhelmed; confused in providing materials / activities for children with learning disabilities; still do not understand to provide different tasks for the crew; in general attention, mindfulness, and understanding the development of less; confused divide their time and attention to children with learning disabilities; teachers do not know how to handle children with learning disabilities; teachers sometimes lack focus against children; confused by unclear government policy handler procedure; parents are less supportive of her progress; so busy working parents too little guidance gives guidance; teachers do not know how to handle children with LD; lack of training of the crew handle; as well as teachers sometimes lack focus against children.
2. Categories provide suggestions for further handling or already tried: using peer tutors; giving singing lessons with the form, and learn while playing; teachers coordinate with classroom teachers, parents, and psychologists; assisting in particular; provide additional time; directing / guiding the child and the child is given the skills; does not require the child to learn thoroughly achievement; special attention from the teacher to LD; parents want to give honor escort; motivating teachers in the handling of LD; as well as workshops and special training needs from administration of LD children.

4.2 Discussion

The results statements and comments or suggestions from teachers indicated that competence in the field of learning for student accommodation, especially Children with Learning Disabilities requires an intensive training, may also take a long time, for example within 5 months. Time was used for theory and practice. It was required in accordance with content developed by Muhammad Risqi Main Saputra, et al. (KR, December 6, 2014) when creating LexiPal, namely learning to read for Dyslexia Applications developed on the basis of shapes and patterns,

similarities and differences, short-term memory, the association objects, a sense of direction, the order of events, understanding the place, the concept of time, social skills, letters, syllables and words and simple sentences. If the teachers were able to develop the assessment with the substance that field and receive training for teaching fields such content are expected to have competence accommodate the learning needs of students learning disabilities.

Discussion or discussion above is also based searching literature on teacher competence by Snyder and Anderson, 1986 (Akhyak, Mohamad K., Yunus Abubakar, 2013: case 1) They shall be professional as they offer section with the system approach of instruction Including working with the outcome-based curriculum, diagnosis of cognitive-affective readiness style and interests, program design, classroom management, instruction and learning, as well as evaluation and feedback. On the issue of work based on outcome-based curriculum, teachers must implement the curriculum as expected from the curriculum. To that end, competence is able to accommodate the learning needs of all students as a competence, including the competence to accommodate for students whose learning disabilities. For that, there is sufficient competence to accommodate the needs of learning for students specific learning disabilities who needed a user guide with training process for teachers.

Competence to do when this study was conducted in coordination with the new parties allowed to provide information. For example, coordinating with the psychologist. Likewise, trying to do a peer tutor. It shows that teachers are trying to optimize the collaboration capabilities of their students are better able to invite friends who study with learning disabilities. This competence is also to motivate the students with learning disabilities and psychological support to those learning disabilities, because peers in the classroom as a model and consultant nearby may be requested aid learning. It is also in accordance with Torgesen (2002: 7-6) is doing a supportive instruction. Supportive instruction Provides sufficient encouragement and positive reinforcement to maintain student motivation. It also Provides more cognitive support in the form of instructional scaffolding and corrective feedback. So students in the classroom as a peer tutor can be driven to perform scaffolding.

Competence to suspect that the difficulty of learning in the field and tetentu stage it can be used to predict the ability of the previous stage which has not been achieved. This is consistent benchmark of Crosley, 1989 (Samuel Blue, 1991: 98) that the development of spoken language following the rules as well as the stage of development of other capabilities. This rule can be expected, so the problem at a certain stage of

language development will affect the previous stage. So teachers can be guided also based on fields that are taught to sorted or sequences, then used to identify the particular stage students with difficulties. Furthermore, difficulties stage it can be refined stages in more detail in order to train their achievements for students who are experiencing disabilities.

5. Conclusions

Based on the findings of research and discussion was shown that the teachers have not yet reached a level of competence there were to accommodate and modify the needs of students' with specific learning disabilities. Teachers still not accepted, adapted and developed yet strategies appropriate to the conditions and needs of the children in learning. It became a strong foundation in the early efforts to model development of this learning accommodations and modifications. This model seeks to meet the needs of teachers' knowledge, acceptance and teaching skills of children with specific learning difficulties without sacrificing other children.

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USING ENGLISH SYNTACTIC ANALYZER (ESA) FOR STUDENTS WITH VISUAL IMPAIRMENT IN ENGLISH SYNTAX INCLUSIVE LEARNING

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Abstract

When learning English syntax in sighted students' classroom, students with visual impairment underwent at least two pedagogical problems: they could not access the learning materials presented by the lecturer in printed textbooks; and they could not understand the English syntactic analysis which was usually presented in a tree diagram on the white board. This study focuses on investigating the effect of using English Syntactic Analyzer (ESA) on improving visually-impaired student's English syntactic analysis competence in an inclusive learning. The study was conducted in English syntax lectures in English Department of Dian Nuswantoro University Semarang where two students with visual impairment attended the lectures together with sighted students. The study was carried out through an experiment using single subject design with A-B model. The independent variable was the use of ESA, while the dependent variable (target behavior) was visually-impaired student's English syntactic analysis competence. The study was conducted in two phases: baseline phase (A) and treatment phase (B). In the baseline phase, the students studied English syntax by using printed text book and syntactic analysis visually presented in a tree diagram on the white board. Meanwhile, in the treatment phase, they studied English syntactic analysis by using electronic text book and ESA. The findings show that the two students under study were able to improve their syntactic analysis competence using English Syntactic Analyzer (ESA). This is demonstrated by the significant increase of the students' scores average in baseline phase (48%) and treatment phase (81,1%).

Keywords: English syntactic analyzer, students with visual impairment, inclusive learning

1. Introduction

All this time persons with disabilities and impairments tend to be considered by common people as objects of protection, treatment, and aids rather than subjects for some rights [1]. This perspective makes persons with disabilities isolated from common society and placed in exclusive places and facilities. People assume that persons with disabilities cannot cope with their life problems in common society. Moreover, according to [2] & [3], this thought creates the practices of segregative education which make persons with disabilities isolated from those without disabilities. In this segregative education, persons with disabilities study in their special schools and are not allowed to study in common schools.

In the education sector, this thought creates segregated education practices which separate disabled students from normal ones. Disabled students are placed in a special school which is widely known as School of Special Educational Needs (SLB) and they are prohibited to study in a regular school. As a result, the disabled students are alienated by public. Public tends to perceive disabled students' activities in the society as an oddity especially when they are not designed for the disabled ones. This practice will isolate disabled students from any activities in the society and grow their dependency to others. Therefore, this

phenomenon creates discrimination towards disabled students [2], [3].

A model of inclusive education is hoped to overcome problems of segregated education faced by disabled students. This model provides opportunities for disabled students to study in the same education and learning environment with the normal ones. Thus, disabled students have wider chances to acquire a high standard of education which is suitable to their needs and capabilities and is not discriminative to all students [4], [5].

As opposed to normal or sighted students, blind students have a different education access. This happens because blind students cannot use their vision in their daily life [6], thus they are placed in a school of special educational for the blinds which isolates them from public activities. When disabled students study in a regular school, they have to follow a learning process designed for nondisabled students. Because of their visual disability, disabled students cannot adjust the learning process to their needs and abilities which eventually results in a learning breakdown. This problem can be overcome through the practice of inclusive education by facilitating appropriate learning aids for them, modifying their learning environment, and using an alternative teaching technique which enables them to participate actively and effectively in the learning process.

In accordance to the advancement in technology, there are some computer-based

technologies, like Speech Technology and Refreshable Braille Display, which allow disabled people to get access to information like sighted people normally do [1]. But, most of the software technologies use English as the medium of instruction. The interaction between computer (software) and user is done by using English. This can create a barrier for disabled people who do not have sufficient English knowledge. On the other hand, these technologies become the information gateways to the world. Furthermore, in the context of English learning materials, English is mostly used as the language of instruction. In the education context, a sufficient ability in operating Speech Technology can also help disabled people to study learning materials better.

Unlike primary and secondary education systems that are equipped with school of special educational for the blinds, tertiary education system is not equipped with any special school for the blinds. Disabled students who want to continue their tertiary education must study in a regular class together with sighted students. This fact proves that the model of inclusive education for tertiary level cannot be neglected by universities or study programs that welcome disabled students including visually impaired students. And also, these disabled students must have equal rights and chances to succeed in their study.

This study focuses on investigating the effect of using English Syntactic Analyzer (ESA) on improving visually-impaired student's English syntactic analysis competence in an inclusive learning.

2. Method

The study was conducted in English syntax lectures in English Department of Dian Nuswantoro University Semarang where two students with visual impairment attended the lectures together with sighted students. The study was carried out through an experiment using single subject design with A-B model [7], [8]. The independent variable was the use of ESA, while the dependent variable (target behavior) was visually-impaired student's English syntactic analysis competence. The study was conducted in two phases: baseline phase (A) and treatment phase (B). In the baseline phase, the students studied English syntax by using printed text book and syntactic analysis visually presented in a tree diagram on the white board. Meanwhile, in the treatment phase, they studied English syntactic analysis by using electronic text book and ESA.

3. Findings and Discussion

3.1 Problems Faced by Visually Impaired Students

Based on the observation to the classroom activities where visually impaired students study in

the classroom of sighted students, and the in-depth interview with the visually impaired students, there are at least three pedagogical problems by the visually impaired students. Those problems include little opportunity to learn cooperatively with their sighted classmates, difficulty in accessing the learning materials presented by the lecturers in printed textbooks, and difficulty in understanding the English syntactic analysis which was usually presented in a tree diagram on the white board.

Problem dealing with little opportunity to learn cooperatively with their sighted classmates derives from the learning method used by the lecturer. In explaining the learning materials to the students, the lecturers used more lecturing methods in which the lecturers positioned themselves the centre of attention in the learning activities. Such instructional method of course benefits more the sighted students but ignores the existence of some visually impaired students in the classroom. With lecturing method, the visually impaired students have little access to the learning materials discussed in the classroom. This learning activity is not relevant to the learning principles of visually impaired students in learning activities, namely: concreteness, integrated experience, and learning by doing [9], [10]. This problem can be overcome, for example, by applying cooperative learning that gives more opportunities for visually impaired students to collaborate with other sighted students in discussing and doing the works given by the lecturers.

Students with visual impairment also have problems in accessing the learning materials provided by the lecturers. Most of the learning materials are presented in printed text books which are visually difficult to be accessed by the students with visual impairment. This problem happens because the lecturers do not consider the visual impairment faced by some students in the classroom. To overcome this problem, the lecturers may convert the printed learning materials into digital files, such as *.doc* or *.pdf*, that can be accessed by the visually impaired students by using screen reader program, for example JAWS for Windows.

The third problem faced by visually impaired students in learning activities, particularly those in English Syntax, deals with segmenting the constituents that form a syntactic unit (phrase or sentence) in the form of tree diagram. In the English Syntax classrooms under study, the lecturers usually use tree diagram as a special notational device to make the structure of the phrases or sentences "visible".

English Syntax Course studies how sentences are analysed. According to [11], the analysis of a sentence may be thought of as a procedure involving a number of discrete steps. The final result of the analysis is a tree-diagram (in this case,

to be read from left to right) in which every constituent has received a function-category label, that is a label which indicates what function the constituent has in a larger whole as well as to what category it belongs. In this analysis, *constituents* refers to the parts into which a sentence can be segmented; *function* refers to a role that a constituent plays in a larger structure (such as subject, predicator, etc.); and *category* refers to a class to which a constituent belongs (such as noun, verb, etc.).

The number of steps involved in the procedure is determined by the number of structural levels in

the sentence, that is by the number of times that function-category labels have to be assigned to constituents that together make up a larger constituent. To put this in terms of a tree-diagram, the number of steps depends on the number of (sets of) nodes intervening between the top node and the bottom nodes of the tree. This can be illustrated by means of the unlabelled tree-diagram as exemplified in Figure 1, which represents the structure of the sentence *After the war in Europe many people in this country emigrated to America*.

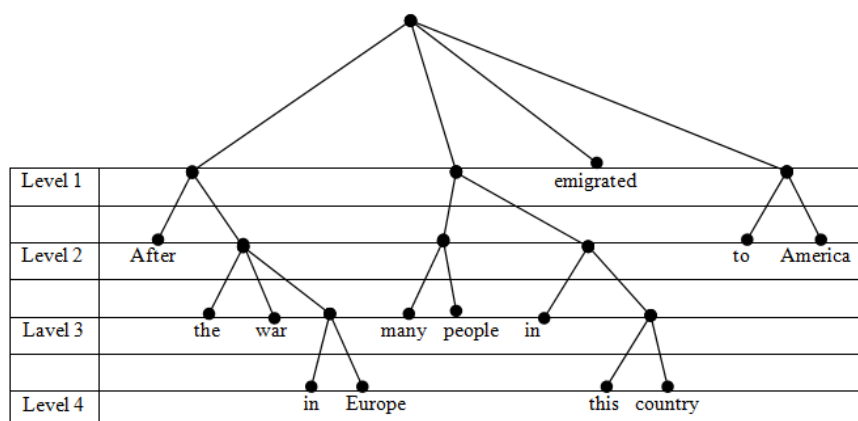


Figure 1. Unlabelled tree-diagram

As the diagram shows, the sentence has four levels of structure. Whenever a particular level contains a constituent that is capable of further analysis, this analysis takes place on a lower level. For example, of the four constituents on level 1, three are capable of further analysis (*after the war in Europe*, *many people in this country*, *to America*), which is carried out on level 2. This process is continued until the lowest level is reached, which contains constituents that cannot be segmented any further.

In syntactic analysis, function-category labels have to be assigned to constituents at each level. Each step in the analysis consists of two sub-steps: one in which all constituents on a particular level receive a function label and one in which they are assigned to the appropriate categories or classes. The functions and categories that may label any constituent in phrase or sentence structure can be summarized in Figure 2 as follows:

Functions in		Categories in		
Phrase	Sentence	Word	Phrase	Sentence
Determiner (Det)	Subject (Su)	Noun (N)	Noun Phrase (NP)	Finite Clause (FinCl)
Premodifier (Prem)	Predicator (P)	Verb (V)	Verb Phrase (VP)	Non-finite Clause (NfinCl)
Postmodifier (Pom)	Direct Object (DO)	Adjective (Adj)	Adjective Phrase (AdjP)	Verbless Clause (VlessCl)
Head (H)	Indirect Object (IO)	Adverb (Adv)	Adverb Phrase (AdvP)	
Prepositional (Prepos)	Benefactive Object (BO)	Article (Art)	Prepositional Phrase (PrepP)	
Prepositional Complement (PreposC)	Subject Attribute (SA)	Pronoun (Pro)		
	Object Attribute (OA)	Preposition (Prep)		
	Predicator Complement (PC)	Coordinator (Coor)		
	Adverbial (A)	Subordinator (Subor)		

Figure 2. Function-category labels

Such function-category labels are assigned to constituents of a simple sentence *The clever*

students in this class will do the final test next week as follows.

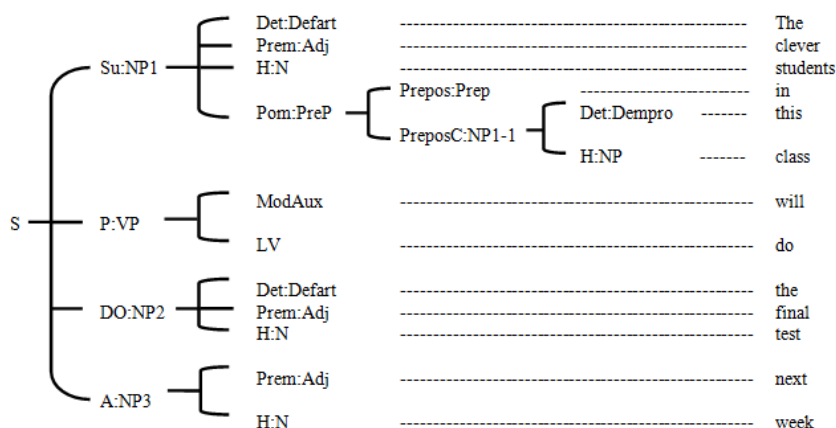


Figure 3. Example of complete analysis of sentence

The above tree-diagram should be read from left to right as follows: this sentence (S) consists of a Subject (Su), a Predicator (P), a Direct Object (DO), and Adverbial (A). The Subject is realized by (= a : b) a noun phrase, which consists of a determiner, a premodifier, a head, and a postmodifier, realized by a definite article, an adjective, a noun, and a prepositional phrase respectively, etc.

Such notational visualization of sentence structure is more easily understood by sighted students but creates extreme difficulties for visually impaired students to understand. Students with visual impairment cannot access information presented in visual format. They rely on their auditive senses to access information and “to see” the world. Based on this perspective, a tools that can facilitate students with visual impairment to understand English sentence analysis (Syntactic Analyzer) is very needed. The syntactic analyzer should enable students with visual impairment to access the sentence and analyze it gradually from the higher level to the lowest level.

3.2 English Syntactic Analyzer (ESA)

English syntactic analyzer here constitutes a computer-based assistive program to help blind and visually impaired students to do a sentence structure analysis. This program is developed by using certain softwares and hardware. The softwares, both to develop the program and to run the program, include Windows 7 operating system, Wampserver 2.5-x64, PSPad Editor Program 4.5.2, Macromedia Dreamweaver, Google Chrome Browser, dan screen reader JAWS 15. This program can be operated by a computer with the following specifications: processor Intel Core I7, RAM 8 GB, hard disk 750 GB, Nvidia Geforce' GT 635 2GB, standard speaker, audio headset, and standard mouse.

The main page of this syntactic analyzer requires user validation, as presented in the following screenshot:



Figure 4. User Validation

After inputting user name and password, the user will have the main menus in this program: *Tutorial*, *Learning Materials*, *Input Text*, *Tree-Diagram List*, and *Logout*.



Figure 5. Main page

Tutorial consists of the guide to run the program. *Learning materials* consists of the course outline and learning materials about English syntax which are presented in different file formats including txt, doc/docx, pdf, xls/xlsx, ppt/pptx. *Input text* consists of gradual steps of analyzing sentence structure. *Tree-diagram List* will present the complete analysis of sentence. And *Logout* will take the user out of the syntactic analyzer.

The steps of sentence analysis begin by inputting the phrase or sentence to be analyzed in the available field. With JAWS 15 screen reader, the program will read command *Input text* after which the user may write the phrase or sentence that will be analyzed. After the phrase or sentence is typed, the user may proceed to analyze the sentence from the main level to the last level.



Figure 6. Input text

The analysis starts by segmenting the main level, in this case the sentence *The clever students in this class will do the final tests next week*, into constituents that together make up the sentence. The number of constituents that make up the sentence will determine the number of levels to be analyzed. For example, the above sentence is segmented into four constituents: constituent1 *the clever students in this class*, constituent2 *will do*, constituent3 *the final tests*, and constituent4 *next*

week. Each constituent will be assigned function-category labels in its larger structure. In assigning function-category labels of a constituent, the user may choose the relevant function or category that corresponds to the constituent from a pull-down list. Whenever a particular level contains a constituent that is capable of further analysis, this analysis takes place on a lower level. The analysis of the main level of the above sentence can be presented as follows:



Figure 7. Main level analysis

After all of the existing levels and their lower-levels are analyzed, the user may present the

complete analysis of the sentence structure in the *Tree-Diagram List* menu, as follows:



Figure 8. Complete analysis of sentence

3.3 The Findings in Baseline Phase and Intervention Phase

In this study, ten tests were given to two students with visual impairment (abbreviated TL

and RZ) to analyze English phrase and sentence structure in terms of function and category. Five tests were given in the baseline phase (A) after they studied the way to analyze English syntactic structures like the sighted students did. After that,

the other five tests were given after they were introduced to English Syntactic Analyzer (ESA) and taught how to use for phrase and sentence

structure analysis. The results of the tests can be presented in Figure 9.

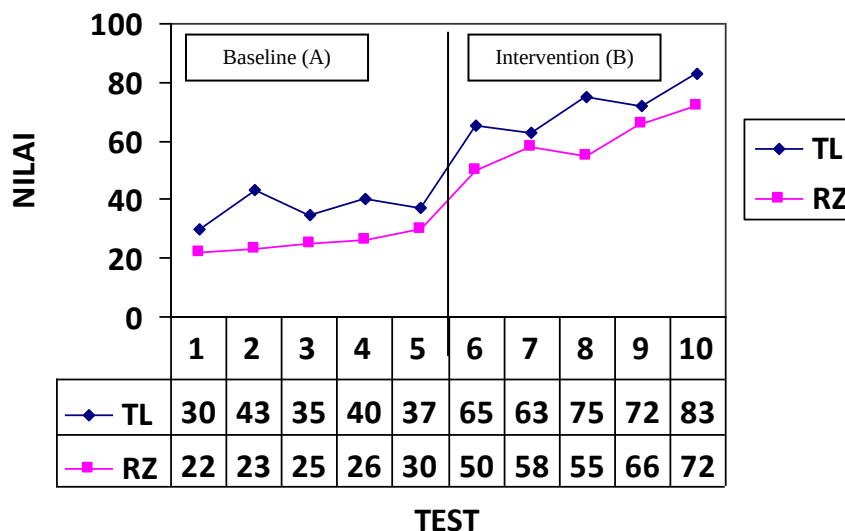


Figure 9. Students' syntactic analysis competence in Phase A and Phase B

The mean score of the five tests given in the baseline phase (A) was 43%. This student's achievement was the result of studying English syntactic analysis by using tree diagram model as it was taught to sighted students. The result shows that students with visual impairment are not competent enough in analyzing English syntactic structures. On the other hand, in the next five tests after the students were treated by using English Syntactic Analyzer (ESA), the mean score was 81.1%. The increase in mean score from baseline phase (A) to intervention phase (B) proves that English Syntactic Analyzer (ESA) significantly helps students with visual impairment in understanding and analyzing English syntactic structures.

4. Conclusion

When learning English syntax in sighted students' classroom with exclusive method, students with visual impairment underwent at least three pedagogical problems: they had little opportunity to learn cooperatively with their sighted classmates; they could not access the learning materials presented by the lecturers in printed textbooks; and they could not understand the English syntactic analysis which was usually presented in a tree diagram on the white board.

The problems can be minimized by applying cooperative learning method in inclusive education model and by using assistive computer-based English Syntactic Analyzer (ESA). The increase in mean score from baseline phase (A) to intervention

phase (B) proves that English Syntactic Analyzer (ESA) significantly helps students with visual impairment in understanding and analyzing English syntactic structures.

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THE EFFECTIVENESS OF IQRAM MODULE TO IMPROVE STUDENT ACHIEVEMENT IN THE TOPIC OF HUMAN REPRODUCTION SYSTEM

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Abstract

The purpose of the study was to determine the effectiveness of the use of IQRAM module in the teaching and learning of the reproductive system and to measure the achievement of students on the topic of the reproductive system in humans among secondary school students in Makassar Indonesia. This research employed quasi-experimental method, "non-equivalent control group design" involving 184 students who were divided into IX treatment group and control group. The treatment group used IQRAM module. On the other hand, the control group used conventional teaching and learning approaches. In this study, IQRAM development module was conducted by using modified contextual approach. This contextual approach has been modified by using the strategies of Inquiry (menemukan), Question (bertanya), Repeat (mengulang), Application (aplikasikan) and Moral (moral) of the human reproductive system topic. The effects of independent variables were measured using a pre test and post test. The findings of the result were descriptively analyzed, then followed by inferential analysis involving multiple t-test. The findings showed significant differences between the treatment group which used IQRAM module compared to the group which used conventional strategies of the Biology concept. The implication of this research is towards the improvement on achievement; innovative teaching strategies; improvement of student's innovation in teaching strategy, teacher training, Competency Based Curriculum implementation, and evaluation system. The pattern of the findings provides empirical evidence which signifies the usefulness of contextual approach in teaching and learning Biology especially in harnessing achievement in students.

Key words: module IQRAM, achievement, reproductive system

1. Introduction

Biology is a branch of science containing many concepts that must be understood by the students. Knowledge and mastery of the concept facilitate students in studying biology at higher levels. Knowledge of the concept is crucial because it is the foundation for students to think. In addition, the knowledge of concept is the basis for higher process to formulate principles and generalizations (Anderson Krathwohl, 2001). Thus, each student must have various levels of knowledge about various concepts in biology. The level of knowledge is very important for students to be able to achieve meaningful learning which is later applied in daily life (Vebrianto Osman 2011).

Therefore, the orientation of teaching and learning needs to be adjusted, so that students are not only required to master the concepts of the learning content but also required to master various skills. So far, the weaknesses in various dimensions occur in the dimension of teaching and learning, school infrastructure, students' attitude and behavior of students, education finance, culture of unhealthy competition, the academic culture of students and teachers, and the culture of qualities (sagala 2005). These weaknesses disorder the implementation of teaching and learning. As a result, the culture that prioritizes the qualities and

cultural competition among students is becoming weaker and weaker. Therefore, it is important to bring up numerous learning references concerning reproductive health in biology lesson. In addition, it is possible for students to improve their achievement in learning by using learning modules (Jamil 2010; Fitri 2010).

The students' mastery of basic sciences (basic science) particularly biology, is the basis of science and technology in the future (The Partnership for 21st Century Skills 2002; Salpeter 2008; Regan 2008). Based on the statement, an innovation in interactive learning method is needed to assist students to master the concept of science.

In this study, the researchers employ the word IQRAM as the module name which stands for Inquiry (discovering information), Question (asking for new information based on scientific verification), Repeat (an activity to solve problems and to connect them with daily activity and experience), Application (the endorsement of new knowledge of practice and action) and Moral (it will encourage better attitudes). The strategy used is Crawford's contextual strategy (2001) i.e. Strategies of REACT (Relating, Experiencing, Applying, Cooperating, Transferring) which have been adjusted. IQRAM module was built because the term IQRAM is an acronym that is easy to remember. Later, the five contextual phases are

embedded in the IQRAM module which can be found in every module unit conducted sequentially and interrelatedly.

2. Theoretical Review

Module is a teaching and learning unit that deals with particular topics systematically and sequentially in order to facilitate student to learn independently and to master learning units easily and precisely (Sidek & Jamaluddin 2005). Winkel (2004) defines a module as the smallest teaching and learning unit which is studied by the students himself (self-instruction). After they complete one unit, they have to go to and learn the next unit.

Thus, teaching strategies are needed in the development of the module that is suitable with what is being taught. Contextual strategy is a strategy of the constructivist in a learning process mainly concerned with knowledge that is very contextual and related to students. Therefore, the learning process must emphasize the concepts and process skills related to the situations of the students' real world from various backgrounds (Diver et al. 1994; Johnson 2002)

Furthermore, the contextual teaching should be implemented by using five strategies as stated by Crawford (2001): strategy to connect hooks, strategy to experience, strategy to use, strategy to cooperate, and strategy to displace. These five strategies are used so that teachers' teaching can give emphasis toward the relationship between biological concepts with the real life situations.

- i. Strategy to connect hooks: combining the experience of students' life or student's existing knowledge with new concepts.
- ii. Strategy to experience: involving students in the activity of exploring, inventing, and discovering through the use of manipulations, problem solving, and lab activity. Manipulations are compact objects that are used to model abstract concepts into a more concrete form. Through the activity of problem solving, knowledge naturally appears in a situation containing problems. The activities in the laboratory require students to work in small groups to gather data by making measurements, analyzing data, making predictions and decisions, and making a reflection about the basic concepts involved in the activity.
- iii. Strategy to use: giving focus to how knowledge can be used through exercises and problems that are relevant and realistic in the real world. The emphasis and focus are given to the relevant work and daily life.
- iv. Strategy to cooperate: the teachers divide students into specific groups to perform activities that are considered complex so that the students could share knowledge, give responses and communicate with each other.

- v. Strategy to displace: giving opportunity to the students to use the knowledge in the context of a new situation or a new experience and the student's curiosity as a source of motivation for students to displace knowledge from one context to another context.

Student achievement is a part of a major aspect in teaching. The achievement is a major aspect in determining the success rate of students in mastering a topic. The achievement in biology results from the figures or statements that describe the level of students' mastery of the learning content (Sagala 2005).

A good learning result reflects student's success. Winkel (1996:223) suggests that learning achievement is testament to the success that has been achieved. Therefore, it can be said that the achievement of the learning is the maximum results achieved by someone after carrying out efforts to learn.

2.1 Design and construction of the IQRAM module

The IQRAM module is developed from various existing teaching models. The researchers adjust the new teaching models which are more suitable with the studies that will be carried out. Study of the construction of the IQRAM module uses model of ADDIE Gagne et al. (2005) that has been adjusted. Selected model of ADDIE Gagne et al. (2005) is an illustration and an instruction which are easier and simple but the products resulted have good qualities and can be utilized. The steps used in the teaching and learning process consist of five phases, as mentioned in the following:

The first phase is the analysis of the purposes of the KTSP curriculum comprising: identifying the problems, identifying the theory related to topics, aspects of the students' neighborhood, identifying the topics and learning objectives by doing some improvement. The second phase is followed by displacing the information from the analysis of phase to a certain pattern that is used during the process of the construction. The third phase is the development of procedures that are performed in order to carry out the construction of the teaching system module. The fourth phase is the implementation which is carried out based on a model determined in the model phase. The fifth phase is the assessment. It is done in two stages, which are formative and summative assessment.

2.2 Purposes and Hypothesis of the study

This study examines the use of IQRAM module in the achievement of students in the teaching and learning of the reproductive system in humans. Specifically, this study aims:

- i. To build and examine the effectiveness of the use of IQRAM module in students' achievement.

- ii. To examine the extent to which the use of IQRAM module improves students' achievement in teaching and learning biology

To achieve that goal, the question of the study is as follows:

- Is the use of the module in the IQRAM learning the reproductive system in humans can the stage of achievement?
- Does the use of the module IQRAM affect the instructional strategies used for student achievement against biology.

Hypothesis

- Ho1 There is not any significant difference in pre students' achievement test between treatment group and control group.
- Ho2 There is not any significant difference in post students' achievement test between treatment group and control group.
- Ho3 There is not any significant difference in pre and post students' achievement test between treatment group and control group.

2.3 Methodology

This study uses the method of quasi experiments. The experiments employ the use of IQRAM module in treatment group and conventional learning in control group.

The study of quasi experiments is carried out to consider the effectiveness of IQRAM module in improving students' achievement in teaching and learning. In this study, researchers use the approach of pre and post test (Campbell Stanley) as summarized in Table 1 below.

Table 1. The models of pre and post test of treatment group and control group

Goup	Pra-test	Leraning Strategi	Pos-test
Treatment	O1	X1 Modul IQRAM	O2
escort	O1	X2 Convensional	O2

Explanation:

O1 = pre test, O2 = post test

X1 = treatment group

X2 = control group

2.4 Respondents and Instrumen of the study

The respondents of the study are the students of ninth grade of low secondary school in the city of Makassar, Indonesia. There are 184 students for both treatment and control groups. Half of the students are included in treatment and another half of the students are included in control group. So, there are 92 students in every group. The selection

of random samples (perposive sampling) aims to determine the treatment and control groups.

Instruments used for measuring the biological achievement stage on the topic of reproductive system compose of pre and post test. Pre test is conducted before the study of quasi experiments to identify similarities in achievement based on the involved demographics. Post test is conducted after the whole lesson has been taught to treatment and control groups at the end of the teaching and learning process. Pre and post tests contain 25 questions consisting of part A and B. Part A consists of 20 objective questions and part B consists of 5 essay questions. The types of questions are arranged based on the cognitive aspects of Bloom Taxonomy (1959), which are simple questions (knowledge, comprehension) and high-level questions (applications).

2.5 Data Analysis

In the studies of experiments, the analysis needs to be done thoroughly to see the effectiveness of the treatment done to the subject, (Hair et al. 1995). A descriptive analysis was carried out (min score and standard deviation) and analysis of inference (t-test) is used. Data analysis is done entirely in both treatment and control groups.

3. Result and Discussion

Students' achievement analysis of treatment and control groups can be more clearly seen than the analysis of inference carried out by using an independent t-test. However, the normality test of Kolmogorov-Smirnov is carried out to identify data before the t-test is conducted. Meanwhile, Levene test is conducted to identify homogeneity of the variants (Chua 2006). Kolmogorov-Smirnov test result is illustrated in Table 2 below.

Table 2. The result of normality test

Metode	<i>Kolmogorov-Smirnov</i>		
	Statistik	df	Sig.
Modul IQRAM (treatment)	0.092	92	0.054
Convencional (escort)	0.090	92	0.062

Table 2 shows the normality test result normaliti by using the Kolmogorov-Smirnov students' achievement in the pre test. The significant value obtained is 0.062 for control group and 0.054 for treatment group. The significant values of both groups exceed 0.05 ($p > 0.05$). It means that there is no significant difference among the data in both groups. The result has met the first assumption in using an independent t-test. The next is the homogeneity test of variants that are done by using Levene test. The result of homogeneity test of variants is illustrated in Table 3 below.

Table 3. The result of homogeneity test of variants

Test levene (F)	df 1	df2	Sig.
0.011	1	182	0.917

Table 3 shows the result of homogeneity test of variants in treatment and control groups. Levene test result shows $F = 0,011$ with significant value (sig) 0.917. Significant value exceeds the significant level of 0.05 ($p > 0.05$). It means that there is no difference in the data variant. Thus, the data are homogeneous. This test is conducted to identify the difference in the students' achievement of treatment and control group in their pre test. The result of descriptive analysis of pre and post test can be seen in Table 4 showing the achievement of min score.

Table 4. Pre and post students' achievement test

Test	Goup	N	Min	Std	Min	Maks
Pre	Module IQRAM	92	44.78	6.53	45.00	70.00
	Convencional	92	43.83	6.37	40.00	67.50
Post	Modul IQRAM	92	80.59	4.73	70.00	90.00
	Convencional	92	65.95	7.63	67.50	72.00

Table 4. shows the min score of pre students' achievement test between treatment and control groups. The min scores of treatment and control groups are almost the same, i.e. 44.78 ($sp = 6.53$) for treatment group and 43.83 ($sp = 6.37$) for control group. In treatment group, the min score is 45.00 and the maximum score is 70.00. In control group, the minimum score is 40.00 and the maximum score is 67.50. It shows that the achievement of both groups, prior to the intervention, has no significant difference. This result is based on data analysis that the students in the treatment and control groups almost have the same achievement in biology lesson. It shows zero hypothesis ($Ho1$): that there is no significant difference in pre students' achievement test is accepted. It means that there is no significant difference between the students' achievement in treatment and control groups. To see a comparison of pre and post test score in more detail, look at Figure. 1.

In addition, Table 4 shows that the min score of the post test of treatment group is 80.59 IQRAM ($sp = 4.73$) and the control group is 55.95 min ($sp = 7.63$). In terms of min score, it indicates that the students in treatment group have better achievement score than the conventional group. In treatment group, the min score is 70.00 and the maximum score is 90.00. In control group, the min score is 67.50 and the maximum score is 72.00. It shows

that there is an increasing score of 20.00 in treatment group. It shows zero hypothesis ($Ho2$): that there is no significant difference in post students' achievement test. It shows that there is an increasing score in treatment group after the intervention is done.

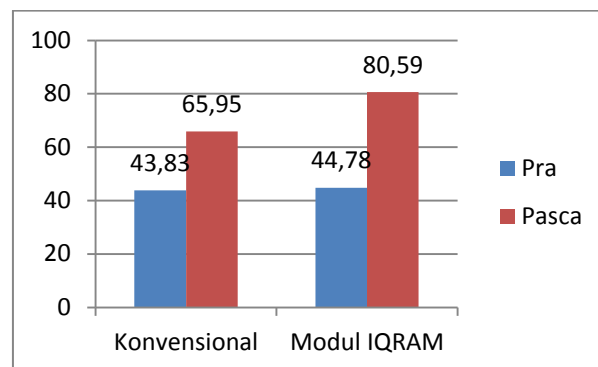


Figure. 1. Comparison of pre and post test score

4. Comparison of pre and post achievement in treatment and control groups

To describe the result obtained from the descriptive analysis, the test of inference statistics is conducted by using non-t test (dependent samples t test) to compare students' achievement in the pre test of treatment and control groups. Result of the analysis of inference or dependent samples t test can be seen from min score achievement as illustrated in Table 5.

Table 5. Comparison of pre and post achievement in treatment and control groups

Test	Goup	N	Min	Std	Min	Maks
Pre	Module IQRAM	92	44.78	6.53	45.00	70.00
	Convencional	92	43.83	6.37	40.00	67.50
Post	Modul IQRAM	92	80.59	4.73	70.00	90.00
	Convencional	92	65.95	7.63	67.50	72.00

Table 5 shows that there is no significant difference in students' achievement with the t score = -10.209 and sig. = 0000 ($p < 0.05$). In terms of min score, the students of treatment group get min = 76.50 and $sp = 3.30$ am and the students of conventional group get min = 61.25 and $sp = 27.60$. It shows that there is not any difference in the pre students' achievement test between treatment and control groups for the topic of human reproductive system. Although the conventional group gets higher min score than the treatment group, the result of the study shows that students' achievement of both groups is just the same.

Furthermore, Table 5 shows that there is a significant distinction students' achievement with the t score = -15.629 and sig. = 0000 ($p < 0.05$). In

terms of min score, the students of treatment group (min = 80.59 and sp = 4.73) have higher achievement than those in the conventional group (min = 55.95 and sp = 7.63). Overall, it shows that the use of IQRAM module has significant influences.

It shows zero hypothesis (Ho3): that there is no significant difference between pre and post students' achievement test is rejected. It means that there is a significant difference between the students' achievement in treatment and control groups. In treatment group, the students use IQRAM module, while the students of control groups are taught using conventional learning.

From the explanation above, it can be concluded that the result shows that the treatment group (min = 80.59 and sp = 4.73) obtains higher min score than the control group (min = 55.95 and sp = 7.63). It means that IQRAM module improves students' achievement in teaching and learning of biology lesson on the topic of the reproductive system.

Overall, it shows that there is a significant difference between students' achievement in the treatment and control groups in which the treatment group gets higher achievement scores in biology lesson. So, a conclusion can be drawn that IQRAM module significantly improves students' achievement on the topic of reproductive system.

This study is parallel with the view of cognitive psychology (Ausubel 1968) that meaningful learning requires an activity to think. This is stated so because of the "application of the application of constructivism principles in teaching and learning, which means placing the students in the central position in the overall teaching" (Yager 1992).

The result of this study supports the result of another study carried out by Aka Baba (1977). Cognitive factors are considered important in contributing more comprehension in the process of science, followed by logical thinking skills and students' cognitive style. In addition, there are other factors that may give restraints on scientific thinking skills (Abdullah Anions 2000).

5. Conclusion

Based on the result of this study, it can be concluded that the students can improve their achievement through appropriate teaching strategies. The teaching and learning process that uses IQRAM module can improve students' achievement in the teaching and learning of human reproductive system. Overall, the students of treatment group can improve their post achievement test better than those of control group.

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CREATIVE THINKING AMONG PUBLIC UNIVERSITY STUDENTS

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Abstract

National Higher Education Strategic Plan (NHESP) was formulated with the vision to transform higher education within the context of establishing Malaysia as an international hub of excellence for higher education. In relation to these needs, our current 21 century workplace requires to master the skills that are essential in knowledge based society as well as the new skills necessary to move beyond the information age into the conceptual age. Therefore, creativity is one of the key to success in the evolving global economy in preparing undergraduate students to become knowledgeable and skillful individuals to meet the challenges of the 21 century. The purpose of this conceptual paper is to identify factors that encourage creativity among public university students, to know relationship between environment and creativity. This article will help university to impart creativity skills to students, allowing them to be lifelong learners, great solving problem and coming up with creative solution

Keywords: Creative thinking, university student,

1. Introduction

The Ministry of Education has launched the National Higher Education Development Plan for the year 2015- 2025 with a vision to transform higher education in Malaysia as a hub of excellence in higher education. This transformation is the aspiration of our country that wants to produce graduates who have a first-class minded to face the challenges of development during this century based on knowledge, skills and personal characteristics. Therefore, educational approach in this century must involve skills that students are capable to generate soft skills and ensure their marketability in the workplace.

Through the advancement and development of existing demand new ideas that are relevant to the globalization that allows students to meet manpower skills, competitive and qualities of knowledge. According to Yuan and Chang (2011), developed countries have change industrial economy to a knowledgeable economy as the embodiment of human wisdom and creativity. It shows that, students will be faced with challenges that require a level of creative thinking to meet the needs of the current job in this century. Therefore, universities have to emphasize on creative skills that are very significant in producing quality of graduates who are competitive and innovative (Halizah Awang and Ishak Ramly 2008; Saeideh Bolandifar and Nooren Nordin, 2013).

A considerable amount of literature has been published on creativity in higher educational institutions, creativity is a skill component must be emphasized in the educational system through the pedagogy of teaching and learning across the curriculum and co-curriculum (Sri Sumarwanti and Jailani 2013; Rahaya Ariffin et.al. 2011; 2013; Huda Mohamad et.al. 2013, Mojgan Afshari, 2012).

This is because creative thinking will help students to generate the diversity of thought and perception in the face of challenge issue and it is an individual's property that enables them to interact with different systems (Saeidah Boland and Nooreen Noordin, 2013). Sternberg and Lubart (1999) mentioned that creativity is a process that generates new products and genuine and significant impact. Others such as Bloom (1956) believed that creative thinking persons are able to analyze information and reshape the information to be unique idea. In relation to advance creativity, some researchers have tried to investigate the factors which influence creative performance like environment (Buntat et. al. 2011; Yee et. al, 2011, Ruhizan Md. Yassin et. al, 2014). Thus, environmental factors used in the formation of creative thinking as a way of solving problems and bring people to a better level.

Comprehending the relationship between creativity and environmental influence can gives an impact on students decision-making capability and they are also constantly improving themselves and their ideas to enhance productivity (Adams, Kaczmarczk, Picton, 2007; Aljughaiman and Mowrer- Reynolds 2005; Huda Muhammad, Wan Nurul and Tariq Moammed 2013). Hence, in the context of higher education institutions, creative skills are very important in producing quality graduates who are competitive and innovative. This is because creative thinking is a great advantage for a student to publish new ideas, unique and interesting. Therefore, environmental influence is one of the issues that attract the attention of researchers and educator in creativity research.

2. Concept of Creative Thinking

Creativity has been defined through numerous perspectives. However, it is generally defined as

on-going process that refers to one's ability to process information and produce something new and original. This is consistent with the view that creative thinking is a mental activity that is aimed at producing new ideas and methods. (Barron, 1969, Levit; 1974; John Arul, 1997; Sternberg, 2001; Jamal, 2003). According to Lubart (2000-2001), creativity involves the production of original, potentially usable as well as novel solutions to problems of relatively high level of difficulty. Thus, creative thinking is the ability to generate new ideas that deviate from the norm and the purpose of generating ideas to solve a problem and improve productivity.

Besides that, Csikszentmihalyi (1996), in his study of eminent creative people, stated that their creativity enhances and is recognised within a context, and that deep engagement with the discipline they are working in is essential for successful creators. He has proposed a systems view of creativity, recognising that all individuals have creative potential, but that creativity always have cultural and social elements. It is shows that, cultural and social elements are external factors that considered as environmental factor. Munandar (2009) the development of creativity consist of internal factors and external factors. Internal factors include the ability to play with imagination, new concepts, and new combinations of various things that have existed before. While external factors are the factors that come from outside the individual, such as the facility to develop their interests support to explore and make multiple attempts on new things. Response to environmental stimuli is a factor creative thinking formation is used as a way of solving the problem and may lead individuals to stay active in generating creative ideas. According Thurstone (1952) and Torrance (1963), a person will be more creative when they solve everyday problems in a different way. Thus, environment, circumstances that provide with creativity is a process to generates the outer and inner thoughts of students to be curious and do not get tired of learning things.

Creativity among university student has to give an attention to the development of 'creative graduate capabilities such as innovative problem solving, and creative thinking practice in response to industry views that university graduates need a range of generic skills for professional success beyond interdisciplinary knowledge.

3. Issues Of Creative Thinking Among University Students

Malaysia as a developing country is targeting to become a fully developed nation by the year 2020. Therefore, education sector is one of the sectors which contribute to development human capital skills. To meet the educational competence in the 21st century, the government has made the

transformation of Higher Education Development Plan for the years 2015- 2025, highlighting relevant skills accordance with the current development of globalization. This can be seen through an emphasis on creative skills in producing quality students who are competitive and have a high power of innovation. This is because without the creative thinking there is no innovation, and creativity in fundamental of innovation (Weiss, 2008). Thus, creativity is a one of essential skills to drive students in generating of a new idea and enable to produce a quality of work (Sternberg and Lubert, 1999; Green, 20

The most significant to improve the quality of university students' education is students need to be exposed with creative environment. In this paper will be discussed about of creativity among undergraduate students at public universities and it could encourage them to the creative thinking skill during the learning process. This is because, graduates who are creative will be chosen by employers because they can make innovations in a work.01; Ismail Atan 2011).

There are several factors that influence students' creativity through a change from the traditional educational system to a more creative program with appropriate education strategies (Hosseini& Watt, 2010). Therefore, it is necessary to change education from a teacher-centered to student-centered learning Student-oriented learning requires different educational settings in order to create a conducive learning environment that encourages creative learning. Realizing the importance of creativity in daily life, several approaches have been used to encourage creativity, including providing university students with motivation and effective incentive or rewards (Shallcross, 1988; Eisenberger and Rhoades, 2001; Hosseini, 2011). Besides that, curriculum to create classroom in which student are challenged to think creatively about subjects by discovering, understanding, analysing and applying knowledge in new situation (Saemah Rahman et. al., 2013; Halizah Ishak et. al. 2008; Huda Mohammad et. al. 2013 and Torrance 1986). Moreover, encourage students to involve in teaching and learning to fostering their creative ideal (Starko, 1995; Begheto, 2009; Saedah Bolandifar et. al. 2013). Furthermore, teachers need to be constantly aware of teaching style and strategies to different level students' abilities (Noraini Othman et. al. 2014; Sharifah, 2000). Physical environment can enhance student's creativity, such as conducive facilities to attract students to be creative and the equipment used strongly influences their creative thinking abilities (Atefe Makhmalbaf and Ellen, 2008; Ramachandran, Chong, & Ismail, 2011). Thus, factors that increase creativity can provide opportunities for researchers and stakeholders to improve learning in higher education.

According Saemah Rahman and Azza (2013) environment also helps to foster creativity among students in which elements of the press refers to the school environment. Environment or press viewed from the aspect of teacher and student interaction. There is strong evidence of the relationship between teacher and student towards nurturing creativity (Davies et al., 2013; Addison et al., 2010; Jeffrey, 2006). Burgess and Addison (2007) support that the students. Gandini et al. (2005) states that environment between teachers and students through creative behaviors such as sharing of ideas and opinions that encourage students' creativity fertilization. Whereas, Burnard et al. (2006) believes that students need more time to produce creative ideas. He believes that the interaction of teachers and students can enhance students' creativity in schools. Review by Yahaya Buntat & Nor Sharliana (2011) found that the environment has a significant relationship with creativity associated with collaborative opportunities through the support of teachers.

Shallcross (1981) states that there are some limitations for creative thinking need to be considered in the classroom. According to Sternberg (1996), Wong and Chan (2003), teachers have to diversified the style of teaching and learning strategies to stimulate the interest of students to be more creative in a problem solving and develop their interest in classroom. Based on this, students will always strive to solve a task given by teachers using a variety of strategies.

There are a number of problems and obstacles in the effort to foster creativity in higher education institutions in Malaysia. These challenges lead to the learning environment does not support creative thinking process specifically in a classroom. According to Ramachandran et. al. (2011) lack of new technologies and adequate facilities to stimulate the potential of creative thinking. In addition, teachers do not know how to implement teaching and fostering students to think creatively because their lack of training program to encourage students to think creatively. Sternberg & Lubart (1995) also argued that the school inhibit creativity and implant in students attribute at low tolerance for failure. This makes the students are afraid to take risks. Also, Dacey and Lennon (1998), stated the failure caused the students felt embarrassed because perceived as an idiot.

In the context of higher education, Yusuf et. al. (2009) stated that limitation of material resources and not related to the lesson will decline student attitudes to generate creative thinking. Notably, teachers can encourage students to think creatively but the source must match to the level of their thinking. In addition, Sonmi and Muammar (2008) stated that students should be given time to understand the material in order to generate creative thinking. Therefore, source of material for teaching

must be appropriate with the lesson, and teachers must give a space for them to understand the material.

In discussing this, there are students who have a high level of creativity and beyond our expectations. This is because the absolute freedom to think and generate creative ideas sometimes can conflict with the norms of a society (Palaniappan, 2007). Therefore, teachers must help students and provide guidance to the students. Hence, it can generate creative thinking in teaching and learning in the classroom. Furthermore, several studies in Asian countries shows that teachers tend to dislike the personality traits associated with creativity (Ng & Smith, 2004). According to MacKinnon (1963), characteristic between the personality of creative individuals include committed, independent, love, risk-taking, impulsive and individualistic. Some of the teachers have viewed negatively to the creative students in a classroom, because they believe it will be uncontrollable and troublesome. Therefore, they tend to train the students to be obedient and give more attention the content rather process of thinking.

In addition, creativity is important for students, especially at university level (Eyadat, 2010). Student at this stages have the ability to see things from different angles, analyse problem, produce appropriate answers and also have an open mind (Ruhizan Md. Yasin. et. al, 2014). In order to quantify the creativity among university students, a comprehensive study should be carried out at institutions of higher education to ensure that implementation of creative thinking can have an impact on national development. This is because environment of the university have to emphasize the development of creativity in university student that capable of solving problem to their work in order to shape the nation's future development.

The agenda on Innovative Malaysia Report (AIM, 2009) stated that one of the reasons why Malaysia is far from achieving the innovative society status is that 'the curriculum lacks elements of creativity'. This directly has a close bearing on the education system. Curriculum should be reformed to create environment in which student are challenged to think creatively about the subjects by discovering, understanding, analysing and applying knowledge in new situations. Futhermore, Rosnaini and Suhailah (2003) Halizah Awang et. al. (2008) states that the crucial issue in education is reveal symptoms of decline in students' ability to think well, especially when school or college begun to focus on mastery of subject content rather than the processes of deriving the products. However, the implementation thinking creative skills in teaching students not exposed to educators and lack of methodologies to promote creative thinking.

Fostering creative thinking skills should start at school to high-level institutions. Moreover, most

of the studies related to teaching creative thinking skills either outside or inside the country, focused on students who are at school (YahyaBuntat& Noor Sharliana, 2008). However, little attention has been given to impede creativity skills among university students Hilal, 2012; Huda Mohammad, 2013). These skills are not emphasized as students at the university level because they are considered mature and able to think creatively on their own. To enhance the quality of university students education, National Higher Education Action Plan, explained that the first class human capital is to produce graduates who are creative, innovative and critical thinking through creative environment. Through creative thinking, several factors should be taken into account as a factor of knowledge, personality and environmental conditions which support creative learning. Fryer (1996), Huda Mohammad et. al (2013) and Ruhizan M. Yasin & ShairahYunus (2014) stated that creativity paved the way on how to deal with changes in social, economic and technological changes in the modern world.

From the discussion above, it will be able to provide comprehensive benefits to the Ministry of Education (MOE), trainers or lecturers and more importantly to male and female students in the higher education institutions. In this regard, the ministry plays a key role in efforts to identify creative thinking skills applied in each subject. In addition, the Ministry Of Education is also responsible for providing creative thinking skills courses to teachers or lecturers in order to help students become creative individuals. It is hoped that this study can produce a first class human capital to produce graduates who are creative, innovative and critical thinking. Hence, the emphasis on creative skills is very important in producing quality graduates who are competitive and innovative.

4. Implication of Creative Thinking

Reviewing the literature related to creativity in education shows that the subject has been studied from various points of view as evaluating the creative thinking process in education, the effects of environment on students' performance and the quality of the learning environment (Guilford, 1968; Haensly & Torrance, 1990; Lackney, 1994; Livingstone & Nelson, 1994; Moore & Lackney, 1994). Thus, study indicated a significant relationship between learning environment with students' ability to think creatively. This is supported that Torrance (1996) and Sternberg (2006), creative thinking is the result of interaction between the environment and the individual student to generate of creative thinking. However, in previous research on creativity, the outcomes of students have been evaluated in order to understand how students have used creative thinking in paper

and pencil tests. Yet, this evaluation was not sufficient in providing a total picture of the process of creativity in education, and the parameters that affect the process.

Constructs emerging from this conceptual paper indicate the importance of fostering a learning environment that promotes creative thinking among university students. We can take note here that environment to fostering creative thinking are following these elements 1) classroom climate; 2) teacher knowledge; 3) classroom management; 4) teaching style: what and how; 5) teacher-student interaction; and 6) physical environment (facilities) 7) Stimulus material for teaching and learning. Elaheh Safajouee et. al (2012), Halizah Awang et. al (2008) which states that attractive material can stimulate student to become creative such as images, video and elements that contain the technology to attract the attention of students. Therefore, teachers have to be aware and always prepare to make changes according to student ability.

From above discussion, it is clear that the application of creative thinking in higher education have an impact on teaching and student learning. Besides that, creativity is needed for university students in which are not emphasized in most educational system. In order to enhance the academic performance and soft skills of the students, their creativity should be strengthened. All the parties need to be sensitive of the value skills appropriate to the 21st century specifically teachers and trainers. Hence educational program and intervention should provide teaching and learning techniques in order to activate the divergent and convergent thinking of students which significant for developing and enhancing creative thinking.

5. Conclusion

In conclusion, the transformation of the Malaysia education system particularly in the area of thinking skills development is an ongoing process specifically in higher education. It is significant to consider creativity as the major source in any kind of thinking, and as inseparable from life itself (De Bono, 1993). Any comprehending of education and learning includes the term creativity, and thus, the learning environment can bring the necessary components to support it (Demirbas & Demirkan, 2000; Hasirci, 2000). Furthermore, learning environment in which learning and creative activities take place, should provide students the ground on which creativity can more readily flourish (Hasirci, 2000). Consequently, the quality of environment among university students might foster students with high level of creativity.

Hence, with the establishment of quality students in various fields will attract the employers

to accept students because they believe that students who have creative skills capable of generating a good quality work.

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IMPROVING STUDENTS' VOCABULARY THROUGH WORD MAP TECHNIQUE AT THE FIRST SEMESTER STUDENTS OF IKIP MATARAM IN ACADEMIC YEAR 2014/2015

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Abstract

The questions in this research were “does the use of word maps technique be able to improve students’ vocabulary at the first semester students of IKIP Mataram in academic year 2014-2015?” And “how is the implementation of teaching English vocabulary through word maps technique. The sample was one class. It takes by using cluster random sampling. Research Design Implementation deal with forth steps Pre-test, Pre-activity, Whilst activity and Post activity. Technique of Data collectin was Qualitative data were the description form of questionnaire on students’ responses. The result of pre test was 69.39. It implied that the first not fulfilled yet, but we can see the improvement after students taught by using word mapping which the mean score of post test was 79.39 and the percentage value students response of each item, the percentage of the first item was (77.43%), the percentage the second item was (62.07%), the percentage of the third was (65.70%), the percentage of the fourth item was (67.03%), the percentage of the fifth item was (66.10%).

Keywords: Vocabulary, Word Map,

1. Introduction

English is one foreign language in Indonesia that is learned by the students from Junior High School till university. It means English plays very important role at education filed. So, English Department in Indonesia such at English Department of IKIP Mataram should pay attention on it. It means that a teacher or a lecturer needs methods or techniques to make the students understand and motivated in learning English. Some of the techniques, in teaching such as word map, silent way, audio lingual method, communicative learning etc. Teaching English as a foreign language requires the use of effective learning method. According to Richards and Rodgers in Brown, (1994: 14), “Method is an umbrella term for the specification and interrelation of theory and practice.” Furthermore they state that virtually all language teaching methods make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fits all contexts. It means that a set of procedures or the techniques in teaching have an influence to the student’s learning result. In learning English language, one of the factors is the poor ability in mastering vocabulary. This is one problem that researcher found in teaching learning process at press students at IKIP Mataram. Vocabulary will help the students to speak English well. Dellar and Hocking in Thornbury, (2002: 13) stated, “If you spend most of your time studying grammar, your English will not improve very much. You can say very little with grammar, but you can say almost anything with word.” The students may get some difficulties in learning a

language if they have limited number of vocabularies.

There are many techniques of making the students interested in what they are learning especially in learning vocabulary. In Addition Brown (1994: 48) says that, “Techniques were the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well.” Selecting technique is very important in delivering material to attract student’s attention: the teacher should consider the student’s characteristics and his material, which are going to be taught. Young learners have their own particular characteristics that differentiate them from adult learners. This characteristic should be known and understood by the teacher to improve the quality of teaching and learning process.

Based on the explanation above the researcher interested in enhancing students’ vocabulary in this research, the researcher will try to apply word maps as strategy in teaching vocabulary. In this case, the researcher will do an action research entitled “Improving Students’ Vocabulary through Word Map Technique at the First Year Students of IKIP Mataram in Academic Year 2014/2015”

The researcher formulates the problems as follow:

1. Does the use of word maps technique be able to improve students’ vocabulary at the first semester students of IKIP Mataram in academic year 2014-2015?
2. How is the implementation of teaching English vocabulary through word maps technique at the first semester students’ of IKIP Mataram in academic year 2014-2015?

2. Review of Related Literature

Following some reorganization of what people have agreed about vocabulary:

- a. Vocabulary is about words where they come from, how they change, how they relate to each other and how we use them to view the world (Bauer, 1998: viii)
- b. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak (Hiebert and Kamil, 2005: 3)

2.1 Concept of Word maps

The word map or semantic mapping is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships (Graves, 2008: 94). The best word maps are colorful and use much pictures and graphics. The word maps are referred to by different names, such as semantic mapping, concept mapping, and word clusters. The technique may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For example, for learning some words, it may be more appropriate to have students explore the synonyms, antonyms, and origin of the words; whereas for other words, it may be more helpful to find examples and non examples of the words.

3. Research Method

In this study the researcher apply a classroom action research (CAR). The procedure or the steps of research being studied was divided into two cycles activity. The cycle of classroom action research in this study described as follow:

3.1 Cycle I

3.1.1 Planning

Planning is a phase which the researcher prepares the instructional strategy/technique to be developed in the study to solve the problem found during preliminary study.

Some activities dealing with the planning were:

1. Arranging a schedule of classroom action research

Before the researcher starts this classroom action research, the researcher make any instrumental used to apply classroom action research such as designing a lesson plan.

3.1.2 b. Acting

The second step after planning was acting, to implement the instructional strategy/technique that has been planned in a lesson plan.

The following are some activities dealing with implementation or action:

1. Pre-test
2. Pre-activity
3. Whilst activity
4. Post activity

3.1.3 Observing

Observing classroom action research was conducted to know and to get complete description objectively the improvement of the process of the learning and the effect of the action in the form of data.

3.1.4 Analysis and Reflecting

The results of the observation are submitted and analyzed in this stage. The problems are analyzed, whether the technique improve the students' vocabulary in teaching and learning process.

3.2 Research Instrument

Instrument of this research was test and questioner. Kind of test used was in term of multiple choices, the test consist of 20 items with 5 options. The last instrument of this research was questionnaire deals with the five statements to know responses of students after they were taught daily vocabulary by using word maps technique.

3.3 Technique of Data Collection

In this classroom action research the researcher uses quantitative and qualitative data. The quantitative data were in the form of numerical data. The data were taken from students' score of pre-test and post test while qualitative data in the form of questionnaire.

Qualitative data were the description of the process of teaching and learning using word maps technique. The qualitative data were in the form of questionnaire which given by the researcher for asking the students' responses after they were taught vocabulary using word maps technique. There were five statements that students fill in, on the table of questionnaire within five frequencies such as; Very Agree = Sangat Setuju (SS), Agree = Setuju (S), Doesn't Know = Tidak Tahu (TT), Disagree = Tidak Setuju (TS), and Very Disagree = Sangat Tidak Setuju (STS). Five statements of questionnaire were:

- a) Learning English using word maps technique is more enjoyable than usual.
- b) Learning English using word maps technique helps me to understand the material more easily.
- c) Learning English using word maps technique makes sense of happiness in learning.
- d) Learning English using word maps technique helps me to remember the lesson more easily.

- e) Learning English using word maps technique can train my creativity.

3.4 Technique of Data Analysis

3.4.1 Quantitative Data

In analyzing of quantitative data the researcher measure the average of students' vocabulary score per action in one cycle. It is used how well students' performance during learning about vocabulary. The one measure of mean score of students can be expressed in symbols as:

$$M = \frac{\sum X}{N}$$

Where: M = the mean score of the students
 $\sum X$ = the Individual score
 N = the number of students
 (Sugiyono, 2011: 36)

In order to get the description of the answer given by the students, the data are analyzed by using the formula of percentages correction as follows:

$$NP = \frac{R}{SM} \times 100$$

Where: NP = the result of English vocabulary
 R = the raw score of student
 SM = the maximum score of the test

3.4.2 Qualitative Data

In order to get the description of the qualitative data, the researcher analyzes the data by using the formula of percentages correction as follows:

$$NP = \frac{R}{SM} \times 100$$

Where: NP = score
 R = the number of score
 SM = the maximum score Discussion

3.5 The Result of Preliminary Observation

Preliminary Observation was carried out to observe the process of teaching and learning vocabulary activity at first semester students of E Class before implementing the action.

The pre test was done before the Classroom Action Research; it was conducted on Thursday, April 29th 2015. There were 20 questions in form of multiple choices, in which the students carried out the test during 40 minutes. To get the result of pre test; firstly the researcher calculated the mean score:

Table 1. Students' Mean Score of Pre Test Cycle 1

No	Students' Name	Score
1	W	85
2	I	80
3	S	75
4	T	60
5	N	65
6	Y	70
7	M	65
8	Mu	75
9	Ya	60
10	Me	80
11	In	80
12	Ah	70
13	Af	65
14	I M	65
15	Mu.M	85
16	Re	80
17	Ti	60
18	Sa	60
19	Ro	65
20	Da	65
21	An	70
22	Met	60
23	Tan	65
24	Ek	85
25	I M W Y	65
26	O	70
27	Ti N	70
28	Fir	60
29	Win	75
30	Ek. A	65
31	Kurn	70
32	Pao	60
33	Ha	70
34	N A s	60
35	Nunu	80
36	G do	65
37	Ad	75
38	Her	70
39	M W F	65
40	Kut	75
41	A Lut	60
Total score		2845

$$M = \frac{\sum X}{N}$$

$$M = \frac{2845}{41} = 69.39$$

3.6 Finding for the first cycle

3.6.1 Planning

1. The researcher and collaborator decided the topic (standard competency and basic competency) that would be delivered to the students by using word mapping strategy with the collaborator.
2. The researcher made the lesson plan with the collaborator
3. The researcher prepared materials and media.
4. The researcher prepared worksheet.
5. The researcher prepared instrument post test.

3.6.2 Acting

First Month (start Friday, 1st and Monday, May 2015 at 08.30 am – 09.40 am) two times a week.

1) The researcher implemented the teaching learning process based on the lesson plan. 2) The researcher taught describing kinds of transportations, by introducing some new words firstly through word mapping and gave an example of word mapping. 3) The researcher asked the students to make description a kind of some simple words by transportations, through word mapping individually.

Second Month (Monday, 1st June 2015 at 08.30 am – 11. 30 am) two times a week

1) The students continued their first mapping task and revise with their lecturer. 2) Lecturer divided them into four groups to make word mapping. 3) Students have to find many words that are related to the some words such as: name of animals, mammals, plants and so on. that by using picture or without pictures minimum +/-10 words.

Third Month (Friday 3th 2015 at 08.30 am – 11. 30 am) two time a week

1) The students continued their second meeting mapping task and revise with their lecturer.

2) Students have to find many words that were related names of animals, minimum +/-10 words.

Last Meeting (Tuesday, July 1st 2015 at 08.30 – 10.40)

1) Reviewed the material and student task.

2) Collected their word mapping.

3) Post test cycle 1

3.6.3 Observing

All at once with the action, the researcher and collaborator collected the data post test cycle 1 as follow:

Table 2. . Students' Score of Post Test Cycle 1

No	Students' Initial	Score
1	W	90
2	I	95
3	S	90
4	T	85
5	N	75
6	Y	75
7	M	75
8	Mu	80
9	Ya	75
10	Me	95
11	In	95
12	Ah	90
13	Af	80
14	I M	65
15	Mu.M	95
16	Re	90
17	Ti	65
18	Sa	80
19	Ro	85

No	Students' Initial	Score
20	Da	70
21	An	70
22	Met	80
23	Tan	75
24	Ek	95
25	I M W Y	70
26	O	60
27	Ti N	65
28	Fir	75
29	Win	95
30	Ek. A	70
31	Kurn	85
32	Pao	60
33	Ha	75
34	N A s	65
35	Nunu	95
36	G do	65
37	Ad	95
38	Her	60
39	M W F	80
40	Kut	95
41	A Lut	75
Total score		3255

$$M = \frac{\sum x}{N}$$

$$M = \frac{3255}{41} = 79.39$$

Table 3. Mean Score of Pre- Test and Post Test Cycle 1

No	Students' initial	Pre test' scores	Post-test' score
1	W	85	90
2	I	80	95
3	S	75	90
4	T	60	85
5	N	65	75
6	Y	70	75
7	M	65	75
8	Mu	75	80
9	Ya	60	75
10	Me	80	95
11	In	80	95
12	Ah	70	90
13	Af	65	80
14	I M	65	65
15	Mu.M	85	95
16	Re	80	90
17	Ti	60	65
18	Sa	60	80
19	Ro	65	85
20	Da	65	70
21	An	70	70
22	Met	60	80
23	Tan	65	75
24	Ek	85	95
25	I M W Y	65	70
26	O	70	60

No	Students' initial	Pre test' scores	Post-test' score
27	Ti N	70	65
28	Fir	60	75
29	Win	75	95
30	Ek. A	65	70
31	Kurn	70	85
32	Pao	60	60
33	Ha	70	75
34	N A s	60	65
35	Nunu	80	95
36	G do	65	65
37	Ad	75	95
38	Her	70	60
39	M W F	65	80
40	Kut	75	95
41	A Lut	60	75
Total score		2845	3255
Mean		69.39	79.39

Based on the result of post test the mean score of the class increased in which there no one student got score A (95), 3 students got score A- (85), 5 students got score B+ (80), 6 students got score B (75), 7 students got score B-(70), 11 students got score C+ (65) and the last were 9 students got score C (60) on pre test before teaching by using word mapping. After teaching by using word mapping we can see the result on post test there were 13 students got score A (95), 3 students got score A-(85), 5 students got score B+ (80), 8 students got score B (75), 4 students got score B- (70), 5 students got score C+ (65) and 3 students got score C (60). It mens that there ware some improvements from pre test means score. It could be seen on mean score of pre test (69.39) to maen score of post test 1(79.39)

Table 4. Criterion scoring

PEMBOBOTAN NILAI	
86-100	A
81-85	A-
76 – 80	B+
71 – 75	B
66 -70	B-
61 – 65	C+
56 – 60	C
41 – 55	D
≤ 40	E

It Taken from Information Technology (IT) IKIP Mataram 2013.

Then the researcher calculated the class percentage that passed pre test and post test, using the following formula:

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

Pre test 1

$$P = \frac{21 \times 100\%}{41}$$

$$P = 51.21\%$$

Post test 1

$$P = \frac{33 \times 100\%}{41}$$

$$P = 80.48\%$$

The data showed that mean score of pre test 1 was 69.39. There were 21 students or 51.21% of the students who got the score over to the grade B- to A-(70-95), in the meanwhile the other 20 students were under score C and C+ (60-65). It implied that the first criterion has not fulfilled yet, but we can see the improvement after students taught by using word mapping strategy which the mean score of post test 1 was 79.39. There were 33 students or 80.45% got the score over to the grade B- to A-(70-95)

3.6.4 Reflecting

1) Discussing the result of the action

80.45% of the students or 33 students got the score B (70) to A (95) after the implementation of Word Mapping strategy; it has given satisfactory result on the improvement of students' vocabulary achievement. It was not needed to be revised.

4. The Result of Questionnaire

The students' response after learning vocabulary through word mapping can be seen from the questionnaire. The questionnaire was given to the students in the first semester students of IKIP Mataram on Tuesday, July 14th 2015. This questionnaire has five categories. Each of categories is describe below:

4.1 Students' Response toward Word Mapping Technique

There were 5 items that deliver to know the students' response toward word mapping; they were items 1, 2, 3, 4, 5, with five options (Very Agree, Agree, Does not Know, Disagree, and Very Disagree). The first option has value 4, the second option has value 3, the third option has value 2, the fourth option has value 1, and the fifth option has value 0. To know good response of the students after they were taught by word mapping technique, the researcher and the teacher determined 70%as the value find out good response of the students.

Questionnaire Cycle 1

Where:

a. The first item: showed the value of this item was $4 \times 17 = 68$ ($68 : 75 \times 100 : 10 = 9.06\%$), $3 \times 13 = 39$ ($39 : 75 \times 100 : 10 = 5.2\%$), $2 \times 6 = 12$ ($12 : 75 \times 100 : 10 = 6.2\%$), $1 \times 5 = 5$ ($7 : 75 \times 100 : 10 = 0.66\%$), $0 \times 0 = 0$ ($0 \times 70 : 100 : 0 = 0\%$). The percentage value of this item was $9.06\% + 5.2\% + 6.2\% + 0.66\% + 0\% = 77.43\%$.

b.The second item: showed the value of this item was $4 \times 17 = 68$ ($68 : 75 \times 100 : 10 = 9.06\%$), $3 \times 15 = 45$ ($45 : 75 \times 100 : 10 = 6\%$), $2 \times 8 = 16$ ($16 : 75 \times$

100:10 = 64.87%), $1 \times 1 = 1$ ($1: 75 \times 100:10 = 0.13\%$), $0 \times 0 = 0$ ($0 \times 75: 100:10 = 0\%$). The percentage value of this item was $9.06\% + 6\% + 64.87\% + 1.3\% + 0\% = 62.07\%$.

c. The third item: showed the value of this item was $4 \times 12 = 48$ ($48: 75 \times 100:100 = 6.4\%$), $3 \times 13 = 39$ ($39: 75 \times 100:10 = 5.2\%$), $2 \times 7 = 14$ ($14: 75 \times 100:10 = 53.57\%$), $1 \times 4 = 4$ ($4: 75 \times 100:10 = 0.53\%$), $0 \times 5 = 0$ ($0 \times 75: 100:10 = 0\%$). The percentage value of this item was $6.4\% + 5.2\% + 53.57\% + 0.53\% + 0\% = 65.70\%$.

d. The fourth item: showed the value of this item was $4 \times 15 = 60$ ($60: 75 \times 100:10 = 8\%$), $3 \times 12 = 36$ ($36: 75 \times 100:10 = 4.8\%$), $2 \times 7 = 14$ ($14: 75 \times 100:10 = 53.57\%$), $1 \times 5 = 5$ ($5: 75 \times 100:10 = 0.66\%$), $0 \times 2 = 0$ ($0 \times 75: 100:10 = 0\%$). The percentage value of this item was $8\% + 4.8\% + 53.57\% + 0.66\% + 0\% = 67.03\%$.

e. The fifth item: showed the value of this item was $4 \times 14 = 56$ ($56: 75 \times 100:10 = 7.46\%$), $3 \times 11 = 33$ ($33: 75 \times 100:10 = 4.4\%$), $2 \times 7 = 14$ ($14: 75 \times 100:10 = 53.57\%$), $1 \times 5 = 5$ ($5: 75 \times 100:10 = 0.66\%$), $0 \times 4 = 0$ ($0 \times 75: 100:10 = 0\%$). The percentage value of this item was $7.6\% + 4.4\% + 53.57\% + 0.66\% + 0\% = 66.10\%$.

Based on the computation of the data, the researcher categorized the values into two levels as follows:

- a. 50% to 60% was classified as Good Enough.
- b. 63% to 75% was classified as Good.

Therefore, there were more students who give the good response toward word mapping as technique in teaching Vocabulary. They were enthusiastic to learn vocabulary through word mapping. Besides that, there were less of the students who felt word mapping pursued their vocabulary learning. It more proof that word mapping could be alternative way in learning vocabulary to make them remember the word easily, and can help them to find the new words to improve their vocabulary.

5. Conclusion

In conclusion, this study was successful in improving students' vocabulary by using word mapping technique. In addition, the students were more active and participated in the teaching learning process of vocabulary. Therefore, word mapping technique can be alternative technique for teachers or lecturers in teaching vocabulary which can make the students remember new words easily.

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AN ACTION RESEARCH STUDY ON IMPROVING NUMBER SENSE TROUGH LEARNING BY PLAYING

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Abstract

This action research aims to improve number sense of students in primary schools trough learning by playing. Play provides many benefits to the development of the number sense other than make students enjoy learning mathematics and mathematical communication are also growing. This action research applying the model Kemmis and Taggart and held 3 cycles. The learning process was observed by using the observation sheet and writing test for students achievement. The results showed that learning by playing increase student number sense. Because playing trigger creative thinking stimulate students understanding about number as well as accommodate the dialogue among students.

Keywords: number sense, learning by playing

1. Introduction

Mathematics at primary schools could be categorized over arithmetic, geometry, measurement, and statistics. On arithmetic students learn about computation involving whole numbers, integers and fraction. Computation capabilities will be controlled if someone before hand having number sense.

Number sense is a term that became popular in the late 1980s. Number sense the term has a different meaning in each of the fields of research and almost no two researchers who defined the same way, but it can be recognized from the behavior shown.

Griffin stated that the number sense requires the formation of various combinations of all three relationships contained in the disciplines of mathematics, namely: real quantity that is in space and time, counting the numbers in the spoken language, and symbols such formal written numbers and signs used in operations numbers [1]. The definition given by Sharon Griffin well as mathematics is closely related to these three but the assessment criteria on the development of number sense less specific because its development assessed on the relationship between quantity, spoken language, and formal symbol when the child is less developed sensenya number also connects three in calculating the time required although relatively longer than those with a growing number sensenya, so if it is used as a criterion to assess the development of the ability of a child's number sense it will be difficult to measure.

A more complete definition given by Bresser and Holtzman stated number sense as a great idea that covers the area where the numerical thinking conceptually difficult to explain exactly but recognizable when students use it [2]. Number sense that develops can be recognized when a

student is given a problem then with the nimble he was looking for ways to solve it. The means used may be completely different in a way that is being taught because they use the sense in looking for the easiest way. For example, when taught the sum $17 + 14$ students taking way $17 + 3$ to reach the reference value 20, point 3 is obtained by borrowing from the number 14, while the number 14 is reduced with the remaining 3 No 11, from there then the numbers $20 + 11 = 31$. These ways difficult to explain the concept but students who have number sense to do this so that they can quickly find solutions to problems.

McIntosh et al describe the number sense refers to a person's general understanding of number and operations along with the ability and inclination to use this understanding in flexible ways to the make mathematical judgments and to develop useful strategies for handling numbers and operations [3].

Number sense ability has actually develop in children before formal schooling begins even when they were babies. This is shown as a baby when faced with a choice of two and three stuffed dolls, so when he heard the words of two dolls, baby will look towards the two dolls. This capability will continue to increase in a sustainable manner in line with the growth of a child, but not all adults have even a well-trained students when calculating the paper do not necessarily have this ability if they are not sharpened. Ability to develop number sense is important because the number sense made the difference between humans and computers in this era of advanced technology.

Because the ability of number sense important and needs to be expand in school. Number sense as the main result of learning mathematics on primary schools have been done by other countries in the world such as america and australia but number sense not yet expressed in explisit in math

curriculum in indonesia. Nevertheless teachers have responsible to teach number sense to the students. This is in accordance with the opinions Richardson stating that the core of mathematics namely number sense, where this also must become the core of teaching math we teach in children [4].

Number sense abilities will develop if triggered by the context in which one must create ties between bilagan, it will force the child to think and flexible. Based on this case should be considered a diverse situations. The situation makes sense for the student and the student has the confidence to build a sense of the number.

Based on the above observations, the necessary efforts to improve number sense through learning method of learning by playing. This method was chosen because the play is very liked by children that will attract students to learn. This method was chosen because it develops the child's imagination associated with abstraction in addition to the playground for kids is a fun activity and a requirement that is already attached (inherent) in them is thus expected that through playing students learn math easier.

Playing by Gadamer in Miller became inseparable activity in everyday human life, playing a major activity that develops simultaneously with speech, physical growth, and relate to others [5]. Playing is done by humans since birth and continue until death as do the study. Children play naturally during their development to reveal their surroundings, to learn about what and why things happen and to have fun.

The following definitions emphasize the play that encourages learning. Jarvis in Brock at al., states that the play covers a variety of activities that encourage and conducive to learning [6]. This activity is not limited only when the person is still a baby or in elementary school, this activity is not limited to one particular place also, in certain circumstances, or in certain subjects. Activities that encourage learning and conducive to learning is considered as playing it indicates the breadth of the meaning of the play.

Another definition of play given by Smidt stating that the play can be defined as the way in which children in a context, culture, family, and community to do some or all of the following:

- a. Trying to solve the problem of their own making
- b. Exploring and experiencing something that interests, personality, scary or exciting them
- c. Expressing and communicating feelings connected with their experience [7].

Based on the above definition we can know that by the time a child's play to do so for a specific purpose such as to solve the problem even though it is done unknowingly because they do it according

to their interests. The above definition also states that students who play express and communicate feelings they experience it is certainly very useful in the classroom to explore their mastery of the material being taught.

Definition of learning by playing can be seen by the above definition of play is that the children who play at the same time also being studied. Children who play allows them to learn the things around them through exploration they are doing. Children who play learn to solve problems of their own. Children who play learn to express and communicate feelings that are connected with their experience. Children who play do activities that encourage them willingly learning.

As a conclusion the learning method of learning by playing is a creative activity that is structured made by teachers at the school to present the lesson material in learners with the aim that learners can solve problems, explore the neighborhood, as well as express and communicate feelings optimally.

2. Methodology

The study was conducted on 4th grade students in Christian Calvin Primary Scholl Jakarta. The study was conducted in second Semester, academic year 2012/2013

The experiment was conducted using action research methods consists of three cycles. Each cycle is described as follows [8]:

- a. Planning. Researchers and observers create lesson plans and materials to be used in learning. In addition to the observation sheets were prepared to observe the learning process
- b. Implementation. Researchers teach in accordance with the Lesson Plan and materials.
- c. Observation. Observer to observe the learning process includes the teacher, student activities, interaction between student and student, student and teacher interaction.
- d. Reflection. After learning, researchers and observers discuss the implementation of the learning process. In this case discussed the progress achieved, obstacles in the implementation and efforts to overcome these obstacles.

The data in this study is divided into two types, namely: (1) observation data collected by checklist, (2) students learning outcomes collected by test.

3. Findings

Application of learning by playing in the first cycle indicates the quality of learning shown by teachers and students have not been satisfactory. The results showed there are students not involved and the mixing of students who demonstrate

questions with students who are not on duty on the game.

The ability of students' number sense about the addition and subtraction of integers during the learning process looks not increased because students still take a long time to answer the questions or add dot card with the numbers +1, +2, -1, and -2. Based on the result of reflection of researchers and observers, some weaknesses were found to be fixed, either in the learning process and the students' number sense ability of addition and subtraction of integers. In general it can be concluded that the use of methods of learning by playing has not done well and maximal therefore the study will continue in the second cycle.

Application of learning by playing on the second cycle showed that the learning activities in accordance with the learning steps which have been prepared but the number sense ability test students on addition and subtraction of integers not satisfactory. There are 12 students from 29 students or 41% of the students have not reached the minimum completeness criteria indicating that there are still many students who have not been increased number sense ability therefore, the study continued in the third cycle.

The learning process in the third cycle showed that the learning activities in accordance with the learning steps that have been prepared. At the time of the game, a change in the allocation of time because the student has completed all the questions given in an envelope within 10 minutes, which means 10 minutes faster than the allocation of time estimated by the teacher.

On the other hand, the results of test the ability of number sense of students on addition and subtraction of integers not satisfactory. There are 15 out of 28 students or 54% of the students have not reached the minimum completeness criteria indicating that there are still many students had low number sense ability therefore continue research on the fourth cycle.

In accordance with the criteria of the expected results of the intervention action, then the action research using the method of learning by playing to improve students' number sense in the addition and subtraction of integers at the end of the fourth cycle has reached completeness because more than 80% of students had reached a value of at least completeness criteria namely 60 so as not to proceed further in the next cycle. In the learning process by using the method of learning by playing, it appears that the quality of learning displayed by teachers and students has been satisfactory. Learning activities in accordance with the steps of learning by using learning by playing that has been designed by researchers. In addition there has been a significant increase in the ability of students' number sense about the addition and subtraction of integers. Students enjoy learning

that reflected their enthusiasm in playing time and their statements regarding the ease of learning the game at the time concluded that day. In general it can be concluded that the use of methods of learning by playing already performing well.

4. Discussion

This study considered successful if there had been an increase in the ability of students' number sense about the addition and subtraction of integers through the use of methods of learning by playing. Indicators of the increase in number sense abilities of students on addition and subtraction of integers that students are able to compile numbers naturally, the students are able to make reference / benchmark, the student is able to implement the system based on number ten, students are able to estimate, students are able to operate the magnitude of the relative and absolute numbers, as well as the connections between arithmetic operations. The difficulties experienced by students in the first cycle a large part due to changes in the learning environment of students who are accustomed to passive to active students involved in the play. Besides the changes that are not just a procedural matter but also requires a description and explanation of students' answers. This obstacle is overcome by using a familiar game with a child in sislus 2. Also teachers train students to be able to explain the answer verbally, to familiarize the student is able to convey the idea well. Then proceed to train students to submit an explanation in writing.

This method proved to be effective blend because there was an increase on the results of the evaluation study that the average value of the class to 63 and there are 21 students whose value ≥ 60 . At the time the researchers interviewed the students about why they write two equations are $(-8) + 25 = 17$ and $17 - 25 = (-8)$ as another form of the equation $25 + (-8) = 17$, most students know that if surgery summation positive number whose value is large with a small negative number whose value results are positive numbers and positive numbers reduction surgery value is greater than the numbers is reduced it will produce a negative number but can not write down the description. Therefore, in this cycle the teachers guide students to write down their reasons though only in the form of two or three words. It is very effective evident from the results of evaluation of students increased sharply. At this cycle, the researchers also found that there are some students who could find an efficient method for calculating the main zip in the game. Students can combine several cards at once to get the necessary numbers. Some students who find this way students are listed as difficult to sit quietly in the following study.

Cycle III begins with games that develop students' ability to use the relationship between

arithmetic operations and create a system of reference / benchmark, which ended with the application of the arithmetic operation relationship .. Although the results of the evaluation showed the average value decreased classes but there is an increase in the yield on the matter of the description which contains an efficient selection method. The increase is significant that of the second cycle of 7% to 46% in this third cycle. It is mengindasikan that the game is given in this cycle provide the main positive impact in terms of choosing an efficient method. Also in this cycle researchers found that the students can calculate poker cards that have been arranged in 9 envelopes with an average time of 10 minutes. Based on observations and interviews with student researchers found that students adopt patterns they use to zip the game to win this game.

Number sense abilities of students who do not develop optimally in Cycle 3 is characterized by an unqualified students using the relationship between arithmetic operations and make estimates by using a system of reference / benchmark. It is evident from the many students who do arithmetic operations with a mix of working sequentially from the left. Cycle IV is designed to develop students' skills in making estimates by using a system of reference / benchmark and use the relationship between arithmetic operations. Guessing game figures and 21 were able to resolve this matter, which is visible from the class average increased to 68 and 26 students received grades ≥ 60 . Of the 3 students who score less than KKM or <60 , 2 of them scored 50 and 55, while one student scored only 20 points. This means that almost all students of 29 students has increased capability sensenya number. Another thing that indicates an increase in number sense ability of students is at the stage of evaluation of teachers is no longer guiding students to write descriptions about the workmanship. Teachers in this case only monitors the answers of students and remind them to write down the reason alone.

Based on the above discussion indicates that the method of learning by playing can improve students' number sense in the addition and subtraction of integers.

5. Conclusion

1. Playing by learning can improve students' number sense in the addition and subtraction of integers.

2. Applying game known by students more help students acquire the concepts and make learning more effective and efficient gain.
3. Teachers need to give students time, attention and guidance in order to avoid misconceptions.

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HOLISTIC EDUCATION THROUGH QUANTUM LEARNING MODEL IN JUNIOR HIGH SCHOOL NATURAL SCIENCE LEARNING

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Abstract

Holistic education concept is education concept of "learning to be" (learn to be our self). This education began to develop in Indonesia through various learning models. One of them uses Quantum learning models. On the syntax, quantum learning accustoms and teaches children to explore their own abilities. Learning strategy "TANDUR" in quantum learning can be used as alternative models for natural science teaching in junior high school. Learning by using this model give shared learning impression between teachers and students, so that the learning is very effective. Therefore, it is needed teachers' innovation in the use of various models.

Key Words: Holistic education, quantum learning, natural science learning, Junior High School Natural Science

1. Introduction

In Indonesia, education has undergone many changes. In the period after independence, the education system in Indonesia is still influenced by the Dutch and Japanese colonial era. That system affected the curriculum. In the 1968 curriculum began to use the national education system, in which the lesson content should be link with everyday life. That education development affected the learning model. In long time ago, learning was still about listening and recording any information delivered by teachers, although on natural science lesson.

By the development of 1994-200 curriculums, so the education also began to lead on thematic introduction process in preschool (kindergarten) to the higher level (college) uses level "to create" (Wisudawati and Sulistyowati, 2014). Starting from this, actually education should be able to construct students' knowledge, especially in natural science lesson, so that students do not only listen. However, on the practice teachers still prefer to use the conventional model (lecture) which are irrelevant to be applied in natural science learning.

In the 2013 curriculum, natural science learning used an integrated sciences learning form, in which the natural science lesson was integrated on the biology content, physics, and chemistry. The integration of some concepts on natural science lesson conducts trans-disciplinarily approach in which the boundaries of disciplines no longer appear explicitly and clearly. To achieve such learning as like that, the teacher should use appropriate learning models and learning media.

Education that has been done in Indonesia is learning to think, learning to do, learning to live together, and what today applied that is learning to be. Those fourth pillars of the UNESCO teach learning how to learn.

Learning to think, according to Suyitno (2010a) students are invited to think cognitively, which means that the process of empowering students to acquire knowledge and able to think logically and rationally so they can tell their opinions and critical attitude and has a high spirit to read. Learning to think already widely applied in the learning process in Indonesia, so many students who are excellence in their cognitive.

Learning to do, according to Suyitno (2010b) is students learn by their psychomotor. This means the process of empowering students to be able to do including problems solving. The problem here is learning. For example, in natural science, they are able to finish the practicum until making conclusion.

Learning to live together according Suyitno (2010c) is education directed at the formation of the sense that students are living in a global world, in which there are wide variety of people who have a religious background, language, and culture. This gives lesson to the students to live in tolerance. In addition, in natural science lesson, is taught tolerance scientific attitude.

Learning to be (learning to be our self), is a student-oriented education in order to grow and develop independently and have good self-esteem. Learning to be is often called as holistic education purpose. The purpose of holistic education according to Akhmad Sudrajat (2008) is help to develop the individual's potency in learning environment, which is more fun and exciting, democratic and humanist through experience in interacting with environment. Through this education form is expected students are able to realize the own capabilities by studying use the way as they like.

If viewed from the objective, holistic education will be able to generate a positive impact on education in Indonesia. At Widyastomo study

(2012), the basic education and secondary curriculum documents has already contained holistic education, but have not been implemented comprehensively in learning. Therefore, if holistic education applied properly in learning, then the learning will provide better, although learning is not only seen just from the results. However, the learning model is a process that will be passed by the student.

One of learning model that embraces a holistic education is learning quantum. Why that model said to be followers of holistic education? The Answers of this question will be examined in this article.

2. Fundamental Concepts of Holistic Education

According to Mahmoudi, et al (2012) holistic is a culture that can be traced from its origin. In general, aborigines viewed this universe and earth contains many meanings or senses that can be deepen. Then holistic educators try to cover it in a meaning and purpose in education world. The holism concept itself comes from the Greek concept which view this universe as an integrated thing cannot be reduced any parts.

Those concepts states that holistic is an integrated thing that complete each other, if one of those part is lost it cannot be said as holistic. It is made as a paradigm in Indonesian education.

J. Miller in Mahmoudi (2012) explained that Socrates as a holistic educator, encouraging every person to examine by himself or examine his life. Holistic education is derived from "*romantic*" that is educational theory from Jean Jacques Rousseau, Pestalozzy, and Froebel. Rousseau, Pestalozzi, and Froebel with other holistic educators of the 19th century and 20th century such as William Ellery, Channing, Rulf Waldo Emeeson, Henry David Thoreau, Bronson Alcott, and Francis Parker and Montessori and Rudolf Steiner, all of them emphasize spiritual aspects of human nature.

According to Brooks in Mahmoudi, et.al (2012) that Rousseau saw a child has a good natural character and believe that the soul of a child can be revealed in accordance with the pattern of its own naturalness. It is used as the holistic education basic, which can develop the wholeness from the goodness of the child.

J. Miller in Mahmoudi, et.al (2012) Pestalozzi, an educator Switzerland, believe that the class should become a place for meaningful activities and it can encourage the teachers to be able to use the intuition. In addition there is one figure he is Montessori, stated that it was essential to nurture the spiritual development of children.

Starting from some of those opinions that then were used as the basic paradigm of holistic education, those are: the concept that children are basically good, a concept that the class is a place for meaningful activities, concepts that nurture the spiritual development of children is very important,

and the concept that children can examine and evolved with themselves.

Miller in Hare (2010) proposed that education is regarded as holistic when it exemplifies some of the following characteristics, these are:

- a. Holistic education maintains student's comprehensive development and focuses on intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potency.
- b. Educators and students work together in an open and collaborative relationship within the learning community.
- c. There is an emphasizing on the living experience and study beyond the classroom confines and formal educational environment education that direct to education as growth, invention, and scope expansion. It can encourage students to obtain sense and understanding and engaging with the world / environment around them.
- d. Empower students to examine critically the culture, moral and politic in the context of their lives. These can cause the students engage actively to adjust the culture appropriate with the values of human needs.

Some of characteristics above that should be created in the learning process, so students get complete learning and good attitude. Holistic teaches students to be independent and manage the life of their learning appropriate with they themselves (learning to be), so their intellectual ability in accordance with development of emotional, social, physical, creative or intuitive, aesthetic, to the spiritual. This is what we called the wholeness in holistic education.

Holistic education principle according to Schreiner, et.al in Widyastomo (2012), those are: 1) centered on the God who create and maintain life; 2) education for transformation; 3) relating to the individual development completely in the community; 4) appreciate the uniqueness and the individuals creativity and society based on the relationship each other; 5) enables active participation in society; 6) strengthen the spirituality as the life core and as the center of education; 7) propose a knowing praxis, teaching, and learning; 8) relate to and interact with different approach and perspective. A Learning that uses those principles provides integrity to the students in order to appreciate and study their life appropriate with the subjects taught.

Furthermore, Miller in Widyastomo (2012) states the delivery of holistic education, those are: a) connectivity (connectedness); b) openness (inclusion); and c) balance. Connectedness means that a good education should have connectivity each other with the surrounding environment, such as social environment, cultural environment, and

the natural environment. Some of those environments can be implied when discuss one subject, so that it becomes coherent whole. Openness means to reach all the students present in the class that has the basic assumption that children are good. Interaction between teachers and students that are continuously in learning without feeling “embarrassed” when asking something they do not know. Balance, means that education held should be able to develop the intellectual (cognitive), social (psychomotor domains), emotional and aesthetic (affective), and skills (creative) and spiritual students.

As teachers, it is necessary to apply a holistic education in every learning process. In the process, teacher acts as motivator and facilitator who encourage the students to develop them and learn as what they want in the sense of ability, learning way, learning media that can support the development of self and utilize the facilities available in the school environment.

3. Quantum Learning Model as the answer of Holistic Education

Quantum Learning is one of learning models and methods that can implement a holistic education in the classroom. According DePorter (2010) quantum learning is a learning process that involves interactions, which includes effective learning elements that affect student success. An interaction such of this that alter the ability and natural talents students become the light, which would be useful for themselves and others. Quantum Learning also provides accelerated learning in the sense of getting rid of the barriers that hinder the natural learning process by using music deliberately, coloring the surrounding environment, arrange appropriate learning materials, the effective presentation and engage students actively.

The main principle in quantum learning DePorter (2010) is “bring their world bring into our world and deliver our world into their world“. It means that when we have to plunge into the student’s world because by this way it can give permission to lead, guide, and facilitate their way to the broader science. For example, linking the subjects discussed with events, thoughts, and feelings that are in the environment around them. Indirectly, we have included materials and new knowledge into their memory and thinking unencumbered.

The explanations of that principle are: a) everything speaks, all of which in class are conditioned has significance and sends a message to learn. Here the role of emotions when learning can help accelerate their learning. In addition, the key is build that emotional bond by creating pleasure in learning, make relationships, getting rid of all the threats of the learning environment. b)

Everything has purpose (everything is on purpose), all contained within the learning environment has the same goal that is giving lessons to them. c) the experience before naming (experience before the labeling); the giving pre-perception before learning help learning more, without we dictating students to study they would know the name of what they will learn. d) Acknowledge every effort (acknowledge every effort); study contains a risk, social risk, nature, knowledge. Students who position themselves to learn, then the student has to take the risk out of the comfort. When students have established themselves to learn, and then admit every student effort, never underestimate the student’s efforts. e) If it is worth examining, it is worth also to celebrate (if it is worth learning, it is worth celebrating); the compensation of learning is celebration, this celebration is very important to give positive feedback to the students emotional development.

DePorter quantum learning models strategies (2010) are: (1) Grow (*Tumbuh*); grow the interest to students by satisfactory and provide benefits for students. (2) Natural (*Alami*); create or bring a common experience that can be understood by all students, and insist that all students experience every detail of the learning process. (3) Named (*Namai*); teachers should provide keywords, concepts, models, formulas and strategies so that students learn more easily. (4) Demonstrate (*Demonstrasikan*); this opportunity is provided for students to demonstrate that they are able to do. (5) Repeat (*Ulangi*); this process can be done together and the students really feel that they know. (6) Celebrate (*Rayakan*); recognition of participation, skills, and knowledge that have been done and obtained during the learning process is worthy to be celebrated. Some of this principle is often called as “TANDUR “.

Quantum learning is closely connected with quantum teaching, if the quantum learning is the learning, and quantum teaching is the teaching method by using the quantum learning. In each of learning model, there are weaknesses and strengths. The strengths of quantum learning has been discussed previously, while the weakness of quantum learning is very less possible that students who have a deficiency in learning focus will be difficult to capture the lessons that have been delivered, for this the teacher needs to give strategy on its learning.

4. Quantum Learning Application on Natural Science Lesson in Junior High School.

According to BSNP (2006) in Government Regulation No. 19, 2005 on National Education Standards the 6th Article, point (1) states that the curriculum for general education type, vocational, and special for primary and secondary education consists of several groups, while the natural science

lesson in junior high school/Islamic junior high school includes in science and technology lesson group, which is intended to get science and technology basic competencies and accustomed to scientific thinking critically, creatively, and independently.

Natural science characteristics according to the Directorate General of Primary and Secondary Education Management Ministry in Maryanto (2008) Natural Science lesson covering three aspects that are: biology aspects; natural science which examines various issues related to various living phenomena at various levels of life organizations and their interaction with environmental factors, on space and time dimensions.

Physics aspects, natural science is focusing on inanimate objects, ranging from inanimate objects known in everyday life such like water, soil, air, rock, and metal, up to objects outside the Earth in solar system and the galaxy systems composition in universe.

Chemistry aspects; natural science examines chemistry phenomenon/ chemistry symptom either on living things or inanimate objects that exist in the universe. These three aspects examined simultaneously so it is resulting a complete concept.

According Maryanto (2008) to make learners can learn properly, the natural science should be introduce as a whole, covering the object, the issue, or organization level of the objects that exist in universe. Natural science dimension objects include:

- a. Living things include Plantae (plants), Animalium (animals) including humans, fungi (mushrooms), protists, Archeobacteria, eubacteria.
- b. Inanimate objects include earth (soil and rock, water, and air), solar system, galaxy, and universe.

While based on organizational level dimensions aspects review, natural objects the gradation ranging can be created from sub atom (protons, electrons, neutrons); atom; molecule; elements, compounds and mixtures; substance; and objects.

According to junior high school students, natural science is a scourge, because there is a physics lesson in it. To eliminate the terrible impression in junior high school natural science lesson we as teachers need to change the teaching method and the learning models.

There are still many among several teachers who teach natural science by lecturing method continuously, which makes students saturated. Moreover, it is very often teachers are reluctant to teach but give homework directly that is over. As the alternative, it can be used quantum learning model in the learning process. For example in

quantum learning teaching strategies, 1) Grow (*Tumbuhkan*), before entering the learning process the teachers should give pre-perception related with the subjects will be presented. For example if we are going to learn about elements, compounds and mixtures. It would be better if teacher demonstrate the practicum by friendly materials for junior high school period, so they are attracted and able to deduce what material will be studied at that day.

2) Naturally (*Alami*), invite the students as experienced the lesson that will be delivered through pre-perception that has been done, invite the students to be actively involved in every detail of the learning phase. 3) Named (*Namai*), the naming process is a phase in which students are invited submit some key words for the lesson will be discussed from pre-perception has been delivered. If the students are difficult to summarize pre-perception then the teacher can provide lesson keyword immediately that will be delivered.

4) Demonstrate, in this process can be done by defining and describing the key words that had been prepared before. Thus, students will be attracted to mention one by one the description of those keywords. At this time, it is possible the class will be crowded, but it can encourage to other students to participate actively in learning. Never say the word "false" of the students' answers.

5) Repeat (*Ulangi*), this is a part for students who tend to be silent so they can try to practice speaking in front of other friends. Can be asked to repeat some of the descriptions that have been concluded. 6) Celebrate (*Rayakan*), this is the final stage of learning. Do not be hesitating to give rewards to students who have successfully followed the lesson on that day, because it can arouse the spirit of their friends who have not had the opportunity to get a reward.

From some of those strategies led to the rising of learning to be element in the learning process. Starting from the first strategy, teacher acts as a motivator, so the student interest grows emotionally. The positive emotions will lead students to study harder. The second strategy students are invited to experience immediately the learning incidence. It can stimulate students to be creative. The third strategy students can hone the cognitive aspect by trying to mention the keyword of learning. The fourth strategy students can socialize with his/her friends to find the descriptions of keywords, and demonstrate in front of his/her friend. The fifth strategy students can hone their cognitive abilities by repeating the content of the subjects that have been studied. The sixth strategy students can process his/her emotions and get positive energy to continue eager to learn more. Teachers should instill spiritual attitude in the material being taught so students know the order of the creation of God Almighty.

Here is a study that has been success to provide students learning effect by using quantum-learning model, such as: a) Agastya (2011) there is influence in real interaction with the students, students began to dare to discuss some problems with the teacher. b) Bahaddin (2014) quantum learning approach has positive effects on academic achievement, attitude, and retention / students memory.

5. Conclusion

This discussion resulted that holistic education is a paradigm that should have been started and was continued for further learning. So that students begin to learn appropriately as they want. The holistic education application can be done by using the quantum-learning model. Because the strategy contained in that model invites students to be themselves and learn independently.

The teacher's task in this model is as a facilitator and motivator for students. This model can be applied in science learning, especially in the subject matter that theory, because it can stimulate memory and the student's creativity.

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MUSEUMS AS LEARNING INSTITUTIONS IN THE TEACHING OF HISTORY: ITS FUNCTIONS, STRATEGIES AND PROCESS OF IMPLEMENTATION

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Abstract

Museum institutions have expanded and evolved vigorously while awareness on its roles and functions has become a more challenging task in this current age of modernization and globalization. Nevertheless disclosures, awareness and understanding of the roles of museum is still in an infant stage. This is upsetting and not yet fully realized while museum has a potential as a tool or medium to enhance students' understanding through visuals of historical artefacts available in the museums serving as a medium of teaching and learning of history. This conceptual paper aims to illustrate the presence of roles and functions of museum and how education process via museum applies in terms of philosophical and educational aspects highlighted in helping to strengthen teaching and learning of history conducted by the educators which may produce effective teaching of history. It also tries to explore several important issues and the way forward as well as cooperation which can be established among museum institutions and educational institutions to ensure that the museum serves as an educational resource. The discussion is concluded with a list of recommendations to promote the usage of museum as a practice among students and teachers in the learning and teaching of history.

Keywords: Museum education, History education, Historical thoughts

1. Introduction

In the teaching of history, instructional media is an important aspect of improving the students' understanding. One way of increasing students' understanding on learning of the subject of history is through the visualization of historical artifacts available in the museum. This is because history is an event or activity carried out by men in the past. So that a clear understanding can be given to students about historical events, students' comprehension of history and historical resources such as documents, artifacts, records and new findings, museums or archives is one of the effective approaches in teaching and learning of history (Lee, 2002).

In his theory of modeling behaviors, Bandura (1986) stresses that there is a close relationship between the environment and the individual in learning something. According to him, the environment plays an important role in order to generate cognitive ability of an individual. This will determine whether the input of knowledge is permanent or otherwise to be utilized in the future. Museum as an institution has a role to channel education to the public (Hamblet 1987 Feldman 1980)(Eisner & Dobbs 1988). Thus the museum as a learning medium was used to create the visualization, interpretation and generalization of students for learning history via the use of sources other than books. Museum is very consistent with its function as facilities and infrastructure in learning history i.e. by using a collection of

museums as learning resources by way of seeing firsthand the heritage objects and relics of history.

In formal education, the teaching process is an essential element in order to achieve effectiveness history education. Effective teaching process will only be achieved through approaches, methods and techniques appropriate by the teacher in order to achieve the objectives of teaching. This may show the teachers' full mastery of skills and lessons delivered (Shahril Marzuki 2004). Teachers should be creative and innovative to use teaching methods that can stimulate students' minds, and which can structure lesson experiences that enable the development of creativity among the students in the application for history education. Teachers can demonstrate their flexibility in carrying out their role by choosing approaches, teaching strategies or pedagogical (Zahara Aziz et al. 2009). One of the best approaches to teaching and learning of history is through museum education.

In line with the museum and in line with the rapid growth and development of education, the museum has been used as a medium of education. It can be seen that most of the schools have carried out a visit to the museum program in addition to the education system to strengthen the teaching of history. This is because the museum collection assembled by the museum has become a trust and aims to create awareness through education, also used as a record of the past and cultural diversity (Keene: 1996).

In western countries, the establishment of a museum is seen as important as centres of

administration, education and religion. The museum is an institution that is most effective as a means of spreading knowledge. This method has provided many opportunities for students to get involved directly with the methods of teaching and learning of history in a more active and productive way. Today, the museum institutions grew rapidly and awareness of the roles and functions has become very challenging in the current progress and globalization. Almost every country in the world has its own museum. Here it clearly shows the importance of the role played by the museum institution.

In Malaysia, the role of museums is growing and the number of establishment of the museum is increasing. Each museum is established with the objective of establishment of its own and is furnished with collections that have very high historical value. Collections at the museum are materials or objects that are useful for scientific researches which can also be used as a source of visual learning. In education, the role of the museum is very important as a way for us to be able to answer a myriad of questions related to the history of human development, culture and environment. Learning in the museum will produce knowledge and appreciation of the history of the country, where students will better understand the situation in the community and the country in creating a sense of unity and of belonging to the society and the country, besides creating a memory for history as a frame of reference for national consciousness and to strengthen the feelings of love in our homeland.

2. The History Of Museum Institution In Malaysia

The museum refers to a place where a variety of historical and cultural heritage of a nation state is stored and displayed. Etymologically, the term museum is derived from the Greek word '*muoseion*' which means a holy place to entertain visitors, whereby the original objectives of the establishment of the museum is to collect, assemble, preserve, conserve and display historical artefacts and cultural heritage with the aims to educate the public about the heritage of the nation. This refers to the name of the nine temples of Muses, the children of Zeus, which symbolize science and the arts in Greek mythology, in which it is believed that daughter of Zeus was directed to keep things related to art, history, epic, lyric poetry, dance, astronomy and religion. The place which is said to be sacred displays folk artwork relating directly to the events of the past which is considered glorious and full of pride. According to the International Council of Museums (ICOM), museum is defined as:

'... a non-profit making, permanent institution in the service of society and of its development, and open to the public, which acquires, conserves, researches, communicates and exhibits, for purposes of study, education and enjoyment, material evidence of people and their environment'.

According to the definition provided by ICOM, the basis for the establishment of the museum is to serve as a place of collection of old materials which has historical, artistic and cultural values, to store artefacts, preserve, research, exhibit, document and educate the public. International Council of Museums states the following as a definition of the museum:

A museum is a non- profit making, permanent institution in the service of society and of its development, and open to the public, which acquires, conserves, communicates and exhibits, for purposes of study, education and enjoyment, material evidence of man and environment."

In Malaysian context, the definition of a museum that was formulated by the ICOM can be modified based on the current needs and the jurisdiction of the institution of museum.

The museum is a historic institution which is the site, archaeology, artefacts, resources, documents related to past events that actually occurred, and it is a place to collect, preserve, research and disseminate knowledge on the evidence of history, culture and nature, where each of them has an importance to different levels of students. Learning activities while visiting is a method that is so effective in the subject of education history as at the museum, students will gain knowledge, understanding, skills, and appreciation when visiting the museum.

In Malaysia, the history museum began in the year 1883 when the British government established Perak Museum in Taiping. This was followed by the Sarawak Museum in Kuching in 1888 and Selangor Museum in 1899. In 1910, the administration of Perak Museum and Selangor Museum was merged under Museums Department of the Federated Malay States. In 1930, the administration was separated as an approach done for decentralization system by the British government. Part of the building of Selangor Museum was broken down due to the bombing carried out by the air force of the Pihak Perikatan [Alliance Party] on 10 March 1945. Consequently, most of the artefacts were completely destroyed. In 1959, after Independence, Mr. Ho Kok Hoe, a government architect was appointed to design the National Museum to be built on the former site of the Selangor Museum. The building was officially opened by the King, Yang di-Pertuan Agong ke-III Tuanku Syed Putra Al-Haj Ibni Almarhum Syed Hassan Jamalullail on 31 August 1963.

The National Museum is a leader of museum activities in Malaysia and the proponents of conservation and preservation of heritage collections of national treasures. Its construction which represents the national identity is the culmination of the history of the construction of the first few museums in the country such as Taiping Museum, Perak (1883), Sarawak Museum (1888) and Selangor Museum (1889). Founded on the site of the Selangor Museum which was destroyed in March 1945 as a result of World War 2, the idea of its construction had been planned in 1957 after the country's independence and its construction was announced in 1959. With the inspiration based on the background of the country's identity, the design was agreed by the first Prime Minister of Malaysia which enabled the construction to become a reality in the year 1961. Finally, the building of the National Museum stood majestically and officially opened by the Third King of Malaysia, His Majesty Yang di-Pertuan Agong Malaysia on 31 August 1963, that was six years after the country's independence.. Documents, papers, books, photographs, personal collections that have value and historical information were collected.

3. Importance Of Museum Education In Teaching Of History

Education concept emphasizes that learning is not limited only in the classroom but also includes all the manoeuvrability of individuals outside the school. The presence of students in a place displaying a source of history will relieve the students emotionally that learning of history is proved to be true. According to Neumer (in Mohd Yusof Abdullah, 1999):

Education is the key word in the definition, because that is what makes the museum of today valid -- not just the valuable collections and the striking exhibitions, but the education programs that reach out the community and touch the lives of many.

The role of the museum today has changed according to the change in approach to education. The museum is seen as an institution that is capable of delivering an effective teaching of history as it has an appropriate method and material in its premises.

Scholars identify education occurred in a museum as museum education (Woodhead & Geoffrey, 1994). Museum education can be described as learning by way of looking at the exhibits, touching artifacts exhibited and feeling its robustness, listening to the explanation given concerning the collections of artifacts on display, holding the collections materials on display and experiencing through the set of collections or artifacts on display in a museum (Condit: 1976).

Through museum education, preservation of cultural identity will be internalized by the public on a continuous basis. Education happens in a museum is in two forms, namely in-formal and non-formal as museum education (Woodhead & Geoffrey, 1994). Here students will see various historical artefacts that are largely mentioned in the curriculum and textbooks. Furthermore students will be given the chance to see, touch, examine, and analyze a variety of sources or artefacts in a museum where students will be in an informal atmosphere which is different from the routine of normal learning.

Museum serves as a channel for teaching and learning through visits to each exhibitions provided by the museum. This method is an effective method to generate broader mindset in students and presentation of knowledge to students. Normally, exhibitions will be prepared and submitted using attractive and interactive techniques whether it is ongoing exhibition, temporary, moving, and special, where knowledge can be delivered through collections on display with the use of text and captions that are appropriate to the students. Here students will get information about the artefacts on display in more detail based on the concept and theme of the exhibition. This learning will be more efficient as concept can be applied to formal education. Teaching and learning methods based on the concept of touch (teach and touch concept) is one of the most effective methods in the learning process. It can give students the opportunity to touch and try the replica provided.

Collections that are on display at the museum support the sequence of historic events. In fact, the collections on display is capable of giving a new experience for the students to better understand the historic events through which data is displayed and students can learn and know the presence of objects associated with the events. Here, teachers can also perform teaching and learning process as the situation in the classroom.

Learning based on the programs, workshops, seminars and lectures available as indoor activities is one of the strategies for the dissemination of knowledge and education provided by the museum. Through these activities, a matter or subject which is discussed and analyzed in depth, and materials or notes are distributed, too, to give students a deeper understanding and efficient teaching on an aspect covered. Museum-based education program typically will use the content and educational modules developed starting from the briefing session, to the stimulation activity, to the consolidation activities implemented. Thus the approach that is practiced in the museum matched the teaching and learning process in schools.

Learning in the classroom is theoretical and abstract where it requires imaginative thinking compared to learning in a museum which provides

an opportunity for students to deepen knowledge and exposure as well as experience the actual situation. The museum is able to give a concrete and various knowledge for the students to obtain because it acts as an effective educational media. Method of learning by lectures and talks is the approach of an academic nature which involves two-way communication in conveying knowledge. This method is face-to-face communication between museum officials and students. Through it, students can obtain information about artefacts and collections in greater depth and breadth.

The experience at the museum obtained by the students is much closer to their hearts as the subject matter is presented by the teacher during the process of teaching and learning is one event that actually occurred. It is memorable and a lot easier for the students to learn a concept or understand the meanings through vision as human beings are “visually oriented” creatures. In his theory of modeling behaviors, Bandura (1986) emphasizes the close relationship between the environment and the individual in the process of learning. According to him, environment also plays an important role in generating the cognitive power of individuals. This generation will determine the absorption of permanent information or otherwise to be used in the future. Space and different learning environment are capable of attracting and improve students’ understanding on the subject of history.

Selections of various strategies, methods and techniques of teaching may make a lesson interesting and will allow the students to participate actively and be involved. It is also able to ensure the smooth and effective delivery of a lesson. According to Othman Mohd Yatim (2005), museum education is a knowledge that applies the method of preservation of culture and heritage which is obtained from formal education.

4. Museum Education And Its Issues

4.1 The level of awareness about the role of museum institutions

Although museum institutions are increasingly becoming better, awareness and understanding of the role of the museum as a teaching and learning method is still limited. Typically, understanding and awareness of the role of museums were confined to recreational areas and visits to museums. There is the impression that the museum is a building or a place to keep national treasures. In fact, there is a perception that the contribution of museum institutions in formal education is not so important, while the museum is regarded as an institution capable of delivering an effective teaching of history as it has an appropriate method and material in its possession. The function of a museum as an educational resource that strengthen students’ knowledge by providing collections or

objects close to the school curriculum should be viewed from a different perspective. The difference should be seen in terms of the roles and social responsibility shouldered by these institutions..

Furthermore, the role and function of education played by museum institutions as a forum for teaching of education history allows teachers and students to understand and appreciate the history of their own country more effectively and expose themselves to the historical research.

4.2 Teachers' levels of knowledge

Museum education as a medium of teaching and learning is applied through exhibitions and assortments of collections which are intended to facilitate students' understanding of the identity and the evolutionary phases of a civilization and society. In the context of learning, the museum is able to diversify its presentation process to students, but the understanding of teachers from the educational institutions with relation to the subject of history is also required.. This is as through the museum, students will gain experience in the form of sustainable memory and is educational.

Each experience which students go through especially while studying the content of history courses is likely to get distracted the notion of an event itself when students are exposed to learning through the museum. Students are rarely given a chance to exploit the resources of the museum's history, archives or historical places (Levesque, 2008). Hence, the history teacher’s deep understanding of an event is very crucial because it is seen as very essential in contributing to the understanding of students about an event.

4.3 Communication gap between the Educational Institution and Museum Institutions

Institution museums and educational institutions are seen to have a strong link with each other as channels in the teaching of history. However, in making the museum as part of the process of teaching and learning of history, there is a gap which exists between involvement of teachers and educational institutions with museum institutions. This is due to the lack of academic study or case study being carried out to focus on the relationship between the two institutions. It happens due to the different portfolio positions while both are closely connected and complementary to each other, especially to the progress of the national education system.

4.4 The Role of Museum Institution (The grammar of language and the use of ICT)

Grammar is the style and the use of a language. Style refers to oral and written form of the language (Abdullah Hassan, 1997). However, when an exhibition is held at the museum for the

purpose of museum education, the same old method is still available and used, displaying the historical resources in the museum while the grammar used in historical times is incomprehensible and boring for students to read and understand the point to be explained. Clearly, technological innovations such as the use of computer, software and CD have not found a place accordingly. The museum still retains current methods and traditional approaches. Methods of teaching and learning history must be diversified in line with the ICT era. This method requires a paradigm shift to avoid from being boring in order to attract students' interest (Haminah Suhaibo, 2010). The museum must redefine its role as a source of history that actually exists and is proven, while aspects of ICT can be used as materials for research and development history. The use of ICT in teaching can rejuvenate the realm of museum education.

Conflicts arising between storytelling experiences earned from the process of classroom teaching through the collection of evidence obtained during field trips to the museum experience gained no longer serve the role to educate. For example Melaka is often said to have been lost in the hands of the Portuguese because of the constraints of modern weapons owned and used by the colonial powers. This story is repeatedly being told and has become an everlasting memory to the students' mind every time teaching and learning takes place about this topic. However, during a visit by the students at the museum, they can see that the museum exhibits a collection of weapons, including artillery, guns and the like, which were used by the Malays of Malacca. This fact is contrary to the original description given. Hence the museum should analyse the conflicts that arise and find a solution.

5. Strategies And Recommendation

Museum education can be used as a method or alternative learning to overcome lack of interest among students in the subjects of history. Along with the time, museum institution should be placed inline with educational institutions due to its ability to support education in schools. It is time that the museum institution is recognized as one of the teaching and learning methods that can be used as an alternative with existing conventional approaches.

Bilateral cooperation between educational institutions and museums is essential in order to create greater collaboration network. Museums should serve as an important component of teaching and learning system beginning from the primary level up to higher education level.

The role of museums and educational institutions should be complementary to each other. Museum institutions need to take into consideration about the students' understanding and interest on

the subject being taught and the psychology of the students who are in the museum while the process of teaching and learning takes place. Hence, the role and social responsibility shouldered by the institution of the museum as a medium of education must be extended through the MoU between museums and educational institutions.

The strategy chosen by the museum should have the potential to stimulate students to learn actively and can help to analyze the concept or idea and trying to attract attention. Museum must ensure and implement all activities that manifest the level of professionalism and quality specified.

According to Abdul Razaq Ahmad (2007), a teacher must be able to take the initiative or creativity in shaping their students' interest in understanding and interested in the subject of history. Teachers' understanding in comprehending the contents of the subject of history and materials contained in the museum is important to ensure that teaching and learning objectives are accomplished effectively. The involvement of educational institutions in the programs organized by the museum is a good way to give students an understanding of past events from multiple angles and perspectives.

The drafting of the syllabus at the highest level must also take into account the museum as one method of teaching aids which is more practical and effective. Introduction to the subject of the museum itself is necessary to put in the syllabus of the study. Future educators must be provided with exposures and understanding towards the diversity of teaching methods (pedagogy) to optimize the understanding of the teaching of history.

Websites that can display a wide range of digital source on historical events should be created by Ministry of Education Malaysia based on Malaysian syllabus. This effort can save the time of the teachers and students in the process of finding digital resources that are appropriate to the teaching and learning of history. Online digital resources on history should be created by the National Museum of Malaysia. Primary sources, especially local history resources should be digitized and posted on the Internet. Such efforts can help teachers and students to access and explore historical data by using digital resources from their schools to increase interest in the teaching and learning of history.

6. Conclusion

Generally, the role of the museum is constantly changing from time to time based on the changes in approach to education. The museum is able to give another dimension as an alternative to effective learning in the teaching of history as the process of delivering information towards positive developments among the students. Hopefully, museum education approach will help students to

create memories, better understanding, and appreciation of history as well as promoting a sense of pride towards the efforts and achievements that have been carried out by previous generations as a frame of reference for national consciousness and strengthening the love of the homeland.

Hence the museum education approach is expected to generate knowledge and appreciation of the history of the country, and understanding the condition of the community and country in creating a sense of unity and belonging to the community and country. Museum education contributes significantly particularly towards life-long learning relating to the construction of the nation and can be understood and appreciated in educating students generations after generations.

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LEARNING THE ARABIC VOCABULARIES: AN EXPERIENCE AND REFLECTION

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Abstract

Vocabulary learning is fundamental in all languages. Mastering Arabic vocabularies are still weak among the non- native Arabic speaker which known as L3 in Malaysia. This paper discusses about vocabulary learning in Arabic for non- native speaking students. Arabic vocabularies are about a meaningful word in understanding the text and communication. However it is less given special attention by students and teachers. The discussion also focused on the literature reviews and researches carried out related L3 vocabularies acquisition. Apart from that, it also detailed a number of recommendations to improve vocabulary in teaching and learning.

Key words: BYOD, adoption, Mobile learning, 21st century education

1. Introduction

Vocabulary is assumed as the meaning of a word that can be understood by others. It serves as the content and the core in all languages particularly in the four basic language skills of reading, listening, writing and speaking. With the vocabulary, communication can be done clearly and delivered perfectly. Without the knowledge of the vocabulary, a text will be incomprehensible and the sentences are not understandable. Therefore, Mc Carthy (2001) states that no matter how good the students master the grammar of a language; it will be useless without a good command of vocabularies. This is because; only vocabulary will bring meanings in communication.

Learning the Arabic language as a subject in primary and secondary schools is an effort by the Ministry of Education in enriching the knowledge content in line with the national education inspiration in Education Development Plan (2013-2025). Arabic has been introduced as a subject in SMKA through the approval of the Committee of Inquiry Study Course SMKA in 1978 (Harun, 2014).

After that, the Arabic language has begun to be taught as an elective subject for Religious Stream Classes in secondary school and became a compulsory subject for all Secondary Religious Schools (SMKA) and Integration Boarding Schools (SBPI) in Malaysia (Rosni, 2009). In primary schools, the Arabic language is officially taught in 1998 (JAPIM, 2003a; 2003b). In 2005, the Arabic language is taught in primary schools broadly as a compilation of subjects in the j-QAF Program (Ghazali, 2007).

2. Issues And Problems

The issue of students' weakness in mastering Arabic writing and communicating continued ever since Arabic was introduced as a subject in primary

and secondary schools. Most students cannot master the Arabic language vocabulary optimally and this limits a good writing and communication of Arabic. Norhayuza (2010) acknowledged that in teaching Arabic, she found out that the mastery of Arabic vocabulary among the students is still less than satisfactory.

Teaching of Arabic vocabulary is only focused in the classroom and textbook and cannot be implemented widely compared to other languages such as Malay and English. Typically, the teaching is more focused on aspects of grammar and sentence structures. Nation (1990) stated that the over-emphasized and understanding of other aspects of the language by the teachers have caused difficulties in mastering this foreign language. The teachers have forgotten to emphasize the technique of repetition, word association technique with other words in the teaching and learning of vocabulary.

The poor command of Arabic vocabulary limits the ability of students to communicate in Arabic (Nik Rahimi, 2004; Ghazali Yusri, 2012). These problems has contributed to the fall in the performance of Arabic language in the examination whether at the school or even national level as reported in the study (Hamzah, 1997; Zawawi, Mohd Marda, and Abd Raof, 2005). Failure to master the vocabulary of the language has caused the interest of students towards the subject to fade.

The study on the vocabulary of the main languages in the world has grown by leaps and bounds. However, the study on the vocabulary of the Arabic language, especially in Malaysia is still less given emphasized to. The lack of vocabulary study on the Arabic language leads to an inadequate ideas and insights in dealing with the issues of mastering the vocabulary (Jusoh, 1995; Che Radiah & Norhayuza, 2011).

3. Vocabulary Learning Strategies

Vocabulary learning strategies is the method used to collect vocabulary by the learning

behaviours in the language learning strategies. This strategy was originally built on language learning strategies and then being more detailed to the vocabulary learning strategies. Vocabulary learning strategies is different from each other depending on the suitability of the individuals themselves.

3.1 Schmitt Vocabulary Learning Strategies (1997)

Schmitt Taxonomy of Vocabulary Learning Strategies (1997) constructed a classification based on language learning strategies Oxford (1990). Schmitt (1997) has divided the learning strategies of vocabulary into two main categories;

- i. discovery strategy - strategies that explores the meaning of the word;
- ii. consolidation strategy – strategies that consolidate the new words in which the words found are strengthened by memorizing technique;

Then, the two main categories are divided into five sub-categories:

- i. determination strategy - individual self-study that tried to find the meaning of a word without the help of others;
- ii. social strategy - the process of learning new words through social interaction
- iii. memory strategy – the students associate the learning new words with the existing knowledge or background of new words using mental process;
- iv. cognitive strategy - strategy that does not involve students in mental processing, but using a more mechanical way; and
- v. metacognitive strategy - strategy that involves monitoring and evaluating the outcome of the progress made

The usage of Schmitt Vocabulary Learning Strategies (1997) is considered to be holistic in learning the vocabulary.

3.2 Takač Vocabulary Learning Strategies (2008)

Takač (2008) has found the most up to date vocabulary learning strategies in this century. His discovery is a string to his studies that build the inventory questionnaire to measure the frequency of foreign language learning strategies. Indirectly, he has developed Vocabulary Learning Strategy for Elementary School Questionnaire (VOLSQES). It is the questionnaire on vocabulary learning strategies for primary school students. Takač (2008) has classified the learning strategies of vocabulary into three classifications:

- i. the formal learning vocabulary memorization technique, remembering and meta cognitive
- ii. Self-study of vocabulary that is the strategy that exposes students directly to the target language with their own efforts such as checking dictionary, taking notes while

reading, associating the word with a physical object or environment, imagining the meaning of the word and use new words in sentences.

- iii. learning incidental or spontaneous vocabulary in situations that occur in the natural learning

Although there are many vocabulary learning strategies, all of the theory concluded that the cognitive reasoning and determination of the students in mastering the vocabulary are the key elements in the strategy of learning foreign language vocabulary (L3) or second language (L2).

4. REFLECTIONS AND SUGGESTIONS

The author's experience as a teacher of Arabic language at lower secondary level in ordinary secondary schools has revealed a range of issues about learning vocabulary. Typically, students who took the Arabic language subject is placed in a special class called Religious Stream Classes (*kelas aliran agama*).

4.1 Reflections and Suggestions: Experience 1 (Students' Attitude)

Students who took the Arabic subject usually have good results and excellent in the Primary School Assessment Test (UPSR). They had studied Arabic since primary school through j-QAF program. No doubt that they have a good basic command of Arabic and a good vocabulary. Those who showed a meagre attitude was probably because of the weak mastery of the vocabulary despite of their high interest in the language. It has been proven by Kamilah (2000) that found out the existence of laziness and boredom due to the inability to understand the vocabulary. The laziness to bring dictionary as references has also become the reason of the weak mastery of the vocabulary (Rosni, 2009).

According to Ghazali et al. (2010) the estimation of the own ability of the students determine their attitudes and efforts to learn Arabic. Students who have low self-sufficiency will be easily discouraged when facing stress in their learning. Azhar (2004) explains the motivation factor closely related to the students' interest in learning Arabic. While the findings given by Ismail, Wan Maizatul Akmar & Azman (2013) have found that students' attitudes learning and self-factor towards the learning of Arabic at primary school level is positive and encouraging. In this context, the creativity of the teachers in fostering student interest in learning the Arabic language is very important in order to obtain optimum learning (Mohamad Sani, 2005).

The attitudes and interests of the students towards the subject of Arabic should be fuelled by the creativity and ingenuity of the teachers in manipulating their pedagogical skills in teaching.

4.2 Reflections and Suggestions : Experience 2 (Communication Skills)

The weaknesses of the students to communicate in Arabic are clear due to the lack of mastery of the vocabulary. The Oral Skills performances in School Based Assessment (SBA) for Form 1 to Form 3 were usually just a Band 4 and 5 only. Only a small number of students who are proficient and mastering the vocabulary can achieve Band 6. Involvement of students in *muhawarah* was also limited except with the guidance of teachers, texts provided by the teachers, or the sources from the textbook due to issue of mastering the vocabulary.

Realizing the problem in learning the Arabic language, communicative approach was introduced in KBSM to increase the Arabic language proficiency among the students who viewed to be bounded by grammar translation method (Nik Mohd Rahimi, 1998; Rosni, 2009). However, Nik Mohd Rahimi & Kamarulzaman (1999) realized that this approach did not achieve its objectives because of lack of vocabulary acquisition among students.

The learning of Arabic vocabulary is not taught in a special time when teaching Arabic language skills compared to the others. Instead, the teaching and learning of the Arabic vocabulary occurs implicitly through the text reading comprehension. This scenario is consistent with the study by Mat Taib (2005), which suggested that the teaching and learning of vocabulary to be planned properly without neglecting other language skills.

4.3 Reflections and Suggestions : Experience 3 (Examination)

The year 2013 is the last year for the Lower Secondary Assessment (PMR) and going to be replaced by the Form 3 Examination (PT3) that is school-based. Patent construct and items in Arabic questions undergo only a few changes. Major changes are in the scoring system of PT3 which is more holistic. Experience as a teacher to see students weak in writing (*insya'*) and using the corresponding Arabic word to the word given in Malay languages (*tahwil' ibarat*).

The unsatisfying performance in the tests came from the weak mastery of vocabulary and lack of drills in the certain aspects (Fan, 2003). Mat Taib study (2008) also found a clear disadvantage in terms of Morphological and collocation stemming from a lack of mastery in Arabic vocabulary. Rosni (2013) and Harun (2014) believe that the teaching and learning of Arabic vocabulary should be given serious attention by all parties to improve the performance of students in examinations. Even the size and depth of vocabulary mastery greatly influence the examination achievement Arabic (Harun, 2014)

4.4 Reflections and Suggestions : Experience 4 (Teacher's Teaching Strategies)

As the foreign language teachers, to foster interest in the Arabic language is a big responsibility. Challenges and problems faced must be dealt with wisely. Religious Stream Classes (KKA) students will normally be 'floated' during the Arabic teaching and learning (T&L). This means that the timetable will start as early as 7.30am and ends 3.30pm because the T&L overlaps with the core subjects. The factors of going back late and over time lead the students to be bored and tired.

Most teachers are only using conventional techniques in teaching such as lectures, translation and explaining without the use of interesting teaching aids with the reasons of not enough time and busy. Old-fashioned and low inventory situation is detrimental to the interest of students of Arabic. Furthermore, the Arabic language is already labelled as difficult subjects to be studied. To increase the interest in the Arabic language the teachers must be creative in presenting their lessons. Mehta (2009) also believes in learning foreign language vocabulary which is considered difficult, learning should be implemented with interesting, relaxing and enjoyable by providing the appropriate vocabulary exercises.

Che Radiah & Norhayuza (2010) encourage the teachers to integrate the language game techniques the T&L. The games are particularly that are to help remembering the vocabulary and expressions, involving speaking skills, reading and writing and other language skills games. Mehta (2009) also stated that the teachers need to be creative in building activities and vocabulary exercises that can help students to create vocabulary learning strategies independently. According Adenan & Khairuddin (2012), a versatile teacher is a teacher who is able to use the minimum teaching aids effectively, maximum and organized under any circumstances.

5. Discussion

The teaching of vocabulary of a foreign language is not an easy task as they involve with original language of the speakers, the words and patterns of language itself. Three key areas should be paid attention to in the teaching and learning of vocabulary which are the words form, the meanings of the word and the distributions of words. Teachers must be wise in choosing the words for students in terms of frequency of occurrences, easy to pronounce and a new word association with existing knowledge in order to optimize the learning process.

To improve the mastery of Arabic vocabulary in students, Rosni (2013) suggested that teachers

- i. choose the correct and appropriate level for the students,
- ii. translating new words through descriptions in Arabic, giving the meaning of antonyms, or synonyms, use pictures or objects, refer dictionaries and eventually translate into the native language,
- iii. read the entire text and explain the meaning of new words in the text,
- iv. strengthening the words by reviewing several times and
- v. apply the new word in T&L by encouraging the students to communicate in Arabic.

In conclusion, the Arabic language learning must begin with the learning of the vocabulary as the basic. The mastery of Arabic vocabulary will ensure the mastery of other language skills such as reading, listening, writing and speaking as well as to answer the examination questions with the right content. And finally, the capability of building and writing sentences in any situations and able to apply in any activity that requires language proficiency in Arabic either inside or outside of school.

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SCHOOL BASED ASSESSMENT (SBA) FOR THE SUBJECT OF HISTORY: THE TRANSFORMATION OF HUMAN CAPITAL

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Abstract

National Education Assessment System (NEAS) is an assessment system that was introduced in the transformation of education, called the School Based Assessment (SBA). SBA is developing holistic human capital through emphasis on the mastery of knowledge, intellectual capital, acculturation and adoption of the progressive attitude, ethics and high morals as stated in the Education Development Master Plan (EDMP), the National Integrity Plan (NIP) and the like envisaged in the National Mission. PBS was implemented in primary schools in 2011 and introduced at the high school in 2012. SBA will ensure students through the education system in the field of knowledge, skills and competencies. Pupils are assessed fairly and equitably as individuals in society based on ability, ability, talent, skills and potential without comparison to others. SBA hopes to produce students who excel in all aspects because its assessment is carried out in the early stages include academic, personality, sports and co-curricular activities. This is consistent with the requirements of the Ministry of Education Malaysia to produce world-class education.

Keywords: School Based Assessment (SBA), human capital, world-class education, education system and assessment

1. Foreword

National Education Assessment System (NEAS) is an assessment system that was introduced in the transformation of education. NEAS is a transformation of the system that focuses on achievement tests and examinations (examination-oriented) to the indicator system to assess the potential of students and the willingness to learn, in addition to test mastery and accomplishment. Assessment is an essential component in education because it provides information on the progress of students to teachers, parents and students themselves. The results of the assessment can help teachers evaluate teaching methods and activities undertaken in the process of teaching and learning. The Ministry is concerned about allegations that the education system is too cantered on the exam. Thus, the Cabinet dated December 17, 2010 has been agreed that the School Based Assessment (SBA) is implemented as part of the Education Transformation Program. SBA is an effort to develop a holistic human capital through emphasis on the mastery of knowledge, intellectual capital, acculturation and adoption of the progressive attitude, ethics and high morals as stated in the Education Development Master Plan (EDMP), the National Integrity Plan (NIP) and as envisaged in the National Mission. SBA was implemented in primary schools in 2011 and

introduced at the high school in 2012. As in 2016 primary school pupils will sit for UPSR, which has been improved. PMR 2014 also will be fully implemented in the form of SBA (Ministry of Education Malaysia's Official Blog).

Educators who seek to understand the learning styles of pupils ahead, can use to improve student weaknesses and strengths make it the foundation to build lessons (Rohaila, Norasmah & Faridah, 2005). Learning programs in schools should also be in accordance with the level of development of students in order to stimulate thinking, build a positive attitude and good character, improve fitness and health to the optimum potential enrichment. Therefore, some effort should be made by teachers to increase their involvement in the learning process. According to the School Based Assessment (SBA) is a holistic assessment that is able to assess the cognitive (intellectual), affective (emotional and spiritual) and psychomotor (physical) in line with the National Education Philosophy and Curriculum Standard for Primary Schools (KSSR). SBA is optimized to assess the academic and non-academic. SBA gives recognition and autonomy to teachers to implement formative assessment (assessment carried out during the learning process) and summative (evaluation conducted at the end of a teaching and learning) based school (Ministry of Education Malaysia's Official Portal). SBA

component in the national assessment system as shown in Figure 1 below:

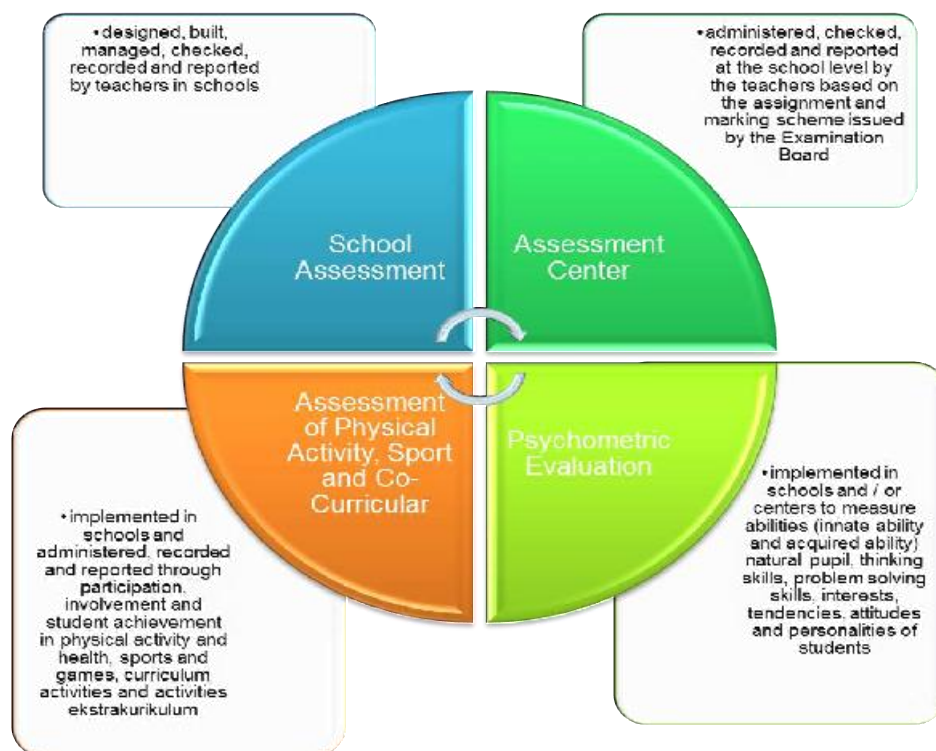


Figure 1: Components of SBA

The objective of SBA is shown in Figure 2 below.



Figure 2: The objective of SBA

It is obvious that the PBS will ensure students through the education system to reach international standards in the field of knowledge, skills and competencies. According to Julie Gantcher through Anis (2012), hands-on learning is a fun and a clear and increasing curiosity, competence and creativity through activities carried out in practice. In other words, learning is hands-on learning through experience or what students do on your own with the guidance of teachers. I have also decided to hold the hands-on activities in small groups or in other words cooperative learning. Slavin (1982) defines cooperative learning as a teaching method

requiring pupils of various abilities to work in small groups to achieve a common goal. According Effandi Zakaria (1998), the cooperative learning is a teaching strategy in which students help each other to each other in small groups. Cooperative learning occurs when students work in groups, share ideas, help each other to solve problems, and make sure all team members to master their subject matter by asking for help from the teacher. All subjects taught in primary and secondary schools will be evaluated through the PBS include the subject of History. To ensure smooth implementation of the PBS, teachers should use

Document Standard Curriculum, which contains things that should be learned and should be delivered in the learning process while the Document Standard Performance is a key reference for assessing and measuring student mastery. Teachers are given the recognition and autonomy to carry out formative assessment during the teaching and learning as well as summative at the end of a learning unit or at the end of the year. To assess, teachers do not necessarily provide a worksheet for each skill to be assessed. Evidence or proof of student mastery can be obtained through observation, oral responses, training in an exercise book or workbook and homework. PBS does not limit the creativity of teachers which is of course more familiar with their students.

In an effort to improve the assessment of existing schools, Assessment Standard Reference introduced, namely the Standard Performance to see the progress and growth (growth) learning and

teacher carry out the assessment in accordance with the data band statement contained in Document Curriculum and Assessment Standards. Table 1 below shows the level of achievement of students in Band 1 to Band 6 starting with the weak performance of Band 1 to achievement of Band 6.

SBA to give autonomy to teachers to implement assessment based on student readiness. SBA helps students and teachers identify students' strengths and weaknesses in teaching and learning to walk. Therefore teachers can adjust enrichment or remedial activities according to the needs of students. The fair is worth noting that the SBA does not compare students to other students. Otherwise the success of students are measured against standards that must be achieved in a learning phase. It is hoped that in this way the pressure on students and teachers can be reduced as compared with a group of students not smarter or had to wait for another friend who is not yet fully mastered the skills being taught to go forward. If properly

BAND	STANDARD
6	Know, Understand and Can Make a Civilized Exemplary
5	Know, Understand and Can Make a Civilized Praised
4	Know, Understand and Can Make a Civilized
3	Know, Understand and Can Make
2	Know and Understand
1	Know

Table 1: Performance of Students Base Band

pupil achievement. It is the process of getting information about. The extent to which students know, understand and can do or have mastered what is learned based on the performance standards set by the levels of achievement as envisaged in the curriculum document. Reference Standard assessment does not compare the achievement of a pupil with other students but reports student performance in learning and to highlight the progress and growth (growth) in student learning by reference to the standard statement. In SBA student achievement reported by the band and no longer as a raw score of 81% as well as by grade A, B, C, D or E. Typically, the band acquired by students every

implemented and planned SBA will create a harmonious environment for the development of a class of individuals.

If wisely managed and implemented, teachers will find that SBA provides many benefits and can reduce the workload of teachers. To help teachers implement PBS, two ICT applications have been developed to ensure that teachers are saddled with clerical duties. SPPBS (School Based Assessment Management System) and PAJSK (Assessment of Physical Activity, Sport and Co-Curricular) developed to record, store and report on student progress. The stored data can be printed as reports when needed. The reliability of the assessment

carried out by the teachers enhanced through quality assurance. All student work that needs to be evidence filed as evidence that students have mastered the skills being taught. Quality assurance for the implementation of PBS can be achieved through Figure 3 next (Official Portal Ministry of Education Malaysia).

In the Standard Curriculum for Primary Schools (KSSR) requires each school to implement School Based Assessment (SBA). PBS was done to pupils in Year 1 to Year 4 primary and secondary schools for Form One this year. Therefore, every school could not run from performing this assessment. Various assessment methods that can be implemented in PBS is shown in Figure 4 below:

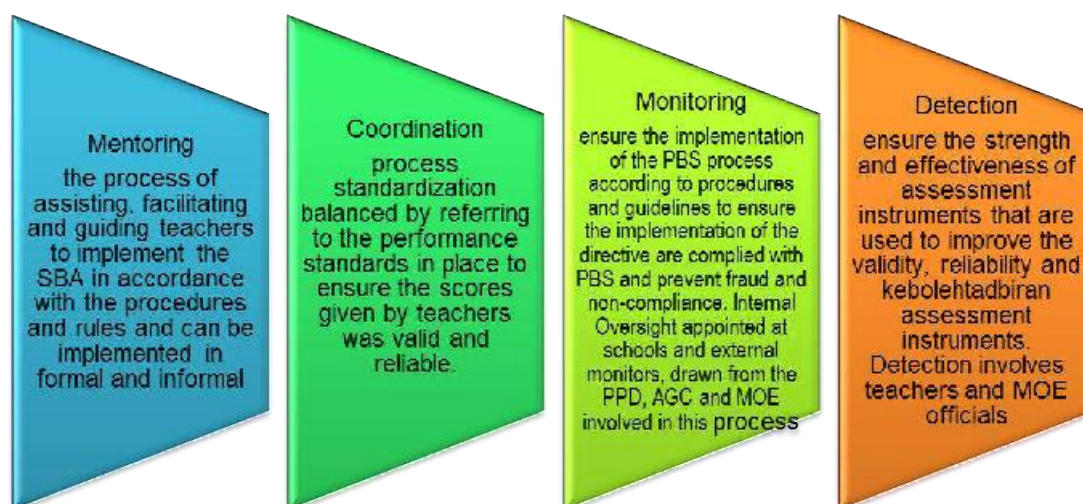


Figure 3: Quality Assurance SBA

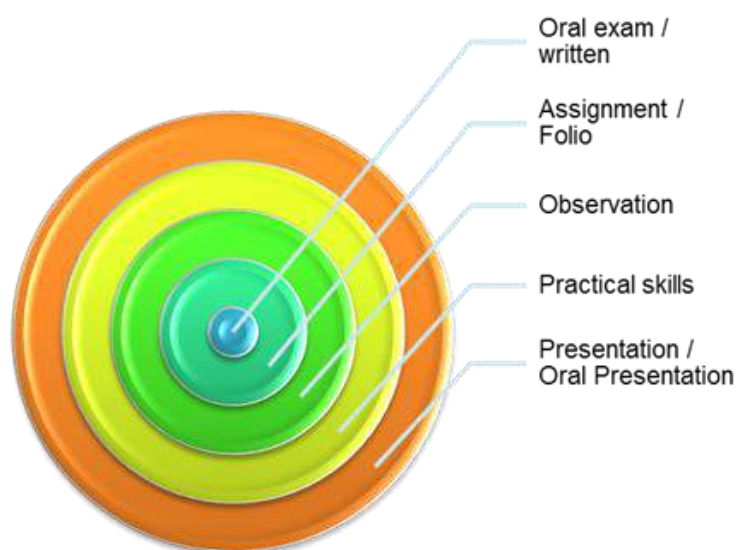


Figure 4: Assessment Methods in PBS

Through assessment methods in PBS, the folio is one method that can be used as a summative assessment to be one of the items the school assessment. In carrying out this PBS, summative assessment is carried out for the subject History of 4 for Mid Year Examination this year. History committee should decide to carry out an assessment of the school through the provision folio to get marks for mid year examination this year. Therefore, students in 4 schools have been asked to provide folio of individual school history within a month. PBS exercise to go through the processes of assessment has been carried out as shown in Figure 5 below: -

for self-evaluation, reflection and peer. It aims to obtain an accurate and fair assessment. In addition, the column can help teachers save time in assessing and giving marks to students. Therefore, the scoring rubric should be provided to assess every subject taught in schools include the subject of history as a guide for teachers to give marks just and fair to all students. In addition, students are trained to implement the PBS through the planning process, how to obtain a source of information and understanding of the assignment questions.

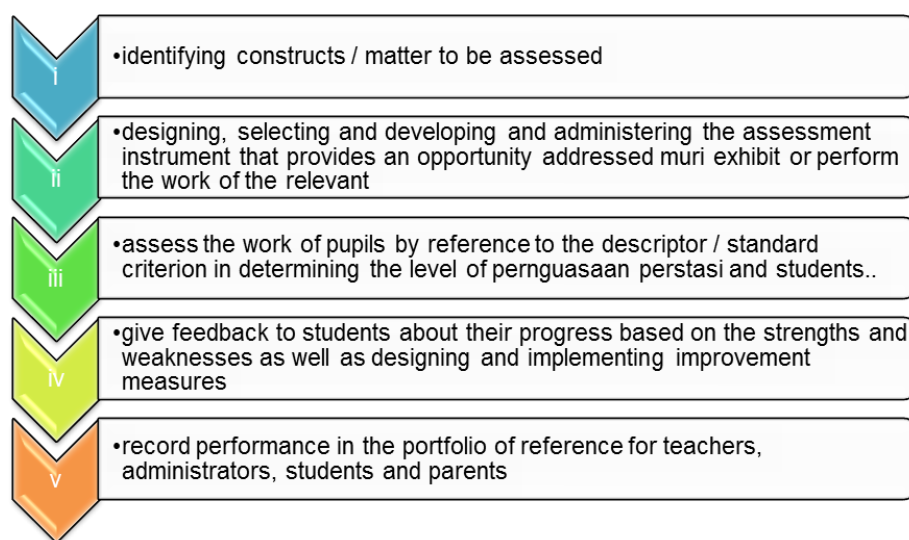


Figure 5: Process Assessment in SBA

2. Assignment Specifications And Marking Provided Rubric

Folio can be defined as a method used by teachers to gather and record evidence of achievement of students in a certain period of time. Typically, the folio-shaped structured documentation. It requires planning, implementation and evaluation of care. The learning process is carried out collaboratively to achieve understanding and documenting critical and creative thinking as well as the selection of information and facts from the beginning to the end. Scoring rubric can be defined as an assessment tool for the subjective assessment. This is for a set of criteria and standards related to the learning objectives that are used to evaluate student performance on paper, projects, folios, essays and other assignments. Standard sections allow us to evaluate certain criteria and make scoring more easy and transparent. Section is an attempt to portray a consistent evaluation criteria. It allows teachers and students alike to determine the level of complex and subjective criteria, and provide a basis

3. Planning

The students have been very successful in providing the planning complete, accurate and realistic and demonstrate seriousness. In other words, students were preparing work schedules, objectives, establish research methods, specify a title, a rough framework folio and stating the source of the material obtained. In addition, the students also have a work schedule that starts from the beginning of the process until the process is complete folio. With their work schedule, a job can be carried out more smoothly, systematically and efficiently. The students have also successfully set of clear objectives for this study. In setting the objectives of this study, these students meet regularly with subject teachers to request a view of history teachers. In addition, students are able to establish proper title based on the question assignment. Through the study, the students were using interviews, internet browsing, observation, books and the like to obtain more precise information. The students also have to provide a

rough framework for producing folio tasks and questions as the requirement to consult teachers before the end of the process resulted in this folio. Source material so obtained was expressed with accurate and complete all.

4. Collection of information

Folio collection of my students are able to collect information by reference to various sources suitable as a preliminary process before producing a good folio. The students were eager to obtain information from various sources such as readings, interviews, observations, internet and so on. These students have been getting feedback on information obtained before he began to produce a folio. The information provided is accurate and complete, and fully compatible with the requirements of the assignment.

5. The range of reference

These students represent a variety of sources were used to find information about the history of the school. If students only provides three sources alone, then they will only be given 3 points. Similarly, if one only source, they will only get one mark only. To get excellent marks, preferably pupils diversify sources. For example, as shown in Figure 6 there is a combination of the following: -

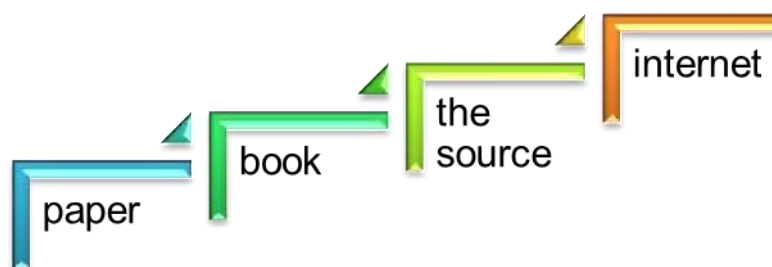


Figure 6: Various Sources

This would indicate they have used various means and skills to collect facts. Reference is necessary to prove facts that are included. Reference should be listed in the reference room and they have to provide an attachment for a copy of the source document to scoring. So, these students have scored well because has written a variety of sources.

6. Submission of written assignments using the Graphic / Photo

Students are also trained to present the results of the writing of the image or graphic material to show creativity as well as to train students in critical thinking. Writing that uses correct grammar would be guided by the teacher, by the SBA high marks given to students when they use various elements in writing as to prove the existence of critical and creative thinking in students.

7. Understanding and Compliance Question Assignments

Through this folio, the students managed to produce a folio in accordance with the requirements of the assignment. For example, if questions do require students to produce a folio of the history of the school. Folio is necessary to cover the requirements of the assignment questions as students have stated:

- a. Introduction
- b. name and address of the extended school
- c. school location.
- d. School history
- e. words, the school vision and mission
- f. colors and symbols on badges and school flags
- g. Conclusion

This shows that learning SBA is a hands-on learning as specified by Syed Ismail and Ahmad Subki (2010), hands-on activities that are very effective in helping students learn something more meaningful because they have the opportunity to experience first-hand what he learned, not just know it is the right choice to help students improve their mastery of these compare the difference settlement patterns. Based on previous studies, David L. Haury & Peter Rillero (1994) has also stated that hands-on activities as a "learning by doing activities" that can involve children in the learning experience and can actually improve children's thinking skills. Then, the students will be

more engaged when hands-on activities used in learning where they can use all the senses, especially the sense of touch that allows them to experience a more meaningful learning experience.

Measurement is a process or system used to determine the quantitative a thing, thing or situation. This value is usually expressed in a unit

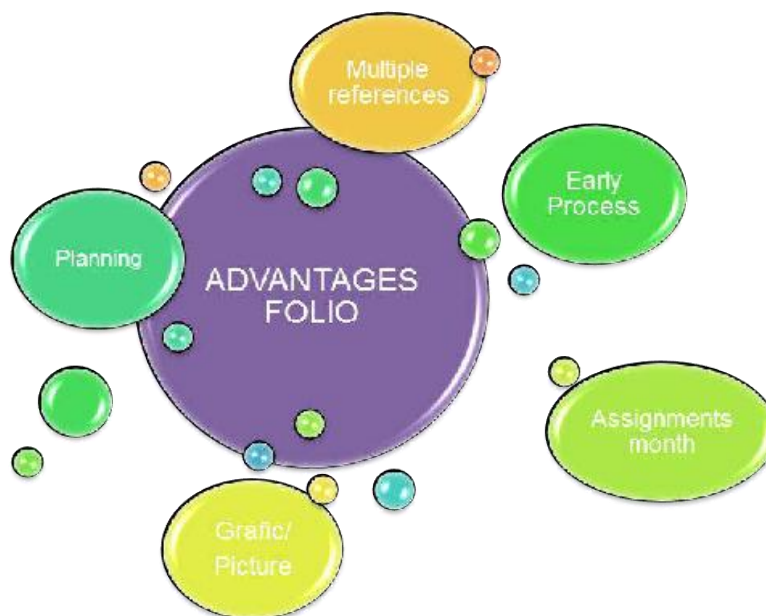


Figure 7: The advantages of Folio

As educators, we should understand the concept of assessment, evaluation, measurement and testing before implementing SBA in school. Every school in the country should implement the to test every student achievement. Such was the school where I work now also perform SBA for each subject taught subjects including history, which is a new subject is introduced in primary schools.

8. Concept Assessment, Evaluation, Measurement and Testing

It is a process of obtaining information and making judgments, and consideration of product of the learning process. It is a process of learning which includes elaborate activities, collecting, recording, scoring, and interpreting information about learning a pupil of an objective (LPM, 2000). Assessment is a process to get an overview of the performance of a student in learning a subject or learning activities. Assessment activities carried out continuously. Assessment is a process to produce a quantitative value to rank and position in learning achievement. Evaluation includes the test and measurement. Evaluation can also be defined as a process / procedure systematically to make judgments in interpreting the results of measurements, which aims to provide information on academic achievement, skills or attitudes.

rate fixed by the relevant measuring tools. Tests, questionnaires, checklists, inventory is an instrument used by teachers in the measurement process. Assessment methods and reasoning is also a way for the students to carry out measurements. This measurement is limited to the description of the quantitative and qualitative description of excluding or making decisions. Quantitative information such as raw scores, percentage, percentile rank of aggregate and become a tool for teachers to measure student achievement. Testing is a process / procedure systematically to measure student achievement are usually made in writing. The purpose of the test is to determine student achievement in a learning session. The test can be considered as the process of submitting a standard set of questions to be answered, or a set of instruments with a systematic procedure for measuring the sample's behaviour or change an individual's or a student. In primary schools, the Education history taught to pupils starting in Year 4 aims to foster and strengthen the spirit of love of country and their identity as citizens and citizens of the world. Part of this goal is measured on PBS when students are directly involved in producing projects in school history course work which, through the knowledge and appreciation of the history of our country and foreign countries related history, students can understand the state of society and the state and its relationship with history of the world.

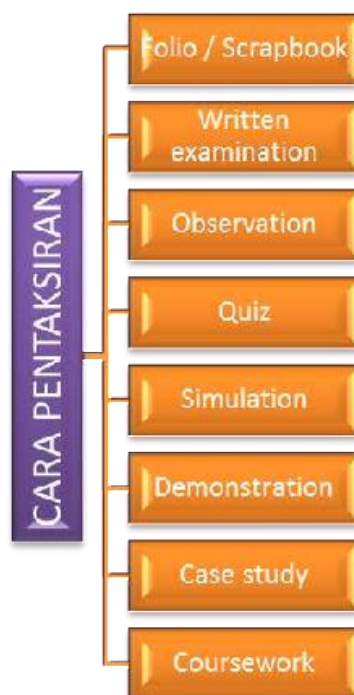


Figure 8: Assessment Methods Subjects in

9. conclusion

In conclusion, assessment of subjects including history, such as the assessment carried out in my school. As educators, we must have integrity in the performance of the test or measurement so that students are given a fair justice in accordance with the resolution by the parties concerned. This assessment does not compare the performance of a student by another student but reports student performance in learning and to highlight the progress and growth of the students in learning based on the standard statement. Thus, students will be assessed in a fair and equitable as individuals in society based on ability, ability, talent, skills and potential without comparison to others. In fact, the school is also able to obtain a complete response in the form of qualitative and quantitative data that covers all aspects of a pupil's self to enable those responsible to identify, understand, appreciate, recognize and honour the students as valuable human, material and have the potential to contribute to national development and nation by the capacity and capability of each. Standard Performance can also be used as a yardstick the state educational standards and as a tool for comparing with other national education standard.

Assessment of education in Malaysia to obtain information about the student performance for fully develop the potential of every individual as a human capital harmonious and balanced in line with the National Education Philosophy. What is

clear, the process improvements introduced by the Ministry of Education PBS is giving the impression that the system of centralized examinations such as UPSR and PMR are no longer the sole form of assessment to measure student achievement of learning to master. More than that, it is hoped could produce students who excel in all aspects because its assessment is carried out from the beginning and not just limited to the academic field but also include personality, sports and co-curricular activities.

Pupils are assessed fairly and equitably as individuals in society based on ability, ability, talent, skills and potential without comparison to others. The school was able to obtain a complete response in the form of qualitative and quantitative data that covers all aspects of a pupil's self to identify, understand, honour the students as individuals who are useful, important and has the potential to contribute. The quality assessment will result in accurate information and show the real situation regarding the level of student learning. The right information can help policy makers and decision makers to make changes in order to improve teaching and learning.

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SCIENTIFIC APPROACH BASED THEMATIC-INTEGRATIVE LEARNING IN ELEMENTARY SCHOOL

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Abstract

The study aims to: 1) develop scientific approach based thematic-integrative learning model; 2) determine the effectiveness of scientific approach based thematic-integrative learning model. This study used a Research and Development (R&D) model developed by Borg and Gall (1983) which was grouped into 4 stages: preliminary research; 2) product development and expert judgement; 3) field try out; 4) final validation and dissemination. The subjects were 2 teachers and 87 students of 4th grade, Elementary School Giwangan (Lab-School UNY). The data were collected through in-depth interview, product judgement, achievement test, respond questionnaire. The qualitative data were analyzed by using an Interactive Analysis from Miles and Hubberman, while the quantitative data were analyzed by using independent sample t-test and Anova. The results show that: 1) based on expert judgment, the product which is in the form of syllabus, lesson plan, and achievement test instruments is "very good" and qualified in use; 2) there are positive and significant effect in the treatment classes which is used the product towards students learning achievement with the significant score of $p < 0,05$ and also there is a significant improvement of the students learning achievement with the score of $p = 0,0001$.

Keywords: authentic assessment, thematic-integrative

1. Introduction

In relation with the agenda of improving the educational development, the government changes the curriculum from Education Unit Level Curriculum to Curriculum 2013 which is still in the process of evaluation on its implementation. The objective of the curriculum 2013 is to prepare Indonesian generation to have life competence as productive, creative, innovative and effective individuals and citizens of Indonesia, and ability to contribute to world society, national, state and civilization life (Permendikbud No. 66/2013). The teaching and learning process in the Curriculum 2013 for elementary school level is organized based on *scientific approach*. Curriculum 2013 also has some characteristics emphasizing on achievement of attitude, knowledge and skill competences. Curriculum 2013 is oriented to develop the quality of education. In the elementary school level, thematic-integrative learning is implemented based on *scientific approach* prioritizing *Learning Experiences* of students in developing knowledge concept. Learning through *scientific approach* touches the following three domains: attitude, knowledge, and skill. Steps of Curriculum 2013-based learning form network of all lessons (Curriculum Training Module, 2013, p. 230).

Further, Curriculum 2013 is presented in thematic-integrative learning model using themes to associate some lessons and materials as to give significant experiences to students. According to Warso (2013, p.27), thematic-integrative learning is one model in *integrated instruction* which is a system involving some lesson to give significant

experiences to students. It is significant because, in thematic learning, students understand concepts learnt through direct concepts and communicate the concepts with other concepts which have been understood. Learning using this integrative-thematic system to combine lessons having similarities of materials into a theme taught in same time. Thematic learning is usually applied to Primary School (SD) because characteristics of students still viewing overall anything have not selected concepts and various sciences. Concepts of thematic-integrative learning are presented by Frederiks, Meinbach and Rothein (1995, p.5) as follows:

A thematic approach to learning combines structured sequential, and well-organized activities, children's literature, and material used to expand a particular concept. A thematic unit is multidisciplinary and multidimensional; it knows no boundaries. It is responsive to the interest, abilities and needs of children and is respectful of their developing aptitudes and attitudes. In essence, a thematic approach to learning offers students a realistic arena in which they can pursue learning using a host of contexts and a panorama of literature.

The statement indicates that thematic approach to learning is done by combining materials as to expand knowledge of students. Thematic approach make4s students think that they can use various sources pursuant to desire of students.

Related to thematic approach, Fogarty (2009, p.95) expressed that the using of integrated model as inductive process to distinguish important skill of attitude, concept and skill rooted in scientific disciplines. In addition to discuss learning unit, thought is closed in overlapping ideas. More we share, there are more similarities. It is concluded that in thematic learning, students can learn various things in same time so that it is more efficient time. Integrative model is combination of four disciplines in which individual materials find main priorities, such as attitude, skill and knowledge. In addition, Rusman (2011, p.258) expressed issues associated with characteristics of thematic learning such as: (1) concentrating on students; (2) giving direct experiences; (3) selecting materials unclearly; (4) presenting concepts of various materials; (5) flexible; (6) results of learning consistent with interest and need of students; and (7) using learning principles while playing and enjoying. *Scientific approach* is completed with learning assessment system, namely, activities to assess students emphasizing on what should be assessed, both process and results with various assessment instrument adapted to competence demand existing in Core Competence and Basic Competence (Kunandar, 2013, p. 25).

Regarding the *Scientific approach*, Nasser (2013, p.5) stated that *"The approach elicited the knowledge of stakeholders and experts in the field"*. It can be signified that approach can result in knowledge and expert *stakeholders* in their field. In implementation, one of them makes *scientific* as approach or method. However, characteristics of *scientific approach* are not different from *scientific method*. According to Standard Graduation Competence (SKL), target of learning covers development of attitude, kin and skill domains elaborated for each unit of education. Learning process using *scientific approach* is intended to give understanding to students in knowing and comprehending various materials using *scientific approach*, indicating that information may derive from anywhere, whenever, and independent of parallel information of teachers. Therefore, condition of learning is expected to motivate students to understand various observational sources, not informed. It is confirmed by Iherihanma (2013, p. 20) indicating that *"scientific knowledge is tentative, as every knowledge or information is needed to solve problems or to delve into the unknown."* It means that *scientific knowledge* collects existing information to solve problems and the unknown.

Curriculum 2013 mandates essence of *scientific approach* in learning. The *scientific approach* is found as gold of developing and development of students' attitude. *Scientific approach* to learning has steps such as observing, questioning, trying, processing, presenting,

concluding and creating (Abdul Majid, 2014, p.211). Method of observing is very useful to find curiosity of students, so that learning process has high significance. Activities of observing are done by observing. Goldston & Downney (2013m p.132) stated that *"it is important to encourage students to use all their senses (visual, auditory, tactile, olfactory and taste when appropriate) to provide maximum information when observing science events or phenomena"*. Observation uses senses of all students to see an object. Activities of questioning can guide students to learn well, when teacher answers questions of students, at the time he/she motivates students to become good listeners and learners. Mars (2004, p.158) stated that *"questioning is central tool for both teacher and students. Teacher can ask questions of students as means testing understanding about a topic. Students can ask questions of the teacher to clarify meaning about the topic"*. The statement can be defined that questioning is central tool for teacher and students. Teacher can ask questions of students as instrument to test understanding about a topic. Students can ask questions of teacher to clarify meaning about a topic. Trying is intended to obtain results of real and authentic learning. Students must have skill of process to develop knowledge about local natural events and phenomena and ability to use *scientific method* and *scientific attitude* to solve problems facing them daily.

Erdogan (Ozturk, Ezel, & Acat, 2010, p.18) explained activities of experiment stating that:

The main point of making experiment is to establish correlation between variables by setting up a hypothesis and with help of it. Extract and the predictions, identifying variables, editing the collected information, using variables, and controlling are determination of the system's limits, subsystems, components inputs and outputs, variables which are opened to change through the interaction.

The statement means that main point of experiment is to establish correlation between variables and by setting up a hypothesis and with help of it. Extracting and predicting test, identifying variables, editing the collected information, using variables, are determinations of system's limits, subsystems, components, inputs and outputs, variables which are opened to change through interaction. Activities to reason in context of learning in Curriculum 2013 with *scientific approach* widely refer to associative learning theory. Term associative in the learning refers to competence to classify various ideas and associate various events to enter into memory cutoff. During transferring particular events into brain, experiences are stored in reference with other events. According to Hosnan (2014, p.68), activities of learning done

in process to reason are to process information which has been collected, both limited and results of activities to observe and collect and process information collected from addition of various informants having different opinions to the contrary.

Goldstone & Downey (2013, p.137) explained that activities to communicate what are done by students are, "these may include having student communicate through word and graphic representation such as pictographs, maps, symbols, illustrations, and reports". The statement means that communication is done by word and graphic representations such as pictographs, histogram, graphic, table, song, model, story, diagram, graph, photo, map, symbol, illustration and reports.

Approach and strategy of learning is prominent item in Curriculum 2013. Change in *mindset* from old learning method to new learning method compliant with Curriculum 2013 must be done by all teachers. Teachers are those who will receive changes, do improvement and develop learning in education world. In succession of the Curriculum 2013, the teachers must also prepare tools of learning as one supportive learning process in classroom in order to run well and consistent with expectation. Tools of learning are actualizations of learning model which will be applied to learning so that the tools of learning need to be designed to enable learning to be pleased. Furthermore, Suhadi (2007, p.3) suggested that tools of learning are a number of tools, materials, media of learning, cues and guidance which will be used in activities of learning.

Components of learning tools developed in this study are syllabuses, RPP, and THB. Recce and Walker (1997, p/236) stated that syllabuses are seen as documents which may contain descriptions about objectives of materials, table of objectives, table of competences associated with criteria of assessment, table of topics, or combination of some or all of the contents. Syllabuses also indicate general themes which will be developed and tasks which must be fulfilled by students. Principles of syllabus development have principles (Hidayat, 2013, pp.102-104) such as: (1) scientific; (2) relevant; (3) systematic; (4) consistent; (5) adequate; (6) actual and contextual; (7) flexible; and (8) comprehensive.

Second components are plans of learning implementation such as plans illustrating procedures and organizing of learning to achieve a Basic Competence specified in Standard Content and described in syllabus. As expressed by Mulyasa (2007, 183) stating that RPP is a plan illustrating procedure and management of learning to achieve one or more Basic Competences specified in Standard Content and described in syllabus.

Components of RPP are (1) school identity, name of education unit; (2) identity of material or theme/sub-theme; (3) class/semester; (4) main

material; (5) time allocation, it is determined according to need to achieve Basic Competence and learning load; (6) objectives of learning, it is formulated based on Basic Competence; (7) Basic Competence and indicator of competence achievement; (8) learning material, containing facts, concepts, principles, and relevant procedures consistent with indicator formulation; (9) learning method: to realize learning atmosphere and process in order that students achieve Basic Competence; (10) learning media, such as, aid to present learning materials; (11) learning sources, such as, books, print/electronic media and nature surrounding; (12) learning steps, done through stages of introduction, content and closing; (13) assessment of learning results.

Assessment is systematic procedure showing that the assessment must be prepared well. This systematic procedure is included in collection, analysis, and interpretation of information to determine how far one student can achieve educational objectives. Good teaching-learning procedure must be preceded by good preparation, without good preparation, it is difficult to produce good learning. Therefore, teacher must be able to develop learning model based on *scientific approach* and to improve this learning model well so that implementation can also run compliant with norms of *scientific approach* to learning. To apply the learning model expected to be consistent with this Curriculum 2013, teacher, before teaching, should arrange learning plan according to learning model which wants to be applied. Recently, achieving the educational objectives is an effort which should be made by a teacher. Learning tools developed by teacher must be concentrated on students, complying with what is stated in syllabus and evaluation which must be done by teacher, both RPP and Evaluation are designed and implemented according to a learning model which will be applied to Curriculum 2013 to generate autonomous students and students who do not stop to learn.

Labschool UNY is a school developed by UNY and the government of Yogyakarta city as to meet national standard education enriched to generate reliable graduates and as educational mode, dedication, research for lecturers and students of UNY. Based on results of interview in August 2014 with teacher of Class V of Public Primary School of Giwangan, there are still issues being barriers in applying the Curriculum 2013. Some of barriers facing teacher are students who have not been able to adapt to integrative thematic learning. The ability to adapt is conceptualized in materials, so that teacher feels difficult to generate students with integrative thematic learning.

In learning activities, teacher feels difficult to instruct students to be active in discussion activities or express ideas. Students habituate to receive information presented by teacher. It becomes

problem for teacher in implementing learning to activate students. Teacher does not only make students active when learning, but also teacher experiences difficulty in assessment system. Assessment in integrative thematic learning still makes teacher confused. The confusion is laid in less synchronization between learning based on materials. It results in problem on how teacher must create a form of assessment which really facilitates needs of students, in mastering of materials and achieving other competences which must be fulfilled by students. Other problems occur from textbook for teacher and students. Physical quality textbook for students and teacher are poor, so that it results in making the textbook easily damage. In addition, there are some materials of textbooks which are less complete so that knowledge obtained by students is only limited to textbooks which are presented. In addition to physical and content problems of textbooks, total distributed textbooks are also still less than need. So that, keeping based on syllabus, teacher must work hard to find additional materials in learning.

Based on results of observation and interview in initial study (*need analysis*) conducted in August 2014 in SD *Labschool UNY*, SD Negeri Giwangan, some barriers faced implementation of Curriculum 2013, such as: (1) teachers have not developed *scientific approach*-based learning model in classroom; (2) teachers still felt difficult to develop *scientific approach* based learning model in classroom; and (3) teachers needed *scientific approach*-based learning model in classroom. The problems can give less impact to implementation of learning in Class V. Development of *scientific approach*-based learning model is able to associate one of learning concept with others so that objectives of learning can be realized.

Development of *scientific approach*-based Integrative Thematic Learning Model in SD *Labschool UNY* needs to do to realize consistent objectives of learning. Materials chosen in developing this learning model is Theme 2 on Events in Human Sub-theme Life and Natural Events. Students must understand what are events occurring in life, in order that they are always ready to face epoch challenges. In this sub-theme, many kinds of information are sufficiently difficult if these must be observed directly, because most of contents are to learn natural events occurring in the whole Indonesia. Therefore, it is necessary to have development of consistent learning model so that students can easily understand these materials.

This study has objectives to develop a *scientific approach*-based learning model in integrative thematic learning in the SD *Labschool UNY* and understand effectiveness of *scientific approach*-based learning model in the integrative thematic learning in the SD *Labschool UNY*.

2. Research Method

This study is a research which was designed in a form of Research and Development. There are 10 steps of this study as stated by Borg and Gall in Nana Syaodih Sukmadinata (2010: 169), the steps are: (1) research and information collecting; (2) planning; (3) development of preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; (10) dissemination and implementation. Of the 10 steps, these are summarized in three stages: (1) preliminary study; (2) development; and (3) Testing.

The location of study was in SD *Labschool UNY*, SD Negeri Giwangan (Public Primary School of Giwangan), Jl. Tegalturi No.45, Giwangan, Umbulharjo, Yogyakarta. Meanwhile, the time of implementation ranged from August to September 2014. The subjects of study were were 2 teachers and 87 students of 4th grade, SD Negeri Giwangan, Jl. Tegalturi No. 45. Giwangan, Umbulharjo, Yogyakarta as the lab-school of Yogyakarta State University (UNY). Reason to choose the SD *Labschool UNY* was that the primary school became partner with UNY as one institution of UNY academicians in applying and developing sciences of educations.

Data of this study were pre-research data, expert judgment of the product developed in this study, and trial test (pre-test and post-test data). The techniques of data collection used in this study are as follows: (1) interview (needs assessment); (2) product assessed by expert; (3) non-participative observation; (4) pre-tests and post-tests; (5) structured questionnaires. According to the techniques of data collection used, instruments used were Interview Guidance Sheet, Syllabus and RPP Feasibility Assessment Validation Sheet, and Tests of Learning Results, Learning Activities Observation Sheet, Questionnaires of teachers' responses.

Needs analysis in the form of qualitative data were analyzed using descriptive techniques with *interactive analysis* model by Miles & Huberman. While the quantitative data were then analyzed by using t-test and Anova analysis.

Table 1. Conversion of mean score interval into criteria in *authentic assessment* and *scientific approach*-based learning model

Value	Score interval	Category
A	$X > X_i + 1.8 S_{bi}$	Very good
B	$X_i + 0.6 S_{bi} < X \leq X_i + 1.8 S_{bi}$	Good
C	$X_i - 0.6 S_{bi} < X \leq X_i + 0.6 S_{bi}$	Medium
D	$X_i - 1.8 S_{bi} < X \leq X_i - 0.6 S_{bi}$	Less
E	$X \leq X_i - 1.8 S_{bi}$	Bad

This study determines minimum product feasibility value as “B” or “Good” criterion. Thus, the results of assessment by expert, if giving end result “B” or “Good”, the development products are feasibly to use. However, if the results of data analysis do not meet good category in this study, these would be development materials to revise tools of learning before testing. Data on teachers and students’ activities consist of two choices: (1) = yes and (0) = no. Then, data collected were classified in each meeting and type of observation.

Table 2. Criteria of teachers and students’ observation

Interval		Category
Teachers’ activities	Students’ activities	
$72 < \bar{M}$	$42 < \bar{M}$	Very good
$57,6 < \bar{M} \leq 72$	$34 < \bar{M} \leq 42$	Good
$43,2 < \bar{M} \leq 57,6$	$26 < \bar{M} \leq 34$	Medium
$28,8 < \bar{M} \leq 43,2$	$18 < \bar{M} \leq 26$	Less
$\bar{M} \leq 28,8$	$\bar{M} \leq 18$	Bad

Learning activities used tools of learning developed are found meeting criteria if minimum category of observation achieved is good category. If not achieved, revision is conducted based on opinions of experts so that all could be conducted well. Data of questionnaires results for teachers using *rating scale* are quantitative data analyzed descriptively.

Table 3. Conversion of mean interval of teachers’ response questionnaires

Value	Score interval	Category
A	$X > X_i + 1.8 S_{bi}$	Very good
B	$X_i + 0.6 S_{bi} < X \leq X_i + 1.8 S_{bi}$	Good
C	$X_i - 0.6 S_{bi} < X \leq X_i + 0.6 S_{bi}$	Medium
D	$X_i - 1.8 S_{bi} < X \leq X_i - 0.6 S_{bi}$	Less
E	$X \leq X_i - 1.8 S_{bi}$	Bad

Before analyzing, values of students’ learning evaluation using available tools of learning (from the government) in control class were compared with experiment class. Then, the learning evaluation analysis was continued by statistical test, namely, mean difference test, normality test, homogeneity test, and *independent sample test*.

3. Findings and Discussion

SD Negeri Giwangan is one reliable Primary School in Yogyakarta county, it was proven by the number of awards obtained by the Primary School. Integrative thematic learning has been applied to the SD Negeri Giwangan as implementation of Curriculum 2013 has been conducted from 2013. However, in field, old tools made by teachers,

especially RPP, have not been relevant to draft of Curriculum 2013, besides that, the application of RPP was not arranged by teachers every day. RPP becomes problem for teachers because teachers do not have long time in preparing it every day.

In study of literature, the researcher did review of theories relevant to *scientific approach*-based learning model in integrative thematic learning which would be developed. The literature associated with tools of learning in the Primary School was formulated in operational definition. The made product instruments of learning tools consist of RPP and test of learning results.

Observation was conducted to obtain data on learning tools used by Primary School teachers in the integrative thematic learning. In the learning process, students have sat down in groups. Condition of learning groups was made even so that there was not prominence in the groups. Discussion method has also been applied to the daily learning process but only some students were active in the learning. When learning activities of teachers referred to manual book of teachers and each of students used manual books given by the government. However, teachers in SD Negeri Giwangan have not associated *scientific approach*. Therefore, the learning has not be pleased, creative innovative and pleasant for students.

Of the results of preliminary study, it can be concluded that the learning in Curriculum 2013 using integrative thematic learning in Class V of SD Negeri Giwangan has been implemented in classroom. However, teachers of Class V of SD Negeri Giwangan found insufficient overall on integrative thematic learning comprehensively. Furthermore, teachers of Class V of SD Negeri Giwangan have not been able to generate and need tools of *scientific approach*-based learning model so that researcher intends to develop tools of learning adapted to the Curriculum 2013. Teachers’ needs of the learning tools become basic research to develop learning tools such as integrative thematic learning of *scientific approach*-based learning model in Class V of SD Negeri Giwangan.

Initial draft of learning tools was designed according to chosen theme, namely, event theme in life. Development of syllabus is based on 10 aspects consisting of: (a) syllabus components; (b) coverage of syllabus pursuant to development level of student; (c) Basic Competence; (d) indicator; (e) learning activities; (f) learning materials; (g) assessment; (h) time coverage; (i) integrated learning materials; and (j) sources of learning. Development of RPP products in this study is based on Permendikbud No.65/2013 on Standard Process of Curriculum 2013 consisting of some components such as: (a) school identity; (b) material/theme identity; (c) class/semester; (d) main materials; (e) time allocation; (f) objectives of learning; (g) Basic Competence; (h) learning materials; (i) learning

method and (j) learning media. Development of test products of learning results consists of: (a) materials; (b) construction; (c) language; and (d) benefit/usage.

Assessment of initial draft indicates that syllabus product got average value of 104 (4.521), categorized as “very good” with criteria: syllabus has complete components, syllabus coverage is compliant with development level of students, Basic Competence selection is pursuant to event theme in life, having indicator and objectives of learning, activities of learning were illustrated harmoniously, learning materials are easily understood by students, using authentic assessment, having time consistent with material depth, integrated materials are very consistent with event theme in life, and source of learning used is compliant with indicator.

RPP products have average value of 140 (4.353), categorized as “good” with criteria: RPP components consist of identity, KI, KD, indicator, learning objectives, approach/method, learning activities, time allocation, learning sources, and evaluation, selection of KD is consistent with event theme in life and achieves 4 KIs, formulation of indicator supports Basic Competence and covers cognitive, affective and psychomotor aspects; formulation of learning objectives is very consistent with Basic Competence and indicator; selection of learning materials is very consistent with objectives and event theme in life; time allocation is consistent with width/depth of materials; and learning stages, selection of approach, model, and method are very consistent with learning materials and event theme in daily life; learning activities are detailed, clear, and able to develop understanding of students; language based is easy to understand and consistent with thought level of students; selection of learning sources and media is very consistent with *scientific approach* and learning objectives; and instruments of learning result evaluation is very able to measure achievement of learning objectives and available time allocation.

Products of learning result test have average value of 70 (5), categorized as “very good” with criteria: problems of learning result test have identity completeness of students and show problem solution cues, problem coverage is very able to measure all specified indicators, have scoring guidance and consistent with specified lattice, formulation of each problem item uses word/question/instruction requiring answers of students and does not result in multiple interpretation, language is very consistent with thought level of students, easy to understand, and very consistent with writing, spelling, and punctuation, Test of Learning Results (THB) is very able to distinguish learning competence and able to measure achievement of learning materials.

The results of a limited tryout shows that the implementation of syllabus in Meeting 1 generated average score of 71.00. The results of Meeting 2 generated average score of 71.00. Implementation of RPP is categorized as very good, it means that all elements can be implemented easily by teachers. First Meeting of initial activities with total score of 13.00 is categorized as “very good”, core activities with total score of 47.0 is categorized as “very good”, and, furthermore, in closing activities with total score of 9.0, it is categorized as “very good”. Based on test results obtained by students, it is understood that highest value of students’ learning results showed value of 87 and lowest value was 67. While the result of the field tryout, there is no significant difference in initial mean competence of students in control class and experiment class 1. Implementation of learning activities in KE and KK of Class V of SD Negeri Giwangan was conducted for 5 hours of class. Results of observation for RPP in Meeting 1 generated mean score of 66.5; Meeting 2, 69.5; Meeting 3, 70.0; Meeting 4, 70.5; Meeting 5, 71.0; Meeting 6, 71.5. The mean scores show good RPP in Meetings 1, 2, 3, 4, 5, and 6, which were implemented with “very good” result.

Results of observation for teachers show that the first meeting generated score of 62 with “very good” category; the second meeting generated score of 64 with “very good” category; third meeting generated score of 67 with “very good” category; fourth meeting generated score of 69 with “very good” category; fifth meeting generated 69 with “very good” category; and sixth meeting generated score of 71.5. The mean values indicate that RPP in Meetings 1, 2, 3, 4, 5 and 6 can be implemented with “very good” results. Results of observation for teachers indicate the first meeting generated score of 62 with “very good” category; second meeting, 64 with “very good” category; third meeting, 67 with “very good” category; fourth meeting, 69 with “very good” category; fifth meeting, 69 with “very good” category; and sixth meeting, 71 with “very good” category. Observation sheet also students also experienced increasing from first meeting to sixth meeting.

Achievement of learning results can be seen from the results of pretest-posttest in both classes. The results of pretest in control class indicate that mean value of learning results of students achieved is 76.43 with standard deviation of 4.15. And experiment class has mean value of learning results of students achieved of 76.07 with standard deviation of 4.16. While the results of posttest in control class indicate that mean value of learning results of students achieved is 81.55 with standard deviation of 3.33. And experiment class results indicate that mean value of learning results of students achieved is 84.76 with standard deviation of 4.66.

Main product of learning process is learning result. Thus, in addition to difference analysis, it is necessary to analyze difference of learning results of students in KK (Control Class) and KE (Experiment Class). End competence of students in the three classes indicates that there is difference. KE has mean value higher than KK. It is caused by KE value in test which experienced sufficiently significant increasing than KK. Thus, it can be concluded that totally, value of learning results of students in KE is better than students in KK. After the tryout, the product was revised conducted based on tryout results, suggestions of experts, peers, and teachers. The final product of integrative thematic learning tools based on *scientific approach* consist of syllabus, RPP, learning media and test of learning results.

Syllabus developed makes teachers become quicker in preparing syllabus with more comprehensive materials. RPP developed makes teachers become quicker in preparing learning activities harmoniously and completely. Test of learning results developed makes teachers become easier and quick in evaluating competence of students. Learning tool developed in this study is feasible used in integrative thematic learning in Primary School, because learning tool which syllabus according to expert gets average value of 104 with "very good" category. Learning tool which is RPP according to expert gets average value of 148 with "very good" category. Learning tool which is test of learning results according to expert gets average value of 70.0 with "very good" category.

Learning tool has good effectiveness in syllabus, RPP and test of learning results. Average achieved learning results experienced increasing in terms of pretest and posttest scores. Of observation in limited trial and field test, it indicates that students seem pleasant, spirit, and they also seem enthusiastic, especially when doing experiment outside class, discussion, finding or searching information in setting surrounding them. Reliabilities of products are: (1) learning tool contains devices containing elements of *scientific approach* and authentic assessment; (2) learning will be more effective, efficient and pleasant because all available main learning tools needed have existed in these learning devices.

4. Conclusions and Recommendations

The product which is in the form of syllabus, lesson plan (RPP), and achievement test instrument, based on expert judgment, is appropriate in use. The average score of expert judgment is categorized "very good" and qualified in use; besides, there are positive and significant effect in the treatment classes which is used the product towards students learning achievement

with the significant score of $p < 0,05$ and also there is a significant improvement of the students learning achievement with the score of $p = 0,0001$. So the product has high effectiveness, able to make student achieve learning target and obtain classical success of 92.60%.

Based on the conclusion above, it has been recommended the product of this research can be used by teachers to develop competence of students in Primary School. Learning model through learning tools developed can be used as example (guidance) to make learning design similar to different themes. Learning model through learning tools developed can be used for blue-print for school and to be one reference and learning source for teachers in school in implementing thematic-integrative learning.

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IMPROVE THE READING CULTURE THROUGH PROGRAM “READ TEN MINUTES EVERY DAY IN THE BEGINNING OF THE LESSON” (GEMESSH) FOR STUDENT IN THE CLASSROOM

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Abstract

Erosion of reading culture among the younger generation, especially students becomes a big problem for a nation. As the successor to the previous generation, they should prepare as well as possible for the sake of the survival of the nation in the future. Characteristics of the global era with different challenges, obstacles, threats and interference from various aspects of life will be more severe they face in the future. They should have more ability in terms of physical and psychic. An increase in the field of science, technology, and mentally, spiritually also must continue to be pursued so that the nation can remain upright. However, while this is happening is that they tend to the lifestyle of today who are more materialistic, and hedonistic. So that the reading culture as the root to increase science and technology seemed neglected. This paper will discuss about the reading culture has been far from the lives of the students, where game and social media as a product of today dominate their daily lives. Although these activities do not always have a negative impact, but very big influence if done excessive and not appropriate. Reading behavior is not just a meaningless activity. Someone who read the activities, expected outcomes of their reading inspired. "The program reads ten minutes every day (GEMESSH = Gerakan Membaca Sepuluh Menit Setiap Hari)" into a program that is expected to foster a love of students to read. From a habit and further developed into a positive culture that is able to provide insight into their lives. Students can apply the positive values of the source of what he reads, and is able to leave the things that are negative in their daily life, and capable of being a wise people in the future.

Keywords: reading culture, program GEMESSH, student

1. Introduction

The global phenomenon has changed the human habits that existed before. Influence of Science and Technology (Science and Technology) as one of the global product so strongly to make behavioral changes in human beings. Science and Technology, ideally can facilitate human performance to meet their needs.

It can be interpreted that science and technology provide a positive influence for human life. However, the fact that many of the negative behaviours in the use of such advanced technology, as one example are many emerging online games that can replace the positive activities commonly performed by humans, especially young children who are still in the stage of looking for identity.

No exception to the existing middle school students on the stage. Online games as they are hypnotized, so often forgotten when learning that has become the main task. Even make a person difficult to socialize, difficulty concentrating, difficulty of expression, and interaction, and can forget about everything.

The proliferation of online games users, anticipated the enthusiasm of entrepreneurs with the emergence of the cafe-cafe (Internet shop) in order to meet the curiosity of children's teens to play online.

Students in a state still wearing school uniforms are often seen gathering at the Internet cafe, even though study hours. This certainly is not to be tolerated anymore, because their main task is to learn, but in fact spent in Internet cafes with his new hobby, namely online games. In addition to online games, the use of mobile phones and electronic media or any other gadget tends to make students forget his duty to learn.

It could be argued that their behavior in the use of high-tech media does not meet their needs, as more used to things that are not important, just to be able to be regarded as 'jocks'. One of the learning activities are reading, but with this condition reading into something that is very rarely done, because their orientation is more focused on the advanced products, especially online games.

In fact, reading is a very useful. Reading is an activity that can add insight and expand the horizons of our knowledge. When we open a book, as well as opening the window. And when it opened the window, we can see things that are out there.

As revealed by Nugroho (2000) in a qualitative study explained that: "The low interest in reading due to need a lot of free time reading. While the Indonesian people spend more time consumed to work for survival and improve well-being. Perhaps the price of the book also contribute

to trigger the low level of reading ". (Nurhidayah in Book Show Character. (Suaramerdeka.com).

This condition may not be left on, making the Human Resources (HR) decreased in quality. Though a great nation must necessarily have human resources in quality and quantity can be relied upon for the existence of their state and nation in the future. Especially in today's global era, which has imposed a free market, so that requires each nation to compete with other nations in the world. Move the program Reading Ten Minutes Every Day during the first hour into class, is expected to foster students' interest in reading so as to make it as a habit and could become one of the human characters.

2. Discussion

2.1 Culture of reading

The word culture comes from the Sanskrit language buddayah. Buddayah word has a meaning that everything that has to do with the intellect and the human mind. the origin of the word culture, can be interpreted literally, as a way of life that is owned by a group of people that are passed from generation to generation to the next generation.

While the differences between religions, ethnic politics, clothes, songs, language, buildings, or artwork makes the formation of a culture. Culture in Indonesia is very influential in the development of time from time to time and changing natural conditions that exist in Indonesia. Ki Hajar Dewantara, who explained that culture is the result of society's struggle against nature and age that proves the prosperity and glory of life of society in dealing with or facing difficulties and obstacles to achieving prosperity, safety and happiness in his life.

Then, how it relates to reading? Culture of reading as a positive activity that can make the implementers, have insight knowledge horizon and high. As revealed by Harjasujana (1996: 4) which says that reading is a process. But reading is not a single process but rather a synthesis of various processes which then accumulates in a single act. Read interpreted also as the pronunciation of words, identifying the words and look for the meaning of a text. While reading according Tampubolon (1987; 6) is an activity or a way to seek guidance reasoning power.

By reading, someone indirectly has collected verbatim in linking the intent and direction of reading that in the end the reader can conclude something with its reasoning.

Read the language begins from the outer structure seen by the visual ability to get meaning contained in the structure of the language. In other words, reading means using the structure to interpret the outer structure that consists of words in a text. Can be concluded that reading is a process

that involves the ability of visual and cognitive abilities. Both of these capabilities necessary to deliver the letter symbols that can be understood and be meaningful to the reader.

Reading culture in question is as a person's skills acquired after a person is born, not an innate skill. Therefore the reading culture can be fostered, nurtured and developed. For the purpose of reading is to meet the academic demands of the curriculum. Books as media transformation and dissemination of knowledge can penetrate the boundaries - geographical boundaries of a country, that is why the book is called the window of the world (Wikipedia, 2011)

Culture of reading can be imparted to the students by reading habits. Where good reading habits, according to Gie, in Slameto, (2003: 84) is: "pay attention to the health of reading, there is a schedule, making signs / notes, utilizing the library, read earnestly all the books that need to be for each subject to the control of its contents, and read with full concentration. While Rozin (2008) explains that the culture of reading is "good positive activities routinely conducted to train the brain to absorb anything just the best information received by a person in certain conditions and time. Source readings can be obtained from books, newspapers, tabloids, internet, and so on. It is advisable to read positive things. Good information will create good results for anda. Budaya read into a nation that should be prioritized agenda, to achieve the national goals that the nation's intellectual life with the launching of the reading culture (reading habits).

2.2 PROGRAM GEMESH (Reading Movement Ten Minutes Every Day)

Reading Movement Ten Minutes Every Day, can be done by all subject teachers at the school. Very easy preparation by the teacher to make this program is not something that is difficult. However, in practice takes patience. Especially with the limited study time should certainly be addressed positively and wisely by teachers concerned. Media that can be used in this program can be a collection of papers that have been sorted out by the teacher. Teachers can also take advantage of popular books that can inspire, motivate and provoke students to do better for life in the future.

GEMESH implementation is not too long, just to ten minutes before the lesson begins. GEMESH may be beginning to cultivate the habit of reading in the students who subsequently became expected to be a character, and capable of being in the cultural life and can be transmitted from generation to generation as a result of cultural forms. With GEMESH program is expected of the students were able to use the time well to enrich themselves by reading, in addition they are also very intelligent use of time with extracurricular activities, including activities that are trained self-

reliance, and responsibility and sense of belonging to what is in the surrounding environment.

This move begins with the teacher's explanation about the importance of reading culture. After reading the source is given entirely, then the sign of the teacher, students are welcome to read, then the sign of the teachers also stopped reading, and immediately recovered. Then came the responses of their little about the news that has been read.

'Move Reading Ten Minutes Every Day' made to train students to love to read, engineering implementation is, carrying a newspaper from home approximately two or three newspapers. Furthermore, distributed to all students. The first time seen how they respond when receiving a piece of paper, some people are excited to soon read, but others look like a siskaan, even looks very lazy to read the frequently turned away from the newspaper in front of him. Every day GEMESSH implemented, for four weeks continuously. The next week, the teacher deliberately did not bring the newspaper pile into the classroom to see how the students' reactions, and it turns out the questions of the students appeared, why the teacher did not bring a newspaper / book reading, but they are ready to read before the lesson The first begins. This indicates that turned out to be a habit that has been carried out for four weeks can be a fun habit.

2.3 Students

Student / pupil / student is someone who is doing the learning activities in the learning process both inside and outside the classroom and wanted to complete her education in order to achieve its goals. Students are an important part of the education system. The success of an education system can be seen from the success of the students after the implementation of the learning process, how the results achieved success or failure of these students become an important indicator for the success of the education system.

Students are one of the next generation in the future, at the age of about 11 years and over, according to Piaget's stages of cognitive development (in Joseph, 2005: 6) included in the period of formal operations, "In the period of formal operations, there is the mental operation high level. Here the children (teenagers) can already relate to events or abstract hypothesis, not only with concrete objects. Teens already capable of abstract thinking and solving problems through testing all the alternatives.

Al-Ghazali approach, explaining that children are born with a nature that is balanced and healthy. Both of his parents who give to their religion. Similarly, children can be affected by bad qualities, and he learned it in his neighborhood.

Middle school age coincides with adolescence, in which adolescence is a time of much attention.

Due to its distinctive nature and decisive role in the lives of individuals in the community adults. According Desmita (2005: 189), "Youth as a certain period of human life is a relatively new concept in the study of the psychological". In the Western countries, the term juvenile is known as "adolescence", which derives from the Latin "adolescere" (noun *adolescentia* = adolescents), which means it grows into an adult or under development into adulthood.

In adolescents there are many changes, both physical, and psychological. Physical changes are the primary symptoms in adolescents, this affects the psychological changes. Teens-has undergone a change of puberty (puberty) is a period in which the framework and sexual maturity occurs at a rapid pace, especially in early adolescence.

School is one of the teenage environment, where the school is an educational institution that systematically formal guidance program, teaching, and training in order to help students to be able to develop its potential, both concerning the moral aspects-spiritual, intellectual, emotional, and social.

The role of education in schools must give place to permasalahan-permasalahan this, and this is different from the role of education in the family and education in the community. The difference lies in the way (the mean). The big difference is understandable, given the social structure of the school is more comprehensive than the social structure in the family. According Havighurst (1961: 5), "the school has a role or responsibility in helping students achieve their development tasks".

3. Conclusion

The main task of reading as students become rare thing done by the students / learners / students. This is due to several factors, among which are a result of the strong influence of the global products in the form of advanced technologies such as telephone gengggam with various features, gadgets, also online games that have appeared everywhere.

Reading habit should be characters and become a culture, far from expectations. They would rather stick with the sophisticated tools than doing the reading. Pleasure gathered in the cafe (internet cafes) with peers, or simply get together in one place with endlessly engage in activities that are not meaningful. Even still use school uniforms.

Obligations of all parties concerned to put an end to this bad habit to not continue. The school, family, and government and private sector should not be lazy, so that the potential of these students can be channeled properly, without having to waste time.

GEMESSH a program that is expected to foster interest in reading among students to a love of science increases. Reading is a window to the world that is able to open horizons, which are useful to achieve the objectives in the future.

Reading can continue to be grown with the role of teachers who care about education, by doing this activity regularly and periodically, the reading culture may appear in the person of students.

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CULTURAL-BASED MODEL ON IMPROVING THE EDUCATION QUALITY OF ELEMENTARY SCHOOLS TO ACHIEVE EFFECTIVE SCHOOLS

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Abstract

It had been realized that the efforts of improving the education quality tended to use structural approaches emphasizing the technical-administrative aspects that were so called format oriented efforts, not to use goal oriented efforts which lead to cultural approaches related to values. The education improvement can not be separated from the cultural bases of the schools. The cultural bases can engage the sense of belonging of school Principals, teachers, students, and parents, so that the education quality of the schools will be improved well. This study was aimed at developing the education quality of elementary schools with cultural-based model in order to achieve effective schools. We employed Research and Development approach to develop the model, based on the real condition and needs at schools. The main outcome of this study was a draft of the guidance on improving the education quality of elementary schools with cultural-based model which can be widely used by teachers to make the school quality better.

Keywords: school cultures, effective school

1. Introduction

Education in Indonesia nowadays is still facing some internal or external challenges. The internal challenges deal with how schools do sustainable improvement and create such a good school culture by involving all elements of the school such as the school principal, teachers, students, and other educational staff, in order to maintain the school's existence in the middle of an increasingly competitive climate of competition. Besides, in the context of schools, there frequently emerges some problems related to the vision and missions of school's authority which cannot be completely implemented by the school's community. External challenges deal with how schools establish relationships and partnerships with other institution to maintain the quality of education of each school.

As stated by Suyata (2000), education is a complex process which involves some institutions, namely: family, school, and community. The core units of education such as families, schools, and universities have missed many things related to senses: sense of identity, sense of humanity, sense of community and sense of cultural values. As educational institutions, schools play vital roles to improve the quality as well as maintaining moral and cultural values. To be a quality school, the school needs to establish relationships and partnerships with other parties in order to reach the goal. Supports from parents are not strong enough without seeking other supports through educative alliance in the form of cooperation between the school and other institution. In other words, to be good, the school needs constructive

supports both from parents and other parties as well as the surrounding community.

Education is a conscious effort to prepare students through teaching, guidance, and or training for its role in the future. Education may take place in the family, school, and community. Education is a process of humanizing and prepare people to face the challenges of life. Without intending to play down efforts to improve the quality of education that has been done, in fact there are many improvements to be done. In relation to the improvement and enhancement of the quality of schools, there are at least five main aspects that need to be considered, namely: 1) teaching and learning, 2) school leadership, 3) school management, 4) facilities and infrastructure, and 5) school culture (Department of Education, 1999: 10). The first four aspects have become the focus of attention of various parties who are concerned with school improvement efforts and the quality of education. But the factor of school culture would not yet widely used as a decisive factor in the effort to repair and improve the quality of schools.

Efforts to improve the quality of education in schools have tended to use a structural approach with emphasis on technical-administrative aspects (format oriented), rather than on a more goal oriented refers to a cultural approach because it involves values. In fact, improving the quality of primary school education can not be separated from the base school culture. With a base of the culture, the principal, teachers, students, and parents will have a sense of belonging, so that they will be maintaining, improving, and work towards improving the quality of school education. In this context the urgency of this research is to develop

models to improve the quality of primary school education that is based on the school culture to realize effective school. Formulation of the problem in this research is how to develop the model of the quality improvement of elementary schools based on the school culture in order to realize an effective school. In general, this study aims to develop a model which can improve the quality of elementary school education based on school culture in order to realize an effective school. The expected outcome of this study is a handbook of improving the quality of the culture-based-elementary school education.

The development of the society who has been in the century of information technologies require the mastery of science and technology in a professional manner. It also has implications on the increasing demands on improving the quality of education, which includes: professional teacher who has the role of improving the quality of education in schools. In the current era, schools are required to act as educational institutions that prepare graduates who are prepared for future competitions. In playing these functions, the school can not be evasive to always make improvements to the quality of the school.

School improvement is influenced by: shared goals, responsibility for success, collegiality, continuous improvement, lifelong learning, risk-taking, supports, mutual respect, openness, celebration and humor. According to John Goodlad, quality and inferior schools differ in culture and awareness of their culture. The culture is very close to the leadership issue. Moreover, school improvement requires a basic culture and leadership behaviors that match the quality agenda (Farida Hanum, 2010).

In an effort to improve the quality of school, cultural approach can be used associated with a number of activities that support, as expressed by M. Sastrapratedja (2001) as follows:

1. Establishment of working group of various elements and levels for mutual dialogue and negotiation.
2. The development of vision-oriented rather than focusing on deficiencies. If the model of the deficit too much emphasis on the short comings and problems in an institution, the visionary approach emphasizes the collective view of the ideal things.
3. Collegial relationship to reinforce group identity, shared responsibility, and mutual support.
4. Trust and support as parts of social capital are essential for the operation of an institution.
5. The value and common interests, rather than power and position are essential to reconcile the various interests that already exist.
6. Access to information is an important thing that is needed in achieving goals of

institutions and improvement of performances.

7. Growth throughout life is an opportunity that needs to be provided to all citizens of the institution to develop themselves and become professional.

Efforts to improve the quality of schools should be accompanied by the socialization of the obligation of each school community in developing themselves so as to produce a professional performance.

According to M.Sastrapratedja (2001), culture is mind, words, attitudes, actions, and the heart of every citizen. In the context of school, school culture is thoughts, words, attitudes, actions, and the heart of every citizen in the school. Meanwhile, according Vembriarto (1993), school culture is a complex set of beliefs, values and traditions, ways of thinking and behaving that distinguishes it from other institutions.

According to Deal & Peterson (2009) in cultures affects all aspects of a school):

- Culture fosters school effectiveness and productivities (Purkey Smith, 1983; Levine & Lezotte, 1990; Newmann & Associates, 1996; Leithwood & Louis, 1998).
- Teachers succeed in a culture focused on productivity (rather than on maintenance or ease of work), performance (hard work, dedication, and perseverance), and improvement (continuous fine-tuning and refinement of teaching). Such a culture helps teachers overcome the uncertainty of their work (Lortie, 1975) by providing focus and collegiality.
- Culture improves collegiality, collaboration, communication, and problem-solving practices (Little, 1982; Petersen & Brietzke, 1994; Kruse & Louis, 1997; DuFour, 2007).
- Culture promotes innovation and school improvement (Little, 1982; Louis & Miles, 1990; Deal & Peterson, 1990; Kruse & Louis, 1997; Walters, Marzano & McNulty, 2004).
- Culture build commitment and kindles motivation (Shein, 1985; 2004).
- Culture amplifies the energy and vitality of school staff, students, and community. Culture focuses attention on what important and valued (Deal & Kennedy, 1982; Shein, 1985, 2004).

Culture has several functions and impacts to school (Deal & Peterson, 2009):

- Culture fosters school effectiveness and productivities (Purkey Smith, 1983; Levine & Lezotte, 1990; Newmann & Associates, 1996; Leithwood & Louis, 1998).

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- Culture kindles build commitment and motivation (Shein, 1985; 2004).
- Culture amplifies the energy and vitality of school staff, students, and community. Culture focuses attention on what important and valued (Deal & Kennedy, 1982; Shein, 1985, 2004).

Educational institutions, especially schools should be in a certain capacity, can take over the functions of transmission in the family and community values. Of course, these functions can not be entirely borne by the school, because of various limitations that exist (Sairin, 2003:8). As in the case with the family and other social institutions, the school is one of the social institutions that influences the process of socialization and inheritance of the culture to the child. School is a social system that has a unique organization and patterns of social relations among its members that are unique as well. It is called a school culture. However, to make it happen, it is not only the responsibility of the school authorities. Schools can work with other parties, such as families and communities to formulate patterns of school culture that can bridge the interests of transmitting values.

What are internalized by the students (attitude in learning, attitudes towards authority, attitude towards values) are not derived from the formal school curriculum, but rather from the school culture. Research J. Coleman of the number of secondary schools in the United States showed that students in these schools better appreciate sporting achievement, extra-curricular activities, and popularity rather than academic achievement. Similarly, research conducted by Wilson on several secondary schools indicate that the ethos of a school affects academic achievement and aspirations of the students about the work (Vembriarto, 1993:82).

The education system develops certain patterns of behavior in accordance with what is expected by the community of the students. Life at school as well as the norms in force can be called as school cultures. Although the school culture is a part of the cultures of the wider community, but it has the typical characteristics as a subculture (Nasution, 1999:64). School served to convey the culture to new generation and should always pay attention to the community and the general culture. However, it is raised certain patterns of behavior in the school. This may be caused by a school that has a position that is somewhat separate from the general flow of culture.

Quality school is often assumed to be a good school or an effective school. The concept is often used with the same purpose. According to Mortimore, effective schools can be defined as: one in which students progress further than might be expected from a consideration of intake (Suyanto, 2007). Based on this formula, schools have some important tasks. The school not only supports the student achievements, but also ensures that all students can progress as far as possible when compared with the initial condition when they had entered the school. In the effective school, all students are guaranteed to grow. Conversely, in the ineffective school, only students who have high ability to learn or fast learners that may develop.

The effective school is also synonymous with school success or good school. As mentioned in one part of his work on "What makes a good school?" Bonnor and Caro (2012) wrote about for whom it's actually a good school for. They mentioned that a good school is intended not solely for students, but also is addressed to parents, teachers, and nation. This is where the vital essence of improving the quality of school education appears, because actually the estuary is to develop creative citizens in facing various challenges. Base school culture can be optimally used because it ensures a more foundational changes through the values.

2. Research Method

Research and Development (R & D) is appropriate to develop an educational model that is effective and adaptable in accordance with the conditions and the real needs in schools. This study is applied research to demonstrate and develop models of education quality improvement which is based on the school culture in order to realize an effective school.

The subjects were all members of the elementary school, particularly the teachers' forum and Head of elementary schools in Yogyakarta province. Yogyakarta province consists of 4 districts and 1 town. Principals and teachers have a strategic role in improving the quality of elementary school education which is based on the school culture to realize effective schools.

Data collection techniques in the first year of research were observations, interviews, and documentation. The search instruments were the observation and interview guidelines. The collected data will be analyzed through descriptive-qualitative method. The analysis conducted by researchers took into account the information, attitudes, and opinions of the trainee through the process of understanding the meaning of intersubjective (Burhan Bungin, 2007:237-238).

The data collected in this study were analyzed qualitatively. The analysis process is done by the following stages: selecting, simplifying, classifying, focusing, organizing in a systematic and logical links, and meaning making of abstraction above conclusion on the analysis.

3. Research Findings and Discussion

The development of quality education in schools through school culture needs to pay attention to the following aspects: a) the values, beliefs, vision, mission, b) curriculum, c) interaction of the school community, d) infrastructure, e) artifacts. In the early stages of this study, researchers conducted a field study of the target profile through a search of the elementary school with as school culture that is typical in 4 regions in DIY, through informal discussion followed by target audience, namely the Head of Elementary School in these following regions:

- Technical Implementation Unit or UPT of Northern Region of Yogyakarta City
- Technical Implementation Unit or UPT of SD, Pengasih District, Kulonprogo
- Technical Implementation Unit or UPT of UPT, Ngaglik District, Sleman
- Technical Implementation Unit or UPT of Banguntapan District, Bantul

After doing a literature review and focus group discussions with teachers, the research team developed a draft of the handbook. Until the results of this study are reported, the research team is still carrying out the process validation of experts on the draft of the guideline developed. The validator is Mr. Prof. Suyata, M.Sc., Ph.D. Then, the draft of the handbook will be tried out in a limited number of elementary schools to get input for improvement.

Efforts to improve the quality of school education have been conducted in various schools. Improvement of the quality of school is associated with a variety of dimensions, such as: the dimensions of the principals, the dimensions of the teachers, the dimension of the students, the dimension of the parents, and the dimension of the stakeholders. The dimension of the principals is generally demonstrated through efforts to create a strong leadership, where the principal is not acting as a "boss". Leadership with a "boss" or manager type sees all the decisions taken and the activities

carried out by schools are in more structural ways. Through these structural characteristics, the principal acts as the one who has the highest role and is dominant in the school. Therefore, this nature leads to less conducive academic atmosphere.

The nature of the principals indicated by the schools studied had tended to act more as leaders, not as managers. Thus the schools have tried to build a cultural aspect, because the leader has a cultural nature. In the dimension of the teacher, there had been efforts to improve the learning process in the classroom. In fact, it still not optimal because the approach of teachers in improving student learning outcomes is still class-based, not students-based approach, who were presented in some groups or classes. Education in the sense of process is educating students and teachers themselves. Thus, for the sake of the success of activities to educate students, the teachers must absolutely be an example or be a role model for the students. The students saw the teachers as educators in real life, so that students follow what their teachers did rather than on what they said.

Aspects of particular concern in all schools that became the setting of research is the fundamental aspect that has not materialized in the person of the child, which to be honest. Honestly is one of the core pillars of morality, character pillars, pillars school culture is very important. Based on the results of dialogue with the teachers revealed that in every classroom there are children who have lost money in the classroom. This proves that the value of honesty has not been embedded and manifest in the child's personality. Children do not have empathy how sad friend who lost money, much less empathy that his parents had to work to get that money.

Values have the nature that is always integrated in a person, or inseparable from one's self, embodied in a person. If honesty has become a value in a person, that person will always behave honestly, anywhere. It is highly emphasized to all teachers to instill the values of honesty until it touches the "feeling" of children (moral feeling) which in turn is done in real life at school and at home as well as in the wider community (society). Honestly can be implanted through a story or true stories that can penetrate into the hearts of children (students). One obstacle the internalization of values is no conformity between words and deeds by all teachers or in other words there has been no solid cohesiveness for all teachers. Other core values that have been tried to be imparted to students are discipline, responsibility, patience, humility and tolerance. However, the results of the values establishment are not optimal.

Academic aspects which have not been implemented by teachers in improving the quality of classroom or school education is the fact that the teachers after explaining subjects accustomed to

asking the students with the phrase "Is it clear?". The phrase is very common until now. Though this is not the right expression. The children are abstract, not concrete. The sound of ten children who said clearly or understand has made a crowded class atmosphere. That children who later eventually got the best values in their class, the numbers are approximately only ten people. With the answer of those ten children, teachers think all children are clear with the materials, while in fact only a small number of students who understand. In addition, socio-academic aspects ignored by teachers is that every child is keen called his name by the teacher. Despite an hour of face to face, each child may not get a chance asked by the teacher. But in other occasions, the students will have a turn asked by the teacher.

Teachers who know then assesses of their students will benefit that can find out how students understand the material given. Teachers gain "classroom mapping" of the learning achievement of children in a particular class. Things have not been carried out by these teachers will allow teachers to provide treatment in an effort to achieve the target achievement of students in the class involved in the learning period designed, so that at the end of the semester the students achieve relatively equal. Activities within the scope of school will facilitate the principal in formulating "school mapping" of the mastery of students in various subjects at school. Furthermore, principals need to dialogue with teachers to design remedial programs to improve the quality of student achievement in school. It is needed to be done by the principal.

Students as one of the dimensions, even as the center of efforts to improve the quality of education, have a diversity of levels of academic responsibilities. There are some students who often do not do their homework assigned by teachers. The teachers have given penalties for not doing homework, but have not been successful, because students do homework only once, then do not do it again. It is necessary to find a way out to form the academic spirit (the spirit of learning) on the pupils. Researchers provide an alternative, ie students who are relatively near their homes are encouraged to gather in the evening in one of the homes of students who agreed the students to do homework together which will be attended by a teacher. Principals and teachers plan a schedule of visits to the homes of students. It is required that is associated with the dimension of the students. The nature of the learning process that is educating is essentially important to make students feel continuous learning where the desire to grow from within the students themselves. Visit activities to the home of the student teachers will further build up the communication between students and teachers, between home and school, which has an

important role in improving the quality of school education.

No schools were successful and effective without the support of parents. The dimension of parents in improving the quality of education is a very important factor as well. Dialogue between parents and teachers associated with the issue of student learning will provide important support for schools in developing quality improvement efforts of school education. It will be strengthened with the support and input from the various stakeholders so that all parties can support the school community in improving school education to be stronger.

The vision of the school which is a series of values that missed by all of the school community must constantly ring in the ears of all members of the school community to try to make it happen. But the reality in the field, teachers often do not memorize, so it is less able to capture the essence of each school's vision. Vision should be formulated as short as possible, which is inclusive. The vision will be realized with the school's mission actually envisioned by all the school community. The achievement of that vision is strongly supported by the fundamental role of school culture.

Schools could never work alone, but need the support of other parties. School improvement efforts are always in the process, never completed. A good school is a school that is constantly trying to be a better school. Pupils do not see what is said by their teachers, but look at what is done. Meanwhile, instilling values can be done through a story or tale. Through the touch of that value, it is easy to instill positive values. Types of teachers who are sorely missed by the students, usually will be still ringing even though the students have graduated. Instilling values through stories about certain values doesn't only give the knowledge, but also moral feeling, and moral action. Those aspects are the hallmarks of school and could be the same as other schools. In the context of the school as a community, schools can learn from other schools, support each other through sharing the advantages of each school. However, the competitive climate which has been developed in the relationship among schools would need to be contemplated, so that future competition develops becoming more collaborative and participatory.

4. Final Remarks

The conclusions that can be drawn from this study consist of two things:

1. Improving the quality of culture-based school education is urgently to be done in elementary schools.
2. There is no strong effort from the schools in terms of the movements of culture-based school quality improvement.

3. Instead of external factors, efforts to improve the quality of schools are more effective if there is a big support that comes from within or internal of school.

Suggestions that can be addressed based on the results of this study are as follows:

1. The government (Department of Education) needs to constantly do evaluation to determine the effectiveness and achievement of the objectives of education in schools.
2. Structural policy needs to be balanced with the opening of opportunities for schools in developing initiatives to realize a successful school.

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CROSS-AGE SOCIALIZATION FOR CHILD EDUCATION HOMESCHOOLING AS A FORM OF DIVERSITY LEARNING

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Abstract

Alternative forms of education has so many follow the changing times. The current alternative education homeschooling is phenomenal that emphasizes the child's intelligence potential to accommodate more optimally, be another alternative in order to avoid negative environmental influences that will be faced by children in public schools when it studied. This research aims to clarify how about homeschooling community, and become an alternative education. Research using qualitative methods with ethnographic research approach strategy. Anak Pelangi Homeschooling accompanying the students through three approaches, namely, the psychological approach, academic interest and talent-continuously. The issue of socialization in childhood education homeschooling happens in the form of cross-age socialization (diversity of age levels), which provides benefits for children, namely the formation of social skills and life skills to prepare themselves as members of the community completely.

Keywords: cross-age, socialization, homeschooling, diversity learning

1. Introduction

1.1 Background

Study of the quality of educational outcomes achieved by the nation is considered to have failed to form the morals of human sublime and glorious. In this case, the school as an institution is the most established and trusted community, it can be stated that contribute to failure.

Various descriptions of such cases of sexual abuse at the Jakarta International School (JIS), a murder case caused by a brawl between students in several major cities, the killing of children by elementary grade 1 against friends caused by problems taunted-mocking, as well as some other kid crimes happening lately, giving instructions that if the school is understood as the only institution educational choices of course it can be very troublesome.

Alternative forms of education has so many follow the changing times. The current alternative education homeschooling is phenomenal that emphasizes the child's intelligence potential to accommodate more optimally, be another alternative in order to avoid negative environmental influences that will be faced by children in public schools when it studied. The negative things that can happen such as free association, a brawl, the habit of smoking, and abuse of illicit drugs that become a scourge and continues to haunt the elderly who are unable to supervise children at all times, especially when I was in school and out of the house is related to the activities of the school. Progressive parents or families are generally more interested in running a homeschooling because of dissatisfaction against a school education focus, discipline and accelerative.

According to the data of the research and development of LBTI (Institute for Read and Write Indonesia) in 2009, in Indonesia there are about 1400 people do homeschooling education. Although the number of students homeschooling is still relatively small compared to total all of the school's students, but students homeschooling keeps growing and growing. In the United States, although homeschooling is prefaced by the theologian who felt threatened by its traditional values, practitioners increasingly diverse homeschooling.

Homeschooling growth based on ever increasing because of academic reasons, based on research of homeschooling children no less than his achievements of school children. Concerns about the issue of socialization and the exclusivity of more reduced by the fact that the homeschooling kids can interact socially in the community. As an alternative education homeschooling have fairly rapid development. Based on Google Trends by 2013, Indonesia was ranked top in a search for the keyword "homeschooling" in the category of the above regions, Australia, USA and the United Kingdom. As for the category of city, Surabaya is tops, Jakarta and third place next is Sydney.

The new world is mediated by the presence of information technology that is more advanced and sophisticated super has spawned a virtual all-round things included in learning and education, as is done currently homeschooling in communities network on line learning. Become very important for researchers to examine the middle in a society that homeschooling is growing, through ethnographic study of the major problems with that phenomenal development analysis and find the contributions of homeschooling in the education community.

The research was based on early findings have been made in the research dissertation with the title *Homeschooling in the community: a study of educational Ethnography*. There were initial results with regard to the child's socialization during homeschooling became an issue for the community. Where there is a view that child homeschooling experience weakness and troubled in their socialization. But the researchers found that there is a unique socialization model contained in the child's learning homeschooling.

1.2 The Aims of Research

This research aims to clarify how about homeschooling community, and become an alternative education.

1.3 The Socialization of Child Homeschooling

For the children who underwent homeschooling in a variety of models and methods, socializing in the sense of interaction with other members of society thus does not only happen with the age bracket. Homeschooling families looked at that social interactions that occur in natural communities in cross age, social traffic as it happens in everyday life, as the real-life process in various diversity based on the habits of the society.

2. The Study Of Theory

As delivered by John Dewey (1997: 75-85) in *Democracy and Education: An Introduction to the Philosophy of Education* that education serves as a recapitulation of the formation, and retrospect, and education as a reconstruction. The school is rated as a well-established institution has been widely judged a failure, so that home-based education that is currently known by the name of homeschooling is regarded as one of the alternative education other than at school.

The philosophy of the school is the home of "human beings basically learn and enjoy learning; humans do not need to be shown how to learn. The pleasure of learning who killed are the ones who are trying regulate, or control it" (Holt, 1964). As a teacher, children's and education observer, John Holt in *How Children Fail* state that students are failing in school because of fear, bored and confused. The philosophy of the school is the home of "human beings basically learn and enjoy learning; humans do not need to be shown how to learn. It is because of all the child's learning process is controlled by a human adult (teacher). Whereas in *Teach Your Own: The John Holt Book of Homeschooling* (2003: 361), stating that the school should provide discretion to the existence of homeschooling, as another option in addition to the school.

Ivan Illich (1970) in *Deschooling Society* stated that through the overthrow of *kemapanan* school to do, and busting the power school forced

to research goes far beyond the effort itself and the community should face the alternatives in education, determining which one is considered the best. In a nutshell should be selected among the toppled *kemapanan* schools or liberating culture from the school. Children are conditioned to receive service, not the value

Another influential theory in the development of the theory of Multiple Intelligences is homeschooling which was conceived by Howard Gardner (1983), in the book *Frames of Mind*. This theory seeks to change the way of view of a person's intelligence. A person not only can be said to be intelligent when he smartly cognitively only. According to this theory, every human being has one or more of the kind of intelligence that stands out, and other intelligence-intelligence normal or less. There are multiple human intelligence, linguistic intelligence, namely: logic-mathematical intelligence, spatial intelligence, kinesthetic intelligence, musical intelligence bodies, intelligence and wit sometimes intrapersonal, interpersonal. The relevance of this theory towards a decentralized education homeschooling method on a family and is customized, individual child's development process can better allow for optimized for learning model in homeschooling can be customized to your needs and learning style of each child.

Point of departure is the homeschooling family. The family occupies a crucial place in the implementation of homeschooling because of being the first model of learning for the child. And learning the most widely occurring was through informal activities in everyday life. Simply put, the family culture is everything that is practiced everyday family. The family culture is not a thing that is desirable and ideals, but the fact that traveled and seen children everyday. Despite all the cultural aspects of the family must be developed, there are at least three family culture is worthy of note in the context of homeschooling, the culture of spirituality, cultural development, and culture of filial piety.

The most common perception and impression about homeschooling children homeschooling assessment that is not having a good socialization. This assessment is born of the perception that children only learn and stay at home with the family only. In fact, learning at home as just one of the activities, because in addition to homeschooled children socialize with peers, club hobby, courses, and so on. In addition children are typically involved in the homeschooling community joint activities.

Research on homeschooling just shows that exposure (exposure) homeschool students against socialization thus larger than the formal school students. According to a study of Brian Ray, a lot of studies that use a variety of invalid constructs and

measures of Psychology shows child homeschooling developed at least as often, even better than the formal school students. In contrast with the exposed school students with peer socialization (horizontal socialization), son of homeschooling more exposure with the Association of cross-age (vertical socialization). Community range of ages is the condition that exists in the real world, such as the family, organizations, offices and communities.

Neal in the article entitled "Home Schoolers Find Strength in Numbers," published in the New York Times (February 11, 2007. electronic version) deals with questions regarding misconceptions often come up against children undergoing homeschooling, one thing among these questions is about socialization. A discussion of how a child homeschooling is able to interact with enough against peers to build communication skills and develop emotions.

Rivero (2008:60), provide an explanation regarding the misunderstanding in respect of children of perpetrators of homeschooling, one of them concerning the myth of socialization and stated that Finding friends is not a problem for homeschoolers. First, they often form real friendship within their families. Sibling and extended family members have the time to get to know each and learn to live together, if not always in perfect harmony, at least with a certain degree of understanding. Homeschool parents often find that it really is possible to be friends with their children while also exerting adequate parental control and guidance.

So, socializing with friends is not a problem because a family member is a real friend, because even living together then the whole daily activity is a real learning process for the child. Interaction, communication and mutual understanding which is controlled by a parent can build positive socialization for children and family members. The children made possible are able to find friends in various study groups or communities of interest and talent of others.

3. Research Methods

Research using qualitative methods with ethnographic research approach strategy where human and social reality is formed when human activity which is meant in its behavior. In this study, researchers sought to examine in depth the emergence of homeschooling as one alternative education in Indonesia at this time, given the already growing number of interested community and began to direct children to get an education through the informal education models. In this case there has been a transformation of the paradigm of society that originally looked at school as the only vehicle of education and at this time began to

happen over attention on particular societies against the pattern of education other than at school.

On this research, investigators felt the need to conduct ethnographic study examines education in the homeschooling community, arguing that current homeschooling has experienced phenomenal growth that need to be analysed in depth in the field in order to found the concept of homeschooling and contributions to education in Indonesia. Similarly, homeschooling is a form of education either singly or in *terlembaga* need to be examined and considered its existence as one of the elements of education as a school as an element of formal education have sociocultural aspects of the perpetrators in both families, as well as in the form of *terinstitusi* compound and homeschooling community. Some questions of research to be discussed and sought the answer through the implementation of the research are (1) How can influence learning homeschooling for the socialization of children? (2) How is socialization which woke up on homeschooling? (3) how can culture play a role in the implementation of homeschooling families in society?

4. Research Results

Homeschooling Anak Pelangi on Jl. Taman Siswa 160 Yogyakarta, as a friend of the family in the shade of the PKBM Pelangi Nusantara, to accompany the child in learning and help find potential respectively, in order to be the individual who has always existed. With emphasis on the uniqueness and potential of children that cannot be equated with each other is done positively and optimal accompaniment of various party families, institutions and society. Through the method of Anak Pelangi Homeschooling accompanying the students through three approaches, namely, the psychological approach, academic interest and talent-continuously. Some of the things that became hallmarks is the leeway for children to enjoy the learning process without feeling pressured by the burden that conditioned by the target of the curriculum. A more flexible learning time, moral and spiritual education is intensively, mapping of potential child clearly, social environment and atmosphere conducive learning, warmth and protection in children's learning and freedom in exploring talent.

Learning for children in Anak Pelangi Homeschooling Yogyakarta curriculum based in which is tailored to the needs of the child. Learning is conducted both in classical and non classical space, every day between Monday through Thursday starting at 09.00 to 12.00. Learning is also done in the form of a non face-to-face by utilizing virtual learning. Psychological approach, academic talent, interest or in learning provide a space in a child's life skill development in the face of global challenges and competition. So the

application of learning unit studies are used for several children at once by examining the same topic, simply by varying the tasks according to the capacity of the child based on age, physical condition or kognitifnya abilities.

The approach of Unit Studies that used very influential towards the patterns of socialization of the child. It is quite reasonable because children can socialize with friends that consists of different ages. So the socialization that occur during learning of classical and non classical can create a fun activity because there are many good audio-visual stimulation, as well as the activity of the motor either rough or smooth.

Some of the things that became hallmarks is the leeway for children to enjoy the learning process without feeling pressured by the burden that conditioned by the target of the curriculum. For younger children the ability to get along with the more adult effect of harmonious social skills such as communicating, knows the rules of the game, share and empathise.

Strength in learning homeschooling can be seen on the habit of associating or cross-age socialization. The habit of associating this cross-age shows that difference, diversity in the learning process provides benefits for homeschooling, namely the formation of social skills and life skills. It does not make children experiencing gaps and does not require adjustment of the weight falls within a wider social life that is society.

5. Conclusion

The renewal of thinking paradigms for parents and educators is required in order to be willing and able to see the child's needs in education. Education through homeschooling can be implemented in a variety of models, methods and approaches. The issue of socialization in childhood education homeschooling happens in the form of cross-age

socialization (diversity of age levels), which provides benefits for children, namely the formation of social skills and life skills to prepare themselves as members of the community completely.

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THE IMPLEMENTATION OF CHARACTER EDUCATION POLICY IN TRADITIONAL GAMES-BASED TECHNIQUE AT TK PEMBINA

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Abstract

Qualified education is education that takes into consideration of physical and spiritual balance growth. The quality of education becomes low since the school is not optimal in performing their duties. Schools are considered a failure if it cannot bring the educated people who are mature, well behaved, and cultured. Schools are not only have to develop the knowledge, skills, and technologies, but it also has to develop aspects of the student's character. In character education, schools are expected to improve the quality of education. The world of education needs to optimize its ability to transfer the multidimensional knowledge. Education results in the field of intellectual and moral capabilities become increasingly urgent to be re-examined. Moral degradation surge Indonesia's young generation. Some experts even say that Indonesia is experiencing a multidimensional crisis. It can be proved by various moral crises such as corruption, infidelity, and violence.

The implementation of traditional games can be done in order to build children's character with moral messages with the payloads of noble local wisdom such as honesty, courage, peacefulness, self-reliability, potential, discipline, loyalty, trustworthiness, respectful, love, compassion, sensitivity, unselfishness, kindness, friendly, fairness, and generosity.

keywords: character education (*pendidikan karakter*), education at kindergarten (*pendidikan di TK*)

1. Introduction

1.1 Research Background

The problems of education in Indonesia, among others, can not suppress moral aberration among students, which are resulted in the moral deterioration of the nation. Deterioration of the nation in various fields of life is caused by the low quality of education. The quality of education is low due to school which is not optimal yet in performing their duties. Schools are considered failing when they cannot produce educated people who are well-behaved and cultured. Qualified education is education that notice the growth balance of cognitive, affective, and psychomotor so that resulting knowledgeable people and also knowing what should be done with the knowledge. It can be proved by the variety of moral crisis such as corruption, infidelity, and violence. Recently, the education world in Indonesia is stained by the sexual harassment done by the janitor to kindergarten student in educational institution - Jakarta International School.

This is caused by the aberration against the noble values of national culture. For example, among students/college students: the arrival of the students who are not on time (late), smoking at schools, extortion between friends (*ngompas*) at elementary schools, and many violations committed by students against school regulations; including the physical violence resulting in death.

A second grade student of elementary school in Sukabumi died after being persecuted by three of her friends. The death toll died after she got medical treatment at RSUD R Syamsudin SH in Sukabumi. The death toll was Lindawati (8 years old), a resident of Kampung Cimanggu, Desa Cimangkok, Kecamatan Sukalarang, Sukabumi. She died on April 15, 2015. "My daughter died after being persecuted by three children," said the mother, Habibah (38), when visiting Sukabumi Resort Police Office on Monday, 20 April 2015. (REPUBLIKA.CO.ID, downloaded on 22 April 2015.)

Seorang pelajar kelas dua Sekolah Dasar (SD) di Kabupaten Sukabumi tewas setelah dianiaya oleh tiga orang temannya. Korban tewas setelah sebelumnya sempat mendapatkan perawatan medis di Rumah Sakit Umum Daerah (RSUD) R Syamsudin SH Kota Sukabumi. Korban tewas tersebut adalah Lindawati (8 tahun) warga Kampung Cimanggu, Desa Cimangkok, Kecamatan Sukalarang, Sukabumi. Ia meninggal dunia pada 15 April 2015 lalu. "Putri saya meninggal setelah dianiaya tiga orang anak," ujar ibu kandung korban Habibah (38) saat mendatangi Kantor Polres Sukabumi Kota, Senin 20 April 2015. (REPUBLIKA.CO.ID, diunduh 22 April 2015)

Other factors that also led to moral deterioration caused by the bad mental attitude, the disharmony in family, the economic needs, the influences of environment and mass media, particularly the TV shows, the desire for praise, the

aberration of learning process, the inability to absorb the norm, and the character education was not taught well and properly.

Character education is education that develops cultural values and national character in the self-learners so that they have and apply those values in their life, as a member of the family, society, and citizens who are religious, nationalist, productive, creative, and innovative. Character education is needed to improve the quality of graduates from preschool education until the level of higher education. Education without character education becomes less than the maximum output, even these efforts are in vain. Martin Luther King says "intelligence plus character is the ultimate goal of education", Mahatma Gandhi also warns about one of seven fatal sins "education without character." Theodore Roosevelt says that educate a person in mind and not in morals is to educate a menace to society (Sri Sultan Hamengku Buwono X, in a speech of *Dies Natalis 6 Windu Universitas Negeri Yogyakarta*, "Building Human Beings with Character and Dignified", 21 May 2012).

It is expected that there is transformation which can cultivate positive character through education; it can also change the nature to be better. Ki Hajar Dewantara unequivocally states that "education is an effort to promote the growth of manners." Education is the main vehicle to cultivate good character. However, the foundation of the character has faded since the spirit is not forwarded by students, especially the kindergarten students, so that the foundation of this nation's character be damaged. In the past, cultivating the children's character was done by socialize traditional games.

Traditional culture in our country is countless as they are manifold; start from traditional dance, traditional language, traditional musical instruments, traditional games, and many more. Specifically, traditional game which used to be done by the children now begin to disappear; eroded by children's movies from other countries. Nowadays, we rarely see any children who want to pay attention to the traditional game, that's because they believe that the traditional game is no longer appropriate. If traditional games are not used/played again, sooner or later, the games certainly be destroyed. Therefore, it becomes the responsibility of educators, especially kindergarten teacher for daring to fight back the traditional game to be taught to their students. Indonesia is a country that rich in tradition and culture. The tradition and culture are spread in various corners of Indonesia.

The traditional game contains movements of the body, hands, feet and other parts of body to interact with a group of playmates. Children use all sorts of game facilities to express feeling, imagination, and fantasy. Traditional game is a game played by children. Most of the game are done in group. People's life in the past, that

arguably do not know the outside world, has directed and guided them on social activities and high togetherness.

Children games are actually refers to solidarity, mutual help, befriended, and relieve selfishness. It will appear when they always need a "partner" while playing games, although the partner might be their competitor. Moreover, the nature of togetherness will appear on the traditional games. This is different from the game in digital form since they are more individual. For example in playstation game, they can play alone against the computer or the like. To overcome this thing, it is necessary to have a game which build "friendship" among children. Games that contains noble values to develop the aspects of "noble character" for children, and at the same time it is intended for the character education.

Specifically in this study, the researcher examined the traditional games held in kindergarten education. The traditional games provide alternative which is rich of cultural values, and maybe even now almost extinct if it is not maintained and developed. Nowadays, traditional games has become a very rare thing. Meanwhile, there are a number of traditional games which gives a role to the development of children's potential as motor development in rough, smooth, social, cognitive, and other developmental aspects. Interactions that occur when children play traditional games provide opportunities for them to develop social skills, language skills, and the ability of emotion.

1.2 Problem Formulations

1. How is the implementation of character values internalization in traditional games-based technique in kindergarten?
2. How can kindergarten students absorb the learning of character education in traditional games-based technique?
3. How is the implementation of character education learning in traditional games-based technique in kindergarten?

1.3 Research Objectives

1. To find out the implementation of character values internalization in traditional games-based technique in kindergarten.
2. To find out the kindergarten students' strategy to absorb the learning of character education in traditional games-based technique.
3. To describe the implementation of character education learning in traditional games-based technique in kindergarten.

2. Review of Related Literature

Henri Waluyo Siswanto, (2011), in his research: Character Education : What, Why, and How the Implementation in Educational Unit; the results are: (1) Characters can not grow on their

own without guidance and mentor which roles in directing and providing examples of good character; (2) Characters do not come by itself but through process, shaped, and cultivated; (3) Characterized human is a person who is able to use the values of goodness, through the struggle to achieve the noble goal; (4) Process of the education character involves students actively in all daily activities at school; (5) Implementation of the character education should not be interpreted as requiring substantial funds, because the main point is a common commitment of all citizens in the educational unit to implement the character education in the environment; (6) Implementation of character education should be structured by starting to analyze the context, set the values of priority, stated in the School Activity Plans; (7) Implementation of character education through lane that integrated into existing subjects, local content, and self-development that eventually formed a distinct culture which is typical in each educational unit.

The results mentioned that character education is developed because of the influence of other party. Obviously, human will not get the character education without the existence of the other people. Character education for students developed through the environment, the school and playmates, including families. The implementation and results of character education will be good if the environment is also good, and later the school culture that supports the student's character is necessary to be considered. In the research that is going to be conducted by the researcher, students' character will develop well if the traditional games can affect the students in deed toward goodness.

Implementation of character education as stated in the school regulations, student orientation week, leadership training, student, curriculum and lesson plans will have an impact on student discipline. All of which will bring students to life more regular. Likewise, the traditional game which laden noble values will certainly bring an impact to students' life.

Guang Lea Lee (2013), in a study entitled "Re-emphasizing Character Education in Early Childhood Programs: Korean Children's Experiences". This article describes the character education provided for children in Korea, both at school and at home. The author in this research explores how Korean early childhood education system seeks to ensure the positive character development in children. Benefits of character education to promote awareness, pride in one's cultural heritage, and to respect cultural differences, as well as to foster cooperation.

In Korea, the traditional character education has become an important aspect of the education system and the skills to embed in their children, which are represented in the state motto, "Korea is a

place for polite people in the East". The culture of the east appears in a study conducted by Guang Lea Lee in Korea. Traditional games in Indonesia, especially in Java, is the product of "the east" that is full of nobleness shades. It is similar to Lea Lee Guang research that culture which is taught to the children brings polite behavior. If traditional game is taught to the children, of course, it will also bring the child to the national values of children.

2.1 Concepts and Theories of Policy

Many definitions are created by experts to explain the meaning of the policy. Thomas Dye mentions policy as government choice to do or not to do something. Easton says that government's policy is "power to allocate values to society as a whole." It has the connotation of government authority covering the whole life of the community. The word "*kebijakan*" comes from the translation of the word policy, which has the meaning as the best choice within the limits of the competence of the relevant actors and institutions and formally binding. According to Aminullah (in Muhammadi: 2001), policy can also be interpreted as an attempt or action to influence the achievement system of desired goals, efforts and actions are intended to be long-term strategic and comprehensive (<http://abdiprojo.blogspot.com>).

Another opinion stated by Hug Heclo who sees the policy as a way of deliberate action to resolve some problems. While James E. Anderson also provides a view about policy as the behavior of a number of actors (officials, groups, and government agencies) or a set of actors in a field of activity (Arif Rohman, 2008: 108). Policy is a set of basic concepts created by the leader based on the experience and knowledge in an organization that is used as the basis for implementing the actions to achieve a goal of the organization, which is different from the existing rules.

2.2 Policy Making Process in Schools

The existence of school as a formal organization of formal education institutions play a strategic role in the success of the national education system. The head as a manager and a leader is responsible for translating and implementing the national education policy which is set by the government. Therefore, the principal as professional officer is required to formulate, implement, and evaluate the educational policies. From that process, emerged a school policy. The school policy is derived from government policy in the field of education.

According to Duke and Canady (1991: 2), school policy is the cooperation and the decision by the individual or group wishes with the legitimate authority from the school board, supervisors, school administrator or school committee and the responsibility for the contract negotiations. The

school policies are written and distributed to school personnel to fight for it through various school activities (Syafaruddin, 2008: 37).

2.3 Implementation of the Policy

Implementation of the policy is a crucial stage in the policy process. A policy or program should be implemented in order to have the desired impact or goal. Implementation of the policy is seen in its broadest sense as a tool of public administration in which the actor, organization, procedures, techniques, and resources are organized together to implement the policies in order to achieve the desired impact or goal.

According to Van Mater and Van Horn (Arif Rohman, 2009: 134), implementation of the policy refers to the overall actions done by individuals, officials, or government or private groups that are directed to the achievement of the policy objectives which have been determined in advance. They are actions that are the instantaneous effort to transform the decisions into operational terms, as well as ongoing efforts to achieve both of big and small changes which are mandated by policy decisions.

Implementation of the policy in principle is a way for a policy to be able to achieve its objectives. In implementing the policy, there are two options such as directly implement the policy in the form of program, or through the derivat policy formulation or the derivatives of such public policy.

2.4 Character Education

Definition of character according to the Language Center of the National Education Ministry is "innate, heart, soul, identity, moral, behavior, personality, nature, character, temperament, and disposition". While the meaning of characterized is having personality, behaving, nature, tempered, and tempered."

Character education can be interpreted as a conscious effort through activities of guidance, habituation, teaching and training, as well as exemplary to prepare students become fully human that have good moral in all of its role in the future. Character education is also an effort of formation, development, enhancement, maintenance, and improvement of learners' behaviour that are willing and able to perform his duties as a harmonious and balanced between physical-mental, physical-spiritual, material-spiritual, and individual-social. (Balitbang Puskur, National Ministry of Education, 2010).

A study conducted by Abowitz (2007) concludes that:

"Moral perception is typically defined as that which help us determine what factors in a situation are morally significant, and how we can formulate action from what we see. Perception help us to understand the morally relevant values in a situation".

Abowitz study emphasizes that the perception of one's moral will assist in determining the moral factors which influence the decision to be taken appropriately in accordance with the heart. Additionally, moral perception is also helps to understand moral values of life that are relevant at the time.

2.5 2.5 Playing and Traditional Games

Bennett, Finn and Cribb (in Sujiono: 2009: 138)) describes the development of play activities program is the expansion of a number of learning experiences through play activities that can enrich children's experiences about various things such as how to think about themselves, become responsive to questions, can provide arguments to seek alternatives. In addition, it helps children to develop the habit from every character that can be appreciated by the people and prepare them to enter the mature world which is full of responsibility.

The traditional games (Java) is one of the facilities of children communication and socialization with their environment. Through traditional games, children can be fun, play, and have fun in their spare time. The traditional game is an interesting thing for children. The language used is simple so that it is easy to be memorized and digested in accordance with the maturity level of psychological or mental development of children who still love to play. Messages or teachings and moral values moral in the traditional game are conveyed through parables.

3. Research Method

3.1 Research Approach

The research approach used is qualitative research. Qualitative research wants to reveal the meanings and contexts of behavior, which leads to a broader understanding of the meaning and context of the behavior and the processes that occur in the patterns of the observation from the associated factors and the participants' perception. The data obtained, either in the form of information, symptom observation, description, and other observations about character education policy at *TK Pembina*. By using qualitative methods, the reality or phenomenon on The Implementation of Character Education Policy in Traditional Games-Based Technique will be seen as a result of thought construction which is dynamic and full of meaning.

3.2 Research Limitation

The failure of education in Indonesia has caused a moral crisis in various areas of national life. Fighting between schools, corruption, anarchism action that argues to defend the interests of groups, also divorce more common among public figures, now become popular and become a fact of daily life adorn the pages of news in

newspapers and other mass media. A group of people mentioned are educated people. From various opinions, it is known that the cause of the problems is that in the process of education in Indonesia has failed to provide character education well.

Indonesia already has a solid foundation in the management of character education. However, in its implementation the school management is not optimally manage the educharacter education. The character education program should be an integrated and continuous with the school curriculum program. In fact, it is only given bits and pieces and entrusted on the subjects that have been very heavy and dense load. Schools are failed to implement character education policies in traditional games.

4. Research Results and Discussion

Traditional games is natural, there is no special setting. Thus the child is more able to imagine and discover a creativity in the game. It is different to a game that comes from outside/foreign countries; children are less creativity and become more individual since they only play alone, with no partner or "opponent" and do not encourage them to become a creator but rather leads them to become operator, which utilizes the presence of advanced technologies such as computers, and its kind. In traditional games, children are more stimulated to play by interacting with others in group. In the socialization process, there is group interaction that teaches education of noble values through rules to interact with humans who teach about the "difference" instead of "uniformity".

The traditional games which given to students of TK Pembina were *Sluku-sluku Bathok* and *Jaranan*.

Sluku-sluku Bathok
Sluku-sluku bathok
Bathoke ela-elo
Si Rama menyang Solo
Oleh-olehe payung motha
Mak jenthit lolo lobah
Wong mati ora obah
Nek obah medeni bocah
Nek urip goleka dhuwit.

After the game was introduced to the children, they were asked to play it with the guidance of teachers. The children did not find it difficult because the game is usually done by them, although in rare intensity. The meaning implied in the song "Sluku-sluku bathok" is religious value. In the lyric, it is meant that human should cleans their mind and always remember God's remembrance by (*ela-elo*) shaking the head and saying *laa illa ha illaallah* in difficult and delighted time, when receiving the unfortunate or pleasure, life and death of the human

are in God's hands. Therefore, while they are still alive do goodness for others, and to worship to Allah because Allah is everything; if Allah wishes to kill somebody, nobody is able to prevent it.

Jaranan

Jaranan- jaranan, jarane jaran teji
Sing numpak ndoro bei
sing ngiring para mentri
Jeg-jeg nong, jreg-jreg gung
Jeg-jeg gedebuk krincing
Gedebuk jedher
Gedebuk krincing
Jeg-jeg gedebuk jedher

The song "Jaranan" actually consists of four lines, the next line is only repeated. If we take a look on the lyrics, there are some characters which implied in the song such as: togetherness between superior and subordinate. The togetherness of needing each other, helping each other; the person in higher position needs person in lower position, as on the contrary. The higher position is considered as *ndara Bei* who needs guarding from the ministers which are considered as lower position. Besides the togetherness, the game is also meant as a respect from people who have lower position to people who have higher position. It could be seen on the lyric *sing numpak ndara Bei sing ngiring para menteri*. In the lyric *ndara Bei* is considered to have higher position than the ministers, since *ndara Bei* is only used to call a person who has high position. The meaning of all is a respectfulness to the older people or to the people who have higher position.

Implementation of traditional games can be done in order to build the character of children's generation with moral messages and local wisdom which is noble such as honesty, courage, peacefulness, self-reliability, potential, discipline, loyalty, trustworthiness, respectful, love, compassion, sensitivity, unselfishness, kindness, friendly, fairness, and generosity and then be developed as daily behavior.

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HOLISTIC INTEGRATIVE EDUCATION APPROACH FOR EARLY CHILDHOOD EDUCATION: DEVELOPMENT PROGRAM PARENTING INVOLVEMENT CAPACITY AT TK PEMBINA BANTEN PROVINCE

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Abstract

The aims of this research was strengthening capacities parents to support in early stimulation an learning education, health and nutrition, care and protection for early childhood. Subject of this research were parents, children, teacher, and principal at TK Pembina Banten Province. Methods of this research was case study. Findings research included: (1) education: (a) involve parents in the development of training for teacher, principals, (b) train parents to enhance the involvement of other parent, (c) pay reasonable to parental involvement activities for participate in school related meetings and training sessions, (d) arrange school meeting at a variety of times to maximum potential power to learn knowledge, skills, competencies of parent to ensure are physically healthy, mentally alert, emotionally secure, socialy competence, spiritually aware and aesthetically creative; (2) health and nutrition: (a) maternal and newborn health, (b) healthy eating, (c) eating patterns and behaviour, (d) care for children with food allergies; (3) care and protection: (a) parents should be implementation of Child Protection Law No. 35 Tahun 2014, (b) every family have motto “Keluargaku Harapanku” (My Family My Hope), (c) parents and caregivers practice positive discipline. Conclusion for early childhood have better self esteem, self disciplined, show higher aspirations, and motivation toward school; for parents can create home environment that encourage learning; for teacher and principal acquire a better understanding of families culture and diversity; for school programs to bridging gaps between home and school culture.

Keywords: Holistic Integrative Education, Early Childhood, Parenting Involvement Capacity

1. Introduction

1.1 Background

Every child is born with ability to explore and skill is mastered by practice of skill. Those with poor health or and nutrition have reduced motivation to explore. This hampers overall development in this case learning which further leads to learning problems at school and could later affect learning opportunities. So young children develop holistically. They need support in early stimulation and learning, health and nutrition, care and protection. Early childhood is generally defined as a period from birth to six years. Early child development begins even before birth. Development refers to the process in which child learn to master more and more complex levels of moving, thinking, feeling, and interacting with people and objects for early childhood education espouses early stimulation an education, health and nutrition, care and protection.

In the human life cycle the early childhood phase from birth to six years is considered the most important phase for every human being. Giving children the best start in life means ensuring them good health, proper nutrition and early learning. The well being of children depends on the ability of

families to function effectively. Children need to grow up in a nurturing and secure family that can ensure their development, protection, survival, and participation in family and social life. The aim of family and child welfare services is to preservice and strengthen families so that they can provide a suitable environment for physical, emotional, and social development of all their members. It is important that the capacity of parents be strengthened and supported to give their children the best possible start in life.

Holistic approaches to teaching and learning recognize the connectedness of mind, body and spirit. When early childhood educators take a holistic approach they pay attention to children’s physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. While educators may plan or assess with a focus on a particular outcome or component of learning, they see children’s learning as integrated and interconnected. They recognize the connections between children, families, communities, the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation. An integrated, holistic approach to teaching and learning also focuses on connections to the natural world.

Teaching philosophies that embrace holistic approaches such as Montessori prescribe a "prepared environment" containing specific materials that children use independently for most part, to learn at their own pace, responding to particular readiness for specific sensory and intellectual stimuli. So there is a strong sense of community and engagement between children, parents, teachers, principal, and staff where those members feel strongly to care for one another. These provisions reflect good practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.

1.2 Formulation of Problems

1. What is capacity parental program in education, health and nutrition, care and protection for early childhood holistic integrative education approach?
2. Why need stages for parenting involvement in early childhood education?
3. How to design program parenting involvement capacity for early childhood education?
4. What are benefits program parenting involvement capacity for the young children, the parents, the teacher, the principal, and the school?

2. Discussion

Capacity parental program in education, health and nutrition, care and protection for early childhood holistic integrative education approach such as education and stimulation, health and nutrition, care and protection. Education and stimulation describe parents have knowledge, skill, and attitude to support children must be provided with appropriate developmental opportunities and effective programmes to help children to develop their full potential. Children must be cared for in a constructive manner, which gives them support, security, and ensures development of positive social behaviors. The culture, spirit, dignity, individuality, language, and development of each child must be respected and nurtured. Young children grow and develop very quickly and holistically. This means that parents and caregivers must be aware of all aspects of the child included intellectual, physical, emotional, and social. Parents should be organized with many different and carefully planned activities as: (1) physical activities for large and small muscle development, (2) creative activities using different natural and other materials, (3) talking and listening activities with other children and adults, (4) challenging and exciting activities to develop intellectual abilities, (5) opportunities for imagining play, (6) opportunities for rest and quiet play. Activities should help children to develop their full potential. Children learn best when they: (1) play and discover things for

themselves, (2) relax and have fun, (3) healthy and safe, (4) encouraged to be creative, (5) talk and interact with others, (6) share their feelings and worries. Activities should help children to develop holistically, included: (1) explore and learn about their world, (2) communicate with others, (3) develop their creativity, (4) develop resilience example coping skills, (5) become more independent, (6) respect themselves, others, and the environment, (7) have fun and enjoy themselves.

Health and nutrition. Health such as: (1) parents should be information about the child's general state of health, programme giving vitamin A, and record of each child's immunization, (2) the home should be cleaned at least once a day, toilets, potties must be cleaned after use and disinfected at least once a day. There should be towels and enough soap available for children, (3) parents should wash their hands with soap and water before preparing or serving food. Nutrition such as: (1) all meals and snacks should meet the nutritional requirements of the children. The amount of food and drink provided for children must be adequate for their age, (2) parents should be planning of menu to children with different ages have different nutrition needs, babies who are bottle-fed should be held by an adult while feeding. Milk formula must be made according to the manufacturer's instructions, (3) parents should make sure meal times are relaxed be role models healthy eating habits.

Care and protection such as: (1) parents and other caregivers that fall with this definition are most critical provides of stimulation, care, and support for their young children and should be enabled to provide their children with the best possible care and support as a first point of departure, (2) parents are the first educators of young children about care and protection his/her body, (3) parents teach children by the way they behave as well as involving them in different things they do during the day, (4) parents should be able to talk freely with children at home, (5) parents sometimes be differences between each child about child rearing practices, (6) parents as a model about how to protection myself from physical danger.

Stages for parenting involvement in early childhood education included: (1) ideas and energy come from the schools and government mandates, (2) school is leading with their institutional self interest, (3) pushing parents to do something about what school staff sees as important for their child, (4) completing tasks selected by the school staff or simply sharing services and information, (5) schools do things for parents or tell them what they should doing with their child, (6) school tend to focus on supporting students by strengthening and assisting school programs and priorities, (7) school see it as the responsibility of one staff member (parent involvement coordinator), (8) revolves

around outputs number of parents who show up for a school event, (9) revolves around a small percentage of families involved in school leadership opportunities, (10) collect data from children and families on information about parent participation.

Implementation stages for parenting involvement with strategies building parental capacity to the parent, the teacher and principal, and the staff. Building parent capacity strategies such: (1) provide parents with sms, what's up information, (2) show parents how to monitor their child's progress and how to work with educators, (3) conduct staff training on different ways can effectively communicate and share academic information with parents, (4) involve parents in the development of parent classes for each grade for parents to understand the subject and assessment, (5) coordinate on going events to allow parents the opportunity to appreciate and understand what their children are learning, (6) create a school wide event highlighting and displaying student work and progress in relation to the developmental standards. Building teacher and principal capacity strategies such: (1) plan training will educate parents and give them the knowledge to further support their child's education, (2) offer classes such as literacy training

or understanding the use of technology for parents to gain knowledge and skills, (3) establish accessible and convenient resource centers that parents can visit to obtain resources and materials, (4) create parents guide that align with classroom instruction to bridge children learning at school with parent support at home. Building staff capacity strategies such: (1) provide staff training on communications and working with parents to implement and coordinate parents programs, (2) develop with parents, professional development materials and resources to educate staff about parental involvement, (3) encourage and training staff on the value and utility of parents to build ties between parents and the school, (4) share best practices and ideas about how to effectively reach out to parents in a meaningful and productive manner, (5) invite parents to speak with school staff to share a parents perspective and personal experiences, and (6) field trips for school members to visit families in their neighborhood and develop relationships.

Desain program parenting involvement capacity for early childhood education, following describe:

Table 1.

Hollistic Integrative Approach for Early Childhood Education	Program Parenting Involvement	Activities Parents and Children	
Education and stimulation	Family reading night	1	Turn preparing for state reading fun.
		2	Parents and children rotate to board game, laptop, tablet stories, and reading device station TV.
		3	Model strategies for parents and children.
		4	Partner with company to provide take home books
		5	Offer immediately after the school day ends to increase students participation.
		6	Share fun and engaging classroom activities with parents
	Math carnival	1	Set up tables with math activities and games related to shapes, puzzle, logic, and problem solving.
		2	Parents and children tackle real world examples and learned math concepts associated with the classes.
		3	Parents were invited through newsletters, electronic marquee, phone system to meet with teacher and exchange information.
	Targeting Families	1	Develop workshop for parents to learn how to help their children in aspect stimulate all development.
		2	Schedule workshop to occur after parent-teacher conferences for parents of struggling students.
		3	Coordinate with teachers to invite identified parents.
		4	Parents and children to donate book to school.
		5	Offer children volunteers to work with younger children during workshops.
	Cultural kaleidoscope	1	Invite parents to assist with staff training.
		2	Film and play video families in their home and neighbourhood
		3	Share cultural differences, experiences, and suggestion with other parents member school's.

	Seeing is believing	1	Walk the street and talk with parents and students.
		2	Share information and strategies with parents in their homes.
	Kindergarten ready	1	parents joint group with prekindergarten program to plan and coordinate.
		2	Offer parents ideas to help prepare their children.
		3	Provide parents with valuable information to help them understand the school expectations.
	Breakfast of champions	1	Parents-children breakfast at school.
		2	Display posters about good mannes eating created by parents and children.
		3	Share presentation posters to others parents and children
	Documentation	1	Dated meeting agendas, dated minutes, and dated sign in sheets.
		2	Written procedures all about home.
		3	Newsletters, flyers, invitation
		4	Handout, brochures.
		5	Letters.
		6	Student handbook.
		7	Phone log.
		8	Callenders or schedule of parent education activities training, classes, and workshop.
		9	Record parent feedback.
		10	Copy of professional development materials, presentations, handouts.
		11	Emails and memos.
		12	parent surveys and evaluation.
		13	Staff evaluation and input.
Health and nutrition	Nutrition Tips	1	Healthy plate with fruits.
		2	Healthy plate with vegetables.
		3	Healthy plate with dry beans and peas.
		4	Healthy plate with protein.
		5	Healthy plate with whole gains.
		6	Healthy plate with milk.
		7	Healthy plate with less salt and sodium.
		8	Healthy plate with few added sugars.
	Practice cooking prevention	1	Cooks vegetables such as carrots, potato.
		2	Taste and texture food such as sweet, sour, salty, crunchy, chewy, creamy, juicy.
		3	Try new recipe.
		4	Cut fresh fruits or vegetables into fun shapes.
	Talk about healthy food	1	Story telling healthy food.
		2	Reading superheroes would eat, example popeye like spinach.
		3	Video time good manners feeding food.
		4	Show children picture of an new food they will be trying.
		5	Reading fun educational book about food.
		6	Put up a colourful poster of fruits and vegetables
		7	Talk about what superheroes would eat.
		8	Take pictures of children enjoying a new food.
		9	Start contains garden or plat a small vegetables garden outside.
Care and protection	Training program care and protection	1	Socialization Protection Child Laws No 35 Tahun 2014.
		2	Understanding child abuse and child protection.
		3	Child protection and traditional cultural practices
		4	Exploring child abuse.
		5	Recognizing signs and symptoms of abuse.
		6	Explore child protection risks.
		7	Understanding food allergies include: cow's milk, eggs, peanuts, tree nuts (almonds, walnuts, hazelnuts, cashews), fish, shellfish (crabs, lobster, crawfish, prawns, and shrimps), soy (soymilk, soy yogurt, soy ice cream), whent (bread, pasta, sereal, crackers, flour,

			semolina).
	Child development and protection	1	Help child resilience.
		2	Roles and responsibilities for protecting children
		3	Responding to disclosure from a child.
		4	Practical steps for increasing protection.
		5	Child friendly terms project.
		6	Child protection policy project.
		7	Developing a code of conduct.
		8	Helping children development self protection skills,
		9	Helping children hands keep save.
		10	Practice walk, run, stop-slow-go.
		11	Caring and protection my body, and my self from other danger environment.

Benefits program parenting involvement capacity for young children, the parents, the teacher, the principal, and the school follow describe. Benefits for the young children: (1) children have better self esteem, more self disciplined, and show higher aspirations and motivation toward school, (2) children positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons, (3) improving social interaction skills, cognitive development, physical development, motivation to task complete, social emotional development, intellectual development, language development, motor development, (4) feel more secure and benefit more from the educational opportunities given to them, (5) move from one sitting to another with greater confidence, (6) children can role model eating behavior, give healthy food, and good nutrition, (7) children protection from food allergies because their parents have a good knowledge for this, (8) children tend to achieve, regardless of ethnic or racial background, socioeconomic status, (9) children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school, (10) see learning as more enjoyable when their home life is visible in setting.

Benefits for the parents are: (1) improving parents knowledge, attitude, and perception by increasing parenting self efficacy, motivation toward parenting, knowledge of child development, (2) parents increase their interaction, discussion with their children and are more responsive and sensitive to their children's social, emotional and intellectual development needs, (3) parents are more confident in their parenting and decision making skills, (4) as parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children, (5) parents have a better understanding's job and school curriculum, (6) when parents are aware of what their children are healthy food and good nutrition, they are prepared golden age generations, (7) parents and children can cooking time more enjoyable and try new recipe at home,

(8) improving parenting skills and behavior, by preventing child abuse and neglect, increasing caregivers's ability to cope with caregiving and life stress, improving disciplinary practices, improving caregivers' involvement with child's care and education, improving the quality of the home environment, (10) parent and children have good relationships quality, attachment and increasing time spent at home together.

Benefits for the teacher and principal are: (1) teacher and principal often greater respect for their profession from the parents, (2) consistent parent involvement leads to improved communications and relations between parents, teachers. And staff, (3) teacher and principal report and increase in job satisfaction, (4) understand better the children and families in their settings and use this information to make learning more enjoyable and rewarding for all children, (5) can provide a more emotionally secure environment for children, (6) benefits from parents' skill and expertise about prepared good nutrition and healthy, (7) teacher and principal acquire a better understanding of families cultures and diversity and they form deeper respect for parents abilities and time, (8) can help children develop a sense of identity and belonging in the setting by actively engaging with and finding out about family values, traditions, beliefs, and building on these where appropriate.

Benefits for the school are: (1) school actively involve parents and the community tend to establish better reputations in the community, (2) school also experience better community support, (3) school program that encourage and involve parents usually do better and have higher quality programs.

3. Conclusion

1. The program development to supporting parenting involvement of high quality integrated services, and to encourage increased integration across the early childhood development.
2. The stages for parenting involvement in early childhood education are prevention and treatment in education and stimulation; health and nutrition, care and protection.

3. Desain program parenting involvement capacity for early childhood education are activities parents and children in education and stimulation; health and nutrition, cere and protection
4. The benefits program parenting involvement capacity for young children have better self esteem, self disciplined, show higher aspirations, and motivation toward school; for parents can create home environment that encourage learning; for teacher and principal acquire a better understanding of families culture and diversity; for school programs to bridging gaps between home and school culture.

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RURAL STUDENTS' ATTITUDE AND MOTIVATION IN ENGLISH LANGUAGE PROFICIENCY

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Abstract

This study is aimed to determine the relationship between attitudes towards English language, motivation to learn English language and English language achievement among rural students. 205 year five pupils from eight schools at FELDA primary school in Bera District, Pahang were selected through cluster sampling. A substantial proportion of rural education research is driven by a belief that there is a quality inherent in rural students that should be preserved. This research would identify which of these factors can sustain meaningful reforms. Scheffe questionnaires (2009) were used to collect data on attitude towards English language and motivation to learn English language while data on achievement in English language was collected from the result of Mid Year Test 2014 which was prepared by Bera District Education Office (DEO). The data was analyzed through descriptive statistics which were frequency and percentage, and also inferential statistics which were Pearson correlation and stepwise multiple regressions. The findings revealed that English language achievement for majority of the respondents is at the moderate level (69.3%) and numbers of weak respondents in English language (28.8%) are higher than excellent respondents (2.0%). Besides that, there was a significant correlation between attitude towards English language and motivation to learn English language. Instead of that, based on multiple regressions analysis it is found that the main variable which influenced English language achievement is negative attitude towards English language ($F = 30.639$, $p = 0.001$). Thus, English language achievement has strong relationship with pupils' attitude. The implication of this research is that English Language achievement among rural students can be improved if negative attitude towards English language are changed. To address this problem, unity among parents and teachers in developing students' attitude and motivation, as well as diversity in teaching and learning English Language should be identify.

Keywords: positive attitude, negative attitude, intrinsic motivation, extrinsic motivation, english language

1. Introduction

English is the main language in international communication. Being proficient in the language in undeniably important, especially in Malaysia's context where the language has been accorded as a second language status (Gill, 2002). English is taught formally in addition to the national language, Bahasa Malaysia and is a compulsory subject in either primary or secondary school. English is taught with a view to completing the students with language skills which are listening, speaking, reading and writing starting from pre- school to university level (Ministry of Education, 2012).

The Ministry of Education Malaysia has taken various initiatives to improve the level of English proficiency among students. Thus, Malaysians are becoming a society that is able to compete globally. The government has recently launched the new National Education Blueprint (Ministry of Education, 2012) as one of its commitments in creating awareness about the importance of mastering English. The blueprint outlines 11 shifts that would be needed to transform Malaysia's national education system. English is placed in the second shift, which suggests that government is

serious in putting efforts to elevate the status of English in this country.

Unfortunately, the achievement of English Language among students was still at an unsatisfactory level (Nor Hashimah Jalaluddin, Norsimah Mat Awal & Kesumawati Abu Bakar, 2008). This problem is more pronounced in rural areas such as FELDA (Federal Land Development Authority). Since FELDA areas are located in remote regions and are largely occupied by the Malays, the needs of English as a second language in everyday activities seems to be least important. The problem of low proficiency in English is especially prominent in rural areas where the failure rate in the English language subject is rather high (Siti Hamim Stapa et al., 2007).

Attitudes and motivation of students towards learning English are said to be among the factors of low proficiency and passing rates in schools (Thang et al., 2009). Attitude explains what is perceived by a person about something and includes an assessment of whether reflect positive or negative feelings. A positive attitude can motivate students to learn and lead to the achievement of a goal, while a negative attitude will hinder the process of teaching and learning (Rahmah Awang Abdul Shukor Sapie & Shaari, 2010).

Instead of that, English Language achievement can also be influenced by the level of student motivation to learn English (Thang et al., 2009). According to Gardner (1985) motivation is the desire to learn the language and experience the feeling of satisfaction when carrying out the activity. Students' motivation to learn English may be influenced by intrinsic motivation and extrinsic motivation (Dornyei, 1994a). Intrinsic motivation is internal factors that exist in individuals without any coercion or inducement of others to study (Ryan & Deci, 2000). Meanwhile, extrinsic motivation is external factors that affect the individual such as solicitation, instruction or coercion from others so that students want to learn (Ainol Madziah Zubairi & Isarji Sarudin, 2009). In addition, external satisfaction received such praise when the pupils able to conduct certain activities are also an extrinsic motivation (Dornyei, 2003).

Studies in the Malaysian context suggest that Malaysian students are generally more extrinsically rather than intrinsically motivated (Ainol Madziah & Isarji, 2009; Thang et al., 2009). Studies carried out in another part of the world yield similar results too (Liu, 2007).

Attitude and motivation towards language learning are interconnected (Ellis, 1997). Both motivation and positive attitude need to coexist in order to achieve a successful language learning experience (Gardner, 1985). Students with positive attitudes and high level of motivation will be more successful compared to those with negative attitudes and low motivation (Thang et al., 2009).

Therefore the objectives of this study were to identify the attitudes of rural students toward English and the level of motivation to learn

English. Student attitude was seen from the perspective of positive attitude and negative attitude, while motivation focused on intrinsic motivation and extrinsic motivation. Besides that, this study is also to identify the relationship between rural students' attitudes and motivation with English achievement as well as the contribution of rural students' attitude and motivation to learn English in the English Language achievement.

2. Method

The study was participated by 205 year five pupils at eight schools which were selected through cluster sampling. There were 108 girls (52.7%) and 97 boys (47.3%). Scheffe questionnaires (2009) were used to collect data on attitude towards English language and motivation to learn English language while data on achievement in English language was collected from the result of Mid Year Test 2014 which was prepared by Bera District Education Office (DEO). The data was analyzed through descriptive statistics which were frequency and percentage, and also inferential statistics which were Pearson correlation and stepwise multiple regressions.

3. Findings

The descriptive analysis showed a total of 4 respondents (2.0%) are excellent students, 142 respondents (69.3%) were at the moderate level and 59 respondents (28.8%) were weak students. The results showed that the achievement of the majority of respondents was moderate and the number of

Table 1 Correlation Analysis between Attitudes toward English with motivation to learn English

	Positive attitude	Negative attitude	Intrinsic motivation	Extrinsic Motivation
Positive attitude	1.00			
Negative attitude	-.59**	1.00		
Intrinsic Motivation	.81**	-.51**	1.00	
Extrinsic Motivation	.63**	-.31**	.74**	1.00

** $p = .001$

respondents who were weak in English is much more than the excellent student.

However, the findings showed that intrinsic motivation and extrinsic motivation to learn English were at high level. The findings contradict a study conducted by Zalika Adam et.al (2009) which found that many rural students were not motivated to learn.

The finding of this research also shows a significant relationship between positive attitude and intrinsic motivation ($r = .81, p = .001$) as well as extrinsic motivation ($r = .63, p = .001$) as shown in table 1. This shows that the higher the positive attitude of students toward English, the higher the

intrinsic and extrinsic motivation to learn English, but the lower the positive attitude of students toward English, the lower intrinsic and extrinsic motivation to learn English. The findings are supported by a study conducted by Liu (2007).

Besides that, the findings also showed a significant relationship between negative attitudes and intrinsic motivation ($r = -.51, p = .001$) as well as extrinsic motivation ($r = -.31, p = .001$) as shown in Table 1. Therefore, the higher the negative attitude towards English Language, the lower intrinsic and extrinsic motivation to learn English. Conversely, the lower the negative attitude

towards English, the higher the intrinsic and extrinsic motivation to learn English.

Among all these factors, negative attitude is the major contributor to the achievement of English among year five pupils in FELDA primary school in Bera, Pahang ($F = 30.639$, $p = 0.001$). Negative attitudes towards English language have led to the unsatisfactory achievement of English language. This shows that the higher the negative attitude of the students, the lower the performance of English language.

Thus, it suggests that attitude has direct consequence on students' performance in second language acquisition. On the other hand, motivation does not directly influence students' English language performance. Students' attitudes towards learning English in contrast, did affect their language performance (Samsiah *et al.*, 2009)

4. Discussion

English language achievement among rural students is at moderate level. Several factors might contribute to low proficiency in English among rural students. A study conducted by Manprit Kaur and Mohamed Amin Embi (2011) found that the most significant problems in learning English is the primary school students would rather speak in Bahasa Malaysia. They prefer to speak in their own mother tongue as they can comprehend better in their own language compare to English.

In addition, students also have problems in reading and writing in English as the findings of a study conducted by Cho (2013). Primary schools students use reading strategy most frequently followed by writing and listening strategy. The least frequently used is speaking strategy. This is due to their limited vocabulary and low self esteem (Manprit Kaur & Mohamed Amin Embi, 2011)).

Limited exposure to the second language may result in lack of interest to learn the language. Many students are aware of the importance and advantages of learning English. They however do not generate enough efforts to improve their learning (Thang *et al.*, 2009, Cho, 2013).

Many students think learning English is not fun and uninteresting. They also do not want to engage in activities and do not make preparations before they get into the class. Han (2007) stated, feeling bored in English class can be avoid when students are actively involved and prepare to read certain materials to obtain information on the topics to be discussed. Recent changes in media practices have made English language much more available through the media than they were in the past. Through satellite television and the Internet, one can find texts, audio recordings, and videos in almost every language. It is no longer the case that one has to cross the ocean to hear English Language (De Bot, 2007).

Motivating the students therefore, should be a primary concern of teachers as it is the key factor to help students improve their proficiency. Primary school teachers should try to create a fun and lively atmosphere in learning English through games or role playing and at the same time, provide students with an opportunity to take part in social activities to improve their speaking and communicative skills. Based on attribution theory, teachers can build self-confidence by giving students the opportunity to try. When students tried and managed to capture new skills, confidence and intrinsic motivation to learn English could be improved (Philip & Koo, 2006).

Thus, the role of a teacher should be adjusted from a mere language teacher to a facilitator who encourages students' active participation in the teaching and learning process. If teacher can motivate students to take up language learning, it can no longer stated that their success will depend only on the quality of the language teaching in instructional settings. Different sources are used and can be helpful, provided they are not only available but also actually used.

Besides that, the motives to start learning English Language have to be particularly strong. Students need to know for what purpose they will use English Language. A language policy for second language teaching will succeed only when learners are convinced that there is a personal need for learning it. It is meaningless if it cannot be translated into personal motivation for learning (De Bot, 2007).

According to self-determination theory, when a person considers something that has value in the community, much effort to master it will be done. In this case, when the students aware on the important of English Language and valued by society, such as getting a good job, then the students will try to be good in English (Deci & Ryan, 1985).

5. Implication

English Language is assumed to be the language for acquisition of knowledge and information throughout the world since English Language is a major vehicle through which knowledge and information are transmitted. This could be a reason why a person should learn English as a second language.

The findings of this study suggest that there are some serious implications that students themselves, as well as teachers and parents should consider about. In an effort to improve the achievement of English language among rural students, unity and diversity in teaching and learning process is needed.

As for the students, having the awareness of the importance of English should motivate them to master the language. The best way to get on top of

the English language is to read regularly as reading will expose them to new words that eventually will make their way into everyday vocabulary. Being well spoken is a great help in any field and knowing that they can speak to other people who share the language with self-confidence can be an enormous boost to their self-esteem. Besides that, reading will also open the doors to knowledge that are abundant in English medium. The more knowledge they have, the better-equipped they are to tackle any challenge in the future.

The unity of all parties, especially parents and teachers may improve the English Language achievement among rural students. Parents should play active role in encouraging their children to do well in the language. They should exhibit a positive attitude towards the language by providing good examples and support their children learning by providing enough support materials to reinforce their children's interest. Parents should also help teachers to make a connection between the learning experience at school and the learning experience outside the school. They can do so by helping their children to organize their time and support their desire to learn new things in and out of school.

Instead of that, the diversity in teaching and learning English Language practiced by teacher in the classroom is important. The best way to do this is by creating a comfortable environment for students to learn the language at their own pace. Classroom arrangement, language tasks and activities, and materials chosen should provide students with opportunities to explore and view the language being used in authentic situations. Teachers should also personalize their teaching using materials selected to suit different needs of the students. Students should be given the opportunities to use the language and express themselves in the classroom without being threatened and humiliated. Students who are different individuals implies that teachers should therefore respect their unique personalities while at the same time encourage them to become intrinsically motivated by becoming good role models of the language users. They should also guide the students towards becoming autonomous learners, which is required of them in order to become lifelong learners.

6. Conclusion

Among all these factors, negative attitude is the major contributor to the unsatisfactory achievement of English Language among rural students. Many students are aware of the importance and advantages of learning English. They however do not generate enough efforts to improve their learning. Having the right attitude towards English will eventually motivate students to learn the language, inside and outside the classroom. Students' desire to learn English either

intrinsically or extrinsically is an important factor to become successful language learners.

Helping these students improve their language acquisition should be the responsibility of all. Unity and diversity in teaching and learning process in primary education play an important role. Students themselves should realize that sufficient efforts are what they need to help master the language apart from having the right attitude and motivation.

Parents and teacher also play an important role. They should work hand in hand in facing this problem. How parents caring for children not only affects the emotional development of the children even affect academic achievement. Less successful students normally do not receive support and inspiration from their parents and they only learn English Language to fulfill the curriculum and passed the examinations. Thus, the attitude of parents will shape the attitudes of their children.

As for teachers, teaching English should not be just for the sake of completing the syllabuses, instead, it should be carefully planned to incorporate more meaningful learning experiences that would challenge their knowledge and maximize the opportunity for real language exposure. As the conclusion, positive attitude, motivation and efforts determine successful language learners.

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COLOR SELECTION TECHNIQUES FOR LEARNING TOPIC AMONG YEAR 1 STUDENTS

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Abstract

This study explores the issues that are often faced by children who are within the age of seven years, the problem of selecting the appropriate color with a picture or a given subject matter. The objective of the study is to determine the effectiveness of riddles and visual display method to help the respondent to make color selection. Samples of the study comprised 29 students from Year One in SJK (T) Gemas, Negeri Sembilan. After going through a screening process, samples were 13 students who were selected through pre-test. After completion of the treatment sessions, post-test were carried out and the data were analyzed. The analysis results showed that the both methods were successful in helping the respondents in making the correct selection of colors. This study can be manipulated and expanded to other subject matter as well as fauna and man-made objects

Keywords: problem, selecting, colour, visual display, subject matter

1. Introduction

School is an institution that was created to educate and as a center to spread knowledge to students. This is where the students are presented with a wide array of subjects, suitable to develop a balanced generation in all aspects such as emotional, physical and intellectual. Among the subjects that are exposed to the primary school students are Arts. Due to the fact that our nation's education system is exam-oriented, Arts seems to be marginalized. Most teachers do not appreciate the students' multiple intelligences and do not plan a teaching and learning session tailored to the specific intelligences that the students have.

Throughout the six years of primary education, students will be exposed to a variety of skills included within the subject such as coloring, drawing and creating patterns. Here exist a very common type of communication found in school, whereby the teacher teaches and the students learn. Sadly, upon closer inspection, despite almost nearing the end of schooling session of primary level, there are still students who are not capable to acquire the necessary skills that they are supposed to master by now. The question is, why some students are still lagging behind and making these mistakes.

Therefore, by considering one of the problems that occurred within the subject, an action research to seek the solution to the problem of color selection for the subject matter of fruits and suitable methods to overcome the said problem.

Based on the research done by Joanna Black (2014), she discovered that students are more attracted to teaching and learning processes that uses technology. Hence, the researcher has chosen to use the methodology of puzzle and visual display to overcome this problem. The researcher also

choose visual display because based on the research done by Cala Coats (2014), the learning process via pictures may manipulate the thinking process of the person.

2. Research Objectives

2.1 Research objectives

The research objectives are as follows:

- i. To help the respondents making the right choice of colored image of fruits using puzzle method.
- ii. To help the respondents making the right choice of colored image of fruits using visual display method.

2.2 Research question

Here are my action research questions:

- i. Are the students able to choose the correct colored image of fruits via puzzle method?
- ii. Are the students able to choose the correct colored image of fruits via visual display method?

3. Findings

After analyzing the research findings, the researcher has categorized the research data into two sections, namely (a) puzzles and (b) visual display.

3.1 Result of Puzzle Method

Table 1. Result of Pre and Post Test for puzzle method.

Respondent	Test	G 1	G 2	G 3	G 4	G 5	Total Score
R 1	Pre	1	0	1	0	1	3
	Post	1	1	1	1	1	5
R 2	Pre	1	0	0	1	1	3
	Post	1	1	1	0	1	4
R 3	Pre	1	1	0	0	1	3
	Post	1	1	1	1	1	5
R 4	Pre	1	1	0	0	1	3
	Post	1	1	1	1	1	5
R 5	Pre	0	1	0	0	0	1
	Post	1	1	1	1	1	5
R 6	Pre	0	0	1	0	0	1
	Post	1	1	1	1	1	5
R 7	Pre	0	0	0	0	1	1
	Post	1	1	1	1	1	5
R 8	Pre	0	0	0	1	1	2
	Post	1	1	1	1	1	5
R 9	Pre	1	1	0	0	1	3
	Post	1	1	1	1	0	4
R 10	Pre	0	1	0	1	0	2
	Post	1	1	1	1	1	5
R 11	Pre	1	1	0	0	1	3
	Post	1	1	1	1	1	5
R 12	Pre	1	1	0	0	0	2
	Post	1	1	1	1	1	5
R 13	Pre	1	1	1	0	1	4
	Post	1	1	1	1	1	5

Key:

G 1	Strawberry
G 2	Apple
G 3	Starfruit
G 4	Grapes
G 5	Mango

3.2 Result of Visual Display Method

Table 2. Result of pre and post-test for visual display method.

Respondent	Test	G 1	G 2	G 3	G 4	G 5	Total Score
R 1	Pre	1	0	1	0	1	3
	Post	1	1	1	1	1	5
R 2	Pre	1	0	1	1	0	3
	Post	1	1	1	1	1	5
R 3	Pre	1	1	0	0	1	3
	Post	1	1	1	1	1	5
R 4	Pre	1	1	0	0	1	3
	Post	1	1	1	1	1	5
R 5	Pre	1	0	0	0	1	2
	Post	1	1	1	1	1	5
R 6	Pre	0	1	1	1	0	3
	Post	1	1	1	1	1	5
R 7	Pre	0	0	1	1	1	3

R 8	Post	1	1	1	1	1	5
	Pre	0	0	0	1	1	2
R 9	Post	1	1	1	1	1	5
	Pre	1	1	0	0	1	3
R 10	Post	1	1	1	1	1	5
	Pre	0	0	0	1	1	2
R 11	Post	1	1	1	1	1	5
	Pre	1	1	0	0	1	3
R 12	Post	1	1	1	1	1	5
	Pre	1	1	1	0	0	3
R 13	Post	1	1	1	1	1	5
	Pre	0	1	1	0	0	2
	Post	1	1	1	1	1	5

Key:

G 1	Banana
G 2	Papaya
G 3	Orange
G 4	Watermelon
G 5	Durian

3.3 Final Result (Pre and Post-test)

Overall, by exposing the respondents to the puzzle and visual display methods on overcoming the problem of selecting colors for the image of fruits showed a positive change. The scores differences between pre and post-test showed significant improvements. This differences may be observed in Table 5.

Table 3. Score differences between Pre-test and Post-test

Respondent	Pre-test Score	Post-test Score	Score differences	Increment (%)
R 1	6	10	4	40
R 2	6	9	3	30
R 3	6	10	4	40
R 4	6	10	4	40
R 5	3	10	7	70
R 6	4	10	6	60
R 7	4	10	6	60
R 8	4	10	6	60
R 9	6	9	3	30
R 10	4	10	6	60
R 11	6	10	4	40
R 12	5	10	5	50
R 13	6	10	4	40

4. Conclusion

At the end of the action research, the researcher felt pleased and grateful because as a teacher of Visual Arts had managed to increase the respondents' achievements especially in the aspects of color selection and this will heighten their skills in Arts. According to Anne McMahon (2015), a student who excels in Arts will acquire a sense of leadership and this quality is much needed by younger generation that will leading the nation towards excellence in the future.

As a conclusion, this action research has greatly helped to increase self-professionalism and provides awareness on the real obligation and task of a teacher, which is to shape a new generation in line with the objective of National Education Philosophy based on the characteristics of the National Principles. This awareness promotes the researcher to carry out the teaching and learning process that able to increase the achievement and motivation of students in during the learning process, especially in Visual Arts.

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THE UNIQUENESS OF TEACHING GAMES FOR UNDERSTANDING (TGfU) APPROACH IN PHYSICAL EDUCATION

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Abstract

There are many approaches used in physical education to ensure that students master every skill taught by teachers during physical education teaching and learning. One approach that has become the focus of researchers in this field is the Teaching Games for Understanding (TGfU). This paper discusses the uniqueness of TGfU and its importance in Physical Education (PE) studies. TGfU was created upon the principles of PE teaching a effectiveness in promoting student interest and learning skills that includes psychomotor, cognitive and affective. TGfU are categorized into 5 unique aspects of learning through children games, fun learning, effectiveness in promoting student's interest, identifying the students skills and potential and the teaching and learning that involve the participation of students as a whole. The skill approach discussed is related to the implementation of Teaching Games for Understanding (TGfU) game based that consists of features that make it easier for teachers to observe their management. This method can improve students' skills in terms of psychomotor, cognitive and affective. In addition, this discussion is also focused on the previous studies related to teaching approaches of PE. Nevertheless, TGfU approach will not be successfully executed if the Physical Education teachers themselves do not have the specific knowledge and skills in the teaching of TGfU. Therefore, a good and steady collaboration between the school level must be improved in order to achieve the objectives of physical education in schools as well as special modules adopted by the Physical Education teacher is resumed.

1. Introduction

Teaching games for understanding (Tgfu) is understood as problem-based approach to games teaching where the play of game is taught to situated skill development (Hopper & Kruisselbrink, 2002). Physical Education (PE) currently emphasis teaching and learning that encompass the students' skills, fitness, knowledge and attitude (Wuest & Butcher, 2009). Goals of primary school physical education programs are to develop student's total learning outcome. Learning outcome includes cognitive, affective, and psychomotor domains by providing students developmentally appropriate programs (Butcher & Wuest, 1999; and Griffin & Sheehy, 2004). Through the games, students can develop tactical understanding of rules, limitation, strategies and important alertness to behave in a variety of competitive situations (Richard & Walliean, 2005; Pangrazi & Casten, 2007; and Sanmuga, 2008). Literatures have shown that games are a significant component of the physical education curriculum worldwide and can be used as a pedagogical approach to motivate students participation in game performance outcome (Mauldon & Redfern, 1981; Werner & Almond, 1990; Werner, Thorpe & Bunker, 1996; Light, 2006; and Sanmuga, 2008). In the Traditional Teaching Model, PE teachers emphasize direct instruction to the students to perform skill when teaching a game. Emphasis on direct instruction is more favorable for the students to perform the skills in the game. This is because the process of teaching game is more organized and

controlled. Teachers have control all over the process of teaching the game and students' game techniques can be corrected during the process of teaching in PE. Teachers also emphasize drills to the students so that students can master the skill of the game entirely. Teaching process is very structured and organized so it helps teachers to manage their teaching time more effectively (Bunker & Thorpe, 2010). This is because the drills or repeated skills can easily cause the students to feel bored and trapped in the process of learning (Balakrishnan, 2011; Metzler, 2000). Studies have shown that their interest in games in PE is dwindling (Balakrishnan, 2011; Metzler, 2000). This is because the Traditional Teaching Model used by the teachers is not so inclusive (Balakrishnan, 2011; Metzler, 2000); Thorpe & Bunker, 2010). Students cannot get to experience the actual game play and skills gained from the drills which are also not applicable in real game situations.

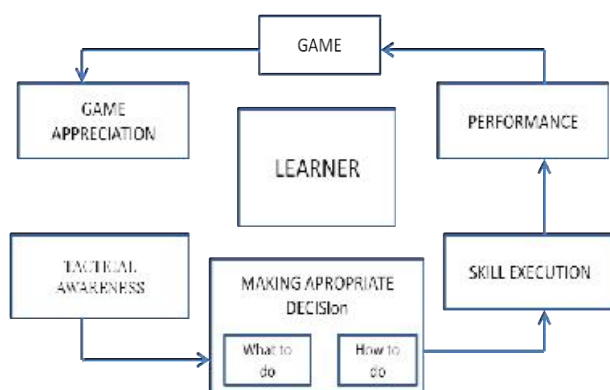
2. TGfU Approaches

Teaching Games for Understanding is a concept of teaching and learning produced by David Bunker and Rod Thorpe in 1982 at the University of Loughborough. TGfU is teaching games for understanding that can attract children interest and attention in or outside the classroom so that they do not feel bored. Teaching Games for Understanding (TGfU) within the meaning of English is taught to understand game which teachers teach and students learn to understand the concept of the game while playing. TGfU

spearheaded by Bunker and Thorpe (1982), which aims to develop the cognitive and psychomotor skills of individuals in the sport by solving problems and making decisions. TGfU approach is the understanding of the tactics and strategies of play before the technical mastery of skills (Araujo et al, 2007, 2007; Bunker & Thorpe, 1982; Griffin, Mitchell & Oslin, 1997). Students need to understand why, when and where to do certain tactics and strategy in the game before they learn how to master the skills.

TGfU is an educational model that emphasizes:

- thorough understanding of each game
- Increase the level of physical activity
- Make physical education classes as a suitable place for competition, motivation and fun
- Widely used in coaching and physical education up to the present



**Bunker & Thorpe 1986 – TGfU
The Curriculum Model**

3. Goals

TGfU main goal is to develop students' skills in problem solving and decision making. According TGfU philosophy, students or players not only need to know how to make a success of a game but it is more important to learn to make appropriate decisions when the game is executed. TGfU model also encourages students to engage in various games.

4. Five uniqueness of TGfU

4.1 Fun learning

After the review from Bunker and Thorpe, philosophy and theory in TGfU still be modified and expanded over time. In more depth, TGfU is more practical and easy to apply in the ball game. In 2004, Webb and Pearson were categorized into four main categories of games. They are:

- Target
- Striking / Fielding
- Net / Wall
- Invasion

i) Target / target

- Placing objects on or near the target goal to score points

Example: bowling, archery, golf

ii) Striking / Fielding / punch

- The tournament involves two parties: the fielding team strikingdan
- To collect points through a safe and successful run after a shot in the prescribed time or round

Example: baseball, softball, cricket

iii) Net / Wall / Network

- The game is played between the net or on the wall
- To collect points by sending the object to the court opponent, provided the item can not be sent back in the ring

Example: badminton, squash, table tennis

iv) Invasion / Assault

- Games team
- In the long term, it goes into the opponents and earn points

Example: soccer, basketball, handball

4.2 Purpose of the games

Each game in this category have similar characteristics and regulations or identical. TGfU aims to encourage students to engage in various games. After studying one of those games in one category, students will acquire basic knowledge of the rules, skills and tactics in that category. Therefore, students will be affordable to join the other games in the same category

Examples:

Students who had learned the basketball or football can be played handball

Teaching Games for Understanding (TGfU) spearheaded by Bunker and Thorpe in 1982 for school students is an educational model that emphasizes a thorough understanding of each game. It increases the level of physical activity and to make physical education classes as a suitable place for competition, motivation and fun (Thorpe, Bunker and Almond, 1984). TGfU is widely used in coaching and physical education nowadays. There are a number of issues arise among students in Britain in the 1980s which prompted Bunker and Thorpe to review TGfU. Achievements in the game is a little unsatisfactory due to the lack of knowledge about the game and weak in basic skills and are less able to make decisions. Students are expecting a coach or teacher to decide. The rate of growth in the game is slow (Werner, Thorpe & Bunker, 1996). TGfU main goal is to develop students' skills in problem solving and decision making. According TGfU philosophy, students or players not only need to know how to make a

success of a game but it is more important to learn to make appropriate decisions as the game progresses (Bell & Hopper, 2003). TGfU model also encourages students to engage in various games. After the review Bunker and Thorpe, philosophy and theory in TGfU still be modified and expanded over time. TGfU is more practical and easily applied in the game. In 2004, Webb and Pearson categorized games into four main categories: i) Target, ii) Striking / Fielding, iii) Net / Wall and iv) Attack / Region (Invasion)

4.3 Learning through children games

In Games Sense we begin with simple games that presume very little in terms of the student's experience or proficiency. Fun and participation are key. Skills are still taught but only as they are needed to progress the game. This way the technical work has meaning for the players and they appreciate its relevance to the game (Mandigo, Butler, & Hopper, 2007).

4.4 Effectiveness in promoting student interest

TGfU focuses on a thorough understanding of each game. Students can understand a principle or concept in the development of a specific game. TGfU also emphasized to increase the level of physical activity. Health and Physical Education sessions in primary and secondary schools shall always implement TGfU so that students can have fun in physical activity. TGfU also make physical education classes as a place and the right time for competition, motivation and fun then this could increase the interest of students. Teachers should ensure that competition is conducted healthily and executed game that can strengthen ties of friendship and cooperation between students.

5. Identifying the students skills and potential

Through TGfU students need to know and understand how to implement a game and being able to apply the skills of movement / physical while learning to make decisions when playing. The game is accompanied by a number of guided questions to encourage students to master the game through the method of solving problems. Diverting concept centered teaching skills training or individual-centered approach to the landmark play as a team strategy.

5.1 Holistic participation of students in teaching and learning

Simple game helps students develop strategies that will work in a host of other games. By passing the ball to each other, players aim to get into position to pass the ball to their end player and score. The attack and defence strategies, the awareness of space and the tactics learnt, also apply to rugby, netball, soccer, basketball and other games as well.

6. Discussion

In the Malaysian context, TGfU practiced in Integrated Curriculum for Primary Schools (KSSR) for subjects of Physical Education. KSSR introduced in an effort to restructure and improve the existing curriculum to ensure students are provided with the knowledge, skills and values relevant to meet current needs and challenges of the 21st century. KSSR drafted in the form of standard statements. Standard statement consists of standard content and learning standards to be achieved by students in a period and the level of schooling. Standard Content and Learning Standards are defined as follows:

- Standard contents include specific statements about what students should know and can do in a period of schooling covers the knowledge, skills and values.

- Standard Learning is a setting criteria or indicators (indicator) quality of learning and achievement that can be measured for each content standard.

Each PJ teacher will undergo the process of teaching and learning based on learning standards that have been set. Various workshops or courses held to enhance the teaching and learning process of teachers PJ. However, the process is successful or not depends on the teachers themselves. In the Malaysian context, TGfU practiced in Integrated Curriculum for Primary Schools (KSSR) for subjects of Physical Education.

7. Recommendation

Now monitoring has been made of the effectiveness KSSR in schools by the Ministry of Education (MOE). But the effectiveness depends on the full cooperation of the school administration in the planning and implementation of physical education curriculum that emphasizes TGfU approach.

Physical education teachers must master the content and validity of knowledge of physical education subjects especially TGfU in order to improve the effectiveness of teaching and learning process. Teachers must have sufficient willingness to teach and have an attractive personality. This can provide a good and positive impact for students.

Teachers should always make a personal reflection after each teaching and learning process in order to improve and increase their knowledge and skills in physical education, especially TGfU.

8. Conclusion

The TGfU approach focused on learning experiences for students to acquire tactical understanding of major games through playing modified versions of the games in a game situation. Students had opportunity to create and modify games to display skills such as leading, following

and decision making (Pangrazi & Casten, 2007). Students were actively engaged in learning experiences which provided them with appropriate information for their own learning, (Kirk & MacPhail, 2002; and Light, 2002). Hence, the TGfU approach provided positive interaction among peers and between student and teacher; it was noted that students enjoyment of participation and motivation increased (Holt, Stream & Gegoechea, 2002; and Hopper & Kruisselbrink, 2002). Therefore, it can be concluded that to generate a whole child concept with cognitive, psychomotor and affective domain, TGfU approach is an effective approach.

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ANALYTICAL REVIEW OF LEARNING OUTSIDE THE CLASSROOM IN HISTORY EDUCATION

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Abstract

History subjects in school are usually considered to be unattractive for students. This may be due to the old teaching techniques where students are asked to learn history using traditional methods. As a result, students are not interested to study the subject. In order to attract students' motivation to learn History, various methods and strategies are supposed to be used in school. Learning out-of-classroom has been suggested by many scholars as one of the attractive methods to promote students' motivation in learning History. This article was written based on the 15 journal articles and proceedings relating to learning outside of the classroom. The articles were randomly selected from various sources that have been published from 2005 to 2015. The focus of this paper is on theoretical or models underpinning the papers, methodological used to develop those papers, issues and main findings. Findings showed learning outside the classroom is able to promote students' motivation in learning History. Most of the article highlights the importance of those strategies to promote students thinking skills. However, most authors of the articles reported that the strategies are rarely used in schools. This informs further study in the future to understand this issue.

Key words: learning strategies, History, students' motivation, learning outside the classroom

1. Introduction

History Education is one of the core and important subjects in the Malaysian Integrated Secondary School Curriculum (Known as KBSM in Malay language). This subject is compulsory for all secondary and primary school students in Malaysia (Ministry of Education, 2002). This is an initiative to transform the quality of education in Malaysia. History education in Malaysia aims at producing students who master the historical facts; able to think critically (Nik Aziz Zahara Azleena, 2007); promote the spirit of 'one nation' and unite with multi-ethnic people (Shakila Yacob, 2010; Ahamad Rahim et al, 2011).

History Education plays an important role to produce individuals with a high civic competence. By learning this subject, students are exposed to historical events that have direct relationship with past experience of the country. This includes the hardship time where people in the past faced various challenges to get independence from colonials. This calculates the ownership values toward a country and prompts citizenship values among nation. It also promotes better characteristic of youngsters as well as develops national identity among people.

History learning requires students to think more critically, making the relationship between an event with other events, interpret, seek evidence and make a rational judgment and imagination can put students in the position of a member of the characteristics of a great history. This association in

inline with the opinion of Maharom (1998) which states that history is a subject that helps stimulate thinking and thought processes students critically and analytically (and Nik Aziz Zahara Azleena, 2007).

The subject of History also helps in generating individual that pays concern to the importance of historical events as they usually bring important lessons in shaping the future. It is well known that the History is indeed one of the most important subjects. However, it has always become the subject that is less favored by some of the students. It is also regarded as rigid and boring subject (Portal Islam and Malay, 2014). The students tend to eschew from the subject due to the negative assumptions. Apart from the need to memorize the tonnes of historical facts, the learning process is said to be less effective and considered boring because of teaching methods itself. The teachers are said to give excessive focus on completing the syllabus rather than increasing the students' potential and performance. The efforts on building the History Education should be intensified just as the efforts done for the other subjects like English, Science, or Mathematics.

The teaching methods play an important role in ensuring the students to give their full attention during the process of teaching and learning. The results of a study conducted by Aziz Zahara (2000) showed that the negative attitude of the students towards History subject was the result of the lack in teaching methods and skills. While the study by Aini Hassan (1998) and Siti Hawa Abdullah (2008)

also revealed that the majority of the teachers are still practicing the traditional approach in teaching History. The teaching methods which are too dependent on textbooks and teacher-centered are not anymore appropriate for the 21st century students as they are unable to attract their attention to learn History. This is proven by the findings by Rozita Ngah Mohamed and Zaliza Md Zali in 2005 (Portal Islam and Malay, 2014) which found that one of the reasons why the students are lazy and disfavor the History subject was because of the textbooks that stressing too much on the facts. Apart from that, the teachers are also unable to provide clarifications and interpretations of certain historical events that occurred. Therefore, there are several strategies proposed to attract the attention of students to subject in addition to improve the students' academic performance.

Teachers play a vital role in attracting the students to explore History deeper. The teaching methods and skills that are embedded creativity will be able to create values, attitudes and mental development of the students. Therefore, to come out with effective teaching and learning process, the teachers themselves should master the subject matter and the teaching skills to deliver better presentations and explanations to the students. The emphasis on creativity in the teaching and learning process can reduce the tedium of the students and making the learning of History more enjoyable. The strategy of learning outside the classroom seems to be working to eliminate boredom among students. This is because of the different environment serve by the outside of the classroom. Through learning outside of the classroom, the students are given freedom to learn something outside of the textbook. The benefits from the strategy help the students to improve their performance in education and enriching the existing curriculum system (Education and Skills Select Committee, 2005).

Learning outside the classroom means that learning process that occurs in places like laboratories, libraries, archives, museums or in any open space. Learning space is not just focused on the area of the classroom only. Learning outside the classroom as using any other places aside of classroom for teaching and learning. In addition, it is believed that young people should experience learning outside the classroom as part of the process of personal development. The vision of learning outside the classroom is to improve the performance through an effective learning approach with direct experience. It is not just about "what" we learn but what is important is "How" and "Where" we learn. This is very suitable to be applied in the teaching of History because it helps to enhance the students' attention and understanding of historical events. This is proven by a study conducted by Mohamad Johdi Salleh and Ariegusrini Agus (2009) that stated this method

provides an opportunity for the students to engage in a more active and productive teaching and learning process.

2. Learning Outside The Classroom

There are a number of studies on learning outside the classroom that have been done and showed a positive effect. But not many studies have been done on the History subject. This is because there are not many teachers who tries to apply the strategy of learning outside the classroom due to the constraints that exist.

Study on 'Method of Historical Tours: Importance and Strategies' which is done by Mohamad Johdi Salleh and Ariegusrini Agus (2009) summed up the importance of teaching History in places that have historical values and giving benefit from this learning method. This study emphasized the importance of teaching History outside the classroom that can be implemented through visits to the historical sites. The results of this study showed that the method is capable to help the students to acquire the knowledge, understanding, skills and a deep appreciation when visiting such places. This study supports the use of the strategy and stated that it is very effective in attracting students' interest to learn History. The implementation is also appropriate to different levels of students.

There are many advantages on the method of visiting for history education methods. One of it is the acceptance of direct learning experience and a more realistic learning that can help fostering self-confidence in the students and make History learning more enjoyable. Apart from that, the study also included some strategies to conduct the learning activities outside the classroom for the tour method. It is important for the teachers to equip themselves with the teaching skills and knowledge of strategies or steps that must be prioritized when carrying out the process of learning outside the classroom. Creativity is very important in providing an enjoyable learning environment facilitate the understanding of the students. This tour method is not just a method that can create the interest of the students on History subject, but also helps to sharpen the history skills in every student.

Extensive evidence showed the importance of close cooperation between educational institutions and museums in efforts to uplift the educational history. This study tried to resist the negative perceptions of some people who say that the museum is just a place of old and ancient stuffs. On the contrary, the museum serves as a forum for the dissemination of knowledge. Museum should be involved as an educational institution as it is able to channel the history of education more effectively with appropriate methods and materials. Discussions on the use of the museum as an institution support in education has long been

discussed in the West compared to Malaysia with relatively low implementation gap due to the existence of cooperation between the school and museum institutions.

A study carried out by Md Amin Md Taff, Azlizam Abdul Aziz and Jaffry Zakaria (2011) showed that the education process is not only focused to classroom space. Although this article does not mention the teaching of History, it still discussed on learning outside the classroom. This study attempts to analyze scenarios and current issues related to outdoor education in the higher education system in Malaysia. The research shows that outdoor education has contributed significantly to the improvement of soft skills among students. Outdoor education that has been discussed is based on experiential learning process that gives exposure to the real experience as opposed to learning in a classroom that only focus on theory alone (Ewert, Place & Sibthorp, 2005). For example, the focus of outdoor education being discussed refers to physical education and extra-curricular activities among students in higher education institutions.

Although there are issues that prevent the implementation of this outdoor education, it is a minor issue that is too exaggerated compared to the huge contribution of an outdoor education for students and educational institutions in the development of education. The results of this study showed that outdoor education is very relevant indeed to be practiced as it brings a range of benefits and positive impact even there are issues that try to hinder. Implementation of outdoor education in a planned and systematic ways can help to fulfill the goal of creating a developed nation and harmony to be in line with the objectives of the National Education Philosophy and concept of 1 Malaysia, organized by the honorable prime minister. Appropriate measures must be taken to clear up the negative perceptions of some people to outdoor education as well as generate hype around the effectiveness of outdoor education programs in Malaysia so nothing can obstruct the implementation.

Moreover, a study carried out by N. Spalie, N. Utaberta, MM Tahir, N.A.G. Abdullah and Pay no I.T. Che-Ani (2011) also supports the implementation of strategies learning outside the classroom. This study focuses on learning outside the classroom involving pre-school institutions in Indonesia. In contrast to the situation in Malaysia pre-school education, learning is still done in the classroom. The institution known as Sekolah Alam who approach children's five senses using the senses of hearing, sight, taste, touch and smell and experience life as the basis for learning. The construction of Sekolah Alam is different from formal schooling and is seen as a shift to the students at the age of children to prepare them to face the reality of the world outside the school.

Sekolah Alam's goal is to educate students to better appreciate nature than are pursuing marks and position in the classroom.

The results of the study of excellent schools showed that students are able to make the link between education and the real world. Learning in school is not too focused on theory and books alone but also from the environment. These schools educate students to understand their own potential and being appreciated of their advantages and the disadvantages are understood. Based on this study, learning outside the classroom gives the students an understanding of the roots of learning that is integrated, comprehensive and applicable. In addition, the approach is able to revive the spirit of curiosity, observation, hypothesis making and improve scientific thinking skills of the students. Learning outside the classroom provides opportunities for students to express their own opinions without being too dependent on the teacher's view. This study proves that the process of learning outside the classroom brings a positive impact on the level of understanding and performance of the students.

Museum learning can be considered to be an innovative teaching strategy. This approach is common in developed countries but it seemed to be difficult to be carried out in developing countries. In Malaysia, learning through museum is rarely practiced in school (Mohd Azmi & Miti Fateema Sherzeella). Yadigar Dogan (2010) showed how far primary school students benefit from learning in museums. The peace of the museum helps to bring awareness to the students' learning of meaningful reality. Results of the study found that the use of the museum contributed to the development of mental, physical, affective, cognitive and social development of the students. However, this study showed a relationship between the teacher and the institution of the museum is still weak. There are teachers who do not like the use of the museum in the teaching process although it is known of its advantages. Aside of teachers, parents also play a role in encouraging children to the importance of learning in museums.

Tuba Cengelci (2013) suggested that learning outside the classroom to help students make the interpretation of its people, nature and the world through concrete experience. While learning outside the classroom is very commonly used for environmental education but in fact is also very important for social studies. This may be due to social studies requires this multiple approaches to train the students as active members of society. Based on these findings, the social studies teachers believe that learning outside the classroom is suitable to be implemented to the social courses students. For example, teaching topics such as history, geography, administrative, environmental issues, and cooperation are suitable profession for

implementation of learning outside the classroom. The results of this study found that the social studies teachers strongly agree with the idea of learning outside the classroom in line with the content of social studies courses. These findings indirectly support the use of instructional strategies History outside the classroom in an effort to improve student understanding and to attract students to learn History.

Education outside the classroom refers to a process that consists of various dimensions that highlighted the construction of learning activities outside of the classroom as activities in the community and the rule of nature (Bunting, 2006 in Tuba Cengelci, 2013). Learning outside the classroom contributes to the integration of learning with life at all levels of education, where it provides a broad reflection on the approach of learning that relates to the relationship between human beings and the natural context. In addition, although the results of the study by Cengelci Tuba (2013) showed a positive response from the social studies teacher about learning outside the classroom but it is not easy to apply due to the problems that exist. Social studies teacher said that time constraints become a major cause of negative implementation of these activities in addition to economic issues, cooperation of family and bureaucratic obstacles.

History could be improved through the preparation of thematic projects and museum exhibitions. Students were given a task to prepare a thesis based on a specific theme which is rather difficult to understand and museum exhibition and finally the projects were presented. The presentation of the project results were evaluated whether they have a positive impact or otherwise. The findings of this study showed that the process of preparing project papers helped the students to study in greater depth on a particular historical topic. The process of preparation of this project also provided an opportunity for students to experience and conducting research to discover evidence in addition to making interpretation of history. Similarly, the presentation through museum exhibitions also contributed to the improvement of historical knowledge among students and helped sharpen their creative presentation skills. In addition, the results of this study also enrich the learning experience, improve students' intellectual growth and produce students who love History.

A study carried out by Zamri Mohamad and Mohamed Amin Embi (2005) also focused on strategies learning outside classroom. However, the focus of the study is to learn Bahasa Melayu. This study aimed to describe the diversity of learning strategies used by male and female students in learning the Bahasa Melayu outside the classroom based on language skills such as listening, reading, writing and speaking. The study found that students using a variety of instructional strategies when

studying the Malay language. When learning outside the classroom, excellence students used a variety of learning strategies compared weak students. Boys used more listening, speaking and writing, while girls used reading skills. This study focused on learning outside the classroom but rather the strategy of learning the language. Even so, the results of this study can inspire teachers to teach languages better through strategies for effective learning.

Amy Anak Dusin (2007) showed that outside education program gave implications to the concept of self-monitored of the practical teachers in Teacher Training Institute Batu Lintang, Kuching, Sarawak. Outdoor education programs implemented were aimed at producing human or future teachers who are knowledgeable, skilled and positive attitude. It acts as the medium of the unity among all disciplines, understanding and skills in schools (National Education Association, 1970). The use of the senses such as audio, visual, taste, touch and smell are the methods used in carrying out learning outside the classroom. Amy findings of the study (2007) found that outdoor education program provided teachers with specific skills and helped build self-esteem among teachers in preparation for the real challenge in the current state of education. Based on pre- and post-test results, special education program was seen to have a positive impact on the construction of the self-concept among the practical teachers.

3. Methodology

This is document analysis using the technique of desk study. Desk study analysis is a technique that has to do with a written text and a research technique that is often used in the field of mass communication (Zaharah Hussin et.al, 2015). This analysis gives emphasizes on the content of articles that led to a similar study in these articles. There were 15 articles that have been analyzed.

The objectives of this article are to analyze some of the articles relating to the strategy of learning outside the classroom. In addition, this article also attempts to identify whether the strategy is in line with the teaching of History or not. The focus of this article is to analyze the scope of four models or theory underlying the study of selected articles, methodology, key findings from these articles and the gap found in these articles.

4. Findings And Discussions

Table 1 showed the articles analysed in this study. Ten articles in Malaysia and five English articles are analysed in this study.

Table 1. List of Journal Articles and Prosidings

Bil	Author	Title	Journal/Proceeding	Year	Vol.	Page
1	Zamri Mahamod dan Mohamed Amin Embi	Strategi Pembelajaran Bahasa Melayu Mengikut Jantina di Luar Kelas	Jurnal Pendidikan	2005	30	51-73
2	Lynda Kelly	Measuring the impact of museums on their communities: The role of the 21st century museum	INTERCOM Conference	2006	None	1-10
3	Amy Anak Dusun	Program Pendidikan Luar dan Implikasinya terhadap Konsep Kendiri Guru Pelatih	Seminar Penyelidikan Pendidikan Institut Perguruan Batu Lintang	2007	None	1-13
4	Mohamad Johdi Salleh dan Ariegusrini Agus	Kaedah Lawatan Ke Tempat Sejarah: Kepentingan dan Strategi	Strategi dan Model Pembelajaran Sejarah. Penerbitan Bersama UKM dan Universitas Riau	2009	None	127-138
5	Celine West	Building creative communities: How does a university museum work with family learning in a challenging community context?	UMACJ	2009	2	65-68
6	Eric V. Franco dan Waldorf College	Improving Students' Historical Thinking Through Thematic Projects and Museum Exhibits	Academia.edu	None	None	tiada
7	Yadigar Doğan	Primary School Students' Benefiting From Museums With Educational Purposes	International Journal of Social Inquiry	2010	3 (2)	137-164
8	Tsabit Azinar Ahmad	Strategi Pemanfaatan Museum Sebagai Media Pembelajaran Pada Materi Zaman Prasejarah	Paramita	2010	20 (1)	105-115
9	Md Amin Md Taff, Azlizam Abdul Aziz dan Jaffry Zakaria	Kerelevanan Pendidikan Luar Dalam Sistem Pendidikan Tinggi di Malaysia	AJTLHE	2011	3 (1)	11-27
10	N. Spalie, N. Utaberta, M.M. Tahir, N.A.G. Abdullah, dan A.I. Che-Ani	Membina Semula Persekitaran Pembelajaran Diluar Kelas yang Mampan dari Pemahaman Rekabentuk dan Pendekatan-Pendekatan Sekolah Alam di Indonesia.	Proceedings Of 1st International Symposium On Conducive Learning Environment For Smart School (CLES)	2011	None	42-51
11	Carrie Braniff	Perceptions of an Active Classroom: Exploration of Movement and Collaboration With Fourth Grade Students	Networks	2011	13	1-6
12	Mohd Azmi bin Mohd Yusof dan Miti Fateema Sherzeella Mohd Yusoff	Muzium Sebagai Institusi Pendidikan Tidak Formal Dalam Pengajaran & Pembelajaran Subjek Sejarah	Tidak dinyatakan	2012	None	1-10
13	Tuba Cengelci	Social Studies Teachers' Views on Learning Outside the Classroom	Educational Sciences: Theory & Practice	2013	13 (3)	1836-1841
14	Malar A/P Muthiah	Kesan Kaedah Stad Terhadap Ketekalan Pengetahuan Sejarah Dan Kemahiran Sosial Murid Tingkatan Dua	Seminar Pendidikan Sejarah dan Geografi	2013	None	116-132
15	Muhamad Zaki Samsudin, Razali Hassan, Azman Hasan dan Mohd As'ed Dato' Shamsuddin	Amalan Kreativiti Guru Dalam Pengajaran Pendidikan Asas Vokasional (PAV)	Technology, Education, and Science International Conference (TESIC)	2013	None	1-12

The emphasis was given to the learning of History outside the classroom. There are some articles that are not related to the essence of History but still can be issued on the effectiveness of the strategies on learning History outside the classroom to attract the attention, enhance the understanding and polish historical thinking skills among the students. The articles were analyzed of their content based on a model or theory underlying the study, methodology, key findings and studies that the gaps in study.

The analysis of the articles was based on the scope model or theory underlying the study, the results of which are available from the entire article

points out those only eight articles written opted for a model or theory underlying the research. The remaining articles are not stated due to the writers wrote the articles based on their own opinion and refer to previous studies. Generally, the model or theory that is mostly referred to is the theory of constructivism and education. However, the reference relates to the theories and models in education are very slight. For the constructivist theory, general knows of how much it is used in the studies involving education. This is because, the focus of the theory generative learning. This theory wants students to make sense of what he had learned. This is supported by the opinion of Nik

Aziz (1999) which stated that the advantages of this theory is providing opportunities for students to actively construct knowledge by trying to influence the current and prior learning, and making relationship (Subadrah Nair & Constant Muthiah, 2005). This theory is viewed to be an appropriate strategy to be applied in the teaching of History outside the classroom because students will be encouraged to build their own concept of what is learned to create a relationship with their existing knowledge.

In addition, based on the scope of the methodology used, the findings in this article are of diverse and different methodologies. There are five articles using the content analysis methodology and by reference to his own opinion. The opinion is self-created but referring to the previous studies. In addition, ten more articles used case studies, action research, quasi experimental and survey research that involves quantitative as well as qualitative research. Quantitative studies emphasize the fact that the acquisition of objective measurement and statistical analysis in order to understand or to explain to a phenomenon that can be used as a guide while the qualitative study aimed at producing meaning (Sixth Form Teachers Orientation, Goh LH). Although there are different methodologies, all of the purposes of writing are interrelated in which to prove that there are a variety of appropriate strategies implemented to attract students focus on a subject in the context of learning outside the classroom, especially in the subject of History.

The next scope of the analysis focuses on the results of selected articles. All of these articles gave a positive response on the effective use of teaching strategies and creative learning by the teachers to ensure that the learning process goes smoothly. Interest and students' understanding of the subject are also seen to show a positive reaction. In the context of learning History outside the classroom, some articles agreed that teachers play a key role. Knowledge and skills of the teachers need to be improved to ensure continuity of learning for students no matter what the subject is. In addition to teachers, parents and non-formal institutions such as museums and historic sites also have a role in mobilizing this effort. Most of these articles support the efforts to bring the students to learn outside the classroom even if there are articles that are not related to the subject of History. This is in line with the opinion of Bandura (1986) through theoretical treatment model in Mohd Azmi and Fateema Miti explains that there are close links between the environment and the individual when learning something. Experience is the best teacher to improve students' understanding of life in the future.

The final analysis in this study is concerned with the gap. The gap refers to the opportunity or

problem that requires us to do research to find solutions to these problems. Normally, this research gap will form the basis for the development of a project or program and serve as a guide for researchers achieve the research goals (Noraini Talib, codebynt.org). Based on all of the selected articles, it appears that not many studies concentrate on learning of History outside the classroom but more to the strategies to create a learning environment that can attract the attention of the students. There are articles that support the teaching of History outside the classroom, such as research studies conducted at the museum for the subjects of History and social studies. However, please take note that History learning outside the classroom not only focused on the museum. This learning can occur anywhere up to the creativity of the teachers. However, the museum still plays an important role as only there the historical materials are provided.

There are several studies on learning in museums being conducted abroad that showed a positive impact on the students as well as parents. It can be seen that museums there are trying to play a role in helping the school to ensure the effectiveness of teaching History. This is seen somewhat to be less effective in Malaysia. As evidence, very few articles focus on the role of schools and museums in enhancing the learning of History. The school and museums should have a strong relationship and mutual support in attracting and enhancing students' understanding in History. If this issue is being addressed, the efforts to regain our history education can be achieved successfully. Boredom and rigidity issues are also can be resolved.

5. Implications And Conclusion

The focus of this study is to identify whether the learning of History can be executed outside the classroom or not. Based on the findings, this subject is very suitable to be conducted outside the classroom. This is to ensure that the teaching of History has a place in the hearts of the students and help improving the students' understanding of History. Results from this study are expected to provide positive implications to the teachers, schools, students and non-formal institutions such as museums.

The implications to the teachers are expected to help in raising awareness of the teachers to hone their knowledge and skills in teaching and learning of History. Teachers should make full use the creative approaches to ensure effective teaching and learning of History so there will be less dependent on teacher-centered method.

It is hoped that this research will provide positive implications for students. The results of the analysis of the selected article clearly show that the response of the students about learning outside the classroom is very encouraging. Many students

prefer this method because learning outside the classroom is working to improve their social skills, increase confidence, improve academic performance and help enhancing their historical thinking skills.

It is also hoped that the school and institutions such as museums had a positive and encouraging implications. Schools and museums should work together to ensure that learning outside the classroom is a success. School administrators should be more accommodating to ensure a smooth implementation of this strategy. Extra time for learning outside the classroom should be given to overcome constraints due to insufficient time. With all the mutual support and cooperation, efforts to increase student motivation and awareness of history surely can be achieved.

As a conclusion, it was found that the strategy of learning outside the classroom suitable to be applied to the teaching of History. This strategy is to increase students' interest in History. It is important to create a young generation who loves the country with high self-esteem to steer the country in the future. The use of this strategy is not a new strategy but has been introduced and carried on abroad. This is proven by a number of external studies that showed a positive effect. However, the implementation of learning outside the classroom in Malaysia is very few due to the existence of constraints that hinder the implementation. Therefore, all parties should be together to help overcoming the constraints to help improving the country's education system and finally producing the people that uphold and love the history of the country.

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EFFECT OF THE WHOLE LANGUAGE APPROACH ON THE LEARNING ACHIEVEMENT IN INDONESIAN LANGUAGE READING COMPREHENSION OF ELEMENTARY SCHOOL STUDENTS

Noor Alfulaila, Nashrullah Pettalolo

Abstract

Whole language is an approach in teaching language. The basic principles of Whole language suggested by Crafton are discussed and elaborated in giving the illustration of the application in the classroom.

This study aims to investigate effects of whole language approach on learning achievement in Indonesian language reading comprehension of groups of students based on their learning motivation.

This study was an experimental study employing a 2x2 factorial design. The independent variabel had two levels, i.e. the Whole language approach and the konvensional approach. The population comprised all 46 Year IV students of SDN Madinaturramlah. The instruments consisted of an achievement test and a learning motivation questionnaire. The data were analyzed by a mean of two way ANOVA and the Scheffee test.

The results showed that (1) there is no difference in learning achievement between the students in the experimental group and those in the control group, (2) there is a difference in learning achievement between students with high motivation in the experimental group and those in the control group, (3) there is no interaction between approaches and learning motivation.

Keywords: whole language, approach, learning motivation, reading comprehension

1. Introduction

Culture of reading is a prerequisite and is a feature of the progress of a nation or community. Nation or an advanced society puts the habit of reading as one of the necessities of life, so that creates a public reading (reading society). Advanced society such as Europe, the United States, Britain, Japan and Korea, make reading as one of the activities that can not be separated from their lives. At the primary level, students are expected to read with a good understanding, both in reading aloud or reading silently. Therefore students should have a strategy to read in order to understand the contents of the material in their textbooks. The importance of reading strategies to make the government feel the need to give more attention, the government placed a high priority on reading the Language subject. The program is also supported by legislation that Twelve Years Basic Education.

With this rule all of Indonesia's population is expected to participate in education at least 12 years. It is estimated that this regulation does not only equip its graduates with the basic skills of reading, writing, and calculating but also with skills to enable them to work or continue their education to a higher level. The purpose of learning Indonesian in SD / MI is the students are required to understand the Indonesian terms of form meaning, and function, as well as using the right creative for various purposes, needs and circumstances (SBC, MONE). In detail the purpose

of learning Indonesian in the curriculum emphasis on aspects of reading to be mastered by students.

Based on the results of research conducted by B. Mustafa (2012) on the six provinces, South Sulawesi, Riau, South Kalimantan, East Kalimantan, North Sulawesi, and North Sumatra, said that the reading habits of the people of Indonesia are still lower than the total scores between 1-7, earned a total of scores of 3.5 and that means reading habits of Indonesian society is still in low category. It is caused by several factors such as: the inadequate of infra structure, books and libraries are difficult to access, the minimal support of parents and teachers, and the oral culture that still dominates the society. Thus, almost 48.9% of the students sampled by Ellen, et al states that students can not read the text of discourse.

According to the Ministry of Education and Culture, M Nuh, (23/05/2013) as much as 19.97 percent of students scored 7 and only 2.11 per cent were able to answer all the questions correctly about Indonesian lessons at the UN this year. Unlike the subjects of mathematics which reached 7.7 percent of students who can answer well all the calculations subject. It's mean, most of students are still difficult to answer the question of Indonesian language. Based on the results of a survey of students in primary schools, it is known that the majority of students at schools had difficult connections between what students learned, and how to use the knowledge they have acquired. That is because the way that students use to process the information and motivation to learn are not touched

by the teaching methods in the classroom. Students having difficulty in understanding the concepts of academic (such as math concepts, and language) in common way students receive (ie use the lecture method, an abstract method) actually requires an understanding of the concepts related to the world of work and to the wider community where students live and work.

Generally (traditionally) students are expected to create a relationship of what they learned with himself and the world outside the classroom. Nowadays education system results the students' ability to memorize facts. Although many students were able to present a good level of memorization of the material they receive, but in fact the students often do not understand in depth the substance of the material. In addition, most students are not able to link between what they learn with how this knowledge will be used / functioned.

Students low ability in reading comprehension, thought to be caused by a learning approach that has not been directed to serve the needs of the psychological development of fourth grade students who were at the stage of cognitive development called "operational concrete". In addition, teachers also still assume that the conventional approach which they used is the easiest approach, finally the process of reading comprehension for elementary school student become less maximum or less effective.

Conventional learning approach is now considered obsolete because lack of students' involvement to play an active role in learning and teachers are more prominent than the students. Students as learning subjects, lack of freedom to think and be creative. As a result, students not be able to develop learning how to learn.

Language teaching from time to time is always progressing. Surely the purpose of learning achievement outcomes are satisfactory. In the last decade the development of teaching methods that was inspired by a study model John Amos Comenius and John Dewey, known as whole language method. Therefore, the learning approach needs to be updated with a more empowering students, giving the freedom to think and be creative. One alternative approach that can be used is the Whole Language approach that is now widely adopted by schools in developing countries.

Whole language approach is one alternative change. An approach to develop language learning thorough implementation, which is include: listening, speaking, reading and writing. Those skills have interactive relationships that are not separated by other aspects of language, such as phonemes, words, spelling, sentence, discourse and literature. By looking back theories that favored the emergence of Whole language, it can be formulated several principles of whole language.

According to Crafton (1991) there are six main principles of language teaching which will make the teaching of Indonesian language in the category of Whole language. These six principles are as follow: 1) Spoken and written language should be developed from the shape of intact first, then taught the parts with more specific, 2) language and language proficiency socially constructed, 3) language skill established through language teaching which is based on the actual function of language, 4) demonstration is a matter of principle in language learning, 5) language learning activities should involve the approximation process and risk-taking, 6) Learner trained to be responsible for their learning activities.

Based on the principle of whole language mentioned above, Weaver (1990) concluded that the whole language is actually a learning activity which refers to the "student-centered", in which teachers are required to minimize one-way communication, on the contrary allow students to do some mistakes in speaking with the assumption that it is part of the learning process. Classroom implementation of whole language learning could be start from curriculum, teaching and learning process and teaching materials. The educator must be able to position students as subjects, not as objects of learning. Students should be involved in problem solving or learning material and constructing knowledge through their own experiences, habituation to solve problems, find something useful for themselves as well as wrestle with ideas. Thus, the learning approach is very important for learning process.

Learning Indonesian language throughout reading comprehension, have to be integrated by four language skills with the use of language in the context of other subject (science, social, cultural, and others). By using whole language approach, the teachers and students doing some language interaction, compromise in lesson plan activities to be carried out, making schedule of implementation, how tools required. To guarantee the Whole language class with this approach, the availability of mater-language materials such as books, magazines, newspapers, directories, symbols, labels, posters and so on is something that is mandatory.

Under this concept, the expected learning to read so much more meaningful for students, and rising their motivation. Direct students understand the meaning of what they are learning, especially in the areas of reading comprehension of Indonesian language at elementary school. In addition, the philosophical foundation of whole language is constructivism, which is build a new knowledge through facts experienced by students, then this approach is consistent with the Education Unit Level Curriculum (SBC) which is still widely used by schools today.

The low reading skills of elementary school students in Indonesia is a problem that must be addressed immediately. Therefore, conducted research on the effect of whole language approach compared to the conventional approach which has been running, particularly in the Indonesian language learning of reading comprehension skills.

In general the issues to be studied in this paper is: "whether the whole language approach used in the learning process affects the learning outcomes of students reading comprehension in Indonesian language when viewed from the students' motivation? Operationally, the problem is described as follows. (1) Is there a difference in learning outcomes between students' reading comprehension of experimental group were taught through Whole language approach with a control group of students who are taught through the conventional approach? (2) is there difference in the results of learning reading comprehension among students who are highly motivated and lower motivated taught through Whole language approach and conventional? (3) Is there an interaction between learning approach and learning motivation toward learning outcomes of reading comprehension?

2. Methods

The study used an experimental method with 2x2 factorial design. The dependent variable is the learning outcomes of students' reading comprehension, independent variables (experimentation) is a learning approach. In this design, there are two independent variables are each divided into two learning using the conventional approach (A₁) and learning by using the conventional approach (A₂). Furthermore, the motivation to learn is also categorized into two, namely: a high learning motivation towards reading comprehension of Indonesian language (B₁), and low learning motivation towards reading comprehension Indonesian (B₂). The study population in this paper is done by choosing schools based on criteria set by the author in question school criteria, among others: (1) Elementary School with the status of state and private, located in the district North of Banjarmasin, (2) Schools not using Whole language approach, (3) Indonesian student achievement is low. Therefore, the results of this study will only apply to schools that have the same characteristics as that already established. Sampling was done by multi stage and random sampling. Successively carried out in the following way. 1) define the school as a place of research, 2) The school, randomized class which will be used as experimental class and control class, 3) then, do the grouping of learning motivation in all students groups of samples using a questionnaire conducted before the commencement of treatment, 4) the results of all students' learning motivation

questionnaire scores were ranked from high to low score. while for grouping students is done by taking the top 27% group and 27% below the group of the total number of students, 5) finally, a group of students set up a high-motivated students and student learning as a student group under low learning motivation for the research sample. The samples used in each cell in accordance with the study design is as many as 46 students. Table 1 describes the number of groups of samples up and down based on that provision.

Table 1. Sample based on Treatment SD Islam Madinaturramlah

Learning approach Motivation	Whole language (A ₁)	Konvensional (A ₂)	Σ row
High (B ₁)	13	10	23
Low (B ₂)	11	13	23
Σ Coloumn	24	23	46

Data analysis was conducted to test the hypothesis that has been done. Data collected consist of two types, namely the data learning motivation and learning outcomes data reading comprehension fourth grade students of Islamic Elementary School second semester of the school year 2013/2014. Data collected from student learning outcomes by providing multiple choice test developed by researcher. Number of items that are used as many as 30 items, with a reliability coefficient of 0.825 and motivation questionnaire use as much as 12 point Likert scale with reliability coefficient of 0.786. using normality of the data was tested with Kolmogorov-Smirnov (KS), while the homogeneity of variance was tested using the F test or Laveine Test. The hypothesis was tested using the techniques of analysis of variance (ANOVA) two paths.

3. Results and Discussion

Results of testing the hypothesis through the analysis of variance of two paths can be summarized in Table 2 below:

Table 2. Summary of variance analysis

Sumber Variansi	Jumlah Kuadrat	db	Kuadrat Rerata	F _{hitung}	F _{tabel}		Stand. Er
					0.05	0.01	
Pendekatan (A)	100.874	1	100.874	14.200			.000
Motivasi (B)	20.623	1	20.623	2.903			.096
Pendekatan * Motivasi	1.738	1	1.738	245			.623
Peluang Kesalahan (D)	305.459	43	7.104	-	-	-	-
Total	2641.000	47	-	-	-	-	-
Total Reduksi	421.234	46	-	-	-	-	-

a R Squared = .275 (Adjusted R Squared = .224)

Based on the summary of the Variance Analysis of two path above can be formulated hypothesis test results as follows:

Criteria testing, thank H_0 if the probability calculation results (sig (p)) is greater than $\alpha = 0.05$ conversely, H_0 is rejected if the probability calculation results (sig (p)) is smaller than $\alpha = 0.05$. The calculation results with SPSS 15 for windows, it can be the result of the following calculation. *First Hypothesis*, Based on the analysis of data using Anova two paths, it can be concluded that there is no difference between the learning outcomes of students who are taught through Whole language approach and the students taught through conventional approaches. This is evidenced by the acquisition value Variance Analysis results Fhitung 0064 to 0801 which means the chances of error learning outcomes of students who are taught by Whole language is not shown to be significantly higher than the learning outcomes of students who are taught through conventional approaches.

This is also supported by the learning outcomes of students who are taught through Whole language approach has an average score of 24.92 and compared to the average score of students taught by conventional approach at 21.00, the average score of the group Whole language does not differ significantly from the conventional, So it can be said that Whole language approach to learning outcomes students' reading comprehension is not much different than conventional approaches.

Whole language approach is one part in a constructivist learning based. Whole language approach is a more empowering approach students, so that students can be more active in obtaining new information or practicing science. Through this approach more students experiencing learning process, which in this study students have many opportunities to get to know the surrounding environment, new information and new experiences in terms of developing students' language skills. Whole language approach, teaching students to become more complete through the study as a

whole without separate between the skills to other language skills, but it also raises the curiosity of students so much higher. In the study groups, students become more motivated in improving learning outcomes so that motivation increases automatically till improve student achievement.

Because of the characteristics of whole language approach that helps students learning, it is only logical that the learning outcomes of students' reading comprehension into better learning outcomes than students who are taught through conventional approaches. In other words, whole language approach is more effective for student learning, especially in improving the learning outcomes of students' reading comprehension.

The second hypothesis, Data analysis, variations in learning outcomes of students who are taught reading comprehension through the whole language approach that has high motivation and low with conventional approaches have significant differences. Moreover, proved the difference in learning outcomes in students taught by conventional approach of whole language and highly motivated students who are motivated by lower. Based acquisition it is known that the mean score of students who are highly motivated to have a higher score than the students who have low motivation. Thus, student motivation is closely linked to student learning outcomes. Whole language approach really helps students who have high motivation in the learning process. In other words, the higher the students' motivation, the higher the students' enthusiasm for learning are commonly seen on the results of learning reading comprehension.

The third hypothesis, results of the final analysis of the average results of students' reading comprehension study showed that the learning outcomes of students who are taught through Whole language approach that has a high learning motivation is higher than students taught through conventional approaches with high motivation. Furthermore, the students who have low motivation

and taught through the whole language approach on average have a higher learning outcomes than students taught by conventional approach with the same motivation category. Fhitung results show 0.245 with a chance of error for 0.623 which was not significant. Thus, this hypothesis test results indicate that there is no interaction between learning approach to student motivation in their influence on learning outcomes literal reading comprehension.

The absence of this interaction suggests that this approach significantly Whole language has proven that learning achievement of students who are highly motivated and differed significantly lower compared to conventional approaches. In other words, Whole language approach can be applied to all groups, both in the group who are highly motivated and group motivated low. Thus, it can be concluded that the effectiveness of the whole language approach does not depend on the level of student motivation for learning outcomes Indonesian reading comprehension. Results of the analysis indeed showed no interaction between the approaches and motivation to learn, but in the whole language approach to learning by students dared to submit an opinion or a different idea from a friend and teacher. In addition to the stimulus of the teacher, this is one indicator of student motivation. This form of treatment motivational for students, namely to not hesitate to give praise to the students. In the task, the students in collaboration with the group so that students get different experiences of fellow group members. In other words, Whole language approach to provide a learning environment that allows students to understand the Indonesian language learning thoroughly and find his own knowledge.

4. Conclusion

Based on the results of hypothesis testing and discussion of the research results can be put forward some conclusions related to the process of learning reading comprehension Indonesian grade IV, namely: 1) There is no difference in learning outcomes reading comprehension among students experimental group were taught through approaches Whole language with the control group students who taught through conventional approaches; 2) there are differences in learning outcomes reading comprehension among students who are highly motivated and lower taught through Whole language approach and conventional; 3) there is no interaction between learning approach and learning motivation toward learning outcomes reading comprehension.

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THE USE OF ENGLISH LANGUAGE IN TEACHING AND LEARNING AT INSTITUTIONS OF HIGHER LEARNING: A CHALLENGED POSITION FOR MALAY LANGUAGE?

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Abstract

The development of the world's economy has resulted in a change in the medium of instruction at many universities. English as the language pervasively used in global communication is viewed to possess a high economic and social value. Such perception towards English language can give rise to the national language of the nation of a certain country to be in a challenged position. Even though a good command of English is believed to be able to contribute to graduates being offered better jobs, their mother tongues are still fundamental for national identity preservation, personal identity attachment and the development of the country. Realizing this, Malaysian government through Education Act 1996 requires students at institutions of higher learning to learn the national language of this country and obtaining certain grades in Malay in some public examinations for university entrance should be made compulsory. Due to the fact that the teaching and learning at most private universities and some public universities are conducted in English, Malay language as the national language of Malaysia has faced many challenges and there have been some emerging issues regarding this. Therefore, this paper attempts to unravel and discuss the issues of and challenges in teaching and learning Malay at local universities that use English as the medium of communication in teaching and learning there. The insights from this discussion are expected to be the reference for initiating any actions towards making teaching and learning Malay more attractive with interesting benefits.

Keywords: National language, institutions of higher learning, teaching and learning.

1. Introduction

Bruthiaux (2002: 289) argues that the process of development of a country today depends on the outcome of a good relationship between the government, academics and English education. According to him, a good relationship is the result of the willingness of the government to take into account the opinions of academic experts on the development of the country. In addition, the success of the development of a country is also related to the choice of language used at the higher education institutions in the country. In relation to this issue, Bruthiaux (2002) claims that only English is able to function as a good medium of communication between countries around the world.

Such opinion of Bruthiaux (2002) suggests that apart from economic factor, the role played by a language is also a fundamental contributor towards the development of a country. This idea is supported by a report submitted by Christopher McCormick (2013) for International Business (November 15, 2013) that the report proposes that there is a significant relationship between the English proficiency of the people of a particular country and the economic performance of the country. Based on this report, the gross national income (GNI) and gross domestic product (GDP) of a country increase in accordance with the improvement in the English language skills of its people. The report reveals that English-speaking

skills index showed that English language proficiency was ranked as the most important factor in relation to economy, that nearly every one of the 60 countries and regions surveyed indicated that an improvement in English language mastery contributed to a rise in per capita income of the country. The report also suggests that at the individual level, human resource managers around the world believe that graduates with good English skills possess better employment opportunities than graduates whose English is weak. Such graduates with an outstanding English proficiency were recorded to have obtained 30-50 percent higher in terms of wages than those of the opposite English qualification.

Such findings obviously have reinforced the public opinion that English is the lingua-franca of today's communication. However, the preservation of the national language of a country should not be ignored. In the aspect of higher education in particular, the preservation of one's mother tongue (national language) among students is very important. Wong Fillmore (1991) argues that students who learn a second language and simultaneously still maintain their native language are among the intelligent ones. His research discovered that a group of students who mastered many languages and still used their native language had acquired a better academic achievement than the students who learned a second language at the expense of their first language.

In the context of the Malay language in Malaysia which serves as the national language of this country, this language plays a very prominent role as the main instrument of unity among the people of different races and ethnicities in the nation. Malay language is the backbone of the process of nation-building by functioning as the language of science, official language, national language and language of unity. Such roles of the language can only be realized through education, starting from the primary, lower secondary, higher secondary and higher education level. Therefore, if the capability of the Malay language as the main language used in the practice of teaching and learning with respect to the education system of Malaysia is challenged, indirectly this in general will affect the country's development process negatively. According to A. Aziz Deraman (2001), a language is an essential tool in the construction of a nation and civilization. He further elaborates that the 'survival' of a civilization depends on the status of its language. If the national language of a country is paralyzed, this can also contribute to the collapse of the nation's civilization.

2. Languages in Teaching and Learning at Institutions of Higher Learning

2.1 National Language of Malaysia

In Malaysia, the Malay language has been recognized as this country's national language since its independence reached in 1957. The position of the Malay language as the national language and official language is enshrined in the Constitution of Malaysia. Article 152 of the Malaysian Constitution states that the national language of Malaysia is Malay language (Bahasa Melayu) and it should be used in any writing as prescribed in the law by the Parliament, provided that: (a) No one shall be prohibited or prevented from using it (for any purpose, other than official purposes), or from teaching or learning any other languages; and (b) Nothing whatsoever in this clause shall affect the right of the Federal Government or the right of any State Government to protect and sustain the use and study of the languages of any other races in the Federation.

The approval of the various races in Malaysia to acknowledge the Malay language as the official language in the country was a great victory achieved out of sheer compromise and toleration for the sake of national unity that existed among all residents of Malaya (Malaysia's previous name before independence) back then. Although initially the most important goal was the achievement of independence from the British through the unity presented by the three main races of Malaya, the agreement on selecting Malay as the national language had become the stepping stone

for a broader cooperation, including in the aspect of economy, politics and education.

With respect to the field of education, the role of the national language is clearly stipulated in the Education Act 1996. Clause 17 (1) of the Education Act 1996 states; "The National Language shall be the main medium of instruction at all educational institutions in the execution of national education system ..."

Education Act 1996 clearly explains that the national language shall be used as the main medium of teaching and learning (Clause 17 (1)). However, in the next part of Clause 17 (1), the word "except" is included where this section states that there are still exceptions that allow institutions of higher learning to exclude the use of the national language after obtaining an approval from the related minister: "... except for the national schools attached to section 28 or any other educational institutions detached by the minister from this subsection." This aspect is one of the major challenges that the national language has to face with respect to becoming a medium of instruction, especially in private institutions of higher learning.

The Malay language in Malaysia functions as the national language, official language, language of science and language of unity. In the context of education, the Malay language is recognized as a language that is suitable to be used in all disciplines. In addition, Malay language is also responsible for creating unity among students at all levels of education in Malaysia.

2.1.1 The Development of the National Language in the Education System in Malaysia

The use of English in the formal and systematic education in Malaya (now Malaysia) had started since the British colonial period when the British proposed the establishment of vernacular schools of four types: English, Malay, Chinese and Tamil schools.

Awang Had Salleh (1980: 2) claims that the history of Malay schools began in 1821. This theory is made based on the adjustment that was conducted for the Penang Free School in Gelugor, Penang, which referred to the commencement of the use of the Malay language at such an English school with a Malay language department. Since the event, many Malay schools were established throughout Malaya. This included several schools in the Straits Settlements, the Federated Malay States and the non-Federated Malay States.

In the context of the Malay language as the medium of instruction in the education system in Malaysia, this has generally started since the existence of an education system based on the Islamic religion and secular thoughts during the era of Western colonization in Malaya. At that time, Malay language was used alongside English and the

languages of other colonial powers. Malay language as the medium of instruction was formally and fully used when Sekolah Alam Shah was built in 1957. The school was the first secondary school which practiced Malay as the medium of instruction in teaching and learning.

With respect to tertiary level, the use of the Malay language as a medium of instruction only commenced in 1970 with the birth of Universiti Kebangsaan Malaysia (UKM). Before the establishment of this university, only English and Mandarin were used as a medium of instruction at tertiary level in Malaya.

After the advent of UKM, there were a number of other public universities that also made Malay language function as the language of instruction. Among the universities were Universiti Utara Malaysia in 1984, Universiti Pertanian Malaysia in 1972, Universiti Teknologi Malaysia in 1974, and Universiti Malaysia Sarawak in 1993.

As for University of Malaya, which is the first institution of higher learning in Malaysia established in 1957, the transformation of English into Malay language as the medium of instruction was executed in stages, starting with social science and humanity field before it gradually embraced science and technology discipline. A similar practice was detected to have occurred at Universiti Sains Malaysia which was born in 1969 (Abdullah Hassan: 1989).

2.1.2 National Language and Identity Formation of Students

A language is not just a set of words used in daily communication. A language can serve as a device to create an identity and unity in a multi-racial and multi-multicultural country like Malaysia. In relation to Malay language as the national language, such role of the language can be realized through the establishment of its position at local educational institutions.

Article 157 (Report of the Cabinet Committee on the Implementation of Education Policy in Malaysia) asserts that; "Malay language education aims at bringing together people of various races in the country. In accordance with this objective, Malay language was decided to be a compulsory subject in schools ..."

At the level of primary and secondary schools in Malaysia, Malay language possesses a very prominent status and role. With respect to the national education system, Malay language is the language of instruction in schools and in institutions of higher learning. Malay language is also used as a means of communication and racial unity among the people in this country (Abd. Aziz Abd. Talib: 2000).

No matter how vital and critical the role of the Malay language is as an instrument utilized for unification through the education system in

Malaysia, this language however has to face some challenges contributed by the emergence of English language, especially in the higher education system practiced by institutions of higher learning. There are several acts and policies of the government which offer flexibility to the institutions of higher learning in terms of not using the national language as the medium of instruction.

Such flexibility can hinder the function of the national language as the contributor towards identity formation among students. Apart from being a medium of communication, the language is also able to penetrate deep into the psyche of the students, thus becoming part of the cultural practices of such community. As indicated in the mind and intellectual thought of the Malay people through the creation of a Malay traditional proverb, "a language is the soul of a nation", a language therefore is part of the lives of the people who speak it (Nuraini Yusoff & Abdul Shukor Shaari: 2002).

With respect to educational area, the use of the Malay language in teaching and learning is able to instill the spirit of togetherness and belonging in the students for their beloved country. According Nuraini Yusoff and Abdul Shukor Shaari (2002), a language is the core of the life of the people who use it. These scholars believe that a language can function as a mirror that reflects the aspirations, intellectuality, heritage and emotion of its speakers.

This opinion is also shared by Teo Kok Seong (1999: 40-43) who explains that a language and a culture are interrelated. According to him, when a language vanishes, the culture of the people who speak the language will also disappear. He further elaborates that the extinction of a language cannot only lead to the extinction of the tradition, intellect and civilization of the group of people who use the language, but also the extinction of the tradition, intellect and civilization of the whole nation (Teo Kok Seong 1997).

The identity of a certain race is closely related to its people's degree of use of their language. Thus, the level of use of the national language in learning and teaching in relation to the education system is an appropriate benchmark or yardstick for measuring a nation's identity representation. Bandura (1997) and Pajares (1996) propose the evaluation of students' ability to use Malay language competently as a touchstone for the students' trust in their national language. If students at institutions of higher learning have a high self-efficacy towards the use of Malay language besides displaying a low level of anxiety when dealing with this language, this indicates that they have a strong attachment to being recognized as the users of the Malay language. Students of higher learning institutions are the next generation that will continue representing the country's identity through their identity in the future.

2.2 The Preference for English among the Students of Higher Learning Institutions Poses a Threat to Malay Language's Sustainability

There were numerous studies conducted on the use of Malay language at universities in Malaysia that discovered that the use of this language at tertiary level is still low. For example, a study conducted by Nuraeni Yusoff and Abdul Shukor Shaari (2002) that focused on the level of motivation of the students to use the Malay language in their academic affairs such as in their assignments, report writing and so on. The respondents revealed that English was more preferable since there were more references in English as compared to Malay language.

The findings of the research also seem to be similar to the results of a study conducted by a team of researchers from Universiti Teknologi Malaysia (UTM), which was led by Hamidah Binti Abdul Rahman (2004). The study revolved around the perception of UTM students towards the quality of higher education. The results of this study revealed that the majority of the students had the idea that one important element in quality higher education is teaching and learning that involve complete utilization of English language. The respondents who were first year and final year students also viewed a good proficiency of English language as an added value to their mastery of their disciplines at the university (Hamidah et. al: 2004). Such a perception seems to challenge the position of Malay language as the language of instruction at UTM since its inception.

Nevertheless, based on the study executed by Hamidah et. al (2004) also, the role of the national language as the language of instruction for some compulsory subjects at the university was still considered relevant by the participants. This is because according to the respondents, the compulsory subjects at the university are the subjects that concentrate on general knowledge that are appropriate to involve the use the national language as the medium of instruction (Hamidah et. al: 2004).

3. Structure of the Subjects Offered in Malaysian Institutions of Higher Learning.

The bellow diagram shows the structure of the academic subjects offered in institutions of higher learning in Malaysia. Based on the figures, it can be seen that university core subjects are offered in the national language as the medium of instruction, while other subjects are offered in either English or Malay. Based on the percentages, it is apparent that the number of subjects offered in the national language is lower than in English, especially in science and technology-based courses.

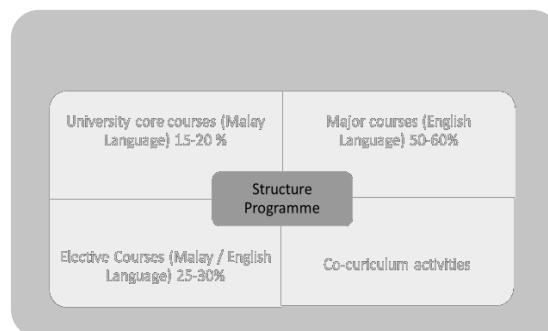


Figure 1: Structure of the Subjects Offered in Public Universities (Source: Universities and University Colleges Act 1971).

For private higher education institutions, there is a set of subjects known as *Mata Pelajaran Umum* (MPU) that must be offered in the national language. Figure 2 below highlights this particular structure:

Figure 2: General subjects packages offered in Malaysian private universities. (Sources: Malaysia Qualification Agencies (MQA)).

Tahap:	U1	U2	U3	U4	Jumlah Kredit
Degree	2 (5 cr.)	1 (2-3 cr.)	1 (2-3 cr.)	1 (2 cr.)	12-14 cr.
Diploma	1 (3 cr.)	1 (2-3 cr.)	1 (2-3 cr.)	1 (2 cr.)	9-11 cr.
Sijil	1 (3 cr.)	1 (2-3 cr.)	1 (2-3 cr.)		7-9 cr.

MPU is a list of compulsory subjects which consist of four values that need to be inculcated in the students in private institutions of higher learning. These values (U1, U2, U3, and U4) are associated with elements such as nationhood, soft skills, knowledge on Malaysia and society management skills such as social services and co-curricular activities. For subjects related to nationhood and history, the national language must be used as the medium of instruction. For international students, they must enroll in Malay language classes. The introduction of MPU has allowed Malay to be further utilized in private institutions of higher learning, even though the percentage of use of this language is still low.

4. The Challenges Faced by Malay Language in Relation to Its Use at Institutions of Higher Learning

4.1 The Role of the Policy Maker with Respect to the Function of Malay Language in Education

The preliminary report of Malaysia Education Blueprint 2013-2025 (2012) contains student aspirations that focus on six key attributes that are the requirements for every student to be globally competitive. One of the qualities to be possessed by

students is bilingual proficiency that involves at least a workable command of Malay language which is the national language of Malaysia as well as English as basically the lingua franca used for international communication. This indicates that English is expected to be acquired by students for their ability to use it when necessary.

Malaysia Education Blueprint 2013-2025 (2012) was prepared by the Ministry of Education as a guideline for the education system in Malaysia. The system has determined that starting from 2016, the English language will be a compulsory subject for all SPM candidates. The main objective of this policy is to produce students skilled in at least two languages, i.e. English and Malay.

4.2 Employability and Marketability of Graduates in Private Sector

The results of the study conducted by Hamidah et. al (2004) revealed that based on the perception of the respondents, English was viewed as a very important language of instruction at the university and also an important language to be used when they entered the working world later after they graduated. In the preliminary report on Malaysia Education Blueprint 2013-2025 (2012), one of the eleven shifts to transform the education system in Malaysia is the plan to produce students that are proficient in both Malay and English language. The rationale for this effort as according to the report is due to the fact that poor English command among fresh graduates has since 2006 been consistently ranked as one of the five major issues faced by Malaysian employers.

Upon considering the main language used at the university, English seems to be more favoured as compared to Malay language in terms of employability demands. Muhammad Hazrul Ismail (2012) argues that employers in Malaysia are more likely to hire graduates who are able to converse in the two main languages which are the Malay and English language for their organizations. His research that centered on the marketability of graduates in Malaysia from the perspective of employers revealed that graduates from universities that use Malay and English as their medium of communication are more competent in communication. This is because these two languages are the main languages in Malaysia which are pervasively used and needed in this country.

4.3 Parents' Perception towards their Children's Future with English Proficiency

According to Alis Puteh (2012), the national schools and public higher learning institutions constantly offer a very restricted access to modernized jobs as compared to private schools and higher learning institutions. This is a possible reason for parents who are concerned about their

children's employment security to enrol them in private universities which generally use English as the medium of instruction. Alis Puteh (2012) also explains that even after 53 years of independence, there was an unwelcoming reaction from the non-Malays towards national schools and the qualification obtained from public universities was considered unfavourable by private and business organizations due to the fact that the graduates from these universities have a poor English proficiency as a result of the language practiced at their higher learning institutions. Gill (2004) claims that as a result of their weakness in English being graduated from public universities that use Malay language as the medium of instruction, Malay graduates from public universities will have difficulties in being hired by private companies that are basically owned by the Chinese who would prefer to hire the Chinese graduates from private universities whose English is generally better than the Malay graduates. This issue can be probably a reason for parents to choose universities that use English as the medium of instruction for their children especially the Chinese parents.

4.4 Graduates' Views on English as an Essential Employment Requirement

Tee Beng Ann and Liew Chei Siang (2010) carried out a study on the perception towards Malaysia as a selected destination for higher education among Chinese students. The research discovered that the use of English as the language of instruction at a university is a major factor in determining the choice of a university by the Chinese students. The study also extracted a finding that showed the use of English manages to attract the attention of potential students outside Malaysia to study at the local universities. Based on such results, obviously the use of English as the language of instruction at institutions of higher learning is not only a criterion for the selection of a university by local school leavers but also by foreigners. Gill (2004) discovered that the majority of Chinese students who basically come from a family of higher financial background as compared to the Malay students, frequently enrolled in the private universities whose medium of instruction is English language. The dual medium of instruction policy had resulted in different preferences for university enrolment due to financial affordability of students of various economic backgrounds.

5. Conclusion

In Malaysia, although Malay language is used for nation building, the adoption of English as a medium of instruction has been significant. English has been used in teaching science and technology courses at public universities since 1993, and later in 2003, it was started to be used in teaching science and mathematics at primary and secondary

schools in Malaysia. The implementation of this policy shows that the government is aware of the importance of both the national and international language (English) in the Malaysian education system. (Kaplan, B.K. and Baldauf Jr, R.B:1997).

The use of English and Malay language in the current Malaysian education system seems to be paralleled with the government's ultimate goal to transform the country into a developed one in the future.

Vision 2020 was launched to realize Malaysia's mission back in the year 1992 to become a developed country by year 2020. Vision 2020 expects to successfully face nine predicted challenges. The sixth challenge of the nine challenges emphasizes that:

"...establishing a scientific and progressive society, a society that is innovative and forward-looking, one that is not only a consumer of technology but also a contributor to the scientific and technological civilization of the future."

As a result, beginning in the year 1993, the Prime Minister of Malaysia, Mahathir Mohamad (1981-2003) publicly announced the implementation of English as a medium of instruction for science and technology courses in public universities. (Zuraidah Zaaba et. al: 2004)

Despite multiple approaches introduced by the government to emphasize the use of English in the education system, the priority of Malay language is still reserved. The Malaysia Education Blueprint (Higher Education) which was drafted in 2013 highlights the importance of preserving Malay language as the national language. English, on the other hand, will remain as a medium of international communication.

The Malaysia Education Blueprint 2015-2025 (Higher Education) contains six attributes, including ethics and spirituality, leadership capability, national pride, language skills, critical thinking, as well as knowledgeability. One of the most important attributes listed is none other than language. The attribute emphasizes that the Malay language should be used as the national language whereas English as the international language.

In conclusion, English plays a vital role as an international language for the communication of the multi-lingual and multi-national communities in public universities. On the other hand, the Malay language, as the national language, is used as a medium of instruction for courses related to nation-building with the aim of forging an integrated nation.

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DEVELOPMENT OF ECONOMY TOKEN MODEL IN EARLY CHILDHOOD LEARNING

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Abstract

This research aimed at developing a guide of economy token model for young children. This research was the development of the Borg and Gall a model that included preliminary study, stage of development and testing phase of the product by an expert. The data was analyzed using quantitative and qualitative techniques. Through the development of this economy token model, it was expected that the early childhood were able to develop positive behaviors and reduce negative behaviors. The conclusion of this study were 1) Providing positive reinforcement such as a token was important to be given to the children to strengthen or reinforce the emergence of positive habits, one of them through the economy token model; 2) The initial purpose of giving positive reinforcement such as a token was to establish and develop the habit of children, so it was important to pay attention that the rules of administration was that the child does not depend on the prize; 3) The rules that need to be enforced in the provision of positive reinforcement included: consistency of rules, the intensity and frequency of administration, and the type of reinforcement which was given.

Keywords: economy token, positive habituation, early childhood

1. Introduction

Optimization of education in early childhood education is the key to one's success in adolescence and adulthood. The golden age of which are in early childhood is a special time for the children in receiving a variety of knowledge and opportunities to stimulate various aspects of development. Early childhood development needs to be supported by the attention and education to optimize the potential of the child. Child development will continue in accordance with age and experience. One of the aspects of development that need to be introduced in early childhood is the emotional social aspects.

In accordance with the standards of early childhood education of the Minister Regulation of National Education No. 58 Year 2009 for emotional social aspects that must be mastered as children aged 5-6 years: cooperating with friends, showing tolerance, showing empathy and respecting for the excellence of others. Thus, the ability to manage the emotional and social aspects needs to be introduced as early as possible in order to help children learn to coexist with others and their environment. Starting with the provision of life skills that include social and interpersonal skills, cognitive skills and mimic emotions skills, they may be better prepared to face all the challenges.

The problems frequently encountered by teachers of kindergarten in DIY during the interview of PLPG activities in 2013 is, still, the number of children aged 5-6 years who have not had a cooperative attitude and empathy with his friend. The behaviors were shown by frequently seizing the toys of other friends, talking by shouting, often hitting the friend if they did not met

what they wanted, and being selfish. This condition needs to be provided special attention so that children are able to have a pro-social attitudes that make them have endurance in the next development stages.

Development of children as their pro-social attitudes is influenced by various factors. Children will develop into individuals whose high intellectual and power character when they grow in support of the family, school and good character of society. One effective way to develop the social skills of young children both at school and in kindergarten is by implementing economy token in the learning program. Economy token program is one of implementation of positive reinforcement that reinforces the behavior. Economy token program is a behavioral modification procedure using the conditioned reinforcement called tokens that are used in reinforcing the desired behavior on the client (Miltenberger, 2004). Epstein, et al (Bernard, Cohen & Moffett, 2009) had proven that economy token was effective in improving the compliance in children and provide children a useful option exercises. This study aims at developing a program of economy token in early childhood learning, in particular to develop social skills. With the development of model of economy token program, it can be used as a guide for early childhood educators in applying the concepts of behaviorism appropriately without any negative impacts in long time.

2. Formulation of the Problems

The formulation of the problem of this research is: "How to develop the Economy Token in early childhood learning?"

3. Objectives of the Research

The objective of this research is to produce a prototype model of the economy token economy in early childhood learning in particular to develop emotional social aspects.

4. Literature Review

4.1 Behaviorism Theory

Behaviorism theory of development is a theory that was developed based on the philosophy espoused by John Lock (Martini Jamaris, 2006: 104). Based on the concepts of behaviorism, a person is considered to have learned something if he shows changes in behavior. According to this theory, the most important thing in learning is inputs which is in the form of stimulus and outputs which is in the form of a response. Stimulus is everything the teacher gives to the student, while the response or reaction can be in the form of student responses to the stimulus provided by the teacher. The stimulus and response can be observed, therefore what is given by the teacher (stimulus) and what is received by the students (response) must be observed and measured. Other factor that is considered important by behaviorist is a reinforcement factor. When the reinforcement getting bigger (positive reinforcement), the response will be stronger.

4.2 Economy Token

One form of positive reinforcement that can be used in forming and reinforcing the desired behavior is the economy token. Economy Token is a behavior modification procedure using the conditioned reinforcement called token (sign) that is used in reinforcing the desired behavior on the client (Miltenberger, 2004). Epstein, et al (Bernard, Cohen & Moffett, 2009) has proven Economy Token effective in improving the adherence in children and providing children a useful exercise choice.

Soekadji (1983) said that the economy token is a program that uses chips or marks given as soon as possible whenever the behavior of the target appears, then chip or mark that has been collected can be exchanged with support (reward) which is preferred by the subject. Rezky Sahyani (2014) concluded that the economy token can improve eating behaviors for children who have trouble in eating manner. The statement was reinforced by research conducted by Rafika in 2013 who stated that early childhood who is getting token program at some stage will try to get the reward, which is dedicated to someone else. In other words, it can be concluded that the token program which is initially considered more controlled teachers, the next process is determined more by the students themselves. The main purpose of a token economy

program is to increase desirable behaviors and reducing undesirable behaviors.

4.3 Early Childhood Education

Learning in early childhood, in principle, is much influenced by learning theories of behaviorism and constructivism. The dominance of both theories in early childhood education happens because of the characteristics of children in the age range of 0-6 years in the future which is still being egocentric. Teacher planned learning through conditioning the environment will foster children's learning response and in certain circumstances, children can build their own conclusions about what they are doing and observe the current study.

Learning can be defined as a process of behavioral changes in a person, as an indicator that someone has an activity that is reflected in the change of behavior. For early childhood, behavior that appears is an incredible experience as a result of interaction with the environment. The acquisition of new experiences not merely of growth and maturity of the child, but they gain it with effort or exercise. According to the constructivist theory, both Piaget and Vygotsky, learning is a process that is done by the child actively to build ideas or new concepts which are based on knowledge or experience both old or new. Thus to favor the occurrence of these conditions, the child must be given the freedom and opportunity to explore themselves and their surroundings in order to acquire the knowledge itself.

B. F. Skinner in theory Behaviorism wrote "Learning is the acquisition of new behavior through conditioning". (Suparno, 2001). According to Skinner, learning is acquiring a new behavior through conditioning where the child is controlled by a system of reward and punishment. Learning in the behavior theory is a process of shaping behavior and improve children's desired behavior by providing assistance, reward and punishment to form the desired behavior and educators no longer need to give a reward to the child. (Slameto: 2003).

Globally, in the opinion of Muhibbin Shah (2007), the factors that influence student learning can be divided into three kinds: (1) internal factors or from within the students, namely physical and spiritual condition of the child; (2) external factors or factors outside the student, that the condition of the environment around the child; and (3) approach learning factors that is the types of students' efforts that include learning strategies and methods that students use to conduct learning activities in understanding the material being taught. Some of the factors that affect children's learning process become very meaningful input for educators in order to pack a learning process so the materials can be interpreted by the students.

5. Research Method

5.1 Type of Research

This research is R & D study with the development model by Borg and Gall (1983). The research model development because researchers have been seeking to develop an economy token program in early childhood learning. The model developed is the concept of economy token program adapted to the social and emotional characteristics of a child in TPA Darma Yoga Santi, State University of Yogyakarta, especially to a positive habit.

Broadly outline, research and development activities consist of two main stages, namely: 1) feasibility study and literature review to map the social and emotional problems that exist in the field and support resources in the location (TPA), and 2) draw up models of appropriate economy token for early childhood in TPA Darma Yoga Santi, State University of Yogyakarta, which is validated by the relevant experts and practitioners.

5.2 Data Collection Technique

This research data collection techniques are observation, interviews and documentation. Observation technique was chosen to determine the description of the social and emotional abilities of children of kindergarten age. Observation of activities carried out in the classroom and outside the classroom by observing the behavior of children. Interviews were addressed to the data sources involved in the development of social-emotional skills of kindergartner with a structured interview technique. The documentation was intended to determine the success of the economic program of the work token / performance of the students during the learning process in schools.

5.3 Data Analysis Technique

Data obtained through assessment instruments during the validation test were analyzed using qualitative descriptive statistics. Expert test analysis results are used as a basis for revising the economy token models that are appropriate for young children. Quantitative data was obtained through the scoring of economy token models by the experts. The quantitative data was then converted to a qualitative data using percentage formula to determine the quality of the product. Conversion performed on the data was referring to the opinion of Suharsimi Arikunto (1998: 244), namely:

5.4 Assessment Criteria of Economy Token Model

No.	Criteria	Percent
1.	Very Good	86%-100%
2.	Good	71%-85%
3.	Average	56%-70%
4.	Not Good	< 40%

6. Research Result and Discussion

6.1 Research Result

Researchers conducted a study of literature, identification of economy token implementation necessity for the development of positive habits of early childhood. This activity is done by exploring through literature and interviews with administrative coordinator of TPA Dharma Yoga Santi UNY. Literature exploration was made by reviewing the various theories of token and social-emotional development of children, especially those of 2-4 years. The selection of 2-4 years old was on the basis of observations that children who are often deposited in TPA Dharma Santi Yoga UNY are 0-4 years. But the fact showed that those who can be active in learning activities are children of 2-4 years. Children of 4-5 years are no longer entrusted to TPA because they had followed the educational program in kindergarten which there was not been in TPA Dharma Yoga Santi.

Instruments testing by validator of materials experts showed that 18 indicators assessed by validator 1 using the draft guidelines, it can be concluded that 3 indicators (16.6%) were declared good, 15 indicators (83.3%) were expressed very well. The results of expert assessment of material 2 can be concluded that one indicator (5.5%) was stated quite good, 4 indicators (22.2%) were declared good and 13 indicators (72.2%) were expressed very well. Based on the assessment of the validator, the guidebook that has been made by the researchers was declared eligible tested with revisions.

6.2 Discussion

Positive habits are positive things that often done by people in everyday life related to social interaction. Based on behaviorism theory, that to establish individual behavior needs habituation of some positive habits that can be developed in early childhood, among others: social responsibility, manners and independence.

Through the development of the economy token model the children who studied in the TPA Dharma Yoga Santi may develop those positive habits. All children of 2-4 years have a higher motivation in following the study in TPA Dharma Yoga Santi. Giving token in this study did not use the gifts of objects, but the prizes were awarded in the form of a sticker remembering the age of the child was very young. Thus changes in the behavior of children appeared are not considered as a gift, but because of changes in motivation.

7. Implementation of Economy Token Model in Learning Process

7.1 Preparation Phase

The preparation stage includes several activities including the following:

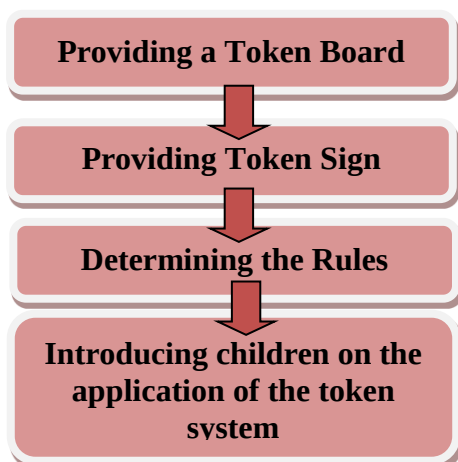


Figure 1. The preparation stage of implementation economy token model

7.1.1 1. Providing a Token Board

Token board is the boards or media to attach stars or marks obtained by children on any points that have been defined in the rule made by the teacher. Token board is made of white board with the size is adjusted to the number of children. The child's name is written with declining or downward position coupled with the implementation or effective teaching written horizontally.

Table 1. An Example of Token Board

TOKEN BOARD						
Name	Mon day	Tues day	Wednes day	Thurs day	Fri day	Total
A						
B						
C						

7.1.2 Providing Token Sign

Star sign or other token markers are pins star image that will be affixed by the teacher on the board based on the name of each child. Star or pin is a sign that the child has been able to implement a rule or rule set. Tokens can also be stickers, bottle caps and other objects that can be affixed on board the token.



Figure 2. Examples of Token

7.1.3 Determining the Rules

Rules to be set, generally, refers to the development of positive habits set by the teacher. Determination of the type or target of positive habits should refer to the condition of the child's behavior in school that needs to be improved. Here are examples of some rules that will be applied in the token model.

Table 2. Example of Rule

Rules
1. Inviting friends to play together.
2. Responding friendly to the people who greet him.
3. Performing the game according to the rules.
4. Willing to dispose of waste in proper place.
5. Not scribbling in any place.
6. Being on time to school.
7. Saying thank to any people who help him.

7.1.4 Introducing children on the application of the token system

Educators mention a few of rules that will be applied in the token system, including:

- Type of positive habits that will be observed in token models such as being good attitude of pray, being active in learning, smoothing back the toys that have been used, queuing and so on



Figure 3. Picture of Board Rules

- Time of Token Giving

Token or a sign is given every day by the teacher to the child, when the child is carrying out one rule that has been set. For every 1 (one) rule that can be implemented by a child then the

child gets one (1) star. If in a day there are some rule that a child is able to do then the child will get also some stars in that day. Acquisition of a star or token will be evaluated or reported every teacher in early next week when the learning begins. It is intended that the child's progress last week may spur children to do better and do more in this week's rule.

7.2 Implementation Phase

Implementation phase includes activities such as:

1. The actor of token program that is educators or parents should carefully observe the emergence of positive habits in accordance with the rules that has been set.
2. Educators give signs (markers) on token board in accordance with emergent behavior.
3. Educators save the data collected by the child every day.
4. Educators accumulate the number of tokens earned each child during a predetermined period, for example, Monday-Thursday (4 days).

Table 3. Token Board containing token accumulation

TOKEN BOARD						
Name of Students	Mon	Tue	Wed	Thu	Fri	Total
A	★ ★ ★ ★	★ ★	★ ★	★		9
B	★ ★ ★	★	★ ★ ★	★ ★ ★	★ ★	11
Etc.						

5. Educators manage stocks (gifts) to be given as a token that must be paid to the child. Gift or token should be objects that are interesting to children so as to motivate children to develop positive habits. If the reinforcement or token assessed children less attractive, there is a worry that the children will be reluctant and unenthusiastic.
6. Educators present the results of a child token acquisition and give appreciation to children who received the token at most, for example by giving token in the form of stickers objects preferred by children or other gifts that appeal to children.
7. Educators motivate children to keep them develop positive habits.
8. Educators anticipate possible contingency punishment for children, who received the

token, but the positive habits or good behavior does not reappear. In this case the educator can provide contingency penalty by pulling back the token has been given in the past, in the hope of positive habits children can reappear with a promise of return token that has been obtained.

9. Educators supervise the implementation of the token program and deal with potential problems, for example, children are forced and crying to be given token though the child is not doing positive habits.
10. Educators evaluate the implementation of the system so that the next token system can run better.

8. Conclusion

Development activity is a development guide prototype of the economy token model in early childhood learning, especially children of 2-4 years containing an introduction, literature review of social-emotional development and the theory of economy token, implementation of economy token models in the learning and conclusion. This prototype guide results in a two-step implementation of economy token consisting of procurement token boards, providing a token sign, the determination of rules, introduction of application systems such as the type of token in children positive habits that will be applied. The results of prototypes formulation were then validated by experts and users that the results state that the prototype models deserve to be tested.

The implementation of giving positive reinforcement such as token which is to establish and develop habits of children needs to carry out the rules of administration so that the child does not depend on the prize. Economy token modifications applied in the behavior of children of 2-4 years is not using gift items, but in the form of sticker as an encouragement prize for children in developing positive habits. Rules that need to be enforced in the provision of positive reinforcement include: consistency of rules, the intensity and frequency of administration, and the type of reinforcement which is given.

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IMPACT OF DRAMA EDUCATION ON THE SELF-CONFIDENCE OF STUDENTS OF PRIMARY SCHOOL EDUCATION AND THE RELATION BETWEEN THEIR PROBLEM-SOLVING SKILLS AND SELF-CONFIDENCE LEVELS

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Abstract

It is an established fact that students' academic success is proportional to their problem-solving skills. Another established fact is the positive effect of self-confidence on problem-solving skills of students. Thus, finding the right courses that would improve the self-confidence and problem-solving skills of college students is a concern. Therefore, in this study, influence of drama and drama education on the self-confidence levels of students of primary school education and the relation between their problem-solving skills and self-confidence levels are researched. The study was conducted with 34 college students via experimental pretest posttest single group design model. Self-confidence scale and the results of the previous joint study of the authors entitled "Impact of Drama Education on the Problem-Solving Skills of Students of Primary School Education" were used to obtain the necessary data. Analysis of the collected data revealed that the self-confidence levels of college students of primary education have improved after being introduced to the drama education. In other words, a significant difference was observed in favor of the drama education when the self-confidence levels of students were compared before and after they were introduced to the drama education. Additionally, a significant difference was also observed in favor of the drama education when problem-solving skills of students were compared before and after they were introduced to the drama education. Consequently, it was concluded that drama contributes to self-confidence levels of individuals and that their problem-solving skills develops in line with their improved self-confidence. Therefore, it is recommended to incorporate drama into various levels of educational system both as a course and as a technique.

Key Words: Classroom Teacher, Drama, Self-confidence, Problem-solving

1. Introduction

Drama is the reenactment of a past event, an idea, or sometimes an abstract concept or a behavior as a group using improvisation, role-playing or drama techniques taking into consideration many dimensions such as observations, emotions, feelings, experiences, etc. (San, 2002). Drama helps students that have communication problems rid their worries earning them to the society (Ergin, 1995: 101).

Regardless of the field it is utilized, drama allows students to have self-experiences leading them to have the self-confidence in order to trust others, to cooperate and to have empathy with them. Meanwhile, primarily problem-solving, creative thinking, self-confidence and many other similar skills are also improved (Yassa, 1999; Okvuran, 2000; Akoğuz, 2002; Hui and Lau 2006; Kara & Çam, 2007; Karakaya, 2007:109).

It is important to keep in mind that education have been almost always rendered in a traditional teacher-centered setting, where students had to sit down, listen, and write for years. Drama, on the contrary, exposes the students' imagination allowing a student-centered setting, and thus is a revolutionary technique (Karppinen, 2005: 11). However, it is rendered useless without teachers'

knowledge of it as it is the case for similar other techniques those teach students how to learn (Şenol et al., 2007: 212). There are many studies in the literature that researched the teachers' awareness of such techniques and implementations (Özcan, 2004; Karakaya, 2007; Sakkallı, Hüsren and Özçınar, 2007; Tekerek, 2007; Ormancı and Ören, 2010; Udeani ve Adeyoma, 2011). For instance, in the study of Sakallı, Hürsen and Özçınar (2007), teachers were found to have utilized mostly the narrational and question-answer methods but rarely hands-on methods such as drama, role-playing, experiments, and field trips that address many senses. In Akçadağ's study dated 2010, it was found that more than half of the elementary school teachers needed training about drama techniques.

As a result, it is obvious that teachers, and especially teachers of primary school level, must be informed of various teaching techniques and shall be encouraged to implement them. However, the very first step seems to be the teachers' belief in such techniques. According to Ormancı and Ören (2010:184), drama courses improve classroom teacher candidates' creativity, self-confidence, cooperativeness, social relations and empathetic thinking skills. Karakaya (2007: 109) also points out to the same fact that drama courses help educating students to become creative, constructive,

cooperative, problem-solver individuals, who are able to realize themselves. Tekerek (2007) has stated that the activities that take place in the college course of "Drama in Elementary Education" are intended to rid the concerns that stress out the students, exposing students' imagination enriching their personalities. All of the aforementioned personal skills and qualities that the drama courses are said to bring out of the students are also vital and essential skills. Especially self-confidence and problem solving are crucial skills to perpetuate a quality life.

Other than separately affecting the self-confidence and problem-solving skills, drama education indirectly improves the problem-solving skills of college students solely by increasing their self-confidence as well; since it is established in the literature that an increase in self-confidence levels also result in an increase in the problem-solving skills. Thus, in this study, direct and indirect effects of drama education on the self-confidence and problem-solving skills of college students are researched. In this regard, posed research questions are as follows:

1. Is there a statistically significant difference between the primary school education teacher candidates' self-confidence levels measured by the self-confidence scale before and after they were introduced to drama education?
2. Is there a statistically meaningful relation between the primary school education teacher candidates' problem-solving skills and the self-confidence levels?

2. Methodology

This study has been conducted using the single group pretest-posttest experimental model. In this model, selected group is administered an independent variable and measurements are taken before and after the experiment (Karasar, 2002: 101). Independent variable of the study is the drama education introduced to the experiment group, of which effects are studied. On the other hand, dependent variables are the self-confidence levels of the college students to whom drama education is introduced.

3. Study Group

A study group is determined for the study instead of a population-sample selection since an experimental design used. As a reason, the purpose in experimental studies is to examine the case rather than generalizing (Sönmez 2005). Study group consists of the 34 students of primary school education department that are in the same grade level those had drama education in the 2013-2014 academic year at Zirve University College of Education.

4. Experimental Procedure

Prior to the research, approvals and consents of the participants, Zirve University Rectorate, and Zirve University Senate Committee of Ethics have been obtained. The fact that drama education is a compulsory course that the 34 students had to enroll does not negatively affect the effectivity of creative drama as a group activity as revealed in Adıgüzel's study in 2010.

Study lasted for 14 weeks. 34 primary school education students were given self-confidence scales in the 1st week. Students were taught theoretical information from the 2nd week until the 5th week for a total of 16 hours, with 4 hours per week for four weeks (4 sessions x 4 hours = 16 hours). Practical applications have been implemented from the 6th week until the 13th week for a total of 32 hours, with 4 hours per week administered in two sessions of two hours each (16 sessions x 2 hours = 32 hours) in consultation with two educational experts. Lesson plans were revised and then finalized based on the expert opinions. Lessons were realized on Tuesdays each week between the hours of 09.00 and 13.00 in the drama hall. A drama application session consisted of three parts that are, preparation-warming up, reenactment, and evaluation-discussion. 34 primary school education students were given self-confidence scales once more in the 14th week after the completion of the research.

4.1 Data Collection Instrument

Self-confidence scales were used to collect the necessary data for the study and the results of the previous joint study of the authors entitled "Impact of Drama Education on the Problem-Solving Skills of Students of Primary School Education" were used to investigate the relation between the problem-solving skills and the self-confidence levels of the students of primary school education.

4.2 Self-Confidence Scale

Akın (2007) has developed the self-confidence scale explaining 43.6% of the total variance consisting of 33 questions and two factors that are "internal self-confidence" and "external self-confidence". Internal self-confidence consists of 17 questions that have factor charges between .31 and .74 corresponding to the 26.4% of the total variance. External self-confidence consists of 16 questions that have factor charges between .32 and .75 corresponding to the 17.2% of the total variance. Correlation coefficient between the two factors was measured as .81. Thus, the scale may be used in one-dimension as well considering the high correlation in between the factors. Another validity study that was conducted during the development of the self-confidence scale was the concurrent validity. Both the self-confidence scale that was developed for this study and the Coopersmith Self

Estcem Inventory have been simultaneously administered to the participants and the correlation between the two scales has been calculated as .87. Based on the findings obtained from the validity measurements, it is safe to say that validity of the scale is established.

In the reliability analysis, internal consistency coefficients of the self-confidence scale were found as .83 for the entire scale, .83 for the internal self-confidence factor, and .85 for the external self-confidence factor; respectively. Scale was administered to the same students twice with an interval of 3 weeks to determine the test-retest reliability score. Correlation coefficients obtained from these two test administrations were found as .94 for the entire scale, .97 for the internal self-confidence factor, and .87 for the external self-confidence factor; respectively.

The highest possible score and the lowest possible score to be obtained from this 5 point Likert scale are 165 and 33; respectively. High scores indicate self-confidence at high levels especially considering that there is no negative question in the scale. Points lower than 2.5 indicate low-level self-confidence, whereas points between 2.5 and 3.5 indicate medium, and points over 3.5 indicate high level of confidence in the questions (Akin, 2007).

4.3 Analysis of the Data

In the data analysis, at first, Shapiro-Wilk Test was applied to determine the normality distribution. Shapiro-Wilk Test is commonly applied when the sample size is smaller than 50 (Durmuş, Yurtkoru, Çinko, 2013:66). Secondly, between the two non-parametric matched sampling tests, Wilcoxon Signed Rank Test was applied to the data that are not normalized as determined from the Shapiro-Wilk Test. Wilcoxon Signed Rank Test is commonly used to determine whether the difference between two associated average value is significant or not. It corresponds to the Paired Sample t-Test among the parametric tests (İslamoğlu, Alnaçık, 2013). However, Paired Sample t-Test was still applied in addition to the Wilcoxon Signed Rank Test.

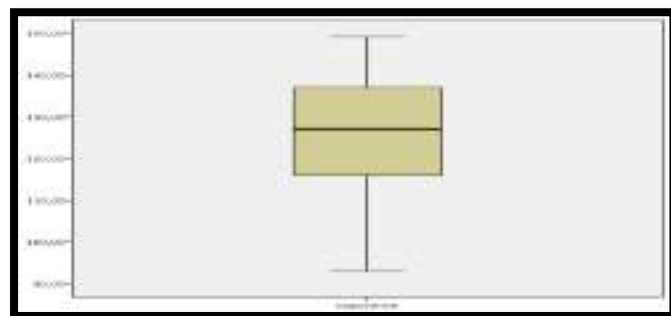
5. Findings

Test of normality was applied to the data associated with the subscales before the analysis of the data. Analysis of the scores obtained from the Self-Confidence Scale is shown in Tables 1 and Figure 2.

Table 1. Normality Distribution Analysis Table of the Self-Confidence Scale Scores

	N	df	p
Self-Confidence Scale	34	34	0,960 0,235

Figure 1. Box-Line Distribution Graph of the Self-Confidence Scale Scores



Analysis revealed that scores obtained from the Self-Confidence Scale showed normal distribution. Therefore, scores obtained from the Self-Confidence Scale were analyzed with parametric Paired Sample t-Test.

5.1 Findings Regarding Self-Confidence Scale

Table 2. t-Test Analysis of Scores Obtained from the Self-Confidence Scale

Scores	N	X	ss	Z	p
Pre-Test	34	125,85	13,95	-2,401	0,022
Post-Test	34	130,85	19,73		

Analysis of the t-Test results revealed that there is a significant difference ($p < .05$) between the Pre-test ($X=125.85$) ve Post-test ($X=130.85$) average scores obtained from the self-confidence scale scores indicating that the drama studies increased students' self-confidence scale scores implying improved self-confidences.

5.2 3. Findings Regarding the Relation between the Self-Confidence and Problem-Solving

Table 3. Correlation Table Regarding the Self-Confidence Scale Scores and Problem-Solving Inventory Scores

Scores	Pre-Test				Post-Test			
	N	X	ss	r	N	X	ss	r
Self-Confidence	34	125,85	13,95	-0,407	34	130,85	19,73	-0,505
Problem Solving	34	85,32	17,05		34	78,23	20,46	

It is found that there is medium correlation between the self-confidence scale scores and problem-solving inventory scores based on the pre-test ($r = -0,407$) results, and high correlation between the self-confidence scale scores and problem-solving inventory scores based on the post-test ($r = -0,505$) results. The sign of the correlation is negative since as the scores obtained from the problem-solving inventory decrease, the

self-confidence increases. In brief, the individual perceives him/herself as sufficient with respect to the problem-solving skills as his/her self-confidence level increases.

6. Discussion and Results

The main objective of this study is to research the effect of drama education on primary education students' self-confidence levels and the relation between the students' self-confidence levels and their problem-solving skills obtained from the previous joint study of the authors. Students' self-confidence levels were measured via the self-confidence scale; both before and after drama education has been provided to them for 3 months. As a result, significant differences have been found between the averages of students' pre-test and post-test scores obtained from the self-confidence scale.

Average of the study group's self-confidence scale pre-test and the post-test scores have been $\bar{X}$: 125.85, and $\bar{X}$: 130.85; respectively. Average self-confidence scores of the study group has been significantly increased after they were introduced drama education. Yassa (1999) has also found a similar result in his study conducted on high school students. He found that participation in creative drama activities improved the feeling of self-confidence and social interactions inside the classroom. Freeman's (2000) study on third and fourth grade students revealed that using creative drama technique in classes improved students' self-confidence and that the students found these activities interesting, motivating and fun allowing them to focus on the topic easily. Many other studies of similar nature in the literature have revealed comparable results. Morris' study (2001) entitled "Authentic Evaluation of the Drama Method in Social Studies Class" revealed that creative drama method enhanced students' self-confidence, creativity and imagination. In another study, Rowland (2002) pointed out to the same result finding that the children, whom were introduced to drama education, had higher self-confidence scores compared to the control group. Duatepe and Ubuz's study (2007) is another study, in which they studied the thoughts and opinions of mathematics teachers, who were observing drama based mathematics courses. Duatepe and Ubuz found that these mathematics teachers observed that the students, whom were administered drama based mathematics courses, participated in the classes more, had fun, commented on thoughts and opinions of others and criticized, and their self-confidence levels, imagination and creativity had increased. In Ormacı and Ören's study (2010) conducted with 58 college students, who will become teachers, it was found that students' creativity, self-confidence, and empathetic skills and the solidarity among them had increased and students stated that they would want to use drama

in many courses. Toy's study (2012) entitled "Opinions of Teacher Candidate Students about Pedagogical Formation Courses Taught using Drama Technique" that is conducted with 230 college students, who will become teachers, revealed that students thought that drama improved their self-confidence, creative thinking, and public speaking skills, it helped them to overcome their concerns and to like the teaching profession.

It is found that there is medium correlation between the self-confidence scale scores and problem-solving inventory scores based on the pre-test ($r = -0,407$) results, and high correlation between the self-confidence scale scores and problem-solving inventory scores based on the post-test ($r = -0,505$) results. It was observed that the problem-solving skills of the students had improved as the self-confidence levels had increased. The medium-level negative correlation between the two factors indicates that self-confidence positively affects the problem-solving skills, because decreasing scores obtained from the problem-solving scale imply increasing perceptions with respect to problem solving.

It is important for the teachers to realize that there are other methods and techniques available aside from the traditional teaching methods (Akçadağ, 2010). This study along with other studies in the literature can be said to have contributed to this fact by revealing the positive effect of drama on the self-confidence and problem-solving skills of students of primary education. It may also be said that drama technique increases the individual's articulation and communication abilities along with problem-solving skills, all due to the increase in self-confidence levels, as revealed by other studies (Demirel ve Yağcı, 2011).

7. Recommendations

Following recommendations are deemed appropriate based on the findings of this study:

- *Creative drama course can be taught for at least two semesters in the curriculum of college students of primary education major.*
- *Creative drama technique can be increasingly used as a teaching technique in other courses as well.*
- *Creative drama course can be incorporated to the curricula of other educational levels aside from the college education to improve the students' self-confidence levels.*
- *Qualitative studies may be conducted to investigate the effects of drama education in depth as well.*

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THE EFFECT OF FAMILY WELL-BEING TOWARDS CHILDREN BEHAVIOR : ISSUE AND CHALLENGES

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Abstract

Family is a social agent in forming one's personality since the day he was born. Family plays a role in instilling values and shaping norms and behavior in the development of a child. A broken family will produce children who are behavior and emotionally disturbed. This will cause a problem to the society because these children will have negative values and lead to social misbehaviour. Many misbehaviour or misconduct among the teenagers are caused by their own family. Among these misbehaviour are playing truant, smoking, stealing and gangsterism. One of the reason why these teenagers are misbehaved is due to poverty, lacks of religious education and low level of education. Pressure in life can cause a family to be in a messy condition dan sometimes push them to go against the norms of the society. Therefore, this concept paper is prepared to identify the effects of well-being towards the behaviour of children. It is hoped that from this paper, the society will try to see how they can achieve a well-being life. Besides, the teachers can also assist the students to live well. Students need to understand the demands in life that haunt each and every family, is one of the factors that cause parents to give less concentration on their children. By understanding that matter, students are able to think openly and realize the importance of academic achievement for their successful life in the future. The method of preparing this concept paper is via literature reviews and analysis of past research.

Keywords: well-being, behavior

1. Introduction

The Prime Minister Datuk Seri Najib Tun Razak, 2013 stated, Malaysian Family Index of Well-being has not reached to a desired level and need to be improved in order to achieve a well-being country. According to the Secretary General, Ministry of Women, Family and Community Development, Noorul Ainul Mohd Nur, 2011, family wellness is an important key element to drive the country's economy to become a developed country in the year of 2020. In line with that, the government has taken a holistic step to improve the quality of citizens' lives and the wellness of families.

Well-being is defined as being under control and free from stress. Self well-being refers to an individual who is able to live happily and think rationally. Renwick (2006) states that living a well-being life can make somebody to feel happy and view life meaningfully. Oxford Dictionary (2nd edition) defines well-being as being healthy, happy and prosperous meanwhile family means a group consisting of two parents and their children living together as a unit.

All these definitions of well-being contribute to the elements of a happy family which lead to the production of a happy and peaceful family. On the other hand, not having a well-being life might lead to a helter skelter in the future generation. Many research were carried out to establish the link between the children's misbehaviour and it was found that family is a primary factor that influences

the behaviour. Even worse, the misbehaviour happens gradually day by day.

For a student, family well-being is important to shape a positive personality and to be a successful person. According to Mohd Salleh Lebar (2001), if a student is well taught by the parents at home, it appears that there will be a continuation of this when he or she is in school. In this modernization era, the improvement of living status can lead to a desire to compete. Without hard work and higher education background, one may be failed to live a well-being life.

Therefore, this concept paper is to assess the effects of well-being towards children's behavior. Students who are having emotional problems might have disturbance in their personality. This will lead to negative behaviour or misbehaviour. This misbehaviour, if not handled carefully will contribute to an abominable society.

2. Issues Of Well-Being On The Behaviour Of Teenagers

According to the psychologist Zimbardo (1930), behaviour involves the process of observation, record and measurement that can be divided into two; overt (observable) and covert (not observable; hidden). Social learning theory was applied by Bandura (1973) summarizes that an utmost lesson learnt by children and teenagers is learning others' behaviour through observation, especially those who are significant to them. An individual will learn and perform a deviant behaviour through the imitation of his or her

parents, directly or indirectly. This memory will be stored in their permanent cognitive and teenagers will have difficulties to avoid from behaving deviantly in their lives. This theory suggests that the well-being of a family can actually shape the behaviour of teenagers.

Azizah Lebai Nordin (2002) stated that there are many factors for instance parents, schools and their own peers contribute to the discipline problems among the students. A crippled family can influence the emotional stability of the children. If the children are emotionally disturbed, they are unable to think rationally and it will lead to involvement in undesirable activities. They will do these activities in order to release their tensions. The students who are involved in many unhealthy activities, most probably portrays the problem involving in the family. These students, who are having family problem, might come late to school, play truant and lose concentration in their studies.

Based on the reflection and review of the literature, researchers and scholars had discovered the factor of family well-being and the causes of misbehaviour among the students in their previous researches. In those research, they found that an individual does not act aggressively due to the genetic factor, but it has something to do with the environment they stay in. Hashim Bedu et al, 2008, had carried out a research on students' misbehaviour; the causes that lead to this social illnesses or misbehave among the teenagers. Based on the research, family can be one of the factors in contributing the increase numbers of social misbehaviour problems. The families that control and give too much freedom to these teenagers are responsible in the existence of the problems. Some of these teenagers are being neglected by their families. This leads the teenagers to rebel and if possible, they try to escape from that situation and indirectly will influence them to commit nonsensical acts.

On the other hand, families that give too much freedom usually tend to be too much 'open'. In this type of family, there is no practice of specific rules and strictness. This situation is not good either for the teenagers as they need guidance to lead their lives. Without guidance, they might not lead a good life and eventually there will have a tendency to get involved in many social illnesses.

3. Challenges In Achieving A Well-Being Family

According to Frey and Stutzer, 2002, economic status is one of the factors of happiness. Having an economic stability can help an individual to provide all the needs and requirements perfectly for the family. If a family is not stable economically, they obviously cannot provide the needs of each other. This is supported by Masnah Mohd Zain, 2002, who stated that financial burden

faced by a household can give pressure to a husband and wife in a family. Prolonged pressure can disturbed the happiness of a family. If a family does not have a good place to stay, it will affect the family's daily routine. High cost of living and increased price of goods nowadays contribute the financial problem of one's family as well.

The report on Research Index of Well-being 2011 stated that one of the challenges in this modern era to produce a well-being family is the existence of different types of families due to the development. One type of families described is 'commuter family'. A 'commuter family' means that one of family members live far apart and separately at other places and see each other once or twice a week or once in a month depending on the distance between the partners. This happens most probably because of work commitment or they are bound with a post that has limited branches. This report also stated there is another new type of family in Malaysia which is called as sandwich family. This family is so called 'sandwich' because the couple must provide for the children and take care of the parents who live together with them. This situation is expected to be dangerous especially for younger couples who do not have enough resources to equip the needs of the children and their parents at the same time.

4. Recommendations

According to Ross and Willigen 1997, education can provide a path to social relationship stability especially in marriage. Good education can decrease the numbers of divorce as getting married and leading a life together with the economic stability of each other can neutralize the situation. Prestin and Elo, 1996, stated that poor education can lead an individual to live in poverty compare to a person who has high literacy skill in education. This shows how important education is in order to achieve a well-being family. Families that have a good education background can achieve a good economy level and can contribute to a good well-being of a family. To realize this, the employers should provide learning opportunities or skills to the workers to help them improving their life status by holding a higher position. According to Affizal Ahmad, 2011, an effective education can eliminate poverty, build up democracy and shape a well-being society. Besides, education also acts as a medium for a well-being life by guiding the individual to utilize the stabilized economic resources, the ability to self-control and the stability of social relationship.

Religious knowledge in every aspects of family institution is a main factor in family administration. Islam has placed a husband as a father and main leader to lead every members of the family towards correct path and to get the blessing from Allah. If they are ignorant and

unknowledgeable of religious matters, somehow the family will be in trouble. Teenagers with a good basic in religion will not easily influenced in doing immoral activities. As a leader of a family, one must have a good education in religious matters. With that education, one will preach the lesson and that will ensure him to be a person with positive mind and sense of sanity. This will also influence the family and the children to be more attentive and obedient towards their parents. Therefore, a well-being family can be produced. Thus, religious knowledge should be learnt before someone walks into a marriage life. Additional courses should be made compulsory for all the couples besides the basic marriage courses.

Undeniably, an individual that has financial problem will surely experience emotional disturbance. The disturbances such as hot tempered, vengeance and jealousy can lead to the sense of irresponsibility and the children will lose their trust and respect towards the parents. The children will eventually rebel and this will add up to the problems faced by the family. Therefore, it is important for an individual to learn how to manage stress. Going for counselling sessions can help the individual to think rationally and be able to accept some matters well.

Domestic violence is an effect of a poor quality of life. Rukiah Bahari, Najmi Hayati and Usman Mohd Tajuddin, 2008, stated that without a high quality prevention, more and more children will be involved in the violence. Scientific research conducted in the West found that fixing problem and improving parental practices and surrounding are the effective strategy to decrease the juvenile delinquency and violence, especially those who are related with behavioural and emotional problems. The element of intimacy through the improvement of relationship is the main key to reduce the teenagers delinquency. Parental knowledge must be instilled in all married couples, especially to those who are about to have children. This knowledge can be improved through marriage courses and prenatal courses. Besides, school should carry out talks on parental with the cooperation from the parents and teachers. The government should make compulsory for every employers to provide courses in their organisation.

Besides, teachers can play their role in shaping the personality of the students. This can be done by decreasing the number of students in a problematic class. With a few number of students, teachers can identify the problems faced by the students. This will also enable the teachers to concentrate more on those type of students. In result, the students will feel that they are loved and cared by the teachers thus will influence them to behave positively.

5. Summary

Family plays an important role in the development of well-being. According to Fahrudin, 2005, the upbringing and education are two basic foundation of the members of a family. Meanwhile, Nock, 1992 in every culture, the responsibility of upbringing, treatment and educating the children is put on the family institution in line with social changes. Modernisation of society influences the outcome of new social values in a family institution. This is supported by Simon, 1996, who stated that at this particular time, human put an importance on individualistic and stress more on economy.

In summary, every member of a family should play their part to maintain the family well-being. A well-being family depicts a well-being human being. This is because a good human who behaves morally will be borne in good family. If the family is not happy, it will produce people who behave negatively or immorally, thus contribute to universal problems, for instance a child who is born in a family that is having an emotional instability. This leads them to go against the norms of a society.

This will lead to the interference in a society. They tend to express dissatisfaction by performing illegal acts, for example playing truant. Truancy, if not well treated, will be a cancerous for a society. It is not possible that other students will follow this kind of act. Truancy leads to crimes as many students will easily get involve in stealing and involvement in drugs. Therefore, the members of the society must play their role to ensure that people around them can lead a well-being life.

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THE EFFECTIVENESS OF LEARNING THROUGH PLAY APPROACHES FOR PRE SCHOOL EDUCATION

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Abstract

Preschool teacher need to use approaches that are appropriate to the stage of developmentally appropriate practice (DAP) in order to provide learning experiences that are fun and meaningful. One of the methods suggested in the Kurikulum Standard Prasekolah Kebangsaan (KSPK) 2010 is to learn through play. Activities play in preschool through play is important because children can develop knowledge (Linah, 2009, Morrison 2011, Hartini, Zakiah 2013). Even children can develop the potential of the cognitive domain, affective and psychomotor through active play (Najeemah 2013). Use of the method also play a significant impact on children's mastery of concepts and operational numbers (Lu Chung Chia, Effandi 2015), improving language proficiency abstract through the concrete experience (Aliza, Zambri, 2015). This concept paper is to identify the various methods of learning through play and benefits among preschoolers. In general there are five main types of approaches that can be used in carrying out the teaching and learning in preschool namely Social Play, Object Play, Pretend Play, Physical Play and Media Play. Review of previous studies in this article involve journals, thesis, books, proceedings and dissertations reports from inside and outside the country. This study also uses a number of secondary sources.

Keywords: developmentally appropriate practice, method, game.

1. Introduction

Teaching and learning to be effective and bring a positive impact to children if it is done in a fun and conducive environment. According to the National Association for the Education of Young Children (NAEYC 2009a), any instruction for young children ought to consider the children's ages and their developmental progress. NAEYC recognizes that play is a central component of developmentally appropriate practice and a vehicle for developing language, cognition, and social competence.

Play is necessary in the lives of children (Landreth, Baggeley & Tyndall, 1999). Play is action, action or behavior that can be appreciated and is easily identifiable (Sluss, 2005). In early childhood education, play an important factor that can help to optimize the process of learning and development. According to Froebel (in Vickerius & Sandberg, 2006), work, play and learn is one unit in early childhood education. In the meantime, Vygotsky explained that the play is a vehicle for children to socially interact and very important to the learning process work, play and learn is one unit in early childhood education. In the meantime. The approach is said to learn while playing an approach that gives direct experience with objects and encourage children to build relationships with people and objects in their environment optimally.

Integrated approach needs to play in the curriculum of early childhood education has long been identified by researchers in early childhood education (Bodrova & Leong, 2010). Leaders in

early childhood education and psychologists like Jean Piaget (1951), Lev Semanovich Vygotsky (1978), Maria Montessori (1970), Eric Erikson (1950) and Jerome Bruner (1950) believes that the activities and game play is a learning object. According to Piaget (1951) children learn to actively use the objects around while playing and interacting with the environment. Activities play in preschool is important because through play children construct knowledge (Morrison, 2011). Preschool education focuses on student-centered curriculum through a variety of activities that actively involve pupils like learning through play.

Vygotsky's theory (1978) said the skills and knowledge to grow when children are involved in a game that is shared with friends and supported adults. The process used to build a children's understanding of a concept involving the interaction of children with substance (Wortham, 2010). Learning through play is more encouraging learning through fun. Learning fun or playful learning is a combination of free games (free-flow play) with games coached (guided play). Both free play and guided play are important elements in making learning fun and child-centered (White, 2012).

Malaysia's transformation preschool education curriculum that focuses on student-centered curriculum has resulted in the National Preschool Curriculum Standard (KSPK). KSPK taking into account the aspect of content, pedagogy, time allocation, assessment methods, materials and management (MOE, 2010). One important aspect is emphasized KSPK practices appropriate to the development or Developmentally Appropriate

Practices (DAP). According to the DAP, the main focus is KSPK is centered teaching and learning processes of children like learning through play.

2. Objectives

- The concept paper will;
- i. describes five types of learning activities through play in education prasekolah
 - ii. discuss the importance of learning through play to child development.

3. Definitions of Play.

A majority of the contemporary definitions of play focus on several key criteria. The founder of the National Institute for Play, Stuart Brown, has described play as “anything that spontaneously is done for its own sake.” More specifically, he says it “appears purposeless, produces pleasure and joy, [and] leads one to the next stage of mastery” (as quoted in Tippett, 2008). Similarly, Miller and Almon (2009) say that play includes “activities that are freely chosen and directed by children and arise from intrinsic motivation” (p. 15).

4. Types and Benefits of Play

4.1 Social Play

Social play is defined as play that occurs in the interaction of children with adults or other children. Typically, social play is not classified as a unique category of play because any type of play – object play, pretend play, and physical play – has the potential to be enacted alone or with others. Interactions within play scenarios, however, provide great benefits to children whether their partners are adults or peers, and are therefore worthy of note.

Children learn how their own desires may differ from those of another child, how to advocate for their own ideas, how to deal with frustration, how work in a group, and how to respond in socially appropriate ways (Hirsch-Pasek et al. 2009; Vygotsky, 1978). The diverse skills that children gain through social play with peers help them feel competent in social situations (e.g., Hirsch-Pasek et al. 2009), while also contributing to cognitive and emotional growth.

4.2 Object Play

As soon as children acquire the physical capacity to pick up and manipulate objects, they begin to play with those objects (Hughes, 1999). Throughout childhood, object play remains a large part of the daily routine, occupying approximately 10-15% of children’s waking hours by conservative estimation (Smith & Connolly, 2013). Play with objects is believed to make significant contributions to children’s physical, social, and cognitive development. Manipulation of small objects gives

children the chance to practice fine motor skills, and play with larger loose parts involves gross motor skills.

Object play will contributes to cognitive development, including learning about the nature of objects, problem-solving, creativity, and foundational skills for science, technology, engineering, and mathematics. Piaget believed children to be little scientists, who were driven to perform everyday “experiments” that would reveal the nature of their world. Studies have demonstrated that when young children are presented with a puzzling new toy, their first instinct is to engage in exploratory play, touching and manipulating parts of the toy to figure out how it works (Miller & Almon 2009).

4.3 Pretend play

Pretend play is a hallmark activity of early childhood. Pretending involves creating alternate realities to the real world. Children can enact different people, places or times, and objects become symbols for what is imagined (Lillard, 2011). Here, pretend play refers to a range of behaviors including symbolic play (i.e., mentally transforming objects to represent pretend entities, as when a child pretends a banana is a telephone) as well as socio- dramatic play (i.e., pretend play with a group in which children cooperate and take on complementary characters).

The benefits of play are perhaps best addressed in the area of pretend play, both theoretically and empirically. Several eminent scholars (e.g., Erikson, 1950; Freud, 1958; Piaget, 1962) of the last century spoke of the significance of this type of play in cognitive, social and emotional development. Vygotsky was perhaps most resolute in his belief that pretend play is a “leading factor in development,” noting that in play children develop a range of skills and learn culturally valued competencies.

4.4 Physical play

Physical play, also known as locomotor play or exercise play, involves physical activity in a playful context such as kicking, running, jumping, chasing, and climbing (Pellegrini, 2009). Generally, scholars believe that physical play follows an inverted U shaped trajectory, gradually increasing from infancy through the school years and then declining during adolescence (Power, 2000). Unfortunately, despite the potential physical and cognitive benefits bestowed by physical activity, physical play is one of the least researched forms of play (Pellegrini, 2009).

Promoting the physical benefits of locomotor play is perhaps more relevant today than at any other time in recent history. Obesity among children is at an all-time high; approximately one-third of American children between the ages of 2-

19 are overweight or obese (American Heart Association, 2011). The American Academy of Pediatrics (2006) considers physical activity to be an important strategy in promoting healthy lifestyles, and some in the medical community have suggested that encouraging children to play is key to boosting levels of physical activity (Budette & Whitaker, 2005).

4.5 Media Play

Technology is more prevalent in children's lives today than ever before. On average, children under three spend 3-4 hours per day engaged with screen media and by eight years of age, that number increases to 7.5 hours per day (DeWitt, 2010). Research on children's use of technology and its effect on learning and development is currently in an early stage, but thus far it suggests that interactive technology, including video and computer games, can be a valuable tool in promoting playful learning.

Like other forms of play, games are fun and they provide children with the opportunity to exert relatively high levels of control and self-direction in their learning. Games also guide children toward advanced knowledge and skills through the graduated levels of complexity built into their programs. Moreover, the presentation of materials in multiple modalities (i.e., visual, tactile, auditory) can serve the needs of children with a wide range of learning styles (Mayo, 2009).

5. Issues of Learning in Early Childhood Education

Although previous studies have ample evidence showing that activities play a positive impact on the development and learning of children but the situation prevailing now is learning through play approach suggested by the pre-school curriculum standards are still not given priority in preschool. Report by Miller and Almon (2009) showed activity play has been set aside in pre-school education in the United States over the past two decades as it is considered not relevant to the pre-school curriculum that is both academic and examination oriented. This curriculum has denied the natural instincts of children because they are too concerned with grades and individual performance.

The findings show that the majority of teachers agree with the importance and benefits of the approach play this approach to children, but rarely do these approaches in schools. Jamieson (2012), reported that most teachers at the early childhood education is not an approach to play in school even if they agree and understand the benefits of play in the learning and development of children. Reviews Wen et al. (2013) found that most teachers do not practice student-centered learning but agrees with this approach because they

were exposed to and taught with this philosophy in the field of early childhood education.

In the context of this study showed that the majority of teachers do not approach play in teaching language skills although they know the benefits of this approach to children's learning. Factors such as lack of resources for teachers, materials for games that are not compatible with language learning, planning and time constraints causing them rarely use this approach. Branch (2009) says that good teaching materials are materials which can sharpen a person's ability to improve their knowledge and skills.

6. Summary

Play is learning. As Vygotsky (1978) noted, it "contains all developmental tendencies in a condensed form and is itself a major source of development (p. 102). In the short and long term, play benefits cognitive, social, emotional, and physical development. Children learn cognitive skills such as creativity, problem solving, divergent thinking, mathematics, and language. They learn to negotiate social relationships, regulate their emotions, and control their own behaviors. When play is fun and child-directed, children are motivated to engage in opportunities to learn. Moreover, when given choices in play, children can find activities that are best suited to their individual needs.

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IMPACT OF DRAMA EDUCATION ON THE PROBLEM-SOLVING SKILLS OF STUDENTS OF PRIMARY SCHOOL EDUCATION

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Abstract

It is an established fact that students' academic success is proportional to their problem-solving skills. Thus, finding the right courses that would improve the problem-solving skills of college students is a concern. Therefore, in this study, influence of drama and drama education on the problem-solving skills of college students of primary school education is researched. The study was conducted with 34 college students via experimental pretest posttest single group design model. Problem-solving and self-confidence scales were used to collect the necessary data. Analysis of the collected data revealed a significant difference in favor of the drama education when problem-solving skills of students were compared before and after they were introduced to the drama education. Therefore, it is recommended to incorporate drama into various levels of the educational system both as a course and as a technique.

Keywords: Classroom Teacher, Drama, Problem-solving

1. Introduction

Problem solving is a crucial skill for the individuals to cope with the problems of life and adapt. It is a composite skill necessitating other skills such as reasoning and discretion, knowing and comprehending the self and the surroundings, making sense of the cause and effect relations of different circumstances and events and analyzing them, and developing unique solutions to different problems (Erbay, 2009:1). Problems get complicated as the individual gets older and as his/her circumstances and the environmental factors change by time (Üstün, Bozkurt, 2003:14). Therefore, individuals, who did not develop problem-solving skills at earlier ages, have even harder time to manage such problems when they are older, and thus, they are more likely to lose their self-confidence and lead an unhappy life. A society composed of such individuals may also crumble. Only individuals that have the necessary problem-solving skills may lead the society to a better future (Güçlü, 2003:274), because problem-solving comprises development of tools, instruments, paths, methods, and techniques and a series of efforts to remove the difficulties, hardships, obstacles to achieve a certain objective and an inner equilibrium (Koray, Azar, 2008: 126; Nacar, 2010: 26). Individuals and then the society would have hard time unless such equilibrium is established. One of the questions that arise here is whether problem-solving skill is an innate skill or not. People usually assume that they have this skill from birth. However, in fact there are not many people, who really had sufficient training to have had mastered this skill (Kneeland, 2001: 3). De Bono states:

“Problem-solving is a basic need for a child like nutrition or playing games. Children enjoy working their brain to solve a problem as they enjoy sliding or jumping on a trampoline” emphasizing the importance of problem-solving (De Bono, 1995:22). Education helps improving this skill and as this skill is developed in individuals, society may be expected to develop as well. Especially after 1990s, teaching of values that help to connect the brain, body, mind and the social world became more important (Duman, 2007: 50). Veermann and Veldhuis-Diermanse (2001) state that a group study environment is a suitable medium for students to improve their problem-solving skills, especially so if the group study involves incorporation of both the mind and the body into the study. If self-confident students, who have the necessary critical thinking and problem-solving skills, are the desired outcome of the education, then students have to be actively and consciously involved in the decision-making process of the choice of activities to be employed (Demirel and Yağcı, 2011). These activities must address both body and the mind and they have to be implemented in a social environment. Here, drama comes out as a promising technique.

Udeani and Adeyoma (2011) found a positive relationship between the problem-solving skills of the teachers and the academic success levels of the students they taught. In other words, students' success levels increase with increasing problem-solving skills of their teachers. Therefore, determination of the impact of drama education on the problem-solving skills of college students poses a research question. In this regard, posed research questions are as follows:

1. Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the problem-solving inventory before and after they were introduced to drama education?
 - a) Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the impetuous approach subscale of the problem-solving inventory before and after they were introduced to drama education?
 - b) Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the thinking approach subscale of the problem-solving inventory before and after they were introduced to drama education?
 - c) Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the evasive approach subscale of the problem-solving inventory before and after they were introduced to drama education?
 - d) Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the evaluative approach subscale of the problem-solving inventory before and after they were introduced to drama education?
 - e) Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the self-confidant subscale of the problem-solving inventory before and after they were introduced to drama education?
 - f) Is there a statistically significant difference between the primary school education teacher candidates' problem-solving skills measured by the planned approach subscale of the problem-solving inventory before and after they were introduced to drama education?

2. Methodology

This study has been conducted using the single group pretest-posttest experimental model. In this model, selected group is administered an independent variable and measurements are taken before and after the experiment (Karasar, 2002: 101). Independent variable of the study is the drama education introduced to the experiment group, of which effects are studied. On the other hand, dependent variables are the problem-solving skills of the college students to whom drama education is introduced.

3. Study Group

A study group is determined for the study instead of a population-sample selection since an experimental design used. As a reason, the purpose in experimental studies is to examine the case rather than generalizing (Sönmez 2005). Study group consists of the 34 students of primary school education department that are in the same grade level those had drama education in the 2013-2014 academic year at Zirve University College of Education.

4. Experimental Procedure

Prior to the research, approvals and consents of the participants, Zirve University Rectorate, and Zirve University Senate Committee of Ethics have been obtained. The fact that drama education is a compulsory course that the 34 students had to enroll does not negatively affect the effectivity of creative drama as a group activity as revealed in Adıgüzel's study in 2010.

Study lasted for 14 weeks. 34 primary school education students were given problem-solving scales in the 1st week. Students were taught theoretical information from the 2nd week until the 5th week for a total of 16 hours, with 4 hours per week for four weeks (4 sessions x 4 hours = 16 hours). Practical applications have been implemented from the 6th week until the 13th week for a total of 32 hours, with 4 hours per week administered in two sessions of two hours each (16 sessions x 2 hours = 32 hours) in consultation with two educational experts. Lesson plans were revised and then finalized based on the expert opinions. Lessons were realized on Tuesdays each week between the hours of 09.00 and 13.00 in the drama hall. A drama application session consisted of three parts that are, preparation-warming up, reenactment, and evaluation-discussion. 34 primary school education students were given problem-solving scales once more in the 14th week after the completion of the research.

4.1 Data Collection Instrument

Problem-solving scales were used to collect the necessary data for the study.

4.2 Problem-Solving Inventory

Heppner and Petersen developed problem-solving scale (PSI) to measure the problem-solving skills of college students. PSI was adapted to Turkish in 1993 by Şahin. PSI may be used in the areas of psychological guidance, medicine, and education to determine the problem-solving or coping level of individuals. Inventory comprises 35 questions that are in the form of 6-point Likert scale. "1" denotes total agreement and "6" denotes total non-agreement. Out of the 35 questions, 9th, 22nd, and 29th questions were not graded, whereas

1st, 2nd, 3rd, 4th, 11th, 13th, 14th, 15th, 17th, 21st, 25th, 26th, 30th and 34th questions are inversely graded. The lowest score to be obtained is 32, while the highest is 192. Higher scores imply that the individual perceives him/herself as insufficient in terms of problem-solving skills.

Inventory was administered to 150 people abroad to determine its validity and reliability. Entire inventory's reliability coefficient was found to be .90. Question-total score correlation range of the inventory lied between .25 and .71, while the test-retest reliability coefficients of the sub-inventories varied between $r = .83$ and $r = .89$.

Inventory was administered to 244 college students to determine its reliability domestically. Cronbach Alfa reliability coefficient was found to be .88. Reliability coefficient of the inventory that was obtained using dividing into half technique was found as .81.

Factor analysis revealed 6 factors of "impetuous approach" (13th, 14th, 15th, 17th, 21st, 25th, 26th, 30th and 32nd questions), "thinking approach" (18th, 20th, 31st, 33rd and 35th questions), "evasive approach" (1st, 2nd, 3rd and 4th questions), "evaluative approach" (6th, 7th and 8th questions), "self-confidant" (5th, 23rd, 24th, 27th, 28th and 34th questions), and "planned approach" (10th, 12th, 16th and 19th questions). Alpha coefficients of the factor subinventories determined based on these 6 factors are found as .78, .76, .74, .69, .64, and .59; respectively. Both the scores obtained from the subinventories and the total score obtained from the inventory may be used. The correlation coefficient between the total score of the inventory and the Beck Depression Inventory was measured as .33; and the correlation coefficient between the total score of the inventory and the STAI-T total score was measured as .45. Additionally, 69 PSI was determined to be able to meaningfully distinguish

the groups formed based on the scores obtained from the Beck Depression Inventory and STAI-T. Discriminant analysis revealed that the inventory could categorize the dysphoric groups with 94% accuracy and the non-dysphoric groups with 55% accuracy; whereas it could categorize the groups with anxiety with 90% accuracy and the groups with no anxiety with 80% accuracy (Şahin, Şahin and Heppner, 1993).

4.3 Analysis of the Data

In the data analysis, at first, Shapiro-Wilk Test was applied to determine the normality distribution. Shapiro-Wilk Test is commonly applied when the sample size is smaller than 50 (Durmuş, Yurtkoru, Çinko, 2013:66). Secondly, between the two non-parametric matched sampling tests, Wilcoxon Signed Rank Test was applied to the data that are not normalized as determined from the Shapiro-Wilk Test. Wilcoxon Signed Rank Test is commonly used to determine whether the difference between two associated average value is significant or not. It corresponds to the Paired Sample t-Test among the parametric tests (İslamoğlu, Alınacak, 2013). However, Paired Sample t-Test was still applied in addition to the Wilcoxon Signed Rank Test.

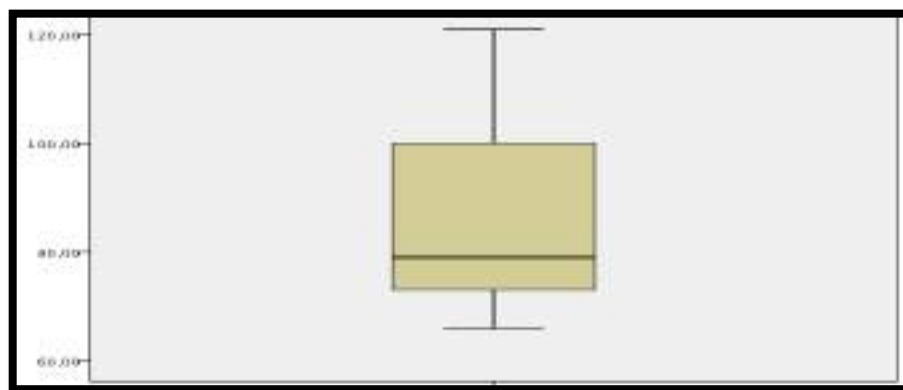
5. Findings

Test of normality was applied to the data associated with the subscales before the analysis of the data. Results of the test were as follows:

Table 1. Normality Distribution Analysis Table of the Problem-Solving Inventory Scores

	N	df	p
Problem-Solving Inventory	34	34	0,863 0,002

Table 2. Box-Line Distribution Graph of the Problem-Solving Inventory Scores



Analysis revealed that scores obtained from the Problem-Solving Inventory did not show normal distribution. Therefore, scores obtained from the Problem-Solving Inventory were analyzed

with the non-parametric Wilcoxon Signed Rank Test as well in addition to the Paired Sample t-Test, which is a parametric test.

5.1 Findings Regarding Problem-Solving Inventory

Table 3. t-Test Analysis of Scores Obtained from the Problem-Solving Inventory

SCORES	TEST	N	X	SS	Z	P
TOTAL SCORE	Pre-Test	34	85,32	17,05	-2,905	0,004
	Post-Test	34	78,23	20,46		
IMPETUOUS APPROACH	Pre-Test	34	30,41	5,88	-0,805	0,421
	Post-Test	34	29,52	6,50		
THINKING APPROACH	Pre-Test	34	12,11	3,93	-3,845	0,000
	Post-Test	34	10,35	3,81		
EVASIVE APPROACH	Pre-Test	34	10,73	3,12	-1,885	0,059
	Post-Test	34	9,29	3,88		
EVALUATIVE APPROACH	Pre-Test	34	7,26	2,56	-0,724	0,469
	Post-Test	34	6,94	2,63		
SELF-CONFIDANT APPROACH	Pre-Test	34	15,88	5,01	-3,132	0,002
	Post Test	34	13,64	5,04		
PLANNED APPROACH	Pre-Test	34	8,91	2,50	-1,077	0,282
	Post Test	34	8,47	3,20		

Table 4. WilcoxonTest Analysis Result of Problem-Solving Scale

SCORES	TEST	N	X	SS	T	P
TOTAL SCORE	Pre-Test	34	85,32	17,05	3,070	0,004
	Post-Test	34	78,23	20,46		
IMPETUOUS APPROACH	Pre-Test	34	30,41	5,88	0,906	0,371
	Post-Test	34	29,52	6,50		
THINKING APPROACH	Pre-Test	34	12,11	3,93	4,158	0,000
	Post-Test	34	10,35	3,81		
EVASIVE APPROACH	Pre-Test	34	10,73	3,12	1,990	0,505
	Post-Test	34	9,29	3,88		
EVALUATIVE APPROACH	Pre-Test	34	7,26	2,56	0,728	0,472
	Post-Test	34	6,94	2,63		
SELF-CONFIDANT APPROACH	Pre-Test	34	15,88	5,01	3,743	0,001
	Post-Test	34	13,64	5,04		
PLANNED APPROACH	Pre-Test	34	8,91	2,50	0,886	0,382
	Post-Test	34	8,47	3,20		

Analysis of the t-Test results, shown in Table-3, and Wilcoxon test results, shown in Table-4, revealed that there is a significant difference ($p < .05$) between the Pre-test ($X = 85.32$) ve Post-test ($X = 78.23$) average scores obtained from the total scores of the Problem-Solving Inventory. Higher scores obtained from the Problem-Solving Inventory indicate that individual students perceive themselves as insufficient with respect to the problem-solving skills. However, students' scores decreased after the experimental period indicating that drama education positively influenced the problem-solving skills of the students.

Analysis of the t-Test results and Wilcoxon test results revealed that there is not a significant difference ($p > .05$) between the Pre-test ($X = 30.41$) ve Post-test ($X = 29.52$) average scores obtained

from the impetuous approach subscale scores of the Problem-Solving Inventory.

Analysis of the t-Test results and Wilcoxon test results revealed that there is a significant difference ($p < .05$) between the Pre-test ($X = 12.11$) ve Post-test ($X = 10.35$) average scores obtained from the thinking approach subscale scores of the Problem-Solving Inventory. High scores indicate that the individual student perceives him/herself as insufficient with respect to the particular subscale. Decreasing scores after the introduction of drama education indicates the positive impact of drama education.

Analysis of the t-Test results and Wilcoxon test results revealed that there is not a significant difference ($p > .05$) between the Pre-test ($X = 10.73$) ve Post-test ($X = 9.29$) average scores obtained from

the evasive approach subscale scores of the Problem-Solving Inventory.

Analysis of the t-Test results and Wilcoxon test results revealed that there is not a significant difference ($p > .05$) between the Pre-test ($X = 7.26$) ve Post-test ($X = 6.94$) average scores obtained from the evaluative approach subscale scores of the Problem-Solving Inventory.

Analysis of the t-Test results and Wilcoxon test results revealed that there is a significant difference ($p < .05$) between the Pre-test ($X = 15.88$) ve Post-test ($X = 13.64$) average scores obtained from the self-confidant approach subscale scores of the Problem-Solving Inventory. High scores indicate that the individual student perceives him/herself as insufficient with respect to the particular subscale. Decreasing scores after the introduction of drama education indicates the positive impact of drama education.

Analysis of the t-Test results and Wilcoxon test results revealed that there is not a significant difference ($p > .05$) between the Pre-test ($X = 8.91$) ve Post-test ($X = 8.47$) average scores obtained from the planned approach subscale scores of the Problem-Solving Inventory.

6. Discussion And Results

The main objective of this study is to research the effect of drama education on primary education students' problem-solving skills. Students' perceptions with respect to their problem-solving skills were measured via the problem-solving inventory; both before and after drama education has been provided to them for 3 months. As a result, significant differences have been found between the averages of students' pre-test and post-test scores obtained from the problem-solving inventory.

Average of the study group's problem-solving inventory pre-test and the post-test scores have been $X: 85.32$, and $X: 78.23$; respectively. Higher scores obtained from the problem-solving inventory indicate that individual students perceive themselves as insufficient with respect to the problem-solving skills. However, students' scores decreased after the experimental period indicating that drama education has led the students to think of themselves as sufficient with respect to the problem-solving skills. Many other studies of similar nature in the literature have revealed comparable results. Innes, Moss and Smigel (2001) for instance concluded in their study that the critical thinking and the problem-solving skills of children participated in the creative drama process have been improved. In another study, Danner (2003) concluded that drama improved children's problem-solving skills as well. Again, Köseoğlu (2006) found that using drama as a problem-solving strategy for students of 9th grade in teaching of geography revealed better results than using other

methods as a problem-solving strategy and positively influenced knowledge retention in students. Additionally, Catterall (2007) concluded in his study that drama positively influenced students' problem solving skills with respect to the peers' conflict situations. As a counter study, in which Selçioğlu Demirsöz (2008) studied the effect of drama education on the problem-solving skills of college students of primary education, no significant difference was found between the average pre-test and post-test scores of students obtained from the problem-solving inventory and all of its subscales. As a result, majority of the research findings support the findings of this study. Combined with the findings of Udeani and Adeyoma's study (2011), which revealed that there is a positive correlation between the teachers' problem-solving skills and the academic success of their students; it can be said that providing teacher candidates with drama education will improve their problem-solving skills and enhance the academic success of the students that they will be teaching.

7. Recommendations

Following recommendations are deemed appropriate based on the findings of this study:

- *Creative drama course can be taught for at least two semesters in the curriculum of college students of primary education major.*
- *Creative drama technique can be increasingly used as a teaching technique in other courses as well.*
- *Creative drama course can be incorporated to the curricula of other educational levels aside from the college education to improve the students' problem-solving skills.*
- *Longitudinal studies may be conducted to establish the effect of creative drama on problem-solving skills.*
- *Other studies may research the changes occurred on students, whom are taught by the teachers that have increased problem-solving skills due to being introduced to creative drama.*
- *Qualitative studies may be conducted to investigate the effects of drama education in depth as well.*

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EXPLORING TEACHERS' PERSPECTIVES ON EFFECTIVE TEACHING STRATEGIES IN HISTORY EDUCATION

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Abstract

The current study explored teachers' experience in teaching History Education for secondary school students. The study utilised an exploratory research design by interviewing eight teachers in one of the regions in Malaysia. Interview protocol was developed and validated prior to the data collection. The interview focuses on the experience of teachers in carrying out teaching and learning of History subjects. Data gained from the interview was analysed manually using thematic approach. Results suggest that four main themes emerged from this study, which are: the use of ICT in teaching History, teaching student based on their achievement in History, developing good rapport with students and teaching outside the classroom. These findings revealed that teachers' creativity is essential for effective teaching and learning in History Education.

Keywords: Effective teaching, History Education, teachers' perspectives, ICT, teaching strategies

1. Introduction

The goal of history education for secondary education is foster loyalty among students. It aims at promoting patriotism and noble values in students. It also aims at promoting national unity among multi-ethnic students in schools. Malaysian History Curriculum provides detailed important national history that covers a period of past five hundred years of historical events. Although effective teaching and learning of history subject is depending on various focus on various factors, many scholars highlight the following elements as the most important factors, i.e the ability for teachers to have knowledge (history content) and knowledge acquisition, skill development and nurturing noble values in teaching and learning.

Due to the importance of History Education for developing good nations, the Ministry of Education Malaysia has made it as a compulsory subject where all students have to obtain a passing grade in the Malaysian Certificate of Examination (2012) effective from 2012. The subject also has been included in the primary school and becomes a core subject for primary school pupils since 2104. The objectives of History Education in Malaysia are to understand the family history; to write the school historical development; national history; to elaborate the Malacca historical and development; to study the history of states in Malaysia including the government administration, economical and social change; and to promote the ownership feeling among nations. There are specific objectives stipulated in the national curriculum, however for the purpose of this paper it is sufficient to state that the History Education in Malaysia is one of the Government priorities.

2. Issues In History Education

The evergreen issue in History education is regarding the students' attitudes towards this subject. It has been asserted by many authors that the many students are not interested to learn this subject due to three reasons. Firstly, the subject has been asserted to be a very bored subject where students have to memorise all the facts and information. Students feel that the subject has no relationship with their life. Secondly, the majority of students asserted that the subject does not have commercial values as they only learn historical events without having any specific skills acquired. This negative perception leads most students to reject in learning History. Actually, this subject offers various soft skills such as critical thinking skills, communication skills, historical skills and higher order thinking skills. The final issue is relating to teaching and learning in History education. A traditional mode of teaching in history education has affected students's motivation. There are a lot of teaching strategies, techniques and approaches that can be used by teachers in carrying out teaching and learning of history subjects. Teachers may have their own believe on the most effective teaching strategies for this subject. As much focus has been given to quantitative research, there is insufficient evidence to understand the teachers' perspectives on this subject. This leads to the current study.

3. Effective Teaching: The Roles Of Teachers

Many past studies in history education highlighted the importance of teachers' professionalism in teaching as a determining factor for effective teaching. Berliner (1986) found that the majority of teachers will be able to teach

effectively after gaining experience in school, at least more than five years. Akerson et al. (2000) and Rosimah (2008) in their research on this area also revealed that teachers require at least five years teaching experience before mastering the pedagogical content knowledge. This means that the longer the period of working experience, a teacher becomes more skilful. It also shows that working experience has a great association with a teacher's competency in teaching and learning (Sadker 2005, Burden & Byrre 1994). In the past, Bryant (1974) also pointed out that three contributing factors for effective teaching i.e. input, the work and attitude.

In a study of History Education teachers, Anuar Ahmad et al. (2009) stated that a teacher must be exposed to the quality of teaching and they have to be creative and innovative in planning and implementing instructional activities. He added that teachers should be trained and they are supposed to be motivated in teaching. Positive attitude toward teaching is highly required. Sufean Hussin (2008) stated that professionalism in teaching is closely related to the quality of education in terms of attitudes and values of teachers. Teacher's attitudes, their personality and behaviour influenced students. Azizi Yahaya et al. (2010) stated that teachers should have sufficient knowledge about the subject matter to be taught, has a wealth of knowledge and experience, to master the skills to deliver the lesson being taught. Pedagogical skills are essential to be a competent teacher, efficient and successful (Dayang Aidah, 2011). Teachers should also have a confident and positive attitude in teaching and learning. Ramsey and Rickson (1976) stated that the development of knowledge and skills can lead to a positive attitude. This is because positive teachers will bring positive change to him/her self as well students.

Overall, the professionalism of teachers in terms of knowledge, skills and attitudes towards education are fundamentals for successful learning (Kamaruddin, 2010).

4. Purpose Of The Study

The current study explored teachers' experience in teaching History subjects and contributing factors to effective teaching strategies.

5. Research Methodology

This is qualitative study using an exploration research design where data gained from interview. The interview protocols were developed and validated prior to data collection. This paper presents only one section in the interviews that is teachers' perspectives on effective teaching in history education. The interview was carried out individually. Data was tape-recorded and transcribed for analysing purposes. The data was

then analysed using thematic approaches. The following table shows list of participants that have been interviewed:

Table 1. List of Participants

Codes	Gender	Experience
Teacher 1	Male	18 years
Teacher 2	Male	4 years
Teacher 3	Female	17 years
Teacher 4	Female	2 years
Teacher 5	Male	5 years
Teacher 6	Male	4 years
Teacher 7	Female	11 years
Teacher 8	Female	3 years

6. Findings And Discussion

There are four themes emerged from the data as follows:

6.1 Theme 1: Teaching will be more effective if the teacher utilises ICT in teaching

An extensive data gained from teachers regarding the importance of integrating ICT on teaching and learning for effective teaching.

"Based on my experience, if we want to achieve the objective ... a teacher must know how to control children ... Nowadays students love computers. So, a teacher will get their attention by using computer in classroom, we (as an old teacher) like to draw student attention using psychological elements (Teacher 1)".

"I have been teaching this subject for four years. I often use ICT in my lesson. For example, I downloaded movie or documentary film of history and used it in the class. They watched and discussed the film. Then I created some quizzes on what they watch. I noticed that it is workable and effective. So I did all these things in my lesson ... but we have to prepare in order to fulfil the lesson objectives. Yes, it helps me a lot to achieve the objective of teaching (Teacher 2)".

"I am a new teacher, I served for two years as a teacher ... my experience (not so much) ... but I applied what I have studied (in teacher training centre) in the History lesson. I use ICT, design my crossword puzzle game, use history questions, quiz, debates and many activities. I do not use traditional mode of teaching. I found this approach is effective and it is able to create supportive atmosphere in the classroom (Teacher 4)".

"When we discuss issues in history, we use multimedia. So our objective is, for example to ensure a student will be able to describe the formation of Malaysia ... so we asked them to use multimedia in presenting ideas ... other students will understand better. So when students

understand, we can say that the objective was achieved. Besides that, it can provide teachers ideas on good teaching for that day (Teacher 5)".

"In my experience, I learned and I taught History lesson. I am not trained as History teacher, so I may have a lack of skills to teach History using the proper techniques. But notices that most students are more attracted the use of ICT ... they seemd very bored when teachers write on the blackboard. So, I need to be more creative in teaching in order to attract students' attention. Because I am not an option (History) teacher, so I had to learn historical contents again before I am going to teach them (Teacher 6).

"I utilised ICT in my teaching and learning session ... in addition, nowadays many students know how to use ICT. I observe that the many students are happy when I used teaching aids that are based on ICT and technological tools (Teacher 8)

6.2 Theme 2: Teaching History will be more effective if a teacher provides guidance based on the students' academic achievements

The majority of teachers raised that guidance from teacher will be helpful for students in learning history. As students' cognitive and intellectual levels are varies, teachers need to provide support in various approaches. Students who have mastered certain historical topics should be supported in different ways compared to students who have problem with some historical topics.

"I provided guidance according to their levels. For the good performers, teaching them is easier compared to the poor achievers. We need to use different approaches (Teacher 1)".

"Students have their levels ... as a teacher, we need to identify their cognitive levels, and then we find a good strategy to support them effectively. We need to have various teaching strategies ... creativity is vital ... poor students should be guided differently ... good achievers require different type of guidance (Teacher 2)".

"Teach students according to their level of achievement ... (Teacher 3)"

"In my opinion, teachers have to identify the level of their students before providing guidance. I tended to focus on students with problems as they need more guidance than brilliant students (teacher 4)".

"Teachers need to be clever especially in recognising their students ... identify the students' weaknesses ... from there we have to find solution ..

for weak students, we need to provide guidance and more exercises (Teacher 5)".

"Students have different abilities ... some are good ... some are poor. So teachers need to provide different guidance. Find solution based on their problems ... it will be effective (Teacher 6)".

"Most students need a teacher's attention ... so, we need to understand students' problems (Teacher 7)".

6.3 Theme 3: Good rapport with students contributes to effective teaching

Results indicated that teachers believe that good rapport with students will contribute to effective teaching and learning in History Education.

"Teaching experience is important ... educating children requires a great patience ... there are various kinds of students ... we need to understand them in order to draw their attention. We do not want to get angry with them. For me, I use the concept of love in teaching. When we show them that we care about them, they will respect us automatically ... (Teacher 7)".

"I treat a student like a friend with specific boundaries, so they feel happy to see us and it makes us easy to know their weaknesses. Good relationship with them helps me in teaching History (Teacher 8)".

6.4 Theme 4: Teaching & learning outside the classroom is able to attract to motivate students in learning History

"My experience ... I organised historical trip, we visited many historical places in Malaysia. When the students see (the artifacts) themselves, their own analysis, they would quickly recall what has been taught. When they saw a historic monument, they form of value, finally respect the country. Elements that exist in the history curriculum objectives will be successful (Teacher 3)".

7. Conclusion

The current study explores teachers' perspectives on teaching and learning History. Main finding from this study suggests the role of teacher in teaching the subject is essential. Teachers play an important role to ensure the students are motivated in learning History. Teachers' creativity is the core element for effective teaching. The use of ICT in teaching History is a must as it has been found to be attractive. Abilities to integrate ICT will help students to be more attracted to learning history.

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DRAMA APPRECIATION LEARNING BASED MULTICULTURAL PERSPECTIVE

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Abstract

Currently, drama appreciation learning in schools put more emphasis on theoretical learning and do not give meaning appreciation of drama through the performances are even more giving deeper meaning for students. As a result, learning appreciation drama Become less attractive, not to stimulate the emergence of creativity and imagination, as well as the lack of contextual, so the function of literary drama as one of forming the character of the students Considered to have failed. In fact, by studying the appreciation of drama in theory and practice, students will learn many things, Including how to Recognize a character's character and character drama Playmates diverse, so multicultural-based learning can be Achieved by either. One reason for the lack of attention appreciation learning in school drama is the lack of resources and Appropriate learning materials. This requires precision educators in selecting learning materials that can Strengthen national drama ties that multicultural learner. Relevant to the issue, it would need to be created learning materials multicultural contextual appreciation of drama and in accordance with the level of development of learners, easy to use, and attractive.

This study used a qualitative approach of phenomenology by using domain analysis techniques, namely by taking into account several factors, including space (*space*), object (*object*), act / acts (*act*), activities (*activity*), events (*event*), time (*time*), actors (*actor*), destination (*goal*), and feeling (*feeling*).

From this study showed that the appreciation of drama-based learning can foster multicultural character of respect, tolerance, mutual cooperation, mutual help, which is in accordance with the values-based multicultural character. Therefore, learning-based drama multicultural appreciation can be used as an alternative learning planting multicultural character education based on primary school.

Keywords: drama appreciation learning, multicultural perspective

1. Introduction

Teaching literature in schools have an important role in the formation of character with character learners. Rahmanto (2005: 24) argues that a person who has a lot to explore various literary works usually have a more sensitive feeling for pointing which are valuable and worthless. Furthermore, a person will be able to face the problems of life with understanding, insight, tolerance, and compassion deeper.

Teaching literature in schools includes genres of poetry, prose, and drama. Learning appreciation of drama as one of the teaching of literature in schools, the current lack of adequate attention than learning poetry and prose. In comparison with poetry and prose, drama is actually easier to understand, easier to be picked moral values contained in it, is also more attractive enjoyed.

Learning appreciation of drama in schools today further highlight the theoretical discussion of drama, appreciating drama based on a script that is read, and rarely meresepti staging drama and expression through a drama performance. As a result, learning appreciation of drama become less attractive, not to stimulate the emergence of creativity and imagination, as well as the lack of

contextual. These things have an impact on the poor quality of learning achievement appreciation of drama and less appreciation of the role of learning in the school drama, which as one of forming the character of the students.

One reason for the lack of attention appreciation learning in school drama is the lack of resources and appropriate learning materials. Sumarjo (1988: 76) emphasizes regarding the selection of teaching materials, that the learning material selected should be appropriate to the age level of the students and the environment. Opinion is very appropriate considering the diversity of background and culture of learners. This requires precision educators in selecting learning materials drama that can strengthen national ties that multicultural learners.

Relevant to the issue, it would need to be created learning materials multicultural contextual appreciation of drama and in accordance with the level of development of learners, easy to use, and attractive.

2. References

2.1 Appreciation of Drama

Appreciation is screwed literary activities in earnest so as to grow the understanding,

appreciation, sensitivity critical thinking, and feeling good sensitivity to literature (Effendi, 2002). The word intercourse or *mengakrabi* usually associated with social relationships, for example, we are trying to strengthen the relationship with new friends or neighbors. Therefore, any literary appreciation *seyogianyalah* be understood as an attempt to strengthen the relationship between us as readers of literary works and literary work itself so that the relationship can be emotional, imaginative, and intellectual.

Appreciation has levels, ranging from the lowest to the highest. The first occurs when the level of appreciation of our experiences contained in his literary works. We are engaged in imaginative, emotional, and intellectual with literature. Appreciation second level occurs when the intellectual power of our work harder, for example by looking at Satra work as a whole building in which consists of alloy elements. When we realize also that there is a link between literary works with aspects outside it, for example by linking the aspects of life, then we have reached the highest level (Rusyana, 1980).

Based on the explanation of appreciation, it can be concluded that the appreciation of the activities focused on the intellectual power. If we can assess and criticize the literature, then it shows that we have a particular literary competence cognitive abilities. If after reviewing the literature and criticized the change of attitude in ourselves, for example, we become sensitive to the feelings of others, then we have come to the affective competencies literature. Thus, the emphasis of appreciation lies in the development of attitudes and values we are to literature.

Appreciation of drama can be summed up as an attempt to understand the drama assess, appreciate and cultivate sensitivity critical mind and a good feeling.

2.2 In the Context of Multicultural Drama

Literary works and life are two social phenomena that are complementary in their respective selfhood as something existential (Suyitno, 1986: 3). It implies, literature and real life besides having its own autonomy, both have a reciprocal relationship. Departure author in creating literary works inspired by the phenomenon of life.

Discuss the relationship between literature with life Rudolf Unger (in Wellek, 1990: 141) states, is not a philosophy that translated literature in the form of imaging, but the expression or the general attitude towards life. Furthermore, Unger explains, the problems worked on literature, among others, (1) the problem of fate, namely the relationship between freedom and necessity, the human spirit and nature; (2) religious issues; (3) the problem of myths and the occult; (4) problems related to the conception of man, man's relationship

with the concept of death and love; and (5) community and family problems.

Damono (1984: 1) says in literature implied picture of life, and life itself is a social reality. In this case the life cover (1) the relationship between communities, (2) human, (3) intra-community with the individual, and (5) the reflection of the relationship with other people or with society. In literary works stored cultural values, even coming from the distant past. Such values have been tested in the course of time both in general as well as the typical form of outlook on life. Literary work is also being undertaken to reconstruct the experience in an arrangement that is incomprehensible.

"By entering into all kinds of situations in literature, people will be able to put themselves in the broader life than the real situation. Through literature permeates the imaginatively interests outside of himself and is able to see things from another point of view, changing according to the authors and insight into what faces (Sayuti, 1991: 121)"

In connection with the foregoing, Yus Rusyana (1991: 108) confirms that the literature is not only present meaning experienced by the author as an individual, but also presents the composition of the meaning contained in one's relationship with others in the community. That's what gives the assertion that the values in the literature as a complex unity.

The term refers to two understandings drama, the drama as a text and as a drama show. Waluyo (2001: 1) states that the drama is the imitation of human life are projected on stage, drama is a portrait of a human life, a portrait of the ups and downs, bitter sweet, black and white human life, while Wiyanto in Harahap (2012: 13) states that the drama is stories of life in a society which is projected on stage, presented in the form of dialogue and motion based on the script.

The root word multiculturalism is cultural. Etymologically, multiculturalism formed from the multi (many), culture (culture), and ism (understand). Essentially, in the words contained recognition of the dignity of human beings who live in community with each culture unique (Mahfud, 2011: 75).

Indonesian conditions as well multiethnic multicultural school demanding to be able to break the *encapsulation of ethnic* and other socio-cultural insulation. In addition the school is expected to develop students to become *literate* beings -*etnik* (*ethnic literacy*) and -*kebinekaan literate* culture. Cultural diversity is born by various aspects of life, such as religion, race, descent, socio-economic conditions, and the stages of power (National Convention of Education Indonesia II, 1994: 119-120).

Knowledge development of students in order to become a human being *literate* and *literacy* -kebinekaan -etnik can be done through learning, that is culturally responsive teaching. Gay in Jacobsen (2009) suggest that culturally responsive teaching (*culturally responsive teaching*) is a teaching that recognizes and accommodates cultural diversity in the classroom. The components of culturally responsive teaching include the following: (1) creating a positive classroom environment where all students are valued and respected; (2) communicating positive expectations for the learning of all students; (3) recognizes the cultural diversity in students and integrate this diversity into the curriculum (Jacobsen, 2009: 262). Integrating cultural diversity into the curriculum of one of them through the provision of learning materials that contextual multicultural.

2.3 Appreciation Drama Based Multicultural

Breadth and depth of all matters contained in the literature indicate the presence of diversity. Diversity can include various views of life, attitude and mindset, and also the diversity of the subject matter being displayed. Even when connected with social reality, diversity is also about the socio-cultural background that is displayed and the *setting* of the work produced. What aspects of the aspects mentioned above that must be considered in the selection of literature teaching materials.

By looking at it can be concluded that the literature can be used as a means of developing respect for differences in self-protégé. With read, understand, appreciate literature students will be faced with a real phenomenon that is so broad, deep, and diverse. Breadth, depth, and the keankeragaman can certainly be attributed to the reality of Indonesian society is homogeneous. In the end, students will take a stand and drop options, based on its understanding.

Through literature, including drama in it, students can learn to recognize and memahami cultural diversity in Indonesia. Literary works provide information that underlie cultural diversity of his birth. To know the cultures of Java, students may confronted with works such as *The Priyayi* Umar Kayam or *Road Cornering*. Javanese cultural background are also found in the work of Linus *Pariyem Recognition* novel Suyadi. Borneo cultural aspects of society are well documented in the novel *Ceremony* Korie work Layun Rampan. Introduction to Balinese culture can be done through a review of the work of Oka Rusmini novella entitled *Sagra*. Aaron Chairul novel titled *Inheritance* clearly voiced all Minangkabau early in context to the Indonesian-ness. Even to get to know the Chinese culture can begin by reading the novella *Aunt Jade* works Zetira Zarra, novel *Miss Lu* works Naning Pranoto, and famous works of Remy Silado already filmed entitled *Cau Bau Kan* (Darma, 2001).

Drama-based learning multicultural appreciation can be done through assessment of existing dramas. For elementary level, realist dramas seem more appropriate as a drama based multicultural literature appreciation. We can understand Balinese culture through drama by Putu Wijaya, entitled *When Night Goes Tonight*, cultural background outskirts Java classes can be found in dramas staged by Bambang Widoyo Theatre Gapit Surakarta, *Leng, Suk*. Dramas by Arifin C. Noer, N. Riantiarno, *Teguh Karya* also contains a good multicultural values to form the national character of learners.

2.4 Learning Drama in SD

Of the curriculum in 2006, according Permendiknas RI number 22 of 2006, on the Content Standards for Primary and Secondary Education Unit, on subjects Indonesian high-grade, defined four basic skills into practical activity of learning Indonesian, ie listening skills, speaking, reading and writing, with the standards of competence and competency framework essentially the achievement of learning objectives.

Subject matter / learning drama at Model V class syllabus, the curriculum of elementary school education unit level, can be seen on speaking skills; subject matter / learning drama is a short drama. In this case the play drama sailed the activity carried out as speaking skills, express their thoughts and feelings verbally, as mentioned in the standard of competence. While the basic competency skills in speaking implemented in the drama play drama portrayed with pronunciation, intonation and precise expression.

3. Method

The research approach used in this study is a qualitative approach of phenomenology. A qualitative approach was taken on the grounds that this study seeks to uncover the experience of a person / community groups / community someone with an event. As was said Ahmadi (2014: 12) that the types of qualitative research, for example seen from the nature of the research problem, such research trying to uncover a person's experience with the phenomenon. Meanwhile, according to Bogdan and Taylor (in Ahmadi, 2014: 15), qualitative research is a research procedure that produces descriptive data: spoken or written and observable behavior of people (subject) itself. By doing so, qualitative research aims to provide a descriptive overview, based on direct observation of the process of communication, the data writing, or behavior.

In addition, fenomenolgi perspective taken because this study sought to learn the viewpoints, feelings, motives, and behavior. Greertz (in Ahmadi, 2014: 48) states phenomenology trying to get into the world of conceptual subject of his

research in order to understand how and what the meaning of the subject arranged around the events in their daily lives. On the other hand, Greene (in Ahmadi, 2014: 48) argues that humans have many ways of interpreting experience available to each of us through interaction with others, and meaning of the experiences that form the reality or reality.

3.1 Supply Data Technique

It said Ahmadi (2014: 109), qualitative data can include documents actual events, recording what they reveal (with words, gestures, tone), specific behavioral observations, studies of written documents, or test the visual impression. Qualitative data can be obtained from a wide variety of data, both written and unwritten. In this study, the provision of data is done by observing the behavior, conversations, and recording what they reveal (the results of interviews with the study subjects).

3.2 Data Analysis technique

To analyze qualitative data there are several techniques. According Spradley (in Ahmadi, 2014: 233), there are four qualitative data analysis techniques, namely domain analysis, taxonomic analysis, thematic analysis, and analysis of componential. Meanwhile, according to Neuman (in Ahmadi, 2014: 233) qualitative data analysis techniques can be done with *event-structure procedure*, *network analysis*, *time allocation analysis*, *flowcharts and time sequence*, and *multiple sorting procedure*. Of the above analysis techniques, researchers used domain analysis. According Spradley (in Ahmadi, 2014: 237), before the start analyzing data in qualitative research, researchers should understand some of the common cultural domain, including space (*space*), object (*object*), act / acts (*act*), activities (*activity*), events (*event*), time (time), actors (*actor*), destination (*goal*), and feeling (*feeling*).

4. Discussion

Learning is done considering some of the components of culturally responsive teaching described by Jacobsen (2009: 262) as follows:

4.1 creating a positive classroom environment where all students are valued and respected;

Learning literature appreciation drama performed based on the attitude of the teachers are friendly, smiling, and responsive to any student. Provide feedback and good appreciation to each student and invite to always communicate together every detail studied drama.

4.2 communicate positive expectations for the learning of all students;

In this lesson, the teacher must always dig positive expectations of each student motivation, ideals, etc. are useful to develop a natural interest and avoid a forced impression in the study material of this drama literature appreciation. By doing so, students will be able to know the objectives and learning outcomes they learned and practiced later.

4.3 recognizes the cultural diversity in students and integrate this diversity into the curriculum.

Teachers are not allowed to impose a role to students. Teachers only give directives that stimulate interest and their love of drama material. In addition, in the selection of the character that they want to display, a teacher should always keep an eye on the development of talent protege and always communicate well about the role of the characters and the story they are going to live, so that students voluntarily and in accordance with his personal interests will explore the character that will diperankannya.

At first, teaching materials to foster a drama by staging based multicultural character is not easy. The majority of students feel shy and not confident to follow any instructions given. They are afraid to be ridiculed by other friends. In fact, the staging of drama requires a high sense of self-confidence, so that the players can play a role with the maximum and get the desired character.

Conditions were difficult students to follow the instructions in the material caused drama because they were never taught how to hone a sense of confidence and mutual respect whatever appearance classmates, so when there is one student who dared to follow the instructions and try a role, friends classmates will immediately ridicule. In the end they returned to the initial conditions, which do not dare to come forward.

Researchers conducted several learning methods, one of which with a demonstration methods. Apparently, after some instruction conducted together, they begin to have confidence and begin to appreciate the forms of expression that is diverse from all friends. With the significant development of this, the practice of staging the drama was performed. Students are divided into two groups to play a drama Malin Kundang and Prambanan. Each student gets their respective roles. By giving them the freedom to be creative, they become more flexible in doing various scenes drama.

From these activities, each student become bolder in taking a role and not afraid to be ridiculed because they will respect each of their performances. Moreover, by giving them an insight into the various folklore, fairy tales, legends, myths

are staged, they will be more understanding of cultural diversity which is owned by Indonesia.

5. Conclusion

Teaching literature in schools should receive serious attention for being one of the foundation in the planting and development of the character of the students. A form of serious concern as it looked on quality learning process. The quality of learning will have an impact on the achievement of learning goals in shaping the character of literature as mandated by the national education goals.

Moreover, with the onslaught of foreign cultures into Indonesia, we should begin carefully to react, by fortifying educates students through cultural understandings socio-culture Indonesian society in greater depth. With it, students will become more familiar with the culture of his own people well and can foster a sense of nationalism that is high on themselves and their soul.

Learning appreciation of drama as part of the study of literature in schools today is still not gained the attention of the teacher. This is evident in the learning process is still theoretical and more emphasis on the discussion of textual plays. Lack of attention that can be understood because little learning materials suitable for teaching drama appreciation.

Multicultural drama appreciation learning perspective it is time put forward along with the era of globalization with social and cultural transformation and change in the value of the life of the global tendency. As an understanding, multiculturalism is a view which considers cultural diversity as a fundamental reality in people's lives. Therefore, the provision of learning materials based multicultural appreciation drama interesting, varied, and renewable should be promoted by all teachers in this beloved country.

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EDUCATING THE PUBLIC ON RELIGIOUS TOLERANCE; POLITICAL REFLECTIONS IN ADDRESSING APOSTATE ISSUES IN MALAYSIA

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Abstract

Educating the public on religious tolerance is essential in order to create a matured community who can together develop the country. The same goes to the importance of educating them in the apostate issues in the country which involves interactions between Muslims and non-Muslims. In this case, understanding the political reflections on issues of apostasy in Malaysia benefits us to understand the symptoms of apostasy prevailing in Malaysia, which directly affects the political and inter-ethnic relations and religions. This paper covers the aspects of the country's internal political reflections and reactions on the issues of apostasy. The political reflections among others, are the state guarantees freedom of religions, freedom of religions given in the country and according to the Islamic perspectives, the political issues of apostasy in the aspects of human rights and religious freedom, international political responses to the efforts undertaken in Malaysia, how countries addressing the symptoms of apostasy in the Muslim community, and the ideal effort to prevent apostasy. This paper also discussed the aspects of the development of the law dealing with apostate in the country, the right to change the religion in the constitution including the conflicts between freedom of religions and Islamic law and the law of apostasy in Malaysia. Hopefully, with this enlightenment the public will have a better understanding on own religions and finally leads to the respect of each others' belief and faith.

1. Introduction

Living within a society is a willingness for members who have habits, customs, legal systems and common interests to share their life. People live in a political system that contains a variety of structures such as parliament, courts, political parties, non-governmental organizations and the general public towards the formation of public policies and laws agreed upon in accordance with the concept of society itself. Politics and society are interrelated. Issues that occur within the community will have impacts on the functions and activities of the political system.

Relating it to the issue of apostasy, it will also directly affect the political aspects of the country. In Malaysia, many cases occurred under the inspections of Selangor Islamic Religious Department (JAIS) closely associated with the impact on national politics (Utusan Malaysia, August 20: 3). For example, the polemic on the issue of JAIS's inspections on the church has the relation with the politic. The debate over raising arguments beliefs of the Muslims in Malaysia directly related to the law. Among other things, Article 11 of the Constitution which prohibits the deployment of other religions among Muslims. In addition, this polemic has become the issue on the argument relationship maintenance between religions and ethnicity in Malaysia. There are also other arguments on the Church-JAIS related issues such as the issue of JAIS bureaucracy and management of alms by the treasury institution, the issue of the jurisdiction of the Sultan in the state in

the affairs of Islam and the issue of Hasan Mohd Ali as Selangor state executive councilor. All of this really express the direct relevance to the political aspects of the country.

Here are some of other conceptual theoretical frameworks which can be used as the analytical tools. First of all, the elements of materialism by Marxist theory. It can be used to describe the actions of individuals involved in the issue of DUMC (Damansara Utama Methodist Church in Damansara Utama Methodist Church). Whereas, The Plural Society theory can be used to analyze the actions of politicking among political parties, giving rise to ethnic conflicts. The conceptual framework in the discussion of this issue will touch the two concepts of ethnic relations; interethnic and intraethnic. Ethnic relations in politics are very important and the issue of Church-JAIS tells us about the background issues and the impact of this issue on the politicking among political parties and political participation by civil society. Therefore, by taking into account the impacts of this issue on the community, it gives a direct impact on the political solutions. The concerns of Muslims against apostates movement will have an impact on ethnic relations turbidity.

2. Understanding the Political Reflections Addressing Apostasy Issues

Addressing the issues of apostasy in Malaysia is inevitable with the state of internal political involvement on issues of apostasy itself. As mentioned earlier that the political reflections are touching the guarantee freedom of religions in the

country, freedom of religions, political apostasy in the aspects of human rights, how countries deal with the symptoms of apostasy, apostate and the Christian movement, ideal preventions of apostasy, developments of law in addressing apostasy, religious conversion rights in the constitution, Islamic law and the law of apostasy in the states of Malaysia.

3. Religious Rights Guarantee in Malaysia'

The guarantee freedom of religion in the politics of our country clearly through the provisions in the state constitution. This freedom actually gives Malaysians the freedom to practice their existing beliefs and faiths. This means, those who already have own religions are free to practiced their rituals. In fact, like every religion in the country is given special leave for any important celebrations of the religion. The government can not force any of the people to embrace Islam.

For Muslims, according to the country's political perspective, they are bound by Islam and can be taken into action against the adherents of the above offenses in the Islamic religion, including the criminal offenses, civil offenses, offenses against the laws of Islam Law and any others including apostasy. This must be understood by Muslims and non-Muslims in the country.

In national politics as enshrined in the Federal Constitution of Malaysia, the Malays themselves are considered Muslims, no matter what their ethnic heritage; otherwise they are not counted as Malays from the country's law and politics. This means from the country's political perspective, the Malays who apostate are considered losing all privileges, including Bumiputera status. (Article 160 of the Federal Constitution)

4. The State and Religious Freedom in Islam

The concept of religion freedom in accordance with Islamic reference is certainly different from the perception of the West. In the interpretation of the West, the church (religion) and state are separated. The countries in the Western perspective are based on a secular state. In the Islamic values, Islam does not separate religion and state. It does not only include the private life but the whole of human life; individual and society, material and moral, economy, law and cultures, national and international.

In Islam, every individual is considered to be born clean (nature) free from slavery, sin, and caste. Although human beings are born free, the freedom given is not absolute. Every individual has the right to choose own religion, to be practiced and worshipped. In the Koran there is an emphasis that in any situation a person should not be forced to have a religion or belief contrary to his will. This is consistent with the purposes of God said, "*There is*

no compulsion to (enter), religion (Islam)." (Quran: Al-Baqarah: 256)

Actually, there are two tendencies when dealing with freedom of religion in Islam. At first glance, it seems like Islam gives absolute freedom for people to choose religion he professes to be, but on the other side it looks freedom means it can not force Islam. But for Muslims they must follow the law and practice of Islam.

The concept of freedom to profess and believe in the west is very different from the notion of Islamic values. On the issue of apostasy, there is a presumption that the death penalty on apostates is contradict with the freedom of religion (Katerina Dalacoura; 1998). For the majority of Muslim scholars, religious freedom is not absolute and a Muslim is strictly forbidden from leaving the religion (apostasy) in order to maintain the integrity of the religion of Islam itself. The public good must be taken precedence over individual welfare. Hence, the freedom of religion granted to each individual is subjected to the terms as long as it does not violate the laws of God or the rights of others. Restrictions should only be imposed on those who try to harm the general population in order to defend the public good.

Actually there are many Islamic scholars and western Orientalist view the truth in the opinion that a Muslim who converted from Islam (apostate) shall be sentenced to death. They agree with the view that the concept of traditional scholars of religious freedom only applies to the conversion of non-Muslims which is non-Islam to Islam. When a person becomes a Muslim, he does not anymore have the freedom to leave their religion (Islam).

For an example, an Orientalist, Bernard Lewis stated: "From a Muslim religious point of view, this discrepancy is both logical and proper. To promote the true faith is a divine commandment. To abandon it or to persuade another to do so, is both a major sin and a capital crime." (Bernard Lewis, 1993, 73)

For those non-Muslims as *dhimmi infidels*, there is a view that says they are not given the freedom in religions but religious tolerance. This is because they are not given the opportunity to occupy key positions of state and imposed the poll tax (jizya) or poll-tax. Therefore, according to the majority of Islamic scholars, Islamic countries must provide freedom of religions and allow the practice of religion by the *dhimmi* as long as they do not abuse the privileges granted and threaten the security and integrity of the country.

5. Understanding the Politics of Human Rights and Religious Freedom

Human rights became a struggle connotations. But it can not be separated from the global to the local political. Especially when it is expressed in Muslim countries. A review of the history of the

meaning of human rights is said to be rooted from the West which is actually not a stranger in the Islamic dictionary.

Although human rights as understood today came from the West and later declared by the United Nations (UN), but the essence of the concept is found in the teachings of Islam in different forms. Since the days of the Prophet Muhammad, the special provisions for human rights has been sealed and promulgated. *Sahifah Medina*, also known by the Charter or the Constitution of Madinah is one example often cited by Islamic scholars of Islam that Islam does not ignore the will of the human rights.

However, there are some Orientalist belittling human rights in Islam. According to sources of the Universal Declaration of Human Rights - UDHR, among them, Joseph Schacht as saying: *"Islamic law is a system of duties, ritual obligations all of which are sanctioned by the same religious command."* While Henry Siegmen argues: *"Here is no such abstraction as individual rights could have been existed in Islam only what he has obligations."* Nevertheless, the concept of human rights as contained in the Western mold is known in Muslim countries only after the Second World War. Although these principles have in common with Islam, the manifestation of this concept is accepted by the majority of Muslim countries when the United Nations approved the Universal Declaration of Human Rights (Universal Declaration of Human Rights - UDHR) in 1948.

For Muslim countries, the debate on this issue does not end in 1948, but it has become a greater debate in the international conferences. One notable example is the Universal Declaration of Human Rights According Islam (Islamic Universal Declaration of Human Rights - UIDHR) in 1981 by the Organisation of Islamic Countries (Organisation of Islamic Conference - OIC) and the Universal Declaration of Human Rights, Cairo in 1990. The subject of human rights is considered an important agenda for the Muslim countries.

According to sources of the Universal Declaration of Human Rights – UDHR, it has been seen that the understanding of religious liberty is one debate, particularly in human rights. For example UDHR has contributed towards this debate. Article 18 of the Declaration defines freedom of religion as: *"Everybody has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance."*

This has invited debate on the provisions of this Article in the United Nations. Some Muslim countries including Saudi Arabia opposed such provision. In Islam, it has been a strict prohibition

to a person who turns away from Islam (apostate). Unfortunately there are some of the Muslim countries fully support the existing provisions giving that Islam also adopted the principle of religious freedom. Situations like this are the expression of a political force among the country's Muslims.

An example of disunity view among Muslims is valid when the process of approving the Declaration of human rights. Among the countries, Saudi Arabia has become one of the Islamic countries which abstained, supported by South Africa and the countries of the Communist bloc. However, in 1972, the Charter of the Organization of the Islamic state declared that the provisions on human rights as contained in international law is in line with Islamic values. We can also witness the declaration after declaration and convention after convention that supports the right of individuals to freedom of religion.¹ Calls for man to be given the right to choose religious beliefs sealed in Geneva Convention of 1949, the International Labour Organisation Convention Concerning Discrimination in Respect of Employment and Occupation of 1958, the UNESCO Convention Against Discrimination in Education of 1960, the United Nations (UN) Declaration of Elimination of All Forms of Racial Discrimination of 1963, the International Covenant on Civil and Political Rights of 1966 (ICCPR) and the UN Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief of 1988.

6. Understanding the Efforts of Handling Apostate in Malaysia

In the Muslim community and country's efforts to address the issue of apostasy, the international community seems to give various responses. Among other things that has been described is that American society itself responded to the issues of apostasy prevailing in the country. Responding to the thought that Muslims in Malaysia are among those who wicked because causing the apostate to not being able to declare openly their action for fear of being killed and beaten.

In response involving the Perak Mufti, who said to receive a letter from the Association of American Christian missionaries that accused the Islamic Religious Department here is unjust because Islam does not allow 30,000 Malay Muslim to convert to Christian. The letter requested the Office of Religious not to disturb the work of a missionary in the country, known as the 'ustaz' who try to influence the youngsters for apostasy. Mufti Harussani reportedly wrote two memorandum

¹ This situation shows that the human rights debate is prolonged and not only stopped in 1948.

entitled "Threats Against Islam" to the then Prime Minister, Abdullah Ahmad Badawi and the Council of Rulers was informed of the symptoms of apostasy. (Hizb ut-Tahrir Malaysia, 2012)

7. The Politic of Addressing the Apostasy in Malaysia

As stated earlier, the issue of apostasy is actually directly affecting the national politics. The reactions to apostasy, too, led to the Himpunan Sejuta Umat in 2011. Of course, this is the public responses in the country and directly affecting the political aspects of our country.

The issue of apostasy which resulted in a call for the government to enact a special law to prevent cases of apostasy. (The Malaysian, 2012) Himpunan Sejuta Umat (Himpun) that occurred was aimed to unite Muslims for defending the Islamic faith with a focus on the issue of apostasy, including issued a declaration urging the government to enact a special law to prevent cases of apostasy in Muslim circles. Calls in that direction is one item in the declaration that will be decided at the gathering.⁵

The issue of apostasy also has expressed a view similar to the declaration made by the Mufti of Perak, Harussani Zakaria. He expressed the suggestion to the religious authorities to immediately create the act to punish individuals who proselytize Muslims because it is clearly unconstitutional. The declaration also expresses concern over those who try to deceive the Muslims which are said to have never stopped doing so since the beginning.

Among the other calls through the assembly also touched on the act according the apostates that should be established as soon as the symptoms of the virus to the Malays as Muslims.⁶ In this case, there is a conflict among the Muslim community in Malaysia. The first group claimed that apostasy is a massive movement in Malaysia to convert Muslims. This view provides evidence of apostasy cases in which the figures exceed a total of hundreds of thousands of cases of apostasy in the country. This was resulting to the Himpunan Sejuta Umat. On the other hand, the second group denied and assumed that this issue was under control. In a statement, Islamic Renaissance Front (IRF) said there was no accurate statistics on the cases of apostasy and fear of Himpunan Sejuta Umat will give a wrong impression about Islam. (Coach. G. October 18, 2011)

Apostasy caused various reactions from the leadership of the country up to the king and sultan. Sultan Sharafuddin Idris Shah reacted and advised to the parties primarily responsible for the Selangor Islamic Religious Council (MAIS) and the Selangor Islamic Religious Department (JAIS) to take strategic measures to address the motion proselytize Muslims.

This can be seen through command of the Sultan of Selangor alone. Sultan of Selangor commandment was made at the opening of Masjid Kampung Sungai Gulang-Gulang. (Star, 2011). His command .. *"I am informed that the activity of proselytize Muslims is done in secret and the parties involved are so smart to hide the clear evidences, ... Jais should always try to provide information and counseling to them that identified to be involved in this, ... "We are also pleased to advise the JAIS to always act in a prudent manner and approach the Muslims who began to distance themselves from the teachings of Islam so they would be attracted back to back to square one and repent,"*⁷

The National Leadership; the sultan and King are the reactions of concern about issues facing society apostate Muslim country. Sultan Selangor's reaction is the disclosure of the existence of symptoms of apostasy among Muslims which is so disturbing other than heresy. This issue actually be in the sultan's attention over the last few years before that. Doubts of the truth of this issue at that time led the castle to not providing an immediate response at that moment.

In this case, after a number of recent events, the palace is sparking concerns about the worrying beliefs of Muslims due to the onset of confusion and influenced by propaganda-propaganda conveyed by certain parties. The above statement gives the impression that the issue of apostasy has become a serious problem that beset the Muslim community in Malaysia, global leadership of sultan and the King.

⁵ Kenyataan Setiausaha Sekretariat Himpun Aminuddin Yahaya kepada *The Malaysian Insider*.

⁶ Dikatakan belum ada angka rasmi dikeluarkan oleh pihak kerajaan mengenai kes murtad, pada tahun 2008 Harussani dilaporkan berkata terdapat 260,000 orang Melayu sudah dikristiankan di negara ini dan bilangan itu dikuatiri bertambah saban tahun.

⁷Sultan said when opening the Masjid Kampung Sungai Gulang-Gulang. 201

Actually, the palace global concerns has also considered by the court as a threat and if it is left unchecked will undermine the growth and development of Islam in Selangor. Sultan often reminded that each program held at mosques in the country must be operated by qualified and accredited by JAIS to make sure the knowledge are based on sources that are legitimate in order not distorted or confused the Muslims which afraid will divide them due to misunderstandings or differences in knowledge obtained from sources that are not valid. (Utusan , 2011)

In addressing the issue of apostasy in Malaysia, Sultan has become a guide that is useful

to the Muslim community. Statement in a form of command, for the Malay community means a lot to them because the sultan is the guide of Islam in Malaysia. In this situation, the reminders of sultan to the people are; (Bernama, 2011, December 9)⁸

- i. To always be careful with the elements that lead to heresy.
- ii. To not easily be taken in by invitation or pass certain parties who seem so nice and sincere to help at first but have a hidden agenda.
- iii. Any teachings or lectures should be investigated or referred to reliable sources before practiced so that people are protected from being trapped in a misleading teachings

Sultan Selangor response to this issue of apostasy has been pressing since 2011. This response as described earlier tells us that this issue involves the country's politics. Sultan Sharafuddin calls since 2011 that the parties responsible mainly Selangor Islamic Religious Council (MAIS) and the Selangor Islamic Religious Department (JAIS) to take strategic measures to address the activity of proselytizing Muslims.

The above warning could actually serve as a guide of the Muslim community in the country to face the issue of apostasy. These are some solution that can be done by the Muslim

⁸ Sultan worry motion lapsed Muslims (Excerpt Utusan Malaysia dated 10/12/2011) Sultan Sharafuddin consented to sign the inauguration plaque Masjid Kampung Sungai Gulang-Gulang conjunction with the opening of the mosque in Tanjong Karang near Kuala Selangor

community to face the issue. Other complications will occur when the Islamic community facing a more challenging political atmosphere as today.

Some other examples of addressing the issue of apostasy in the country can be seen through the issue of a statement Bishop Benjamin. The video about the pastor who insulted Islam

has long hovered in the YouTube site since the end of 2007. This issue has raised a range of public reactions. In the first stage of a prompt response born and pressure from the Muslim community that the authorities conduct a thorough investigation and take stern action against the priest.

As stated previously, any issues affecting the Muslim religion, especially the issue of apostasy is very sensitive to the Muslim community in Malaysia. The same applies to this issue, it is then transmitted directly to the politics in the country. That is why the reaction of the leadership in the country will also take place. In this issue we can see the reaction when the warrant by the Ministry of Information Communication and Culture Minister

Rais Yatim when responded to this issue. It was to ensure that this case was brought to the attention of the authorities as soon as possible. His actions have the support of many people.

The insultation on the Islam by the priest which is said to have long hovered in the YouTube site since the end of 2007 was seen by Muslims as an issue that should be addressed by the country's top leadership. Decisive action must be taken against anyone who insults other people's religion, especially the religion of the country. This issue shows how Muslims in Malaysia are very sensitive and such serious matter must be addressed. Muslims would be offended by the act and in the perspective of Muslims it is considered rude. Had not seen what's up, what action is taken against individuals or groups who act in contempt of the Islamic religion, while the matter could threaten the peace of the nation, what are the reasons to be given to support the pastor for insulting the country's official religion.

This issue is also becoming a political issue involving the opposition. The opposition's responses may be the seeds of prolonged conflict. That is why if there is no criticism from the opposition on this issue, it will trigger a negative perception from the Muslims. In this case, when the political leaders of the Christian opposition are late to give comments on the clergy act concerned, it began to awaken and encourage Muslims to make criticism of the clergy concerned. Various perceptions are generated and many assumptions are showing up like; they racist and anti-Malay / Muslim hardcore?

For the Muslims, the act of insulting Islam can not always be tolerated and strict action should be taken against those who do the actions. The government response is expected by the Muslim community where the response should be convincing as proof that the government does not look easy on that matter.

In this context, its relation to politics stands out as public authorities preferably is the authority to act on immediately rather than allowing Muslims to act alone. In many writings of the Muslim community, whether in the form of newspapers and new media give such hopes; "*.... I hope the pastor received a just punishment, because his actions were illegal. Let him be an example to others.*" This is a picture of reality as the expression of emotions and feelings of the Muslim community to deal with this issue of apostasy. (Nooh Gadot, 2011)

This is why if the Muslim community did not see any actions on the issues relating to this apostate, they will feel frustrated and started to seek for the NGOs and concerned groups to gather, demonstrate and so on as a way to express their dissatisfaction. This resulted in the statements like;

"..... Actions 'to let go' the cases of insulting Islam should be the boundary and warning. If there is anyone who dares to insult Islam after this, then they should be willing to accept the action and punishment." (Nooh Gadot, 2011)

Muslims perceive the activity of proselytizing Muslims in this country should be dealt with immediately before they become more serious. That is why many among the religious leaders thought that this issue needs to be addressed carefully and thoroughly. Addressing this issue closely in order to solve it properly. Among them still think that the study needs to be done. Also, research to develop the work and provide solutions to all relevant authorities to deal with those activities. According to them, the matter should be considered by the relevant bodies such as the State Islamic Council, non-governmental organizations (NGOs) and public universities. Among other concerns are the Muslims who are ignorant that actually opening space to the movement to convert them. "We need to be together carrying out a detailed study to obtain information related to this issue ... Next we bring this fact to the highest rank, and spread and to assess how best to handle the problem,"⁹

In a sense, the will among leaders of the Muslim community in order to do this research is a process to appease the Muslim community. In this case there is also the Muslim community, which states that ".... have to do more research, why do Muslims want to tolerate anymore, so if they are, they will be not afraid of us if we keep on asking the people to be patient... We have to do your homework first, huh ... punch first and ask them (people who play with fire with Muslims) ... mashed first and ask them who created the study ". (Iqamuddin Abu Muhammad, 2013)

Another response among the Muslim community considers the needs of the immediate action on issues of this apostasy. Including the view that these measures include efforts "from within" and the "to the outside". "Efforts within" involves the Muslims themselves, the actions of addressing the problem from the roots by applying a firmer belief and faith at home and school and the need for all parties to work together Muslim community responsibility to solve this problem.

This effort is considered as challenges of the Muslim community in order to preserve the purity of Islam. This includes efforts by related parties in building a barrier to protect the beliefs of the Muslims by widespreading the true and relevant knowledge according to the need of the community. While the action "to the outside" is; to protect the beliefs of the Muslims, by establishing a specific act prohibiting proselytizing of Muslims. It is important to ensure that the question of apostasy and Islam properly controlled in the country. (Ikbal Salam, 2011)

⁹ Nooh Gadot, Advisor Johor Islamic Religious Council, 2011

Addressing the issue as mentioned earlier is directly related to political entities of the government that rules. That is why we can see that the issue of apostasy is also a challenge to the Department of Islamic Development Malaysia (Jakim) and the State Islamic Council. Many of the steps taken to face this issue, among others, tried to streamline the control and enforcement of the Act and Restriction of Non-Muslim Religious eradicating proselytize Muslims.

These issues also has gotten a direct response from the Minister in the Prime Minister's portfolio of religion. It reacted to the enforcement of sanctions enactment of non-Muslim religions. Weaknesses still exist and more effective implementation is urgently needed at the state level. Enactment prevent apostasy activity has actually been around since 1980 in which the parties involved can be sued in civil court. Unfortunately, it is failed to be enforced across the board. Efforts also has been made by Jakim in the form and brief description of the angular streamline the enactment or enforcement action. The downside that happened is because there is no enforcement is carried out in states according to the enactment that was enacted since 1980. (Jamil Khir Baharom, 2011)

The statements made above was in response to the Sultan of Selangor, so that agencies and institutions involved, especially the Selangor Islamic Religious Council (MAIS) and the Selangor Islamic Religious Department (JAIS) acts to form a strategic move to address the movement proselytize Muslims. From there, the Minister of religion portfolio began to address the enforcement of enactment that related to the strategies. It must be drawn up by each State Islamic Council, in order to address the issue of apostasy in countries. We can see from the statement of the minister's portfolio, which showed its awareness of the issue of apostasy and understanding of the dropout ratio as disclosed in his own statement;

"The rules have been drafted but what matters is the enforcement of the Islamic Council, including the police." There have been cases where people who were charged before this proselytize Muslims in the state and the accused has been convicted, "he said He added that all Majlis Agama Islam Negeri have full power to implement law enforcement action based on the enactment. "Since enacted in 1980, most states have enacted proclaiming that enforcement can be done. "Now only five states who have not yet gazetted to enable enforcement enactments made of Perak, Selangor, Penang, Sabah and Sarawak," (ibid, 2011)

However, we ourselves can see the reality of what is happening in the country until the public raise awareness among the civil society to act on its own. At the ministers' level, we can see that they

managed to only urge. For example, after submitting the statement, the minister later urged the State Islamic Council relating to proclaim the immediate enactment to curb the movement proselytize Muslims (Sunday Times, 12/12/2011)

As stated previously that the apostasy has become a political issue that reality is reflected in our country through linkages to political entities, including civil society. The reality of the issue of apostasy has sparked the organization of what is clamored about and mounted with the name "Himpunan Sujata Umat : Selamatkan Akidah (Himpun)". What has happened is the response to the issue of apostasy that in the view of the Muslim community is a huge issue.

Most of them who have joined this demonstration were with concerns like to remind that "Muslims will not tolerate in a matter of faith." For example, one of the leaderships of the respective state assembly in front of more than 3,000 people attending the ceremony presented his fact; (Mohd. Azmi Abd. Hamid, 2011)

"majority of Muslims in this country are still adhering to the principle that no price or bargaining in protecting the faith of Muslims and it is beyond economic and political interests. There is no room to compromise in order to maintain the sanctity of Islam ... There will be no trade-off in terms maintaining the faith of Muslims. This principle crossing the political platform, this is not a political issue, this is the issues of Muslims and this fight will never stop, the compilation will continue to drive the aggressive efforts of various parties including non-governmental organizations (NGOs) and political parties to curb the phenomenon of widespread apostasy. "We have never wavered in this conviction and the state already has a clear framework of rules and the spread of Islam and other religions. It's not something that can be compromised. "As long as the symptoms of apostasy is not checked thoroughly and we will not stop to be together. Together with other NGOs, we will also go to the ground to monitor the problem of apostasy's scenarios in each country, "

We can see the reactions of civil society on the issue of apostasy is widespread among the leaders of the Muslim community of the country. That is why we can see a protest like this will be attended by the leaders of the Muslim community, who also get the impact of the responsibilities that must be fulfilled. In many societies, including protests this one, we can see such figures; Datuk Dr. Hassan Ali; ¹⁰ Zamri Hashim; ¹¹ Dr. Yusri Mohamad ¹² Abdullah Abd Zaik. Rahman ¹³, Tan Sri Dr. Ibrahim Abu Shah ¹⁴ and others are among the leaders who always engage in protests related. Mohd. Azmi said the wave of awareness to maintain the faith of Muslims, particularly on the issue of widespread apostasy has increased, it has also got the attention of the Malay Rulers who want

an aggressive effort made to address them (Weekly Malaysia, 18/12/2011)

8. Conclusion

The results of the above discussion clearly illustrates that the issue of apostasy is the root issue with no compromise by the Muslim Malay community in Malaysia can be gotten. Understanding the issues associated with the apostasy that occurred in Malaysia is important to Malaysians of all races. The Islamic society should be educated to understand their rights. For the non-Muslim citizens of either India, China and other non-Islamic religious education, they should also understand the issues so they can understand the boundaries to create a racial harmony in Malaysia. By this, of course it is closely related to politics. Any political reactions that do not take steps to resolve the issues that occurred is certain to be denounced and invite conflicts.

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SOCIALIZATION OF MULTI-ETHNIC STUDENTS IN MALAYSIAN VERNACULAR SCHOOLS: ISSUES AND CHALLENGES

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Abstract

Vernacular School exists in Malaysia since British Colonization. The revamps of process in education world have changed the perception of vernacular schools in Malaysia. Multi ethnic parents start enrolling their children in vernacular schools in order to learn languages other than their mother tongue. This scenario had created a society that with high tolerance practice in order to maintain the harmonious under one roof. This study attempted to identify issue and challenges that face by the vernacular school in term of socialization among the multi ethnic students. Overall, from the study we can identify that students from multi ethnic are able to integrate with each other in the school environment. They are able to communicate with each other with the Mandarin or code switching method. In the study also confirmed that students are able to blend well and comfortable when conduct the co-curriculum activities with the existence of multi ethnic. Challenges that face by the vernacular school are teacher's role in promoting the integration in the school environment, pedagogy used by teacher when students acquire the language and also school erosion of cultures in vernacular schools.

Keywords: socialization, vernacular school, multiethnic, issues, challenges

1. Introduction

Malaysia is a country that consist of diversity in races and cultural, especially in Sabah and Sarawak. Malaysia is a multiracial country where it consists of various majority and minority ethnic. The situation is totally different in Sabah and Sarawak where the diversity of ethnic does not result in a particular school based on ethnicity. Students from different ethnic and religious enroll to the same vernacular school like Chinese vernacular schools or Christian missionary schools. Consequently, it creates an environment where interaction with other ethnic as a classmate is unlimited. The harmony that enjoy by Malaysia is much admired by many countries in the world. The multiracial scene has created vernacular school in Malaysia like Chinese national type school and Tamil schools in this country.

In Malaysia, there were four types of school during British Colonization. They were the English-medium, Malay-medium, Chinese-medium and Tamil-medium schools. Each school use different mediums of instruction with different syllabus according to their country origin. However, after undergoing a major evolution after independences, now at present there are only two types of school that is what we know what as today that is Vernacular Schools (Chinese and Tamil) and National School. The Vernacular Schools use their mother tongue as a medium of instruction and Malay and English are treated as compulsory subjects where it teach as second and third language, whereas in national school, Malay language is main medium of instruction. Therefore, the students who are study in Vernacular School

involved in three different types of language acquisition throughout their six-early years of learning in primary school.

Education system undergoing the major changes throughout the years, and it goes the same to the students. Parents start to realize the important of acquisition different languages in their children education. This scenario has created big changes to vernacular school where in old time; Vernacular School only built to cater the certain ethnic purposed. They start enrolling their children into vernacular school where their children not only can learn the languages other than their own mother tongue but also learning and respecting the cultures of other ethnic in society. There are a few factors that caused the enrollment of multi ethnic into Vernacular school. One of it is die to the distance of the school and also parent's choice.

According to one of the data that extracted from Education Office of Pahang District, on 2014, there is 2547 Malay enroll to Chinese school at Pahang. Other than Malay, other ethnic also significant show their enrollment such as 450 students from Indian ethnic and other ethnic consists of 197 students. Total enrollment of that year in Chinese school is 19769. That show that the total of 16.16% of the students who enrolled in Chinese school is consists other ethnic. The data above had proven that the existing of vernacular school also attracted the ethnic other than its origin ethnic [1].

In 21st century, parents realize on the important of language acquisition beside their mother tongue especially in the context of Malaysia where our country consist of multi ethnic. Malay enrolls their children into vernacular school where

their children having a chance to learn other language other than mother tongue. Most of the parent regarded the learning the Chinese is an advantage for their children to compete in the job market in the future. Existence of Malay and other ethnic students in Chinese school help to forms a platform where it provides a chance for students to meet, interact and learn to integrate with other ethnic in the school [11].

Assistant Minister of Communication, Datuk Lee Kim Shin said that the Sarawak's Chinese-medium schools as truly 1 Malaysia. This is because that in Sarawak those Chinese school especially in rural areas, native and other non-Chinese students were outnumber Chinese students enrolled in the school in the region of 90%. He also gave the few example like Chung Hua Lutong in Miri, Sarawak has about 68% of native and non Chinese were enroll in that school and more than 60% in SJK Chung Hua Tudan [2].

After the evolution and renovation to the education system, in reality Vernacular School make no different with other National type school as both type of school using the same curriculum but it were delivered in different language according to the school. The existing of vernacular school had given a choice to parents to choose type of school they want to enroll their children.

2. Issue

Students from multi ethnic enroll into vernacular school; they need to integrate among themselves. In order for them to integrate, language plays an important role [3] Language had become the most important medium of instruction in daily communication in the school or among the students. Language is the most powerful tool in strengthening inter-ethnic relationship among students who come from different ethnic groups in classroom. School is not only regarded as an institution that deliver the purpose of education but also plays as role in helping to foster a closer relationship between multi ethnic students. Language plays an important role in order to encourage, stimulate and strengthen the relationship among the ethnic in classroom. Language regarded as an element that student used to create unity in classroom environment and appreciate the unique of the classroom.

There is very small gap on social distance among the students in vernacular school. In the vernacular school, social distance among the students can be seen as very minimal. Students from multi ethnic, they are comfortable to mix with each other. They are able to conduct the activities together without any barrier especially during the Co-curriculum activities; students from multi ethnic are able to do the activities together without any problems. They are able to mix and cooperate with each other in order to achieve the objectives of Co-

curriculum. During recess time, students were seem to integrate together with multi ethnic students where they are playing together and also visit the canteen together. I totally do not agree with the research done by one of the researcher whereby it said that it is proved that social distance among the students was high and the students are not likely to participate in daily activities with multi ethnic students and the border among the ethnic still very strong [4].

Language has become the most important issue that determines the communication and socialization among the multi ethnic student in vernacular school. Students, who enrolled to the vernacular school, come from different background and cultures. Different ethnic who enrolled into Vernacular School, they only understand their mother tongue. This situation had created a barrier where the students were unable to communicate with each other. This had been a barrier for the students to communicate in the classroom, as they are unable to communicate with different ethnic. In this stage, the integration across ethnic will not happen, as most of the students will communicate with their own ethnic, as they are easy to communicate.

Ref [5] it also mention that the limitation of usage language in classroom had cause the students lack of interaction with multi ethnic in classroom [5]. Students feel that they are more comfortable to interact among the same ethnic compare to multi ethnic. This happen as they did not have a common language that is understands by all from same ethnic. It is very obvious that most of the students were more prefer to choose their friends from same ethnicity and this had caused the creation on social distance among the students as they were not willing to participate themselves in daily activities across the multi ethnicity [5].

The interaction among multi ethnic using their mother tongue has cause the students unable to communicate with multi ethnic students. Most of the students only communicate within their own ethnic circle. This is due to the lack of confidence in communicating with other ethnic using the common language. Students who were weak in language also will effect the self confidents in communicating with other ethnic students even the language use to communicate is their mother tongue. At the early stage of the schooling, but the situation changes when the students start blending around with other ethnic where they are able to communicate with the common language.

Code switching is a very common scenario can be seen in the vernacular school. The students sometimes does not realizing they are code switching when talking to the friend from other ethnic. They start to get comfortable with friend from other ethnic. Naturally, they will use the Mandarin when they meet the Chinese students and

when they communicate with their own ethnic group, they will switch back to their own mother tongue to communicate.

School play an important role in blending students from multi ethnic from different background in order to achieve the integrity in classroom environment. The interaction among the students of multi ethnic will determine the student integration in classroom and wholly depend on the type of language use by the students in classroom. Different language use in classroom will give an effect to the interaction and blending of friendship across the ethnic in classroom.

Learning and teaching process in classroom which contains of variety activities that can help to create an environment where the students are able to sit together or next to other ethnicity and this will help them to communicate to each other. Group work, role-play or other languages activities or games can help to create an environment where the students will communicate to each other. This will encourages student to create a change to communicate to the other ethnic students [10]

Ethnic and cultures diversity should be supported by the school, as this is the core principle that should have in the school environment. The official curriculum of the school should be implemented with the idea of celebrating, accepting, understanding and respecting the different cultures and ethnicity. This scenario should not be only reflected in the subject that teach in the school but also the school environment too as it would encourage the students to blend well in multi ethnic environment. When it come to recognizing and equality in addressing ethnic diversity, the unofficial curriculum is important in create the environment but the official curriculum also as important as the unofficial curriculum. This is because the official curriculum is use to learn the language acquisition while the unofficial curriculum learn the socialization and also the integration of the multi ethnic [9].

Co-curriculum activities consist of an important position in the way that through which they support and raise the awareness of multi ethnic students on cultural diversity in Malaysia. Participation of students from different ethnic and cultural backgrounds should be always promoted. The activities that related to promote the cultural diversity could provide priceless opportunities not only for the purpose of developing students self esteem but also promoting the students cultural background where the multi ethnic students learn to work and play together. Co-curriculum activities are regarded as one of the most important ways where to encourage the multi ethnic students to mix together and work towards common goals that aimed not only by the school and society but also our country [9].

The fourth issue that discuss is multi ethnic student's personal well being in the school. Students from vernacular school feel shy, nervous, less mannered, underachiever and get easily distracted and this had affected their overall personality characteristic [8]. In other word, students who get education from the vernacular school lack of confidence in them. This most probably happen when the students from other ethnic get the education in vernacular school, they are weak in the language acquisition cause them on such behavior. Mandarin language can be treated as second or third language for the other ethnic students. When they are weak in acquisition of Mandarin language, which is the main medium of instruction for vernacular school, they are unable to cope up with their study. When they are weak in study and language, then they feel like they are lack of confidence. This had causes them feel shy and nervous when communicate with their friends and also teachers.

Students who are weak in class were categories as weak students and this had caused them to be mischievous in the class or school. This incident had caused them being labeled as less mannered and underachiever students. School treated this group of students as the burden for the school overall achievement. At the end of the day, the underachiever students get easily distracted and this had affected their overall personality characteristic.

Teacher play an important role and responsible in developing relationship among the student in multi ethnic. Teacher's need to have expertise and skills in stimulate and strengthen the ethnic relationship among the student [3]. In order to foster a closer relationship between ethnic, teachers play an important roles in it. Teachers in vernacular school need to work very hard in order to help students from the other ethnic to acquisition the Mandarin as their core language in the school. Teachers need to be hardworking and creative in making sure that the learning objectives were achieved. Teacher in vernacular school are those who are very friendly and easy to be approachable as they wants the students who are weak in language to approach them to learn on language so that they can help them to acquisition the language faster and easier. These factors have been a contributing factor that helped the students to master the language. All the vernacular school practice the same approach in order to make sure that those non-speaking Mandarin to be given an additional attention throughout their stay in the school.

Multi ethnic students are interested in learning their second and third language compared to their first language because they felt that Malay or their mother tongue language would come naturally since their parents and family member speak in

Malay but not in Mandarin or English. Children spend a great deal of time outside the home. The time that children spend in the community and within school would definitely influence the multihic ethnic students in acquiring the languages. The teachers from the vernacular schools admitted that the practice of “code-switching” was widely used among teachers in maintaining and increasing student’s interest on the languages. The code switching mean when teacher teaching, not only one language is used in classroom but a other language also being in used in order to help the students to understand certain words or term.

The researcher identify that those Malay students who are able to master mandarin will become more extroverts, excel in academic and have more friends in term of socializing compared to poor Mandarin user. Teachers also agreed that personality traits of Malay students at vernacular schools are highly affected by the ability of mastering Mandarin as their first language interference and sociolinguistic influence. The students felt more effective if they could express their ideas or answer in Mandarin.

It is known that during students conduct activities with their multi ethnic classmate, they felt Mandarin is the most suitable and affective language that should be used. Other than that, students also highlighted that if they faced problems in expressing their ideas with their friends or family members they would use code switch method either from Malay to Mandarin or vice versa. Code switching has become very common practice among the students especially when they were discussing on formal topics due to lacks of vocabulary but it was hardly taken place in informal argument [7].

3. Challenges

Managing multi ethnic in vernacular schools environment requires a good understanding of the various cultural and religious practices that exist in the schools. Teachers need to understand well on each student’s cultural and religious practice in the schools. This is necessary in order to create a unity and integration across the students of multi ethnic to study harmony in the class. Every students need to respect on each other cultural and religious practice in order to prevent any misunderstand arise in the school environment. Teachers play an important role where they need to teach the students on other ethnic cultures. Other than that, teacher also need to be a role model to the students on respecting others ethnic cultural and religious practice. Teachers in the Vernacular Schools need to use a suitable pedagogy in teaching the students in the multi ethnic students classroom. Students have their own preferred learning style. It was understand that the learning styles of the students are different according to their ethnic. It

most probably influences by their family background or cultural background and not all students can adapt to the pedagogy used by teacher. Teacher who face this problem are required to resort the other method of pedagogy to teach their students. In other words, teachers need to adapt their teaching pedagogy according to their students and not the students adapt to the teachers. Pedagogy is important especially when come to teach Chinese language in the classroom as Chinese is the medium of instruction used in the school and classroom. Every students need to understand and also able to speak and write in Chinese. Teachers need to use every method to teach in order to make sure that all the students achieve the objectives.

Vernacular schools also worried that when the existence of the multi ethnic students in their school will cause the erosion of culture and identity of the Chinese students. Vernacular Schools have a perception that the existence of multi ethnic in the school will damage the ethnic patriotism and they will forget their roots and cultures.

4. Conclusions

Ethnic and cultures diversity should be supported by the school, as this is the core principle that should have in the school environment. Socialization among the multi ethnic students and their personal well being can be see thru the discussion. Students are able to get along together with other ethnic and they are also able to communicate with each other in the school environment. There is no language barrier in the vernacular school and students get comfortable in code switching method in order to communicate with multiple ethnic around them. School play important role in blending multi ethnic students where they come from different background. This is to ensure the integrity in the classroom was achieved.

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THE WELFARE OF WOMEN THROUGH MULTICULTURAL COUNSELING

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Abstract

Indonesia is a country with population of approximately 250 million in 2013, that made Indonesia as country with the fourth largest population in the world (The United Nations "World Population Prospect: The 2012 Revision Population Database"). The composition of Indonesia's ethnic are varies with hundreds of ethnic and cultural diversity. Nevertheless, more than half the population of Indonesia is dominated by the two largest tribes: The Javanese (41% of the total population) and the Sundanese (15% of the total population) (www.Indonesia-investments.com). The data showed that Indonesia has a great potential in productivity and creativity so as to enable the achievement of welfare. Welfare is the desire of individual to safe, tranquil and prosperous. The main indicators of well-being is the fulfillment of physical, but some peoples thing the fulfillment of physical is not the main one. Every people wants welfare their life with a balance of body and soul. Women have diversity to satisfy they welfare and they are uniqueness. Women have a role in life, and be able to play doubles. Women find obstacles to get welfare such as the issue of religious stigma, myths, gender, family, divorce, economic, and social class so that they need help. Multicultural counseling offered as an effort to help them. Multicultural counseling is a relationship of two people or more in counseling activities that are not only different cultures, values, and lifestyles but various characteristics that underlie individual differences.

Keyword: the welfare of women, multicultural counseling

1. Introduction

Indonesia is the country with the large population growth and populous. Indonesia have more a thousands islands, diverse cultures, hundreds of tribes, and hundreds of regional languages. It is Indonesian advantages in terms of residence. In 2013, Indonesia does not update their population data, because the census is held every 10 years. However, by using the rate of population growth in Indonesia, Indonesia estimated total population in 2013 of 250 million inhabitants with the population growth of 1.49% per year. From the population, it's need attention from governments/ countries or institutions to be able to fulfill the needs of the population, so the people can act as resource development in the country. Total population in each region / province and the island is different, as well as with different growth rates.

Indonesia's ethnic composition is very varied because the country has hundreds of ethnic and cultural diversity. Nevertheless, more than half the population of Indonesia is dominated by the two largest tribes: Javanese (41% of the total population) and the Sundanese (15% of the total population). Both of tribes come from the Java Island, the most populous island in Indonesia which covers about 60% of the total population of Indonesia. When it combined with the Sumatra Island, its amount to 80% of the total population. It is indication that the concentration of the most important populations are in the western region of Indonesia.

The important from Indonesia demographic composition which has a relationship with the

economies are young people in Indonesia. They are the work force (as long as there is a lot of employment opportunities). The average age of the population of Indonesia is 28.2 years (estimated in 2011). The median age means half of the Indonesian population aged 28.2 years and the other half under the age of 28.2 years. Regarding the sex, the median age of women in Indonesia is 28,7 years, while the men median age one year younger than woman (27.7 years).

These are show (from the perspective of demographic) that Indonesia has a great potential in terms of productivity and creativity. In addition to the potential for demographic, geographic, Indonesia also has the potential of cultural diversity and they are affect productivity and creativity.

Women is one important component in the development and growth of Indonesia. In some areas women have an important role and get special treatment. The role of women need to be brought into play, such as in the economic, politics, education and so on. Ministry of labor and transmigration released data about job seeker, job vacancies and placement /fulfillment of labor shows that the number of job vacancies (510.966 "women"-240.678 "men") and placement/fulfillment of labor is higher in women than men (321.835 "women"-290.894"men"), while the number of job seekers (510.966 "women"-540.978 "men"). In politics it appears that the role and representation of women in public policy-making process for this is still deemed less. For it made various efforts to encourage the role and representation of women through the

implementation of a minimum 30% quota for women in parliament. Since the reform of 1999, the actual number of women has increased. In 1999 only 9.2% of Parliament seats held by women. In 2004 the number increased to 11.81%. In 2009 the number increased again to 18%. Then in 2014 it dropped to 17.32%.

The Increasing of female workers are not followed by welfare and protection. From the recent data are 4 from 10 workers globally are women, but on average one dollar produced men, women only account for 80 cents . This phenomenon is seen very clearly on Indonesia women workers or TKW (Word Bank). Approximately 4.2 million Indonesia women, or about 70% of the total 6 million workers Indonesia (TKI) are women workers (TKW). The difficult economic situation, employment is cramped and the lack of financial access, make Indonesian women become migrant workers. Ironically, only a handful of those who have adequate provision of education and skills. Meanwhile, a large number of others did not have much choice but to work in the informal sector as domestic servants.

Welfare is the desire of every individual to be safe, tranquil and prosperous. The main indicators of prosperity is the fulfillment of physical material, but some interpret the fulfillment of physical material is not the main one. Whatever the meaning of each individual wants prosperity in his life with a balance of body and soul. The uniqueness of each woman in fill welfare is diferent. The desire to get welfare of women requires a double role. The dual role is the role of tradition/domestic, namely the role of women in the household (as mother, wife, childbirth, care of the household) and the role of the transition (as the main of the household income, work, political participation, etc.). Its makes the women unique. Women can play a role as housewives and working to support their household. This led to the desire of gender equality between men and women. Demands gender equality is not followed by an increase in the understanding of gender and women in terms of public competence (education, job skills, etc.). A large number of women workers, participation of women in politics, the freedom of women to achieve higher education are some of the indicators of gender equality.

In achieving welfare a lot of women who get trouble, such as decent wages, mistreatment and even jobs they get are not suitable. Many women who choose to become commercial sex workers, women workers (TKW) to achieve welfare. Several other women are not reck of security in they dual role. Work with far distance place and full time make women must split their time between household and their job. If some of them have trouble with low wages, several other have problems with high wages. The high wages make

some women have troubled in their household, they are able to stand on its own feet so impressed individualistic and do not need the men. Some divorce cases in five years (2010-2014) increase of 52%. About 70% of divorces filed by the wife . This was mainly due to unpreparedness married characterized by households is not harmonious, no responsibility, economic issues, and the presence of a third party. Research and Development Center Religious Life Ministry of Religion (KEMENAG) said the divorce rate in Indonesia continues to increase in five years. In 2010-2014, from 2 million couples get married, 15 % are divorced. Divorce rates throughout the high religion Indonesia court in 2014 reached 382.231, it increase about 100.000 cases in 2010 with 251.208 cases (7kontroversi.blogspot.com). Violence in women is also a problem in the attainment of welfare indicators. Such data reported by the National Commission for Women in 2014 showed the number of violence against women are 293.220 cases. This number increased compared to the year 2013 as many as 279.688 cases since 2010, this always shows a rising trend (nasional.tempo.co).

The problems that occur in women can not be separated from cultural factors that exist in society. Indonesia is a country with diverse cultures and these cultures affects cognition, emotion and behavior of its people. As an example in Javanese culture, cultural influences on cognition society they believe one of them is the nature of women as housewives are so many women who do not get higher education, and when they are confronted with economic problems, they do not have good education and skills so their only able to work in the informal sector as domestic servants or factories laborer. While in emotion and behavior, Javanese community is setting out manners (such as quietly talking), tolerance (respect for others and sometimes aside personal interests) and the culture of shame (they tend to hide their problems for the honor of self and family). So many problems of domestic violence, bullying (verbal-nonverbal) becomes embarrassing or even ordinary and not reported.

Many problems experienced by women in achieving they welfare encourage researchers to find solutions to help them. Researchers present multicultural counseling in achieving women welfare. In these efforts will appear question 1) What the form of multicultural counseling as to improve the welfare of women? 2) What the competence of multicultural counselor who improve the welfare of women?.

Multiculturalism has the most important ideas to shape the field of counseling in the last 20 years (Pedersen, P.B, 2000). Many things are controlled by an understanding of the rapid changes towards a multiracial, multicultural and multilingual (Sue, 2001). The Past societies patterned main

monocultural perspective and monolingual and has made "encapsulated counselor" (Wrenn, 1962). Some literature suggests that traditional counseling approaches and techniques are not effectively applied to racial and ethnic minority populations in America (Bernal & Padilla, 1982). Professional counseling to understand race, culture, and ethnicity as a function and not be restricted "only in a minority".

Counseling professions often reflect the values of society wide (Katz, 2003; Lee, Blando, etc, 2007). Some references refer to counseling as the "main hand status quo" and "connecting the values of society". This indicates that counseling has the potential social-political, they are: a) the counselor and the client worldview towards his world is ultimately concerned with the history and recent experiences with racism and US pressure (Atkinson, Morten & Sue, 1993), b) The professional need understands that the counseling implementation does not separate with the situation of community.

Multicultural counseling is defined as a relationship counseling two or more people in different cultural backgrounds, values and lifestyles. This definition is abroad view in which all become multicultural counseling. All counseling is multicultural because all human beings are different in terms of cultural background, values and lifestyles. The degree of similarity or difference between counselor and client in terms of race, ethnicity, gender, background and culture has become a major consideration not only in the provision of mental health services, but also in the success of the service. The critical question in multicultural counseling literature has seemed, namely "How can a counselor and client are different from each other to effectively work together?" Becomes very important for all counselors with various clients. In the past few years , text books, Handbook, review articles, conference, seminars and professional workshops , and graduate programs have begun to emerge . Multicultural training movement is to contribute to greater understanding and much needed from the difference between racial groups , ethnic and cultural variety. Not only for clients in minority racial or ethnic group, counselor women with male clients, lesbian counselor with normal client, Mosleem counselor with Buddhist clients, old counselor with clients all adolescents must answer the question of how to effectively work together regardless of their differences.

It is clearly that the needs of multicultural counseling is necessary and very important related to the application of ethics and professional counseling needs. Therefore, it takes a multicultural counselor with multicultural counselor competence. The competence acquired from multicultural counselor training. Multicultural counseling

training form a multicultural counselor who has a) multicultural counselor competence, b) dimension of cultural competence, c) multicultural counseling competencies.

2. Method

This research uses literature study, supported by observations and interviews. Observations and interviews were conducted in some ethnic groups and races in East Java , such as Javanese, Osing , Samin , Madura , Arabic and China.

Observations made by observing some specific indicators in a culture for 3 months. These aspects are cognitive, emotion , and behavioral. How internalize a culture within society, so that the community becomes very different characteristics with other communities. Interviews were conducted randomly to some members of the public who have a strong understanding of their own culture. This is done to obtain robust data about a culture.

Table 1. Table of observation and interviews
Indicators and descriptors

No	Indicators	Descriptors
1.	Cognition	1. Believe 2. Trust 3. System of thingking 4. Goal 5. Prejudice 6. Wordview 7. Other demanding 8. Mean of welfare
2.	Emotion	1. Sensitivity 2. Emotion expression 3. Emotion comperhension
3.	Behavior	1. Behavior pattern 2. How to pray 3. Interaction with the others 4. Language 5. Special activity 6. Effort to welfare

To answer the research questions, researchers conducted a focus group discussion. This activity is performed to analyze the results of observations and interviews with some of the existing literature .

3. Results and Discussion

The results of observations and interviews reveal any differences in the meaning of welfare in their respective cultures. The indicator of the welfare is happiness that is felt by women. No measure to extent women happiness. Cause every woman has a different meaning about happiness. A lot of the main people 's welfare is not about money. If they felt the happiness, they was got welfare . In some areas with different tribes showed a differences meaning of happiness .

Table 2. Tabel of happiness indicators

No.	Areas	Happiness Indicators
1.	Trenggalek, Tulungagung, Kediri, Magetan	Economic establishment , money and positions
2.	Mojokerto, Jombang	environmental support
3.	Surabaya, Gresik, Sidoarjo, Madura	Good social interaction with the other people/environment
4.	Bojonegoro, Cepu, Tuban, Lamongan	A high level of educational attainment

Cultural change has also led to gender issues, namely 1) does not recognize the authority of women and realistic expectations based on historical stereotypes on women's ability, 2) opportunities; salaries and interest are not the same for women, 3) sexual behavior that does not conform aimed at women, 4) confusion with regard to procedures and language on gender, 5) difficulties in balancing work and life in the household. The uniqueness of women among others, assumptions about their abilities, more comfortable with expression of sad feeling, intimacy and nurturing behavior, on average; less comfortable in competitive situation, more frequently misdiagnosed; when seeking mental health service, nurturer and child-care provider; the world of paid work, sexual exploitation, biological issues, sexually harassed on the job and at other places, receive less money for the same work as men, less job opportunities and job advancement, physically abused by their spouses/partners, poverty level; single/divorced women. With the gender issues and the uniqueness of women it is necessary for the stages of multicultural counseling in accordance with the characteristics and needs of women. The stages are:

1. Establish a relationship and demystify the counseling process.
2. Validate and legitimize a woman's angry feelings toward her prediction
3. Provide a safe environment to express feelings as clients begin to form connection with other women.
4. Help clients with conflicting feeling between traditional and newfound values.
5. Facilitate integration of client's new identity (Downing & Roush, 1985).

In implementation of multicultural counseling necessary a counselor who have multicultural competence. Multicultural counselor competence obtained from multicultural counselor training. Multicultural counselor training has emphasized the differences in culture, race, and ethnicity among people. Multicultural training approach can be called emic approach. The assumption is when the counselor has all the characteristics of the various

cultural groups; races; and ethnicities, they will have the skills to be an effective multicultural counselor. This assumption has results a "multicultural recipe book" with each group received a "recipe" that includes a list of group characteristics and some guidance on how counseling should be continued. For examples, the characteristics of the Javanese people is very different from the Batak tribe of speech, expression of feelings, eye contact, and so on. Approach on cultural differences can lead to equity in the group and ignoring the differences in the group. Often this recipe with a list of characteristics they are difficult to distinguish from stereotypes. Counselors in multicultural training has a duty not only to overcome and memorize the way to each cultural group, race, and ethnicity (including "exotic") but understanding the culture itself. In general, when a trained counselor, the focus is internal, emphasizing the acquisition of skills. Counselor in training are not bombarded with a myriad of client issues in his career, memorizing the characteristics of each client problems and instructions on how to do counseling. Instead, the training is based on internal self-awareness. With regard to the multicultural counseling, training externally focused primarily on the acquisition of knowledge about the various groups with different cultures.

Currently, in the multicultural literature, there is an increasing tendency toward the adoption of a more universal approach or ethical in multicultural training. Existential approach in multicultural counseling emphasis on homogeneity (use the same components) compared with the differences between communities. Recent emphasis on multicultural training techniques that focus on the specific cultural characteristics of cultural client, which in this case the counselor could be at risk for losing the personal characteristics of the client as well as the humanity of the client. By presenting the humanity of clients that connect all the individual, the counselor will be able to encourage or accelerate the development of relations in counseling. Cultural differences between counselor and client can be overcome because the human experience in understanding the framework of universal existential philosophy. A trans-cultural approach that can "recognize universal processes which capable of skip over cultural variations" (Fukuyama, 2011). Individual understanding and worldview of a group in the existential framework is needed for the effectiveness of multicultural counseling. Multicultural counselor training is done with developing components as follows:

3.1 Multicultural counselor competence

Three dimensional counselor characteristics are skilled counselor who is an active culture processing to be aware of the notion of human

behavior; values; biases; personal limitations; and so on, skilled counselor who is an active culture to understand the client's views on cultural differences without negative assessment; skilled counselor who is an active culture in the process of developing and implementing appropriate, relevant, and sensitive use of intervention strategies and skills in accordance with client cultural differences.

3.2 Dimensions of cultural competence

Multicultural counseling competencies divided into three dimensions. First, beliefs and attitudes counselors against racial and ethnic minorities, need for researching biases and stereotype, towards developing a positive multicultural orientation, values and biases that hinder the effectiveness of multicultural counseling. Second, multicultural counselors have knowledge and a good understanding of his own particular way, have special knowledge about the groups culture of work partner, to understand the influence of social-politic. Third, Have special skills to work minorities.

3.3 The competencies of multicultural counseling: a conceptual framework

3.3.1 Counselor awareness to the assumptions, values, own biases.

- 1) Confidence and attitude: multicultural counselor should change unconsciousness to consciousness culture with quite sensitive to the self cultural heritage for assess and respect differences, multicultural counselors realize how cultural backgrounds; experiences; attitudes; values; and biases influence the psychological process, the multicultural counselor competence to recognize the limitations of their clients, counselors multicultural enjoying him self with distinction clients include race; ethnicity; culture; and beliefs.

- 2) Knowledge

Multicultural counselors have special knowledge about the racial, cultural heritage, and how it personally and professionally influence the understanding, normality-abnormality biases, and counseling process. Multicultural counselors have knowledge and understanding of how the pressure, racial, discrimination and stereotypes influence their personal and works system. Multicultural counselors have knowledge of the impact of social influence to the others. They know about the differences in communication style, how the force is contrary to or support the counseling process, and know how to anticipate its effects on others.

- 3) Skills

Multicultural counselors seek education program, consultation, and training experiences to enrich his understanding and effectiveness to work with different cultures population. To recognize the limitations of their competencies they must: consult, study or further training, be more qualified, involved in three aspects. Multicultural counselors are constantly looking for understanding themselves as racial, cultural and actively seek non-racial identity.

3.3.2 Perspective understanding to the client with cultural differences

- 1) Beliefs and attitude

Multicultural counselor realize the negative emotional reactions to other races and ethnic proven to be damage of counseling process. Multicultural counselor realize his stereotype and preconceived Nations affect racial and other minorities.

- 2) Knowledge

Multicultural counselors have specialized knowledge and information about a particular group of clients who are facing. Multicultural counselors understand how race, culture, ethnicity, personal influence on the self formation, selection of work, psychological disorders, accuracy and inaccuracy counseling approach. Multicultural counselor understanding and have knowledge about the influence of social-political life which collide with a particular racial or ethnic minorities.

- 3) Skills

Multicultural counselors quite familiar with relevant research and the latest findings about mental health, mental disorders in a variety of races and ethnicities. Multicultural counselor actively involved with individuals from minority settings outside counseling.

3.3.3 The development of intervention strategies and techniques appropriate

- 1) Confidence and attitude

Multicultural counselors respect clients religious and belief as well as the beliefs and values of the functions of physical and mental. Multicultural counselors respect of indigenous practices, respect the networks intrinsic, respect minority communities. Multicultural counselors respect and not look at the other language as a barrier to counseling.

- 2) Knowledge

Multicultural counselors have knowledge and clear understanding, explicit about the general characteristics of counseling and therapy, and How if he contradiction with the cultural values of the minorities group. Multicultural counselors are aware of the

obstacles to the minorities utilize mental health services. Multicultural counselors have knowledge about potential bias measurement tools and procedures, based on the findings cultural and language characteristics of the client. Multicultural counselors have knowledge of the structure of the families of the minority, hierarchy, values, and beliefs. Multicultural counselors are aware the relevance of the differences multicultural practices in social and community level that allow affecting the psychological welfare of the population who receive services.

3) Skills

Multicultural counselors have skills in a variety of verbal and nonverbal responses, they can send and receive verbal/non-verbal responses accurately and precisely. He can also anticipate a negative result limitations and inaccuracies his manner/style of help. Multicultural counselor can train the intervention skills with agency basis on behalf of their client. They can help clients determine which problems are sourced from racism, or other biases, so that clients are not exactly to blame him. Multicultural counselor is not opposed to seeking proper consultation with traditional healers, the religious, the religious leaders, practitioners, in the treatment process to clients with different cultures.

Multicultural counselor responsible for interaction in the languages of client requested; it also allows reveal to outside parties as appropriate. The problem that often arises is the counselor does not have the language skills in accordance with the client.

In this case counselor can be: a) search for translators who have the knowledge of the language and the right profession background, b) Pointing bilingual counselor.

Multicultural counselor have expertise in testing and measurement using traditional instruments. Multicultural counselor can present and also eliminate bias, prejudice, and discrimination practices. Multicultural counselor responsible to learn clients in psychological intervention process such as goals, expectations, legitimacy, and orientation counselor.

4. Conclusion

Redefinition of multicultural counseling will have profound implications for the entire counseling program. Because all considered multicultural counseling, especially in consideration of the culture, the individual uniqueness, and the whole human that would be a common thread to think about all the counselors. A lot of the training process, counselor will get

experience parallel therapy in which the client's going through it. This process requires that carries on the assumption that a person's consciousness, prejudices, thoughts, and feelings about themselves and others. As one of those involved in this process and appears to accept his self, how it will be used to accept and respect other people without being a burden on itself.

Many problems that occur in women in achieving their welfare and only a few of them get the right help. Therefore it is very necessary that competent multicultural counselor to help them.

Multicultural counseling in this article requires change, in our definition of a true scientific research and the purpose of science is to understand rather than to control or predict. To full understand significance of individual experience, the influence of the universal human teaching, cultural specificity and uniqueness of individuals all need to be investigated, as individuals respond and to create their cultural reality, researchers need to explore the objective and subjective components of the experience. This article described multicultural counseling is an attempt to overcome some of the limitations in the current to multiculturalism approach. Difficulties encountered in understanding the multicultural issues, counselor training, practice, and research arising from the system values. Values and assumptions are underlying current approaches to explicitly multicultural counseling and offer an alternative conceptual system, we hope to stimulate thought and discussion that will increase on the next research.

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ORGANIZATIONAL CULTURE: A STUDY ON FRICTIONS BETWEEN INVISIBLE BUREAUCRATIC RULES IN SCHOOL AND PROFESSIONAL DEMANDS BY TEACHERS

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Abstract

The problem of teachers' attrition from one school and accession to another school or organization needs more investigation to unveil other intrinsic reasons behind teachers' mobility. A lot of teacher believe that they have professional obligations, such as staying in school to help students with their work, providing extra tuition for low learners and working round the clock to improve students' grade in tests. As such, they are demanding professional right, such as having total control of job, selecting their own colleagues, autonomy of teaching method and participating in curriculum design and so on. However, in spite of the call on school management to recognize teachers as an expert in their specialized field, most teachers are still being denied of their expertise capability by the administrators in schools. Amidst these different ends, lies the major source of conflict between the organization's "bureaucratic discipline and control" and teachers' "professional expertise and autonomy". This disparity of opinions to some extent aroused teachers' decision to stay or leave school. This paper investigates the lived experiences of two secondary school teachers about the events which led to their decision to leave their job. Interview was conducted with two private school teachers who have taught in more than two schools and eight themes were generated in response to the questions raised in the study. Rigid school policies were identify to the salient reasons for teacher attrition.

Keywords: organizational culture, bureaucratic rules, professional-demand, attrition, discipline, policies.

1. Introduction

Organizational culture often acts like an Invisible Bureaucracy (IB) that sometimes frustrates and undermines effective business or school performance. In fact, what many school teachers find most frustrating is that although they have little or no control over changing the ineffective structures and systems of the their school within which their work-group is embedded, they are still held accountable if not scolded, for delivering on commitments and goals. Developing or nurturing a pattern of behaviour or a processes on a day-day operation of an organization which have been communicated or transmitted to generations of employees that work in organization, lay-bares patterns of rules which organization directly or indirectly inculcated into its workers. These rules to some-extent have impeded innovation and initiation of employee or staff of an organization and more often than none increases resistance to change and stagnate performance in an ever-changing and dynamic environment. [3] argued that 85% or more of the root causes of performance problems are in the organizational structures and systems (formed culture) within which people work. Thus, it is evident that a long accustom organizational culture may eventually become an invisible bureaucratic tool which sometime constitutes hurdles to teachers and administrators of schools.

The fact that most bureaucratic system especially schools are more consistency with the "rigid" organizational rules and regulations, as compare to teachers whose basis for acting is knowledge—which is dictates by the ethics of the profession, it is not unusual, for conflict to emerge. This brings into focus a basic conflict between professional value and bureaucratic expectations in school. Although, [25] argued on the similarity between professional and bureaucratic principles, the potential for conflicts remains because differences in ethic and values still exit. Professionals are expected to act in the best interest of their clients, whereas bureaucrats are acculturate to act in the best interest of the organization[25]. This apparent conflict between the interest of clients and of the organization poses a problem for many formal organizations.

Unlike business concerns, the prime beneficiary of service organizations like school is client. Therefore, the objective of both professional and bureaucratic in service organizations is the same—service to clients. Fundamental sources of professional-bureaucratic conflict in school emerge from the system of social control. Professional (teachers) attempt to control work decision. They have code of ethics that guides their activities which they have to internalize, and they are basically responsible to their profession and, at times they can be censured by their colleagues. Meanwhile, control to bureaucratic adherent (principal/school administrators), stem from the line

of authority—behavior that is derived from a "long-standing" culture. Amidst this different ends, lies the major source of conflict between the organization cultural-behavior and teachers professional demand—conflict between "professional expertise and autonomy" and "bureaucratic discipline and control".

2. Problem of the Study

More often than not, many teachers got frustrated whenever they are deny of their expertise capability by the administrator in school simply because it is antithesis to the existing culture. To some extent, this situation leads to shifting demographics and lack of support for teachers. Thus, teachers who fail to fully embrace the invisible bureaucracy (culture) of school, due to their professional ethic usually feel alone or isolated. In any event, the organization will eventually eliminate candidates who do not fit in the culture through *attrition*. Teacher isolation and lack of collegial and administrative support are conditions that teachers must confront in school [4][1]and [13].

Lack of support or encouragement may as well be linked to other more long-term consequences. In a study conducted by [2] on teacher and attrition, there was positive correlation between teacher staying in the profession (follow the culture) and having more support from the administrator and principal. Lack of support for teachers arouses their decision to stay or leave. Although findings that many conflicts in schools derived from more general conflict between bureaucratic and professional principles might be surprising, this is particularly true, because there is handful of research done on this issue. Most studies and literatures focus more on other extrinsic value that leads to conflict in schools. Thus, the issue of teachers' attrition from one school and accession to another school or organization needs more investigation to unveil other intrinsic reason behind teachers' mobility in school.

A good number of researchers agree that over 30% of newly teachers leave the profession within their first 5 years [12][20][24]. [20]and [24] found that as many as 30% of newly certified teachers leave the profession within their first 5 years. According to [20], low job satisfaction is another reason for the national shortage of highly qualified teachers. Better still, low salaries, student discipline, and lack of support from administrators are other reasons noted for high turnover rates of teachers [15]. [16] in their survey found that nearly 29% of teachers left the profession because they were unhappy with their assignment, while 39% left the classroom seeking another career. The purposes of the surveys were to examine the teacher turnovers that were attributed to either school staffing problems or school culture and

organizational conditions. Ingersoll and Smith concluded that teacher attrition is a result of those teachers who completely leave the profession (leavers) and teacher migration, which includes teachers who leave different schools or districts but remain in the field of education (movers). Poor school culture and lack of full preparation to teach the subject assigned were two of the reasons given by the approximate 29% of teachers who left their initial assignments.

3. Purpose of the Study

The purpose of this study is to explore the perceptions and lived experiences of school teachers to better understand the reason/reasons for taking the decision to leave/quit their job.

4. Research Questions

The goal of the current research study is to better understand the precipitating events, or shocks, leading to voluntary employee turnover for teachers in private schools. One central research question guided the current research study: What are the perceptions and lived experiences of teachers about the precipitating events, or shocks that led to their decision to voluntarily leave private school to another job or school?

5. School Culture—An Invisible Bureaucratic Rule (Ib)

Recent studies have documented what constitutes an effective school climate and why teachers are more likely to remain in the profession when the culture is positive. [17] described an "integrated school culture" as one that (a) has interaction between veteran teachers and novice teachers, (b) acknowledges the needs of beginning teachers, and (c) fosters a sense of shared responsibility for the school and its students. Additionally, [14]discovered that teachers need and benefit from a supportive principal, positive school climate, and collegial environment.

However, teachers often leave high-paying white-collar jobs where autonomy and cultural dominance are the norms. Teaching is often viewed as a blue-collar profession with a much different culture than that of corporate organizations. According to [10], school culture is "the set of norms, values, beliefs, rituals and ceremonies, symbols, and stories that make up the 'persona' of the school" (p. 10). School culture comprises unwritten rules, values, and expectations that are important to the success of schools. But, the vacuum evolves when schools nowadays begin to acculturate the practice of the corporate world. When teachers are subjected to a rigid bureaucratic cultural practice in schools—which denied them of their professional ethic and practice, then, there is

high possibility of lingering frictions between the two ends.

Although theorists believe that developing the correct school culture should always precede “programs” in an effort to raise student achievement [22]. But the dogmatic assumptions that is use in some school to moored teachers to intellectual stagnation or recycle of rigid-folktales and myth need to be overhaul for a more dynamic and accommodating cultures in schools. Culture is said to influence almost everything that happens in a school, and culture shapes the way teachers, students, and administrators think, feel, and act[10]. Corporate organization employees often boast about their companies and positions. Education, principals, and teachers usually receive negative publicity and criticism, so the confidence that society had in schools has diminished[30]. School leaders can change this by taking the lead to improve school culture and maintain highly qualified teachers.

6. Professional Demand of Teacher

There is an ongoing debate on whether or not teaching is a full-profession. Nevertheless, the growth of theory and knowledge in teaching, the increase requirements for teacher education, teachers' sense of responsibility for student welfare, strong professional association, and increase claims for teachers' autonomy provide the basis for considering teaching a profession [25]. Behind the drive to professionalized teaching is the quest for increased status and more control over work—in order to gain not only more responsibility but also more authority or power. Over the years, teachers believed that they had professional obligations, such as staying in school to help students with their work; now they are demanding professional right as well such as having total control of job, selecting their own colleagues and so on.

As discussed in the preceding paragraphs, some of the invisible bureaucratic organizations' parody are not totally compatible with a professional workgroup. Many conflicts in schools are derived from more general conflict between bureaucratic and professional principles [26]. The higher the level of professional orientation in school, the greater the number of conflicts [27]. Similarly, [28] found in their study that teacher professional orientation was related to teacher militancy. Thus, given the growing bureaucratization of schools and professional awareness of teachers, continued conflict seems likely. Mostly, the overt conflict usually revolve around the amount of control teachers should have over selection of textbooks, teaching procedures and curriculum reform and development; however, the underlying issue is neither attributable to teaching nor learning nor to school organizations. The conflict is between static bureaucratic culture

and disciplinary rules and control and teachers' professional expertise and autonomy. Therefore, it not a gain-saying that as long as the basic bureaucratic cultural structure tends to be more authoritarian, teacher authority and expertise freedom will continue to be a major source of tension as well as reason for teachers 'turnover or hopping'.

7. Research Design and Methodology

The purpose of this study is to explore the perceptions and lived experiences of teachers in the school to better understand the precipitating events, or shocks that led to their decision to voluntarily leave an organization. The sample of the study consisted of 2 private secondary school that recently leave/quit their jobs. The participants were interviewed until the point of data saturation, which typically occurs between 1st to 3rd interviews. Participants were interviewed using semi-structured interview questions to better understand the events that led to their decision to leave their schools.

The current research study was an exploration of one central phenomenon, the precipitating events that lead Teachers in the private schools to a decision to voluntarily leave their job. Since the research does not involve explicit data, an ethnographic research design focusing on the cultural perspective behind explicit knowledge was not appropriate [5]. Narrative research was also not appropriate for the current study because the focus of narrative research is on the creation of life descriptions of participants, not on one particular phenomenon.

Although grounded theory research is carried out with multiple individuals to determine an explanation for a process, action, or interaction among individuals, the current research study was an exploration of the perceptions and lived experiences of individuals. The purpose was not to explain a process. A case study is primarily to explore a bounded system in detail. The current research study is unbounded since the focus was to determine precipitating events, or shocks, that lead to teachers' decision to voluntarily leave school. This study, used phenomenology research design, the study relied on interview transcripts as the primary data form.

Qualitative phenomenological research facilitates capturing and understanding the perceptions and lived experiences related to a phenomenon in order to better understand underlying theoretical constructs and behavioral meanings [5],[18]. Phenomenology is rooted in transcendental philosophy that posits all knowledge, or objects of knowledge, conforms to personal experience. All knowledge of an object resides in a subjective interpretation of that object through the self, and all knowledge and experience are connected to phenomena. In phenomenological

research, perception is the primary source of knowledge. phenomenological research is appropriate and useful to derive ideas, concepts, and understanding from perceptions and lived experiences through reflection of experience and intuition[18].

8. Data Collection

Qualitative data collection is comprised of four main categories including observation, interviews, documents, and audiovisual materials [5]. Observation is appropriate when a researcher has access to a research site and can observe a phenomenon first-hand. Interviews consist of open-ended questions about a phenomenon, and the participants' answers are recorded. Documents are used primarily when researchers have access to volumes of printed or electronic data that contain research sample records. Finally, audiovisual materials are appropriate when images and sounds best represent the phenomenon under study.

Conducting interviews was the most appropriate data collection technique for the current research study because the phenomenon is an event that has occurred in the past and cannot be observed first-hand [5]. Information related to the psychological decision to voluntarily leave an organization is not typically recorded in documents or historical audiovisual materials. To better understand the experience of the phenomenon, clarifying questions can be asked during the interviews.

9. Results and Findings

Participants

The population for the qualitative phenomenological research study included teachers teaching in private school from two countries (Nigeria and Malaysia). Interviews ranged from 10 minutes to 55 minutes because one participant explained his experience in detail while the other was brief, in providing her detailed experience. The participants comprises of one male and one female with an average age of 37years. One of the participants is a Nigerian, presently studying in Malaysia and the other one full-time female teacher at one private school in Gombak Malaysia.

The data analysis resulted in seven emerging themes about the central phenomenon. Each theme is comprised of a cluster of invariant constituents representing key components of the experience. A review of the responses to the research questions and association of the data with thematic labels completed the theme validation process. The seven emergent themes are : (a) Job satisfaction, (b) School policies, (c) Motivational factors (Hygiene), (d) Confliction between principles and practice,(e) Socio-cultural factors,(f) The ethics of teaching profession (G) Balance between management rule

and teachers ethics. Validity of the themes were confirmed with responses of two intercoder or interater which give a considerably high Kappa of 77% agreement.

10. Conclusion

Employees voluntarily leave organizations because they experience sudden jarring events, in the school rigid culture that initiate a psychological decision process, to leave the school. The data analysis process for the qualitative phenomenological study resulted in the identification of the following seven themes about the central phenomenon: (a) Job satisfaction, (b) School policies, (c) Motivational factors (Hygiene), (d) Confliction between principles and practice,(e) Socio-cultural factors,(f) The ethics of teaching profession (G) Balance between management rule and teachers ethics. The following sections include a description of the interpretations and conclusions regarding the central research question and emergent themes relative to the current research.

While previous researchers indicated only few individuals experienced an issue with their school or boss as a cultural-shock, the current research study results indicate the majority of participants experienced the same cultural-shock. The disparity in study findings might be the result of unique factors in the schools particularly non-governmental schools, a delimitation of the current research study. It is possible the operating environment increases the importance of the employee-company relationship from the employees' perspective. Lacks of organizational trust and poor leadership communication have been linked to have high levels of employee voluntary turnover [29]. When asked about specific shocks the participants experienced, one of the participants indicated she left her previous organization for a job with more money, but when asked to articulate shocks in general for teachers, the top shock was Confliction between cultural-principles and practice.

A possible suggestion is that managing relationships at multiple levels between teachers and school management, the direct and indirect involvement of teachers in decision making of schools is a means for organizations to decrease the overall voluntary employee turnover. Recommendations for future research include additional shock discovery for teachers and quantitative support for new shock validation. Voluntary employee turnover researchers must continue to provide leaders with increased information to enact positive school/organizational change and decrease the overall rate of voluntary employee turnover among teachers in schools in general.

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SOCIOCULTURAL RECIPROCAL LEARNING APPROACH FOR THE INDIGENOUS BIDAYUH PUPILS IN SARAWAK, MALAYSIA

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Abstract

This paper discusses the sociocultural reciprocal learning approach of influencing patterns of education among indigenous Bidayuh pupils in Sarawak, Malaysia. Pupils' education process begins at birth and is formed by the experiences gained through their interaction with the environment and society around them. These experiences are form the existing of pupil's knowledge in the learning process through the social interaction, implementing cultural values, and beliefs. The conventional teaching and learning in the classroom have less effect of transforming pupils when this process does not address issues of systemic dissemination. Thus, through socioculture reciprocal learning approach that includes languages, customs, and beliefs capable of linking existing knowledge and mutual interaction of pupils with their learning environment. The process of adapting this knowledge does not just happen in the classroom, learning occurs even indirectly outside the classroom in everyday life of the indigenous pupils. This phenomenon could assist teachers in improving the quality of teaching and learning, especially when dealing with groups of pupils in the indigenous community of collectivism in Malaysia.

Keywords: sociocultural reciprocal learning approach and the indigenous Bidayuh pupils

1. Introduction

School is an institution that was created to The process of learning development actually begins at birth and is shaped by the child's prior knowledge, social interactions, and cultural values and beliefs. When learning new information, the learner uses his/her knowledge base to access language through problem solving, meaning construction, and sharing ideas which influences literacy growth and development (Dauite, 2000; Dyson, 2000; Ruddell & Unrau, 1994). Therefore, an active learning pupil is constantly thinking, learning, reflecting, and is assuming the responsibility for continued growth in their own literacy development. Luke and Freebody (2000) define that effective learning as social practice and draws on a repertoire of practices that allow learners, as they engage in reading and writing activities, to act as 4 domains such as code breakers, meaning makers, text users, and text critics. While these practices are variously mixed in proficient reading and writing, This is what the reciprocal learning is, that is an ongoing learning process that enables one to use reading, writing, thinking, listening, speaking, and evaluating in order to effectively interact, construct meaning, and communicate for real-life situations. This group of pupils (age 6 to 12 years) when adults, have the opportunity to improve the quality of life, become successful members of society, and actively contribute to national development (Malaysia Education Development 2013-2025). It shows that education contributes to the appreciation of the values and aspirations of the individual partnerships of various sociocultural, economic, religious, and

ethnic groups interact, understand, and learn to accept differences in forming a national identity.

2. Sociocultural Reciprocal Learning Approach

The sociocultural learning approach was originally conceptualised by Vygotsky (1978) who emphasised the importance of social interaction in influencing learning development. Vygotskian theoretical proposition was that each child, in any domain, has two-level zone of developmental possibilities, that is, "*actual developmental level*," and "*potential development*" which is called the Zone of Proximal Development (ZPD). Within the ZPD, the child is not a mere passive recipient of the adult's teachings, nor is the adult simply a model of expert, successful behaviour. Instead, the adult-child engages in joint problem-solving activity, where both share knowledge and responsibility for the task. What is essential, regardless of the setting, is that learning can occur when "*the child is interacting with people in his environment and in cooperation with his peers*" (Vygotsky 1978: 90).

It may be understood that in the ZPD, a teacher and pupils work together on a task that the pupils could not perform independently because of the difficulty level. In other words, the teacher may mediate learning indirectly through the structure of learning activities provided to the pupils. Whereas, reciprocal learning approach involves an interactive dialogue between a teacher and a small group of pupils (Schunk 2000). Initially, the teacher models the activities, after which teacher and students take turn being the teacher. If students are learning to ask questions during reading comprehension, the instructional sequence might include the teacher

modelling a question-asking strategy to include checking on his or her own level of understanding. In other words, poor readers engage in dialogue among themselves and with the teacher, during which they jointly construct meaning from whatever text they are reading. The dialogue is structured to emphasize four comprehension strategies: *questioning* about the main points in the passage, *clarifying* to resolve difficulties in understanding, *summarising* to capture the gist of the text, and *predicting* to forecast what might happen next (Driscoll 1994).

Palincsar and Brown (1984) explained that *questioning* addressed determining what main idea question a teacher or test might ask about that material, *clarifying* was used when portions of the text were unclear and students could not adequately summarise, *summarizing* included stating what had happened in the text and also served as a self-test on the content, and *predicting* was used when text cues signalled forthcoming information. During the lessons, initially the teacher modelled the activities. The pupils silently read a passage, summarized the content, clarified difficult points, and predicted future content. Following the teacher's modelled demonstration, pupils took turn being the teacher. At first, pupils had difficulty assuming the role of teacher; the teacher often had to construct paraphrases and questions for pupils. According to Zamri Mahamod and Nor Azah Lim (2011) pupils became more capable of following the procedure and implementing the activities in the classroom when the teacher use proper questioning techniques and clear instructions.

Reciprocal learning involves instruction of comprehension strategies in the context of a reading group. Thus, pupils are taught to make predictions when reading, to question themselves about the text, to seek clarifications when confused, and to summarise content. The adult teacher initially explains and models these strategies for pupils, but the most unique part of reciprocal learning approach is that quickly pupils are leading the group. That is, one pupil is assigned the role of group leader for a lesson, and this individual supervises the group's generation of prediction, questions, and summaries as reading proceeds. The group leader also solicits points that need to be clarified and either provides clarifications or elicits them from other group members. The group interactions are cooperative. The adult teacher provides support on an as-needed basis – that is, he or she scaffolds. Throughout instruction, every effort is made to emphasise to the pupils, the benefits that strategies provide to them and to provide other specific strategy knowledge, such as when and where to use the strategies and some information about why the techniques are effective (Pressley et al. 1985).

The most critical from the perspective of Vygotskian theory is the assumption that the teacher is progressively less involved as the pupils gain competence. The assumption is that by participating in the group, pupils will eventually internalise use of the four strategies encouraged as part of reciprocal learning. That is, the processing that was once carried out between persons in the group will come to be carried out within the individual pupils, consistent with the Vygotskian perspective that individual cognitive development develops from participation in social groups.

Palincsar and Brown's (1984) model seems idealistically effective in learning use of reading strategies. According to Pressley and McCormick (1995), although participants may ask preponderance of literal questions, there seems little evidence that pupils are monitoring when they understand and when they do not understand as there were lacking in terms of clarification questions. Because reciprocal learning so emphasises that the teacher fades support, there are often long pauses in lessons with pupils fumbling because the teacher is uncertain whether to enter into the conversation and provide input. There runs the risk of employing teachers who probably teach ineffective strategies. Reciprocal teaching and learning may require competencies on the part of the teacher to teach appropriate strategies.

3. The Indigenous Bidayuh Community

The name 'Bidayuh' means '*inhabitants of land*', the collective name for several indigenous peoples found in southern Sarawak, on the island of Borneo, that are broadly similar in language and culture. Originally from the western part of Borneo, the collective name Land Dayaks was first used during the period of Rajah James Brooke, the White Rajah of Sarawak (Rensch et al. 2006). The Bidayuh are believed to be among the earliest inhabitants of Borneo. However, their place of origin before they came to Borneo is lost in the mists of prehistory (MacDonald 1956). During the Brooke and colonial periods (1841-1963), the generic term Land Dayak was used to refer to those group of *daya* in the western end of Sarawak who shared similar culture characteristics. With a population more than 200,000 people, the Bidayuh constitute one of the main indigenous peoples in Sarawak.

The Bidayuh as seen by someone outside the community were once described by a researcher, Lee Yong Leng (1970) as having "*conservative nature*," and a "*timid and retiring people, suspicious of change and progress*" and appear "*less progressive*" than other Dayak groups (Caesar 2007). A more contemporary outlook is the view described by Minos (2000), who says that the Bidayuh tend to be very cautious of whatever they do or try to do, so much so that they spend a lot of

time theorising, thinking and talking about all matters and issues affecting their lives or livelihood. Minos (2000) went on to explain that a Bidayuh is a good and respected person, is one who talks the least, who does not push himself or herself around and who does not annoy or disturb anyone. It seems that the Bidayuh are generally perceived as quiet people. Caeser (2007) concludes that the Bidayuh as being quiet and silent and vague at times is a discourse norm they (Bidayuh) appear to have acquired. The Bidayuh culture is also about the set of shared beliefs, values, attitudes which all the Bidayuhs had inherited from their earlier generation (James Dawos mamit, Ahi Sarok, & Nicholas Amin 2003). The Bidayuh character is not very easy to fathom and it is difficult to understand what exactly is on their minds. The Bidayuh have been viewed as quiet people as they do not say much, at times they can be very silent.

4. Transforming Conventional Learning Classroom

It has become common knowledge that Asian societies in general, and the multicultural Malaysian society for that matter, share the common tradition of respecting the elders. This ingrained sociocultural view has somewhat naturally permeated the pedagogic practice in most Asian societies, and the Malaysian classrooms are no exception in generally manifesting this influence, where pupils have been socialised into deference and obligation to the teacher as the providers of knowledge (Zamri Mahamod, Celinea Lasan & Nik Mohd Rahimi Nik Yusoff 2009).

Malaysian pupils have been brought up to respect the wisdom, knowledge and expertise of authoritative figures like their parents, teachers and lecturers. Such entrenched and privileged sociocultural reverence for the teacher, who is unarguably considered to be the expert in imparting knowledge seems evidently manifested in the didactic nature of the Malaysian classrooms, where the teacher takes much control of the teaching-learning process. This teacher-centredness tends to only encourage Malaysian pupils to assume the passive role of knowledge receivers who eventually become reproducers of a fixed body of knowledge imparted by the teacher-expert (Koo Yew Lie, 2003).

While respecting the teacher is indeed socio culturally approved, conforming to this popular view uncritically might arguably lead to a lack of critical mind amidst the indigenous pupils. The effect on the pupils' critical ability can be uncontrollably stifling. The unquestioning level of respect for the teacher has consequently to a large extent silenced the slightest probability of critical voice from the pupils. It may not be a rarity for the indigenous Bidayuh pupils to become a passive consumer of information as opposed to a critical

consumer of information who is driven to seek reasons and evidence. In societies with high collectivism pupils will only speak up in class when called upon by the teacher to do so and value harmony and face saving in learning situations. Teaching argumentation is not part of Malaysian culture and this has been demonstrated even at the tertiary level, where Malay students lack adequate argumentation skills (Kaur 2001).

Conventional learning classrooms have less transformational effect on pupils, because they do not address underlying and systemic societal issues such as social inequity, discrimination, violence, and poverty. But pupils can only change and develop by rethinking their personal assumptions and actions and these "*processes of reflection and action upon the world in order to transform it.*" (Freire 1970). It is possible to identify three main approaches to critical pedagogy. One approach is to take local situations seriously and negotiate with pupils about teaching and learning. Another approach is to address the issues of power, discourse and knowledge. The last *approach* is to connect the content, pupils lives and the larger context of pupils lives through engaged dialogues. Some became more critical and reflective about themselves and others became critical about the society surrounding them. In sum, the class engaged in discussing issues that were derived from their own living experience, instead of practicing decontextualized exercises (Freire, 1972). This text critic is what Luke and Freebody (1997) describe as using multiple voices to interrogate texts by asking questions such as "*Whose voices are heard and whose are missing?*" The teaching implication is that it is important to teach pupils to become critical of the texts that they read in order to see beyond those written words.

Koo Yew Lie (2003) explained that the general sociocultural view of Malaysians has its basis on a number of entrenched traditions and social behaviours peculiarly Malaysian which include:

- i. Respect for the elders such as parents and teachers who are never publicly criticised,
- ii. Disapproval of certain behaviour perceived as showing-off especially in front of superiors.
- iii. Fear of losing face through making mistakes.
- iv. The need to value harmony and avoid resentment

The high level of respect accorded to the teacher has often led to the prevalence of silence in the classrooms with the critical voice of the learners is unheard of. The knowledgeable status given to the teacher has also made it difficult for the Malaysian pupils to be willing enough to confront the teachers on controversial issues such an act will be considered with disapproval. The learners then prefer to keep silent and not risk losing face as being unintelligent (Koo Yew Lie 2003). They feel

compelled to avoid face loss especially when they lack the necessary language to communicate effectively with poor command in the English language or Malay Language. On top of that, in societies with high collectivism, pupils will only speak up in class when called upon by the teacher to do so and value harmony and face saving in learning situations.

5. Pupil-Centred Learning Classroom using Sociocultural Reciprocal Learning Approach

Communicative pupils are allowed to be encouraged and actually actively participate by speaking and listening to others in sharing ideas with each other (Johannesen, 1996). In other words, the need for pupils or learners to ask questions of clarification, exemplification, classification, validation, and curiosity; to be able and willing to provide examples that demonstrate that student's understanding and that will aid others in seeing examples not thought of by others; and to be able and willing to civilly challenge others' ideas and claims are paramount for optimum education to transpire in the classroom (Celinea Lasan 2009). Everyone in the classroom is responsible for pulling their own weight; all need to participate by discussing and by listening to others. If one engages in communication with another, one implicitly agrees to respect and pay attention to the other and we can expect others to pay attention to us when communicating (Zamri Mahamod, Celinea Lasan & Nik Mohd Rahimi Nik Yusoff 2009).

For a highly collectivistic society like Malaysia, there exists a strong likelihood that Malaysian indigenous children are nurtured using a parent-centred approach especially the indigenous Bidayuh pupils in Sarawak. The most probable implication would be that they are brought up to respect the wisdom, knowledge and expertise of authoritative figures like their parents and teachers. The concomitant effect of this is that learners tend to take the passive role of knowledge receivers. A collectivist Malaysian society with large power distance tends to reinforce educational practice that is didactic and teacher-centred advocating a top-down transmission of knowledge.

The difficulty of engaging the critical voice is thus due to the 'respect' accorded to the dominant institutional and official power, whose implications on Malaysians are nonetheless costly; authoring seems generally absent in most spaces and the textual production and representation of ideas is also limited to a "literacy of compliance and obedience" (Koo Yew Lie, 2003a). To be an effective learner basically means to be more discerning in recognizing faulty arguments, hasty generalizations, assertions lacking evidence, truth claims based on unreliable authority, ambiguous or obscure concepts, and so forth (Burbules & Berk, 1999).

Pupil-centred learning classroom using sociocultural reciprocal learning approach include :

- i. Offering explanation - it consists of explanations which are explicit statements adjusted to fit the pupils' emerging understandings about what is being learned.
- ii. Inviting student participation - pupils are given opportunities to join in the process of interactions.
- iii. Verifying and clarifying student understandings - the teacher checks the students' emerging understandings.
- iv. Modelling desired behaviours - includes think-aloud modelling, It involves showing how one should feel, think, or act within a given situation.
- v. Provide opportunities for students - to associate the content with the existing experience related to the socio-cultural context.

But it is only in the context of social relations that these dispositions or character traits can be formed or expressed, and for this reason the practices of reciprocal learning involve bringing about certain social conditions. However, the interactive elements within the Malaysian classrooms appear to be rather rare probably due to the didactic top-down nature of knowledge transmission privileged in the mainstream socio-educational context.

6. Conclusion

The sociocultural reciprocal learning approach of conforming unproblematically to the convergent understanding of knowledge among indigenous Bidayuh pupils may also largely due to the privileged sociocultural norm that values harmony and avoids resentment in the spirit of collectivistic society. The manifestations of these entrenched sociocultural norms are evidently ubiquitous in the Malaysian classrooms where the pupils normally keep silent, showing a lack of interest to participate in the classroom discursal process. It is on this basis that the need for further exploration especially that involving the younger generation of Bidayuh pupils. These sociocultural norms of the Malaysian environment need to be considered before an instructional approach could be applied effectively into a Malaysian pedagogic setting.

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SASI CULTURE: AN EFFORT TO MAINTENANCE PRESERVING MOTHER EARTH A Cultural Approach on Christian Religious Education to Preserve Mother Earth in Maluku

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1. Introduction

The Moluccan tradition like 'sasi' is one of the socio-religious life aspects which has undergone major change due to cultural encountering. Historically showed that the Europeans (Dutch) culture and Christianity had constructed a hegemony in almost every local culture in the Moluccas, including its values and religions. Most Moluccans has accepted Christianity and European culture as their new religion and culture. The consequence is the cultural change, to extend of extinction. This is observable in sasi tradition, which had been present in Moluccan society to prevent environmental crisis, which is now changed to Christianity style according to the Bible. This is caused by they belief that the sasi tradition has magical elements which is inappropriate according to Christianity.

The consequence of this cultural change is that Moluccan Christians now use biblical approach as a way to resolve environmental problem, for example using Genesis 1:28 and also some other chapters as preaches at church and lessons at school as an approach to resolve environmental problems. However, these approaches has not made any change to the environmental problems faced in Maluku. The crisis incidents are still facing an incline, inland or offshore, has cause by illegal logging, illegal fishing, new buildings, for capitalism etc.

According to some numbers in the Ministry of Environment, only about 43% of rainforests in the Moluccas survive out of 5,9 million ha.¹ The damage is caused by illegal logging, shifting agriculture, mining, ozone use, or capitalism, which is manifested as continuous deforestation, and resulting in environmental damage, as well as a decline in water quality. The Moluccan sea of an area of 658.294,69 km² has natural resources for example seaweed, fishes, corals, clams, pearl, mangrove. These now have become endangered local asset as the result of extraction using explosives which caused decline in seawater quality and ecosystem damage in shore area, a reduce in biodiversity and energy supply (Far-Far, 2005).

As a result from the aforementioned cases, the Indonesian government published the Act. No 23 year 1997 about environmental management to establish an environment-based development for Indonesia. Based on this act, the government also created a masterplan for environmental building in the Moluccas for twenty years (2000-2025), as written in basic Moluccan development, one is to preserve the environment to prevent damage and to continue supporting humanity from one generation to another (Kembauw, 2004: 1).

The effort to resolve environmental crisis in the Moluccas has gained local government support, and the locals have revived the 'sasi' tradition as one of strategic way to manage environmental crisis. The reason behind is that Moluccans have already known a social code from long time to manage environment known as 'sasi' practise, which was used in the past as a code for the inhabitants and gave positive results in environmental and natural resource protection. The Moluccans have respect for the tradition because it is considered to have religious and spiritual force, which will give goodness to anyone with loyalty and piety, and punishment (illness, death) to anyone going against it. It shows that tradition is one of the most important in Moluccas, which is acting as an act, norms and law in ordering the society (Colley, 1987: 106). Thus tradition as an important meaning in socio-religious and administrative life in the Moluccas.

One of the factors in solving environmental crisis is education, both formal and informal. The formal education is one of the nation's principle to build an educated society. Educated society also takes part in environmental problems, hence the society should get information and education about environmental crisis. Thus educational institution has a strategic role as a media of communication and education for the society about environmental problems, especially for young students. When schools act as a media, it would be interesting to see the teaching of religion. Religious education is a part of the whole learning process at school intending to help students building their characters and understanding their relations to their Creator, humanity, and nature.

In religious education in this case, the Christianity which deals with the relation of humans with the nature, so, the environmental crisis

¹ The Data was collected from the Environmental Ministry data base 2014. p.1

is an important topic in religious teaching in the Moluccas. But the implementation of the curriculum about nature always refers to biblical values, which is rich in western theology and culture, without taking into accounts the Moluccan cultural dimension, which has positive and normative cultural value and was once a normative standard in Moluccas before the arrival of Christianity. These values are inappropriate in Christian education as it is considered as taboo.

This study will talk about the *sasi* tradition as an academic discourse and offer it to be a part of the Christian religious education as an alternative way to solve the problem of human responsibility to the nature. Thus, the problems discussed in this paper relates strongly with religious values in the *sasi* tradition, including the ritual process and its symbol it would be a part of Christian Religious education.

2. The Meaning of Sasi

“*Sasi*” is not considered as a forbidden or permanent imperative word, but only a temporary prohibition. According to Lokollo, ‘*sasi*’ had caused a polemic in literature among Dutch writers who gave a law meaning in ‘*sasi*’ practise. Residen Riedel stated that ‘*sasi*’ comes from the word ‘sanction’ (penalties). Furthermore, Lokkolo said that the word ‘*sasi*’ is older than the Malay language in the Moluccas.² ‘*Sasi*’ in Indonesian dictionary means ‘*sanksi* or sanction/penalties. Moelino dkk : 1988).

‘*Sasi*’ means prohibition, and it means a traditional rule accepted by the Moluccans to preserve the environment. Thus ‘*sasi*’ could be interpreted as traditional rule among the Moluccans in preserving the mother earth. Even though it is known by different names in each region in the Moluccas, the word ‘*sasi*’ already exists since long time ago and still existing, preserved by one generation to another until today, even it was prohibited during colonialism and Christianity times. Along with history, ‘*sasi*’ keeps evolving together with other social rules in order to protect the environment (Sahusilawane. 2004: 1).

The ‘*sasi*’ tradition is a prohibition in which there is a confession of the Moluccans of the God’s protection. Damamain: 1997: 223). Cooley stated that ‘*sasi*’ acts as a shield for the village to keep the food supply safe, based on the knowledge of the food chain in land and sea. According to history, ‘*sasi*’ contradicts the common belief in society that the natural resources belong to all (Cooley: 1961). When a system of region near the shore is

established, the rule of property changed. The relation between one and its property is a religious one rather than economic, which means that the owner should be responsible to protect his belongings as personal ones. Thus, some specific signs are made and placed to the belongings to sign its owner. The signs could be some plant or wood, shaped as a symbol.

3. Sasi Tradition among Moluccans

The ‘*sasi*’ tradition practised in the Moluccas is the ‘state *sasi*’ *kewang* (forest patrol). The ‘state *sasi*’ or ‘*kewang sasi*’ is initiated by the government. The night before ‘*sasi*’, all the ‘*kewang*’ officers and head gather at the King’s place in traditional clothes. The ‘*kewang*’ came to ‘*baileo*’³ to take a vow. As the *kewang* head and officers arrive in “*Baileo*”, they surround ‘*batu pamali*’ (sacred stone)⁴. The head of ‘*kewang*’ (Police forestry) and the local spokes person which called ‘*maweng* (traditional priest) sit in the center the *baileo*. The *maweng* and *kewang* lead a mass prayer whilst kneeling on the ‘*batupamali*’ which looks like a table (Luhukay dkk:) The prayer is recited in local language, for example in the middle Moluccas, the ‘*sasi*’ prayer is therefore;

Great God, in the of heaven and earth, the sun and the moon, the morning and the evening star, give us fish, fruits, animal, and all good things. Deliver us from all that is evil, from serpents, from illnesses and from the like (Cooley, 1961: 274).

This prayer means to worship God who has provided the fish, fruits, animals and all the good things. This is a media for the Moluccans to exercise their acknowledgement of the existence of God and the authority and deity in their life.

This also explains that the Moluccans regards God in their cultural perspective as their saviour and protector from the evil surrounding them. Hence the Moluccans already know the concept of God even before Christianity and other religions came to them (Bourdieu, 1983:).⁵ In other words since long time ago Moluccan People has been the system of believe before the Christianity came to

³Baileo is traditional house for gathering in the tribe. Baileo is also a symbol of power for the Moluccans. Every village in the Moluccas has baileo where tribunal events are being held at. Baileo also has sacred value in the tradition.

⁴BatuPamale is a sacred table-shaped altar made of stone.

⁵The statement is following the argument of Cooley in His dissertation on the title Altar and Throne, where in it his mention about the indigenous religion to express the traditional culture of Moluccan society.

² J Lokkolo, *Hukum Sasi di Maluku Suatu Potret Bina mulia Pedesaan yang dicari oLeh Pemerintah*, Disampaikan pada Disnatialis ke 25 UNPATTI.

Mollucas. This is in line with Geertz' concept of religion where he says; religion is a system symbol which acts to establish powerful, pervasive, and long-lasting moods and motivations in men by formulating conceptions of a general order of existence and clothing these conceptions with such an aura of factuality that moods and motivations seem uniquely realistic (Gertz, 1973).

According to Geertz, the aforementioned prayer is a way of communication between human and God through the 'sasi' tradition as a representation of vertical relation to God. Like Geertz, Sasi also can be seen by Bourdieu perspective as the cultural symbolic having the cultural stronger for Mollucan people preserving the environmental from the crisis. Meanwhile, by Bourdieu perspective the environmental crisis in Mollucas can be said as a field (cf. Bourdieu, 1983). The environmental crisis in mollucas as field needed support of the Mollucan people to change the crisis and sasi as cultural symbolic is potential to support it, because in the Mollucan cultural tradition, sasi have the strengthening to bound the mollucan ancestor as the creator and they descendant.

The strengthening of the sasi can we see by the statement after the prayer which is spoke according to local language like:⁶

Silo mese1 Silo mese tupalouhaha, silo amanukuil hala lae. Hala amanukuil silta tuli, silta wawan.

'Sasi is strong and adat law is higher than everything. 'Sasi is from one end of the vilage to the other, from land into the sea'

The strong of sasi like the statement above has describing the universal values for Mollucan people. It is the same with Bourdieu opinion about Doxa. Bourdieu said that Doxa is the particular truth has forced to be universal truth (Jenkins, 1992). Sasi as Doxa has functionist to bound the Molucan people and force them to obey for the sasi practice in their live. As the Doxa, sasi Statement need the legalizing to legitimate sasi as symbolic power has authority. The process of legalizing has showed by "kewang" (the forest police) thumps his feet three times in the center of baileo, marking the legitimacy of sasi. This is a symbolistic act exerted by the council of the tribe to announce the existence of human and cosmical structure (Elliade, 1974: 63). The ceremony conducted in the center of the baileo as a symbolical sacred region announces the divine or cosmic reality, to bond a relationship between human and divinity (Elliade, 1974: 63). This is bond strengthens the 'sasi'

The kewang then continues he practise by sounding the 'tahuri' (musical instrument from

snail) seven times at the sacred stone, then they head to the roads agreed upon. They sound the Tahuri successively before the 'sasi' is read:⁷

The 'sasi' is strong with our ancestors, All what is in the sea is covered as a sign that All in the sea and inland. Could not be extracted in a specific amount of time.

This statement shows that 'sasi' has a power and legitimacy from the custom law. Thus 'sasi' is legit to be practised, This statement also explains the area of 'sasi' which consist of the sea and the land. After reciting the 'sasi', the spoke person thumps his feet three times to the ground around the baileo as a symbol that 'sasi' is on from that on. The act of thumping the feet three times to the ground has a symbolical meaning that there is a cosmological sense through culture as a form of the union of human existence and the (Alliade), 1974: 63).

The 'sasi' recited loudly for the society to know and ends with a bold warning to the agreed sasi law as a common norms. The warning is:⁸

Who throws a stone would get it back upon him, who defy the rule, the rule will defy him.

The bold warning at the end of the 'sasi' reminds the Moluccans to the effect of the authority of the 'sasi'. The statement is a consequence to everyone who is not obeying 'sasi' rule. In other words, this is a metaphors to remind the Moluccans about the power of adat rule. The statement above also to describe the strengthening of sasi as doxa, so that, the people must be obey and doing well sasi practice, because the consequence of disobedience its hard like the statement above which is showed by illness or dead.

After finishing, all the kewang go back to the place of the head kewang and do prayers before going back home. The morning after, each kewang departs to the forest to plant 'sasi' signs. These signs are placed on the most passed roads. The plants planted with 'sasi' signs are usually coconuts, canary, pala, snakefruit, etc. Everything has a 'sasi' sign according to the local characteristics. These signs are called 'matakao' in middle Moluccan language. 'Matakao' has various forms, for example the Nollots use nine pieces of coconut leaves, according to their namely 'Patasiwa'.⁹ After the ceremony, the kewangs also use 'kewang' proof: wearing a red handkerchief tied on the head and carrying 'tahuri' while on duty on 'sasi' area.

⁷ Interview Report with Traditional leader, in Mollucas, January 2015.

⁸ Interview report with Traditional leader, in Mollucas February 2015.

⁹ Patasiwa in Central Mollucan language is nine group and it is close connecting with the forming of traditional village process in archais period.

⁶ Interview report with the traditional leader in Mollucas, January, 2015.

4. Sasi As a Law To Protect The Environment

'Sasi' which has a meaning of 'sanction' is a traditional law applied by the Moluccans from long time ago until present day to protect the environment. Zeemmer (1995) said that the 'sasi' rules are mostly concerning on bordering the personages allowed to enter a restricted zone, which is spiritually bordered. Benda and Backman, et al (1995) stated that the main idea of the prohibition of extracting natural resources is to keep the balance of the nature, human and the spiritual universe, whereas disobedience would result in spiritual and social punishment.

When someone breaks the 'sasi' law and spotted by a 'kewang', kewang will give him punishment. Besides the spiritual punishment which manifest as illness or death, other social punishment is also given, for example to pay some fines or physical punishment (work) for two weeks. The 'sasi' punishment is executed periodically to educate the society about keeping and protecting the environment which should be passed to the next generation. Thus practising 'sasi' is essential for the Moluccans because it has educational value to them.

5. Benefits of Sasi and 'Sasi' punishment.

The benefits of 'sasi' are:

1. All the plants (fruits, sea creatures, etc) could give optimum result with high quality because it is extracted at a given time. The sea creatures could also still procreate to revitalize its life chain.
2. Prevent or reduce thievery inland or at sea.
3. Respect among personnel towards the environment while trying to protect and cherish it.
4. As a neuter agent and reduce conflicts on local food supplies.

The substantial values from 'sasi' are:

1. One's legal right to extract natural resources
 - a. Respect one's right to prevent theft.
 - b. Protecting the environment for commonwealth.
 - c. Urge to grow plants and promote revitalization to the environment.
 - d. Prevent conflicts among ethnics.

Similar to other customs, an offense to the rule would result in a punishment. When a violation occurs, the 'kewang' would act as a judge and give punishment. According to the 'kewang's' observation, the offender would be given punishment based on the local or adat law, usually in the form of paying fine or social work like cleaning the traditional houses or church. The execution of 'sasi' violation is held periodically every two weeks as a ceremony to protect the

environment from further destruction. Besides, it is also to educate the society to be more aware of the environment as a legacy to the next generation.

Besides the described punishment, there are also other means of punishment, which is spiritual punishment coming from the spirit of the ancestors. The punishment manifest as an illness or death. This means that the Moluccans believe that if someone is sick or die then a violation to the nature had been committed. Hence it is very rare to find a 'sasi' violation. If there is one, then it would be triggered by factors such as poverty, laziness, or the immensity of 'sasi'-protected area which results in the limited patrol are or time for the 'kewang'.

6. Moluccans and Christian Religious Education

The Moluccans who practise 'sasi' are Christians, and this is an undeniable fact. The Moluccans have already known Christianity since the 16th century when the Dutch came around 1605-1949 (Colley, 1987: 106). This brings a heavy influence to the society as it indicates that the indigeneous tradition is not the only rule applied but also religion law. Hence a noted Christian scholar said that Christianity in the Moluccas is like 'kue lapis' or layered cake.¹⁰ This metaphors is used to illustrate the religion in Moluccas as it is a combination of indigeneous ethnic religion and the modern Christianity.

In order to protect the nature, not only the 'state sasi' apply but also the religion, which exist in the 'biblical perspective'. Contradictory to the facts mentioned above, the religion has major role in forming Moluccan personality, but on the other hand, as a traditional Moluccan society, they do not want that their tradition or legacy be forgotten, even when Christianity came to the Moluccas, traditional law is considered as taboo. The missionaries' belief that 'sasi' is a taboo thing resulted in denial towards any indigeneous tradition. The Christian missionaries has showing their religious doctrine as the doxa, in that case, the concept of 'taboo' related to 'sasi' is implementation of the practical doxa in the Christian religious practices, even though the sasi practice having the values to protect the nature from the environmental damage, keeping the harvest (forest and sea) from the thief, but it was rejected by the Christian doctrine.

The impact of the fact above, Indonesia national curriculum for Christian religious education talks about the relationship between human and nature and how they do to protect it from the damage, it was not using the cultural

¹⁰ This statement comes from Dr. Piet Tanamal, a lecturer of History of the Church and Islam in Faculty of Theology, Universitas Kristen Indonesia Maluku.

symbolic like *sasi* as the effort to protect it but using the teaching material concerns on the biblical perspective of what it means by Genesis 1: 28, Imamat 25: 1-22) as a source to teach human culture to preserving mother earth. As a result, 'culture' in the Moluccas even though having the positive values within, which were regarded as reference to rule the life including preserving the mother nature is disregarded and discarded as teaching material at schools. In the teaching process, the teachers show the students about human responsibility to protect the nature from destruction and crisis, and how to solve these problems by curriculum based on biblical using, without combining or elaborating with traditional culture to explain human responsibility to the earth as a whole.¹¹ In my opinion, the combination of the biblical approach and the traditional culture would be important and benefit the teachers in implementing the Christian religious education curriculum at school to students, which are mainly Moluccans who are familiar with the local tradition. Besides, the implementation of Moluccan-based curriculum would help students to understand their culture and identity.

Hence the local culture-based Christian education in the Moluccas would be a connecting link between religion and culture which was separated, to the extent of alienating of Moluccan tradition. Even the missionaries and theological system in the Moluccas banned the local culture and tradition, affecting the Christian education curriculum, the Moluccans themselves believe that the tradition, religion, ancestors and God have power and authority in ruling the human life and nature as a whole. The Moluccans realize that the culture and tradition are created by humans or ancestors by the divine intervention from God, hence 'sasi' as one of the cultural practice should be preserved from one generation to another. Hence forth, the 'sasi' tradition is one of God's will as a creator of the universe and man should abide. This is a solution as an effort of the Moluccans to preserve their cultural heritage created by their ancestors while at the same time acknowledging that 'sasi' as an expression of belief to God as a creator. This is an indication of a transformation that a culture should not be regarded as a taboo, but there are positive and constructive values as ethos and pathos in every single life aspects in the Moluccas. This is an illustration of Moluccans characteristics' view on the merge between the culture and religion where the both of them are used as a way of God as a savior of the universe

I believe that the implementation of Christian religious education curriculum is connected to the relation between man and the nature, therefore it

should consider the traditional values such as 'sasi'. The 'sasi' tradition together with the ethics and norms could contribute to the implementation of Christian religious education curriculum. There is element of vertical relation between man and God inside the prayers included in the practice, also acknowledgement of God's deity as a creator, savior and protector from danger. The 'sasi' tradition teaches people to worship and obey to God. The horizontal relation expressed in 'sasi' are for example; respecting other's right, preventing theft, preserving the nature, preventing internal and external conflict.

The implementation of Christian education in man's responsibility towards nature could adopt the values in, 'sasi' and elaborate it with biblical-based Christianity values. In other words, teachers should consider a process of contextualization where a dialectics between the bible and the culture is formed. The bible itself is created based on men's experience and culture, which is then expressed as a form of belief in God, and how God exist in the universe. In the bible, Israel's ancestors, Abraham, Isaac, and Jacob, including its culture, is a media to represent God's existence. Hence there is no reason to refuse the 'sasi' tradition as a part of theological process in the Moluccas, so the 'sasi' could be used as a teaching material in I'd explain that God use the ancestors of Moluccans through 'sasi' as a way to protect the nature from destruction.

Dialectical process between the bible and Moluccan culture which appear by Christian religious education curriculum which accommodate both of are as a content of studies at school about human responsibility to the nature. It also can be expressing the moluccan identity on one hand as religious identity and on the other hand as cultural identity. Relating to the dialectical process Bergers said that:

The fundamental dialectic process of society consists of three moment, or steps these are externalization, objectivation and internalization. Only of these three moments are understood together can an empirically adequate view of society be maintained. Externalization is the ongoing outpouring of human being into the world, both in the physical and mental of men. Objectivation is the attainment by the product of this activity (again both physical and mental) of a reality that confronts its original producers as a facticity external to and other than themselves. Internalization is the reappropriation by men of this same reality, transforming it once again from structures of the objective world into structures of the subjective consciousness (Berger, 1991: 4).

Berger understanding that values and norms as a human produces is a result of spiritual journey of human life. "Sasi" is a media for Moluccan people

¹¹ Interview Report with a Teacher of Christian religious education in Molucas January, 2015.

representing and actualizing their self as cultural society and religiosity by externalization, objectification and internalization. Three of them will be gained in dialectical process which appears by Christian religious education curriculum at school. It is not only important to teach the student care and responsible for nature but also as the media for them to learn and how to construct identity.

7. Conclusion

After the lengthy explanation on 'sasi', I would like to end the paper by presenting several conclusions and suggestions:

7.1 Conclusion

The conclusion of this paper is:

1. The Moluccans are cultural society, where the cultural values are heritages from the ancestors and need to be preserved for the next generations because it has many ethical and moral values which act as a rule in the social system. Hence tradition does not contradict the bible, but the traditional values are very relevant to the bible.
2. The 'sasi' tradition as a theological facility in the Moluccas. By practicing 'sasi', the Moluccans could run their role as both traditional and religious society in interpreting the great mandate "have power and rule the world" in a rational realization as an implication of God's messenger as a man.
3. The 'sasi' practice as a ritual has two dimensions, one as a cultural preservation and the second as a way to develop peace and order focused on enforcement of one's right of belonging.
4. The 'sasi' tradition in the eyes of the Moluccans is an effort to make good and fair use of the nature rationally and responsibly. Traditional society in the Moluccas believe that God has created the Earth and the sky, hence the Earth belongs to Him. The Earth belongs to God and is under His power, deity, and protection.
5. The Moluccans realize that they are destined to live in the Moluccas with the tradition and heritage from their ancestors which is under God's control. The 'sasi' is symbolization of the Moluccas where culture and tradition is a way to express belief of God's deity, henceforth culture and tradition must be preserved.
6. The Christian education is orientated to theological concept from the western theology, hence the local culture is considered as taboo and receives no place in Christian education.

7.2 Suggestions

According to the conclusions, I would like to formulate several suggestions:

1. Sasi is a cultural production of Moluccan ancestor, on one hand has function as the rule to preserving Mother earth from the crisis. On the other hand as media for Moluccan society construction their identity as a religious society and cultural society. Therefore it should be preserved.
2. The Christian religious education curriculum should accommodate the local culture as a part of teaching material when concerning human responsibility to the nature. Its very important on one hand as a symbol of contextualized theology where student learn about their responsibility to the nature by culture and bible. On the other hand it is a media for them to learn construct identity as religious society and cultural society.

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FREEDOM, INDEPENDENCE AND RESPONSIBILITY OF STUDENTS IN DEMOCRATIC CULTURE IN SCHOOLS (Multicase Study In De Britto College High School Yogyakarta And Yogyakarta 1 State Senior High School)

Herly Janet Lesilolo

Abstrac

This study has a background that is, schools that have not been democratic culture has narrowed the behavior patterns of students that is free, independent and responsible. School students still failed to form a civilized, yet intellectual and social needs of students, and has impoverished the experience and knowledge of students. Teachers believe in the rights and responsibilities of students but still occur exploitation of thought and effort of students, so students only have the right without obligation. Students are considered to have no knowledge other than those taught by teachers. Based on this background, this study aims to: (1) describe the picture of freedom, independence and responsibility of students in a democratic culture in the school, (2) describe the reason that through the democratic culture in the school students are more free, independent, and responsible, and (3) describe that behavior patterns of students that is free, independent, and accountable through democratic culture in the school students formed manners, intellectual and social needs of students are met, and students become richer in knowledge and experience. The results showed, (1) via a democratic culture at school, the students are able to organize themselves and take responsibility for your choices and actions, (2) a democratic culture into the dynamic behavior of the control system for freedom, independence and responsibility of students, and (3) democratic culture in schools is to maximize the ability of initiative and creativity of students.

Keywords: freedom, independence, responsibility, democratic culture at school

1. Introduction

Every individual who develop freely, independent, and responsible will face the choice to live, take a decision or adopt something that hopefully life better (Kymlicka, 1989, p. 80). Humans are free, independent, and responsible at least able to act according to the situation without asking or being dependent on others. Humans are able to regulate behavior, selecting and guiding decisions and behavior without coercion or authority.

Locke explains that freedom can be described as a state of nature, there is no authority loyal man has perfect freedom to act and use the power / strength. Because they (men) think fit or match with himself. Freedom is the same for everyone without subordination or subject to any other party and that man must refrain from violating the rights of others, and that everyone has the right to defend life with power / strength of their own (Locke, 1952, p. 15).

Throughout the 1970s and 1980s independence is closely related to individualization, self-rule, and is derived from the Greek word that is independent. Independence contains three aspects, namely, self-direction, capacity of self, and culture as a barrier. Self-direction is an aspect of student autonomy is the ability to lead yourself to learning, teaching himself to have, control of its own responsibility for all the decisions (Holec, 1981, p. 3). Self-direction is an attitude that allows one to act freely, to do

something on his own impulse and self-management.

Capacity in the autonomy basically involves self-reflection, decision-making and independent action (Littlewood, 1991, p. 4.) Students Demonstrate initiative and effort to pursue achievement. In relative terms the students rarely seek help for others, rmenunjukkan asa confidence, curiosity prominent and able to work alone.

The concept of responsibility can be interpreted as a package of obligations related to work and function. Refer to the description of work to be done and the work that refers to the specific function of the work performed by the individual. In this case the responsibility refers to more than just a function of the role of the individual, because responsibility also refers to the function that performs the process to achieve the results (and the consequences of actions taken as part of a package of obligation). Individuals responsible can be seen through one of the tasks he does involves a package of obligations that have been set and must be met in order for the works to be successful (Barry, 1979, p. 13). Responsibility means responsible for what people think, say, and do.

Overview of freedom, independence, and responsibility above shows that human beings have the awareness and ability to take decisions and initiatives dealing with various situations in the environment. Humans can act freely, to do something on his own impulse to satisfy his own desires but is responsible for all the decisions that have been taken through a variety of considerations.

Humans can perceive and assess the overall herself or determine the extent to which the behavior and actions that can be done with accountability.

The term freedom, independence, and responsibility addressed to independent human freedom physically, mentally, and spiritually. That is freedom, independence, and responsibility must be supported by such attitudes, togetherness, harmony, tolerance, critical, and civilized. The need to encourage an attitude of free, independent and responsible is to cultivate virtue and human existence with the knowledge, skills, and attitudes. Thus freedom, independence, and responsibility rests on human capacity and can form a human soul freely towards adab-humanity (Ki Hadjar Dewantara, 1959, p. 219-221).

Human capacity development through freedom, independence, and responsibility as a school in need of formal education institutions can form free human soul towards civilized humanity. In school teaching and learning process can be simplified by allowing students to become what they feel, think, present and do as well as train and strengthen the attitudes of students that is free, independent and responsible. Objectives and businesses must be located on student learning, not the method, teaching materials or teachers because learning to think there is no point. But students should be educated to think with his own experience the thinking (Dewey, 1997, p. 351.352).

Dewey also offers students an attitude free, active, and responsible can be trained and strengthened by learning through experience-based education pengalaman. Tantangan is to provide students a quality experience which will generate growth and creativity of the student experience further. Dewey refers to the principle of continuity of experience or continuum of experience with interaction is required as the philosophy of educational experiences for students (Dewey, 1938, p.43,44).

Relating to the principles of continuity and interaction of the Dewey chose social control because social processes that shape the educational experience and because all people experience social control (Dewey, 1938, p.51-52). Social control is affected by the whole situation where a group of individuals are involved, there is always a participation, cooperation and interaction as part of the common experiences that are beneficial to the entire group. Is social control, because the individual is part of society, not outside society. Social control is not the will or desire of a people to create order, but the spirit of moving from (Dewey, 1938, p.53,54).

School environment with social processes can influence such educational gives students the opportunity to learn to do choice to distinguish between good and bad, responsible or irresponsible, dangerous or not dangerous. Teachers develop

pedagogical questions are optional. In conducting the selection of the students' free-thinking, independent and responsible exploring put their ideas into action, observing conditions occur, and organize facts and ideas for the future (Dewey, 1938, p. 88).

The ability of students to develop the students' ideas described Dewey as a form of academic freedom (academic freedom). Academic freedom develop democratic principles and help develop students (Dewey, 1988, p. 38). Students can explore significant and controversial questions to fulfill the mission of the academy, as well as educating students and advancing knowledge. In the academic freedom of students in need of a safe school environment to express the views of students. Students need a confidence that will not suffer scorn mererka either from friends or teachers.

Dewantara believes the school needs to give freedom to the students to train students to find their own way (tut wuri), while teachers are required to give where necessary or guardian discretion (Dewantara, 1959: 10). The idea of freedom, independence, and responsibility for students at the school requires the recognition of teachers that students have the potential to be independent. Teachers at the school does not impose certain ideas or to form certain habits in students. But the teacher became a partner in the learning process, and guide students to independently find meaning in the lesson. Teaching and learning process in the application of student attitudes that are free, independent and responsible illustrates that the presentation of knowledge should help students build prior knowledge to develop the attitudes, beliefs and cognitive skills; as well as broaden their knowledge base.

However, the learning process by allowing students free, independent, and responsible is not possible can be developed and realized if it does not strengthen the school community energy, motivation, commitment and vitality of the school community who also are free, independent and responsible. In other words, if the pattern of school culture has been referred from the same significance of the values and practices of freedom, independence, and responsibility, the school can let the students free, independent and responsible (Deal & Peterson, 1999, p 6-7). For example, students are free and independent to challenge ideas, raises critical questions and discuss with other people became the focus of an important and valued member of school because of beliefs, patterns of knowledge, and attitudes of teachers towards students have been referring to the shared meaning to organize student habit of free, independent, and responsible.

The nature of freedom, independence and responsible that allows one to act freely, to do something on his own impulse and self-

management, in accordance with the rights and obligations very clearly characterizes the concept of a democratic culture. Democratic culture provides the freedom and independence of individual space for free and open communication. Participatory pattern is a space that gives independent experience for the development of individual initiative (Maekovik, 2010, p. 172). If the school wants the attitude of free, independent, and responsible to develop optimally and compliance controls behavior and become citizens of the school, then the school culture is supposed to be determined and developed democratic culture.

Research results Roberts and Nelson (1997) shows a change in culture can cause personality changes. Increased individualism in American culture affects personality development. Women who followed its development 1958-1989 show an increase in individualism index from time to time. Women who have a combination of self-discipline, flexibility, openness and a democratic approach in the family, job and professional organizations tend to have the same personality characteristics.

The practice of freedom, independence, and responsibility in the school can be done properly if the assumptions underlying the practice is knowledge, abilities and skills of democracy. Knowledge, abilities and skills of democracy in school refers to the main ideas that the students and citizens of other schools can take the attitude of listening, negotiating, searching for arguments, and evaluate, to find a mutual agreement. Students can express through linguistic communication to give reasons claim that the reason they were right. As well as letting the other students tried to give an assessment and for different reasons (Roth, 2006, p. 587).

If during this school students still failed to form a civilized, yet meet the needs of intellectual and social students, and has impoverished the experience and knowledge of students, schools allegedly have misused student capacity. Teachers believe in the rights and responsibilities of students but still occur exploitation of thought and effort of students, so students only have the right without obligation. Students are considered to have no knowledge other than those taught by teachers.

The power of school culture that does not refer to the knowledge, abilities, and skills of democracy really has affected the actions of teachers who do not focus on the capacity of students; teachers and students alike do not have a role that is flexible because it has not had the confidence of mutual trust and complementary. Students tend to learn in a structured conditions, ie students learn to plan, objectives, materials, and resources that have been determined teacher. As a result, the learning process is less promotes creative thinking, imaginative, and innovative.

Yogyakarta 1 State Senior High School and Yogyakarta De Britto Senior High School and schools that have a democratic culture in schools and has put the elements of freedom, independence, and responsibility as beliefs, values, and attitudes in the school environment interactions. Both schools in principle to make the freedom, independence, and responsibility as a consensus for students to consider everything, both on the results, and the impact of decisions and actions. It is precisely for these two schools actually load sense tanggung responsibility, ie responsibility towards oneself and others.

Priority attitude of free, independent, and responsibility in SMAN 1 Yogyakarta is free, independent, and responsibility with the norms of decency. The priority of developing through appreciation of interacting with free, independent, disciplined and normed. While in high school College De Britto Yogyakarta free, independent, and responsibility for choices and actions realized under the assumption that the school community freedom must be accompanied by an awareness of the responsibilities that should be attached to the freedom (the interviews with teachers in both schools and initial observations on the second school, September-October 2013).

If you pay attention to the democratic culture of these two schools, the problems that need to be investigated is, (1) how school practice elements of freedom, independence, and responsibility of students, (2) what is the reason that through the democratic culture in the school students are more free, independent, and responsible responsible, and (3) how the behavior patterns of students that is free, independent and responsible in a democratic culture in school can shape formed adab students, meemnuhi students' intellectual and social needs are met, and can add a wealth of knowledge and experience of students.

Research objectives are: 1) describe the picture of freedom, independence and responsibility of students in a democratic culture in the school, (2) describe the reason that through the democratic culture in the school students are more free, independent, and responsible, and (3) describe that behavior patterns students are free, independent, and accountable through democratic culture in the school students formed manners, intellectual and social needs of students are met, and students become richer in knowledge and experience.

Freedom, independence, and responsibility is defined as an attitude of autonomy in which a person is relatively free of pressures and rules, but will be responsible to self and others; democratic culture and serve as a mindset and practices that are democratic in order to break the bonds that suppress or authoritarian culture is also the ground for the flourishing of freedom, independence and responsibility.

This type of research is naturalistic qualitative case study strategy, and use this type of multiple-case study. The place and time of the study, Yogyakarta De Britto State Senior High School and Yogyakarta 3 State Senior High School. When the study, from January to July 2014. The research subjects, principals, teachers, and students to gain a deep understanding of freedom, independence, and responsibility in school. The object is a relation of interaction with the school community of freedom, independence, and responsibility in a democratic culture at school, specialized in teaching and learning. Namely data collection techniques, participant observation, in-depth interviews, and documentation. Validity of the data through, the degree of confidence, keteralihan degrees, degrees of dependency, and the degree of certainty. Data analysis controlling techniques, open coding, coding terporos, and coding selected.

2. Results and Discussion

Freedom, independence and responsibility of students in a democratic culture at Yogyakarta 1 State Senior High School and Yogyakarta De Britto College Senior High School are identified through the interaction of the school community that is free, independent, responsible and normed courtesy. Relation teacher and student interactions and interactive dialogue. Democratic culture democratic culture in schools encompass assumptions, beliefs, thought patterns and actions of the students and citizens of other schools with values such as democracy, freedom, independence, responsibility, and self-actualization.

One teacher explained, freedom, independence, and responsibility of students in schools is intrinsically limited by the fact that we are members of the public. Not to be filled in an arbitrary, but significantly. Students are increasingly free, should increasingly be responsible (the interviews with teachers TH; 18-4-2014).

Teacher's explanation illustrates that freedom, independence, and responsibility are allowing someone to act freely without the help of others, to think and act with a sense of autonomy so full of creative and innovation, along with self-confidence and feel satisfied with the efforts done by themselves.

In the process of teaching with freedom, independence and responsibility, according to the teachers, the need for recognition of teacher that students already have prior knowledge. Teachers and students in the learning process, to work together, each contributing, and argue with each other to hold opinions, improve self-confidence, and self-actualization. Teachers and students are encouraged to look at things from different perspectives and develop empathy by identifying themselves with others.

Students in the learning process microscopic observation pool water, water immersion paddy straw and water to find krakteritik protists. Teachers work just observe. Students help each other set microscopy tool so that the observations made by the right, record observations, corrected the record by making repeated observations. The attitude of the students without command teacher can work together, help each other, correct each other and each set of tools and materials that should be used so that the work of students in solving the problem is more optimal.

In observational study in the library, the attitudes of students in the learning process tends to be questioning, exchanging opinions and criticize. According to students, students studying in the library without any hint teacher makes students easier not understand the subject matter, because rasanyalebih casually asked by friends, helping each other when they have difficulties and easily overcome the difficulties due to the conveyance of students to his explanation simpler everyday language, There is an opportunity of dialogue that feels more satisfying to complete a task (the interviews with students KP; 19-4-2014).

If you pay attention to the process of learning through observation and student studying in the library then Reproduce brainstorming efforts of the students through a discussion or question and answer session with the aim of courage familiarize and train students to explore more ideas, ideas or students' understanding of a concept or material. open up opportunities for more interaction between students so the chances of discovery of new ideas is more open. In the interaction between students, sometimes happens efforts complement each other so that students can develop this line of thought. Current or membelajarkan familiarize students with using resources more and more varied then the insight think students will be more developed.

In an effort to reward schools of freedom, independence, and responsibility, according to the school head teacher and student relationships intimate without pressure, so that when students encounter difficulties, then the students feel comfortable is easier to ask the teacher. But the relationship is still familiarity accordance with the norms of decency that has been embedded as beliefs and values for students so that students still give priority to students respect teachers even in conditions close to each other.

The headmaster also explained that, the courage of teachers do self study where teachers provide opportunities for students studying in the library and make observations without supervision and guidance of teachers since the school has agreed to such teaching and learning routines. Through an agreement that the learning process should give priority to freedom, independence, and responsibility of students, the school community

was determined to underlie the thinking and actions of teachers and students democratically. Classrooms are arranged flexibly, flexibility for students to work in groups or individually in accordance with its needs, the students had a role in determining the rules of the classroom, and learning materials are rich and varied by using a source of learning facilities in schools (Results interview KS; 23-5-2014).

With regard overview description of the learning process and the results of the principal interview teachers and students it was explained that, freedom, independence, and responsibility of students in a democratic culture in the school gives the feeling, as well as system / same rules that provide space for students to act in learn freely on its own impetus. Concretely, students were given a self-regulating, in accordance with its rights and obligations so that it can resolve its own problems faced without asking for help teachers and can be responsible for all the decisions that have been taken through various considerations, the students themselves.

The elements in the freedom, independence, and responsibility of the students are asked each other, giving each other to give criticism, arguing to hold opinions, to convey ideas related to solving the problem and students are motivated to hunt down information by using the facilities and learning resources in the task. Learning process involves a social interaction that help students think based on their own experience and judgment to accept the opinions of others matter to the complementary completion of the task.

Optimally school can place and apply elements of freedom, independence and responsibility because of the assumptions, beliefs, values and democratic practices have evolved over time in school. Teachers and students are able to create a relationship that is free, independent, responsible with the norms of decency because democratic values that underlie these relationships constantly being built even have formed a habit interaction between teachers and students. School by developing a democratic culture even more easily transmit the meaning of freedom, independence and responsibility with the norms of courtesy to the residents of the school.

3. Conclusions, Implications, and Suggestions

3.1 Conclusion

1. The practice of freedom, independence, and responsibility of students in a democratic culture in schools, namely, relations between school members are connected with democratic interactive. School members familiar but puts norms of decency in mempertahankan value respect and respect for others by using the social

control. Students are free to meet the needs himself through, expressed opinions, ideas, and criticisms.

2. Through a democratic culture at school, the students are more free, independent and responsible, because the school community as the perpetrator of the attitude of the free, independent, and responsible at least have understood and believed that freedom, independence, and responsibility not only to learn but school community has permeated so that freedom, independence, and responsibility into the mindset and controls the interaction between the school community.
3. The pattern of behavior of students that is free, independent, and accountable through democratic culture in schools has formed a civilized social interaction between students through the school community using social control, intellectual and social needs of students through independent study, open space of academic freedom, and enriching and knowledge is the student experience through, teacher and student relationships that build trust to give freedom to the students independent and responsible in developing cipya power, regulate the emotions of students, and turn on the power of students' work without the pressure of authority or direction from others.

3.2 Implication

The element of freedom, independence, and responsibility for developing more dominant and applied optimally in a democratic culture at school. In the application of the democratic culture of freedom, independence, and responsibility inherent backed with a strong action with the meaning of democracy. Relations in the freedom, independence, and responsibility which requires communication, contribution, cooperation and agreement within the meaning of democracy will be upheld capacity of students and less likely to misuse school student capacity.

Independent learning without the guidance and supervision of more help teachers facilitate students master the subject matter. Students should feel more responsible and motivated to seek as much information from various facilities and learning resources to complete a task or solve a problem. Creative power and the power of intention students are more likely to develop because students are more motivated to think creatively, to organize learning resources, and provide corrections to achieve a good quality of group work.

Relations between school members maintain familiarity but controlled by the encouragement of mutual respect, mutual respect and mutual trust. The sustainability element of freedom,

independence, and responsibility over ensuring forming students cultivate virtue with knowledge, skills, and attitudes.

3.3 Suggestion

1. School culture should optimize the democratic culture in order not to narrow the pattern of student behavior that is free, independent and responsible.
2. In order for students to have behavior that is able to take the initiative, able to overcome the problems, obstacles and challenges, have a strong sense of confidence, and be able to do anything without the help of other orangg, then the school must shape the way citizens behave school, act, and make a habit of freely , independent, and responsible.

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THE PARADIGM OF RELIGIOUS EDUCATION IN EMPOWERING COMMUNITY QUALITY

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Abstract

A historical fact, Indonesia people has the diversity in culture, ethnicity, and religion. The diversity frequently, becomes a trigger rising the conflicts among of the Indonesia community. The conflicts and other immoral actions has accured to become the govemnt's callenge to make the civilized community. Besides, the conflict's actor has been convinced to recieve the riligious educational values. The problem is how the success of religious education to internalize the religious and social values to the students. The failure or success of individual in his or her behavior, frequently, is merely viewed based on the aspect of the process. While the change in paradigm is affected by the developmpment of community itself. Therefore, the paradigm of religious education is irrelevant with the community developmpent need the change in order to the process of religious education is able to change the immoral action to civilize. This article tries to indentify the teaching problem of the religious eduction, then offer the new paradigm is more relevant to the Indonesia people at the moment.

Keywords: Paradigm, Empowering, Religious Education.

1. Introduction

The country that has many cultures, ethnic, and religion can be said that the country will have some troubles of the horizontal conflict and form of anarchy action. This matter is more caused by the different characteristic in each culture. On the other hand, the comprehension and outlook that different toward religious teaching and practice by followers of each religion also has contribution of the conflict appearance. In some cases the conflict in Indonesia most of them on behave religion and culture. Indonesia The country that has many cultures, ethnic and religion can be said that the country will have some troubles of the horizontal conflict and form of anarchy action.

This matter is admitted as the religious country; it means that no one who living in Indonesia that are not religious, in fact, the country guarantee on the freedom of religion for his people. It is stated in the constitution in 1945 article 29. The state concerns over the diversity of Indonesia state that not only stopped in the rules of constitutions above but also involved in the increasing over diversity of Indonesia state.

The appearance of the constitution number 20 in 2003 about national education system that exist dictum inside that pointed that religious education be included in the curriculum national education which applies in all kinds, and education level. For this, all Indonesian people certainly have received religious education when they study at school.

Meanwhile, the process of religious education at school is to cultivate religious values to all students.

Cultivation of religious values is absolutely not only on the acquisition of knowledge for

religious values but also religious education attempt to get implementation level in the daily life of the students and also to the future of the students. My question is why the people of Indonesia have accepted a religious value which forms a moral person are still perform an action on the contrary to the moral. If so, the process of religious education needs to be studied.

The condition seems to be caused of a lack understanding of the people to concept of religious education and the failure of the process internalization of religious values that it has been obtained through education institution. And no less important is the paradigm of the religious education as long with the base of the process religious education. Here is the important of religious education; it caused religious as the most effective mode to internalization of the religious values that exists democracy values, pluralism, tolerance, inclusive and many more. As for religious education close to multicultural is educational model which emphasize on moral values like affection, love, mutual help, tolerance, compassion, benevolence, respect for difference opinions, and all the noble attitude.

To the politic aspect, the government of Indonesia is not able to religion through education institutions and religious education in the formal education institutions. Religiosity is defined as an attitude of firmness on religious belief. (Muhadjir, 2010:3). Ignore side of history from the religiosities spirit, which has been rooted in the spreading of However, religiosities that belong to someone also should followed by spiritualities. Spirituality is defined as recognition of the truth transcendent rational objective. If religious belief (religiosities) not accompanied by understanding of spirituality,

this will become cultural justification teaching without reasoning (dogmatic culture).

Therefore, the process of religious education at school should be able to synergize between religiosities spirit and spirituality in order to be avoided from justification for religion teaching without built from reasoning. Religious diversity in Indonesia should be seen with a positive outlook and addressed with constructive steps. Thereby, Indonesian nation will become a strong nation, and advanced which become longed together for the religion has purpose to give benefit of mankind and appreciate to the values of mankind.

Therefore, the writer wants to see the paradigm which underlies the practice of religious education at school as Indonesian social miniature, then the writer offers the more suitable paradigm with social context which has multicultural and contextual.

2. The paradigm of religious education

Paradigm is defined as a cluster of thought system; framework (Tim Penyusun Phoenix, 2013; 637). Khun in Zamroni, contend that development of science happens to be revolution, that bound by space and time, and nature to become open-ended, means a paradigm is opened to reduction or developed as the nature of the problem faced. Paradigm is only suitable and appropriate to the problem that exists in the certain moment, so that the movement of someone from one paradigm to another paradigm could be obligation for it is considered that old paradigm is not suitable anymore with the next problem comes up. (Zamroni, 1992; 21).

Popkewitz (1994:35) stated, "The concept of paradigm provides a way to consider this divergence in vision, custom and tradition. It enables us to consider science as having different sets of assumptions, commitments, procedures and theories of social affairs". While Ritzer (1975), defines that paradigm is a basic outlook from the scientist about the main problem should be studied by one of branch or discipline of science. Salim (2006:97) stated that paradigm basically gives simple base representative from complexity outlook that the people could choose to have action or decide. While Hadi (1994; 35) stated that paradigm is the way of outlook or the thought to see something as devices in the philosophy.

Therefore, paradigm is a subject matter or the way of outlook that lies of taking policy or doing something. A change of paradigm becomes necessity if the old paradigm not suitable anymore to overcome the problems in the decision.

In the *Encyclopedia Education*, religious education is defined as an activity that aims to produce a religious person. While the formulation of religious education in the constitution in 1945 section 31 is education that organized by national

government is to increase faith and piety and also noble character in order to educate nation. While Zuhairini argues that all learners need to be directed to the moral and characteristic growth. Religious education is not enough to provide knowledge about the religion course only, but also emphasis on *feeling, personal ideal, activity and trust* (Zuhairi, 1993: 9). Another sense, religious education is a form of guidance and care effort toward students that later after completed of education can understand and practice the teaching of religion and make it as *a way of life*.

Thus the paradigm of religious education is a worldview that is the basis of decision making in organization religious education so that student can develop the potential of reasons to understand and realize the importance of religion as the foundation of society, nation and state. The issue is whether the paradigm of religious education today becomes the basis for implementation of religious education at schools that is still relevant to the development of a pluralistic Indonesian society. The development of today's society demand more appropriate paradigm shift in order to educate the potential students to develop optimally.

3. Empowerment of society

Empowerment is a concept Pranarka (1996: 261) explained, that the main idea of empowerment contact with the concept of power. Power is often associated with the ability to make others do what they want, regardless of the wishes and interest. Concept and empowerment movement is to focus on the fact that human or group of people can experience the constraint and obstacle in the process and motion actualization existence. Thus, the attention of empowerment movement is an effort to create conditions that would allow for each person can carry out the task of actualizing its existence broadest and highest. In addition to dealing with the movement to raise awareness of personal existence or group, empowerment also focus on the causes of the birth of an obstacle for person or a group to actualize the existence.

Empowering of the society is a community effort to make the public have an ability life independently and avoid of dependency properties. The base of empowerment is a social philosophy in the 20th last century of AD, as a substitute for Philantropisme that appeared first. The social philosophy of the view that all social strata should be encouraged to be independent, searching for opportunities for the weak in hopes to acquire the skills to be able to work better so that it has the ability to live independently.

There is a conceptual difference regarding whether power is something that can be changed or not. In a view of traditional social science, power as something that cannot be changed, instead, according to modern social science, power is

always present in the context of social relationship among the people. For that reason the power can be changed and dynamic. In the subsequence of development process, the concept of empowerment is to become more wide-ranging. Powerlessness can be caused by the condition and disposition subjective, then in such cases, the empowerment should be a movement that grows from inside. Powerlessness can also occur as a result of the social structure of human relationship with one another on the situation of the family, on the situation of the community, on the employment situation, economic condition, educational, social and cultural. Powerlessness that experienced by someone or a group of people or institutions may very well as a result of the birth of hegemony that is packed by the structure of power in the political order and governance.

In the context of education, powerlessness learner in developing their potential could be caused by the structure of the learning undertaken by educators. Learning approach reposition as a subject teachers and students as object is the cause of the disappearance of the power of reason to actualize the potential of the students. Factually, the teacher is an actor not a facilitator where the learning is still often occurs in the learning process. Similarly, with powerlessness teachers actualize in conducting classroom that learning is often caused by the existing system is pressed or forced. Therefore, education is an important instrument in establishing the independence of helplessness that surrounds learners.

As a process, empowerment is a concept of empowerment to individuals or group of people to make decision autonomously, participatory and democratic. The awarding an authority as a learning strategy and an appreciation of the values of humanity that any individual or group of people have the ability and potential to contribute to the common life both in the context of national life and in the life of the state.

In the context of education, empowerment is required by the school as critical issue to raise awareness that the change be shared responsibility, every element that exist in school, educators, learners, educators and even parents and the people surrounded. As a concept, empowerment must be understood as a whole sense of empowerment that viewed from the aspect of the purpose, process and the way of empowerment.

According to Suharto (2009: 58), empowerment can be used to describe effort to improve the ability of people, particularly, vulnerable groups and weak that they have the ability to: a) meet basic need so that they have freedom, in the sense of not only free from building the ideas but freedom from hunger and disease. b) reaching production resources that enable them to increase their income and obtains the good and

service their need and c). Participate in the development the process and the decisions that affect their interest.

In explaining the meaning of empowerment, the expert has a different emphasis, as follows: a). viewed from *the goal*. According to Ife (1995: 61-64), empowerment aims is to increase the power of those who are weak or disadvantages. b). viewed from *the process*. According to Parson in Suharto (2009: 59), empowerment, is a process through which people become strong to participate in a variety of control over, and the influence of the events and institutions that affect their lives. Empowerment in this context that people have right to get skill, knowledge and enough power to influence their life and the people their attention. c) Viewed from *the system* According to Rappaport in Suharto (2009: 59) Empowerment is the system where the people, organization and community is conducted, in order to empowering or have a power for their life.

There are three (3) stages for empowerment, namely awareness, capacity and deception. Awareness is *the first* step in the process of empowerment. In this stage given the target to be empowered "enlightenment" in the form of awareness that they have the right to have something *the second* stage of the empowerment is capacity or capacity building which means "enabled" to be given empowerment, an organization or institution must be given sufficient knowledge first. Capacity building process includes three types, namely human capacity, organization and values system.

Human capacity means enable both individual or group. The next step is organization capacity can be done in the form of organizational restructuring; the next capacity is values system, after the people and institution are given capacity, then the system also needs to be given value capacity. Value capacity system is done with the help of targets and makes "role" of the organization committee. Within the scope of the organization, values system with regard to the statutes and bylaws, corporate procedure and others. At more advanced level, the system consists of the values of organizational culture, ethic and *good governance*.

4. Exclusive Paradigm

One important factor that causes the birth of inter-religious conflict is the exclusive religious paradigm. This kind of diversity model shave a fairly broad implication, especially in the form of personal antipathy and have a high subjectivity of looking a tother religions. A person with this kind of paradigm has personality near and closed space for dialogue with other faiths.

One fact that is often encountered is the presence of a group (religious) who claimed that they were the most religious way true, as true, and a

different way of their religion as false, pagan, or various other negative stamp. Such reality sociologically actually has existed since the early Islamic history (Nasution, 1992:1-3). They get stuck into some kind of perspective is caused because they cannot distinguish between religion and religiosity. Religion is absolute, while diversity is still an opportunity for the presence of other truths. For the exclusive, there is no distinction of this kind. Everything is positioned as a religion, so it is regarded as absolute.

In away this kind of diversity, there are two key words that suddenly vanished social, i.e. "compromise" and "consensus". In addition to the second word, the word "negotiation" is also missing. Compromise and consensus are important keywords for the people who live in the era of pluralistic (plural), multi religion, and multicultural, weak understanding of the existence of others. The position is therefore urging the need to strengthen self-identity and group, those who have a religious way of being "hypocrisy", "inconsistencies", "weak faith/aqidah", and at its peak was "disbelief". Of course, a model patterned theological approach literal-scriptural can help strengthen the identity of person and the group, but at the same time, this understanding also indicates how and understanding as it is not only limited to religious groups, but also on other groups the non-religious (Abdullah, 2005:12).

There are several characteristics that can be used to mark on the attitudes of religious exclusivism, namely; First, the understanding and interpretation of the doctrine that tends to be rigid (rigid) and literal. For the fundamental is attitude needs to be maintained as it aims to make the purity of doctrine as a whole. Secondly, attention more towards exclusivism at an orientation which sustains forms of political society conceivable (Imagined Politics). Exclusivism is more emphasis on ideology that leads to a formal religious symbolism, for example, the establishment of a State-religion (for example, the Islamic State). The strengthening of this spirit is to cause resistance to the domination of religion. Third, emphasize the use of political terminology according to the irreligious assumption. Religious doctrine translates not just a theological formulation, but also be a belief system and a comprehensive political action and closed. In addition, there is a trend of weak interest in the exclusively on the development and implementation of political thought or a cultural environment that is more specific, because it feared it would be able to eliminate or reduce religious identity. Maintenance of the scriptuality urged to use literal and textual in articulating the ideas of its social-political. The exclusive also take advantage of the various arguments that are traditionalistic and compensates by emphasizing the use of idioms

Islam strictly, exclusively and apologetic. Fourth, exclusively religious in general do not have an appreciation or even antipathy towards pluralism. The tendency to texts literally and legally-exclusive has caused them to draw a line of demarcation (limit) is firm and clear between Muslims and non-Muslims. In fact, these limits also apply for a Muslim to an other Muslim, if deemed incompatible subjective interpretation of the truth who believes (Nata, 2008:145).

There are several factors that encourage exclusive religious attitude. One of them is the desire to fortify ourselves with the fear and anxiety in response to the difficulties of life in the modern secular world, so that it becomes a natural thing when they reject rationality and modernity as a reaction against the secular and scientific culture. Exclusive attitude in view of the differences and plurality would harm others and oneself.

Therefore, it would be a fact that cannot be avoided if the religious experience or irregularities derivation practice doctrine and so it will be far from the substance of the religious attitude of the all the affection and courtesy in inviting to the path of truth.

In the context of education, the learning process is carried out religious teachers of religious education in schools still showed learning with literal-scriptural approach. That is, learning that religious teachers performed would not build the students critical reasoning so that waking up is magical consciousness.

5. Inclusive Paradigm

Inclusive religious phenomenon still indicates a conceptual misunderstanding in the understanding of religious teachings. Misunderstanding can occur in the internal among adherents of a religion and also from the outside of the religious adherents. It is typically characterized by distorted perception (distortion) that sees all religions are basically the same. In fact, the reality is not so. Each religion has specific characteristics that at some point there are similarities, but in other dimensions there are also many differences (Naim, 2008: 151).

The reality of society with all its dynamics should be a basic foundation to build religious understanding. As it is becoming common knowledge, Islam consists of three components, namely faith, *muamalah* (science) and morals. Side creed or belief probably not very necessary debate. Even more essential to be reconstructed is *muamalah* dimension in the broad sense. One is to build religious understanding human and inclusive. Humanism is a valuable concept that elevates value and human dignity. This means that religious understanding should depart from the basic principles of humanity and has an open nature to be understood and developed as a doctrine (Achmadi, 2008; 21). An understanding of this kind of

diversity has a significant role in the context of today's life. In the formulation, it may depart from the reality of a pluralist Indonesian society. Plurality is a reality, which contained a wealth makes life more meaningful. But also open opportunities in a plurality of cross-cutting or even trigger conflicts.

If diversity is a reality, then build awareness of diversity (pluralism) is a very important dimension. Therefore, awareness of the plurality that should be the cornerstone of the act, interact, and build social relationships widely. Pluralism should be understood as a true benchmark diversity in the bonds of civility (Naim, 2008: 153). Religion indeed cannot, nor is it possible, to be separated from social life, because religion itself is a social reality in the context of the construction of the adherents. Although ontological sourced from a single reality, but seen in the subsequent development of the religion into psychological symptoms, cultural, and social identity. In this context, there are three possibilities occur. First, religion penetration (uptake) of the social and cultural life of society. Second, religion is influenced by external elements. And the third, the dialectic between the two. Diversity and plurality become thing is certain when religion has been reconstructed by its adherents. From this starting point that allows for the present of conflict (Arifin, 2001: 67).

According to Nata (Nata, 1999: 27) it is important that even if carried out in response that appears above is reorienting religious understanding of exclusive pattern religious understanding toward normative theological approach, dialogue and conceptually convergences expected and capable of resolving the various problems that arise in the community. Thus, the initial effort that needs to be done is the reconstruction of theology (theology reconstruction). In the context of the requirements of life-multicultural plurality requires a compatible approach to understanding religion. With this approach, expected to be born religious paradigm that encourages people to understand something rational concept of religious teachings. One approach might be developed are theological-dialogical approach, the method of approach to religion through dialogue normative values of each stream or religion. The approach is a theological perspective or analysis of existing problems of religious symbols. In other words, the approach tends normative theology, because theology became the norm in view of a phenomenon. Because the approach to the study of theology in religion tends to be in the region *naqli* or revelation and there are *aqli* or products of human culture (Muhadjir, 2000: 74).

Theology contains two groups of doctrine, i.e. basic teachings revealed by God to man through

His messengers, and explanations religious leaders or experts who form religious teachings. Basic teachings of religion are absolute, absolute true, unchanging, and unchangeable. While the explanation of religious scholars is relative, relative and able to change, and also can be changed according to the times (Hakim, 1999: 57).

In the developing of theological approach-dialogue, dialogue is a mutual effort to change the outlook among religious believers open to each other and learn from each other. In order to create cooperation, both parties are required to work together to correct the erroneous impression that the image and has been reflected in the minds of each religion (Shihab, 1998: 41). Thus, the theological-dialogical approach can enrich the understanding between religions that exist and are able to take in the dimensions are the benefits *muamalah* (science) and morals. Such a scientific approach should continue to be developed and disseminated to create a peaceful life without prejudice, suspicion, hostility and conflict.

6. Paradigm of emancipatory democratic pluralism culture.

The learning process of religious education in schools as a form of curriculum implementation until now has not undergone many changes. Such change is the change in aspect educators, paradigms, approaches, and methods of learning that is still normative-textual, that is still more interested in learning what is in the text of scripture than contextualize text message in the lives of learners. On the other hand, the teacher still be an actor rather than a facilitator of learning. If this condition continues, the process of religious education is believed not to be able to build an inclusive attitude. Whereas in the context of Indonesian society that has cultural and religious diversity, religious education process requires approaches and teaching methods that are more compatible to achieve the goal of religious education and national education goals.

Culture is a way of life that developed and shared by a group of people and passed down from generation to generation. The diversity of culture, ethnicity, and religion in Indonesian society certainly has the cultural differences between one another. Cultural differences of the Indonesian nation has become the nation's wealth that has been tied up in the unity of the Republic of Indonesia. Spirit of unity in diversity has become a key element in building national unity. In such conditions in the study of sociology is a form of sociality values contained in pluralism. Conceptually, pluralism is defined as values that respects differences and encourage their cooperation based on equality and contain elements of dialogue between people with different ethnic backgrounds, cultures, and religions. Such a culture

within the framework of the Republic Indonesia which is obedience of Pancasila democratic government should be able to encourage every citizen to apply democratic. Communities can be told as democratic when it has implemented the principles of democracy which include equality, freedom, and pluralism (Ubaidillah, 2006: 148). While the main feature of democracy are accountability, political participation, the absence of violence or physical or ideological violence and the recognition of the rights of individuals who are free (Fakih, 2007: 112).

One thing that becomes an idea that acts of violence, the absence of accountability in running the system and unlawful behavior of both individuals and groups with close ties to the success of an education. The actors' offenders are people who are believed to have passed through the various levels of education where in the process they have received a variety of materials that had the values of democracy, pluralism and other ethics contained in religious education. School is a miniature society within which consisted of students, teachers and education personnel from different backgrounds to each other religiously, culturally and emotionally. Therefore, the education process in schools should continually in still the values of democracy and pluralism mentioned above while building awareness of democratic and pluralistic. Ortega in Zamroni (2007: 75) states: "*good examples are the results of good education and good education is due to good.*" This means that if you want a better society, the education should be good. The powerlessness of the learners in developing their potential in learning requires effort to break away from the hegemony of educators towards empowered group.

Emancipation is a word derived from the English emancipation means liberation from a power or movement to gain recognition of equality, and the rights and obligations degree in law (Partanto, 1994: 145). In other words, emancipation is a liberation movement of a person or group that synergized and marginalized of hegemony and domination of the ruling class.

To achieve recognition of the existence and development potential of the learners and to build critical attitude, should be performed in addition to the liberation from oppression must also be carried empowerment (empowering) so that learners have the ability to independently and avoid dependency properties. The cornerstone is the empowerment of social philosophy the late 20th century AD, instead of the previous social philosophy that philosophy philanthropism. The social philosophy of the view that all social strata everywhere should be encouraged to be independent. The search for opportunities for the weak hoping to acquire skills (skills) to be able to work better so that it has the ability to live independently.

In the context of Indonesian society that pluralistic and make Pancasila as the nation's philosophy, cultural theory Democratic pluralism is a theory of cultural-emancipatory alternatives to be developed in order to build a prosperous life and raise the dignity of the nation. This theory recognizes the diversity and freedom and empowerment of vulnerable groups (*grassroots*). If this theory is applied in the religious community, such as the Indonesian people, the grassroots groups are inferior empowered but gives the freedom to practice religion is good and right.

Paradigma of Democratic-emancipatory Pluralism Culture what is meant here is a point of view as the cornerstone of thinking in taking an action or making a decision. Actions or the decision relating to the implementation and management of the learning process of religious education in the context of learning society (students) an educational institution that has a diversity of culture, race, class, ethnicity, and religion.

7. Conclusion

Paradigm is the subject of thought or worldview that underlies a decision-making or doing something. Religious Education is a fundamental paradigm underlying idea was born and religious education policy implementation. Paradigm exclusive of diversity has already less worthy to be maintained in learning religious education. Likewise, the paradigm of inclusive diversity still needs to be developed with improvements that enable occurs to be wrong interpretation of religious teachings. Noting the development of Indonesian society today, the paradigm of religious education as above was not able to provide conformity. With the open-ended nature of the change, then the religious education in Indonesia requires enlightenment and strengthening through the paradigm shift that is more relevant. Paradigm of religious education in accordance with the current condition of Indonesian people can use the paradigm of democratic emancipatoric of Pluralism Culture.

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A DEVELOPMENT OF CONCEPTUAL FRAMEWORK IN RESEARCHING SCHOOL ADMISSION PREFERENCES IN A MULTI-ETHNIC SOCIETY

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Abstract

The discussion paper seeks to identify issues on school preference in multi-ethnic schools, challenges of multi-ethnic school choice, theories on school choice and construct appropriate conceptual framework. It is based on literature reviews to identify the relationship between the issues, policies and theories for the purpose of building a conceptual framework that involves school choice among multi-ethnic parents in Malaysia. The document as source of reference includes journals, theses, books, proceedings and dissertation reports from Malaysia and overseas. Overall findings shows that factors affecting schools preference are information, socio-economic and parents' expectations. The review also found the suitability of rational choice and Bronfenbrenner's theory to understand school choice; that highlight environment aspects towards school choice. The concept paper was developed for advanced research related to environmental influences on school preference and its relations with ethnic unity and national harmony.

Keywords: Rational Choice Theory, Bronfenbrenner Ecological Theory, Multi-Ethnic Society and Ethnic.

1. Introduction

The educational system in Malaysia offers several types of school as an option for parents to provide their children with learning environment. Among the types of schools include government aided schools, religious schools, vernacular schools (National Type Chinese Schools and National Type Tamil Schools), international schools and private schools. According to [5] school choice is parents' right to choose a suitable school for their children. School choice is an act of determining the school attended by considering how the education of pupils are prepared, managed and implemented as well as other factors such as location, reputation, curriculum, physical, values and culture of the school [27]. Thus it is a difficult process to determine which school of preference, alone. Discussion by parents with children together with family members occur at home or at school with the management and administration of the school. The role of school administrators is significant in determining the pupils enrolment which maintain the school achievement such as academic and non-academic achievement [18]. School selection process can take place in various stages such as the selection for admission to pre-school, Year 1, Form, Form 4 or Form 6.

Studies at global level links education with multi-ethnic discusses ethnic inequalities in the education system based on preference, vouchers and school choice [19], the size of school, social capital and victimization of students [20], the school choice and school quality [22], behavioral and social mobility [24], career planning, education requirements and admission patterns mismatch and

the justification for election [23]. In addition, research on immigrants with multicultural society the threat of social identity and ethnic achievement gap as well as the ethnic socialization profiles built based on relationships, context and outcomes.

The concept paper will describe factors for school preference among multi-ethnic parents and also constructing a conceptual framework on school preference as a choice. School choice by multi-ethnic parents involves issues such as limitations in decision-making due to lack of information, the influence of parents' socio-economic level and parents' expectations. Challenges of school choice in multi-ethnic community is centered around the frequent change of education policy, unity and limited school offered. School choice involve decision-making process through discussions of parents and children. It is recommended that rational choice theory and Bronfenbrenner ecological theory to explain the framework developed.

2. The issue of school preference

In relation to school choice, parents have the absolute right to determine the preference of school for their children. Past studies shows that less local study involving interaction between children and parents and the rational of their choice, especially involving multi-ethnic [23], the needs of students [1] [4] and educational level of parents [4] Most studies relate the effects of school choice and academic achievement focusing on results. Therefore, these studies are less focused on efforts to assist the learning process, especially involving multi-ethnic. School choice create a healthy

competition to ensure continuous quality [1] so much so that remote location is not seen as a barrier to parents to send their children to continue their studies [23]. However, consideration of the school preference can also be done by looking at students social context such as the academic crush and peer effects [23]. The study on school choice that involves local culture is still rare. Therefore, it can be noted that schools choice involving multi-ethnic and school location have influence on ethnic unity and national harmony. This phenomenon received less attention from past researchers. Similarly, an overview research related to this phenomenon in order to give consideration to policy makers still rare. Therefore, this study looked at the factors that affect preference for school among multi-ethnic parents as a whole.

3. Objectives and methodology

The objective of this concept paper is to identify the issues on school preference among multi-ethnic, challenges of multi-ethnic groups in their school choice, theories on school choice and construction of appropriate conceptual framework. Review of previous studies in this article involve journals, theses, books, dissertations and reports of proceedings in Malaysia and overseas. This study uses a number of secondary sources. Discussion is done considering the enrolment of non-Chinese children to Chinese schools with suitable reference and examples.

4. Issues on preference for school among multi-ethnic group

4.1 Limitation of decisions in terms of information

Information is very important for making decisions, especially when it comes to their children's future. According to [9] students in a multi-cultural and multi-lingual faces mismatches of home and school environments that may affect their performance. This mismatch is the result of lack in social capital or cultural capital. It involves language and cultural competencies necessary for success in education. Parents need to know and consider the home environment and school environment to make decisions regarding their children's schooling. Clearly, parents and school authorities who are still not aware of this, need awareness and appreciation. Limited communication hinders parents in rural areas to get information about school choice for their children. [1] assert that influence on the ability to get information from networking or social and professional relationships. Parents are limited in their ability to choose a school with a reasonably without any network or relationship that provide them with relevant and meaningful information [1]. An interesting finding [4] states that African-

American ethnicity cannot make a good choice of schools for their children because of the generation. This is because previously their parents have not made a good choice for them or help them to make good choices, so they are unable to do so. This clearly that the parents do not even have preference for schools.

4.2 The influence of the of socio-economy level to decision-makers

The socio-economy influence parents in choosing schools for their children and also their involvement in the school. The study conducted was in terms of family income and parents' educational level. [1] found that parents with more income and higher education level tend to have more preference of schools for their children. In line with that, [5] found that parents with higher education and socio economic status (SES) prefer academic achievement while those with low SES consider the distance to the school as factor for choosing school. Parents do not claim to prefer a school based social composition, but it applies in reality. Parents with low SES has less benefit from their involvement in the school. Similarly, parents of various ethnic backgrounds and those with different cultures from the main culture. They become and remain difficult to get themselves involve in school activities. Thus this effect their preference for schools.

In Malaysia, religion and ethnicity influence significantly when people socialize, which include during social interaction, adaptation and school preference. [8] found that overall multi-ethnic society show respect for other ethnic groups and their interaction. However, certain ethnic groups are separated by religious factors, particularly in terms of halal-haram. [12] further detailed this fact with the finding that Chinese students are more free in eating habits, dress and religious practice compared to the Indians who cannot eat beef and the Malays who cannot eat pork and perform obligatory prayers five times a day.

4.3 Parents' expectations

[1] highlights the perception of education which is an extension of preference for child care that is parents' rights to raise their children in accordance with their lifestyle, values and understanding of religion and political beliefs. Among the factors affecting school preference based on parents' rating are academic excellence of schools, working culture of school staff, critical thinking skills, inculcation of high moral values and self-esteem among students [1]. However, [23] found that expectations for academic achievement granted by the school encourage parents for the school that they prefer. [23] also explained that average students prefers a school that perform averagely with logical explanation that is to avoid

competition and prevent academic failure which form the basis for parents consideration for school they choose.

Parents preference for schools are based on academic, social and cultural rights of children [4]. This is done by taking into account the character formation of students which is an important element in the process of decision making. However, many non-Chinese parents do not attend Chinese school. Therefore it is difficult for them to help their children to succeed in the Chinese school. This does not explain their choice why they prefer schools where they are at a disadvantage based on language, social and cultural element.

5. Challenges among multi-ethnic groups in their school choice and preference

5.1 Frequent policy change

Barnes report and Fenn-Wu report are two reports published in 1951 that can be used as a starting point for discussion on frequent change in the policy. Barnes statements based the belief with the assumption that real and full consideration that primary school is a means to build citizen with common characteristic. With the same objective Fenn-Wu Report however insisted that attention should be given so as not to be tarnished by political agenda. Education Ordinance 1957 allows vernacular education to resume but need to use the same curriculum with national education. Warm and ongoing debate related to the reports focusing on language issues that is seen as obstacles to national unity.

[3] found that at early stage of the New Economic Policy, dissatisfaction among Chinese ethnic was quite manageable due to the acceptance of most other ethnic groups who agree that there needs to be decisive action to maintain stability and security. However in mid-1980 with the economic downturn, public tensions and protests within the coalition Barisan Nasional, ethnic groups cries focus on education issues related to their discontent and mobility. Protests at the University of Malaya in 1987 about the limitations of using Mandarin, Tamil and English in teaching elective subject. This lead to Education Act 1996 which is more liberal where it allow higher education sector to teach in languages other than Bahasa Melayu and for the establishment university. Clearly, policy change influence preference for schools among parent especially in urging various ethnic groups for the basis of democratization of education. To some extent this affect various ethnic parents in choosing schools for their children.

5.2 The goal of unity

According to [3] public education in Malaysia has become a tool of nation-builders as well as efforts to instill a sense of patriotism and 1Malaysia. Other than that, it is also used as a tool to protect the interests of Malays ethnic. These two objectives are not necessarily contradictory but can be an important ingredient for the elimination of various ethnic and economic differences, especially since the race riots of May 1969, which is always in the hearts of the Malaysian. This argument is similar to [10] which explained that the aspirations of the various ethnic groups toward the right to language and education policies in Malaysian education system is influence by policy decisions. Challenges and bargaining between the ethnic groups influence the policies of education in Malaysia ever since its independence. Unity is very related to tension in the society especially when it involve multi ethnic groups. Tension is essentially about achieving harmony between ethnic groups and struggle to maintain the privileges of their ethnicity. Tensions also involve Malay supremacy and preservation of cultural and linguistic identity of the various ethnic groups. Given a choice, multi ethnic parents face difficulty in making their preferred school which is not in line with the government wish, a reality for their children.

The context of the discussion relating to the relevant aspects of the multi-ethnic in Malaysia education policy involves justice, discrimination and marginalization of the Malays and non-Malays. In line with that opinion, [7], found that many people put the blame on the failure of the national school policy in achieving national unity. This view is made with the dominance of the Malay enrollment to national school pupils and Chinese and Indian to SJKC and SJKT respectively. This dominance in enrollment gives an overview as if there is no mixing of races [7]. Similar findings of [11] saw a reduction in enrollment in national schools and increasing Chinese and Indian students to SJKC and SJKT respectively as a strong indicator of racial polarization. However, choosing of SJKC by non-Chinese parents have transformed the landscape of SJKC's social environment into a multi-ethnic one. This is contrasting with the government's move in 2006 that is to make national schools the school of choice for all Malaysians irrespective of race to achieve racial unity.

5.3 Limited offer for school

Distribution of the population in Malaysia is relatively scattered with density concentrated in the big cities. There are Malaysian living in remote areas in the interior. In urban, primary school choice is made with consideration of gender, religion, school performance, language, curriculum and so on. Instead, parents in rural either simply have no choice school or only has two options, namely national schools or national-type schools.

Preliminary studies regarding school choice and social interaction starting from the place with easier accessibility for the local researchers [16], [14]. This scenario is also true for preference of school as early as kindergarten up to the sixth form. This may be an explanation for the quality gap of education of the rural and urban schools. However this phenomenon has not received the attention of local researchers.

6. Theories on school choice

6.1 Rational Choice Theory

When parents know the plans direction of the schools that intended to choose, the preferred schools can be done so based on rational choice theory. This theory presumes that parents make full use of the right to decide from the various options based on the estimated cost of benefits, interest and also the probability of success. In other words, choice of schools by parents encourage schools and teachers to give proper attention during the learning process of their children in school. Therefore the schools and teachers are accountable for their children's future [1].

Rational choice theory can be used to explain how parents choose national type schools by considering cost of benefits advantages, and opportunities for success, including factors affecting ethnic relations. This theory assumes that individual has different purpose and tendency but to act in achieving material rewards and social status. [14] describes the use of this theory which states that when an individual act, other option is no longer used. So after SJKC is chosen, parents are assumed to proceed and forget the other schools. But if the individual fails to maximize the privilege studying in SJKC, he would act to collect energy and resources to overcome the problem being there.

This theory also states that, when individuals act on the choice of his behavior, he creates social relations more closely with other individuals. Thus, parents of various other ethnic will create social contacts with other parents at SJKC. Clearly the choice of parents is part of a social process which is influenced by the important characteristics of social class and social networking [1], [15]. Before choosing rationally, information on the choice should be obtained. The information acquisition can be achieved through social processes. In the context of school choice, all information on the support that can be given to children to succeed in national-type schools is useful to parents. Conversely, if he fails to maximize his satisfaction in choosing national type schools, in many ways through human relationships he would refer to the spiritual or religious ties .

According to [5] school choice by parents is entitling parents to choose schools for their children. Parental choice can be viewed positively

in terms of market power. School choice has caused the school to compete with each other and increase the academic achievement of students [5]. This assumption reflects that parents will choose the school more effective to raise the level of educational attainment for their children and not choosing based on other factors such as ethnicity or social class composition. This may explain why schools in urban areas have higher achievement than those in rural areas.

In short, the choice is made based on knowledge and experience. Based on the assumptions, Rational Choice Theory is described as an agent that allows parents to choose SJKC rationally. Their rational action can be explained by looking at the use of the information they receive before choosing SJKC. All actions seem rational when the options forwarded based on perception of the information obtained. An option that will generate profits will cause a person to stop looking for other options.

6.2 Bronfenbrenner Ecological Theory

Bronfenbrenner ecological theory (2005) describes the process of making a decision by the parents based on their social environment which is the result of interaction between parents and social environment. Referring to the theory, decision-making process for school choice by parents is the environmental impact of their parents and also the characteristics of the parents on the environment. Application of the theory can explain decision making of the schools choice through five system of micro-systems, meso-systems, exo-system , macro-system and chrono-system

Micro-system is the nearest environment in which parents interact directly and spent more time on these interactions. For example, the interaction that exists between the child and parents, siblings and in-laws. Meso-system involves the relationship between micro-system. Things happen in a meso-system can affect the interaction with other micro system. For example, the home environment may affect individual behavior in the neighborhood. This can be seen when parents relate and compare home with school environment and school environment with neighborhood's. Exo-system associates the experience with an environment that does not involve parents directly. However, the decision taken in respect of the environment will affect the parents and other adults involved . For example, home-teacher education institutes (IPG). IPG management, facilities and regulations enforced by the ministry of education. This indirectly affect parents' consideration when making school choice for their children especially with the recent special recruitment for teacher majoring in Mandarin to be train in China. Macro-system describes the development of the individual affected by the norms, values and practices of the

community. For example, in some communities, the practice of serving the guests are emphasized. Finally chrono-system explains change that occur in a period of time. For example the influence of media encourages parents now a day to be more focused on skills and knowledge that enable their children to compete globally as compared with their parents two or three decades ago who preferred their children working close to them.

6.3 Proposed Conceptual Framework

In a social context, school preference relates to economy and social deprivation that is the weight of academic and peer effects. The state of lack or shortage financially lower propensity to choose. This lead parents to find it easier to choose schools in the neighborhood. High performance schools are less favored as a choice for fear of demotivation for students who scored high previously. Thus, this convince that school choice by parents are affected by socio-economic status in terms of family income or educational level of parents. [1] relates parents income and education with school choice. [5] relates parents education and SES with academic achievement and school choice. Obviously, socio-economic status relates to school choice.

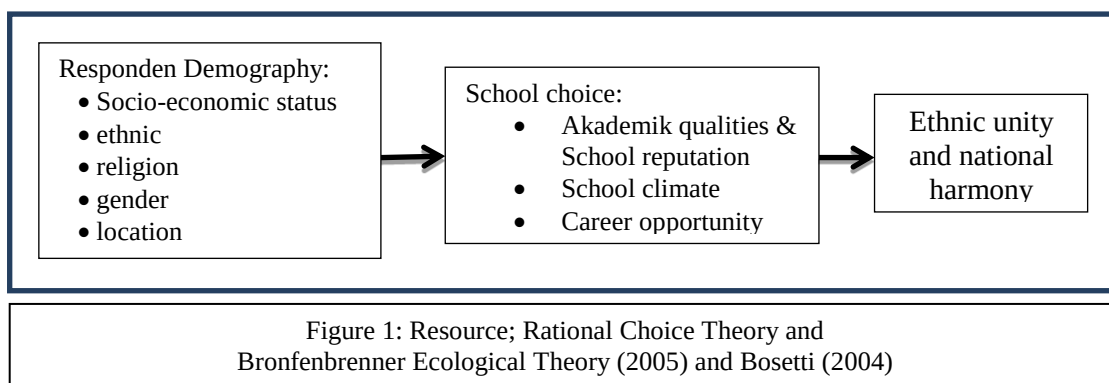
In Malaysia, the influence of religion and ethnic are significant while the communities socialize especially during social interactions and choosing school. [8] found that overall multi-ethnic society respect other ethnic groups during interaction. However, certain ethnic groups are apart by religious factors, particularly in terms of halal-haram. A similar opinion [12] found that Chinese students are more free in eating habits, dress and religious practice against the Indians who cannot eat beef and the Malays who cannot eat pork and obligatory prayers five times a day. Parents with low socio-economic status often have shorter schooling time and often have bitter experience in school. They are less willing to get involved in school activities.

reference to of Rational Choice Theory and Bronfenbrenner Ecological Theory (2005) and Bosseti (2004).

There is a demand among low-income communities to attend high quality schools and faith-based. Therefore stakeholders can help strengthen primary school by providing support to increase academic quality of schools and accessibility of low-income families to school [25]. The choice is also influenced by the support of school board towards academic quality and accessibility to low-income families. School choice could reduce or eliminate the negative impact of social impact on academic achievement. School choice can be beneficial to students who are poor and ethnic minorities. This explains the relevance of academic quality and reputation of the school with school choice.

There are vouchers school with an ease to get provisions, especially when academic quality is high and strong parental support. [1] highlighted that parents favour academic factors and overall quality of education as the most important in deciding choice of school. This is in line with another study stating that students showed improved performance when taught by teachers who have high verbal skills and basic evaluation skills. Pupil attainment is closely related to formal teachers' preparation, teacher's support for student and in-service training attended by teachers. Student achievement is higher when taught by teachers who are major or minor in their content. Teachers who have high knowledge level of the subjects tend to ask higher-order thinking questions, involving students in lessons and conduct many student-centered activities.

When non-Chinese children enroll to SJKC, they are exposed to the risk of not mastering the language, skills and knowledge in the schools. Hence, teachers need to be compassionate and know their families and communities when faced with such situations. The high level of commitment and caring about the needs of the education and



Based on the factors described in choosing school, a framework was drawn as shown in Figure 1. The conceptual framework is developed with

welfare of students is important. It is believe that teachers should have high expectations of pupils and give motivational support and encourage them to learn. Teachers need to see their students as

individuals and not as 'weak' or 'minority' students. Instead, they must be willing to help students by going back late or coming early and help them set their goals and support them to achieve the goal.

Although many researchers find that performance of a school academic results is important in influencing parents to choose a school, but [17] have different findings. [17] found that parents are more concerned with primary school curriculum and the quality of the facilities available at the school than the school's performance results. [17] also found that parent school choice are affected by 'what they hear' from other parents.

7. Conclusion

Parental involvement in their children's schooling starts with the initial decision-making process in choosing a school for their children. Increased enrollment of non-Chinese student to national-type Chinese schools is a social phenomenon that involves culture, identity, socialization, solidarity and nation building. Learning Chinese language including Mandarin are closely related to the maintenance of cultural identity of Chinese [6]. This is related to the legacy of their ancestors in Mainland China. Parents are entitled to raise their children in accordance with the life style, values, understanding of religion and political beliefs as what the parents want. Without parental care at home leads to a lack of parental involvement in schooling process of their children [21]. Where else, parents who do not provide a safe and stimulating home background, are in fact forming the basis for an unhealthy and chaotic learning environment. Therefore, based on this concept paper it can be explained that there are many factors that motivate and influence parents in determining the choice of school involving multi-ethnic children.

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RELIABILITY AND VALIDITY OF THE BAHASA MELAYU VERSION OF NEO FIVE FACTOR INVENTORY (NEO-FFI) IN MEASURING PERSONALITY OF MULTICULTURAL UNIVERSITY STUDENTS IN MALAYSIA

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Abstract

This study aimed to determine the reliability and validity of the Bahasa Melayu version of NEO Five Factor Inventory (NEO-FFI) in measuring personality of multicultural university students in Malaysia. Data were collected using NEO-FFI and Internet Addiction Test (IAT). The instrument were distributed to 200 students of Universiti Pendidikan Sultan Idris (UPSI), using purposive sampling method. Respondents were from a variety of programs and levels of study. The original NEO-FFI had been translated into Bahasa Melayu and reviewed by a panel of experts in the field of Bahasa Melayu, English and Psychology. Data were analyzed using Cronbach alpha and split-half reliability while the validity of NEO-FFI was determined by convergent validity. The study concluded that NEO-FFI is valid and reliable to measure the personality of university students in Malaysia.

Keywords: NEO Five Factor Inventory (NEO-FFI), psychometrics, multicultural university students

Introduction

People in Malaysia are generally made up of various ethnic and religious groups. Each ethnicity has different personalities according to the customs and beliefs of each. To study the personality of this, the appropriate tools to measure is by using NEO Five Factor Personality Inventory (NEO-FFI). Every human being has the personality and behavior of different and not everyone is able to determine the exact personality.

The purpose of NEO-FFI, the shortened version of the the Revised NEO Personality Inventory (NEO-PI-R), is to obtain a quick assessment of general personality in adolescent and adult (Costa & McCrae, 1989). It concisely measures the five basic personality factors namely, Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A) and Conscientiousness (C). There are 12 items in each scale. The instrument uses a five-point Likert response format. In addition, NEO-FFI has been translated into several languages to suit the community.

The NEO-FFI has been translated into several different languages for instance Schmitz, Hartknap, Baldini, Rollnik & Tress (2001) and Renner (2002) has been translates it into German version. NEO-FFI has also been translated into Spanish by Manga version, Ramos and Moran (2004). It has shown validity and utility in a number of different contexts, it is one of the most widely used measures of the Five-Factor Model (Pytlik Zillig, Hemeover, & Dienstbier, 2002 in McCrea & Costa, 2004).

However, NEO FFI has not been properly translated into Bahasa Melayu. The realibility and validity of NEO-FFI Bahasa Melayu version, especially on multicultural university students also

has not been tested yet. Thus, the objectives of this study are to translate the NEO-FFI into Bahasa Melayu using back translation method and to test its reliability as well as its validity to be used on multicultural university students in a university in Malaysia.

Table 1: Distribution of NEO-FI Items According to Personality Dimensions

Dimension	Item
Neuroticism (N)	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56
Extraversion (E)	2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57
Openness (O)	3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58
Agreeableness (A)	4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59
Conscientiousness (C)	5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

1. Method

1.1 Respondents

The study was conducted on 200 of UPSI Bachelor, Master and Doctorate students. They were selected using purposive sampling. Majority of them were female ($f = 143$) and aged between 21-30 years old ($f = 169$).

1.2 Instrument

Data were collected using NEO-FFI (Costa & McCrae 1992). NEO-FFI has 60 items with five dimensions, namely N, E, O, A and C. Each

dimension has equal number of items. The distribution of NEO-FFI items according to the five personality dimensions is shown in Table 1. NEO-FFI uses Likert scale of 0 (Strongly Disagree) to 4 (Strongly Agree).

Apart from NEO-FFI, Internet Addiction Test (IAT, Young 2004) was also distributed to the respondents. IAT which contained 18 items was used to evaluate the convergent validity of NEO-FFI. There are 20 items in the original IAT. Two items in the original IAT were removed as they were not suitable for context of university students. IAT uses Likert scale of 0 (Not Applicable) to 5 (Very Often).

1.3 Procedure

NEO-FFI English version has been translated into Bahasa Melayu using back translation method. After the back translation process is completed,

NEO-FFI Bahasa Melayu version was reviewed by two Bahasa Melayu teachers and three lecturers in Psychology field. Based on their comments, some minor changes have been made to the NEO-FFI Bahasa Melayu version. Then, the final NEO-FFI Bahasa Melayu version was administered to the respondents.

2. Result and Discussion

As shown in Table 2, there were significant relationships between IAT and three dimensions of NEO-FFI, namely N, A and C. The correlation between IAT and the other two dimensions were not significant. This finding which shows the convergent validity of NEO-FFI Bahasa Melayu version is partly consistent with a study conducted by Hamburger, Wainapel and Fox (2002).

Table 3 shows the NEO-FFI Bahasa Melayu version alpha Cronbach's and split-half reliability indexes. For N, E and C, the reliability indexes were acceptable. However, for O, the reliability indexes were very low. Egan, Dearly and Austin (2000) reported a low reliability index for O as well. This shows that all the items in O must be further reviewed. The reliability coefficients for A were 0.60. This is consistent with Renner (2002) who studied the German version of NEO-FFI. According to Lammers and Badia (2005), any instrument with a reliability index around 0.70 can still be used in research. Moreover, Mitchell and Jolley (2007) stated that only instruments with a reliability index below 0.50 should be rejected. Thus, authors conclude that the items of NEO-FFI Bahasa Melayu version are reliable to be used on university students except for the items in O dimension.

Table 2: Correlation between NEO-FFI dimensions and IAT

Dimensio n	N	E	O	A	C	IAT
N	-					
O	-.210**	.136	-			
A	-.497**	.394**	.052	-		
C	-.485**	.514**	.027	.400**	-	
IAT	.404**	-.011	-.048	-.241**	-.248**	-

** $p < .01$

Table 3: Reliability indexes for NEO-FFI Bahasa Melayu version

Dimension	α	Split Half
N	0.74	0.78
E	0.70	0.79
O	0.23	0.23
A	0.60	0.60
C	0.79	0.79

3. Conclusion

NEO-FFI Bahasa Melayu version has good content validity, as confirmed by the experts. The convergent validity for three dimensions has also been proved. NEO-FFI Bahasa Melayu version has good reliability indexes for all the dimensions except for Openness. As reported by other researchers, items of Openness must be reviewed or redeveloped. All in all, NEO-FFI Bahasa Melayu version can be administered to university students in Malaysia with one exception, the O dimension.

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RELIGIOUS EDUCATION ON THE GLOBAL CHALLENGE: SAMIN IDEOLOGY TRANSMISSION ON THE *SEDULUR SIKEP* COMMUNITY IN BLORA REGENCY, CENTRAL JAVA, INDONESIA

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Abstract

Indonesia is a multicultural country which consists of a various ethnic, language, culture, or way of life. One of way of lifes or ideological teachings that has developed for years in Blora regency, Central Java is *Saminism* that up to now has been still believed by the *Samin* or *Sedulur Sikep* community. This research aims to address the question: 1) How does *Sedulur Sikep* community family plant and inherit the ideology of *Saminism* to children and teenage member of *Samin* community in Klopodhuwur Village, Sub-distric Banjarejo, Blora regency?; 2) How is the effectiveness of method or strategy “education” implemented at *Sedulur Sikep* community family in heriting and preserving the ideology of *Saminism* to face dynamic society and global challenge?

This research is a field research that the researcher investigate *Sedulur Sikep* or *Samin* community in Karangpace, Klopodhuwur village, Banjarejo sub-distric, Blora regency. This research uses antropology approach. Data were obtained through observation, depth-interview, and documentation. Data were analysed with descriptive-quantitavie and interpretation method.

The research findings are: *First*, transmisson method of *Sedulur Sikep* community family in planting and inheriting the ideology of *Samin* to children and teenage of *Samin* community members in Klopodhuwur, Banjarejo sub-distric, Blora regency are: admonition, providing a model, large-scale instruction, and belief of kinship. Admonition method and providing a model are practiced by each family in daily life, large-scale instruction conducted with a big mass on a certain day led by the elders of *Sedulur Sikep* community, and belief of kinship community are transmission of *Sedulur Sikep* community family education to the elders of *Sedulur Sikep*. *Second*, the method of *Sedulur Sikep* community family to inherit and preserve the ideology of *Samin* at several cases is effective to face the dynamic society and globalisation challenge. Generally, the members of *Sedulur Sikep* community are still bounded with *Panca wewaler sikep samin* and *Panca sesanti sikep samin*. Both of them are norm and life spirit and the comprehension of *Sedulur Sikep* community life has been so inclusive that they become an open group and are not isolated from the society.

Keyword: Transmission, Ideology, Saminism & “Religion” education..

1. Introduction

Indonesia is a country with a high plurality level that consists of a various ethnic, language, culture, or religion. Indonesia has more than 101 tribes with plural language and culture. Indonesia also consists of religions, such as Islam, Catholic, Christianity, Budhism, Hinduism, Kongfucianism and a various local belief. In javanese society, religion and culture pluarality seems clear and interesting to study. For example, as Clifford Geertz, on The Religion of Java, identified three main cultural streams in Javanese society and view’s world of javanese society, namely *abangan*, *santri*, dan *priyayi*. *Abangan* refer to the population of javanese moslems who practice on sincretism of java as whole; *santri* are a cultural stream of javanese people who practice Islam in syncretism; *priyayi* are traditional bureucratic elite who practice Hinduism-Javanese tradition (Geertz, 1964: 6).

Actually, a way of life or ideology which flourishes in society is a part of local wisdom that

would become solution of life problem and life for its era. Local wisdom or traditional wisdom is a specific knowledge of a society or culture that has developed a long time ago as a result of mutual relationship between society and its environment (Suyami, 2007: 2)

One of some ways of life or ideology teachings in Java is *Saminisme*¹ believed by *Sedulur Sikep*² community that has developed in hundred years in Blora regency, Central Java. Historically, ideology of Samin comes from a

¹*Saminisme* is a teaching about a way of life or social-politic ideology taught by Ki Samin Surosentiko (1959-1914).

²*Sedulur Sikep* refers to a term for adherents or followers community of Samin teaching, or *Saminisme*, taught by Ki Samin Surosentiko. Generally the community of *Saminisme* followers are called as “samin people”, but they like to mention themselves as *Sedulur Sikep*.

culture movement Samin Anom or Ki Samin Surosentiko boycotting tax to Colonial Dutch (Ensiklopedia Nasional Indonesia, 1997: 297). According to Kartodirjo, Samin movement is an epoch of people's fighting in the form of "kraman brandalan" as a phase of national history, a movement of prince jutice (ratu adil) againsts the power of white people.

Samin teaching appears as a resistance againsts Colonial Dutch that exploit Javanese and make them become poor and suffered. The resistance through boycotting tax, refusing to become volunteer for Colonial Dutch, refusing to have "night watch" (ronda malam), refusing to submit a part of harvest as tribute. The early Samin teaching developed in Klopoduwur village, Blora regency, then spread to some regions in Central Java and East Java, such as: Bojonegoro, Kudus, Grobogan, Ngawi, Demak, Madiun, Tuban and Pati regency (Munfangati, 2005: 23).

How is Samin ideology teaching believed by *Sedulur Sikep* community? How are "education" strategies implemented to implant and inherit the ideology of Samin to young generation of *Sedulur Sikep* community in Blora regency? Are strategies of "religion education" implemented by *Sedulur Sikep* community effective to face globalisation challenge now? These answers are presented in this paper.

2. Ideology of Samin: "Religion" of *Sedulur Sikep* Community

Initially, ideology of Samin was spread by Raden Kohar or popularized name with Samin Surosentiko (1859-1914) in 1890 in Klopoduwur village, Blora regency. In 1903 Rembang resident reported that there were 722 people of Samin's adherent in 34 villages in south-Blora and Bojonegoro. They committed to spread Samin doctrine and in 1907 Samin people are around 5.000.

Samin teaching or *Saminism* is a concept of refuse or resistance againsts colonial Dutch culture and capitalism in the 19 century in Indonesia. The resistances are not physically action but oposition againsts all rule and obligations that people obey to Dutch, for example boycotting tax payment. Those actions make them create the order of social tradition and special custom as the ideology of Samin or *Saminism*.

According to a source, teaching of Samin came from the religion of Hindu-Dharma. Some fragments of Samin teaching were written in a new Java Language in the form of traditional poet (macapat song) and prose (gancaran). Historically, Samin teaching were in Bengawan Solo valley (Boyolali and Surakarta). Samin teaching was concerned with *Syiwa Budha* as syncretism between Hinduism and Buddhism. However, the exist of the teaching was influenced by Islamic doctrine of

Syeh Siti Jenar which was brought by Ki Ageng Pengging. It is noted that Samin people are a part of religious and cultural society.

Purwasito (2003: 34-35) asserted that Samin doctrine can explicitly be found at work entitled *Serat Jamus Kalimasada* consisting of five points:

1. *Serat Punjer Kawitan*, a teaching includes geneology of Java's King, regent in East Java and Javanese. It also describes that Javanese are descendent of Adam and Pandawa.
2. *Serat Pikukuh Kasejaten*, a teaching about the order of marriage and marriage law in Samin society. The concept of teaching specifies that building a family is a character tool to yield atmajatama (the best child).
3. *Serat Uri-uri*, a teaching about deeds is identified into three points: *Angger-angger Pratikel* (law of action), *Angger-angger Pangucap* (law of speaking) and *Angger-angger Lakonono* (law that should be carried out).
4. *Serat Jati Sawit*, a teaching about magnificence of life after death. This teaching states the concept of law of karma.
5. *Serat Lampahing Urip*, a teaching about divining manual (*primbon*) concerning on birth, match, a good day in human life.

Ideology of Samin is identified into three points: teaching about God, teaching about heaven and hell, teaching about of life and death.

1. Teaching about God

According to Samin, "God" comes from the word "*tuaning akondo*" (an old expression) or "*tuahane ing panggunem*" (an prestige expression), and those expression means that the statement of "*nek iyo hya, nek ora ya ora*" (when we say yes, we really mean yes, when we say no, we really mean no). The expression can be reflected in a daily life behavior. Those words reflect the importance of honesty and fairness in *Sedulur Sikep* teaching. Therefore, it is unbelievable when it says something without proof.

2. Teaching about heaven and hell

Heaven is reflected by *Sedulur Sikep* as a fun and happy situation. In contrast, hell is reflected as sad or miserable situation. Both of them are able to go through 'feeling', they can feel happy or sad as the illustration of heaven and hell. Therefore, heaven or hell must not be experienced after life, but now on. One of the practices is together with wife, *Sedulur Sikep* says: "*Suwarga iku kan lakone wong sing wis duwe bojo, yaiku kumpul ikulah*" (heaven is the act for people who have wife, practice sexual intercourse).

3. Teaching about life and dead

For *Sedulur Sikep*, the goal of life has two points, namely virtues in the world and virtues after death. In this world, human must understand their

life, because life is equal with “spirit” and only exist from birth until death. After death, actually “spirit” of human is not death but take off his clothes and it is called “*salin sandangan*” (change clothes). *Sedulur Sikep* believes that “*sapa nandur bakal ngunduh wohe penggawe*”, this saying means that one who act, he or she will get the effect, whoever does evil, he or she will receive evil and whoever does a goodness, he or she will achieve the goodness. Human life should always do a virtue because the spirit their descent. Therefore, human loyal to “*paugeran*” (rules) as life principle that practice in this world. This rules are familiar with “*angger-angger*” (law), grouped into three types, namely:

- a. *Angger-angger pengucap* (law of speaking). In the doctrine of *Sedulur Sikep*, *angger-angger pengucap* specify that a law concerned with the way of talking. It says that: “*pengucap saka lima bundhelane ana pitu lan pengucap saka sanga bundelane ana pitu*”. It means that people speaking should put their talking among the number five, seven, and nine. These number are symbolic number which someone should watch his mouth from bad words and words make people painful, and then finally make people’s life in the world imperfect. If speaking, they might not talk with high tone in order to annoy people. On the contrary, if speaking with low tone, they will be insulted by people.
- b. *Angger-angger pratikel* (law). In the teaching of *Sedulur Sikep*, *angger-angger pratikel* specify a behavior’s law or daily life’s deed. This law says : “*aja drengki srei, dahpen kemeren, panasten, bedog colong, pethil jumput, nemu wae emoh*”. It means that *Sedulur Sikep* prohibits to behave drengki, (the characteristic of greedy that monopolize the other’s property; srei, means jealous; dahwen, means accuse or judge without proof; kemeren, means that want to have the other’s property; panasten, means that do not like if someone has something precious; then bedog colong, means that accuse and steal; pethil, means that take other’s property on the tree, such as : manggoes on the tree, vegetables in the field; jumput, means that taking commodity goods in the market, like : rice field, sugar, or other thing; nemu wae emoh, means that might not to take found items (avoidance).
- c. *Angger-angger lakonono* (law that should be carried out). In the teaching of *Sedulur Sikep*, *angger-angger lakonono* means that upholding a law. The law says: “*lakonono sabar trokal, sabare dieling-eling, trokale dilakoni*”, meaning that Samin people

always should be patient and *tawakal*, remember the patient and practice the *tawakal*. practicing patient is “like a dead man in the life”.

3. Method of Implanting and Inheriting the Ideology of Samin

There are some strategies and methods in the process of introducing, implanting, and inheriting the ideology of Samin to youth generation and children among *Sedulur Sikep* community in Klopodhuwur village, Banjarejo sub-district, Blora regency. According to interviewing with Samin people in Blora regency, it is clear that a various method or strategy of “education” implemented by Samin community in the process of transmitting and implanting the ideology of Samin to the next generation:

3.1 Admonition Method

Admonition is a notification of doing the right things and avoiding the bad things. According to *sedulur Sikep*, admonition means “reminding on something that attracts the heart and the something can be reward or torture, so that they will remind”. Mbah Lasio, one of Samin’s elders, explained that “teacher who studies Samin teaching is parent. The parent has responsibility to secure children with admonition and commit *Sikep* teaching well so that children will learn a lot of *Sikep* teaching from their parent”. In the context of Samin teaching transmission father, mother, elders, and figure of Samin give “speech” and advice appropriate to the problem or events that they face to children and teenage. So when they find discordance in the field, they can justify as soon as possible.

3.2 Method of providing a model

The term of “providing a model” come from the word “model” meaning that “a deed or something perceived as a model”. Providing a model refers to act or something perceived as a model or people’s act imitated by someone; so they would be a model. This would become an education tool, namely providing a good model. Mbah Poso, one of *Samin Sikep* elders mentions that because we are tradition leader and older haven’t yet delivered totally teaching to children through admonition. We recognize it is important to implement what we suggest in daily life according to *Sikep* teaching. This way makes the children know what their parent do in case their parent is ready to become a model in any condition.

3.3 Large-Scale Teaching

Large-scale teaching at Samin community in Blora nearly equal with “*pengajian* (reciting Al-Qur’an)” in “*kumpulan* (meeting)” of *Sedulur Sikep*. According to Mbah Lasio, this meeting is participated by nearly all of Samin community

member coming from Blora, even outside of Blora (Pati, Kudus, Bojonegoro). The meeting is held as the manifestation of harmony life between Samin and "other family". *Sedulur* comes from the word *dulur* meaning sibling that has inclusive understand in Sikep teaching. The teaching includes traditional ritual and mission that gives comprehensive understand to all Samin people on the importance of harmony life between human and environment.

3.4 Belief of genealogy

The survival of Samin teaching at group is based on the belief of genealogy, which spirit of the dead Samin figures will put into a new birth from family and become "teacher" or elders of Samin in the future.

4. Method Effectiveness and Dinamic Life

In the process of inheritance and internalisation of Samin ideology through some methods or strategies, there is an interesting phenomena in Sedulur Sikep community in which they accept the result of technology in daily life. Therefore Sedulur Sikep community is not static community, but open dynamic community in adapting the progress of technology.

In the perspective of anthropology, the adaptation of Sedulur Sikep community is viewed as an attempt to preserve life condition in facing the changes in the society. This process is hoped that the society would be able to survive and be able to adapt themselves with the environment. If they can not adapt with change conditions, their existence will distinct (Winich, 1977, 5). They showed some adaptive behaviors to changes in the environment, especially on modern technology and environment development.

The process of adaptation on *Sedulur Sikep* community runs well, because in their mindset they easily accept something new that does not break their ideology. They are not reluctant to use modern technology product because they believe that Samin teaching would not fade off because of watching TV, using mobile phone or riding motorcycle. In the context of modern technology acceptance and the proress of development in *Sedulur Sikep's* daily life, there are some life aspects of *Sedulur Sikep* to talk over as their potention shifts and reduces because of their acceptance such as formal education, job field, marriage.

The shift potention of Samin ideology in facing the era, the community of *Sedulur Sikep* create *panca wewaler Sikep Samin* with inclusive comprehension. In a sense, Mbah Lasio and other Sedulur Sikep leader underlie all of steps of *Sedulur Sikep* with the meaning of the real *Samin Sikep* that the community of Samin is not under-developed isolated community, but the open community in friendship. As *sedulur* community

does not limit to their group, or they perceive that human and universe become their family, it makes *Samin Sikep* wish to openly accept outsider both technology product and new one as long as those do not break *panca wewaler Sikep Samin*, containing universal message.

The message on *panca wewaler* are as follows; *triso pepadhane urip* (love all human), *ora nerak wewalerane negoro* (do not break state's rules), *ora nerak sing dudu sakmestine* (do not break something that is prohibited), *ora cidro ing janji* (do not break the promise), and *ora sepoto nyepatani* (do not curse others). The five message contains virtues principal that deserve as filter for *Sedulur Sikep* in response to a new one. It should brave to adapt a new one, but it should think of the values in order to run smoothly and rightly.

5. Conclusion

The *Sedulur Sikep* family community implant and inherit the ideology of Samin to children and teenage members of Samin community in Klopodhuwur village, Banjarejo sub-district, Blora regency through: admonition, providing a model. Large-scale teaching and belief of geneology. The method of admonition is implemented by each family in daily life, large-scale teaching is held with big mass on a certain day led by the elders of *Sedulur Sikep* community, and the method of geneology belief is a transfer of *Sedulur Sikep* community family education to the elders of *Sedulur Sikep*.

Those methods are effective enough to face dynamic society and globalisation challenge. Generally, the members of *Sedulur Sikep* community bound with *Panca wewaler sikep samin* and *Panca sesanti sikep samin*. Both are norm and spirit of life and *Sedulur Sikep* community life is comprehended inclusively so that they will be an open group and not isolated from wide society.

In the process of inheritance and internalisation of the *Samin* ideology, *Sedulur Sikep* believe that the parent is like God in which His words and behaviors are command and a model. Therefore, a good teacher for children is parent, and family is a right medium as education institution for children to study *Samin* teaching. School or formal education is like spices for knowledge and *Sedulur Sikep* life.

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SOCIAL CAPITAL FOR DISASTER MITIGATION EDUCATION IN SCHOOLS IN DIY INDONESIA

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Abstract

This study aims to understand the students' knowledge of the meaning of social capital and the role of social capital to cope with the disaster . The study was conducted in SMA X District Sleman and SMA Y District Bantul, DIY Indonesia. The research method is a qualitative research study in which the subjects were teachers and students. The data analysis in qualitative research is done by reducing the data collection and the presentation of the data. Data triangulation is performed by the repetition of information obtained through a variety of methods, sources of data, time, and settings. The data were collected through observations interviews, and documentation. While data analysis is to organize, sort, categorize and give a specific code and category. The research reveals some points :1). Most of the students do not understand the meaning of social capital, but in his life already implementing the principal elements contained in the social capital, 2) collaboration and social norms are the two elements that students use social capital in the face of disaster, 3) social capital is can be used as a social energy to be able to perform more optimally and done easily directly or indirectly before or after disaster happens.

Keywords: social capital, mitigation

1. Introduction

The handling of risk disaster haven't been done optimally. This shows that Indonesia as a disaster prone area still has two main problems: 1) The low performance of disaster handling ; 2) The low concern about the need of reducing disaster risk. Those two problems become a challenge for Indonesia as a nation in serious manner to design disaster risk handling creatively and proactively. In designing disaster handling , it needs to change the paradigm of disaster handling in Indonesia. Change of the paradigm of disaster handling in Indonesia needs a few thoughts such as a) Disaster handling is not only focusing on emergency situation but more focusing on the whole of risk management.; b) Protection of society from disaster's threat by the government is a form of civil human's rights not only because of government's responsibility.; c) Disaster handling is not only government's responsibility but also become a matter of public for Indonesia society (Dwiningrum, 2008, 2010, 2011, 2013, 2014)

One of the most important thing in act to reduce disaster risk (PRB) is the importance of knowledge, innovation and education to nurture a safety culture and endurance in every level of resilience. It is very important to elevate the education via PRB integration in school with curriculum addition or school safety culture. In this context, school is expected to become source of knowledge about disaster and basic knowledge about disaster mitigation. However, to build a disaster paradigm as a part of life of Indonesia society haven't been worked optimally because

most people still lack of concern to learn about disaster mitigation education, so the effort to move society social energy about the importance of disaster mitigation is needed (Dwiningrum, 2010, 2013). That concept become the base of this research with doing critical analysis to knowledge about social capital that is needed in disaster mitigation of education.

2. Research Methods

Research locations are high schools in DIY, more specifically in volcano disaster prone area and have experienced earthquake. According to that criterias, two schools are choosen, SMAN X Sleman DIY and SMAN X Plered Bantul DIY. The method used is qualitative approach with the active participation of the author in the study. Research subjects are consisted of teachers and students. Data collection technique is using questionnaires, observation, interviews, and documentation. While data analysis is to organize, sort, categorize and give a specific code and category. Data triangulation is performed by the repetition of information obtained through a variety of methods, sources of data, time, and settings.

3. Results and Discussion

Disaster problems involve several life dimension either individual or organizational, so problem handling needs a comprehensive approach, also in building awareness toward disaster will need social-cultural approach. While effort to approach disaster mitigation can be studied from structural and non structural dimension, but this

research is more leaning toward social cultural studi in non structural mitigation approach.

4. Non structural mitigation approach

Disaster management is a branch of science that studies the effort to reduce risk, including preparation, support, and rebuilding society when disaster happens. Generally, disaster management is a continuous process that is done by individual, group and community in managing danger as an effort to reduce or avoid disaster impacts. Counter measure is depending to perception toward impending risk. Disaster management effectiveness depends on integration of all elements, both government and non government element. Activity in each hierarchy (individual, group, society) are influencing in different level. Disaster management cycle consist of four phase : mitigation, awareness before disaster, emergency, rehabilitation and reconstruction after disaster. Mitigation is an act to reduce disaster impact Non structural mitigation in an act involving policy, awareness building, knowledge uilding, public commitment, also method and operational execution to reduce risk involving disaster impact. Civilian awareness toward disaster mitigation is very important. Based on approach in disaster management which one of te principle in development of human capabilities. This rationale is built based on approach in disaster managment which develops management capacity that on the principle develop two aspect (Ma'arif,2009:36-37, quoted by Dwiningrum 2012, 2014):

4.1 Human Resource Capacity

We must admit that the capacity of disaster management in Indonesia still requires to be streghthened. Streghts and rosources that exist within the community must be further identified and developed. Cultural values that are rooted within the community must be explored and cultivated as social capital that ca enchance the resilience of the people againts disaster. By utilizing the advance science and tecnology, we will be able to streghthten ou capacity in nahding disaste and the number of disaster events , as well as its impacts can be reduced.

4.2 Equipment

Series of disaster that occurred simultaneously within last month has become more aware on the importance of available standart equipment that i normally required during sudden-on-set emergency that threaten the lives of thousand of people with vast impacts. The standart euipment that must be owned or at least made avaiable include: a) Moderate communication system, and treliable functioning in the affect areas where the regula electricity power adn communication line is damaged; b) Transportation mean (air, land and

sea) availabel anytime dependable emergency management system.

Using technology, innovation, and education to nurture a safety and endurance culture in school or society needs PRB integration as an intrinsic element of sustainable development (*United Nations Decade of Education for Sustainable Development*, 2005-2015). School as a stakeholder can be prepared as a formal institution which becomes source of knowledge for disaster mitigation education.

5. The meaning of social capital

Social capital becomes an interesting study because social capital is a resource that can be seen as investation to get new resource because modal is something that can be used to be consumed, saved, and invested. social capital dimension is quite broad and complex. social capital is more leaning towards group potential and relationship pattern between individuals in a group and between groups with attention toward social networking, norm, value and trust between each others which comes from groups' members and becomes group norms.

However, social capital concept is tend to be failed to understand by society. This research shows both students from SMA Bantul and SMA Sleman DIY that answer "know" about social capital concept only 40 % in average, but they haven't answered social capital meaning correctly, meanwhile the others answer "don't know" about social capital directly. This phenomenon proves that social capital concept is not popular in students and society as a whole. Students who answer "don't know" even just heard the term of social capital. Students who answer "know" because they heard the term before and try to give its meaning from their knowledge. According to analysis from students' answers in Bantul says that social capital is a life pattern involving social values that are needed in interacting and cooperating in society. Social capital is also defined as a concept involving study of social network. Meanwhile students from Sleman say that social capital is needed capital to live in social environment and build social network. Social capital is a skill to socialize with environmwnt for a purpose.

Conclusion from students' answers prove that knowledge abouth social capital is needed, so social capital become a society capital that is inherent in society structure that can be used to improve society life quality. If it is linked to this research purpose, social capital owned by school isn't likely used optimally, even though social capital in disaster mitigation is an important aspect to build disaster-awareness and disaster mitigation.

6. Social capital for disaster mitigation

Social capital is needed for society which is more responsive against disaster events. social

capital is a resource that can be seen as investment to get a new resource. social capital is developed by James Coleman, discussed by Pierre Bourdieu and popularized by Robert Putnam. According to James Coleman (1990 quoted Dwiningrum 2013, 2014), from his study about youth and schooling, defines social capital as an entity variances consist of a few social structures which facilitate action of the actors, whether it's personal or cooperative in a social structure. social capital is inherent in relation structure between individuals. This relation structure and network which create several social responsibilities, create trust climate, carry flow of information, and find social norm and punishment for its members.

Social capital is different from other popular term, human capital. Human capital says that everything is closer to individual dimension which is power and skill from each individual. Social capital is more emphasizing on group potential and relationship pattern between individuals in a group and between groups with attention toward social networking, norm, value and trust between each others which comes from groups' members and becomes group norms. Beside that main factor, there are other factors of social capital which are also important. These factors can be said as sufficiency condition from the development social capital power in a society. These said factors are (Hasbullah, 2006) : (a) participation and social net work, (b) reciprocity, (c) social norm, (d) social values, and (e) proactive action (Dwiningrum, 2010, 2013, 2014).

Social capital emphasizes on society togetherness to reach a purpose of improving life quality and continue to change and adapt continuously. In changing process, effort to reach the purpose, society is bound by values and norms that are believed as guide to be, act, and do also to relate with other people. Several values and elements of the guide are social capital spirit like participative behaviour, caring behaviour, give and take behaviour, trust behaviour, and they are empowered by values and norms that support them. Other elements that have important roles is society or group desire to both defend the values and build cooperative network also create new ideas and creation proactively and continuously. (Dwiningrum, 2010, 2013, 2014). Social capital existence is hoped to nurture a disaster aware culture that brings improvement of social relationship from important matter that is experienced everyday. With listening to others opinion (learn to learn), students learn to respect others opinion and build empathy, and the emergence of new ability to compare theirves with other memrs of the group (learn to achieve). Discussion and dialog process in social process is expected to build an realization of personal change, feels of something is thawing from inner self, feels

of needed by others and need of others positively (learn to growth) and in the end everything is moving towards perspective development from other to view a problem, aware towards the needs of social skill in interacting with others sspecially in critical situation (learn to cooperative) together with others is important as an advange in cooperative problem solving.

Social capital is not understood by the students as something inherent in the structure of relationships between individuals. Relationships and network structures that create a wide range of social obligations, creating a climate of mutual trust, bring the channel information, and establish norms and social sanctions for its members. In fact, most students do not realize that in every relationship or social relations can not be separated from the role of social capital. Social capital needed to build social relationships present 'aggregate resource potential, and proprietary networks that last long in the school structure is not recognized by the school community. However, from the analysis of student data to conclude that the students have been able to describe and and mentions examples of actions taken when the unfortunate. As well as save themselves, help families or neighbors, as well as when asked how to build trust and good cooperation in the event of a disaster. In addition, students are able to explain the importance of a good relationship, be kind, honest, maintain communication, mutual respect and help each other when disaster or disaster.

Based on the diversity of the students' answers can be interpreted that the students have social capital in interacting with friends, family, and those around the neighborhood. Thus, the social capital of the students also indicates that high school students in disaster-prone areas has been understanding of values and social norms, but not yet realized it so that it can be used as a social energy to be able to perform more optimally disaster mitigation in the event of a disaster. As a consequence, disaster mitigation measures have not become a social activity in case together, but still individual, the family of environmental limited. Similarly it, if associated with school activities have not been based social capital in response to the event of a disaster and post-disaster.

In addition, most of the students explained correctly that cooperation is needed when a disaster occurs. Students generally found in cooperation are important things that are needed in social life. If it is associated with student data can be assumed that not difficult for schools to strengthen social capital already owned by the school, that is needed is to realize effective ways that social capital can be used for educational purposes disaster mitigation. Students who generally live in disaster-prone areas and never faced catastrophic events, generally has a number of actions to overcome the disaster with the

attitude and behavior that aims to prepare for and respond to disasters, and trying to save the disaster as well as helping the victims. Some examples were performed by the students when a disaster occurs between are: save yourself, family, rescue family members, save yourself and possessions to a safer place, seek proper shelter, help others, pray, seek immediate family, searching for evacuation routes, evacuate and assist people affected by the disaster, run and find a safe place,

7. Conclusion

This research result can be concluded that majority of students don't know what is the meaning of social capital, so their knowledge about it isn't optimal. Consequently, social capital isn't understood, but it is needed as a social energy in social structure used for disaster mitigation. However, disaster mitigation education using social capital can be done easily because student have used some form of social capital like social and cultural value and norms and cooperation to do disaster mitigation directly or indirectly before or after disaster happens.

According to this research result, it is recommended that social capital concept is needed to be disseminated in school, so school can enhance social capital role in improving school quality, especially in facing against disaster can be used as a media for disaster mitigation education.

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DE-ISLAMIZATION OF POLITICAL ISLAM IN MALAYSIA: MAHATHIR'S THINKING

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Abstract

This study aims to identify and explore the ideas of Mahathir Mohamad on de-Islamization of Muslim politics in Malaysia; Mahathir's views on the development of de-Islamization, issues of de-Islamization in Malaysia; and Mahathir's views of de-Islamization in political Islam in Malaysia. The focus of the review is the thinking of Mahathir regarding the de-Islamization in political Islam in Malaysia. The analysis begins with the implementation of monitoring and recording various important things done by Mahathir. Then, a note of Mahathir's life is provided. Starting from here, Mahathir's thoughts and opinions on the development of de-Islamization that match the characteristics of the model and thought Mahathir regarding the development of de-Islamization in Malaysia are formulated. In the first study, from the view of Mahathir, the variety of beliefs and concepts associated with the development of de-Islamization which come from the West. Second, the view of Islam by Mahathir is a perfect religion that is both dynamic and require progress; rational religion; religion and flexible security; religious, simple and tolerance. Thus, through the application of Islamic Development Theory, research successfully shows that conflict eventually led to continued conflict between Muslims who fight for Islam which is shumul with Muslims who are fighting for power, politics and passion.

Keywords: de-Islamization, Muslim Politic, Islamic Development Theory

1. Introduction

Personal thinking is very much related to one's ideas, and actions taken by a prominent figure at certain time and then continued as well as valued by others. The term 'Mahathirisme' coined from the ideas which see Tun Mahathir Mohamad's unique thinking, which later becomes his political philosophy and governing policies and vision towards the year 2020. Mahathir's thinking can be seen from his political ideology of five basic components of his administration. The components are nationalism, capitalism, Islamism, populism and authoritarianisme (Khoo Boo Teik, 1995:7). His ideas were integrated as philosophy which 'Mahathirisme' had successfully brought Malaysia to be a well-known and respected country internationally. 'Mahathirisme' is a symbol of Mahathir's own political thinking and philosophy formulated personally by him when he was the Prime Minister. This philosophy reflected how he fabulously administered the country, which had made Malaysia successful domestically and internationally.

His administration was a relatively long period of 22 years. Mahathir, a respected thinker who not only respected by his opponents, but the world recognizes his authority by putting Malaysia in a pride.

2. Definition of De-Islamization

De-Islamization means, "a joint and acts contrary to the teachings of Islam, causing the decrease and erosion of the faith of Islam as a result of manipulation values imported from the West. It

is said to bring a reduction in the practice of Islam in daily life ". (Zulkiple Abd Ghani. 2003: 15). Clearly, de-Islamization happens in all aspects; faith, sharia and morals. In the aspect of faith, the issues of apostasy, heresy and not sure with the teachings of Islam, the prevention of spreading of Islam contribute towards the progress of de-Islamization. In the aspect of sharia, it refers to the act of taking easy of the duty to pray, to cover the aurah, dressing inappropriately, drinking alcohol, adultery, gambling, pornography and the likes are examples that clearly contribute to the de-Islamization. In the moral aspect, the symptoms of black metal, coupling, Hedonism (excessive entertainment), gangsterism, and skin head are the worrying ones which are contagious.

In addition, according to Abdul Ghafar Don (2008), De-Islamization means "an effort and acting contrary to the teachings of Islam, where the occurrences of erosion and degradation of the faith of Islam as a result of manipulation values imported from the west. It leads to a reduction in the practice of Islam in daily life ". Based on the analysis of current issues, the process of de-Islamization is happening in all aspects of the faith, sharia and morals. In the aspect of faith; the question of apostasy, heresy, unsure of the teachings of Islam, the criticisms on enhancing the eminence of Islam and so on, are processes or efforts towards de-Islamization. They occur in the state of conscious and unconscious. In the aspect of sharia; taking easy the duty to pray, to cover the aurah, dressed inappropriately, drinking alcohol, gambling, adultery, pornography, and so on, are the clear examples, which would lead to a process of de-

Islamization. In terms of moral values; symptoms of black metal, coupling, hedonism (excessive entertainment), gangsterism, skin head and promiscuity are the elements brought by the West (Jews and Christians) to destroy the Islamic values that are embedded in the psyche of Muslims in Malaysia over the years ever. The scenario faced by Muslims today is worrying because the de-Islamization is taking place in the society significantly, especially involving moral, social and religious. Muslims challenges now continue to worsen with the widespread of errors, ignorance, disunity, moral, mental and cultural colonization of the West. Why does this phenomenon occur? Why there are erosion of faith and a lack of appreciation of the teachings of Islam? This is the main focus of the author to find and identify how this negative de-Islamization develop in the country.

3. Literature Review

Among the scholars who study the de-Islamization in Malaysia is Abdul Ghafar Don (2008), Zaleha Mohd Ali (2008), Ahmad Rafizi Salleh (2003), Burhanuddin Abd Jalal, Mohd Ramzi Omar (1995) and many others. The book that interests the researchers to do preliminary study is a book written by Hj Abdul Ghafar. Don and Zaleha Mohd Ali, *Dakwah Dan Cabaran De-Islamisasi Di Malaysia* published by Karisma Publications Sdn. Bhd. It tells about the clashes of Islam with the confused values of life whether in the form of ideologies or man-made isms. The author argues that the attitude of individual with less motivation contributes to the process of infection of de-Islamization in Malaysia. This is because the formation of attitudes about values is not emphasized in the early stages and some even have no concern of what is happening in the community. However, the author does not try to go deeper on the issue of de-Islamization of the country from a wider scope. But discussing the common issues like heresy, social problems, terrorism, morals and so on. Mahathir's views on de-Islamization is also done in a small scale although it is well-known that he is the one who introduced the idea of Islamization in his era of administration. He is also a very complex thinkers and have a clear vision to make the people of this country to master science and technology without leaving the teachings of Islam.

Research done by Ahmad Basri, 1991: 1, have shown Mahathir in three contexts of mind. The first one is the public policies directed by him to create a strong state and a government that can bring the country to a new era. Second, Mahathir's political strategies that has been used in the administration of the government and his party. And finally, Mahathir's leadership styles in managing the party and the government. Therefore, 'Mahathirism' can

be assumed as a form of leadership style that tries to change the state of a development platform based on the philosophy of self-reflection that carried by Mahathir himself. Mahathir had the privileges in his administration of the government because he was able to perform his dreams. For example, in the realization of an integrated system of Islamic education, the establishment of Bank Islam, Basic Application of Islamic values and many others. The maturity of his thoughts enable people to solve practical problems.

Bahaya De-Islamisasi by Ahmad Husnan published by Media Da'wah talks about the transmission of de-Islamization in Indonesia. The author deals with the issues that triggered the severe provocations against Muslims in the eyes of the Western world. Islam is said to be the top act of terrorism and shows the actions involving violence. Islam is referred as a religion of war and oppression of the weak. De-Islamization of the West is not only poisoning the minds of the public about the dangers of Islam but also to develop attitudes of materialistic that will drag the people with lack of faith into the mire of immorality and depravity, especially the younger generation. The author also tells of the dangers of de-Islamization which continues to wasternisation or western.

De-Islamization can grow in a variety of angles, situations and environments. The terms that are successfully de-Islamizationized by the West are tolerance, harmony, radical and many others. They have been incorporated into the Malay-Indonesia vocabulary with unsuitable matches with Islamic concepts. Another example is the term Scientific and Ilmiah. In everyday conversation, when we say 'not saintific' and 'tidak ilmiah', which means equalizing the purpose of contributing to the misleading act. The author explains the dangers of the term in de-Islamization is through Scientific word derived from the word "science" means knowledge generally known. This meaning has been refined into knowledge associated with the objects of the senses (empiricism). The religion was removed from science. Religion is dogma as to speak of a "not proven". While scientific (derived from the word ilm / science) means wider. In Islam, science accounted for objects or even non-sensory senses. Thus in Islam, religion is a science which has been acknowledged. So, equating scientific cooperation with scientific means to narrow the meaning of science as science. Thus, if this is being left unattended, it means that the Muslims are letting the Islamic values to be eroded from the logic. The relationship between the book and study is, the study conducted by the authors are confined to within Malaysia and by the thoughts Mahathir while the author refers only to Indonesia only that focuses on the issues and uniqueness of de-Islamization which took place in the year concerned.

De-Islamisasi Dan Politik Provokasi written by Moch Sharif Maloko and published by Poestaka Bersatoe. He emphasizes a lot on the cultural transmission of de-Islamization in Indonesia through colonial mindset, especially the Muslim community. This transmission is consciously and unconsciously. Which according to the author, the West through modern globalization has poisoned the minds of Muslims Indonesia through the information technology, mass media, print media and even in coffee shops. De-Islamization according to the author has managed to form a new idea to the people of Indonesia, especially the younger generation on the pleasure and happiness in the world. Enjoyment can be obtained when Muslim people are more concerned with human freedom that is worship to entertainment. In this book, the author tries to show patterns and de-Islamization of the state where it is able to grow even in a country with a majority Muslim and try to uphold the values and qualities of the Islamization of Muslims in Malaysia in facing the issue of de-Islamization which are not yet published or reviewed by any author of other scientific books.

Rumaizuddin Mohd Ghazali (2008) in his book *Pembangunan Islam Di Malaysia Dalam Era Mahathir* focuses on the aspects of civilization development raised by Mahathir. Author of the book looks on the factors and how to overcome the setbacks of de-Islamization through the thinking of Mahathir. One interesting point that can be highlighted is Mahathir's thinkings that managed to give impacts on the development of Islam in Malaysia. In this book, the author provides the views on Muslim countries, the Islamization of Islam and its impact on development. This book looks at how Mahathir defines civilization through globalization, features, advantages and disadvantages, as well as their threats to Muslims and the Malays in particular. The author sees that the book's author just emphasizes the Mahathir's views on the phenomenon of misunderstood religion to cause regression of Muslims and the Malays. In addition, through Mahathir's thinking, there are several reasons why the attitudes of the Malays Islam has becoming weak and underdeveloped. Among the weaknesses of Muslims are in politics, science, economics and his own conscience. The author sees this book describes the concept of the Islamic state by thinking more effectively as what Mahathir has stated at the National Seminar entitled, "Understanding Malaysia as an Islamic State" on 17 September 2002 and the Weekly Malaysia. (30 September 2001). In building an Islamic state, Mahathir called for balance and moderation in the development of civilization. But the author sees this book provide less detailed approach, balance and moderation in the pursuit of progress and civilization of Islam by. This is because the authors

concluded in the pursuit of development and progress, a negative scenario of de-Islamization as moral decadence, the reverse oriental culture and the spread of liberal thinking was developing in the modern world.

4. Concepts of De-Islamization

The concept of de-Islamization is able to influence the development of political Islam in Malaysia. Clashes of the modern era, making the de-Islamization as the process of decreasing and eroding values of Islam and has highlighted the patterns, directions and Western thought according to the development of globalization. The development of Western culture is growing from time to time giving impacts and influences of all developments in our environment, particularly in the field of political Islam. Thus, the concept of de-Islamization in Malaysia is giving much more impact on the mission, especially since the process involves holding faith and Islam. Therefore, Islamic political maturity is required in implementing the measures, actions and conversations. Research and evaluation in political Islam should be emphasized because it can take a positive or negative impact on Muslims other than making Muslims to acquire the history of civilization and glorious civilization throughout the ages.

De-Islamization occurs when religious traditions and Islamic scholarship has emerged as the power factor and civilization. The philosophy is then tried to be used as a weapon to undermine the Islamic intellectual tradition during the fetters of darkness which hit Europe since the doctrines of the church "imprison human creativity" as the religious traditions and Islamic scholarship has emerged as a factor of power and civilization. This is the expression of an observer of Islam known as John L. Esposito in the beginning which deals with the concept of de-Islamization. The concept of de-Islamization exists in the process of Islamization when there is a deviation of individual behavior Islam and Muslims due to the flow of contextual knowledge to new values, or lack of robust standard that is normative behavior that can bind or direct the behavior of individual Muslims. Various problems caused the drop of economy in Muslim countries today, not only because of moral crisis, but with growing of deviant behaviors and an ultimate thrives of corruption, nepotism, pluralism, liberalism and other bad deeds which deviate from the teachings of Islam which marked the development of de-Islamization.

In the 1770s and 1980s, as the results of the tradition of Western scientific rationalism, many religious leaders began to look for a universal form of religion based on the values that can be shared with. The early 1990's, the values of the universality of religion have not been discussed until the new concerns emerged in 1995, through

the "clash of civilizations theory" which Islam was accused of being a major threat to liberal capitalism. The attack was intensified by the prevailing "war of the term" until it showed that Islam should be eliminated as it was likely to tend to invite conflicts, quarrels, and strife. To destroy the Muslims' belief, attacks have been intensified through the clashes of philosophy and the basic ideas. The experience of colonizing the Muslim countries physically has become an indication that confidence in the faith of Islam is very strong. Through that awareness, they began to use most of the generation of Muslim intellectuals who are exposed to West knowledge base. The movement was considered successful when many Muslim intellectuals began to lose faith and finally contributing to the development of religion liberalism and pluralism through de-Islamization.

Several years ago, the authors see that de-Islamization is not so developed in Malaysia compared to Indonesia. But today, in the development of cutting-edge technology and borderless world (globalization) led to Malaysia's loss resilience of thinking and basic philosophy on Islam that some Muslim leaders began raging with paradox integrity of Islam. Various issues concerning faith, worship and morality lost to modernization brought by the West. West through the integration see all religions have the same value, which invites people to do good and live peacefully. Different in practice, but the goal is the same. De-Islamization continues to grow when there is a shallow understanding of the Quranic verses and interpretations that according to the wishes and interests of the individual. For example the establishment of 'no compulsion in religion' is defined that all Muslims are not obliged to pray five times a day because it is the right of individuals to pray or not to pray. This is contrary to earlier belief that Muslims 'prayer is the pillar of religion'. This means that a house would collapse if its key pillars collapsed. Similarly, that someone is considered out of Islam or kufur if he does not pray without any valid reasons. The issues of liberalism and pluralism within the Muslim community have been commonly discussed and it is not only considered as a form of colonialism but a strategy to destroy Islam through the de-Islamization.

Confusion in understanding the reality of Islam has resulted to many cryptic Muslim believers to Allah S.W.T. It is also worrying that one thinks that his religion is complete just by being born as Muslim although there are still many gaps in proving that he is a slave to the Creator. The author also adds, de-Islamization is formed when there is misunderstanding on the importance of the quality rather than the quantity of worship in worship itself. Sometimes Muslims are getting confused between worship and symbols. Similarly, in politics but

political Islam encourages politics with the atmosphere of harmony. However, due to bigotry and wants, the political authorities have tackled the importance of religion. This is what they call de-Islamization; by making an interest above the interests of Islam.

5. History of De-Islamization By Colonizer

Colonists were first set foot in Malaya in 1511 with the arrival of the Portuguese to conquer Malacca. For these invaders themselves, they came with a goal to earn the wealth of the Malays and to destroy the Muslims' power and supremacy. For the Portuguese colonizers, they came with the spirit of the old feud between Islam-Christian hostility. According to Harrison, as quoted by Abdullah Ishak (1990), the Portuguese came to the East was not just because of the war along the trade routes in Asia, but also as a movement of holy war between Christianity and Islam. Melaka at that time was the center of religion spreading the Islamic education in the region. Conquering the region is as a way to eliminate the spread of Islam in addition to reviving the Christian creed. After the end of Portuguese rule in Malacca, it ended the Catholic Christian colonization and later came the Dutch with Protestants. Although the Netherlands have an inconsistent aims with the Portuguese, it remained as a threat to Islam.

The concept of de-Islamization began to grow after the treaty of 1824, when the English arrived with the Christian flag to Malaya. Under the British colonial was then the Christianization movement was happening on a larger scale. Although Muslims did not literally change into Christian, in the other aspects, the invaders had managed to bring Muslims to see Islam from a very narrow glasses. There are various agendas brought by the colonialists for the purpose of threatening Islam in the Malay supremacy. It was not a surprise that the colonialists created slanders and fraud in the invaded region. It was their hope that new religion, politics and culture will be produced after the state granted independence. In Malaya, in particular, history has witnessed that the colonists have been making every effort to separate Islam from the local population succeed. Among of their efforts were translating the Bible: In the days of Dutch rule, an attempt to convert Muslims openly committed but not by means of violence such as that done by the Portuguese. Spread through the basic freedom of religion, the Dutch found to have spread through the translation of the Bible into Malay language. With this step, it was clear that a serious approach has been made by the Netherlands in the efforts of Christianization.

The process of de-Islamization continues to grow in Malaya when West changed the system of Islamic education to western secular system: In 1854, the administration of the schools of the Quran

has been taken over. Studies funded with full assistance throughout the Malay States and the Straits Settlements. The curriculum has been modified by applying Western learning. Finally, the administration and the changing patterns of a school learning. The school was divided into two sessions; ie morning and afternoon sessions. Morning session devoted to academic subjects and is known as the Malay School. While the afternoon session also taught religious studies and is known as the School of Al-Quran. Academic teachers funded by the government and the teachers of the Koran funded by the parents themselves. On the surface, the measures provided a better education system is to reveal ignorance of the people who were being colonized but at the same time they have actually dispersing the ideologies that were completely opposed to Islamic values. The separation between the classes and academic Koran is actually a symbol of the separation between religion and worldly. This is the strategy of de-Islamization by colonizers to the Malay-Muslim nation.

6. De-Islamization in Malaysia

Islamization began officially at the time of Tun Dr. Mahathir Mohamad as Malaysia's fourth prime minister replacing Tun Hussein Onn in 1981. This does not mean that Mahathir is more Islamic than the former prime minister and also does not mean that the former prime minister was anti-Islamic. However, it was the result of pressures from the outside and inside of the country. It has forced the government in his time to implement various changes including the process of Islamization so that the government will continue to be popular in the eyes of the people. Many of the factors that led to the implementation process of Islamization and were connected between each other. Among the key factors (the factors not deny the other side) was Iran's Islamic Revolution in 1978.

After the fall of the Ottoman caliphate empire in the hands of the Young Turk movement under the leadership of Mustafa Kamal, there was no longer a system of government based on the rule of the Islamic Caliphate. After the fall of the dynasty Othmaniyyah, the world has come to the dark ages of Islam. Awareness after awareness began to rise gradually, especially after the founding of the Muslim Brotherhood movement in Egypt by Al-Shahid Hassan Al-Banna in 1927. The movement led by him received a warm welcome all over the world, including Malaysia. In Iran, after a series of dictatorship regime headed by the Shah of Iran, the Iranians began to rise through the revolution called for the overthrow of Iran's Islamic Revolution regime of the Shah of Iran. The revolution led by a cleric who holds that when Ayatollah Khomeini was in exile in France. The success of the people's

revolution has opened the eyes of the world toward a new force that could threaten the West after the communist supremacy of Islam. Influence and enthusiasm that erupted as a result of the revolution has spread throughout the world, including Malaysia. Insistence of a 'revolution' was also held in Malaysia to implement the demands of Islam more thoroughly than what was done previously. If such demands are not treated immediately, it is possible that the revolution broke out in Iran can be triggered in Malaysia despite the atmosphere and forms a very different way.

In the policy formulation of Islamization in Malaysia, Mahathir understood that he should consider a few things before doing so. All his actions were based on the reaction of the general demand to continue the emphasis on Islamization; strategies for dealing with PAS Islamic state; and the efforts of several UMNO leaders meeting with Anwar bring awareness of Islam in the state administration. Further development of Islamization was the effect of the appearance of ABIM. The influence of Islamic movements to the community was one thing that should not be underestimated by the government at that time. Although PAS as the party has tried to implement an Islamic agenda in the community already existed at the time, the popularity of PAS fall so miserably among Islamic extremists following the party's decision to join the coalition Barisan Nasional in 1973. As a result of that, the young people were so eager to implement and establish an Islamic join with other Islamic movement called the Muslim Youth Movement of Malaysia (ABIM). The leader of the two movements, which in turn is synonymous to the ABIM is Anwar Ibrahim (now Dato 'Seri). The main question on Mahathir's political agenda when he first occupied the post of Prime Minister was how to address the challenges of Islamists. Coercion and refining methods and the use of the Internal Security Act to detain activists, including the leader Anwar Ibrahim of ABIM from 1974 to 1976. The government did not show the desired effect.

Unlike previous Hussein Onn, Mahathir was more willing to adjust to the demands of the Islamist government. In fact, several years before assuming the post of prime minister, Mahathir has expressed his willingness to undertake roles of Islam in society and government. The next stage was the 1980s, when Islam became one of the Mahathir's government agenda. This willingness, and Mahathir's promise to increase liberalism and political tolerance, help persuaded Anwar Ibrahim to accept the offer to join UMNO just before the elections of 1982. The success of Mahathir was actually a political coup. It was not a secret that the PAS leadership who is facing problems due to the internal crisis after the failure of the alliance with the Barisan Nasional was also interested in the

charismatic leader of ABIM. Anwar has also brought with him a number of his supporters into UMNO, and the ABIM itself began to change from critics to proponents of policies and programs of the party. Anwar was in UMNO and the government for sixteen years and, under the auspices of Mahathir, continued to rise in the hierarchy of leadership that was identified as the patron before his successor was removed from the cabinet and UMNO in September 1998 on charges of corruption and sexual misconduct. Anwar presence in UMNO party represents a new commitment to Islam. Anwar involvement, as well as the inclusion of PAS in the first coalition government, binding the government to do more to Islam.

Apart from these two factors, several other factors also cannot be denied at all. However, these factors can be said to be closely related to the two factors mentioned above. As a result of that, the government began to change its policy towards a more Islamic. The policy was not a radical new direction; it was not to establish an Islamic state or perform all classical sharia law. But it was an expression of policy and that was the significant about the Islamization process ever expressed by UMNO. According to Mahathir, Malaysia did not carry out what is known as Sharia law in every case to prevent injustice occurred between Muslims and non-Muslims. Therefore, we will implement other laws.

The programs under this policy were many and varied. Recognizing the importance of the "symbolic political action", the emphasis on the symbols of Islam, the use of Islamic terminology and hello, construction of complexes of Islam and institutes of education and research, international conferences, programs on Islamic radio and television and courses for civil society has been intensified by persistent. But there were also programs that were more substantive in the list of those policies which were the establishment of the International Islamic University, the introduction of the banking system, insurance and securities Islam, constitutional amendments that give more power to the authority of Islam, reformation of the administrative court and Islamic law and efforts meant to improve coordination between the authorities of the states.

Starting early 1990, other than hudud (law and liability in connection with theft and robbery, adultery, slander, drinking alcoholic beverages and heels) and other than making a formal declaration as an Islamic state, UMNO claimed that Malaysia was an Islamic initiative that results has been gaining recognition. Even unwillingness to implement hudud laws and the diversity argument by citing the concept of translation and tawassut (simplicity) and Awlawiyyat (prioritization) were

also supported by the Islamic scholars who were respected. International acceptance of Malaysia Islamization approach described by flattery, adulation received by prominent scholars such as Sheikh Muhammad Al-Ghazali, Yusuf al-Qaradawi and Sheikh Al-Azhar Mohamed Sayed Tantawi. Mahathir's Islamization policy of the government has also managed to address the challenges of the Islamists and tame obedience-obedience to Islamic varied requirements.

7. Isu-Isu Semasa Dan De-Islamisasi Di Malaysia

7.1 Issue of Allah's Word

Use of the word of Allah is actually a scientific discussion and should not be politicized. The beginning of this discussion started when there was the interpretation of the word of Allah in Surah az-Zumar, verse 38 to say, "And if you ask them: Who created the heavens and the earth, they say: Allah." That is the answer infidel Ignorance Mecca. They have Latta, Uzza and idols around the Ka'aba for worship. But they use the name of Allah and the use of the word Allah on their side is confirmed by the word of Allah in the Holy Quran. The Islamic scholars in the Arab Middle East, particularly viewing that the use of the word Allah had become a tradition and culture. The people there even non-Muslims, Christians, some are not adhering to any religion, qadianiyah and so on, they keep saying things like masya Allah, Allah willing, wallah, wābil and watallah. This is because the word has become a running their speech habits, go running with the intention qasam (swearing). That's what happened in Arabic, because they use the word Allah in their books translated from the Arabic. (Fath Bari 2013).

The word Allah is a common issue for Muslims in Malaysia that is beyond any party political views and influence. The use of the word Allah in place of the word 'God' and 'Lord' in its Malay-language Bible is something contradictory and would undermine the faith of Muslims in Malaysia alone. For example, if the Malay language translation made, so it would mean something like this, 'he said to Jesus, you are my child and you almost to Me'. This means very clearly brings it in conflict with the revealed faith of Muslims in Surah Al-Ikhlās. Then, it will directly damage the morals and beliefs of the invention, such a case. ISMA blog of Malaysian Muslim Solidarity in Kemaman branch level, maintained that role in this issue is to bring the Muslim community together to look at this issue out of the box thinking of any political party and see the issue as one of the issues 'survival' of Muslims in Malaysia.

What has been the concern in this sentence is the existence of de-Islamization agenda Christianisation and pluralism. Claim Interfaith

Commission (IFC) headed by Ambiga which wants to put the Constitution that Islam as a religion of the Federation to be abolished, and granted equality to all religions. These are all well-planned and structured agenda by them. NGOs including the Bar Council is their movement; composed of lawyers even among Muslims themselves. Pluralism leads to all religions are the same, and we have no right to say that Islam religion is better than another religion. Issues in the context of the words of our nation is different from other countries. Just imagine all this while chanting Allahu Akbar with faith but also church chanting Allah, Allah, Allah the trinity.

So, we need to look at this issue as an issue which has a planned agenda. If found in roadside pamphlets written word of God and then written "God is Love". How many of our children are able to analyze the flyer that came out of the church? Islam teaches the principles and the establishment of mixed-dzari'ah lidz the close spaces that can lead to harm and evil are greater. Then we have the issue of rampant partitions that the government should insist on. In the current situation, that concerns us is the attitude of some people who have political interests that also maintain the statement.

7.2 Apostasy Issue

The second de-Islamization issue that has been being discussed all the time is apostasy. Apostasy is a sin that eliminates all previous deeds and in the hereafter will become a member of hell forever when a person dies in a state of apostasy. This is clear when God in nature said with meaning,

"They ask you (O Muhammad) about the (legal) fight in the sacred month; Say: "Fighting therein is a grave, but acts hinder (men) from the Path of Allah, and disbelief in Him, and denying (the Muslims) to the Masjid Al-Haram (in Mecca), and expel its inhabitants from it, (it was) a greater sin in the sight of God. And (remember) persecution is larger (sin) rather than murder (during the war in the holy month). And they (the disbelievers) are always fighting you until they turn you back from your faith if they are willing to (do it); and those who are offended (defected) of you from his religion (Islam), and he died while he was still unbelief, such works will their (good) in this world and the Hereafter, and they will be the dwellers of Hell , to dwell therein (forever). "(al-Baqarah: 217)

The original punishment for apostasy is death. This is based on the hadith that, "whoever changes his religion, kill him. ' According Paizah Haji Ismail, (1996: 247), he noted that the method of implementing this punishment is that one has not killed first before being asked to repent and if he repents, then the alternative is punishable by

penalties, including caning, imprisonment or a fine. Al-Zuhayli (1985: 6: 183-84) gives some examples of apostasy among which are those who deny the existence of the Creator, deny the Apostles, the consensus of the forbidden as forbidden booze, adultery and cruelty, as well as banning the purchase and marriage or deny duty cycles has been agreed as to deny the obligatory prayers or compulsory fasting in Shawwal, aspiring to become an infidel or constantly repeated to his heels. Also included in the category of apostasy is blasphemies like putting the Quran and the hadith of the prophet on a stool and idolatry and sun worship.

Symptoms of apostasy among Muslims in the country has reached a critical level. This is due to the increase that occurred from time to time to the number of cases of people in the birth of the Malay-Muslims who seek change the original name and the new converts who do not practice the Islamic way of life or want to return to the original religion. According to records from the Syariah Court, a total of 863 cases have been referred to it between 2000 and 2010 for the purpose of changing the status of Islam. Of these, a total of 168 cases have been approved. Other studies have shown that 519 applications are changing the name of Islam to non-Muslims submitted to the National Registration Department between 1994 and 1997, of which 48 per cent of its application is approved. (Malaysiakini 2011).

2011 free portal Malaysiakini also reported that a total of 686 cases of status change requested was referred to the Syariah Court and of those, 135 cases were approved. Most are in Sabah totaling 238 applications and 67 were approved, Negeri Sembilan were 172 applications and 33 were approved, 99 applications in Selangor and the Federal Territories of 56 with 10 passed, 47 in Perak with 12 applications were approved and Penang with 36 applications but only one is passed, followed by 12 in Melaka and only three have passed, Pahang with eight and seven applications were approved, totaling eight applications in Johor, Kedah and one of five applications approved, Perlis and an approved three applications, while Sarawak and Kelantan each with one applications.

Among the factors of apostasy is the problem of poverty, hardship and also shallow understanding on Islam itself. In addition to the weak and ignorant of religious beliefs of the Islamic faith, they are also easily influence by other religions. In fact, marriage is also one of the factors that can lead to apostasy. This apostasy can occur as a result of the influence of social media. In a survey conducted by the Secretariat compilation, it was found that young people of Muslim women who visit the social networking site Facebook is among those who are exposed to the activities of this apostasy. This new trend is worrying as they often use Facebook to get acquainted with other

partners without knowing the true origin. As a result of the slight faith, many are already being affected and without hesitation leave Islam to marry non-Muslim men or influenced by non-Islamic way of life. Basically, the act of browsing the internet in any site that promotes immoral behavior and undermine the religious beliefs contrary to Islam and not allowed in addition to being a member is forbidden.

Recording the speech of a politician on the right of a Muslim to choose the religion of Islam clearly prove apostasy in Malaysia is on an alarming level. Script speech published by Malaysiakini, I Christians blog-spot and other major media is an issue of faith that calls on Muslims to apostasy, the writer it should not be politicized. Politicians are trying to find the easy way to deny (defense mechanism) to justify that it does not intend but to control the damage (damage control). If political resolved the issues of faith and apostasy, it is something very unfortunate for Islam. In fact, the statement was taken for granted by a party that is said to struggle for Islam. Is the issue of apostasy, the issue of lesbian, gay, bisexual and transgender (LGBT) issues trivial? If apostasy and faith are considered frivolous, the author does not know what else is worth fighting for by the 'Islamic party' that claimed as an Islamic political organization. This example between the alleged transmission of de-Islamization accepted Islam by politicians themselves. (Toki 2013).

Justification by politicians is to comfort his supporters without reference to Islamic teaching. Even when interpreted in the context of the Federal Constitution, especially if one commentary referred to the true meaning of Surah al-Baqarah, verse 256, the majority of Islamic scholars interpretations provide similar interpretations which conflicting with his speech. Statement Selangor Islamic Religious Department (JAIS) to investigate directly the fact that politicians are very accurate. I think that JAIS should act promptly, fairly, and professionally and based on Islamic law so that apostasy is dealt with effective. This is very important because the issues of faith and apostasy not become an epidemic that is difficult to overcome later.

7.3 Hudud Issue

Next, issues related to hudud. Hudud issue has been a subject of intense discussion in Malaysia and is still continuing and gaining attention when it involves political parties in the country, either the government or the opposition and Muslim communities as well as non-Muslim. This began when the statement issued by Abdullah Sa'amah which is known as the 'tok guru' is also the founder of Genting Cottage, Westport stating that 'haram' for Muslims in Malaysia to give votes to the DAP. It has become a serious issue and the outbreak

hudud issue as has been discussed up to this day (Weekly Malaysia, May 16, 2012).

Hudud issue that is being talked in the media is giving positive and negative effects on the community depends on the response and treatment provided by the parties. Debated issue is seen as one of the space and the opportunity to disseminate information to the public Muslim that is still vague and to the non-Muslims about the Islamic concept of the implementation of hudud and criminal justice found in Islam. However, this issue is seen as a 'bullet' by some parties that are giving wrong ideas to the non-Muslims, especially causing their acceptance of Islam to be significantly reduced. However, if the Islamic scholars and Muslim intellectuals can play a role in the control of lighting medium, it gives great credit to the cause of Islam in humans understand more clearly and brightly respect Islamic justice in criminal law, especially involving the hudud. (Kassim Ahmad, 2000).

In addition, hudud is a part of Islamic law that must be carried out as well as other duties such as prayer, charity, fasting, marriage, justice and so on. It is clear that Islamic law is thorough and comprehensive nature of human life. Islam is not only a form of religious belief and worship in the mosque alone. But Islam is a way of life that encompasses all aspects of life from the smallest up to the biggest business dealings. It also includes the hudud as it is in the context of criminal and judicial punishment in Islam. In discussing the issue of hudud, Muslims must be careful in issuing any statements and claims. This is so because any kind of belief, acts and conversation insult and ridicule the hudud, which is God's law can lead out of the religion.

7.4 LGBT Issue

One of the issues which haunted our society today is a Lesbian, Gay, Bisexual, Transgender (LGBT) which carries an inverse culture against the current system of religion, humanity and the family. Those who choose and stuck in this culture is clearly doing something abnormal and do not respect the institutions of family, religion and morality. Viewing from a broader perspective, this will damage the cultural and social system, family system. Reverse culture is not born from the normal requirements but cultivated through the inverse way of life that is veered away from a system of universal humanity. As a result of this negative culture, it will bring to the destruction of the social system of contradictions and violate the oriental culture. (Lee Lam Thye 2012). Matters relating to identity or human nature changes with conflicts of the nature of personality is connected with the inner voice that encourages people to do things that are contrary to nature. The soul is regarded as nafs al-ammara (lust that leads to crime) as described by

Allah in Surah 12 (Joseph); 53. Matters related to the whispers of Satan are the desires and needs that should be addressed through spiritual training. People who are in lust al-ammara level will not change their attitude and behavior or spiritual unless they change to the level of al-lawwamah lust (soul who can encourage people to feel guilty and regret the evil deeds). The process for converting lust to lust ammara al-al-lawwalah need to time and patience because changing lives and human brain is not an easy thing because it has become part of their life. Therefore, many LGBT people think they are born with the opposite gender. These items are accepted by most of the Protestant Church in the West, especially in England and the Anglican Church. Anglican church in England to appoint gay and lesbian bishop. Many churches in the West to recognize gay and lesbian marriage.

While Islam does not recognize gays and lesbians as human nature but is the activity of Satan whispered evil suggestions into the human soul. These things are called by God in chapters 7 (al-Araf): 27. Which means;

"Son of man, that thou wilt not be deceived by the devil as he removed your parents from Paradise, stripping them of their clothing to show them (Satan) and his followers see you from where you can not see them" ,

According to the verses of the Quran, the Muslims must be aware of the widespread of de-Islamization, which is deflected by the devil to return to the right path through tazkiyyah nafs (soul purify) and integrated working against Muslims and people who respond to the devil. Lee Lam Thye, Exco Member of the Malaysian Crime Prevention Foundation (MCPF) has urged that the National Social Policy reviewed to determine the extent to which these policies contributed to creating a society that is progressive and resilient which is based on moral values and to strengthen social capital. Review of the Social Policy is also necessary to review the efforts by the government to create a stable, healthy and harmonious Malaysia. This really relies on a strong moral foundation to balance rapid economic development of moral and civic values.

8. Conclusion

In a nutshell, all segments of society, especially the youth of Islam should have guidelines that enable efforts to select and evaluate the pros and cons to really understand something. Transmission and development of de-Islamization in Malaysia can affect the mind and cause a pattern of thought influenced by the West. It also can cause the behavior of the public, especially teenagers out of control because of the effect of free thinking and spirited without any restrictions that could produce

such a character. Thus Muslims themselves must have the agility of mind through the strength possessed by the clear understanding that allows people distinguish between good and bad and between what is right and what is wrong. Thus the community and the Muslims should be strong with the principles of Islamic teaching in order to compare the ability of distinction and equate factors beyond the tradition itself can run well. Finding a good and useful is a good tradition of Islam. Islam encourages its followers to seek beneficial knowledge so that benefits can be widespread to the world. So overall, it can be concluded that, scientific writing is done, when writers successfully answer the four research questions as well as the objectives that have been set.

Each method providing solution is not going to be achieved the overall effectiveness if it does not get the agreement from all authorities parties in order to address the spread of the movement's ideology. Islamic legal system which stems from the Quran and as-Sunnah should be seen as a primary source to address the problems that arise and need to be applied to its implementation in society. The government is seen as the executive body of the state administration must play a proactive role as a driving force in ensuring and monitoring the symptoms of de-Islamization. While the community must play its role effectively, attitude accountability to religion not only for yourself but also to remind each other about the dangers of the movements and the importance of returning to the true teachings of Islam in daily life.

Overall, we can see how Mahathir runs the country through the philosophy and thinking. His leadership has taken a proactive and positive attitude to create more space for Islam to grow in Malaysia. With wide-open opportunity and permission for deployment of elements of Islamic, Malaysia has shown a tendency to change towards a modern, moderate Islamic state and at the same time the process of modernization is driven on the principles and values of Islam. Under his leadership, clearly indicating a democratic form of government in its own mold that promotes political stability, economic prosperity and progress of the country can be implemented. All of this is successfully done by Mahathir as the basis for the framework of the agenda is his own personality that shows his thinking leader who is in a class of its own.

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PREPARING TEACHERS ON THE FACE OF MULTICULTURAL SOCIETY AND GLOBALIZATION

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Abstract

Preparing educators or qualified teachers in the era of information technology development is an urgent and a challenge that must be answered by higher education institution in any country. This article is the author's idea about multicultural education for higher education especially for students who are to be prepared as teachers in Indonesia.

Multicultural education must accommodate many thousands of differences in harmonious, tolerant and respectful. This is expected to be one of the pillars of peace, prosperity, happiness, and harmony of life of Indonesian society. Infusing multicultural education for better Indonesia is possible to encourage.

Multicultural education can be through by echoing back Life Long Learning (LLL) education which seems neglected by government. It could be integrated to all the subject in higher education. The reason is that everybody including teachers is now required to learn and to redefine the assumptions which have been applied in daily teaching activities. Empowerment is an essential approach in multicultural education. Empowerment in education allows (1) the ability to deal with changes in value and pluralism, (2) the ability to choose various alternatives, (3) the ability of learners to adapt to such rapid changes. These can be accomplished by integrating critical thinking education into various subjects in higher education, using cultural mediators, providing advocacy and engaging students as an agent of change who are committed to achieving equitable and quality in multicultural education.

Keywords: teachers, globalization, education, multicultural.

1. Introduction

The development of technology and information in globalization era drives everybody to continually learn and to adapt no matter their profession is, including teachers and lecturers. This must be facilitated by higher education institution, especially teacher educational program, in preparing them to be an agent of change. However, often, we have to face that change is difficult to do. In fact, our teachers sometimes convenient to apply the same methods as their teachers thought them previously. This description seems to correspond to Kotter's opinion (2015: 5) that the rate at which our world is changing is increasing, but our ability to keep up with it is not.

Spring (2008: 332) states that most of world's government discuss similar education agendas that include investing in education to develop human capital or better workers and to promote economic growth. As a consequences, educational discourse around the world often refer to human capital, lifelong learning for improving job skills, and economic development. It is believe that through promoting lifelong learning quality of teacher can be improved. Higher education especially teacher education must responsive to the demand of lifelong education.

Teacher or in Indonesian "guru" is derived from Sanskrit which means 'heavy' or in French

'lourd' or 'pesant' in classical Hinduism (from eight century) and in modern Hinduism means 'spiritual master' to the extent that it is holds for rich magical force and sacred science. The term is also sometimes used to describe someone who has a particular intellectual influence, nevertheless the thing is rare and shocking in orthodox Hindus: a literate is preferred that he is a pundit or a Shastri ("learned"), it is a religious or a swami Acharya ("doctor", "master"): the guru remains essentially the «initiator» or "secret master." (Varenne, *Encyclopedia Universalis en ligne*, 2015). We can say that conditioning in making teacher candidate involve in having initiative to always upgrade and learn is one of the roles of higher institution in Indonesia.

Indonesia is one of the most multicultural countries in the world because of its diversity in ethnic, race, religion, culture, language, and geography. In the context of teacher preparation education in multicultural society such as Indonesia, it is imperative to provide an empowering and equitable education for all student regardless of race, gender, religion, ethnic, culture, gender, socio economic class, geography, language.

Indonesia has the potential to achieve the national goal which is a just and prosperous society, if we remain faithful, keep trying to explore, understand and then act in accordance with the values embodied in the philosophy of the nation

Indonesia, Pancasila. Internalization of nation's motto which is 'Bhineka Tunggal Ika' (Unity in Diversity) is a must for everybody. It means that the national statement that is gripped by the Garuda is not only a mere wall decoration, but it must be infused with the spirit of the Indonesian people to ingrained deeply, into the direction of each individual and the Indonesian people in the act. The principle is that although the Indonesian nation is composed of a multicultural society, but because of a shared commitment will remain integrated within the unitary Republic of Indonesia.

2. Discussion: Multicultural Teacher Education in Indonesia

Internalization of the noble values of a nation that is reflected in the Pancasila and the motto of this nation, cannot be done by memorizing and taken-for-granted. It was given the dark history and a long imposition of Pancasila as the sole basis for the sake of perpetuating the status quo during the New Order government, thus causing Pancasila image tarnished in the public. For that, we need leaders who spirited leadership to initiate and encourage a critical mass movements to take leadership roles through critical discussions, studies, to redefine the values of Pancasila for change in the direction of improvement. If each individual as a citizen can engage in a critical mass so that amounts to 2/3 of the total citizens in Indonesia, the changes, improvements can be done.

Educators (teacher-lecturer) is one of Indonesia national asset that is very strategic position to address the challenges of changing times. Multicultural education is a necessity of Indonesia as one of the plural in the world. Multicultural education, education is always upholds the values, beliefs, heterogeneity, plurality and diversity, in any aspect of society. Education that can accommodate many thousands of difference in a container that is harmonious, tolerant and respectful. This is expected to be one of the pillars of peace, prosperity, happiness, and harmony of life of Indonesian society. Clear here that the role of teachers and lecturers in multicultural education in Indonesia has become very crucial and important. The following section tried to reflect the steps that can be taken to improve instructional practices in the college to prepare prospective teachers in facing multicultural society.

Multicultural education in Indonesia is a reflection of self-awareness of the reality of a pluralistic society and a more multicultural education of this kind lead to the development of awareness, unity in the context of cultural differences in society (Zamroni 2007: 269-70). To that end, it is necessary notions of multicultural education that matches the Indonesian nation. This paper certainly is one of the authors attempt to

contribute the development of multicultural education in Indonesia, especially for the education of teachers or prospective teachers at the college.

Education institution is a social institution that is positioned as a unifying pluralistic nation states such as Indonesia. As already mentioned above, that the necessary commitment and leadership of the government and policy makers at the level of school / college to take measures and if necessary to evaluate the policies so that the policy is based on the concept of multiculturalism. Multicultural education policy should be 'voiced' and 'popularized' through various channels (mass media, various kinds of studies, research, discussion, workshop, conference nationally) so that people understand, care about and aware of the importance of multicultural education. Of course, research, critical studies it can be 'earthed' and delivered in operational word so that it can be easily understood and applied in daily activities.

The number of fights between groups of students or between groups of race or religion recently in Indonesia is one of evidences that multicultural education needs to be reformulated. In the class, discussion of what happen in our public sphere is necessary. Critical thinking in what shows in television is an urgent. Henry A. Giroux in "Doing Cultural Studies: Youth and the Challenge of Pedagogy" reminds us that popular culture in the era of information and technology, political and pedagogical, a study area that is important in education (Giroux, 1994: 281).

The assumptions underlying this paper is based on the critical theory of education on empowerment as a path to the goal of education (general and multicultural education in particular), which is based on the values of Pancasila. Sastrapratedja (2001: 13-14) mentions that Pancasila is a formulation of the basic values of humanity. Therefore, it is often said that Pancasila is humanistic and universalistic. Humanistic, because it contains human values are based on the values of respect for human dignity; universalistic, because the values that are fundamental so that it can apply to everyone. These values are (1) respect for the religious beliefs of each person; (2) respect for human dignity as a person / persona, i.e as a subject that must never be reduced to be an object; (3) the unity as a nation that transcends narrower segmentations; (4) democracy on the basis of sovereignty in the hands of the people; (5) social justice that includes everyone's equality (equality) and equality (equity).

Notonagoro see Pancasila as an organic unity (single compound) value, which consists of the value of divinity, humanity, unity, democracy, and justice. The fifth value is a unity that cannot be separated from one another, even mutually qualify one value to another. That is, when talking about the unity of Indonesia, for example, then this

concept cannot be separated from the concept of God, humanity, democracy and justice. Each spoke about the precepts, it will always be associated with the four other precepts (Kuswanjono, 2006: 86). Thus, in the discussion of this paper will not be separated among the sila in Pancasila but all of sila became the foundation of thinking and a foothold in expressing arguments.

In addition, Sastrapratedja (2001: 11-12) also revealed that the direction of education that empowers defined as: (1) the power to do (power-to); (2) collective power (power-with); and (3) the strength of the (power-within). Empowering education is education that can give strength to the students to be creative so as to make someone do something, decide matches and solve problems. Education is also an effort to help build strength along, namely that learners build solidarity on the basis of commitment to the purpose and the same sense to solve the problems faced in order to create mutual prosperity. Education aims to build spiritual strength that is within the learners so that they can make humans more humane because there are built of human dignity and respect for human dignity and the values which flow from that dignity. This empowerment allows (1) the ability to deal with changes in value and pluralism, (2) the ability to choose various alternatives, (3) the ability of learners to adapt to such rapid changes.

Higher education is an institution that is expected to make all the academic community to always be able to think critically, to be a cultural mediator, to provide assistance or advocacy for students, as well as to be an agent of change who are committed to higher education and their educators need to clarify the values, assumptions and pedagogical foundation given to that stated through the vision and mission of institution should intensively disseminated to the entire academic community. Vision and mission of an institution needs to be communicated to policy and used as the basis of each individual who is in the institution. To that end, the vision and mission should be clearly could be operationalized and used as 'spirit' for all educational activities in the classroom or outside the classroom and not just be on display at the entrance / gates college.

There are several steps that can be used to produce graduates who insightful multicultural prospective teachers in Indonesia. Motto 'bhineka' and 'tunggal ika' need to theoretically and practically bring into classrooms. Lecturers should be able to be a critical thinker so as to develop themselves (cognitive or affection). By always thinking critically, a teacher at the same time will be a continuous learning throughout his life so that it can cope with the changes that occur and are always able to evaluate themselves (attitudes, action) and evaluating the values or assumptions which may be biased. Such teachers will also be

able to see the needs of the learners so that they can prepare materials that challenge and allow for dialogue, discussions in the classroom openly and sincerely so that each individual in the class are comfortable with differences.

Education should be able to become a space of liberation as expressed by Paulo Freire in Pedagogy of the Oppressed. Education is based on the belief that humans have the capacity (in nature) to change his fate. Therefore the main task of education is to lead learners into the subject in achieving their stated objectives. The underlying assumptions are (1) the need for critical conscious grown learners of social structures that had been shackled and oppressed, (2) human consciousness always proceeds influenced by the environment. Such education should be achieved by positioning the learning process of teachers and students alike as a subject that should be involved in critiquing and also produces knowledge, (3) education thus understood as a liberating education from hegemony and domination of cultural systems that maintain and reproduce the status quo, (4) education is not only limited to the classroom, but must be contextually related to the world around it (Freire, 2008). It can be concluded that such education is education that can empower everyone to constantly and continuously active in building knowledge. It was intended that, after completing his education, each prospective teachers will also always studied critically and able to create a learning environment that is also deceive his students. If lifelong learning has been internalized within each teacher, efforts to mobilize students to power is not something that is impossible to do by teachers.

In addition, teachers (in the classroom and outside the classroom) should be able to act as a mediator for the diversity of society. As a mediator, the teachers have an effective role to bridge the diversity of cultural dialogue in a pluralistic society such as Indonesia. The involvement of teachers in activities in the community will be able to provide a positive influence on multicultural education. By understanding people, a teacher will be able to integrate a variety of materials to be delivered to his students that are tailored to the context, with different methods and strategies that are suited to the conditions of society. Teachers' understanding of the differences that may occur between the values of the school to the values brought by learners however very important for teachers. So that the teacher can then explain behaviors or attitudes expected by institutions and teachers who have not been reached by the students.

Teachers also must be able to act as an advocate for her students. To that end, it is necessary to know the teacher personally students so that teachers can understand the background and the values that have been studied students in their

families and communities and can provide support and advice for students to optimize its ability with its equity. Such teachers would be more democratic to treat their students, provide the opportunity for students to speak and express their opinions honestly. Various problems can be solved in a balanced discussion.

As agents of change, teachers are expected to always work hard to empower themselves and others in any conditions. Teachers are expected to be involved in the processes of change towards improvement. As agents of change, then a teacher will not be easily satisfied with what he had accomplished. He will continue to actively and creatively to find all possibilities for the future progress. The role of teachers as agents of change is a very important role because of rapid changes in various fields requiring active role in strengthening our education system and are looking for various alternative that allows for self-improvement, other people and the nation.

In the learning in the classroom, the teacher will always be a model for his students. To that end, the successful implementation of multicultural education is also very dependent on how teachers behave and act in the classroom and outside the classroom. Modeling however is a good strategy in multicultural education. A multicultural teacher will be reflected from any utterance, attitude and behavior that can be captured and used as an example for every student. A multicultural teacher will know the names of their students and treat the students positively. Each student is considered to be able to grow and achieve their nature. Modeling is an effective strategy in learning. How does a teacher / lecturer class cultural understanding and create an atmosphere that is safe, quiet, conducive, comfortable, mutual respect for human dignity, democratic, fair is an important part of the sample.

Creating a sense of community in the classroom can also cultivate a sense of mutual respect among students. Through various activities of discussion with sitting in a circle (face-to-face), students can talk and listen to each other about the values brought from home, hopes that growing mutual understanding and respect, and reduce mistrust (prejudice). Through these discussions as expected a prospective teacher / teachers can evaluate its assumptions, that his views may be biased. According to Paulo Freire (2008), the core of learning lies in the 'problem-posing education,' because through it the students are invited to evaluate their personal values and cultural values and maybe later take an action taken based on their new values. Moreover, with discussion, a student will get used to express thoughts, opinions. Discussion also familiarize them to participate actively in contributing democratic atmosphere by respecting others opinion. In gaining actively knowledge, students should be familiarized with

dynamically acquire knowledge and not just accept it like a bank system. The materials are contextual and based projects usually can assist students in exploring knowledge in depth. A teacher who actively seek knowledge will not simply accept the status quo but he will seek other alternatives or try to find another way, an experiment to solve the challenges.

3. Conclusion

The teacher is someone who has a knowledge and a wisdom that can direct (as mentor) and a lead for himself as well as others in the heading on the good. The teacher's role is very important in the learning process (in or outside the classroom). The underlying assumptions of how the vision of multicultural teacher education in Indonesia is based on a critical theory of education that estuary on empowerment (empowerment) as a path to the goal of education (general and multicultural education in particular), which is based on the values of Pancasila. This empowerment allows the teacher to have (1) the ability to deal with changes in value and pluralism, (2) the ability to choose various alternatives, (3) the ability of learners to adapt to such rapid changes. While education based on the values of Pancasila at least have five characteristics, namely (1) respect for human dignity, (2) human, (3) democratic, (4) fair and (5) national paradigm. The characteristics of this course should be possessed by every teacher in every subject.

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CREATING TOLERANCE AMONG PEOPLE OF VARIOUS ETHNICS IN MALAYSIA THROUGH PATRIOTISM

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Abstract

Patriotism is the spirit of love for the country, which is necessary to be internalized by each individual of a country, as it is the core to ensure harmony and progress of a country. Discussions on patriotism in the context of this paper focus on the concept of relationship among people of various races through improvement of attitudes and tolerance in Malaysia as a multi-racial country. Internalization and inculcation of patriotism would enhance racial tolerance from the aspects of social acceptance, ethnic appreciation, compromise and acculturation. Various efforts were taken at the bottom level to enhance patriotism, particularly at the primary schools, among the youths and community through various approaches based on needs and convenience.

Key words: Patriotism, racial tolerance, social acceptance, ethnic appreciation, compromise and acculturation

1. Introduction

Malaysia is a developing country progressing towards its 2020 mission. In achieving this mission, the country needs the citizens with strong and solid personality, as well as high patriotic drive. The progress would be meaningful when all people from every walk of life wholeheartedly love the country. Every citizen should be proud of the country especially on its international achievements, making Malaysia standing proudly in the eyes of the world. The spirit of loving the country is even encouraged with the slogan of “*Malaysia Boleh*”, to motivate Malaysians to be successful in all areas and fields, be it sports, arts and services.

Patriotic drive has successfully brought Malaysia to be competitive among the countries in the world, and the achievements are proudly shared by all Malaysians. The international achievements would enhance the country’s image and benefitted the country economically by attracting more tourists and visitors to Malaysia, which is good for foreign investments. In fact, the citizens are responsible to enhance the country’s image through high patriotic drive, particularly by alienating themselves from all social ills, such as vandalism, robbery, drug addiction and social delinquency. Everybody should be a responsible citizen, who wholeheartedly supports the development of the country, with the sense of pride of every achievement achieved by the Malaysian citizens through a concrete action and unity. According to Nik Anuar Nik Mahmud (2002), one is considered patriotic when his belief, practice and actions are reflecting the characteristics of patriotism based on loyalty and love for the country.

The Independence Day which is celebrated every single year is for the Malaysians to remember and renew their patriotic drive, which will motivate

people to increase their efforts towards developing a united nation state as well as working together to achieve the 2020 vision. According to Deenesh Kumar (2003), the emphasized on the efforts of developing human assets is actually one solid foundation of excellence for future generation, who would become important assets for the government in order to realize the idea of a strong, progress, successful and an amazing nation state by the year 2020. Hence, it is the responsibility of all citizens to sustain unity starting from a well-established social environment of the basic social institution to a wider and bigger social institution.

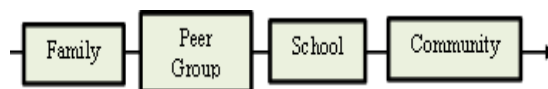


Table 1. Figure 1 Social environment

Environment has a significant influence in creating a culture of tolerance among multi-ethnics, as well as contributing to a solid unity of the country. However, the mind set of becoming better through internal factor is more prominent and more important, as according to management change expert, readiness to change and to be changed is 90% comes from cultural factor and internal values owned by an individual. One who has the spirit of love and loyal to the country, would put his country first, would contribute for the country’s achievements and would practice good moral values. These individuals understand the need to be united with other races because they know that unity and tolerance are the keys to build a solid and united nation.

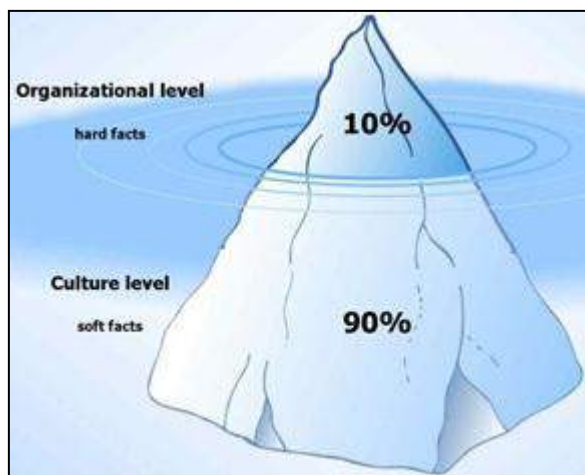


Table 2. Figure 2 Iceberg Model of Change

Source : Putra Nurwan Shah and Hizatul Haliza (2004)

Based on the above model, it is clear that the efforts to deliver knowledge have been taken seriously, however it also depends on the internal drives such as attitudes, beliefs, culture, patriotic drive and unconscious mind. Internal drive is ignored without the sense of love towards the country and racial tolerance cannot be forced, as it happens naturally and voluntarily.

Patriotism and patriotic drive should be internalised by all Malaysian for the benefit of the nation and the country. The efforts are taken to maintain the high spirit, to respect sovereignty, to uphold status of the country and to enhance the spirit of nation. It should begin from the very early stage of the citizens' life, for instance since the primary and secondary schools. The drive and spirit should be internalised and initiated from childhood until adulthood for the people to be good citizens, who are tolerance towards others, oblige the higher constitution, putting efforts to realize the country's policies, striving to maintain the sovereignty of the Sultan as the ruler of the country and to protect the country from subversive threats.

The very basic and easy implementation at the primary school level is by respecting the *Jalur Gemilang*, the country's national flag and the *Negaraku* during school assembly. *Negaraku* is the national anthem and it should be sung with a sense of pride and this will inculcate the spirit of love for the country among the school children. According to Berns (1997), the level of unity can be measured by the level of tolerance showed by the multi-ethnics society. Rabushka (1973) focused on the aspect of social acceptance as the main method to encourage tolerance, whereas for Ibrahim Saad (1980), stated that mutual respect among people of different ethnics and their readiness to compromise would develop the need to establish a nation of one national identity. According to Abdullah Taib

(1984), the values of patriotism would be increased, when the level of tolerance is improved. This is due to the fact that, a friendly relationship among multi-racial would improve people's capability to enrich the country and to protect its sovereignty. Due to that, the researchers have agreed that the tolerance value among people of different races is an important indicator of unity and love for the country. It is also a sign of strength to overcome national chaos, conflicts and domestic riots.

Based on a study by Mansor Mohd. Noor et al (2001), it was found that ethnicity level of an individual would determine his behaviours which are influenced by his ethnic background. One who has a solid foundation of his ethnic would consider the values of his ethnic in his actions. This is totally different from other individual who does not have strong internalisation of his ethnic values, this individual would be a bit free with his non-ethnic attitudes, hence he is capable to be friendly with others in a cross culture of social environment

Patriotic values should be inculcated in the heart and soul of every citizen particularly among the youths. The most crucial patriotic values are loyalty, bravery, unselfishness, voluntary and the sense of love for the country. Patriotic values are important in order to enhance and create patriotic citizens who are responsible for the country and for the nation. Patriotic drive or the spirit of patriotism should be developed through nation development policies which include the aspects of economic, politics, sports, education, diplomatic relation and global involvement. Efforts must be taken to improve the country's image as a prestigious country internationally.

2. Patriotism in Malaysian Context

Patriotism is a special feeling for the country, a sense of personal identity with the country, a personal concern for the country's welfare and ready to fight for the benefits of the country. Saifuddin Abdullah (2002), defined patriotism as a feeling of strong love towards the nation, when an individual is ready to sacrifice his life for the benefit of the country. The sense of love for the country should be internalised in every Malaysian citizen as this is the best way to achieve the country's objectives and aspirations. A country can only be success when it managed to establish a united nation to protect and strive together towards the same goal. Hence, Malaysia will only become a respectful country when the citizens are united and emphasised to put the country first, regardless of cultures and selfishness. Malaysia is independent and well-developed in every aspect, hence, there are many reasons to be proud of the country.

2.1 Characteristics of a Patriotic Malaysian citizen

The main benchmarks to determine the elements of patriotism owned by the Malaysian citizens are as follow;

- i. Proud to be a Malaysian citizen
- ii. Practising unity with a sense of belonging
- iii. Discipline
- iv. Having a high striving value
- v. Productive

The sense of pride as a Malaysian citizen is the most important characteristic of patriotism. One can be proud because of various factors, among them is the prosper of the country and political stability which are achieved by an efficient and intelligent government. Since independence until now, Malaysia has experienced a rapid development from an agricultural to an industrial country. The country's achievements in various fields are amazing, together with a sustainable economy, would of course make Malaysians proud to be the citizens of this country.

Malaysia is a multi-racial country, hence, there are diversity and differences. However, a united nation should be well-established in order to produce a strong nation and to prevent a racial gap. Everybody should live in harmony and kinship without prejudice. All families should have a value which focusses on the aspect of living in harmony. The strength of a family unit in the society would become a solid foundation and natural support to develop a caring society, to inculcate moral values, to prevent social illnesses and to contribute towards developing a strong country. The patriotic spirit should be integrated with a strong Malaysian personality in order to produce great citizens who love their country and willing to strive together in the efforts of building a united and strong nation state. This is in line with the goals of the country's Constitution and national principles – the Rukun Negara (GAPENA-UPSI, 2012).

Japan and Korea are two well-developed countries; their people are strong, hardworking, productive and have a very high self-discipline. All citizens regardless of their background are working hard to contribute their energy and ideas for the progress of the country and to maintain the culture of the country.

2.2 The goals to enhance patriotic drive among Malaysian citizens

It is not easy to build a strong nation; hence, the country needs to work harder in order to produce patriotic citizens who have a strong personality. The most important efforts are by promoting the aspects of social respects and understanding. This is to ensure people of different races can work together as a big team of Malaysians with mutual respect and understanding towards achieving the country's missions and

visions (*Budi Bahasa, Budaya Kita*, Ministry of Information, Communication and Culture, Malaysia, 2005).

A progressive culture and cultural values is the best strategy to strengthen the citizens towards progress and unity. A progressive culture is also known as a High performance Culture, a Precision Culture, an Innovative Culture and a Knowledge Culture. The aim of building a progressive country would be useless without progressive and well-attitudes citizens. The High Performance Culture ensures every matters and actions are performed at the absolute best. This also means that every production and service should have an added value and performed at the world class.

A culture of precision demands every citizen to strive for the best for the country to achieve the status of a well-developed country, thus it is important for Malaysian citizens to practice this culture. Some of the cultural aspects that need to be focussed are measurement, agreement, time management and decision. The culture of innovation encourages people to try new things and to be more innovative in various fields and any areas that they have interest in. Those elements set the momentum to realize the country's aspiration in improving the country's image and to manifest the needs of productive and discipline citizens.

Every Malaysian citizen needs to be known as an individual who can be a leader in his own field. Everyone has to be brave for a better change, to find new ways to solve problems and ever ready to be the pioneer in his own field. Knowledgeable citizens would be the best assets for the country to progress. Knowledge culture is the tendency to continuously seek for the latest information and knowledge, as well as ready for a lifelong education.

2.3 Patriotic education

The word "education" is defined by Kamus Dewan 4th edition (2007) as matters related to educating, whereas, "patriotism" means a sense of pride and love for the country, as well as ready to sacrifice for the benefits of the country (Berns, 1997). Due to that, patriotic education refers to formal and informal education towards enhancing patriotic drive.

According to Azita (1995), there are only two most influential socialisation agents to determine political awareness, especially among graduates through campus orientation and mass media. Both socialisation agents are referred to the aspects of formal and informal education. With regards to that, Messick (1970) found that learning institution is a powerful agent and a great source of information for the students especially information about politics. According to Berns (1997), patriotic drive is not naturally gifted but it needs to be inculcated, and educated.

Hence, education is an efficient mechanism to strengthen the patriotic spirit among citizens of a country. Patriotic education has the potential to produce three main elements (input) towards internalizing patriotic spirits among the citizens (output). Hence, assessment of the output should be done in order to continuously improve the next input. Results of the assessment are important to put education as a flexible but responsive mechanism to fulfill the country's needs and interests.

2.4 Activities to Internalise Patriotism

History Education Curriculum at schools is the best channel to inculcate patriotic attitudes, spirit and strong personality from the bottom. School students are still vulnerable and easily influenced, so they are at the best age. According to Azwani (2011), the History Education Curriculum was initially revised in the year 2000 and it was made a compulsory subject to be passed in 2013. History curriculum was introduced at the primary schools with the purpose of protecting from external influences, strengthening the doctrine of national culture and inculcating patriotic elements and characteristics.

According to Norrizan (2003), the patriotic elements are inculcated in the curriculum through a few stages and the elements are then delivered to students in the formal lesson and as hidden curriculum. Patriotic elements are inculcated in various topics, sub-topics and as conclusions in the text book. Barr *et al* (1977) agreed that History Curriculum functions as transmitter, which transmits patriotic spirit, as well as nationalism in students's mind and lifestyle.

Apart from that, patriotic spirit is developed best through the examples and inspirations, especially when it is modeled and inspired by adults and teachers through diligence, positive work ethics and knowledge culture. Good values and norms especially modeled by others would let the children to realize the important of cooperation and motivation which are possible because people are living in peace and harmony. A peaceful and stable country would encourage the people to love and be proud of their country.

Co-curricular activity is another way to let the students aware of their country and nation. Co-curricular activities encourage self-discipline, obedience and cooperation among members of the group regardless of the elements of diversity. Good values are instilled for the students to have a mutual respect and cooperation for the sake of a strong country that is free from conflicts and provocations. Those are the ingredients and pre-condition for Malaysia to achieve a well-developed country. Hence, patriotic spirit should be enhanced from time to time, for the spirit to be on fire continuously

in one's heart and soul. The implementation of the National Service Training (NST) is an example of continuous educational process organized by the government; it was initially aimed to form a strong identity of Malaysian youths.

3. Racial Tolerance

Racial tolerance focuses on public acceptance by people of difference races and ethnics. It happens when everybody accepts and respects others' uniqueness and able to live together in harmony. Malaysia is a multi-racial country, thus high racial tolerance is important in order to build a united and harmonious country.

Many studies were conducted since the year 2008, and findings showed an increase in social relationship among people of different races, since the total number of racial conflicts was reduced every year. Racial tolerance and patriotic spirit are shown through social participation. Hence, this study explores social participation in the context of a) participation in family's activities, b) participation in neighborhood community programs, c) participation in peers programs, d) participation in school's programs, and e) participation in cyber interaction.

Racial tolerance is the foundation for unity. Every individual can accept others regardless of the other's background and ethnicity; in fact people try to accommodate others by acknowledging similarities and differences in the process of finding the meeting or melting point as citizens of a nation state. Acknowledging other ethnics is important to sustain racial tolerance. All races should be ready to compromise and to assimilate in the context of culture diversity. According to Jaffary Awang *et al* (2008), patriotic spirit is so valuable, as it encourages racial tolerance and unity.

4. Issues And Problems

Young generation and today's youths are invaded by the revolution of fast and easy access of information via various applications. The revolution causes the young people to be vulnerable as they are easily influenced by various new ways of thinking. This is alarming, as free access of information has corrupted the youths' mind and reduced their identity and patriotic spirit. Hence, it is not a surprise when more and more young people do not respect the national anthem, the national flag and even the Constitution.

A sense of pride as a Malaysian citizen is very rare. In fact, there are groups of young people who belittled the country and they are also clueless on the position of nationalists as the independent heroes. External influence continues to corrupt the youths as they have the tendency to practice western cultures, by leaving behind their national identity.

Lack of Historical knowledge among the youths causes them to lose their national identity; in fact it is no longer expected as the main agenda. History education still fails to improve patriotic values among the youths. Hence, it is even harder to sustain patriotic values among people of different cultures and background. However, the differences should be seen as the strengths rather than weaknesses. Conflicts and disagreements would not happen if all citizens realize their roles to develop the country.

5. Literature Review

According to Abdul Rahman Haji Ismail (1995), who described in his article entitled "History and the process of strengthening Nation State", he focuses that a nation state can be considered as the human's urge to share cultural history and language, resulted with the emergence of one national identity. Due to that, the citizens should live as a nation, using one language and having the same national awareness.

Researchers such as Messick (1970), Totten (1998) and Schatz *et.al.* (1999), they regarded patriotism differently from different angles. There are two aspects of patriotism which need to be studied. The aspects are blind patriotism and constructive patriotism. Blind patriotism is a condition of uncritical supports towards actions taken by a certain group. Whereas, constructive patriotism or critical patriotism refers to a critical awareness of loyalty towards a certain group.

A research done by Chua (2007), explained how people of different races would have different understanding of patriotic values in their History class. Interviews and observations were conducted to compare the level of patriotism values among different races in four different types of schools. The four different types of schools are the government secondary schools, private schools (English stream), Chinese Private Schools and religious school. The study revealed that students of the religious schools showed high level of love for the country (*hubbul watan*). However, a sense of national state and love for the country were very low among students of private schools (English stream) and Chinese Private Schools.

Patriotic spirit is an important feeling and ideology which is very influential in developing and sustaining politics of a country. Due to that, many scholars are interested to do study on it from various aspects and points of view. Mohd. Jamil (2005), described patriotism in his writing entitled "*Patriotism in the context of Nation State Development in Malaysia*". According to him, patriotism is a manifestation of one's feeling, attitudes, world-view and values towards one's country or his nation. It also means the feelings of love, mutual respect or care about an object, which in this case refers to the country. Attitudes involve

positive attitudes such as willing to sacrifice for something or someone. He also explained that assessment of patriotic spirit now is very much different than years ago. Years ago, actions taken by government or ruler of a country were considered holy and correct, as the common slogan used to enliven patriotic spirit was "*whether it is correct or wrong, this is my country*". The same goes to a saying or the Malay proverb which means "*there is no place like home*".

Abd. Rahim (2004) wrote an article entitled "*Patriotism: Agenda for Nation development*" about patriotism as the strive towards the country's benefits. He described the fighting spirit of sovereignty, status and the influence of nation state. On the other hand, nationalism reflects curiosity and the ability to change, to enhance self-pride and dignity. Patriotism and nationalism require commitment from the leader and his people to sustain the sovereignty of the country.

A research done by Abdul Karim (1998), has found that the patriotic spirit among Malaysians is diminishing and it is very fragile. This is due to the growing attitude of selfishness. However, it is still under control, and the study conducted by Abdul Karim is too general, especially in the aspect of patriotic spirit owned by the ethnic group that has been studied. Almond and Verba (1965) studied those issues on five countries, namely The United State of America, Britain, Germany, Italy and Mexico. The study involved respondents who lived in the metro cities, cities and rural areas. Results of the study on the issue of "*national pride*" showed that the Americans were the majority (85%) who said that they were proud of their constitution, freedom in politics and democracy, compared to respondents from Britain (46%), Germany (7%), Italy (3%) and Mexico (30 %).

This shows that the American citizens appreciate their country more compared to people of the other countries being studied. Appreciation to the country triggers a sense of love for the country, which is patriotism and nationalism. This situation is supported by a writing by Vail (2002) and Gehring (2002) who found that before the attack on the World Trade Centre in New York, USA on 11 September 2001, Civic education did not really expose students towards patriotic spirit, democratic system and how to be a responsible citizen. However, after the attack, many academicians and leaders started to realize the needs to strengthen and increase the spirit and realizing patriotic drive among the people.

Turner (2000) conducted a research in Hong Kong to examine people's perspectives on nation state. He suggested that loyalty and national identity need to be transformed in accordance with the current post-modern era. According to him, people's values of unity, loyalty, and a sense of love for the country are diminishing. Hence, the

citizens of Hong Kong can be reshaped through a strong loyalty, strong pattern of unity and diversity of the 19 century world.

6. Suggestions To Strengthen Patriotic Values

Patriotic education should be introduced in the primary schools to ensure a solid basic knowledge since the age of seven years old. The basic political knowledge includes environmental issues such as introduction to residential areas or to the neighborhood. Next is an introduction to the symbols of public authorities such as the police force, president and the national flag. Civic values and statehood can be sustained through various campaigns and programs organized by various public and private agencies or institutions.

Involvement of corporate companies and media such as by sponsoring the creation of patriotic videos to inculcate the spirit of love for the country and to protect unity among people of different races. Among the main corporate sponsors are from the involvement of *Petronas*, *TNB*, *Cahaya Mata Sarawak*, *KPJ*, *PNB*, *Sime Darby*, *Telekom*, *AXIATA*. The private media companies can produce a Malaysian based documentary, focuses on the harmonious life of people from different races

Teachers are instructional leaders who are the agents of change in schools. They are the main examples of change to be copied by the younger generation. However, the elements of patriotism are delivered as a hidden agenda, but they still need teaching aids, real examples and various programs such as celebrating the Independence month, the launch of Malaysia day, cultural festival and donation for the Heroes day.

Generally, patriotic education is carried out at the education institutions. However, it covers a bigger scope which involves integrated efforts from the mass media, government agencies and private sectors to educate the citizens of every stage of lifestyle. Different parties would have different approaches but they have the same national goals which are to educate the citizens to have a strong patriotic spirit. Hence, the roles of education institutions and practioners of the mass media are very significant to motivate the people to love their own country wholeheartedly.

7. Conclusion

Patriotic education is seen as an effective socialization agent to enhance patriotic spirit. However, it is not an easy job as it needs serious participation. Education is the best platform of civilization since the beginning of people's life. Educators should have high personal interests, motivation and creativity, in order to attract students to love the subject, together with appropriate syllabus and contemporary exercises.

Patriotic education needs to be attractive, interesting and dynamic. However, patriotic education needs collaboration from various parties, starting from childhood to adulthood. It involves primary schools until higher learning institutions, and toughen by the mass media. Hence, patriotic education is a lifelong process since national threats are also non-static and can be in various forms such as economic threats, cultural threats and military.

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WORK STRESS, ACADEMIC SELF-EFFICACY AND COMMITMENT TO CONTINUE STUDY IN PROGRAM PENSISWAZAHAN GURU AT PERLIS

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Abstract

Teachers in Program Pensiswazahan Guru (PPG) will face many challenges and stresses either from work or from the study because they still worked as a teacher during the program. With the digitalized learning, it easier for teachers to learn by themselves without having to leave work at the school. The aim of this study is to identify levels of work stress, levels of academic self-efficacy, and levels of commitment to continue study. This study also measures the relationship between work stress with academic self-efficacy and identifying predictors for commitment to continue study. A total of 150 teachers were randomly selected in this study. The data were collected through a questionnaire, which consists instrument of work stress by Fimian, instrument of academic self-efficacy by Landry and instrument of commitment to continue study, developed by the researcher. The alpha cronbach for this three instrument used in the research were 0.887, 0.861 and 0.799. The results were analysed using the Statistical Package of the Social Sciences (SPSS) software. The results showed that teachers in PPG at Perlis were experiencing moderate stress while academic self-efficacy and commitment to continue study in PPG stood at a high level. The study also found that there was no significant relationship between work stress with academic self-efficacy. In terms of predictors for the commitment to continue study, it has been founded that only academic self-efficacy is a significant predictor to commitment to continue study among teachers in PPG. Based on data obtained and analysed, some suggestions were made to improve the digitized learning to be more effective and efficient in order to help facilitate the learning process of these teachers.

Keywords: Work stress, academic self-efficacy, commitment to continue study, Program Pensiswazahan Guru, digitalized learning, teacher

1. Introduction

Program Pensiswazahan Guru (PPG) was introduced by the Ministry of Education(MOE) through the Education Development Master Plan are to uphold the profession and boost the country's education system to a world-class. PPG will continue the policy of teacher training which was previously designed for the purpose of increasing the knowledge and skills learned by teachers that going be used in their teaching and learning. PPG is aims to achieve the target of 60,000 primary and secondary school teachers to have a bachelor degree in 2015 so that the plan of MOE that all teachers across the country to have a bachelor degree in 2020 will be achieved (Berita Harian, May 11, 2011). The teachers in PPG will be learning through a distance education mode because of their status as a teacher in-service. One of these distance education mode is digitalized learning. Digitalized learning allows student to access and download learning materials such as learning modules, assignments, lecture notes and reference materials to assist their learning, interact with lecturers via forum, share learning experiences with other students and get the latest information and news.

Teachers in PPG will be faced with the burden of work in schools such as work that are not

associated with learning and teaching, working hours, extra-curricular activities, parents' expectations, the environment and welfare, in-service courses, assessment, instruction overlap, the terms of reference , class size, workload, total of teaching hours, time constraints and disciplinary problems (Abang Mat Ali, 1998; Dunham, 1992; Sufean, 1993; Lim, 2001; Cousin, 2000; Kyriacou & Chien, 2004; Lemaire, 2009; Nurul Izzah, Zailina, Saidi & Haslinda, 2010; Maria et al, 2011; Thomas, Clarke & Lavery, 2003). The work stress will affect the ability of teachers to carry out a task at work (Artiga & Betoret, 2010). Work stress in the long run can lead to burnout, decreases job satisfaction, the tenuous relationship between students and teachers, decreases motivation of teachers and the lack of effectiveness of teachers to meet the educational goals. It will affect the academic self-efficacy and commitment to continue study among teachers in PPG because these teachers are still working in the school during their study at the Institute of Teacher Education (ITE). Thus, digitalized learning will provide facilities for these teachers to complete their academic assignments without leaving the workplace. With the digitalized learning, teachers in PPG will be able to increase their confidence and motivation in completing academic assignments and thus may

increase their commitment to continue study in PPG.

Teachers in PPG require a confidence to execute a duty as student. These confidence is academic self-efficacy. According to Bandura (1993), academic self-efficacy influences students' academic achievement and improve student motivation and perseverance to master the challenges of academic tasks. With the digitalized learning, the teachers will not have to worry and will not stress on academic tasks. It will improve academic self-efficacy of teachers and enable them to successfully pursue their studies to the end.

PPG is not only able to provide more educational opportunities to teachers who wish to further their studies to bachelor degree but PPG also can help the country to produce graduate teachers for all primary and secondary schools. To ensure commitment to continue study are at a high level, teachers must be good to manage their learning in PPG and at the same time carrying out their responsibilities as a teacher at the school. Thus, digitalized learning is not only to help teachers to fulfill their duty as a student but also can make teachers manage their work at school. Digitalized learning is expected to reduce work stress and increase the level of academic self-efficacy and level of commitment to continue study.

Therefore, this study is aimed to identify the level of work stress, the level of academic self-efficacy and level of commitment to continue study in PPG at Perlis. This study also measure the relationship between work stress and academic self-efficacy and identify the significant predictors of commitment to continue study.

2. Research Objectives

- i. To identify the level of work stress among teachers in PPG at Perlis.
- ii. To identify the level of academic self-efficacy among teachers in PPG at Perlis
- iii. To identify the level of commitment to continue study among teachers in PPG at Perlis.
- iv. To measure the relationship between work stress and academic self-efficacy among teachers in PPG at Perlis.
- v. To identify significant predictors of commitment to continue study among teachers in PPG at Perlis.

3. Research Questions

- i. What is the level of work stress among teachers in PPG at Perlis?
- ii. What is the level of academic self-efficacy among teachers in PPG at Perlis?
- iii. What is the level of commitment to continue study among teachers in PPG at Perlis?

- iv. Is there a relationship between work stress and academic self-efficacy among teachers in PPG at Perlis?
- v. What are the significant predictors of commitment to continue study among teachers in PPG at Perlis?

4. Methodology

4.1 Place and Sample

The study was participated by 150 teachers in PPG at Perlis which is been chosen from the session of June 2011, the session of February 2012 and the session of February 2013. Respondents were selected using simple random sampling. The majority of respondents were women which is a total of 89 people. A total of 72 teachers aged between 36 to 45 years, 49 people had been experienced in teaching between 11 and 15 years and 145 teachers are married. The majority of teachers have SPM as their academic qualifications which is a total of 94 people. A total of 44 teachers from the program of Physical Education and 126 teachers got an average Cumulative Grade Points Average (CGPA) between 3.00 to 3.74.

4.2 Study instruments

The questionnaire consists four sections. The first section measure the construct of work stress. Items in this section are translated and modified from Teacher Stress Inventory (TSI) developed by Fimian (1984). TSI consists 50 items, followed by five scale based on the Likert scale ranging from 1, which is Strongly Disagree to 5 for Strongly Agree. Example of items in the TSI is "I find too much administrative paperwork in my job."

The second section measure the construct of academic self-efficacy. Items in this section are translated and modified from College Student Self-Efficacy Scale (CSSES) developed by Landry (2005). CSSES consists 18 items, followed by five scale based on the Likert scale ranging from 1, which is Very Not Sure to 5 for Very Sure. Example of items in the CSSES is "I can solve tasks and problems given in the course taken this semester with flying colors".

The third section measure the construct of commitment to continue study. Items in this section developed by the researchers. There are 10 items followed by five scale based on the Likert scale ranging from 1, which is Strongly Disagree to 5 for Strongly Agree. Example of item in this section is "I am committed to get a Bachelor degree even though I have to face many obstacles."

The fourth section is the demographic information contains nine items such as gender, age, ethnic, teaching experience, marital status, highest academic qualifications, the sessions, courses and the latest CGPA.

4.3 Data Analysis

The data were analysed using Statistics Package for the Social Sciences (SPSS) version 21.0. Descriptive statistics were used to describe demographic characteristics of respondents and to answer the first, second and third of research questions, while statistical inference which is Pearson Correlation analysis was used to answer the fourth of research questions and Stepwise multiple regression analysis was used to answer fifth of research questions.

5. Findings and Discussion

5.1 Level of Work Stress

Based on the analysis, the level of work stress among teachers in PPG at Perlis stood at the medium level ($M = 3.1$; $SD = 0.42$). The findings showed that digitalized learning affected the levels of work among teachers in PPG at Perlis. With the digitalized learning, teachers in PPG can focus on their essential work in schools such as teaching and learning, managing student's discipline or administrative work. Teachers in PPG can prioritize their essential work at school and then focus on their PPG's learning at home because teachers don't need to worry about time and place through digitalized learning. Therefore, the levels of work stress among teachers in PPG is not so serious.

Digitalized learning also can help teachers in PPG complete the academic assignments given without leaving their school. Teachers do not need to worry about their essential work that has not been solved even fear of not obtaining the release of the headmaster to attend a class or a meeting with the lecturers. Therefore, the level of work stress is on the medium level.

5.2 The level of Academic Self-Efficacy

Based on the analysis, the level of academic self-efficacy among teachers in PPG at Perlis is at a high level ($M = 3.7$; $SD = 0.46$). The findings indicated that digitalized learning help teachers to be more confident in their ability to do their academic tasks at IPG.

With the ease of digitalized learning, teachers are more motivated to learn and finish their education. Bandura (1994) states that a person with high self-efficacy believe in their ability to learn, set high goals to achieve, and always assume that the desired outcome is a challenge. Teachers are no longer have to worry about schedules or the time required to obtain materials or complete academic tasks. Digitalized learning will help teachers to learn or get the materials for the academic assignment at any time and place.

Digitalized learning also helps these teachers to have a good learning system because teachers did not have to leave school just to learn or get the materials for the assignment. With this good

learning system among teachers in PPG at Perlis, it will affect these teachers to be more enthusiastic and motivated and improve their academic self-efficacy. Ismehan (2002) stated that teachers have the advantage in their studies rather than the students who do not have the work experience and a high degree of readiness to learn.

5.3 Level of Commitment to Continue study

The results shows the commitment to continue study among teacher in PPG at Perlis is at a high level ($M = 4.08$; $SD = 0.44$). With the digitalized learning, the teachers have a high motivation to complete their studies successfully. Digitalized learning will help teachers who are still in service to learn or find material regardless of time and place. This will makes these teachers are not pressured by work or education that can make them give up and stop halfway.

The majority of teachers obtain an academic achievement (CGPA) which is from 3.00 to 3.74 proved that digitalized learning is not an obstacle for teachers to be success and committed to pursue their studies. Digitalized learning has also increased self-efficacy and increased commitment to continue study. Teachers are more confident and more believe about their ability to perform academic tasks in the PPG will be more committed and are fully committed to their studies (Landry, 2003; Wright, Jenkins, Guarneri and Murdock, 2012).

5.4 Relationship Between Work Stress With Academic Self Efficacy

Pearson Correlation analysis showed that there was no significant relationship between work stress and academic self-efficacy ($r = -0.13$, $p = 0.11$, two tails). This is because work stress is not seen as a challenge for teachers who have high levels of self-efficacy (Cheners, Hu and Garcia, 2001; Lazarus and Folkman, 1984; Pintrich and De Groot, 1990). Although these teachers work under pressure but they think work stress is not a threat to their confidence in performing academic assignments. Furthermore digitalized learning enables teachers to study and learn confidently because they do not to be worried about the work stress.

5.5 Predictor For Commitment to Continues Study in PPG

The analysis found that only academic self-efficacy is a significant predictor of commitment to continue study ($F = 69.50$, $p = 0.001$). The results also showed that academic self-efficacy contributed only 32% of the commitment to continue study while 68% was contributed by the other variables which are not been evaluated.

The findings showed that the academic self-efficacy is a dominant predictor of commitment to continue study (Pajares & Schunk, 2000; Zimmerman, 2000; Bong, 2001; Vuong, Brown-

Welty & Tracz, 2010). Academic self-efficacy is a significant predictor of commitment to continue study because academic self-efficacy is actually has affected the academic achievement of these teachers. Digitalized learning is one of the factors that contributing to the good academic achievement of among the teachers in PPG at Perlis. These teachers can access and download learning materials and reference materials to assist their learning, even if they are busy with family affairs and essential works.

The study also found that work stress is not a significant predictor of commitment to continue study. It indicates the work stress is not an important variable in influencing the commitment to continue study. With the digitalized learning, teachers in PPG did not feel that work stress becomes a barrier for them to learn, do their academic assignments and pursue in PPG successfully. These teachers can divide their time between tasks in school and academic tasks better with digitalized learning.

6. Implications

This study gives a clear indication that digitalized learning definitely brings more benefit to teacher in PPG. Teachers can easily access and download learning materials, lecture notes and reference materials to assist their learning. Digitalized learning helps to increase their confidence about the academic. From that, academic self-efficacy among the teacher in PPG was at the high level and academic self-efficacy was the only significant and dominant predictor of the commitment to continue study. This situation illustrates that the teachers in PPG have been assisted well by digitalized learning so that they will feel more motivated and committed to give a commitment to continue study.

The findings also showed that there was no relationship between work stress and academic self-efficacy. This shows that the workload in school will not affect the academic self-efficacy of the teachers in PPG even though the issue of work stress has been spread in the world of education today. Therefore, the results of my research is expected to create a new model in determining the commitment to continue study among teachers who studying part-time. This is due to the existing models of commitment to continue study more focused on full-time students and not specific to teachers. Maybe my new model will added the digitalized learning as one of the key factor in determine the commitment to continue study.

Ministry of Education (MOE) as a policy maker should give full attention to reduce work stress among teachers who are studying part time or full time. If MOE wants to ensure that no teacher will resigns or stop halfway during their study, especially in the PPG, the digitalized learning

should be improved by time to time. If this aspect is given less attention, the teachers will not only stop halfway but also bring a loss to the government.

7. Conclusion

Digitalized learning is a learning system that is useful and provides a lot of benefits, especially for teachers who wish to continue their studies. With the digitalized learning, teachers will no longer have to leave their school in order to pursue education. The findings showed that digitalized learning has helped to reduce work stress and at the same time can increase academic self-efficacy and commitment to continue study among teachers in PPG at Perlis. These teachers are very committed and motivated to achieve their aspirations and dreams of graduating successfully even during their studies been charged with academic assignments, an essential task in school and family matters at home.

The findings also showed that there was no significant relationship between work stress and academic self-efficacy among teachers in PPG at Perlis. The result showed that work stress is not a threat or challenge to the commitment to continue study due to the availability of digitalized learning. Digitalized learning enables teachers do not to be concerned with the workload at school and at the same time have to do academic tasks. The findings also showed that academic self-efficacy is a significant predictor of commitment to continue study. With the digitalized learning, teachers become more confident and committed to do academic assignments and it will increase their motivation to pursue in PPG successfully.

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PHILOSOPHICAL “PARADIGMS” OF TECHNICAL AND VOCATIONAL EDUCATION

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Abstract

The world recognizes that education is fundamental for the development of all spheres. Education is a dynamic phenomenon. National and international group actors are involved in global education movement and make decisions that result from the convergence of paradigms. These actors can consistently reproduce traditional paradigm or progressive paradigm. The paradigm is the principle concept of government in educational sphere, as well as the collection of concept, act, laws, regulation and rules that govern the operation of education systems proposes that societies have a tendency to divide themselves into ideological opposites. Because of the economic transformation in order to achieve Indonesia's vision to become a successful developed country in the whole Asia region by year 2020, the technical and vocational educator is obligated to deal with concern that quality is built into the quality of graduates. Many approaches to education for works are based on models, and have been shaped by practice rather than paradigm and policy. In order to link the training skills and the world of work, technical and vocational educators must be aware of the new paradigm that fulfill both technical and vocational needs and “personal development” as well. It is also important especially to educators or organizations to develop well-defined paradigm that will guide, support or create practice in changing workplaces (215 words).

Keywords: Paradigm, Policy, technical and vocational education

1. Introduction

The question of “philosophical paradigms” of education constitutes one way of exploring the complicated relationships between philosophy and education. Philosophers have more often than not reflected upon education even though not always in a systematic way, or with the clear intent to develop a “philosophy of education” aiming either to delve into the possibilities and limits of learning and human development or to advance education visions meant to solve different categories of problems and “upgrade” the quality and effects of education processes. If, in science, paradigm shifts are more evident (though Kuhn himself seemed to ultimately accept a more nuanced, gradualist model of scientific progress) in the case of education (as well as social sciences more broadly) different “philosophical paradigms” tend to coexist.

Some of them may coexist peacefully, while others may lead to clashes and even pedagogical “wars”. Based on a non-exhaustive review of the international education literature where explicit references to “philosophical paradigms of education” are being made, following can be listed as important philosophical directions and approaches impacting on education and learning:

1.1 Constructivism

As stated by DeVries, the “constructivist” philosophical paradigm of education (fuelled not only by philosophical and epistemological considerations, but also by psychological research) stemmed from “Piaget’s research indicating that children have many ideas that are not taught to

them”, which led Piaget to engage into the explanation of the “functional continuity in intellectual, social and moral development” (DeVries, 2004, pp.4-5). The constructivist educational paradigm is not limited to Piaget’s theory which many see more as an epistemological theory, not an educational one (idem, p.6)29.

However, Piaget’s theory is deemed to have had several practical implications, amongst which is the concept of an “active school”, meaning that schooling should contribute in the best way it can to “the building of a questioning mind and a dynamic moral conscience”

2. Theoretical Review

2.1 Philosophy of Education

p. 92 cited by DeVries, 2004, p. 6). Equally important are the roles of activities such as play and work, and the teacher-child relation, as well as the socio-moral atmosphere: Perhaps the most important implication I draw from Piaget’s work is that teachers must establish egalitarian, cooperative relationships with children and avoid being unnecessarily coercive in order to promote child autonomy. (DeVries, 2005, p. 8)

No less important are the interpersonal relationships among children and the fostering of the “three kinds of knowledge”, i.e. physical, logic mathematical and arbitrary conventional. 30 The contemporary “constructivist” discourses in education actually encourage activities linking physical and knowledge dimensions (“physical-knowledge activities”, see DeVries & Kohlberg, 1987/1990), group activities and games, as well as

problem-solving with application to daily living. The constructivist discourse in education is also rooted into the thinking of other philosophers and psychologists such as Vygotsky's "social constructivism" and Kohlberg's theory of the development of moral judgement (on his turn connected to Dewey and Kant).³¹ Education constructivism engendered by Piaget (and his followers, inclusive Kohlberg) has to be however distinguished from "radical constructivism" (as the one promoted by Ernst von Glasersfeld³²) as believe that "knowledge is constructed individually and that we can never conclude that two people have the same knowledge" (Goldin, cited by Noddings, 1995, pp. 116-117).

2.2 Pragmatism and Neopragmatism.

The influence of Dewey's philosophy of education worldwide is broadly acknowledged: In several areas of thought, many of today's thinkers agree with Dewey. His description of students as active pursuers of their own purposes is widely accepted. His rejection of absolutes and the quest for certainty in epistemology is a dominant position in current thought. His discussion of the dilemmas in seeking community within a liberal society could have been written today. And his insistence on student participation in democratic forms from the earliest reasonable age still seems right to many educators. (Noddings, 1995, p. 38).

2.3 Postmodern and Relativistic Orientations.

While not entirely overlapping, post-modernist thinking and relativism (with all their different streams and foci) can be best interwoven in the concept of "postmodern relativism", with its considerable implications for the development of contemporary anthropological and cultural studies, social constructivism and scientific relativism (i.e. Heisenberg's uncertainty principle; quantum mechanics; chaos theory; complexity theory). Multicultural education (e.g. multicultural curriculum development taking into account contexts and needs of minority students and ethnic/linguistic/cultural differences) gender perspectives, and the broader concept of "inclusive education" ³⁵ constitute direct educational consequences of "postmodern relativism" which some consider beneficial for students, while other deem responsible for the major failures of contemporary education systems worldwide. Despite the fact that multicultural education and "postmodern relativism" are intimately connected, philosophers are not that eager to engage public debates on benefits and pitfalls of multiculturalism.

2.4 Social and Political Philosophy

Philosophical orientations such as The Critical Theory are, along pedagogical "progressive" movements of the late nineteenth and twentieth century, at the heart of paradigm shifts with regard to the mission of schooling, and the teaching and learning methodologies (i.e. the shift from teaching to learning, or from an "instructional" paradigm to a "learning" paradigm, with the learner at the "centre" of the learning process).³⁶ The concept of "emancipating" the learner was taken from an individual, personal level, to the level of social emancipation in the perspective of the "transformative" role of education, and based on the emergence of a "critical pedagogy". The mission of education and learning is not only to reproduce social systems, with all their inequalities and injustices³⁷, but to engender transformative effects in individuals and societies, especially with regard to the emancipation of the poor and oppressed.

3. Method of Research

This study used a qualitative research approach to investigate the new paradigm and policy in technical and vocational education.

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SOCIAL SUPPORT, ADJUSTMENT AND ACADEMIC STRESS AMONG FIRST YEAR STUDENTS IN SYIAH KUALA UNIVERSITY

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Abstract

The purpose of this study was to examine the role of social support and adjustment in predicting academic stress among first year students in Syiah Kuala University (UNSYIAH). A total of 364 respondents, aged between 16 and 21, completed the Indonesian version of Multi Dimensional Scale of Perceived Social Support (MSPSS), Students Adaptation to College Questionnaire (SACQ), and Student Life Stress Inventory (SLSI). Respondents reported moderate levels of social adjustment, personal-emotional adjustment and academic stress and low level of social and the other two subscales of adjustment. Multiple Regressions revealed that two aspects of social support and one aspect of adjustment significantly predicted academic stress. This study highlighted the importance of social aspects in students' early academic life.

Keywords: Social Support, Adjustment, Academic Stress, First Year Students, Socio-cultural Issues

1. Introduction

Reference [1] found that the first year in university appears to be the most important year in overall degree progression, as 75% of the students who do not complete their degrees attribute the reasons for this to problems experienced in the first year of study. One of the reasons behind this is that the first year students face difficulty in adapting to a new academic and social environment.

Besides unfamiliarity of college life, first year students may also doubt whether they will be able to fulfill the expectations of parents and friends in addition to expectations they have for themselves. Other than making proper adjustment, which according to Reference [2] is the individual's hard effort to be able to cope with conflict and frustration, Reference [3] suggested that these students also need social support, that is the perceived comfort, caring, esteem, or help a person receives from other people or group [4]. Well adjusted individuals will achieve balance and harmony between self with the environment while people with social support believe that they are loved, cared, and esteemed. These two factors may help first year students to succeed in their academic pursuit.

Furthermore, social support has emerged as the most important contributing factor in helping students' adjustment to university. Specifically, it was revealed that students made a sound adjustment to the social and academic domains of university when they experienced social support. In fact, other than social support, adjustment to the university environment is also regarded as an important factor in encouraging academic persistence in the students and predicting university outcomes [5].

Life in university often demands students to balance out the various roles and tasks that should

be carried out by them. If the tasks fail, then they will be vulnerable to stress [6] [7]. First year students also experience a form of stress that is constantly being experienced by college students, stress in relation to academic concerns or academic stress. It is the product of a combination of academic-related demands that exceed the adaptive resources available to an individual. Reference [8] explained that academic stress of college students occur when students experience academic problems, and frustrations or problems faced at university. In reality, the experience of stress among college students is considered normal. But if stress is severe, prolonged, and not handled properly, it can reduce academic performance, interfere with a student's ability to participate in and contribute to campus life, and increase the likelihood of substance abuse and other potentially damaging behaviors [9]. Therefore, academic stress is a concern that must not be taken for granted because it adversely affects the overall adjustment of students [10] [11].

Perceived social support seems to be assistance for students to cope with stress. For most students, parents, friends, classmates and lecturers are major sources of social support. Students who have a higher level of social support may feel better academic adjustment because they believe the professor, classmates, and other colleagues are available in helping them in completing academic tasks [12]. When students have greater perceived social support, it would have a better adjustment. Furthermore, students who report high level of adjustment to university are more capable to reduce academic stress and show greater academic achievement [13] [14].

Some researchers in Asia have shown that social support plays an important role in managing psychological problems. Lack of social support has

been found to be one of the factors that lead to many psychological problems among students [15]. Besides, support received by the students either from the family and friends can contribute to the academic performance at the university. It is indeed important to realize that students' performance in academic is determined not only by academic-related matters but also the social support that they get from people around them [16]. Lack of social support affect the emergence of academic stress not only impedes academic performance but also adversely affects the overall adjustment of students [10]. Reference [17] reported that throughout a period of one semester, first year students' academic achievement found to be significantly predicted by college overall adjustment, academic adjustment, and personal-emotional adjustment.

In Indonesia, there are also studies related to adjustment, social support, and academic problems. According to Reference [18], there is negative relationship between adjustment and perception of academic demands. Specifically, students with high level of adjustment perceived low level of academic demands. Furthermore, [19] of Aceh found that there was an influence of parental support towards the ability of students to face academic demands at university.

Therefore, the aims of this study are to examine was to examine the role of social support and adjustment in predicting academic stress among first year students in Syiah Kuala University (UNSYIAH).

2. Method

A total of 364 UNSYIAH first year students participated in this research. Majority of them were female [59.1%] and were between 16 and 21 years old [$M = 18.87$, $SD = 0.68$]. Respondents completed the Indonesian version of Multi Dimensional Scale of Perceived Social Support (MSPSS), Students Adaptation to College Questionnaire (SACQ), and Student Life Stress Inventory (SLSI).

MSPSS [20] with 12 items was used to measure perceived social support from family and friends. Originally, MSPSS uses a 7-point scale but in this study, the 4-point scale was used, 1 = Strongly Disagree to 4 = Strongly Agree. The scoring key was thus changed accordingly. MSPSS consists of three aspects of social support; family support, friend support, and significant other support, with 4 items each. The lower scores indicate greater degree of satisfaction in the perceived social support and the higher scores indicate lesser degree of satisfaction in the perceived social support.

The adjustment measure used in the present study was the SACQ [21]. It has four subscales i.e. academic adjustment (24 items), social adjustment (20 items), personal-emotional adjustment (15

items) and institutional attachment (8 items). The 4-point scale was used, 1 = Strongly Disagree to 4 = Strongly Agree. The lower scores indicate greater degree of satisfaction and the ability to create a good adjustment and the higher scores indicate lesser degree of satisfaction and lack of ability to create a good adjustment.

SLSI [22] was used to measure academic stressors (frustrations, conflicts, pressures, changes, and self-imposed stressors) and reactions to stressors (physiological, emotional, behavioral, and cognitive). The items in the inventory reflect on- and off-campus life of a student. SLSI consists of 51 items and a 4-point Likert type response was used. The lower scores indicate greater degree of stress in the academic field and the higher scores indicate lesser degree of stress in the academic field.

The reliability indexes for MSPSS, SACQ, and SLSI were assessed using Cronbach's alpha. The values of coefficient alpha for MSPSS, SACQ and SLSI were $\alpha = .71$, $.91$ and $.92$ respectively.

3. Result and Discussion

As shown in Table 1, respondents reported moderate levels of social adjustment, personal-emotional adjustment, as well as of academic stress and low level of social support, including all its subscales and the other two subscales of adjustment, i.e. academic adjustment and institutional attachment.

As shown in Table 2, the analysis of multiple regressions revealed that two aspects of social support and one aspect of adjustment significantly predicted academic stress. Combination of friend support, significant other support, and social adjustment contributed as much as 29% in academic stress ($R^2 = .29$, $F = 49.22$, $p = .001$). Other types of social support and adjustment were not found as significant contributors toward academic stress.

Table 1. Mean and Standard Deviation for Social Support, Adjustment and Academic Stress

Variable and Subscale	M	SD
Social Support	24.72	4.48
Family Support	7.92	1.70
Friend Support	8.23	1.78
Significant Other Support	8.56	1.99
Adjustment	138.81	19.17
Academic Adjustment	50.51	7.69
Social Adjustment	40.53	5.79
Personal-Emotional Adjustment	33.14	5.96
Institutional Attachment	14.26	2.94
Academic Stress	14.69	18.27

This finding showed that students who are good at social adjustment and have sources of social support, particularly friend support and significant other support are more likely to be able to effectively handle any academic problems arising in their new college environment compared to other students who are low in adjustment and social support. Specifically, students who have greater social support and adjustment are likely to be able to effectively handle any academic problems arising in their new university environment, thus they will experience less academic stress. This is in line with previous studies which showed that perceived social support had positive correlation with the quality of adjustment of first year students and became a predictor toward academic stress in new university environment [23] [24] [25] [26]. Moreover, Reference [27] found that when new students at university have greater perceived friend support and significant other support, they would have a better adjustment. In addition, interaction between social support and adjustment is also an important factor in encouraging academic persistence in the students [28] [6]. As a result, they experience less stress.

Based on the finding, prospective university students are suggested to be equipped with various skills which can help them socialize and make necessary adjustment in the first few weeks of their life at university. Since respondents emphasized on the role of social support from parties other than their family members, skills that can help prospective university students in making new friends quickly is deemed crucial for them. Those skills include verbal and non-verbal communication skills, social skills as well as basic counselling skills.

In future, similar studies can be conducted using use the qualitative approach which includes observation and in-depth interview in order to get more information from first year students at university related to social support, adjustment, and academic stress. The role of religiosity in predicting academic stress among first year students at university can also be studied as Reference [29] proposed, trust in God can reduce stress among teenagers in facing the demands and challenges of their life. Since gender may moderate the relationship between adjustment and academic stress [30], future research can focus on studying an equal number of males and females in order to measure the role of gender on the relationship between adjustment and academic stress. Finally, this research could also be extended by including more respondents of other ethnic groups.

Table 2. Summary of Multiple Regression Analysis for the Contribution of Social Support and Adjustment Aspects in Academic Stress

	<i>B</i>	<i>R</i> ²	β	<i>F</i>	<i>p</i>
Academic Stress	213.19	.29		49.22	.001
Friend Support	-1.36		-.13		.010
Significant Other Support	-2.01		-.22		.001
Social Adjustment	-.93		-.29		.001

4. Conclusion

This study highlighted the importance of social aspects in students' early academic life at university. Social support and social adjustment have been found as important influences in academic stress. Early university students who receive good social support from friends and significant people and who are socially well adjusted are able cope with stress brought by academic matters.

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THE RELATIONSHIP BETWEEN STUDENTS' LEARNING STYLE AND THEIR ACADEMIC ACHIEVEMENTS: A LITERATURE REVIEW

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Abstract

This paperwork is the outcome from previous researches on the variation in learning style and its relation to the student's academic achievement. As many as 15 journal and proceeding related to the ways of study and the student's achievement were analysed. This research focus on 4 primary aspect, which are (1) theory or model that became the foundation to the research based on the 15 articles, (2) methodology used in those 15 researches, (3) primary finding from previous researches, and (4) void that were obtained from previous studies. There are three theories that are constantly used in the previous studies: the Dunn and Dunn learning style, the Honey and Mumford learning style and Kolb learning style. Nevertheless, there are also other theories that were used in those past researches. However, there are similarities between these theories that keep emphasis that each individual has his own way of learning. The observational method is a method that is preferred by researchers. On the other hand, findings that were obtained from past studies have found that a method of study is not the only way of improving a student's academic achievement, even there are studies found that the method of learning does not have any significance with a student's academic achievement. Hence, students should identify and know which method of learning that is suitable for them so that it will motivate for them to succeed in their study.

Keywords: learning style, student, academic achievement.

1. Introduction

In general, the term lesson cannot be separate from the word study because lesson, in other words teaches a student to learn (Rohaila et. al., 2005). Thus, in order to deliver the lesson, educators, either directly or indirectly teaches student to find knowledge, idea, skill, value and thinking skill. Therefore, educators actually teach students to learn. Generally, learning through a complex process involves two sides: the students and the surrounding. Meanwhile, student needs to have the willingness, motivation and the ability to learn in a social environment and suitable academic with instructions that are affective to the students (Rohaila et. al., 2005).

There are various processes in understanding a lesson for each individual. This is seen when two different individuals processing information on an issue or matter, the result are not the same for both of them (Mohammad Yusof & Hafidatulhusna, 2010). This is because every individual experience different impact in learning something due to the influence by other factors such as surrounding, emotion, sociology, physical and psychology.

Basically, the learning skill is defined as a way a person stays focus, processing and memorizing new and difficult information (Aniza, 2011). On the other hand, according to Habsah (2014), learning skill is a process for a student to learn, understand and absorb information, and it also became a method that is use by students to get

knowledge and information on a certain subject (Habsah, 2014). Thus, learning skill is different in every individual because everyone has their own way of learning things and it depends on their attitude and behavior that became basic formation of the students' characteristic.

In addition, according to Baharom & Illiyas (2010), learning style is the result of combining factors of the individual themselves like gender, age and personality, besides than genetic and social influences, like the influence of the students' upbringing by their parent, culture, community and school. According to Yusfiza (2005), learning skill is a way a person learn, understand and explore a subject as part of the learning process, either inside or outside of the classroom. It is how a student learns to gain success in their academics.

Furthermore, human learn things based on how they observe and process something. There are people who learn or respond to something by using their sense or feeling (*sensing and feeling*) and for some, in the way of intellectual (Naina, 2000). As a result, the great number of definition of learning style does not only focus on the aspect of individual differences but also support the understanding that a student's learning skill is easily stable, consistent and unique (Hasnah, 2010).

2. Research Objective

The purpose of this research is to analyse the previous findings in regards to the learning styles

and its relation with the students' academic achievement. Specifically, this research studies the (1) theory or model that became the foundation for the 15 articles, (2) methodologies that were used in those 15 researches, (3) primary findings from past research, and (4) problems aroused from the past researches.

3. Research Methodology

Methodology that was use in this research is the document analysis by using *desk study*. As many as 15 articles related to the aspect of the research were analysed to gain the information needed. The following articles were analysed.

No.	Author	Title	Journal/Proceeding	Year	Vol./ Siri	Page
1	Rohaila Yusof, Norasmah & Faridah Karim	Strategi Pembelajaran Pengalaman Berasaskan Model Kolb dalam Pendidikan Perakaunan	Jurnal Pendidikan	2005	30	113-128
2	Yee Mei Heong, Mohd Faizal Sabtu, Jailani Md Yunos & Tee Tze Kiong	Gaya Pembelajaran Kolb dan Bentuk Gaya Berfikir Sternberg dalam Kalangan Pelajar di Fakulti Pendidikan Teknikal	Seminar Pasca Ijazah yang Pertama	2011	1	16-32
3	Kamarul Ariffin Abd Rashid	Perkaitan antara Gaya Pembelajaran dengan Pencapaian Akademik dalam Mata Pelajaran Medan dan Elektromagnet di Kalangan Pelajar Sarjana Muda Kejuruteraan Elektrik di UTHM	PSP' Research Digest.	2014	-	1-5
4	Emeliana Elias, Hussin Sarju, Mohd Izyan Zuhaili Zainudin, Shamsul Kamarudin & Azizi Yahaya.	Hubungan antara Gaya Pembelajaran dengan Pencapaian Akademik Pelajar Tingkatan 4 Sekolah Menengah Teknik Perdagangan Johor Bahru.	Journal of Educational Psychology & Counseling.	2012	5	58-70
5	Meor Ibrahim Kamaruddin & Assaadah Mohamad.	Kajian Gaya Pembelajaran dalam Kalangan Pelajar UTM.	Journal of Educational Psychology and Counseling.	2011.	2	51-77
6	Norasmah Othman & Siti Rashidah Othman.	Gaya Pembelajaran Kolb dalam Mata Pelajaran Biologi.	Jurnal Teknologi.	2004	40	45-58
7	Ong Sze Chong & Zamri Mahamod.	Gaya Pembelajaran Pelajar Bahasa Melayu berdasarkan Gaya Pembelajaran Grasha	Journal of Applied Research in Education.	2014	18	52-66
8	Ong Sze Chong, Zamri Mahamod & Mohd Izham Mohd Hamzah.	Hubungan Gaya Pembelajaran dan Pencapaian Akademik Mata Pelajaran Bahasa Inggeris dalam Kalangan Pelajar Tingkatan 4	Seminar Penyelidikan Pendidikan Guru 2012 Malaysia-Indonesia (PROSIDING SPPG MALINDO 2012)	2012	2-4 Oktober 2012	270-272
9	Zamri Mahamod, Zamri Yacob & Zuhairah Muhamad	Gaya Pembelajaran Model Dunn dan Dunn dan Kesannya terhadap Pencapaian Calon Murid Cemerlang UPSR Bahasa Melayu	Proceedings: International Seminar on Educational Comparative Competency Based Curriculum Between Indonesia and Malaysia	2002	-	144-156
10	Md. Yusoff Daud, Effandi Zakaria & Norwahida Bakar.	Hubungan antara Gaya Pembelajaran dengan Pencapaian Akademik dalam Kalangan Pelajar Program Sains UKM.	ScienceDirect.	2012	-	1-12
11	Azizi Yahaya, Mohd. Najib Ghaffar & Noraizah Damiri.	Ciri-ciri Personaliti dalam Pemilihan Kerjaya Pelajar, Gaya Pembelajaran Pelajar dan Hubungannya dengan Pencapaian Akademik	International Conference on Learning and Motivation	2005	10-12 September 2005	1-13
12	Hazilah Mohd Amin.	Gaya Pembelajaran dan Pencapaian dalam Bahasa Pengaturcaraan Pelajar Prasiswazah.	Asia- Pasific Journal of Information Technology and Multimedia (APJITM).	2014	3(2)	1-13
13	Baharin Abu, Othman Md Johan, Syed Mohd Shafeq Syed Mansor & Haliza Jaafar.	Kepelbagaian Gaya Pembelajaran dan Kemahiran Belajar Pelajar Universiti di Fakulti Pendidikan, UTM Johor.	Tesis Ijazah Sarjana Muda	2007	-	1-104
14	Mohammad Yusof Hj. Arshad & Nor Hafidatulhusna Miskam.	Hubungan Gaya Pembelajaran dengan Pencapaian Akademik.	Universiti Teknologi Malaysia	2010	-	1-10
15	Nur Aisyah Mohamad & Zamri Mahamod	Kemahiran Metakognitif dan Hubungannya dengan Gaya Pembelajaran dan Pencapaian Murid dalam Mata Pelajaran Bahasa Melayu	Prosiding Seminar Pascasiswazah Pendidikan Bahasa Melayu & Kesusasteraan Melayu Kali Pertama	2013	1	201-213

4. Research Finding

Discussion on the analysis of the 15 articles focus on 4 aspects (1) theory or model that became the foundation for the 15 articles, (2) methodologies that was used in those 15 researches, (3) primary findings from past research, and (4) problems aroused from the past researches.

4.1 Model or Theory Foundation of Studies

Basically, there are numerous model and theory that are related to learning style (Honey & Mumford, 1992; Dunn dan Dunn, 1978). This is seen by observation of the past researches, and one of them is the Dunn and Dunn (1978) learning style model. This model states that a learning skill is a method of someone focus, process, absorb dan retain an information or skill that is new and complex.

The Dunn and Dunn learning method model (1978) is based on four principles which emphasis that most individuals are able to learn. The model stresses on how each individual has their own learning style. An individual learning style is responding with the climate, source and the teaching and learning approach. These factors can be adapt to a person's learning style(s) and, therefore, optimising the learning process (Meor & Assaadah, 2011). In addition, Dunn and Dunn (1978) has categorise the learning style into five parts, which are the surrounding, emotional, sociological, physical and psychological. The Dunn dan Dunn model has been used to study different type of students from kindergarten to the higher institution (Baharin et. al., 2007).

On the other hand, the Kolb learning style is an experiential learning model which has received attention from various field of study, especially that requires practical training such as accountancy (Rohaila et. al, 2005), entrepreneurship (Norasmah, 2002), engineering, technical (Harb et. al., 1995; Yee Mei Heong et. al., 2011) and medicine, biology (Ulrich & Cole 1987; Norasmah & Siti Rashidah, 2004), and programming (Hazilah, 2014). According to Norasmah and Siti Rashidah (2004), they use the Kolb learning style in the field of biology because it prioritises an individual's experience from obtaining knowledge. Hence, it is suitable with the field of biology that emphasis on the lab and fieldwork technique (Norasmah & Siti Rashidah, 2004). Furthermore, the most important aspect in the Kolb learning style is that it allows student to apply the knowledge they have attain in school inside their daily life in order to solve problems and also in making decision (Harris, 1998).

Meanwhile, theory of the Kolb learning style is that it combines the instruction activities that involve four aspects: concrete experience, reflective observation, conceptual abstract and active experimental which have given two main benefits

(Harb et. al. 1995). The first benefit is that it allows pedagogy to suit with a student's learning style. Second, pedagogy can challenge student to form a learning competency through many style. Next, the theory of Kolb's experiential learning states that an idea is not thinking elements that cannot be modify, but it is form and reform through experience (Rohaila et. al, 2005). In short, learning process is a process where concept is constanly change throughout experience.

Another model that is used in the past reseaches is the Honey and Mumford (1992) learning style that define learning style as an explanation of an individual's attitude that practices it. Honey and Mumford (1983) divide learning style into four group, activist, reflective, theorist and pragmatist (Azizi et. al., 2005). In Malaysia, research on the Honey and Mumford learning style has not yet been done in the high school level. Hence, Mohammad Yusof and Nor Hafidatulhusna (2010) has done a research to study the Honey and Mumford learning style which is primarily practice by the Form Four high school students in the subject of Chemisty in the area of Kota Tinggi.

Grasha's learning style is also used in the previous studies. This learning style gives attention on the students' method to interact with the teacher and friends in a learning environment. This is due to the student learning style is influence by his interest, his relationship with others and his surrounding. Grasha's learning style suggested six learning method, which are the evasive learning style, cooperative, dependent, compete and involving. According to Grasha (1996), a student will utilize all these learning style in a lesson or in a learning process. However, students have the tendency to apply more than one learning styles in learning. Grasha has listed the idea learning style, which is the independent learning style, cooperate and self involve. However, the depending, evasive and compete learning style is not suitable to be practice in learning process. (Ong Sze Chong & Zamri Mahamod, 2014)

Moreover, there is also another learning style that is known as the Selmes learning style (1987), which promote five types of learning styles. There are in-depth learning style, surface learning style, plan learning style, stimulant learning style and hard work learning style (Md Yusoff et. al., 2012). Silverman's learning style (1996) has divided his model into four categories, which are active and reflective, concrete and intuitive, visual and verbal as well as organise and global (Meor Ibrahim & Assaadah Mohamad, 2011).

Besides that, Canfield (1997) has constructed his learning scale by dividing it into four main categories, which are the learning condition, learning mode tendency, learning content and performance expectation. The Rahil learning model et. al. (1995) also divides the learning style into

four categories, which are the focus on one way, different way or many way, assimilation and accommodation (Baharin et. al., 2007). To sum up, one can conclude that three of these models became the preference of past researchers as compared to the other learning styles. Those three models are the Dunn and Dunn learning style, Kolb learning model and the Honey and Mumford learning model.

4.2 Methodology used

Research methodology explains the framework on how the research is going to be done. It is an important part of a research and is used to assure a research is using the right method, procedure or technique. In addition, research methodology is also used to make sure the research objectives are achieved based on a valid and reliable data (Mohd Najib Abdul Ghaffar, 1999).

Meanwhile, the study design is a method to obtain information needed to answer the research question posed. It is an overall structure of the research in order to answer and achieve the research objectives. Quantitative method that is frequently used in past researches are the Observational Research and also by using quasi-experiment.

According to Wiersma (2005), the observational method is used to measure attitude, style or achievement. It has a very large scope where it is useful to present the examples that describe the features. This is why researchers prefer to use this method in attaining the data required for their research. This can be seen in a research by Yee Mei Heong et. al. (2001) which done his research by using the quantitative observation method. They also used the questionnaire in their research as research instrument. According to Chua (2006), questionnaire is used in research because it allows the respondent to have more time to think and answer the questionnaire. This indirectly provides a more accurate data or result because they do not have to hastily answer the questionnaire. It is also allows the collecting of data with more detail, arrange and standardize. This is supported by Wiersma (2005) that stated more data can be obtain from respondents in a short time by using questionnaire.

In addition, a study by Rohaila et. al. (2005) has used quasi-experimental on 145 students of Kursus Pengantar Perakaunan Kewangan in an IPTA. The research was intended on testing the result of learning towards the enhancement of cognitive skill; which are divide into two level of difficulty: the technical skill (low level cognitive) and analytical skill (high level cognitive) through the experience learning strategy based on Kolb Model (KPK) in contrast with the traditional learning strategy (PT).

4.3 Primary Finding from Past Researches.

A research done by Kamarul Ariffin (2014) has found that the factor of student's learning style

has influence on the students' academic achievement. Interpretation of the research finding has identify that if a student is able to practise an accurate and effective learning style, it will help the students to improve their academic accomplishment in any subject. Plus, a research done by Hazilah (2014) has found that majority of the students have the tendency to process information actively by interpreting information with every human sense possible, looking at information in sequence and visual forms. This finding is supported by Meor dan Assaadah (2011) who carried out a research to identify learning methods polar among the students in Bachelor of Honour in Science and Physics Education program at Universiti Teknologi Malaysia. They found that the ideal characteristics of students' learning methods are active, concrete, intuitive, visual and organized.

On the other hand, analysis and finding by Baharin et. Al. (2007) shows that the two dominant learning styles among the students in Bachelor of Honour in the Faculty of Education are categorized into psychological and emotional. It is followed by the minor category, physical. The three highest aspects of students' learning skills are the ability to refer, listening skill and the ability to absorb and write down notes efficiently while the middle aspects in the list are reading skill, examination and tests dealing ability and time management. According to Ong Sze Chong et. al. (2012), practice of effective learning methods can really help one to succeed at English academically.

Based on the previous researches, not every learning style(s) can help students to improve academically. According to a research done by Azizi et. al. (2005), based on the academic achievements of students analysis by reflectors, theorists, pragmatists and activists, the relationship between learning methods applied by students and their academic results is low especially for the subjects: Bahasa Melayu, Bahasa Inggeris, Matematik, Sains, Sejarah, Pendidikan Islam, Kemahiran Hidup and Bahasa Cina. This research thus shows that there is no significant relationship between students' learning style and their academic achievement for those subjects. As a matter of fact, the results from researches done by Ong Sze Chong and Zamri (2014) shows that there is no strong relationship between students' learning style and Bahasa Melayu.

Also, a research done by Mohammad Yusof and Nor Hafidatulhusna (2010) has found that majority of the student practices activist learning style, but a study on the research findings has found that there are no significant relationship between learning style and the students' academic achievement. Next, a research carried out by Emeliana et. al. (2012) has found that the active learning style, reflective, theories and pragmatic does not have a significant effect with the academic

achievement. A study by Md Yusoff et. al. (2012) has also found that there is no significant relationship between the factors of gender, race, and faculty with the learning style of University Kebangsaan Malaysia's student of Science program. However, the surface learning style has a significant differences based on students' PNGK achievement. On the other hand, in-depth learning style, encouragement and hardwork are the most dominant learning styles practice by students.

In short, it can be conclude that the learning style is one of the factors that influence the students' academic achievement. However, learning style may vary depending on the situation and individual. This is because each individual has a different learning style. So as situation, each situation requires a different learning approach. Therefore, each individual must adapt to their own learning style based on their ability and situation so that it will drive them to achieve in their academic.

4.3 Problems Aroused from the Past Researches

In Malaysia, there have been many researches on the wide spectrum of learning styles in many fields. However, these researches are not up to any enhancement when these researches are vital in order to identify the perfect learning styles that can help cope with the problems faced by the students in this country and detect their weaknesses at dealing with them. In addition, with the success of identifying the strength and weakness of students at coping with problems, educators can strategise effective and innovative methods that will add efficiency to the learning process according to students' style of learning.

On the other hand, most students do not actually know and do not even try to identify the perfect learning style that suit them and can really help them improve academically. Researches from the past also did not emphasize on how far one should identify the perfect learning style, instead they only focused on a particular learning method for a particular subject. Having said that, the researches from the past only provided a model to find out if a student applied that particular model in their learning process. At the same time, most of these researches made investigations to collect the data they needed which was only limited to what they had prepared. Hence, bringing this research to the next level qualitatively by using interview method, researches can interview and find out particular students' learning style and finally innovate and prepare a comprehensive model based on the data collected from the respondent more accurately.

5. Conclusion

Findings from previous research clearly shows that every student has their own way of learning

things that helps them to get good result in their academic achievement. At the same time, each student ought to apply the learning method(s) that one chooses wisely as per instructed. This is to produce a holistic learning process that is impactful to the students and that will become a historical contribution to the national education system. Nonetheless, most students are unable to identify learning skill(s) that suit them. Thus, in order to achieve optimum efficiency in learning and teaching process in class, educators must spot the style(s) that are highly effective for the students by applying appropriate strategies. Identification of students' learning skill must be referring to factors that affect learning process. Educators and students should realize that every student has their own learning technique that they are comfortable with. Therefore, a better teaching skill and strategy that focus on the student and material, resulting an intellectual learning for the students and eventually, improve their academic achievement.

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ISSUES AND CHALLENGES OF LIFELONG LEARNING PROGRAM ORGANIZED BY COMMUNITY COLLEGES IN MALAYSIA: AN ANALYSIS

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Abstract

Malaysia is currently moving towards optimizing the utilization of economic resources, particularly its manpower to attain a developed nation status by 2020. Besides having available resources, a developed country with a knowledge-based economy requires a competent workforce. It is necessary to develop a skilled workforce on an ongoing basis with knowledge, skills and positive behaviors to increase productivity, boost industrialization, generate technological progress, attract foreign direct investment in order to strengthen Malaysia's competitiveness in the global market. Therefore, the Community College need to play an important role in fostering the society which includes people from different age in order to make Malaysia an industrialized country with a knowledge-based economy and is responsible for introducing the concept of employment to the students. Thus, the concept paper is produced to analyze the issues and challenges of youth with relation to lifelong learning organized by community colleges in Malaysia. It is also suggested that the community colleges and employers or stakeholder to collaborate in order to improve an efficient and comprehensive training order to produce experts who are not only knowledgeable but highly-skilled among developed countries.

Keywords: college community, industry

1. Introduction

In this era of knowledge-based economy, the country is in dire need of a knowledgeable human capital. In relation to this, the Vice-Chancellor of UPM, while attending the presentation of the Award of Excellence was quoted as saying:

"The science and technology that we have today will be outdated and obsolete in the future. Hence, we need to update our knowledge and ensure that it is consistent with the concept of lifelong learning so that we are relevant to human development and progress of the country" (Mohd. Zohadie, 2002).

Malaysia is still new in making lifelong education as the national development agenda, contrasted with developed countries such as the United States, Germany and Australia. So, the Prime Minister emphasized that human capital with really high quality is much needed in the context of the current global world if the country is to be moved to the era of knowledge-based global economy (B.H, 1 Mei 2006).

Consequently, citizens as human capital in the country need to constantly update their knowledge. Today, quality human capital is an absolute must instead of an advantage. To create quality human capital, the government and citizens should be together in carrying out their duty to be implemented with full commitment. The concept of lifelong learning defined by the Organization for Economic Cooperation and Development (OECD) is to make individuals within a society to be

motivated to continue learning either formally and informally throughout their lives (OECD 1996).

Lifelong learning is not restricted to only people who work, whereas it is applicable to everyone from all walks of life including housewives, retirees, people with special needs and the elderly. Lifelong education is aimed at improving the quality of life at the individual and societal levels. The goal is to offer training and education to all people with one aim to develop human capital. In school environment, human capital development is focused on students' values system, discipline, attitude, character and self-esteem in order to create a workforce that is innovative, creative, competent in science and technology, and has high market value. Among adults, the learning process does not end after school; on the other hand, there must be a continuation to keep learning to death. Thus, in this country a lot of technical and vocational colleges such as community colleges established for grant space and opportunity to the community to enhance academic and skillful expertise.

2. The Background of Community Colleges

The college began its operations in June 2001. Initially, Community College was an alternative route to tertiary education that focuses on the lifelong education, training and skills through the implementation of short courses which offers a full-time college certificate recognized by the Department of Public Services. Later on, on 27th June 2006, National Implementation Task Force

meeting (National Implementation Task Force - NITF) decided to execute College Rebranding as one of the high-impact programs under the RMK-9.

3. Initiatives by the Community Colleges

- i. Introducing Work-Based Learning program with the cooperation of Government Link Company (GLC);
- ii. Introducing Diploma programs Introducing students allowances facility to assist underprivileged students to continue their studies at the College; and
- iii. Setting up branches of the Colleges in order to propagate the service for College Consolidation Program, which was launched by the Prime Minister on 14th July 2010 to further strengthen the College's role as educational and training institutions as well as a hub for lifelong learning for the local community. Among the initiatives successfully implemented is the National Modular Certificate (SMK) and establishment of entrepreneurship centers in all colleges (College Edition Implementation Guide 2).

From 2012, the college has re-introduced a number of full-time college certificate programs which have received recognition from JPA and given a new lease with a shorter duration of study. Community colleges have also been educational institutions that aim to provide a range of training and skills at the certificate and short-term programs to the local community, post-secondary students and employees. Community college is a recent development in the education system in Malaysia as the history of its development began in 2001 June. In the same year, 10 pilot colleges were established and further increased to 338 community colleges with 18 branches throughout the country except Kelantan (Community College Student Admissions Guidelines KPT, 2009).

Construction of more Community College is still in the pipeline in different phases in the Ninth Malaysia Plan (9MP) to open up more opportunities to the local community to enhance knowledge and skills in line with the objectives of the Community Colleges. Two more new colleges have been operational since January 2008 session, bringing the total community colleges to 37. To date, the total number of community colleges throughout Malaysia is 85.

4. College Mission

To be the leader of Education and Technical and Vocational Training (PLTV) and Lifelong Learning Hub by 2015.

5. College Vision

To develop the local community as knowledgeable and well-trained workforce in order

to meet the demands of employment through Education and Technical and Vocational Training and Lifelong Learning (Guidelines for Implementation of Community College issue 2).

6. The objectives for the establishment of Community Colleges

The objectives for the establishment of community colleges as stated in the Community College Enrollment Guide are to provide dynamic and quality education and training by:

- i. Organizing and creating alternative routes to the post-secondary level;
- ii. Organizing and providing lifelong learning in the development of knowledgeable community (k-communities);
- iii. Providing training and improving the workers' skills (up-skilling) and retrain (re-skilling) for the needs of the local labor force;
- iv. Providing strategic networking to consolidate the socio-economic activities among local customers and stakeholders;
- v. Providing optional and community-centered facilities and services. (Panduan Kemasukan Pelajar Kolej Komuniti KPT [Community College Student Admissions Guidelines KPT], 2009)

7. Issues and Challenges of Lifelong Learning Program

Lifelong learning has introduced a broad scope of the objectives and can be defined as follows, "all learning activities attended were aimed to increase knowledge, skills and level of proficiency of persons, or perspective in connection with the work" (Norhayati Binti Othman and Intan Junizah Abu Samah, Kolej Komuniti Selayang). Thus, there are many issues and challenges in carrying out lifelong learning programs at community colleges and should be given serious consideration. Among the issues and the challenges are:

7.1 Imbalanced Involvement in term of Gender

A challenging issue which should be taken seriously is in term of imbalanced engagement by gender into programs implemented at community colleges. Most of those who attend the program are women. In this context, it is unknown where the direction of the boys who are secondary school leavers after SPM. This should be given serious consideration as community colleges, among other goals is aimed at helping students who have not excelled in SPM to continue their studies, particularly in the areas of skills (Yahya Don, 2012).

7.2 Selection of Skilled Courses

The next issue and challenge is in term of selection of courses offered by community colleges.

Students have a tendency and interest to choose and follow more than one course offered by community colleges, which was investigated as classified as high-skills courses such as electrical engineering, manufacturing technology, computerization and the landscape is still low and less well received.

The same is shown in courses such as strengthening spirituality and administration such as funeral arrangements, and Quranic studies which are still very low. This requires a more intensive promotional efforts at all levels of society towards making community colleges as a lifelong learning center to meet the required level of skill not only in technological area but also in the field of spirituality and religion in accordance with the requirements of a country. (Yahya Don, 2012).

7.3 Focus on Marginalized Student

The third issue and challenge is to focus on students who are dropouts in either primary or secondary school level. It is the government's effort to increase opportunities for them to learn and at the same time reducing social problems in the society. The positive tendency can be seen while looking at the degree holders for programs organized by the community colleges. Therefore, efforts should be made in enhancing the participation of students who have dropped out either in primary or secondary schools and also those who have a degree and diploma qualifications to produce more entrepreneurs and skilled workers in Malaysia while at the same time reducing the problem of unemployment among graduates in Malaysia (Yahya Don, 2012).

7.4 Learning Methods Which are Lack of Fun

Students or trainees in community colleges suggest that mode of learning in groups is not be enjoyable although they are aware that learning in groups actually helps them better in achieving excellence in academic. This is also among the issues and challenges that need to be addressed by community colleges. Actions must be taken by the college to review the process of learning in groups so that it can be regarded as more exciting to generate interest, talent and so on. The same applies in relation to students' attitudes towards ICT in the community college which also indicates a modest achievement among students. (Yahya Don, 2012).

7.5 Employability Skill

In addition, employability skill is also are amongst the issues and challenges to be considered as a non-technical skills which is very important in the development of self and students' individuality, which is helpful to produce individuals who have the skills and are competitive in life. Accordingly, the study found that community college instructors from Ministry of Higher Education are also facing challenges that affect integration efforts which are

being implemented. Students do not follow the curriculum which is related to elements of employability skills while there is no assessment and exposure on employability skills. Employability skills will become new employees' yardstick for the employers when they start working. Individuals with good technical skills but do not have employability skills are considered to be of poor quality. Right now, the placement and competition in the global job market requires graduates who are able to apply the elements of employability skills in addition to the academic excellence (Seminar Employability, 2009).

8. Recommendations

Several proposals have been put forward to address the issues and challenges of lifelong learning programs at community colleges.

8.1 The role of schools in the implementation of the Lifelong Learning Program

The relationship between a school and community is very important. Without the community, the school does not exist while without a school, community will not progress (A.Rizal et.al., 2008). Hence, the school is seen as important to the community to develop human capital in the local community. Therefore, a school can serve to provide the closest and most prolonged exposure to almost all social groups in a local community. The role of schools can be regarded as the oldest educational institution and as it is developed in the midst of the community, it must go further to expand its role of educating not only schoolchildren but also adults and parents who need it.

8.2 Improving promotion

The college community should encourage campaign and promotions of vocational programs all over the country so that more boys enrolled in community colleges. Therefore, the imbalance of ratio between boys and girls will be reduced

8.3 Strengthening Skills Programs or Courses

The college community should make efforts to strengthen the skills courses so that every course offered can increase the likelihood of interest among students. The college community should also focus on the students who drop out of the academic because they are also among the assets whose talents and skills can be discovered and not marginalized. In addition, the mode of learning in community colleges should also be improved to make it more exciting.

8.4 Enhancing employability skills

Community college students' employability skills need to be improved in order to produce graduates who have the skills. Trainers in particular should play an important role in improving these

skills. Employers are very concerned about skills "employability" where they require skilled and competent employees from various aspects to help improve the quality of work contributing to the productivity of developing countries. Competency and the ability of workers to carry out their responsibilities as employees and their ability to contribute individual expertise can benefit the company and thus are able to improve the quality of products and compete in local and international markets.

9. Conclusion

A community's culture that emphasizes the importance of knowledge may prevent people from accepting titles such as primitive societies or people who do not make changes. The culture of knowledge also allows a society to have a broad worldview, which is thought to be more open. From another perspective, education should be an ongoing process in the life of every human being. Education plays a big role in the formation of future generations and achieving national objectives. The more developed a country is, the higher the demand for skilled and knowledgeable. It is undeniable that lifelong education is the main factor for sharing new ideas, technologies, and expertise to be applied in a society.

This statement is in line with the findings of Abdul Halim et al. (2012) who concluded that a community college is a place for polishing human capital and potential, including those who have dropped out from schools. Even more importantly, community colleges are considered more likely to produce entrepreneurs compared with universities. Thus, community colleges can be seen as an institution to produce 'employers' who can provide job opportunities for people in the future and thus help reduce unemployment in the country. It is very impressive to learn that a student who had dropped out at one time is now becoming an entrepreneur and being an employer to students who graduate from universities.

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RELATIONSHIP BETWEEN PARENTING STYLES AND PARENTAL INVOLVEMENT IN ACADEMIC ACHIEVEMENT AMONG STUDENTS IN JUNIOR HIGH SCHOOL IN THE STATE OF SELANGOR

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Abstract

The purpose of this research is to study the relationship between parenting styles and parental involvement with academic achievement among students in a junior high school in the state of Selangor. This study will be associated with the best practices on contextual inclusive education. Respondents in this research were 120 students from Form One and Form Two selected using purposive sampling. Most of them are male/female from Malay, Chinese and Indian ethnic. Data were collected using questionnaires distributed to the students. The results of Pearson correlation analysis showed that there was no significant relationship between parenting styles of authoritarian, authoritative, and involvement in school programs with an aggregate average grade (GPA) student. Meanwhile, there was a negative significant relationship between the level of the academic achievement and a positive significant relationship for interest in the school work with an average grade of aggregate (GPA) students. Lastly, the study concluded that parental involvement is the most important and they should be more responsible in teaching and raising their childrens achievement academically so that their children are more successful in life. In the contextual inclusive education, parenting styles and parental involvement may affect their academic performance. Various attempts have been made by the Ministry of Education (MOE) in identifying the educational gap that needs to be bridged in order for access, equity and quality of education can be improved. Inclusive education program is one of the best methods that have been done through the Education Development Master Plan (PIPP) to ensure that all students have the same opportunities and the ability to excel.

Keywords parents parenting styles, authoritarian parenting styles and authoritative parenting styles, the value of the achievement, interested in school work, participation in school programs.

1. Introduction

A small baby or child can be described as a white sheet of canvas, with no stain on it. Therefore the parents are ultimately responsible in bringing in the colours to the canvas, because parents are at the innermost core of a family and they are the socialisation agent in their children's life (Atan Long, 1978). Parents will have to show a good example to their children, because parents are the best reference they can get ever since they are a baby. A parent's behaviour will indirectly influence children from infancy until they become adults.

A family institution is considered the first and foremost of institutions and is responsible in shaping individual behaviours and characteristics in terms of aqidah, syariah (rules) or akhlaq (morals) (Mustafa Haji Daud, 1989). This can be explained by looking at how parent's influence towards their children can shape their children's character. The ties of affection between a parent and child can instill obedience and loyalty and helps the children easily accept a parent's advice and guidance. This connection is permanent and longlasting and can affect the learning process of their children.

According to Rozumah Baharudin (2001), the lack of a family influence gives a lot of influence

and induces negative effects to the children. The structure and values of a specific family is usually affected by its competency and involves the parent's ability to strengthen their economic status and attain personal achievement.

Childrens learning effectiveness is also influenced by the early developments by their parents. Education given to the child before and after they were born will influence their learning development (Manja, 1990). This is due to the fact that early child development will shape a child's real learning style and shape educational success.

A parent's parenting style is the process of custody, care, raising and upbringing by the children's parents. It's a feedback process that is influenced by the input and influences the projected output. A positive communication between parent and teenager will help him/her go through their lives that is full of challenges and happiness. This is caused by the good relationship with their parents in whom they can share the problems they are facing and also the good values the parent and teenager can share with each other (Baumrind, 1971).

According to Baumrind (1989), an authoritarian parenting style is where the parents are 'demanding' and not responsive towards their child's needs and also not friendly to the child.

Children brought up with this style will face mid-age growth problems psychologically and occurs especially to male children. They will show low interest in academic achievement and also withdraw themselves from social interaction. In other terms, these children rarely interact with their peers, not proactive, not spontaneous in their actions and unable to determine morally good or bad actions.

'Responsiveness' is defined as the frequency of interaction between parents and children, be it in a positive or negative way. A parent whose parenting style is authoritative, will generate children that have 'high responsiveness' characteristics. These children will give out positive after-effect during their mid-years. Parent fondness will bring positive effects to the children (Baumrind, 1989).

A research by Zulkifli et al. (2011) was conducted on students from a few selected schools in Selangor to determine a parent's involvement level and the students' academic achievement. Overall, he found out that parent's involvement in parenting must be improved especially at home to generate students with high academic achievement. A student's achievement can be measured by their performance in examinations. However, the scope of measurement must be further widened so that the students with low academic achievement will show dedication in improving themselves and discover the best way they can learn. Thus, the students' failure in this measurement is caused by unoptimized learning processes. Many factors based on many research have been conducted in order to determine the factors that influences the students' learning process.

According to Morrison (1978) the meaning of comprehensive parent's involvement is the process of actualization of potential by the parents, that helps them to find strength and skill, and using it for their own and family's own good. A parents' involvement such as conducting discussions, caring and communication are much related to the children's academic performance set by the schools. (Houtenville dan Conway, 2008). A parent's involvement is important and recommended due to the fact that it gives a deep effect towards a child's social development and academic success.

As parents, you will know your children better, and you have the power to get actively involved in your child's development and activity at school. If taken from an observer's perspective, you will have already given your child a picture of how they can fully develop and would have already contacted the school to gain the right knowledge. According to Rohaty (2003) a parents parenting role play an integral part in shaping their children's intrapersonal concept.

Research done by Platt dan Olson (1997) shows that a guardian's involvement in school helps the students to gain an improvement in academic advancement and repairing their grades. With

guardian involvement, students will be more enthusiastic in improving test results, discipline, and completing their homework. Furthermore, reports from schools showing a reduction in failure rates when parents and the community work together and create personal ties between school and family.

It was found that student interaction with teachers, parents, friends and other factors affects student's academic achievements. For example, research suggests that parent's attitude is found to be directly related with the teenager's academic performance (Steinberg, 1996, 2014). Good attitude will foster high standards and aspiration, fortifying academic performance of teenagers in school through structured support which is the involvement of parents in school programs. (Ibanez et al., 2004; Hill & Tyson, 2009).

Inclusive education is the education given to pupils with special educational needs who are studying together with normal students in the same classes and are taught by regular teachers (Abdul Rahim Selamat, 1994). This education involves students with special needs in regular classes where appropriate help given to them to enable them to follow the teaching and learning with their peers (Lunar Jalil, 1995).

2. Research Objective

The main purpose of this research is to measure the relationship between parenting style and a parent's involvement in a student's academic performance at a selected school in Selangor. Specific objectives for this research are as follows:

- i) To determine two parenting styles which is authoritarian parenting style and authoritative parenting style.
- ii) To determine three levels of parenting style which is towards value of children academics, interest towards schoolwork and involvement in school programs.
- iii) To determine the student's level of academic achievement.
- iv) To measure the relationship between authoritarian parenting style and students' academic achievement.
- v) To measure the relationship between authoritative parenting style with students' academic performance.
- vi) To measure the relationship between value towards children's achievement with the parents' involvement in the students academic achievement.
- vii) To measure the relationship between students' interest in their schoolwork with parents' involvement with the students academic achievement.
- viii) To measure the relationship between parents' involvement in school activities with the students' academic achievement.

3. Research Method

3.1 Research Area

The research was conducted at a secondary school in Selangor. This school is a grade A rural school. The school was established in the year 1979 and located at km 25.6, Jalan Ipoh, Rawang, Selangor and is under the jurisdiction of Pejabat Pendidikan Daerah (PPD) Gombak and Jabatan Pendidikan Negeri Selangor (JPN).

3.2 Research Sample

Respondents that was chosen in this research is 120 students of Form 1 and Form 2 that consist of 53 males and 67 females students. The students are 63 Malays, 37 Chinese and 20 Indians and they were chose using purpose sampling. The sample of students picked were 40 students each from the excellent class, medium class and lower class.

3.3 Research Instruments

In this section, there are 52 items that is split into 5 different components which are questionnaires related to parenting styles such as authoritarian (15 items) and authoritative (15 items). Whereas parents' involvement is measured through value towards achievement (8 items), interest towards children's schoolwork (9 items) and involvement in school activities (5 items) and also its relationship with students' academic achievement. This questionnaire was developed based on the Parenting Style Inventory 'The Parenting Style and Parental Involvement Questionnaire' - PSPI (Poulson, 1994; Poulson & Sputa, 1996). Researcher use the item instruments that was taken and modified from the research done by Najim Uddin Ahmed (2013).

The questionnaires that was formed up has two sections which are Part A and Part B. In part A, is comprises of the students' background. Questions such as class, race, and sex. In Part B, is comprises the questions to get information about the profile of a parenting style and the involvement of their parents and the involvement of parents in the students academic achievements. This information is taken from the questionnaires that was given to the students and Form Head.

The information obtained from the Form teacher is taken based on a summative test that was done at the school for a selected subjects such as Bahasa Melayu, English, Mathematics, Science and Islamic Education. A summary of the questionnaire separated by items for each component is shown in Fig 1.

As stated before this, this research will measure the parenting style from two dimensions which is authoritarian and authoritative parenting styles. The scale of authoritarian parenting style was developed to measure the total trust given by parents towards them. Strict parents are one of the

15 items in this scale. The second dimension was measured by using the 15 items to scale the authoritative parenting style.

Figure 1. Item demarcation for each components in the questionnaire

Component	Item
Parents' parenting style	
Authoritarian	15
Authoritative	15
Parents' involvement	
Value Towards Academic Achievement	8
Interest towards School Work	9
Involvement in School Activities	5

The questions given to the respondents are the closed type questions. Authoritarian and authoritative parenting styles, value towards achievements, student interest towards school work and involvement in school activities are measured using the Likert format scale. The marks are given from the range of 1 to 5, with the highest mark showing that they strongly agree and likewise. All the data obtained will be analysed qualitatively by using values, score and frequency. The division of positive and negative item in PSPI according to the parenting style and parents' involvement are shown in Fig 2.

Figure 2. Division of positive and negative item in PSPI according to the parenting style and parents' involvement

Component	Positive Item	Negative Item
Parenting Style		
Authoritarian	1, 2, 5, 6, 7, 8, 9, 10, 11, 12 and 13	3, 4, 14 and 15
Authoritative	1, 2, 3, 4, 6, 8, 9, 11, 12, 13 and 14	5, 7, 10 and 15
Parents involvement		
Value Towards Achievement	1, 2, 3, 4, 5, 6 and 7	8
Interest Towards Schoolwork	3, 4, 5, 6 and 8	1, 2, 7 and 9
Involvement In School Activities	1, 3 and 5	2, and 4

Experiment instruments have been determined its validity and reliability before it was distributed. Instruments were analyzed by using the *Alpha Cronbach* method. The *Alpha* values for the whole of parenting style and parent involvement is 0.81. This shows a very high value and is suitable to be used in this research.

3.4 Data Analysis

Data processing was done using the SPSS version 20.0 software. Analysis was done in stages

starting with the Alpha Cronbach disciptive analysis. Descriptive analysis was done for Part A demographically which consists of class, race and sex. Aside from that, the mean difference and standard deviation is also calculated for each item in its different components by academic performance. To answer the research questions developed, the researcher uses inferential statistics to find the standard deviation and Pearson correlation.

4. Result

The result of analysis for the mean, standard deviation and interpretation level of the variables is shown in Fig 3 below.

Figure 3. Result of analysis for the mean, standard deviation and interpretation level of the variables.

Variable	Mean	Standard Deviation	Level
n			
Parenting Style			
Authoritarian	3.30	0.38	Medium
Authoritative	3.20	0.37	Medium
Parents involvement			
Value Towards Children's Achievement	3.70	0.73	High
Interest Towards Children's Schoolwork	3.39	0.51	Medium
Involvement In School Activities	3.22	0.75	Medium
GPA	2.75	0.87	Medium

The result shows the intepretation levels of variable values towards student's acheivement is high whereas the other variables show the medium level of interpretation. Pearson Correlation analysis shows that there are no significant relationship between authoritarian parenting style ($r=-.09$, $p=.32$), authoritative ($r =-.11$, $p=.23$) and involvement in school activities ($r=-.07$, $p=.43$) with the students' average agregate grade (GPA).

Meanwhile, the Pearson Correlation shows that there is a negative significance between the value towards children's achievement ($r=-.28$, $p=.01$) and a significant positive relationship in the students' interest in schoolwork ($r =.23$, $p=.01$) with the students' average agregate grade (GPA).

5. Discussion

Findings from this research shows that parenting styles have no relationship the students' academic performance. To be more specific,

authoritarian and authoritative parenting style have no relationship with a students' academic acheivement. This finding fits well with an experiment by Noraini (1999) and Nurul Ain Hamsari et al. (2012). Even more so, the findings contradict with reasearch dome by Zulkifli et al. (2011); J. Rivers et al. (2012) and Erron et al. (2013).

A parents parenting style has no relatoinship with a student's academic achievement maybe because when a parent that strictly controls their children, the child will be too afraid and cannot fully concentrate towards the subject. The child will be learning just because of fear and not on their own accord. This situation makes the child feel trapped. They will try to get their parents attention by creating trouble, either in term of discipline or not giving attention to the losson. This matter is also supported by Noraini (1999), saying that a parents with responsible attitude in giving their child their needs, and not necessarily children with high academic achievement.

In reference to that, the respondents' age plays an important factor in the non-related relationship between parenting style and students' academic achievement. This is because the respondents are from Form 1 and 2 and are not fully matured. They like to spend more time with friends instead of their parents, even though a good relationship between parents and child is an essential part in a teenager growth. They need their parents' support in order to become brave and gallant (Azizi et al., 2006). This is also supported by Ruzina Jusoh (2005) who found that students from parents that implements authoritative parenting attains better academic achievement than other parenting styles.

Parenting style is the main aspect that has a deep effect in the physical, mental and social development of an individual. Indirectly, it will shape the personality of a teenager especially in their academics. This means that parents have big responsibility in educating their children. Therefore, parents have to develop themselves in the art of parenting in order to shape their child's heart and soul towards goodness. This is because a parents actions, be it good or bad, will be an influence towards their children (Azizi et al., 2006).

Research results also shows that there is no relationship in involvement of parents in school programs with a child's academic achievement. This result is in line with research by Hayati Mohammad (1998). However, it contradicts with Zulkifli et al. (2011); Kramer (2012) and Najim Uddin Ahmed (2013) that states a parent's involvement in school activities should be improved in order to attain students with high academic achievement.

The research by Hayati Mohamad (1998) that looks into the relationship between social support and self-esteem its influence towards academic

achievement. As a whole, she concluded that parent support, friends and family all does not influence a student's academic achievement. However, according to research by Lawson (2013) that states that a parent's involvement in school programs is important in determining a child's success. Supporting parent towards their child's education is reflected from the interest of parents in their schoolwork. However, educational support and help from parents must be done consistently (Epstein., 1989).

According to Azmy Mohamed (2012) stating that a parent's involvement with their children's education is especially important when at home and the research proves that this method makes a big difference in the success of a child.

Value towards achievement and interest in schoolwork show that there is a relationship between a parent's involvement and students' academic achievement. The results is in line with research by Grolnick, Banjer & Kurowski (1997); Thorkildsen & Stein (1998) and Houtenville et al. (2008).

Eccles and Harold (1996) found out that parents who are involved programs by the school gains meaningful experience, improve their parenting, social skill and getting new skills that can be used when faced with the challenges of bringing up their child. All these information and experience can also be attained by taking part in structures programs conducted by the school. Next, the research also shows that the development and performance in the children's education are better the parents are actively and continuously involved in their education from the very start. Active involvement and support from the parents starting from this stage can help to increase a child's potential in learning through continuous learning at home. The same upbringing and education at school and home will help the continuity of education and avoid confusion in children. Apart from that, it can also foster good relationship between parents and educators, also it enables educators to recognize and understand the children better.

According to research by Abd.Razak Zakaria et al.(2011), it is found that contribution in a family context is 41.1% for involvement at home and school. This shows that parents and activities at school are very important to increase a student's academic achievement. This is also supported Norsayyidatina et al. (2011) that states parents must play a complete role and responsibility in order to improve students' academic success in many aspect of life.

Research by Grolnick et al. (1997) shows that parents who play a role as teachers at home and have positive attitude towards the children will likely to involve themselves in their children cognitive activity. Thorkildsen & Stein (1998) research found that parents who spend time with

their children to complete homework will be more successful and have the aptitude to do the best. Parents become the tutor to the children's education at home.

This is supported by Houtenville et al. (2008) whereby children will complete their homework according to schedule, their achievement increases in certain subjects and parents know what their children learn in class. Aside from that, parents know how to monitor, support and discuss with their children when at home.

In the contextual inclusive education, the parenting styles and parental involvement can also affect their academic performance. Parents need to provide extensive cooperation with the school in helping improve children's academic achievement, particularly for students with special needs. Various programs have been conducted in schools in helping special education students in academics. Among the inclusive education program. Inclusive programs are educational opportunities for students with special needs learn in ordinary classes with normal students in the mainstream by following the normal curriculum, guided equally by teachers, assisted by the special education teacher (mentor) , Fully inclusive education means that students with special needs in the classroom learning entirely mainstream with the help of a special education teacher (mentor). Inclusive education means that while partial special needs students take part in subjects or specific activities within mainstream classes with help special education teacher (mentor). There are findings enable the MOE approach and formulate appropriate strategies, especially the cooperation of parents in order to assist students in improving their academic achievement as well as foster parenting relationships with their children.

As a result from this research, the school administrator and parents have successfully structured a strategy and also executed a more affective programme and generating improvement to improve students' academic achievement. Parents have also involve themselves with programme conducted by the school. With this, any pending issues and students' problems can be discussed and avoided together. Parents are the ones with the most important from this research. Parents are responsible in shaping their children due to the fact that they are the closest and at the core of any family.

6. Conclusion

In general, this research was conducted to measure the relationship between two parenting styles which is authoritarian and authoritative parenting style with academic achievement of lower secondary students. Aside from that, this research was conducted to measure how far a parents' involvement such as value towards academic

achievement, students interest in schoolwork and involvement in school activities have any relationship with a student's academic achievement. Descriptive findings shows that the level of variable interpretation towards a students academic achievement is high whereby authoritarian, authoritative parenting styles, interest towards schoolwork and involvement in school programs is medium. The result of the analysis shows that there is no significant relationship between authoritarian, authoritative parenting styles and involvement in school programs with students average aggregate grade (GPA). Meanwhile, it was found that there is a significant negative relationship towards students' achievement and a significant relationship for interest towards children's schoolwork and the students' average aggregate grade (GPA). From all of the results obtained, generally it can be summarized that in order to produce students with high academic achievement, parents will have to give better attention to all of the parenting styles and put emphasis in the values of children's achievement and also involving themselves and giving overall cooperation with the school in making any activities at school a success.

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THE CONCEPTS OF ADULT LEARNING

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Abstract

The concept paper will describe the implementation of adult learning. It starts with an understanding of the adult as to the suitability of student teachers and a conducive learning environment. It is significant because as a facilitator, they need to know in depth the students today. Adult learners will feel more motivated to learn when his main desire is fulfilled as (1) comfort: economic, social, psychological and spiritual; (2) feedback: habits, favorite hang out and socialize, to have a taste; (3) a new experience: adventure, passion, ideas, methods, new friend; (4) recognition of status, prestige, popularity. In addition, physical factors such as classroom environment, space, lighting and psychological factors such as attitude mentors, encouragement and peer support, utilities and other psychological factors can affect adults.

Keywords:

1. Introduction

One of important aspects in education now that requires attention is the concept for adult education. Does not necessarily we talk and examine the entire education school students to age a little young. In reality according to the field, many adults who need to get an education on an ongoing basis as to whether formal or non formal education, such as education-shaped course skills, short course, professionalism and so on. Problem which often arises is how to help the adults in terms of improving their living standards with education that continued while most of them miss or school dropout. It should be understood that adults have a maturity of moving from dependence on childhood towards freedom or self-referral. Psychological maturity mature as a person who self-directed course encourage the emergence of a deep psychological needs that people desire to be seen and treated as a person who directs itself, not directed, forced and manipulated by others.

When they grow up, a situation that does not allow it to be yourself, then he will feel depressed and frustrated. Adults are not children; the adult education can not be equated with the child education in primary or secondary schools. We need to understand what is the catalyst of adult learning, whether barriers that affects them and what their learning satisfaction is and so on (Lunandi, 1987).

According to Henschke 2008, adult learning is a sub discipline of education which became popular in the 1970 and 1980. American Society for Training and Development as the publisher of the paper Knowles (1995) calls the Prof. Dr. Malcolm Shepherd Knowles as the 'Father of Adult Learning', which was found in 1950. He has produced 17 books and 230 articles on adult learning. Serious discussion related to adult

learning, however, said to have begun in the United States since the 1920s (Ellinger, 2004).

2. Issues and challenges

The challenges are being addressed by the government is to combat illiteracy among adults. This group does not have the opportunity to participate in formal learning level of children and adolescents caused by colonialism, poverty and much of the development environment. Malaysia feel very proud to be recognized by international bodies such as UNESCO because illiteracy is the lowest in the world. On the lack of reading among people of this country are very significant. They only read half a page in an average year. Sufean Hussin (2004) explains that most of the people are good at reading, writing and numbers but they do not have the interest and passion of reading to broaden their knowledge and thoughts. The education system has always be seen as a process of acculturation or socialization (Abd. Rahim, 2003). It seems that after 50 years of independence the people still lack reading, where is the mistake?

The next challenge is how to cultivate knowledge in the local community. Cultivate here means to practice in life. The consequence will happen and a result of changes in the lives of the acquisition and development of science. This culture thrives and grows in developed countries. More needs to be seen is why the European were successful cultivate the knowledge whilst our society still groping toward the same direction. Is it difficult to find reading material or the price is very high in our country? Are reading materials in our mother tongue make us less interested in reading because lack of understanding?

Apart from that, the culture that emphasizes knowledge prevent them from receiving the title of primitive societies. Cultural knowledge also allows the existence of a community which has a world-

view that is wider, which is thought to be more open. From another perspective, education should be an ongoing process in the life of every human being. Education plays a big role in the formation of future generations and achieving national objectives. The more developed a country is, the growing demand for its skilled and knowledgeable. There is no doubt that education is the primary vehicle for laying new ideas, technologies, and expertise applied in society.

While writing this article, much has been said about the decreasing quality of education in our country. This deterioration is seen through our universities in the world ranking list. In addition, in Malaysia it is hard to get a job after graduation. If this view is adopted as a criterion, then we can not afford to put the quality of education on par with developed countries in the world. Nadler (1984) proposed that education consists of activities designed to provide workers with jobs in the future.

Enthusiasm to learn something is a key characteristic in human capital development. Interested workers are productive workers (Mahmood Nazar, 2005). This is contrary to reality due to the lack of interest to gain knowledge. We found many Malaysians especially housewives have no knowledge of technology and more dependent on others. For example, as a user of electrical appliances at home they do not know how to repair equipment damaged despite a rudimentary level. This indicator is significantly different when compared with housewives in the developed countries who have basic knowledge of the technology that allows them not to depend on others. Changes in the level of the individual depends on the mastery of new skills, new attitudes formation, and the formation of a new understanding (Tor Geok Hwa, 2004). This should be a learning process for adults who are less practiced by housewives in the country.

3. The Definition And The Concepts Of Adult Learning (Andragogy)

Adult education or andragogy is the science of guiding adults or teaching adults. The concept of adult education in contrast to the concept of children education. It is often referred to as pedagogy. The difference between the concepts of andragogy and pedagogy is that the concept of andragogy related to the process of search and discovery of knowledge necessary for human life. The pedagogical concept is relevance to the cultural inheritance that belongs to the last generation to generation.

According to Knowles (1980), definition of adults can be divided into four categories: biological, legal, social and psychological. Adults in terms of biology is to reach a certain age and able to giving birth. Adults in terms of law are already eligible to vote, have a driving license and

married. Individuals who play adult roles such as work, responsibility in terms of households are those in the category of social and psychological perspective. The individual who has reached the stage of self-perfection and able to manage own life. Nowadays, in Malaysia, adults is a person who has reached the age of eighteen (Age of Majority Act 1971). Art and culture for children's learning called pedagogy. Words or terms of pedagogy emerged from the words 'paid' means children and the words 'agogos' means to lead or guide. Andrology is a term used for adult learning. Andragogi term of the earliest discovered by Alexander Kapp, an educator from German in 1833.

Andragogi theory was introduced and founded by Malcom Knowles in 1980 through his book 'The Modern Practice of Adult Education: From Pedagogy to andragogy'. Andrology is derived from the Greek, 'ner' or 'andr' which means adults and agogos' means direct and lead. Therefore, andragogi is a science and art of helping adults learning (Knowles, 1980). Pedagogical approach to adults is not suitable because they are no longer children. In general, schools and colleges are agencies of socialization in which the main objective is to provide children and adolescents to life in adulthood. While for adult learning, it is not concerned with the concept of providing an individual's life, but it helps a person to live more successful (Kadir, 2004).

According to Lindeman (1972)'adult learning' is a new technique in learning. It is a process in which adult learners aware of how to assess the experience gained. Facts, information and knowledge are used with the aim of solving problems. In this process, teachers will use the new functions. Gesner (1956), Adult learning is a concept which the activity is held for the development of an adult. The terms of development means a higher awareness, increase knowledge and experience. RWK Paterson (1979) was said, the entire process of adult learning is organized education in which the content, level and no matter it is formal or not. Other than that, its to extend or replace their basic education in schools, colleges and universities in which a person is regarded as adult by the society to develop skills, enrich their knowledge and improve their technical and professional qualifications. Adults learning can also lead to changes in attitude and in personal development and participation in social, economic and cultural.

3.1 The Objectives of Adults Learning

According to Ruud and Preece (2005), the potential for learning is not just literacy or adult basic education, but the goal of adult learning goes well beyond that. So, what is the purpose of adult learning? Some authors have suggested that adult

learning objectives show the differences between each other. Mazanah (2001) confirmed the objective differences due to the context of adult learning and adult learning history that differ from one country to another country. Mazanah opinion supported by Burke (2005) who said the purpose of adult learning influenced by history, politics and economics. For example, Rogers (1993) said the purpose of adult learning in developing countries to meet the needs of social and economic development. While for developed countries, adult learning is aimed at providing human resources who are knowledgeable and competent (Jarvis, 1985).

According to Merriam and Caffarella (1999), the goal of adult learning is constantly changing. For example, faith-based adult learning during colonization in the mid-18th century in the United States aimed at alerting people to wake up to fight for independence. Thirty years later, adult learning in the United States is to train workers to meet the rapid development of technology. Whereas, nowadays, adult learning is providing human resources to meet the challenges of globalization and economic (Merriam and Caffarella, 1999). Although many authors have put forward the goal of adult learning, but four adult learning objectives put forward by Titmus (1989) is more comprehensive. The four objectives are: (i) educational opportunities for the second time. (ii) the educational role and (iii) vocational education.

3.2 The principles of Adults Learning

Knowles (1990) (in Daffron (2012)) has outlined six principles of adult learning through his work 'The adult learner: a neglected species. These principles are;

The need to know

Adults prefer to relate their learning to life. They are more attracted to the form of active learning that has meaning and purpose. Unlike children, they have limited opportunities to apply their knowledge and skills in the context of life. For these children, fail in study did not bring meaning and consequences to them, while adults can lead to failure of other effects in the context of work and their lives. Children who failed still have a chance to repeat the course of their learning, while for adults it's probably not so easy because it involves time, cost and commitment in everyday life.

3.2.1 The learners' self-concept

Adults have a concept of self-responsibility. They see themselves as individuals who have the ability to decide for themselves and not to be manipulated by others. It also reflects their social maturity. While people today have properties that are responsible and self-reliant, there are very few individuals (adults) who attended further education after a break from formal education tend to be

students who are dependent (dependent learner) to students who are independent (self-directed) through self-learning.

3.2.2 The role of learners' experience

Adults have a variety of life experiences that impact on their learning. This experience is used to describe the identity of themselves and it was a very valuable learning resources. In contrast, children living experience is limited not only due to their age but also their experience in other activities other than formal learning. They may not have the maturity level as adults who have acquired along through life experience.

3.2.3 Readiness to learn

For adults, a willingness to learn arises from the need to learn and it is without force and effect than anyone. Children do not have the option to choose not to learn because, their routes are limited. They are required to learn and gain qualifications for gaining efficiencies for a career that will be selected. Lessons for children can be seen as a priority.

3.2.4 Orientation to learning

Orientation to adult learning is related to real life situations. Adults learn by and centered life. Each case study is relevant to their lives. They are motivated to learn because they realized the importance of learning all they go through their daily lives.

3.2.5 Motivation to learn

Adults gained motivation to learn through learning from an external driver such as a promotion and a higher salary. However, the internal driving force is the most influential factor in their learning. The internal factors such as quality of life. These internal factors that increase the motivation and desire to improve the quality of life because of the presence of a significant level of learning, they have developed a site forward. This situation occurs at the community college where statistics show that enrollment is through participation. Many short courses conducted with the main objective is to improve the skills of local communities in skills that can help them improve their lives.

3.3 Characteristics of Adults Learning

When the adults were taken into learning situations that require them to share their experiences, they will make the learning process with full involvement of itself as a whole. According to Kadir and Hussin (2004), the adult learning process are influenced by the following elements;

3.3.1 Learning Environment

Learning environment should be created in accordance with the situation of adults. Or even a used equipment (chairs, tables and the like) are prepared and organized in the spirit of adults and provide a sense of comfort to them.

3.3.2 The needs to analyze

Adults will be thrilled when they engage in adult learning activities. They will feel engaged and motivated to learn.

3.3.3 Planning

Adults involved with the planning process of learning. In this scheme, the position of facilitator more serves as a liaison. Therefore, they will be responsible for the learning they did.

3.3.4 Evaluation

Assessment of learning emphasizes self-assessment (self-evaluation). Facilitators more help adults to assess the extent to which they may have the desire in their learning process.

3.4 The Adults Learning Method

There are several techniques or methods in helping adult learning;

- i. Presentation Method - This method involves lectures, debates, interviews, films, demonstrations, exhibitions, and read.
- ii. Participant Method - such as debating, as a panelist in the program dialog.
- iii. Discussion - guided discussion, debate and discussion of the book derived from problem resolution.
- iv. Simulation - role-play method, the critical incident, case study methods and games.

4. Adult Learning Theories

There is no single theory of learning that can be applied to all adults. In the last century has produced a variety of models, assumptions and a set of principles, theories, and explanations that form the basis of knowledge of adult learning.

4.1 Adult Learning Theory By Malcom Knowles Andragogy

Andragogy learning theory introduced by Malcolm Knowles in his book 'The Adult Learner: A Neglected Species', which was published in 1970. Since then, many education experts and intellectuals talking about the term 'andragogy'. Before the term andragogy, pedagogy term usually associating with learning. In the concept of pedagogy, students are used as objects in the education system. The education they received is already provided by the teachers. What will be learned, teaching methods, materials will be used are planned in advance in the system. The downside

is that the pedagogy students were unable to reveal themselves, they unable to express themselves, their interest, their ability is limited and can not be expanded. In this andragogi, they will become more familiar with the term 'enjoy learning, workshops, and so on.

4.2 Adult Learning Theory By Carl Rogers

Carl Rogers (1951) introduced 'Student-Centered Learning. According to Rogers every student must have a thorough understanding of themselves through a more intensive group. Teachers or trainers provide opportunities for students if they do not understand about learning. What is emphasized by Rogers is emotional approach in learning rather than the result of learning itself. A teacher must be more responsive to the needs of affection. Wahyudin (2009) said, what is more important in learning process are happy, not depressed, and comfortable. According to Wartawarga (2009), Roger's theory requires three facilitators attitudes in the learning process of appreciation, acceptance, trust and empathy.

4.3 Self-Directed Theory

Adult learning is often described as self-direction learning (Cranton, 2006). Positive self-concept will lead to motivation increasing. It will become more meaningful as adult learners spared from feeling depressed, worried and not motivated (Cranton, 2006). According to Knowles (1980), adults have a tendency to self-direction. It refers to how adults identify needs, set goals, choose how to learn, gather information, find resources and assess learning progress. Hence, Candy (1991), confirms the adults responsible for his learning on four fronts, control over resources, autonomy, self-management and autodidaxy (involvement in informal learning, and independent learning projects). Adults have many responsibilities. they have to balance the needs of learning. Because of these responsibilities have grown there is more barriers and challenges to participate in learning and studies.

5. Summary And Recommendations

Everyone learns in different ways. They may have some adjustments in learning styles, but we seem to prefer a particular approach to the learning situation. We received and process information in different ways. We also think and make decisions in a different way. The more sensitive you are to varying cognitive styles of your students, teaching and learning styles, teaching and learning will be more efficient. Be careful also with danger of 'over teaching'. Michael Polanyi in his book 'Personnel Knowledge', has introduced the concept of logical 'unspecifiability', where there is the idea that the world is becoming more impossible to try to analyze and understand them. The best example

here is a nail and cycling. If we try to teach knock or ride, a bike with the laws of physics that describes the force of vector (the power and direction of them), and their relationship with the centrifugal force and gravity, and introducing mathematics to describe this process along with technical measures for new people, the tasks knock or riding a bike will be more difficult, even impossible to do. The same goes for swinging the golf ball, at one stage, you just do it and learn something from it.

In the Islamic perspective, learning is obligatory for every mukalaf. This is because Islam is concerned with science. Hence, Islam spread through sword rather than science. A preacher who understand and know the disciplines of adult learning will be more easy to approach other adults. Variety, theories, models and practices can be practiced in an effort to convey the truth of Islam. After fifty years of independence, various educational institutions established even every ministry has its own training institution, but the gap between the races still great progress especially in the areas of education, economic and regional development. From the government's view, the development of human capital is essential, especially to make first class human resources. All those either employed, unemployed, pensioners and senior citizens must be knowledgeable and able to contribute something to the country, particularly in education and the economy. Educational institutions such as schools only seen as central exam-oriented formal learning. They are not given the opportunity to contribute their expertise in informal education, especially the adults' education. Apart from schools, institutions such as 'Kolej Komuniti', Kementerian Pengajian Tinggi which provides a range of short courses and serve as a hub of adult learning and lifelong education.

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ISSUES AND CHALLENGES IN ADDRESSING TRUANCY AMONG STUDENTS

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Abstract

The education system in our country generally have a shift in paradigm towards the improvements that occasionally implemented from time to time, so all parties need to be sensitive and play a role in tracking the problem of truancy particularly among students. There are several factors affecting the students to be involved in school truancy. There are a number of factors, namely the attitude of the students themselves, peers, families, teachers and the school infrastructures. Researchers want to identify the issues and challenges in addressing the problem of truancy particularly among students. The methodology used in the preparation this concept paper is through the analysis of previous studies concerning the factors that contribute to the increase of truancy. Overall, all the elements are greatly influence the issues of truancy and their impact on students. The school authority and parents need to work together in order to achieve the goal of producing students with zero truancy.

Keywords: Attitudes of students, peers, family, teachers and the school infrastructure.

1. Introduction

Discipline is a common term, but often misinterpreted by the meanings. Generally people assume discipline as the military or "regimentation", or controlling behavior by force, ie physical punishment. Actually, a few years before, there had been riots which coincidentally were the 'mode' for student movement around the world, especially in Europe, United States and Japan. Malaysia has paid a serious attention to the matters. Recently, it has been increase the awareness of the need to take measurements in order to restore the rules.

Consequently, truancy according to the third edition of Kamus Dewan (1997), means to run away from responsibility and leave the responsibility without permission. Yaakub b. Haji Yusof (1976, in Aminah Hj Hassan, 1994), next defines that students who do not attend school or learn without the consent of the teachers or parents. This includes the students who leave the class without the teacher's permission, flee or to leave school when they were supposed to follow their lessons in their own classrooms.

Actually, in the present era of sophisticated technology, various 'gadgets' have been sold in the market at low prices. Accordingly, many students particularly in secondary school prefer to play with their gadgets rather than coming to class without any reasonable reason. Therefore, the problem of truancy is still insurmountable to date and the percentage of school absenteeism is also growing every day.

Indeed, there are several factors that influence the symptoms of truancy among secondary school students. The students' own attitude, family relationships, peers, teachers' attitudes and electronic media. A variety of causes that have

prompted students in this 21st century, challenge the authority of a teacher who leads the student himself for truancy. However, there are some students who are coming to school but turn to another place when the parents return from sending them even at the school gate. The parents will have the assumptions that their children are attending school, but in fact skipping school without them to realize it.

2. Truancy

In Malaysia, truancy is divided into two types, namely, school absenteeism and skips classes. School absenteeism is defined as being absent from school without permission from the principal or headmaster. This type of truancy in the study is measured by the official records the attendance of students in the schools according to the instructions by MOE (1994), the Guidelines for Troubleshooting Truancy in Schools. According to these guidelines, truancy refers to the warning letter issued by the school to the parents or guardians through the first warning letter, second and third. The first warning letter is issued when students absent from school regularly between 3-10 days.

A second warning letter is given to students who are absent from school on a regular basis from 11 to 20 days. While the third warning letter is issued to those who are absent for more than 20 days. On the other hand, skipping class is defined as the act of coming out or not being in the classroom without permission from the teacher (MOE, 1994). Truancy is an anti-social behavior involving students for not complying with the regulations set by the authorities (Fortin, 2003).

2.1 Theory and The Concepts of Truancy

Emotional conditioning theory explains that a student is initially not showing any fear of emotion when looking at discipline teacher but after witnesses a discipline teacher penalize and shout at the students, they become afraid to the strict discipline teachers. The emotional conditioning of fear occurs that finally lead the students for being absent from school. Animasahun studies (2009) on 626 students in Osun State, Nigeria showed emotional quotient of students are the variables that are related to truancy.

Bandura (1977) in social learning theory emphasizes the student's own behavior, environment and the cognitive interaction influence the behavior of adolescents. Social learning theory also emphasizes the importance of cognitive and emotional assessment. This theory shows that social influence on adolescent personality in their behavior.

2.2 Reviews on Truancy Among Students

According to the researchers, Dr. Amirah Latif and Dr. Adillah Syazwani Khairi, two lecturers at the University of Malaya who studied the causes of truancy among students in several schools in Klang Valley involving 125 students who involved in truancy, only 10 students stated that they were bored with teaching methods of their teachers. They play truant because the lack of enthusiasm for learning, prefer to hang out with friends and also those who work part-time.

Truancy is a problem that has long being debatable and discussed. This problem occurs not only in Malaysia but also all over the world. According to the newspaper article (cyberita, 16 September 2007) at least 66 000 students play truant in Britain every day. While in Malaysia, the Ministry of Education revealed that about 76,300 or 1.09 per cent of the seven million students in the country are involved in a variety of disciplines problems (Engku Ahmad Zaki Engku Nawi, 2005).

Thus, the results of a survey conducted by Azhar B. Hamzah (2003), showed that 32.6 percent of respondents disagreed that school environment encourages students' truancy. While 47.2 percent of respondents agreed that the school environment encourages students to play truant. Based on the findings, it reflected a number of factors that have influenced the problem of truancy. These factors are the attitude and the school environment. Activities undertaken by students during truancy are smoking, talking with friends, helping their families and hanging out with friends in the rental house.

According to the researcher Azizah Lebai Nordin (2002) stated that "there are many contributing factors to student discipline problems namely parents, schools and peers." He also expressed his opinion in the cabinet report in 1979

which stated that the discipline of a student should be monitored by all parties rather than simply rely on schools alone. Environmental surrounding and local communities have an influence on the discipline of a student. The effect of environment outside the school creates a major influence to students in attracting students to do a negative thing.

Overall, it was found that a variety of factors that have encouraged students to stuck with the problem of truancy at present. If the student is thinking before making a bad thing thing definitely the worse will not happen. Students these days are more concerned with pleasure rather than to enhance their knowledge. Furthermore, various gadgets sold in the market will lead to play with the 'gadgets' instead of doing homework and finally they will decide to play truant. If they attend school, they will definitely feel fatigue or sleep while the teacher is teaching.

3. Research Methodology

The methodology used in this study is a qualitative research method. The data collected was analyzed with the results of previous studies that have been made. Materials obtained will be used for reference in the study as a secondary data. Hence, there are also a source of data and information used as a source of reference through books, journals, articles, previous studies and internet. In this study, the main purpose of the study is to determine what are the main factors affecting students to be involved in the cases of truancy.

4. Results

4.1 Individuals Factor

The attitude of the students that are interested in entertainment and easily influence by the styles of the various artists who have the moral decay have influence them with luxurious designer style. Although they do not a lot of money, they prefer to play truant and to go to work part time at a shop nearby. When they have enough money, they will spend the money to fulfill their wishes. Similarly, the students who are not interested in learning and the teacher who is not trying to make them interested, will cause students to lose momentum and focus to learn and eventually prefer to play truant. (Azizi Yahya, Shahrin Hashim Yusof Boon, How Lee Chan, 2007).

According to Tan Kui Ngor (2006), he stressed that individuals who have a high desire for success are more willing (motivated) to face the challenges of the work pattern that can test their capabilities. But for students who prefer to play truant will be the opposite. They do not have the will power to succeed because they do not believe in themselves that they can succeed as everyone else if they work hard.

4.2 The Relationship of the Family Factor

According to the researcher Sham Sani Salleh (1994), stated that "deviant behavior and anti-social such as truancy also associated with the behavior and family structure itself". This was confirmed by Ismail Daros (1981), through his research findings showed that "there are six elements for the occurrence of truancy". Vulnerability factors of socialization in the family and no support from parents lead the students to have no motivation to attend school and feel bored with school.

In addition, there are also studies conducted by the Ministry of Education (1993), stating the cause of the students' misconduct against truancy cases are caused by various factors. The main factor is seen as family relationships to be dominated the study which was done in 1993 by acquiring the result of 81.10 percent of students that had made mistakes because of the family relationship itself, 4.10 percent was due to the peer group and 1.24 percent was due to the school factors. In addition, studies have shown that family environment plays an important role in the adolescent socialization process such attitudes, values and belief that will be incorporated into the adolescent mind. In the home environment is also the platform for the development of emotional, cognitive and social development of each member in it.

Indeed, an effort towards strengthening the family institution is one of the solutions to the various problems of truancy among the youth today. Many of the problems experienced by young people is now largely from their own family institution where there is a breakdown of the family institution may lead to a negative impact on the youth. Problems face by the parents, yet the children themselves also feels the same problem. Therefore, studies that have been done showed that troubled youth are mostly having the background of troubled families from home. (Dishion et al., 1991).

4.3 Peers Factor

Wan Norasiah study (2003) found that peer influence is also among the factors contribute to social problems of students. She connected the link between the parents and peers in spark and ignite the social problems of students. She explained that persuasion and solicitation from peers to social misconduct causes students to be caught in truancy and gangsterism. This is because their peers are the individuals closest to the youth after the family.

Indeed, according to Mohd Amin (1998), stated that "students who are play truant are those who have a weak principles." If their principles ground are weak, it will be easily influenced by others in doing things that are not beneficial. At this age, students are in the process of seeking self-identity and they are happy to try new things without thinking. The positive or negative attitudes of that a students' behavior are heavily influenced

by their peers who they meet regularly without parental control. The selection of an appropriate peer group can actually improve their academic performance.

It can be noted that students should be wise in looking for peers who are supposed to be friends while in school because a good friend will always stand beside us in any situation. Truancy problem will not happen, especially if they have a clear goal to come to school for useful knowledge and experience.

4.4 The attitudes of teachers

Referring to the report for dropout students by The Ministry of Education (1973) stated that "low academic achievements are related to truancy." The report also stated that teachers might actually influence the behavior of playing truant through the process of teaching and learning that cause boredom. Thus, the method and style of teaching should be noted as a cause of the interest of students to learn becoming bored and finally the students decided to play truant in spite of from being scolded by the teacher.

Referring to a study conducted by Abd. Karim Desa (1994), he stated that "teachers have an important role in attracting students by diversifying the teaching methods". Looking into his study, he found that "students will not skip class if the teachers diversify the teaching methods with a percentage of about 90%." It has been proved that teachers play a big role in addressing the problem of truancy among students. While the researchers Jaafar (1977), in his research made by the District Education Office to five schools in Kuala Lumpur, 18 schools in Klang, 10 schools in Petaling Jaya and 12 schools in the Federal Territory found that, "the attitude of teachers that are too fierce would disrupt self-concept that resulted the students to be afraid of the teachers and cause them to skip school".

In addition, there are also some students feel that they have been ignored by the teachers when their teachers just give more attention to certain students only, students who are cleverer and brilliant. These problematic students are allowed to skip class and sleep in class. Therefore, teachers should strive to create a really good relationship with the students regardless they are good or not and also did not practice favoritism. Teacher friendly relationship patterns can yield a healthy school environment and lead the love of students coming to school.

4.5 The School Infrastructure Factor

Through studies conducted by Kerlinger (1986) in Jaafar (1977), has stated that the existing physical infrastructure in schools help to create discipline problems among students, including truancy. According to Azizah (2002), the

construction of good physical and conducive school environment, can help school attendance. Development of school facilities in connection with the importance of education and its development should be implemented with all the means to overcome the problem of truancy.

In addition, the school is also one of the causes of the problems of truancy and disruptive learning environment. By Merton (1938), effective learning comes from the serene atmosphere of the school, because peace is very critical in order to produce a good performance among students. The existence of a positive school environment in terms of school facilities, teachers, school location in terms of transportation of the students and the effective implementation of the discipline ensure the effective learning and reduce cases of student misconduct.

5. Discussion

The findings of previous studies have shown that the level of truancy among students in secondary schools is not serious and it is consistent with studies Ng (2005) and Muhammed Sharif and Suria (2012). The results of this study showed that the main factor of students skipping school are the attitudes of the students themselves. The findings of this study showed that peer is not a major factor for truancy. Among the main causes of truancy is due to the students problems, such as waking up late for school and worrying of being late to school, often sick but does not have any medical leave from a doctor and cannot concentrate in school.

This is in line with the findings of Ng (2005), although the research conducted at the level of the entire sub urban of Sabah. Hunt and Hopko (2009), in their studied of rural schools in the southern Appalachian also showed the similar results. Malcolm et al. (2003) also stated that students with lazy attitude, always want to try and anger are the factors contributing to truancy. Mat Kilau (1997), Gabb (1994) and Kinder et al. (1996) also agreed with the fact that the students themselves are the cause of truancy.

Therefore, the factors that cause the truancy among students will rise another problem. Mostly if the school students play truant, it will lead to the increase of social problems as they have plenty of time to hang out and get involved with activities that are not beneficial. In each area of study that has been done showed that there is a domain factor of truancy caused by teachers who teach in a boring way, and some studies that obtained showed the family relationships were the factor leads to the causes of truancy. This can be seen with different result by the environment that is likely to influence by both parents who are busy with their careers until they have no time to see the development of their children.

6. Suggestion

6.1 The role of Parent-Teacher Association (PTA) in dealing with the problem of truancy

Parent-Teacher Association (PTA) should play an important role. More frequent meetings between parents, guardians and teachers should always talk to solve this problem. Hence, the face to face meetings between teachers and parents will forge closer ties. In such a way teachers can find out the student activities at home and parents can find out the level of academic achievement in school. Any problem can be solved as soon as possible if both sides work together particularly to solve problems like truancy and it will be able to realize their goal of producing outstanding students in curriculum or extra-curricular.

While students differ in their preferences, abilities and opinions, yet all can be led, educated and formed. One of the elements that destroy the souls, minds and behavior of children is the community itself.. Therefore, another role of the Parent Teacher Association (PTA) is to identify the negative elements in the community and prevent the elements from damaging the discipline of students.

6.2 The Role of Co-curriculum towards the construction of a disciplined generation

Rapid social and economic changes that taking place in our country cause various problems to arise. The problem that exists is discipline problems among the younger generation. Discipline problems often become an issue and concern. This is because discipline problems related to the stability and development of society.

There is no doubt that the school system in the country is more concerned with academic achievement. This means that teachers will only emphasize the cognitive aspects in teaching. Thus, the students who are less intelligent or less attracted to teaching that is based on intellectually only be bored, and boredom may cause them to be naughty. So, the school extra-curricular school can contribute towards building a healthy and discipline generation in our country?

Indeed, co-curricular activities is important as the academic curriculum. Both curriculum involves a plan to achieve the same objective that have been determined in advance. The objective is in relation to three things, namely intellectual (cognitive), emotional (affective) and act (Psychomotor). This means that proper education should not only emphasize on the academic achievement, but to other matters, including the formation of students' characters. It means that both are the two components that have close ties and as reinforcement to each other in the education system.

6.3 The academic approach in the use of ICT

In this era, the public is increasingly synonymous with the use of ICT in daily activities. Previously, ICT was the facilitators to carry out the work documentation. Yet now the use of ICT is growing even in the social networking equipment and gadgets that serve as a means of games or entertainment. Therefore it is not surprising that every child has the gadgets.

It can be observed everywhere; children are not diminished by the use of gadgets. It shows children love the ICT applications. So every school should provide ICT equipment. By doing this, teachers can enhance their teaching using ICT facilities. Teachers can change their teaching techniques such as the use of video or interactive learning. Interactive learning somehow attracts students who enjoy something new and have a sense of wanting to try. In addition, teachers can also diversify teaching aids and teaching techniques outside the classroom so that students are not easily feel bored with the daily teaching activities. Thus the minds of the students will be more open and capable to avoid boredom.

Teachers need to be more creative in teaching and learning in order to stimulate students' interest in learning and not interested to play truant anymore. A lot of knowledge can be obtained in the classroom and would ensure students future through activities based on academic and semi-academic such as extra-curricular activities at school.

6.4 The Improvements in counseling sessions towards student truancy

Through the counseling program, each student's problem can be discovered and resolved as soon as possible. Counselors wiser in approaching students with problems and know how to solve it. Most of the students involved with the problem of truancy are due to bad family relationships, parents who often quarreled, separated or even the attitude of parents who are too busy with work. So the children emotional become unstable and cause the feelings of anger and disappointment in them. They will be carried away to school and lead the students to be depressed and would decide to play truant because they want to find entertainment.

Thus, the students felt that guidance and counseling services can provide benefits to those who need guidance. About 98% of them also said that ongoing counseling process is an effective way to try to help students solve problems.

6.5 The Improvement of Parenting Knowledge in understanding problems of troubled children

The knowledge of parenting nowadays is very important for all parents. Especially parents at

present are working in order to generate income to their families to cover the cost of living as it is getting higher. There are various methods that can be implemented by the government to instill the knowledge of parenting.

In addition, organizing parenting workshops. Parenting workshops can be held once a year in the school. Parents need to attend these courses when enrolling their children in primary and secondary schools. Parents will be able to understand the behavior of children in primary school and how to deal with children at the age of seven to twelve years. Similarly, parents can learn how to deal with children aged twelve to seventeen years. Each age group requires a different way of upbringing. In addition, knowledge of parenting can be included in pre-marriage courses. Then, during pregnancy, the hospital can run a parenting course until the child is born.

Next, schools and government should distribute significant leaflets which can be the reference for parents on each month. In addition, the review exercise book should also be disclosed to the parents so that they know their children responsibilities in completing the exercises given by the teachers. Each time the test is over, parents should check the marks in the system 'online' so that the concern shown by the parents will lead the students will feel valued and become more diligent to study for a secure future. Techniques and how to take care of children will be taught in parenting workshops so that it will give a huge impact on the attitude and perseverance of learning in school.

7. Summary

Indeed, discipline in schools is education. The task of teachers is not just to maintain the discipline, but it is much more important than that, teachers should build discipline in students. Building discipline means to bring students through the journey from a small part of their heart and eventually to the level of faith.

However, these truancy problems should be addressed collectively and comprehensively by all levels of society despite all obstacles and challenges. Therefore, the issue of truancy can not be overstated as it will not only have an impact on students, yet its implications will be transmitted to the public and the nation as a whole (Malcolm et al., 2003; Attwood & Croll, 2006).

Through the social learning theory by Albert Bandura (1977), the model sees it as learning behavior rather than the behavior that naturally occurs in any person. Thus, this social learning theory is consistent with the views of researchers to analyze the case of truancy among schoolchildren.

In conclusion, if the issue is not resolved promptly, the issues of truancy will certainly increase and would undermine the government's ambition to create highly educated people, smart

and intelligent. Although there are many challenges and obstacles in dealing with truancy issues, the cooperation between the parents, the school and the Ministry of Education would resolve the problem soon. Various methods and strategies are made to ensure that truancy is not persistent and becoming more serious issue. Thereby, we will be able to produce excellent and distinctive human capital in the future. The ultimate goal of education is to create a generation of adult that will not threaten the unity and cohesion of society, but rather to contribute significantly towards the welfare of the community.

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LEISURE TIME ACTIVITIES AND QUALITY OF LIFE IN COMMUNITY

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Abstract

The use of leisure time has been given less attention, particularly in the context of communities of developing countries. However, the use of this leisure time can help in enhancing the quality of life in a community. This paper discusses the definition and concept of free time. In addition, this paper also discusses the issues and problems as well as studies related to these aspects and finally proposing various measures to increase the use of organized leisure time to improve the quality of life.

Keywords: the use of leisure time, quality of life, community

1. Introduction

Leisure time is a part of time in the life of every human being. The multifaceted use of the leisure time by the individuals in the community will depend on the interest and opportunities and the chance that they follow (Rusimah and Zakiah, 2002). Leisure means one is free to do anything after discharging own duties and responsibilities. Systematic planning of free time is very important in creating social relationships and improve the quality of life (Brooks & Magnusson, 2007, Han & Patterson, 2007; Trainor, Delfabbro, Anderson & Winefield, 2010). The community that used to better plan their leisure time always leads to a positive behavior and interact well compared to the opposite community.

2. Concepts Of Leisure Time

Various terms and concepts have been used to identify the concept of leisure time. Among of them are having fun, play, unwind the tiredness, and so on. All of these notions belong to the concept of leisure or leisure time, which is a term that is translated from the English word "leisure" (Nurhalim, 1983). Leisure time can be used either for positive or negative. In addition, the phenomenon of leisure time has been addressed to an activity, attitude and also as a state of mind, so that making it difficult to understand the true meaning of the word leisure.

According Dumazedier (1967), leisure is the activities without work and directed by an individual in their spare time and at their desire to enhance the value of self and personal satisfaction. In addition, leisure time is also known as non-working time and leisure (Coruh, 2013). Baud-Bovy and Lawson (2010) also defines leisure time is free time after work, sleep and all the basic requirements that could have been implemented. The general public assumes that leisure time is the time that one is not doing any work and is often

considered free time. During this period, the community will be exposed to many activities and there is possibility of getting involved with social problems. Leisure time management will make individuals gain the knowledge and skills to enable them to meet the challenges of life and competitiveness in many fields (John Dattilo, 1994). Using the leisure time greatly affects the quality of life of those affected and has been associated with marital satisfaction, personal satisfaction, stress management, improvement in health and well-being (Trenberth, 2005).

3. Ecological System Theory And Leisure Time

Ecological theory is a theory which states that the functions of human development has to do with the humans and the environment; the interactions are slowly and continuously between the individual and the environment. (Bronfenbrenner, 1992). Ecological theory has assumed that individuals need to interact with a variety of environments. Based on Ecological Footprint Theory Bronfenbrenner (1979, 1989, 1995), biological factors and environmental factors play an important role in the development of a person's physical, psychological and cognitive. This theory explains that the development of an individual affected by a two-way interaction between the individual and the ecosystem and between the ecosystem and other environmental systems. This theory has been put forward into five aspects of the environment that could affect the development of individuals; Microsystem, Mesosistem, Ecosystems, Makrosistem and Kronosistem (Bronfenbrenner, 1979).

In short, Microsystem refers to families who are the closest environment to the individual. Whereas, Mesosistem shows the relationship among families with other Microsystems. Ecosystem is the third layer that surrounds the Mesosistem. It refers to the social background that affects the children. Finally, the last layer that covers the entire

systems covering microsystems, Mesosistem, and Ecosystems is called Makrosistem. This layer contains the things that influence and sometimes provide support to children within the same environment, such as culture, norms and laws. Kronosistem refers to the pattern of future events and transitions that occur in the environment in a lifetime (Bronfenbrenner, 1979). Kronosistem involves changes related to the child's environment to which they generate new situations that affect the development.

4. Issues And The Problem Statement

Leisure activities in Malaysia is still poorly understood and is not properly planned making it not giving any big impact on the quality of life. Quality of life in Malaysia is less given special attention to in program development through leisure activities. The perception of leisure time is also not well understood by the community at present. Consequently, leisure time is not being used properly and tend to be negative. Various programs and activities have been done by the government to develop an active Malaysian, but Malaysians are still not active (Mohd Salleh, 2004). This shows that despite exposure through education and the mass media of the importance of sports and exercise, these activities still not becoming their lifestyle.

Child development experts found that participation in a planned-recreational activities helps in reducing anti-social behavior, improve test scores and grades, improved self-esteem and create opportunities to interact with adults (Mahoney and Statt 2000; Carnegie Corporation New York 1992; Huebner and Mancini, 2003; Darling 2005). While the results of the study (Mahoney and Statt 2000; Osgood et al 1996 ;. Posner and Vandell 1994) found that communities that participate in recreational activities unsupervised and disorganized been associated with higher levels of anti-social behavior and higher education performance deterioration.

Othman Md Johan & Norazmah Mohamad Roslan (2011) concluded the social problems that are often caused by teenagers nowadays are robbery, burglary, drug abuse, promiscuity, involved with video porn, fighting, physical assault, drinking , illegal racing, gambling, vandalism, theft, loitering and others. The use of leisure time that is unplanned by the teenagers has caused into the involvement of unhealthy social activities. In addition, the leisure time also can improve the quality of life of an individual and realizing the opportunities that exist. Systematic planning of leisure time is very important in creating social relationships and improve the quality of life (Brooks & Magnusson, 2007; Han & Patterson, 2007; Trainor, Delfabbro, Anderson & Winefield, 2010)

5. Life Quality

According to Maslow's hierarchy (1962), one has to achieve or meet the needs of the lowest o enable it to survive. It refers to the basic needs such as food, clothing and shelter before they meet the higher requirements. If an individual cannot afford to meet the basic needs, he is considered to have a poor quality of life. Adhering to this principle, a high quality of life is very important in a country because it is one of the effective measures in assessing the progress of a community. Quality of life is also an important determinant in describing the inhabitants of a country that was enjoying a comfortable standard of living. Although there are various aspects can be approached and evaluated to measure the quality of life, the perfect quality of life is the one that leads to the betterment of life.

The quality of life is the degree of well-being felt by an individual or group of people. The concept of quality of life is not real and cannot be measured directly. In addition, the quality of life consists of two components. The first one is the physical aspect, including health, diet, protection from disease and pain. The second one is, the psychological in nature. These aspects include stress, anxiety, satisfaction and emotional state of negative or positive. It is impossible to predict the quality of life, especially for the individual. The combined natures in the individual rarely encourage one to be satisfied with others (Eiser & Morse: 2001).

Quality of life in Malaysia is defined as encompassing personal advancements, a healthy lifestyle, accessibility and freedom to acquire knowledge and enjoying living standards that exceed the basic needs and psychology of the individual, to achieve social welfare in line with the wishes of the country. When a community is transferred to the atmosphere life which is generally better, then life quality is considered to have increased (Economic Planning Unit: 2002).

6. Research On Leisure Activities

Previous studies have supported that the community that manage their leisure time tend to be more well behave and interact positively compared to the community that is not managing their leisure time. Good use of leisure time helps to increase the level of physical, emotional and mental alertness, where the community is constantly managing the leisure time will acquire a positive behavior and interact well in the community (Tzu & Tun, 2011).

In addition, Norafidah Othman (2001) explained that the favourite leisure activity is fieldwork which is a relaxing activity that can soothe the minds in addition to expanding the knowledge. They are not interested in activities that need them to cram their brain like essays, quizzes, lectures, speeches, debates and forums because

these activities require them to make many references, reading and research. It is parallel to the studies that have been done by Kleanthis Sirakoulis and Alex Deffner (2006) that the popular activities among the people to fill in their leisure time were the activities such as watching TV and videos or CDs, computer games and relaxing.

Lim Khong Chiu (2009) in his study found that there was a positive correlation between attitudes, motivation and self-efficacy between leisure time and leisure time with physical activity participation. By Leon Feinstein (2005), the study found that communities participating in youth clubs tend to have better a personal and family characteristics and does not tend to get involved with social problems and issues. The opposite is true for teenagers who spend their time with sauntering, having fun and playing, they tend to have a negative personality and stuck with social problems such as illegal racing, drug abuse and so on.

There are also previous studies showing the community that engaged in recreational activities can handle stress and improve quality of life (Iwasaki, 2006). Participation in physical exercise and outdoor activities associated with the level of depressive symptoms is lower (Ruuskanen & Ruopilla, 1995; Morgan & Bath, 1998), increase happiness and life satisfaction (Menec, 2003) and improve the health and social relationships (Drakou et al, 2008 ; Driver et al, 1991). Han and Patterson (2007) introduced a model based on several studies show that leisure activities promote the health and well-being in humans in two main ways. First, it can contribute directly to the health and psychological well-being in which to apply the positive emotions and feelings, creating positive relationships with others and strengthening the immune system. Second, it also helps to reduce the effects of stress on individuals.

According to Edginton & Chen (2008) a good leisure time management can help to prevent the community from being involved in unhealthy activities. Despite of the exposure through the education and mass media regarding the importance of sports and exercises, these activities still not becoming the lifestyle. It is supported by a study conducted by Rafiq Husin (2010) where most of the universities students were not using their leisure wisely.

The findings by Driver, Brown and Peterson (1991) listed the various benefits that can be gotten by the community when the leisure time is well-managed. The benefits can be divided into physiological, environmental, psychological as well as social. Psychologically, the well-used of leisure time can increase the cognitive efficiency, including the ability to solve the problem, power adjustment and high endurance, creativity

enhancement and confidence(The Academy of Science,2011).

7. Suggestions

In every activity that is done by the community need to have a great stimulus to stimulate the usage of the leisure time. Thus the influence, inducement and individual impacts around the individuals are important to shape the values, attitudes and behaviors desired from within.

7.1 Providing Good Infrastructures

The government should play a leading role in creating conducive environment to provide a complete infrastructure and facilities to facilitate and create a comfortable and unlimited activities for the community to be done during the leisure time.

7.2 Role of Parents

Parents are an important role in the character building of the children. Educating them since the beginning can ensure their positive development in the future and avoiding them from getting involved with unhealthy activities. Parents need to monitor the children's behavior and at the same time not too controlling by giving them a little space to make their own decisions without violating the values, norms and religion. In addition, the parents also need to show a good example and adopt healthy cultures to their children.

Support is needed to be given to the children in an ongoing basis so that they can understand the importance of involvement in the school. Moreover, parents also need to provide early exposure to children on the benefits of leisure time activities. For example, parents do the activities such as reading books, playing games and picnics with them.

7.3 Mass media campaigns

The government should conduct a continuous and periodic campaign on the importance of the use of leisure time. Among the forms of mass media that can be used are print media such as newspapers, magazines, leaflets, posters and electronic media such as radio, television, computer and telephone. This is because the media is the main medium for communicating and it is used all the time by the community. This display will indirectly provide exposure to the community about the importance of using the leisure time wisely.

7.4 Educational Program

Schools and teachers need to plan and design programs to encourage the involvement of students in school. Teachers play a role in providing the information of beneficial activities that can be done during the leisure time. For example, the school should organize campaigns, diversify the activities

and provide special facilities to encourage the students' involvement.

8. Conclusion

The community should be able to well-manage the leisure spare time by doing the various activities. An organized leisure time will provide benefits to the communities themselves and also the people around. In addition, leisure time is a time for the community to develop the ability to be resilient of peer pressures, conflict and building up confidence. The selection of leisure time activities of the community depends on several factors, according to the differences or special features which are inherited by each individual. The selection of leisure time activities will be determined by a few key aspects and focusing on the individual involved. Therefore everybody must play their role, especially parents as they are individuals who are closest to the children.

In overall, there are many abroad studies that have been carried out to associate free time with quality of life. However, studies in the country on the use of leisure time in the community are still not fully explored. Therefore, a study should be conducted to identify the use of spare time to improve the quality of life. All parties, especially parents, schools and governments must work together to create a community that has a high quality of life. Various benefits will be offered to the community when leisure time is well managed and indirectly helping the community to avoid being engaged in unhealthy activities

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THE STUDENTS' RELIGIOUS FUNDAMENTALISM AS PREDICTED BY RELIGIOUS STYLES

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Abstract

Religious fundamentalism has originated from American Protestant movement in the United States in the early 20th century. Religious fundamentalism values are viewed as the opposite of modernity values and now it emerges in every religion. The purpose of this present study was to test the correlation between religious styles and religious fundamentalism. It was hypothesized that religious styles correlated with religious fundamentalism in that the Truth of Text and Teaching styles correlated positively with religious fundamentalism while Fairness, Tolerance and Rational Choice style and Xenosophia style correlated negatively with religious fundamentalism among Catholic youngsters. Participants were 265 (men $n = 117$, and women $n = 148$ females). The age was in range from 16 – 18 years old ($M = 17.98$, $SD = .149$). The finding supported the hypotheses that the Truth of Text and Teaching styles correlated positively with religious fundamentalism, $r(265) = .330$, $p = .000$; Fairness, Tolerance and Rational Choice style correlated negatively with religious fundamentalism $r(265) = -.256$, $p = .000$; and Xenosophia style correlated negatively with religious fundamentalism $r(265) = -.186$, $p = .000$. This meant that students with high Truth of Text and Teaching religious styles tend to religiously fundamental. On the other hand, students with high Tolerance and Rational Choice and Xenosophia religious styles tend to have lower religious fundamentalism.

Keywords: religious fundamentalism, Truth of Text and Teaching religious style, Fairness, Tolerance and Rational Choice religious style and Xenosophia religious style.

1. Introduction

Religions have been believed as the power agent which motivates, directs and maintains the cognition, affection and action of the believers. In the context of social interaction, religion as social identity has been used as the social glue when the identity is perceived alike. On the other hand, detachment may be experienced by those whose religious identities are different. Through this psychological process, the out-group – in-group phenomenon emerges.

Recently, religious identity has led ones to behave differently to other with different religious identity, even in a more prejudiced way. The prejudice may appear in the form of rejection to modern values. Emerson and Hartman (2006) stated that the collision between traditional values of religions and modern values ended in violence. This phenomenon is popular with religious fundamentalism.

In Indonesia, the issue of religious fundamentalism has reached intellectual institution like senior high school. In 2010, the minister of Education and Culture of Republic Indonesia sounded his concern over religious fundamentalism among senior high schools. Several radical Islamic groups i.e. HTI, LDK and Salafi were claimed to base their ideologies into students' organizations at school i.e. Rokhis. The robust ideologies have led the students to behave exclusively, and to move away from pluralism issues.

In 2012 the Chief of Indonesian Child Protection Commission (KPAI) urged the government to take action clearly and explicitly upon schools facilitating religious fanaticism and radicalism. The indoctrination has been put in some school activities systematically. One of the doctrines planted in the system is that those who are different than their religion are enemies which can be put in war.

A survey by LaKIP (Lembaga Kajian Islam dan Perdamaian) revealed that there is an increasing tendency toward religious intolerance among students in several cities in Indonesia (Dja'far, 2015). The intolerance was sometimes facilitated by religion teacher's behavior modeling the intolerance of minority students to involve in their religious activities at school.

This phenomenon has been put into concern by the government in this case President Joko Widodo and Jusuf Kala. Plurality issues in education have been strategically included in Pembangunan Jangka Menengah Nasional (RPMJN) 2015-2019. This program is hoped to create more inclusive education institution.

Most surveys concerning religious fundamentalism in education in Indonesia have been dealing with Rohis (Rohani Islam) while other studies toward different students' religious organization at school are rarely found. This condition is imbalance and may create bias as well as prejudice to Rohis. Thus, this research aims at finding information regarding religious

fundamentalism of Catholic students in relation to their religious fundamentalism.

2. Religious fundamentalism

Kelstedt and Smidt (1991) defined religious fundamentalism in Christian context as sub group of evangelism that accepts totally the authority of Bible, Christ' redemption and salvation, and commitment to spread the the faith. Several studies concluded that fundamentalists were those with narrow-minded, not willing to reevaluate their beliefs, and unable to think over new paradigm (Hunsberger, 1995; Hunsberger, Pratt, and Pancer 1994; and McFarland and Warren 1992). Christian fundamentalists believe Bible with no errors, Jesus' second coming, Jesus was born by virgin Mary, the original sins, and Jesus' salvation.

3. Religious styles

Religious style refers to the characterization of structural patterns of religiosity development (Streib, et.al, 2010). As the religious styles develops, it never abandons the previous religious structure. Religious styles have three dimensions which range from a more fundamentalist orientation, tolerance in the middle and on the other spectrum openness for dialog. This model adapt the polarization of tolerance and fundamentalism (Altemeyer & Hunsberger, 1992, 2005), as well as the polarization of religious exclusivism and pluralism from Gennerich & Huber, (2006) and develops a new model: a dialogical attitude in its polar. The religious styles dimensions consists of three styles: *Truth of texts & teachings* (TTT), *Fairness, tolerance & rational choice* (FTR) and *Xenosophia*. TTT is developed from the perspectives fundamentalism and exclusivism, FTR is based on tolerance and dialogical attitude develops the *Xenosophia* style. In this research, the hypotheses stated that (1) TTT religious style correlated positively with religious fundamentalism. The more students interpret their religious teaching as the only truth on this earth the more they are religiously fundamental, (2) FTR and *xenosophia* religious styles correlated negatively with religious fundamentalism. The more students are tolerant and open for dialog, the less their religious fundamentalism.

4. Method

4.1 Participant

265 senior high school students of Catholic "X" school in Central Java completed the Religious Schemata Scale (RSS) (Streib, et.al, 2010) and *Revised Religious Fundamentalism Scale* (Altemeyer, B. & Hunsberger, B., 2005). The participants involved 117 male students (44%) and

148 female students (56%) with age ranged from 16-18 years old ($M = 17.98$, $SD = .149$).

4.2 Measures

The RSS' sub scale: *Truth of texts & teachings* (TTT) consisted of 5 items ($\alpha = .763$). The questions include: "What the texts and stories of my religion tell me is absolutely true and must not be changed" and "When I have to make decisions, I take care that my plans are acceptable by my religious teachings."

Fairness, tolerance & rational choice (FTR) sub scale consisted of 5 items ($\alpha = .673$). Questions include: "Regardless of how people appear to each other, we are all human" and "It is important to understand others through a sympathetic understanding of their culture and religion"

The sub scale *xenosophia/inter-religious dialog* consisted of 5 items ($\alpha = .669$). Cronbach's alpha for religious fundamentalism scale was .660 with questions as "We need to look beyond the denominational and religious differences to find the ultimate reality" and "The truth I see in other world views leads me to re-examine my current views."

The religious fundamentalism scale contains 6 items ($\alpha = .772$) measuring conservative belief. The statements include: "When you get right down to it, there are only two kinds of people in this world: the Righteous, who will be rewarded by God; and the rest, who will not" and "Religion must admit all its past failings and adopt to modern life, if it is to benefit humanity."

5. Results and Discussion

TTT, FTR, *Xenosophia* and Religious fundamentalism scale has score range 1- 4 ($Mdn = 2.5$). Because the mean of religious fundamentalism ($M = 2.086$, $SD = .440$) is lower than the median, thus the Catholic students' RF is categorized as low. This also applies to students' TTT religious style ($M = 1.625$, $SD = .469$). The students' FTR ($M = 3.466$, $SD = .372$) and *Xenosophia* ($M = 3.097$, $SD = .484$) religious styles are considered high because the mean are higher than the median.

Spearman correlation among the variables studied are displayed in Table 1. As hypothesized, religious styles correlate with religious fundamentalism. The TTT religious style correlates positively with religious fundamentalism ($p < .01$) and the other two sub-scales FTR and *xenosophia* correlate negatively with religious fundamentalism. These findings are consistent with previous research by Streib, et.al (2010).

Previous research by Streib et.al, (2010) found that in both Germany and the US, the religious fundamentalism correlated positively with TTT ($r = .80$, $p < .001$ for Germany and $r = .81$, $p < .001$ for the US sample), negatively with *xenos* ($r = -.68$, $p < .001$ for the German and $r = -.42$, $p < .001$ for the US sample). A rather low

correlation exists between religious fundamentalism and FTR. From these findings, it is assumed that FTR is placed between TTT and xenosophia.

Table 1. Spearman Correlation among variables

No	Variables	TTT	FTR	Xeno	RF
1.	<i>Truth of texts & teachings (TTT)</i>				
2.	<i>Fairness, tolerance & rational choice (FTR)</i>	-.488**		.425**	-.256**
3.	<i>Xenosophia (xeno)</i>	-.236**			-.186**
4.	Religious fundamentalism (RF)	.330**			

* $p < .05$ ** $p < .01$

The research findings provide a practical recommendation to take, that is, in order to promote dialog attitude and tolerance among students, it is not enough to just devaluate fundamentalism. The institution needs to facilitate learning process toward knowledge and practices of tolerance as well as dialogical and openness styles which are more xenosophic.

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Non-Formal Education in Scouts Program and Training

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Abstract

Non-Formal Education in scouting program and training is not something new. Since more than 100 years ago Lord Baden Powell wrote *Scouting for Boys* and *Rovering to Success*, teaching and learning in Scouting need to be valued from the academic point of view. The motto 'Learning while having fun' in Scouting program and training is not only creates interest in students and youth to join the Scouts movement, but really represents a way of teaching and learning that is not rigid, both in its structure and the syllabus. Teaching and learning in scouting has a specific goal, a specific syllabus, the leader or scouters of the facilitator, and the environment as a stage that provides an experiential learning. Based on existing journals and publications, this paper will give an interpretation of Non Formal Learning using revised Bloom's taxonomy, and associate them with teaching and learning in the Scouts program and training. The purpose of this paper is to (1) expand the interpretation of Non-Formal Education in Scouting, using the revised Bloom's taxonomy, (2) the relationship between Non-Formal Education and Scouting Program and Training and (3) possible adaptation of scouting teaching and learning method in other Non-formal education based learning.

Keywords: scouts, non-formal education

1. Introduction

Scout movement, which began in Brownsea Island, England by Lord Baden-Powell in 1907 has been established in Malaya in the next year (1908) with the establishment of an Experimental Troop in Penang. However, the first scout troop was registered in Pekan, Pahang in 1912 by GM Laid Low. Scouts Association of Malaysia (Persekutuan Pengakap Malaysia - PPM) has been established under the Act of Parliament No 38, 1968.

The establishment of the Scouts movement, commonly referred to as the "Aims of Scouting" has three (3) specific objectives, i.e. character development, citizenship training, and personal fitness. However, the latest objective published by the World Organization of Scout Movement (WOSM) is to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.

Lord Baden-Powell also said in his book that the aim of the Scout training is to replace Self with Service, to make the boys individually efficient, morally and physically, with the object of using that efficiency for the service of the community.

This is achieved using structured programs and activities, based on non-formal learning method with an emphasis on practical outdoor activities, such as camping, hiking, pioneering, water activities and sports. All these activities are supervised by scouters who act more like a facilitator rather than like a teacher.

In the Malaysian context, PPM has its own objectives, particularly in the leadership of which is to enable leaders to educate, nurture, guide, and lead scout groups in the growth of intellectual, spiritual, emotional and physical. This objective

will be realized using scouting methods based on the Scouts Promise and laws.

The purpose of this paper is:

- i. To expand the interpretation of Non-Formal Education (NFE) in Scouting, using the revised Bloom's taxonomy,
- ii. The relationship between Non-Formal Education and Scouting Program and Training and,
- iii. Possible adaptation of scouting teaching and learning method in other Non-formal education based learning.

2. Scout Program and Training

Learning activities in Scouting can be divided into two parts, Program and Training. Training focuses more on adult resources, i.e. training of scouters, while program focuses on the scouts itself. The program can be divided again into two parts, scout training schemes and special events. Scouts training schemes has their own syllabus respectively for every unit of Kanak-kanak (age 10-12 years old), Muda (13-15 years old), Remaja (16-17) and Kelana (18-26). While special events are as activities such as Moot, Jamboree, Korobori, JOTA / JOTI and etc.

Most of the activities in Scouting are inherited for generations. No specific studies were done to determine the cause and effect of these activities. Nevertheless, there are some improvement at the national level to suit current education policies and at the ground level based on ideas and innovation of the Scouters. 'Learning while having fun' is the unofficial slogan which used as the base of every activity in the Scouts Association of Malaysia. Indirectly, the slogan symbolizes that the Scouts are

learning using the concept of Non-Formal Education.

3. Non-Formal Education (NFE)

Generally, education can be divided into three (3) types, i.e. formal, informal and non-formal. Definition respectively, according to UNESCO (2012: 10) are as follows:

- **Formal learning or Formal Education** takes place in education and training institutions, is recognized by relevant national authorities and leads to diplomas and qualifications. Formal learning is structured according to educational arrangements such as curricula, qualifications and teaching-learning requirements.
- **Non-formal learning** is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organizations. Through the recognition, validation and accreditation process, non-formal learning can also lead to qualifications and other recognitions.
- **Informal learning** is learning that occurs in daily life, in the family, in the workplace, in communities and through interests and activities of individuals. Through the recognition, validation and accreditation process, competences gained in informal learning can be made visible, and can contribute to qualifications and other recognitions. In some cases, the term *experiential learning* is used to refer to informal learning that focuses on learning from experience.

In short, formal education is education acquired at school or in educational institutions with the help of teachers, non-formal learning or Non Formal Education is education outside schools or educational institutions with the help of a facilitator and informal learning or informal education is education occurred anywhere and everywhere with experience, surroundings environment and nature as the teacher.

In general, according to Carton, M (1985), NFE is all forms of educational activities which is organized and systematic for a certain group based on their needs and aspirations. Looking at the Scout movement, the NFE is the education methodology adopted for achieving the aim of scouting with a systematic and structured activities. Therefore, scouts need to have knowledge in NFE teaching and learning process to maximize the knowledge and skills acquisition.

The question is whether scouts are aware that they are conducting the NFE?

4. Bloom Taxonomy and NFE in Scouting

NFE requires the instructor or facilitator to be knowledgeable in pedagogy. NFE combines all three domains in Bloom taxonomy (1956), i.e. cognitive, affective and psychomotor. In the context of the scouts, every scouters should have knowledge of all these three domains to effectively achieve the objectives of Scouting.

4.1 Cognitive Domain

In the cognitive domain of the Bloom's revised taxonomy which was improved in late 1990s by a group of experts led by Lorin Anderson, a student of Benjamin S Bloom, , scouts need to understand the following sub-domains:

4.1.1 Remembering

Recognize and remember the lessons of long-term memory of facts, terms, basic concepts and answers.

4.1.2 Understanding

Demonstrate an understanding of facts and ideas to build, differentiate, render, explain and identify the main idea.

4.1.3 Applying

Use information in new areas. Solve problems using the acquired knowledge, facts, techniques and conditions in a different situation and environments.

4.1.4 Analyzing *

Assesse and separate information to small parts and recognize the motives and reasons. Create equations and finding evidence to support a conclusion.

4.1.5 Evaluate*

Present and defend opinions by making judgments on the information, validity of ideas or quality of work based on a set of criteria.

4.1.6 Creating *

Compile the information in a different way by combining elements in a new pattern or proposing alternative solutions.

* Higher-order thinking skills

4.2 Affective Domain

While in the affective domain i.e. related with feelings towards knowledge, teachers need to understand the following sub-domains:

4.2.1 Receiving

Engage in learning without any feeling

4.2.2 Responding

Actively involved and sometimes responded.

4.2.3 Valuing

Rising sense of enthusiasm and appreciate the knowledge learned

4.2.4 Organizing

Start compiling the information and ideas, and establish knowledge in an individual environment.

4.2.5 Characterizing

Start absorbing the value of learning something that affects the character of the students.

4.3 Psychomotor Domain

While in the psychomotor domain, which is associated with the actions and skills, scouters need to understand the following sub-domains:

4.3.1 Perception

Use the senses to help his movement.

4.3.2 Set

Preparation of physical, mental, and feeling for movement.

4.3.3 Guided Response

The first step to learn complex skills, including imitation and trial.

4.3.4 Mechanism

Repeat to familiarize learned movements to become proficient and convincing.

4.3.5 Complex Overt Response

Skilled and efficient movement of which consists of patterns of complex movement.

4.3.6 Adaptation

Skills that have been developed so that it can be customized in a variety of circumstances.

4.3.7 Origination

Their new movement patterns that are tailored to the situation, mood or different problems.

Leaders who runs the scouts program and training can use the above framework to look in detail each activity in order to provide the best possible outcome on as many Scouts who participated in the activities concerned. It can be used not only when planning before carrying out an activity, but also be used as a yardstick to measure the effectiveness of the activities both whilst these activities are in progress and after it is finished. Observation and continuous improvement will result in producing activities that are effective and can be moulded for implementation throughout the country.

Training evaluation team may be established to evaluate and produce syllabus to study even at

the metacognitive level of scouting normal activities such as camping, hiking and etc. This exercise should also include training schemes every Scout age unit. Further results of this study can be used not only to improve existing activities, but also to formulate new activities if required. This will make scouting to be a more dynamic non-formal learning institution that can handle any current issues among any age group.

Examples of NFE in Scout Program and training

Camping is a must in scouting. From the naked eyes, camping will only teaches scouts to put up tents, live as simple as possible, cooking using whatever nature provides etc. Nevertheless, there are many other things that camping teaches our scouts. Teamwork, interpersonal skills, public appearance, self-grooming to say a few and the list is not exhausted.

Another skill that linked to scouts is knot tying. Let us look at tying knots from the Psychomotor Domain's perspective. Let us go through the process and compare the steps to the taxonomy. There are some twenty basic knots were taught to every scouts. In the beginning, the scouters will give an introduction about knots. How they are important to us. This is to give the scouts the right perception of the lesson which is the first sub-domain in the list.

Then, the scouters will teach the movement to tie a specific knot (Guided Response). The scouts will be asked to practice tying the knots again and again, which is at the mechanism level. These steps will followed until the scouts could tie the knot swiftly. These process will be repeated for the next knot and the next.

After learning more knots, the scouts develop the skill and could customize by joining more than one knot to achieve any tying objective. For example to tie two different log with different sizes or to use other type of rope.

Assessing the scouts' achievement at each steps, the scouter could guide those who are left behind. It can also be a teamwork effort when those fast learner beginning to teach the others.

5. Conclusion

Teaching and learning process in scouting is proven effective to produce the great personalities in the future. However, the program and training activities mostly passed down from generation to generation. It will surely be more effective if the scouters understand the concept of NFE while running the scouting program and training.

To strengthen knowledge of the NFE, an in-depth study of the existing scout programs and training at the meta-cognitive level to identify knowledge, soft skills, skills etc. that can be gained

by scouts attending the said activities. The findings of the study should be documented for easy reference by scouters who could observe the effectiveness of activities and restructure them if necessary.

With that, scouting movement will certainly be a competent education bodies and would produce more useful individuals to himself, the community, and the nation.

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CYBER TROOPERS IN THE NEW MALAYSIAN POLITICS: A CASE STUDY OF THE 13TH AND 14TH GENERAL ELECTION (GE) IN SELANGOR AND JOHOR

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Abstract

The internet emerges as a new media which has been widely adopted by various parties such as dealers, governments, organizations and individuals to conduct business transactions, to provide service and social activities. The rapid development and easy accessibility of the Internet as a medium for dissemination of information have changed the landscape of information environment, in which it also changes the functions of political elite and interested individuals (Woodly 2008). In Malaysia, Internet is chosen as an alternative to the mainstream media, which are considered as pro-government. To date, there are several online newspapers in Malaysia like the Malaysiakini, the Malaysian Insider and several blogs which are ran by and even written by some retired journalists. Internet has become an important platform to discuss political matters, especially during the Malaysian general election in March 2008. The main issue of this study is to determine the role of Cyber Troopers as a winning factor for the People's Alliance party in the 13th General Election. Secondly, it is to find out the role played by Cyber Troopers in shaping the voting patterns in Malaysia. And thirdly to determine the different strategies adopted by two major political parties in Malaysia. Thus, the first objective of this study is to identify Cyber Troopers in the political parties. Next, this study is to examine the role of Cyber Troopers in influencing the voting patterns in Malaysia and thirdly, to determine the differences and similarities of Cyber Troopers in both political parties. This study adopted a mix-method technique of quantitative and qualitative methods. The study was conducted by reviewing the election and voting pattern of Malaysian voters as influenced by the Cyber Troopers within six years since 2008 (GE-12) to 2014 (GE-13).

Keywords: Cyber Troopers, general election, new media, new politics

1. Introduction

Public understanding on political system, especially in Malaysia has shown a transition towards maturity. This maturity is manifested in various forms of participations which ultimately affected the trend and voting patterns of the people. Today, the Malaysian society is beginning to understand the real politics and the country's political system. Thus, the rise of public participation in politics, especially in the electoral politics has a significant impact on the local political sphere. The results of the 12th General Election (GE-12) in 2008 have changed Malaysian political landscape. Due to that, various scholars speculated in the hope to find the real reasons which have a great impact on the general election and Malaysian politics. Many people thought that this is a new political phenomenon in Malaysia.

It is considered to be the beginning of a new wave, in contrast to the diminishing of old political characteristics such as political hegemony, racism, political development and traditional values adopted by Barisan Nasional as the ruling party, led by the United Malays National Organisation (UMNO)¹. The unique characteristics of this new

political wave are slowly eroding the old political practices that have been fostered by the ruling party in order to maintain its power. BN as the dominant political power in Malaysian politics has been closely linked to the practice of racial politics, alliances, divide and rule, regulation and development (Badrul Azmier, 2008). This coupled with the ingenuity of the BN in grinding its governing policies through political patronage by the elites and the persistence of a strong

feudal practices or even neo-feudal constructed by BN² effectively in the socio-political, economy and culture of each nation or racial group represented in the BN. Political patronage and neo-feudal have proven to be a successful formula to foster solidarity among the members. As a result, BN hegemony has been instilled, this is clearly proven when some wrong actions taken by the BN even in contrary to democracy were not regarded as an offense, rather it was regarded as an initial value and normal in a

Malaysia. It established the government since 1995 until now.

² McDonald and Ruiters (2005) commercialisation means a process between marketing mechanism and marketing practice which was introduced by taking into account on the operational decision from public services such as maximum profits, cost overturn and so on.

¹ UMNO acronym for the United Malays National Organisation or United Malays National Organisation (PEKEMBAR). The longest and largest political party in

democratic system ala-Malaysia (Muhamad Nazri, 2009).

Media technology plays a very important role in our daily lives. In fact, the media is commonly associated with the political scenario in Malaysia. Information can be easily obtained and exploited simply by perusing the media, if one is looking for more knowledge in every field of information either in social, business, fashion or even politics³. The development of technology comes with explosion of issues displayed and written by the owners of the mass media. In addition, media plays a very important role in people's decision and their voting pattern. Mass media is the most effective and influential source of voting, as it serves as a powerful mechanism in disseminating information during elections (Syed Arabi Idid, 1991). Political candidates spend a lot of money on personal groomers, artists, and communication experts to produce stunning works in order to influence the voters through mass media, (Shaharom T.M. Sulaiman 1999).

Internet is one of the new media but rapidly grow over the past 15 years which resulting the world to lose its borders. The presence of this new media in people's lives has successfully shapes people's way of thinking. People are exposed to all kind of information and no one is capable to prevent the flow of information transmitted via this medium. The power and influence of the Internet is reinforced by the emergence of social media such as Facebook, Twitter, blogs, YouTube, and the like. People can discuss and voice out their opinions on various issues of public interest, including political matters. Even if the mass media belongs to only a small group of political groups, but the wake of this new media is becoming the most efficient medium especially to strenghten their powers. Internet is the most effective media for this group because it is free. Due to limited media access, the democratization of information has been so rapid that people have the freedom to receive and communicate information through the new media.

In reality, even before the 2008 general election, people and most major political parties had started manipulating the explosion of communication and information technology by campaigning virtually, mainly through blogs, Facebook and other social media. Social media somehow empowers people with a new energy. Secrets are easily uncovered and demolished. Every single political issue and private information is easily exposed for the whole world to judge and so it seems the borderless Internet world is so fierce and cruel. There will always be witnesses for every misstep or a slip of words, who eager to reveal and punish (Suhaimie Bin Sahhar, 2010). Before the 20th century, the people of Malaysia obtained

information from the traditional media such as newspapers, magazines, books, television, radio and public speeches. But in the 20th century, the internet or cyberspace is another source of information and is becoming increasingly important to serve as a cyber democratic and free source of information. Internet also serves as a platform to drive transparency, openness and also as a base to generate various views on a wider spectrum of public space, which allows the production of a democratic culture. The Internet has changed the current state of the country, but it is also a threat especially to the autocratic countries.

Media usage in Malaysia is still considered new, as it only started to appear at the end of the 1990s. Its role as an alternative media was very significant and widely visible in the 12th general election campaign (GE-12) with a dial-up subscriptions had reached 11.76 million people and that was a clear indication of the rapid increase of digital democracy in Malaysia. The perfect example is the *Malaysiakini* news website, which was launched in 1999 and is now published in four languages, has attracted over 37 million viewers per year. It successfully attracted the highest viewers when compared to other news sites and media like *The Star Online*. This inadvertently led to mushrooming of other news websites in the country. According to a report by the World Bank, the number of internet users in Malaysia⁴ increased until it reached 15,705,762.40 users in 2010. Malaysia is also ranked at the 21st in the world ranking of facebook users. More than half of the country's population is active internet users. The number of voters registered in Malaysia is around 12 million. In fact, it can also be concluded that most registered voters in Malaysia are internet users, hence it can not be denied of the possibility that they are also vulnerable to online political influence. On average, it can be assumed that three quarter of the registered voters in Malaysia tend to vote based on the information disseminated by internet media.

Information and Communication Technology (ICT) is also widely used by the opposition parties and probably even more than the government. Some features of the public sphere concept are clearly visible during the verge of the general election through internet blogs, which are used as public arenas to lure the voters. Due to that, one of the common agendas is to encourage all citizens to have computers, proper Internet access and Internet connection (including wireless).

The new media has been transferred into the Malaysian political scenario gradually and has affected the 'status quo', this can be proven by the results of the general election in March 2008. The

³ Ariffin Anwar, 1995, pg. 10.

campaign approach through the digital world or cyber war had fueled the GE-12 election campaign in 2008 and GE-13 in 2013 and recorded a significant increase of website visitors during the week after the nomination day until the polling day. Campaigning through the cyberspace, especially websites, political blogs, short message service (SMS), e-mail and video conferencing, was the new method adopted by the political parties or candidates which heated up the political atmosphere during both elections.

The method had affected the results and support, as well as it left a significant impact in GE-12 and GE-13, especially among young voters in the urban areas. Hence, cyberspace has become one of the important sources of information in Malaysia, and it is not a surprise if it continues to influence the voting pattern in the forthcoming general election. The issues in today's new politics, are focussing on corruption, embezzlement, power abuse and the propaganda initiated by the alternative media. People, especially the young ones are IT literate, hence they are no longer easily affected by the issues of 'old politics' such as ethnicity, language, religion and regionalism issues.

Internet access has proven to affect young voters, particularly in the urban areas, consequently, this had a significant impact on the results of the 2008 general election. Now the internet has become one of the most important sources of information in Malaysia. Therefore, the government can not simply ignore the power and influence of this new medium. Cyber space applications through the use of alternative media such as blogs, web sites, cyber forum, youtube, email, facebook, and twitter have expanded the platform for public opinions, increased political participation, social mobilization and democracy. Previously, people learned about political scenario and political information through public speeches, printed media such as newspapers, magazines and books; as well as from the electronic media, especially radio and television. Today, however, people can easily find information via the internet and it is of course becoming increasingly important. Thus, it can be said that Internet serves as a democratic and free cyberspace.

2. Literature Review

Study on Cyber Troopers on new politics in Malaysia from 2008 to 2013 has never been done by any researcher in detail. Reports of previous studies related to the topic of this study were still too general at the global level and there are also specific studies on certain countries, such as Indonesia, Japan, China, Germany and others. In Malaysia, there are some articles and writings about politics in relation with the new media in general

but there are still no specific studies or writing about cyber trooper in politics particularly regarding its influence on the results of an election. Hence, this study discusses and reviews articles which are relevant with the constructs studied in cyber troopers as well as other issues related to the study.

Pioneer researchers on the media world, Barrie Axford and Richard Huggins (2001) in their book entitled *'New Media And Politics'* had stated the theme of transformation which considered the wake of modern politics was actually the impact of new media. They used the concept of new media in modern politics. According to them, a political administration in modernization is the major influence on all activities that occur in the country. This is because the influence brought by the new media can powerfully change people's views and opinions towards any political party. In addition, Barrie Axford and Richard Huggins have adopted an approach to question how technology and the cultural force can influence today's political life and capable in reflecting the diversity of things using normative thinking. Empirical research was also used to examine changes in political characters of modern culture today.

Literature review has found several findings on the impacts of mass media. Barrie Axford suggested that new media is an influential instrument to spread political influence among the society. In relation to the tight media control since the 1980s and 1990s, Zaharom and Ramli (1989) had written a research paper entitled "scourge on the Media in Malaysia: A Theoretical Considerations", according to them, the former Prime Minister Mahathir's attitude towards the media industry was part of the frameworks of the policies implemented by his government. Legislations such as the amendments of the 1984 Printing and Publications Act and the 1972 Official Secrets Act, have brought an overall impact on the roles, responsibilities and freedom of the media in Malaysia, as they are implemented in accordance with the definition of roles, responsibilities and freedom of the press as prescribed by Mahathir (1989: 131-2)

Zaharom and Ramli (1989: 135) associated media controls in Malaysian context, in the sense than a tighter control was implemented during the Mahathir era was intended to legitimize the current social order and maintain the hegemony. This is due to fact that the process of social change resulted with conflict and discontent or dissatisfaction sentiment. They concluded that a tighter media control was imposed for the purpose of attracting foreign investors. In addition, political crisis and financial scandals had triggered and led to a power crisis or a crisis of hegemonic power during the reign of Mahathir. As a result of political developments in the 1980s, Zaharom (1992: 149-

150) found that there was a stronger power of the government over the whole state power. Thus, the state power was normally used to champion the interests of groups which tried to dominate the society.

Referring to political developments during the 1980s, Kua (1990) found that media treated issue by issue, for example the Lallang operation in 1987, the removal of Tun Salleh Abas as Chief Justice in 1988, Vijandran's sex scandal, GSP (Generalized System of Preferences) controversy and others. This clearly shown that the media no longer acts as a watchdog to ensure democracy, justice and rationality in Malaysia, but simply repeating the "Official Notice" on these issues⁶

Kua (1990) found that the media in Malaysian put their own premium on the continuity of Barisan Nasional as the dominant political power, especially in times of crisis, the mass media can be leveled against the opposition (at all times); against competitors to the government (when there are internal power struggles); against the workers (when there are labor disputes) or ethnic communities (when these people act to defend their rights). The cause of all this, according to Kua, is the practice of self-censorship by the local mass media, operated under the control of a strict law.

Loh and Mustafa (1996), Zaharom (1991), Wang (1998), K. Das (1990) and Gomez (1993) have made their contribution in reviewing the pattern of mass media ownership and the government involvement in the business of local mass media especially during the 1990s. Loh and Mustafa (1996) discussed at length three-way media controls adopted by the government, which by coercive legislations, control and publications ownership and through the promotion of

responsible journalism culture, among practitioners of the profession (1996: 100). The issues of control and ownership of the media were discussed by explaining the process of how ruling parties such as UMNO, MCA, MIC and the UN, acquired ownership of the local mass media.

Zaharom (1991: 39) suggested that what underlied and affected a wide range of media action and various actions taken over the media were a number of general trends and policies. He argued that the measures taken against the media was a logical consequence of capitalist development. Based on this premise, he found that the measures taken by the media and taken against the mainstream media, especially under the Mahathir's administration, were in line with the implementation of general economic policies. According to Zaharom, an increase of commercialization level is one of the trends in the development of the media industry. This commercialization trend had resulted with several naive and incorrect assumptions of "more means better", which assumed that the addition of more media artifacts means better media content. In contrary, the trend indicates a flow towards producing 'safe' media artifacts, for instance imported soap opera or local programs, musical programs, sports programs and quiz shows, which do not question the current domestic condition. Thus, the trend of media commercialization, for which Malaysia was actively involved in the ownership of the economy, represented a further form of control, the control which is more subtle and often economically.

Jeniri Amir (2007), the author of *'Press Politics, Political Newspaper'* noted the position and role of the press, especially when viewed from the political aspect either on the influence on any political party's performance or achievements. He viewed on whether certain newspapers are the enemy or prone towards a political party. Jeniri Amir said that there is a relationship between the press and politics and politics with the newspaper. Both concepts submitted by Jeniri Amir (2007) have shown that the two things are closely interlinked with each other in influencing the minds of the public. Hence, as the media is growing, so is the role of the press is increasingly important in the society.⁷

Jeniri Amir (2007) described that the press provides different perceptions to the readers through its publication and style of writings. However, he also pointed out that new media also has a considerable influence in political life and the

⁴ In the Lalang Operation, the people were detained under the clause of "avoidance detention" as stated in the Domestic Security Act 1960. 106 people were detained and publication permits of 3 newspapers were suspended. Refer Chapter IV for details.

⁵ Tun Salleh Abas was stripped from his position as the Chief Justice in 1988, he was accused of misconduct. His dismissal was seen as a judicial crisis and the impact of Mahathir's and UMNO power crises.

⁶ Vijandran was the Chief Secretary for MIC and at that time he was the Deputy Speaker of the Public Council. He was involved in a sex scandal and he was accused as the protagonist in a sex tape scandal.

⁷ At the end of 1988, GSP Malaysia was under the assesment of the American congress and Malaysia petitioned for the GSP position to be extended. However, V. David, a DAP parliamentary member who was released from the "Operasi Lallang" detainment, also sent a petition to the American Federation of Labor and Congress of Industrial Organizations asking the position of GSP to be cancelled because Malaysia had violated human rights. However the President of the United States renewed Malaysian GSP

⁸ McDonald and Ruiter (2005) commercialisation means a process between marketing mechanism and marketing practice which was introduced by taking into account on the operational decision from public services such as maximum profits, cost overturn and so on.

society in general. Samsudin A. Rahim (2008) described a number of matters related to the development and the role of media in relation with the development of a country. His concept was that the media industry was initially developed to assist the government in facilitating the people to get all the information on the development of the country. In this era of globalization, the media industry has also experienced an evolution, which its role has changed due to commercialism. In addition, according to the author, the media has been used by the people as a space to show their own popular culture, especially among teenagers or young people. In fact, media becomes an intermediary channel or a cultural bridge between the local and foreign cultures. The young adults use this medium as a point of reference and this influences their patterns of life and their lifestyle. It is deemed that the future cultural identity is a reflection of today's values and lifestyle.

A book entitled *'Introduction to Communication Technologies: A Guide for Non-Engineers'* by Jones, S. Kovac, R. and Groom F.M (2009).. This book discusses how human communication requires media as an intermediary channel for the information to be delivered to recipients explicitly. The explosion of technological development brings changes on how information is disseminated as well as the accessibility of information. It began with the print media, and then there was the electronic media such as audio-visual, new forms of media art and the internet.

The authors suggested the new concept of media. The new media is better known as an online media, which uses the Internet to disseminate and publish information. This online media is considered to be more effective in the context of communication than electronic or print media. The development of new media technologies has enabled radio and television to be used without restrictions and without the need of a permit from the Ministry of Home Affairs (MOHA). According to Abu Hassan Riza (2003), the internet is a kind of 'new religion' for the 21st century and for future centuries. It takes over the same beliefs, which were once brought by the television when the 'GE Octagon' machine was created in 1928 and during the 20th century. At that time, people's cultural life had been formed and was actually formed as a result of the influences broadcasted through the glass screen. In addition, the new media shapes the patterns of beliefs, restructures and transforms people's lives. It has taken over and changed the value of beliefs towards traditional media such as newspapers and television.

Philip N. Howard (2006) in his book *"The New Media Campaigns and the Manage Citizen"*, discussed political campaign as an important organisation of the democratic system of a country. This is due to the fact that certain issues or

candidates are too rare in the contemporary politics. His book critically evaluates the role of information technology and political campaigns. His evaluation was based on his research data from the ethnography aspect, measurement data and social analysis. He found political development and changes in political campaigns in the last five elections, from 1996 to 2004. Philips used the concepts of campaigns and politics to discuss how political leaders need effective campaigns to attract voters. During the above mentioned campaigns, politician and his supporters used the new media as one of the aspects to influence people's mind. Politicians formulated several strategies including online communication, established a complex data base, developed multimedia and so on. Apart from that, contemporary political campaigns were also carried out using digital technology which was powerful in increasing coverage and getting more funds, as well as to adapt with various behaviours in the organisation.

Thomas R. Dye and Harmon Zeigler (1986) discussed the same political aspect in their book entitled *'American Politics in the Media Age'*. The book discusses politics in America in relation with the media, on how media plays its role in political development in America. Thomas and Harmon also reviewed several relevant topics discussed by other media on politics in America. The topics ranged from the rise and fall of some political leaders, the voters of political parties, the ever changing campaigning style and new political candidates. Apart from that, both writers touched on the principles and basic structure of the American government. They also illustrated current provocative threats on the American democracy. A research by Aikens (1996) found that the use of internet or e-democracy in Minnesota election had successfully brought out better politicians who were more open minded and tolerance in discussing issues in their election campaigns. In the 1996 United States of America's election, the voters were more interested to get news from the websites of the World Wide Web (www) before they voted their candidates and the party (D'Alessio, 1997). The USA 1996 election showed that political parties were very active in their internet campaigns to reach their voters and to gain their supports (Bimber, 1998). Internet is an alternative media but it is more powerful than traditional media such as the newspaper and television. In America Presidential Election particularly between Bill Clinton and Bob Dole, the internet was more effective to disseminate political information and to reveal the image of the candidates (Johnson et al., 1999).

Political communication via internet was still the main tool in the 2000 America Presidential Election. The use of internet in Finland election campaign was reported the highest in the world and

more popular among women and young people (Carlson & Djupsund, 2001). From 487 online news published by election campaign websites during the presidential election between George W. Bush and Al Gore, 75% of the news was personal attacks towards the opposition candidate (Wicks & Souley, 2003). The Russian government encouraged the use of internet in the campaigns for its general election. Consequently, limited control by the authority, caused the people to have a wider chance to pen out their opinions via the internet, resulting with propagandas and violence in Russia (Alexander, 2004). People or voters used the internet especially interactive websites and storylines to get detail information about the candidates and their issues. This is one of the dominant factors which had influenced voters' political communication in the campaign of the United States Presidential Election, 2000 (Farnsworth & Owen, 2004). Political culture is also important to curb the impact of new media/internet on political practice. Results of researches have shown a significant difference in the use of internet for political campaigns, which is whether to get feedbacks, public discussion on current political situation or to provide the country's political profile (Kluver, 2004; Campbell, 2009). Voters protested the idea of internet voting due to discrepancy and it could also change the actual sociodemographic composition and the voters' ideologies (Kenski, 2005; Kim & Johnson, 2009).

It was also found that candidates who used e-mails in their campaigns were more effective in influencing people to vote for them, as emails allowed the candidate to send direct and latest information (Williams & Trammell, 2005; Coutinho & Safatle, 2009; Wang, 2010; Wallsten, 2011; Wicks et al., 2011). Now, political parties, candidates and government agencies provide better opportunity for the people to get information and to be involved in politics compared to 10 years ago. Online information and public involvement in information and communication technology have 2 dimensions, there are public communication and politics communication (economy politics) which influence web production and technopolitics which resulted with the emergence of the "third media age" (Lusoli & Ward, 2005).

During the 2004 Ukraine General Election, access to mass media was very limited and controlled by the government, however supporters for the Ukraine Democratic Movement party were able to engage with internet experts to recruit volunteers, to gain funds, to manage campaigns, to debate with the opposition parties and to gain sympathy from the voters (Kyj, 2006). Reviews on the 2000 United States of America General Election had shown a significant relationship between internet access and political beliefs, level of

knowledge and political involvement, and this proven its influence on sociodemography, political strength, political interest and the ability to determine supports (Kenski, & Stroud, 2006). A study on 300 blogs and 1,300 messages posted on blogs during the 2005 election in United Kingdom showed the public's response towards political parties, however it was found that it did not have any significant impact on the new political agenda and manifestos of political campaigns (Stanyer, 2006).

Research on the relationship between the use of internet and political involvement among young people in Australia showed that there was a digital gap among Australians at the age of 18-34, based on their demographic features, level of education, income level and occupations (Vromen, 2007). Young election candidates with higher level of education had higher tendency to use internet in their series of campaigns (Herrnson et al., 2007; Garcia-Castanon, et al., 2011). The strength of a political party and its candidate is determined by their integrated online communication strategies, as well as their ability to recruit new members, to generate source of income and to establish volunteers for the party (Jackson, 2007; Marcella et al., 2008; Lappas et al., 2008; Vaccari, 2010; Larsson, 2011). Users or readers of online newspapers (politics) have higher and integrated knowledge compared to readers of traditional printed newspapers and television (Dalrymple & Scheufele, 2007; Singer, 2009). Information technology and ICT somehow change political environment by expanding political involvement through civics participation, funds, political campaigns and e-mobility (Hara & Youngmin, 2007; Hooghe & Vissers, 2009; Tedesco, 2011).

Media including the internet provides new type of democracy in terms of how people can easily get information and also it provides chances for interaction in political democracy (Schulz, 2004; Schulz et al., 2005; Papacharissi, 2004). It is undeniable that the process of democracy will be successfully achieved if the people get good information for a good decision making. Due to competition and privatization of media, most political news focus on negativism particularly on conflicts and scandals (Kepplinger, 2002). It is important for the citizens to have easy access to correct information from various media. The development of new technology provides every people the chance to voice out their opinions since cyberspace is free from any sovereignty power.

According to Sassi (2000), the role of internet in democracy is also determined by its orientation, whether as a public or private entity. However, according to Keane (2000), internet has the potential to provide a public micro space to improve global or regional links. According to Hayes (2008) and Abbe et. al (2003), media can

help election candidates to highlight certain issues for discussion in their election campaigns. Thus, if the voters agreed with the issues, this would influence voters' voting behaviours. Communication technology is a channel or medium to disseminate information in order to change the process of democracy.

Nowadays, people assumed that ICT development can change the pattern and process of democracy, and to the extent that it can ruin a government. The discussion about *medium is the message* (McLuhan, 2005) and *technological determinism* (Jenkins & Thorburn, 2003) is always challenged and questioned by others. The impact of new media technology is more as an evolution rather than revolutionary. However, new media provides the space for discussion on different views; and debates on the current situation. Research on ICT and election in Malaysia conducted by Muhamad Nadzri Mohamed Noor and Suhaimee Saahar@Saabar (2009) found that out of 193 political blogs chosen through content analysis, 114 political blogs did not support the government (BN), only 29 blogs were supporting the government.

The leadership issue which shaded the former Prime Minister Dato' Seri Abdullah Ahmad Badawi was the most dominant issue publicly discussed and most bloggers especially male bloggers used a nickname. Zaherawati Zakaria (2009) has found that young people are more confident on the blogs as a source of information compared to printed media, which they found normally a bit bias. However, the use of 3Ms (media, money & machinery) is actually closely related to the level of democracy practised by a country with election. A clean election should focus on fairness and equality of every party in the context of free campaigns and freedom of voice.

Mohd Shamsul Daud et. al. (2009) found that printed media has been used as a conventional method to disseminate information, and the usage was intensified with the emergence of electronic media such as television, radio and computer. The revolution of mediums to disseminate information is expanded in line with the fast changing of information communication and technology (ICT) which triggered a new phenomena of publishing information via online applications such as blogs, SMS, and MMS. The new medium is very sophisticated and more effective especially in its coverage where information can be delivered faster, more effective and more efficient. Hence, this new method is dependable, in order to influence people's perception on a certain issue, which will have a certain impact on the election candidates and the parties. The use of integrated medium is quiet unique but global in nature and deemed to be effective in influencing people's perception and their actions. This might be one of the reasons

which triggered the political reformation after results of the 12th Malaysian General Election were announced.

According to Nur Azween Zakaria and Nidzam Sulaiman (2009), alternative media has a significant impact on the change of voting trend in Malaysia. At the same time the new politics has to overcome new issues brought by the new media particularly on corruption, misconduct and power abuse. People are no longer easily influenced by the old political issues such as racial issue, language, religions and locality. The change of trend is a good sign because the way political issues are discussed about would somehow affect the voting trend of this country.

A research conducted by Samsudin A. Rahim (2010) found that trusted online information, information relied by friends, and any issue highlighted by the election campaigns had positively contributed to the GE12 results. Political communication via the internet transformed political discussion, political involvement and campaigning methods, resulting with freedom and a more democratic environment (Jankowski & van Selm, 2008; Hara, 2008; Karlsen, 2010; Balabanić & Mustapić, 2010; Hall & Sinclair, 2011; Liu, 2012).

The role of media in general election is one of interesting issues which attracted the interest of many people especially from the local media. In an article entitled "*The Malaysian 1990 General Election: The Role of the BN Mass Media*", Mustafa (1990) studied the methods used by the mainstream mass media in discussing issues as a propaganda for the benefit of the ruling party and to critically reveal strategies used by the media in managing issues, events and personalities during the 1990 election campaigns.

Mustafa concluded that the messages and images of Barisan Nasional as portrayed by the mass media, were to improve the position and reputation of the party, as well as to help Barisan Nasional to gain acceptance and a consensus from the people. Apart from that, Mustafa stated that tabloids such as *Watan*, *Harakah*, *Mingguan Kota* and *The Rocket* did contribute as one of the winning factors for PAS in Kelantan and PBS in Sabah. These small scale newspapers actually have the potential to provide spaces for social change in the society.

According to Chang (1995) in his article on "*The Impact of the General Elections on Mass Media: The Decline in the Credibility of Mass Media in the Ninth General Election*", discussed several news reports and articles which tried to tarnish the image of several opposition leaders before the ninth general election in 1995, especially from the DAP as the way to bring down the Parti Gerakan in Pulau Pinang. Chang identified three false reports which tried to humiliate DAP. The first case was *The Star* which

reported that the mother of a DAP candidate for the Pengkalan Kota, Pulau Pinang, Cheong Sam Moi, had confessed that she would support the Barisan Nasional's candidate for the Seputeh Parliamentary if DAP failed to fulfil its manifesto for the people of Kampung Baru Salak Selatan, Kuala Lumpur⁸. The second case, *Utusan Malaysia* reported on his first page that the Deputy Chairman of DAP, Dr. Tan Seng Giaw had confirmed that DAP was experiencing internal conflict and at the verge of mass break up, due to dissatisfaction of the DAP's leaders towards its General Secretary Lim Kit Siang. The third case was *Nanyang Siang Pau* reported that Lim Kit Siang confessed that he really wanted to be the Chief Minister for Pulau Pinang.

In general, articles and writings discussed above have shown a clear scenario on the role of mainstream mass media, about limited freedom of the press in Malaysia since mid 1980s and the reduction of their credibility due to the influence of political factor. The government had curbed the freedom of press by controlling and filtering the content and messages. Hence, media failed in playing its role as the platform for the public to voice out their opinions and to check and balance the government.

Tan Lee Ooi (2010) had written a book entitled '*Dinamik Ruang Siber: Dalam Gerakan Nasionalisme Di Malaysia*' (The dynamid of Cyberspace: Nationalism movement in Malaysia). The book discusses reformation of the new generation which the generation was fascinated with the reformation movement. The book nostalgically recalls political development particularly the cyber space from the beginning of reformation movement in 1998 and post reformation. Reformation movement is a political event happened at the initial development stage of new technology, which happened simultaneously with the rapid development of Internet in Malaysia. Limited political opportunities of the world had highlighted the internet to be the tool and the base for political mobility. Political chances are controlled by the government. Hence, supporters of the reformation utilised the cyberspace by creating various websites, thus it created an imaginative virtual reformation community.

Eventhough the websites for refomation movement were already taken down, the political experience during the reformation movement strongly lingers until now. It reformed the meaning of politics and cyberspace in Malaysia is now considered as an alternative channel. It deemed to be extremely active and competetive to the other mainstream mass media. Cyber space would always be influential in the development of reallife

world politics. Apart from the facts and debates on the topics to show the dynamic of cyber space, this book tries to understand the relationship between the internet and politics at least in the Malaysian context to unmask curiosity and negative perception towards the virtual world.

Abdul Rahman Shaik (2009) discusses in his writing on "*establishing media agenda in the Malaysiakini and Agendadaily websites during the 2004 general election campaigns*" that his study was to determine the main theme of issues, to examine the trend of highlighting certain issue and online news reporting through the *Malaysiakini* and *Agendadaily* websites during the 2004 general election campaigns. The media agenda was primed from the Agenda Determination Theory as the theoretical perspective of this study. 184 political news reports from the *Malaysiakini* and *Agendadaily* websites were analysed qualitatively and quantitatively. Results of the study have found five main themes of the most reported issues in both websites. The main themes of issues are internet conflict, propaganda, credibility of the candidates, credibility of the Election council and misconduct. Those five main themes were categorised as the political issues of the election. Finding of the study on the trend of highlighting issues have shown the primary issues in creating agendas by both websites when reporting political news during the 2004 general election campaigns. Hence, this finding has stengthen the Agenda Determination Theory. This study also found that the reporting attributes reported by *Malaysiakini* and *Agendadaily* were in favoured of certain political parties involved in the election. This scenario was in contrast with the stated mission of the websites, which is to report a free and fair reporting.

A journal related to Malaysian political proceeding entitled "*Alternative media as a new agent to voice out opinion, a case study of the 12th General Election*". The journal was written by Nur Azween Zakarian and Nidzam Sulaiman (2004), volume 8, no 1. Both writers reviewed the use of cyberspace from the aspect of the role of alternative media such as blogs, websites, e-mails and short message services (SMS). The purpose of using those alternative media was to enable politicians to broaden their influence, to channel their voice and to increase their participation. The writers applied the Radical Media theory as their main research framework by studying how powerful the alternative media in playing its role as counter-hegemony towards the state or the authority. The theory had found that as the role of the alternative media had improved and extended to be more significant, it aslo influenced the increase of digital democracy in Malaysia.

This study had surveyed 2,500 respondents in Malaysia. It was found that, alternative media has

⁹ "DAP candidate's mum opts for BN", *The Star* 19 April 1995: page 7.

a significant value on the change of voting pattern showed by the people. Hence, new politics in Malaysia has used the alternative media especially blogs and websites to bring forward issues such as corruption, misconduct and power abuse. Thus, Malaysians are no longer easily influenced by old political issues such as ethnicity, religions, and languages, but they are more interested on the issues related to certain groups of people in political parties. The change of this trend has shown that alternative media has significant influence on the people's mind. It is also an important medium to deliver new political issues, hence has significant impact on the pattern of voting in Malaysia.

An article written by Nur Aslamiah Supli (2013) entitled '*Social Media & Political Parties: Comparing The 2008 And 2013 Malaysian General Elections*' discussed her study on the different use of social media by the Barisan Nasional (BN), Parti Pakatan Rakyat (PKR) and other political leaders during Malaysian 2008 and 2013 general election. Due to that, researchers reviewed and analysed the use of social media by political parties and their leaders starting from the nomination day or registration of candidates until three days before the election. Data was collected from primary and secondary sources, and then described in the table of data and analysed using descriptive statistics. It can be concluded that generally in 2008, the social media was not popular, even ignored by both parties during the election campaigns. Both parties resorted to use only video hosting websites and Youtube.

Secondly, there was a significant difference in the use of social media in 2008 when PKR actively used Youtube as its alternative media, whereas Youtube was also used by BN but without knowing the real purpose of manipulating the social media. However, in 2013, BN and its leaders had realised the huge impacts of using the internet particularly the social media as their campaigning tools. Hence, both parties were very competitive in using social media as their main channel for the election campaigns.

The third finding is in 2008, PKR had more Youtube viewers and subscribers than BN. However, in 2013 BN recorded higher viewers than PKR based on the number of supporters and political leaders' social media accounts. This study was conducted to forecast the 2018 Malaysia general election and the use of social media in political campaigns. Future voters will use the new media such as Facebook and Twitter, thus this will be a huge different from the political campaigns in 2008 and 2013.

A writing by Syed Arabi Idid (1994) entitled '*The Role Of Mass Media In The General Election*', highlighted the issue on the determination of agenda to examine the relationship between mass media and general election. Normally, people

assume that voters are influenced by whatever news published by the mass media, but it is difficult to determine how voters are really influenced. The writer did not fully agree on the power of media in influencing politics, instead he discussed the pre-determined attitudes and understanding set by the early generation. In his writing, the writer found nothing that could be clearly associated with Islamic politics but more about election with a little mention of media elements. Eventhough, the writer did touch on several elements of media, he did not think media can powerfully influence people when compared to the pre-decision set but the early generation.

A study by Aikens (1996) has found that due to the use of internet or e-democracy during the Minnesota election, the state was able to get a very good and understanding politician in discussing issues in his election campaigns. Voters were more interested to get news from the internet World Wide Web (www) during the 1996 United States of America election, which helped them to choose their candidates and the competing parties (D'Alessio, 1997). During the 1996 United States of America election, political parties were very active in their internet campaigns to reach voters and gain supporters (Bimber, 1998). In the US presidential election between Bill Clinton and Bob Dole, the use of alternative media especially the internet is more influential than the traditional media such as the newspapers and television, particularly in disseminating information about politics and in creating public image of election candidates (Johnson et al., 1999). Political communication via the internet was still dominant in the 2000 US presidential election (Lewicki & Ziaukas, 2000). Internet was also widely used for election campaigns in Finland, indeed it was recorded as the highest in the world and was popular among women and young candidates (Carlson & Djupsund, 2001). Out of 487 online news published by the election websites during the George W. Bush and Al Gore presidential election campaigns, 75 percent of the news were personal attacks on the opposition candidate respectively (Wicks & Souley, 2003).

The Russian government encouraged the people to use internet for election campaigns but research had found that the freedom given to people to voice their opinion via the internet had reduced the government's power which led to propaganda and social unrest (Alexander, 2004). The use of internet particularly interactive websites to publish information about candidates and issues was found to be a dominant and influential factor on political communication during the 2000 USA Presidential Election (Farnsworth & Owen, 2004).

3. Conclusion

As the conclusion, this study provides beneficial information for the whole society. Findings of this study have shown that politics whether local or international politics is influenced by the new media. This new media is very influential particularly in influencing people's mind. Thus, it should be handled intelligently to ensure a good cause for mankind. There are many websites and blogs which are created to discuss and debate their differences of opinion as well as to point out the weaknesses and shortcomings of the other opposition leaders and parties. Differences in opinions will lead to clash and tension in the society. This is something for the other researchers to work on.

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MULTICULTURAL EDUCATION AND SOCIAL PIETY (Studies on the Diversity of Community in Lampung Province)

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Abstract

Indonesia is multicultural country, spreading from Sabang to Merauke and across thousands of islands. Lampung Province is located in southeast of Sumatra Island which has a variety of ethnicities, race, cultures, social costumes, language, and religions. The fact of that, Lampung become a multicultural province. This diversity is a great potential to develop and improve welfare. However, these conditions also potential to conflicts among ethnic groups, religious, and cultures. Horizontal conflicts that occurred in Mesuji, Balinuraga, and others show that inability of the people to comprehend and implement *Bhinneka Tunggal Ika* (Unity in Diversity) in their daily life. Therefore, multicultural education can be solution. Definitely, multicultural education as a progressive approach to do some education transformations which holistically provide critics and show the weaknesses, failures, and discriminations in education. Multicultural according to Islam is rule of God (*sunnatullah*) which will not be changed, nor may counteract or challenged. Everyone will face the number anywhere and in any case. Islam very much appreciate the multicultural because Islam is a religion which expressly acknowledges the differences of each individual to live together and respect each other. So that, multicultural education is expected become good idea for social's piety building. It means that Islam cannot be understood as a mere form of individual ritual obligation of a muslim to the Creator (*hablum minallah*), but more importantly fostering harmonious relationships with fellow human beings (*hablum minannas*). Finally, presence of religion becomes the protector to show the inclusive character including attitude of brotherhood, mutual tolerance for differences, respect for differences, and to avoid a culture of violence, especially in Lampung Province.

Key Words : Islam, multicultural education, and social piety

1. Introduction

Indonesia is a multicultural and multiethnic nation. Being multicultural is inevitable for Indonesia.¹ With a population of approximately 222

¹ Indonesia is located in South East Asian region, between the continents of Asia and Australia, and between the Pacific Ocean and the Indian Ocean (Kementrian Sekretariat Negara RI, 2013, Albert, Trommsdorff, Mayer, & Schwarz, 2005). It is highly populated by around 222 million people in 2006 (kementrian sekretariat negara RI; ; 2013). Therefore, Indonesia becomes the world's fourth most populous nation after China, India and the US (Kementrian Sekretarian Negara RI, 2013; Population Reference Bureau, 2003). Furthermore, Indonesia consists of 17,508 Islands (kementrian sekretariat negara RI; 2013) with 370 ethnic groups, around 370 languages (Amalee et al; 2007). According to Kementrian Kebudayaan dan Pariwisata (Maskur, n.d.) Indonesia has 125 faiths with six religions are acknowledged and approved by state, namely Islam (88%), Catholic and Protestant (8%), Hindus (2%), Budha (1%) and konhuchu (1%) (CIA cited in Albert, et all; 2005). For these reasons, it is relevant to conclude that Indonesia is very diverse in nature (Miksic et al; 2002; Kosasih, n.d.). To gives a clear condition of Indonesian multicultural nature, I created in Yeni Rachmawati, et.al (2014). *The Necessity of*

million and more than 370 ethnic and subethnic groups, Indonesia is undoubtedly one of the most ethnically and culturally diverse countries in the world. As such, heterogeneity is an inherent characteristic in Indonesia. For that, Indonesia have *Bhinneka Tunggal Ika* (Unity in Diversity) as its national motto. This motto is a reflection of the nation's identity, which is born from a diversity in ethnicities, religions, languages, cultures, and customs. Noble values in the philosophy of "Bhineka Tunggal Ika" must be maintained and implemented within Indonesian societies. As the largest archipelago in the world, Indonesia's people has life in a diverse community. Diversity can be understood as capital sought for the purpose of construction of a more prosperous society. Nevertheless, a pluralistic society created open and tend to be vulnerable, because of the determination of socioeconomic-cultural-political matters. Conflicts that arise are usually related to issues of cultural diversity, ethnic and religious conflicts and issues that are more political and economic. Conflict can be direct or indirect; conflict can be latent or manifest; conflict can be moved vertically or horizontally, and all of the social reality continues inherent in social life.

Even a theorist of conflict, Simmel said that the conflict is completely symptom is present. That

is, there is always a conflict that exists in the breath of human life, social life as part of the social dynamics. Even the phenomenon is the conflict is a social reality itself. In this context, the social reality is a process of communication that produce, reproduce, and transform payloads of ideas, meanings, and moral values.² The statement is consistent with the fact that the case where diversity has become a trigger of conflict that lead to the disintegration of the nation. For more than a decade, a series of conflicts and violence with nuance SARA (*Suku, Agama, Ras dan Antargolongan* or Ethnic Group, Religion, Race and Inter Group) continue to occur in Indonesia. Even some historians and social - humanities observers mention that the racial conflict in the Malay race has taken place prior to pre-colonial era. SARA conflict becomes part of community life multi-ethnic , multi- religious, and multi-culture like Indonesia

In cases in Lampung province, conflicts and riots in Buminabung, Sidomulyo, Balinuraga, Way Panji, and Mesuji, generally triggered problems/conflicts between individuals, economic and social disparities, as well as culture. However, often developing into disagreement smell SARA sentiment. This happens because of the diversity of ethnicities living in Lampung. Besides ethnic Lampung, there are also migrants coming from Ethnic Bali, Java, Madura, the Chinese, or the local migration from South Sumatra, West Sumatra and North Sumatra, as well as immigrants from other regions. Because of such diversity , Lampung province is often dubbed "Mini Indonesia" and therefore also the province's slogan reads "Sai Bumi Ruwa Jurai."³ Seeing so heterogeneous citizens who inhabit Lampung, horizontal conflict sparked frequent occurrence that is primordial ethnicity. Migrants are placed in a town or village with the same ethnic background; Java with Java, Bali with Bali, Banten with Banten, Ogan with Ogan and so on, so that the conflict is the individual who initially only be spread between villages because the tribal background.

For solve above, Indonesia requires an educational system that implements acceptance of diversity to maintain harmony in society. Many people believe that multiculturalism may solve the

problem of inequality. Multiculturalism--which argues for the celebration of, as well as appreciation and respector diversity-- is seen as the anti-thesis of assimilation, which promotes homogeneity and similarity.⁴ Indeed, multicultural issue is something important in Indonesia due to the uniqueness and cultural diversity in Indonesia. Juridically, the legality of implementation of multicultural education contained in one of the dictums of Legislation on National Education System (UUSPN; 2003) specifies that the national education put one principle: "that education held in a democratic and fair and not discriminatory to uphold human rights, religious and cultural values, and diversity of the nation." and also, in chapter 4, namely : 1) Education held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and the diversity of the nation, 2) Education organized as a single entity with an open system and the systemic, 3) Education organized as a civilizing process and the empowerment of learners that lasts a lifetime.⁵

Multicultural education is also based on social justice and equality in education . In Islamic doctrine, there is teaching us not to be discriminate different ethnic, racial and so forth. Humans is equal, what distinguishes is devotion to God Almighty. In relation to education, multicultural education reflects how the high appreciation of Islam to science , in. Islam there is no distinction and restrictions among men in their right to sue or acquire science. Truly, in Islam, education serves to guide and direct people to be able to carry out the mandate of God, namely as 'Abdullah (servant of God) as well khalifatullah fil ard (caliph of God on earth). To be able to perform this function , people should be able to balance the relationship to God (*hablum min Allah*) and relationship to fellow human beings (*hablum min an-nas*), including by realizing unity, mutual help in goodness , justice in society , and good prevail against the weaker segments of society, and others.

Based on the above, the educational issues such as multiculturalism offers one alternatif through the implementation of the strategy and the concept of education based on the utilization of the diversity that exists in the community. We need widely to spread comprehension and educate people about the importance of multiculturalism for human life. In other words, multicultural education seeks to promote equity and excellence across such variables as race, ethnicity, nationality, social class, regional groups, and language background. Further,

² Siti Irene Astuti Dwiningrum. (2014). *Multicultural Da'Wa in Schools from a Sociological Perspective*. Walisongo, Volume 22, Nomor 2

³ Lucky Pransiska, "Dinamika Lampung: Sai Bumi Ruwa Jurai, Semangat Kebinekaan " 2013, <https://bheleque.wordpress.com/Accessed on August 12, 2015>

⁴ Thung Ju Lan. (2011). *Heterogeneity, politics of ethnicity, and multiculturalism. What is a viable framework for Indonesia?*. Wacana Vol. 13 No. 2

⁵ Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003.

this article discusses about the important of multiculturalism concept to be implemented in Indonesia. Drawing insights from the perspective of Islam related to diversity and efforts to build social piety. From this framework of thinking, I proceed to argue that the enormous impact of social piety to raise awareness to keep harmony in Lampung Province. Presence of religion becomes the protector to show the inclusive character as the acknowledgment and appreciation of differences in religions, races, ethnicities, linguistic background, and cultural traditions.

2. Multicultural Education in Any Perspective

Multikulturalisme etymologically formed from three words, namely : multi (many) , culture (culture) , isme (flow/understand) , which means that multiculturalism is the flow or understanding of the many cultures that lead to cultural diversity . Multiculturalism is simply defined as cultural diversity.⁶ Multiculturalism seeks to promote the valuing of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities. Multicultural education encompasses differences in race, ethnicity, occupation, socioeconomic status, age, gender, sexual orientation, various physical traits and needs, religion, and culture. Ramsey (1987) pointed out multicultural education is not a set curriculum but a perspective that is reflected in all decisions about every phase and aspect of teaching. It is a lens through which teachers can scrutinize their choices in order to clarify what social information they are conveying overtly and covertly to their students.⁷ Multicultural education on Sleeter's comprehension (Burnet, 1991) is that education is any set of process by which schools work with rather than against oppressed group.⁸ Meanwhile, according to Banks on his book Multicultural Education: historical development, dimension, and practice. Multicultural education is education for people of color.⁹

The following are terminological expressed some opinions from Indonesian theorists.

⁶ Tim Redaksi Bahasa Indonesia, *Kamus Besar Bahasa Indonesia* (Jakarta: Pusat Bahasa, 2008), h. 980.

⁷ Khawlah Ahmed. (2010). *Identity and Cultural Recognition in the Curriculum: A Rationale*. Kata, Vol. 12 No. 1

⁸ Maslani. (2012). *Multicultural-Based Education in the Islamic Boarding School*. Advances in Natural and Applied Sciences, 6(7)

⁹ James A. Banks, *An introduction to Multicultural Education*, Boston-London: Allyn and Bacon Press, 2002, p. 3

Zakiyuddin Baidhawiy stated multicultural education is a way to teach diversity, which requires rationalization ethical, intellectual, social and pragmatic. By teaching the ideals of inclusiveness, pluralism, and respect all people and respect the culture of others.¹⁰ HAR Tilaar, multicultural education is the study of cultural diversity, human rights and the reduction or elimination of various types of prejudice.¹¹ Furthermore , HAR Tilaar explains that multicultural education is a discourse that is cross-border, as they relate to issues of social justice (social justice), democracy and human rights.¹² That is, in practical terms, multicultural education is not only recognize the differences, but rather emphasize the practice of live inclusively.¹³

Agus Salim states that multicultural education is a process that gives awareness of living together in diversity in the social, economic, and culture by instilling the values of tolerance, empathy, sympathy, and social solidarity in a multicultural society.¹⁴ More details, Parekh in Farida Hanum and Setya Prog put forward the notion of multiculturalism includes three things. First, with regard to cultural multiculturalism ; second, referring to the diversity that exists ; Third, with regard to specific action in response to such diversity.¹⁵ The suffix "ism" suggests a normative doctrine is expected to work on every person within the context of society with diverse cultures. While Moses Asy'arie in Choirul Mahfud argues that multiculturalism is the wisdom to see cultural diversity as a fundamental reality in public life.¹⁶ Wisdom that immediately arises , if one opens oneself to live with seeing the reality of plural as a necessity of life that nature, both in your own life that is multidimensional and in community life is

¹⁰ Zakiyuddin Baidhawiy. *Pendidikan Agama Berwawasan Multikultural*, Jakarta:Erlangga, 2005. h.8

¹¹ H.A.R Tilaar. *Kekusaan dan Pendidikan Suatu Tinjauan dan Persepektif Studi Kultural*. Magelang: IndonesiaTera, 2003, h. 174

¹² *Ibid.* h. 167

¹³ Maslikhah, *Quo Vadis Pendidikan Multikultur*, Surabaya: Temprina Media Grafika, 2007, h. 48

¹⁴ Agus Salim. *Stratifikasi Etnik*. Yogyakarta : Tiara Wacana, 2006. h. 25

¹⁵ Farida Hanum dan Setya Raharja. *Pengembangan Model Pembelajaran Pendidikan Multikultural Menggunakan Modul Sebagai Suplemen Pelajaran IPS di Sekolah Dasar*. Jurnal Penelitian Ilmu Pendidikan, Volume 04, Nomor 2, 2011

¹⁶ Choirul Mahfud. *Pendidikan Multikultura*, Yogyakarta : Pustaka Pelajar, 2008, h. 103

complex, and therefore a realization that diversity in the reality of the dynamic life is a necessity that can not be denied, denied, let alone destroyed

From the above description citing the opinion of Ainurrofiq Dawam concluded multicultural education, contained in the orientation of humanity, solidarity, prosperity, and recognition of the plurality and heterogeneity that exists in society.¹⁷ In this regard, Zakiyuddin Baydhawy mentions multicultural education has specific characteristics also include:¹⁸

1. Education that aims to learn to live in diversity
2. Educational building trust
3. Education that nurtures mutual understanding
4. Education that respects mutual respect
5. Education that teaches to think openly
6. Appreciation and interdependence, namely education that respects the cultural and socio-cultural
7. Non-violent conflict resolution and reconciliation, namely education that can resolve conflicts and considers the difference was not intended to discriminate against another group

In the context of Indonesia, Malik Fajar (2004) told that multicultural education in Indonesia needs to be improved, remembering that Indonesia has incredible potency of culture, tradition, geographical and demographical environment. According to Rahman, a lecturer of State University of Padang on magazine "*Ganto* (2002) he said that based on discussion on nationality course five, he recommended on the importance of multicultural comprehension at schools.¹⁹ Remembering the importance of multicultural comprehension to establish nation mainly in education field, it requires concrete effort to make it achieved.

According to Banks, he argues that multicultural education is aimed at reforming schools so that students from diverse racial, ethnic, and social-class groups will equally experience high educational quality. To achieve this objective, schools have to be transformed to become culturally friendly places for every student. In his definition of the transformed schools, Banks suggest institutional changes including changes in the curriculum, teaching materials, teaching and learning styles, the attitudes, perceptions, and behaviours of teachers and administrators. The changes should also occur in the goals, norms, and

culture of the school which are supportive to multicultural education. Through this whole-school transformation, every student will equally experience good quality education. The atmosphere of the school must be prepared to support this issue. Bank mention about the dimensions of multicultural education such as content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture. A major goal of multicultural education is to help student to develop the knowledge, attitudes, and skills needed to function within their own ethnic (microculture), the nation (macroculture), other ethnics, and the global community. So the implication of the teaching should be; more caring, interconnection, sensitivity to the needs of others, more personalized learning approach, more sensitive learning styles and characteristics, and have knowledge of the characteristics of groups.²⁰

Further, Christine Bennet (Bennet, 2001, pp.173-4) provides the underpinnings principles of this education, i.e. cultural pluralism, social equity for racial and ethnic minorities, the importance of culture in teaching and learning, and high expectation for student learning. Firstly, cultural pluralism is the ideal vision of society based on core values of equity and social justice, respect for human dignity and rights, and freedom to maintain one's language and culture. Secondly, on this principle, social equity and justice for ethnic minorities are guaranteed, and the culture of school children from these minorities is affirmed and respected. Opportunities are provided equally for all of them to reach their fullest potential. Thirdly, culture is important in the process of teaching and learning. As human beings cannot be separated from culture, children bring their own culture to classroom. Teachers should take this into account in designing learning experiences for their students appropriated to cultural diversity of students.²¹ Finally, multicultural education puts high expectation of student learning and outcomes. All students are provided an equal process even though at the end their outcomes may be different one from another due to intrinsic talents and characteristics. High expectations trigger the creativity of teachers to deal appropriately with relevant differences in students

Thus, here are two dimensions of the concept of multicultural education. First, multicultural education is focused on the development of

¹⁷ Ainurrofiq Dawam. *Pendidikan Multikultural*, Jogjakarta: Inspeal Ahimsa Karya Press, 2006, h. 78

¹⁸ Zakiyuddin Baidhawiy. *Op. Cit*, h. 78

¹⁹ Maslani. (2012). *Multicultural-Based Education in the Islamic Boarding School*. Advances in Natural and Applied Sciences, 6(7)

²⁰ James A. Banks, *An introduction to Multicultural Education*, Boston-London: Allyn and Bacon Press, 2002, p. 3-10

²¹ Raihani. *Education for Multicultural Citizens in Indonesia: Policies and Practices*. Paper Discovery Project "Education for Tolerant and Multicultural Indonesia" funded by Australia Research Council (ARC) 2009-2011

understanding of cultural diversity in order to develop corresponding attitudes of students.²² This dimension falls in Gibson's (1984) second approach to multicultural education, i.e. education about cultural differences to promote better cross-cultural understanding. In this dimension, the process of multicultural education is highly concentrated on the curriculum as a centrum of knowledge development. In line with this, Parekh (2006, pp.227-30) argues that the most important strategy for multicultural education is working on developing curriculum which teaches cultural diversity and understanding to students. Multicultural curriculum has to meet two conditions. One is that it should not be unduly narrow for it should familiarize students with the representative forms of different cultures so that they can follow up the rest on their own. The other is that the process of imparting the curriculum should trigger a fruitful dialog in that students are able to develop their own critical judgments on what are being taught. Parekh's recommendation seems to be focused on the development of cognitive domain of students to have proper understanding of different cultures, religions, ways of life, societies, and so forth, which in turn lead them to make critical reviews and judgments. These are capital for them to develop positive attitudes toward multiculturalism. From the critical multiculturalism perspective however, school curriculum should raise the critical awareness in students of racial, gender, and class representations and engage them in discussions of the discursive construction and socio-political images of these images (Kubota, 2010). The curriculum does not only contain critical description of minorities but pushes students of the majority to think about their status as the majority.

Next, the second dimension is that multicultural education is also focused on the creation of school and its environment as a place of students from various backgrounds to experience equally good quality education.²³ In this dimension, every student regardless of race, culture, religion, gender and class is provided an equal opportunity to develop his or her potentials. This dimension of multicultural education works on various school aspects to transform schools into multicultural grounds for all students. This dimension is supported by Banks in his definition of multicultural education, i.e., "an inclusive concept used to describe a wide variety of school practices, programs and materials designed to help children from diverse groups to experience educational quality" (Banks, 1986a, 222). Relating this second dimension with the first one, Banks (1986b, p.16) argues:

Strategies that are effective in reducing racism in the curriculum and the school must be comprehensive in scope and focus on all aspects of the school environment, including the hidden curriculum, institutional norms, school policy, the counselling program, assessment and testing procedures, the formalised course of study, teaching methods and materials, and the attitudes and expectations of the school staff

His second dimension accommodates the critical multiculturalism argument against structural racism and social injustice in schools through the reform of such various aspects of education (Kincheloe & Steinberg, 1997; May, 1998). It is concerned with not only formal and non-formal programs of school education, but also with school structures and cultures. The above two dimensions of multicultural education suggest that multicultural education is beyond a particular program of school, but rather it is systematically comprehensive strategies. It involves a whole-school approach in the process of development and implementation. This whole-school approach include the ethos of the school including school culture and values, its curriculum and instruction, its assessment and evaluation procedures, its language policy, and its approach to cultural diversity. According to Lynch (1986), this approach will enable students from minority groups to maintain their unique identities and at the same time achieve socialization with others. Also, this approach will encourage the majority students to rethink of their status and develop appropriate attitudes towards cultural diversity that exist around them. Cooper *et al.* (1998) suggest the involvement of such elements as school's policy, teachers, management, parents, students, and school councils in various activities and processes to approach effective multicultural education. This is to possibly guarantee the consistency in the development of implementation of multicultural education programs. Regular discussion amongst staff and teachers as well as other community members regarding the planning and implementation of multicultural education is one of the suggested activities.

Concept of multiculturalism from the Quranic perspective. I argued that since the beginning, the Quran recognised and appreciated diversity based on race, religion, culture, and so on. Even, the Quran itself was revealed in the multicultural context. The epistemological basis for multiculturalism in the discourse of the Quran is "human dignity", from which emerge a set of basic rights that must be respected and protected, which becomes an ethical foundation of multiculturalism. As a consequence of protecting the basic rights, the concept of justice and equality comes to surface. Since human beings are created as sacred and

²² *Ibid.*

²³ *Ibid.*

equal, hurting them and their rights is violation to universal humanity. Therefore, to achieve peace, toleration is necessary. Another point to support this idea is the Qur'an recognizes this diversity saying to the Prophet Muhammad that if God want, of course he will make only one race (Sura al-Ma'ida [5]: 48). However, the man made 'nations and tribes' so they know each other (QS al-Hujurat [49]: 13). Then, the Quran encourages each individual to know each other, both Muslims and non-Muslims, have different beliefs from them, and competing to do good (al-Ma'ida [5]: 48). This perennial ethics rooted in the idea of the Quran in common human, which emphasizes that all human beings, regardless ideological persuasion, created from 'the same soul' (nafs Wahidah) (Q.S. al-Nisa '[4]: 1). Therefore, do not be critical whether he is a Jew, Christian, or Sabiun, because anyone who do good 'reward will come from Allah' (Q.S. al-Baqarah [2]: 62). In fact, 'the most noble', according to the Quran is 'most cautious' (al-Hujurat [49]: 13). More, Quran then states that human judgment it relies on virtue, not on attachment with a certain confidence Piety was spread through social action - the best way to serve God is to serve humanity. Thus, the call to uphold. Social justice is the foundation of multicultural communities inclusive (muqtaṣidah ummah), which consists of a variety of human different, united by ethic about dual responsibility of man to respect and respect themselves and society. And then, in another letter, the letter Ar - Rum verse 22, God explained that differences in skin color, language, and culture should be accepted as something positive and a sign of the greatness of Allah SWT. For the attitude necessary for a Muslim to respond to diversity and difference is to look at it in a positive and optimistic, that plurality that there will only strengthen and beautify the human side. With it a Muslim will be able to act wisely and always motivated to do good.

Furthermore, multicultural Islam in historical perspective, can be referenced directly by a state system that applied the Prophet Muhammad with the Charter of Medina. The Charter of Medina is a concession (resistance) over the Hijrah of the Prophet Muhammad in 622 AD were discovered sociological conditions different from those in Makkah Madinah. This Charter sets all the inhabitants of Medina obtain the same status or equality in life. Principles of democracy, equality, and fairness embodied in the Charter of Medina following, which means "and that the Jews who follow us will acquire the rights and protection of the right to equality without persecution and no one is helping their enemies (Article 16). And that the Jews of al-Aus, their allies and the self (soul) they obtained the right as what is there for the owner of this saḥifat and obtain favorable treatment from the owner of this saḥifat" (Article 48). Two Charter of

Medina article above shows that the Prophet Muhammad has a high awareness of the issue of democracy, equality and justice inter-ethnic, inter-racial and inter-religious. In addition, two chapters Charter of Medina also contains a moral message that the Prophet Muhammad rejects discrimination, hegemony and domination in the life of a pluralistic society. Thus, from a modern perspective, the two articles above can be an inspiration to build a multicultural society. Meanwhile, from the perspective of education, these two articles can be used as a basis for developing multicultural education.²⁴

In general, multicultural education has broad application in the awareness to understand the difference, because it is in every religion in the world, let alone divine religions course is emphasizing tolerance, which we are required to learn about the differences in religion, beliefs, ideology, ethnicity, race, skin color, gender, sex, culture and so forth.²⁵ In his book, Religious Education Multicultural Perspective, Zakiyuddin Baidhaway describes at least three main principles in Islam relating to multicultural. First, the principle of plural is usual, the belief and practice of the common life that emphasized diversity as something normal and do not need to debate. The diversity of ways of thinking and acting of human beings in the context of space and time will continue to exist. Secondly, Equal is usual, in this principle of Islam tried to show that diversity is a matter of course. The third is the diversity of our other principle (modesty in diversity). Be mature in response to diversity, namely moderation which guarantees the wisdom of thinking and acting, which is often far from fanaticism to legitimize the use of instruments of violence.²⁶

Further Farida Hanum and Setya Prog explains that the diversity that affect the behavior, attitudes and patterns of human thought, so people have the means (usage), habits (folk ways), rules (mores) even mores (customs) are different from each other.²⁷ When the above circumstances can not be understood by the one and the other, it will be very prone intersection - intersection and then bear fruit in the conflict. Here we should bear multicultural values take on the role. Multicultural

²⁴ Abdullah Aly. *Pendidikan Multikultural di Pasantren*, Yogyakarta: Pustaka Pelajar, 2011, h. 112-113

²⁵ Zakiyuddin Baidhaway. *Op. Cit*, h. 12

²⁶ *Ibid*, h. 49-51

²⁷ Farida Hanum dan Setya Raharja. *Pengembangan Model Pembelajaran Pendidikan Multikultural Menggunakan Modul Sebagai Suplemen Pelajaran IPS di Sekolah Dasar*. Jurnal Penelitian Ilmu Pendidikan, Volume 04, Nomor 2, 2011

values which in Farida Hanum and Setya Prog is said to be in the language of the vision and mission of multicultural education to always uphold and respect for pluralism, democracy and humanism.

3. Building Social Piety

The holy book of al-Quran that was revealed to Prophet Muhammad has the role and function as the basic foundation teachings of Islam in all facets of human life. All the rules of social life has been delivered by the Prophet through the verses of the al-Quran and *Sunnah* in a set pattern of life in those days in Mecca and Medina as an instruction to his people. Islam as the religion growing and developing in the society integrates all three remarkably important fields at once. They are worship (*ibadah*) as means to find faith, transmission (*tabligh*) to spread knowledge, and deed (*amal*) to create social activity in daily life (Ahmadi, 1982).²⁸ Piety means adherence (compliance) in conducting worship; seriousness fulfill their religious teachings is reflected in the attitudes of his life.²⁹ Social meaning with respect to the community. So the notion of social piety is the behavior of people who are very concerned with Islamic values that are social. Islamic values in question, such as being honest, patient, sincere, generous, steadfast in facing trials, trust, responsibility, tolerance, forgiving, helpful, friendly and courteous, solidarity, and care for others. In these sense, the closeness of the relationship with God is not only built on the rituals of worship routine and rigorous, but also manifested through attitudes, words, and deeds for the sake of defense against injustice or alleviation of human beings from underdevelopment. Thus, the entire dimension of the religious presence manifested by building a good relationship with his fellow creatures. Form someone who has to live in a pluralist attitude is the difference (tolerance/tasamuh), mutual respect, build up mutual trust (husnudzan), interdependence (mutual require / interdependence), and appreciation of cultural plurality

Social piety are all kinds of virtues addressed to all mankind. Piety is the foundation that must be achieved by each individual and each community (social). In individual life, people must have a lot of good deeds in order to achieve the level of piety, piety because it is a reflection of the basic human good. Therefore, not all those who diligently serve is able to establish a good relationship or behavior toward other human beings. It is not even

uncommon ones pious or diligently go to the mosque still can not abandon the habits less commendable prohibited by religion, including cheating, deceitfulness, incite, violate the rights of others and eat up the property of others Unauthorized, including corruption. It has become a common concern when people compare between religious behavior and social behavior of the majority of citizens of our society. As if those two things are different entities and should therefore be separated. Piety individual only has meaning, if only aimed at fulfilling its own sake, do not care about other people's interests, to say nothing of ignoring the rights of others. Piety that will change from individual piety into social piety when accompanied by the awareness that the success and prosperity that can benefit gained in the efforts to realize the welfare of mankind more evenly, not for its own sake to forget its social obligations. This is where the need to build individual piety and social at the same time.

To see the dimensions of a person's piety, especially with regard to measures of individual and social piety, following some description of the characteristics of socially virtuous man.³⁰

1. Social care, basically the believers are brothers. Consequences of this brotherhood is mutual assistance in the face of all the problems and distress, and work together to solve them. Therefore, the task of each community in solving issues of mutual concern as well as in helping to overcome the difficulties neighbor
2. Maintaining the orphan and the poor. The other side of pleasing the believers, is to pay attention to orphans, who do not have guardians to protect and love them. Islam is a religion of holy born of mercy and compassion. Children abandoned by his father and mother and no one else who guide, protect, and live their lives, is very alarming. Islam in order to alleviate poverty in a society, assign tasks to people able to meet the needs of their lives, including compulsory zakat launched to help the poor. Allah in the Quran says, in two places on one of the properties that pious people and people who really pray, those who expend their wealth to the needy
3. Visited him the sick is part of the social ethics of Islam and is one of pleasing people. Visiting the sick and asked the situation by noting that sick people are expecting the visit friends, relatives and family is unquestioned and is dharuri or mandatory. As it is said that visit the sick that one menyenangkan hearts of other people, is unquestioned. As in every

²⁸ Maslani. (2012). *Multicultural-Based Education in the Islamic Boarding School*.

Advances in Natural and Applied Sciences, 6(7)

²⁹ Departemen Pendidikan Nasional. (2002). *Kamus Besar Bahasa Indonesia Edisi 3*. Jakarta: Balai Pustaka, h. 984

³⁰ Tim Akhlaq. *Etika Islam: Dari Kesalehan Individual menuju Kesalehan Sosial*. Jakarta: Al Huda, 2003, h.123

tradition and social relationships, principal and moral side must be maintained and cared for. Visit the sick also have ethics in it. About this is explained in the view of Islam, among others, (1) brought gifts, (2) the time visited him, (3) ask how the pain and pray for healing for her, (4) pay attention to him and tried steeled his mind, (5) wishers should not wait greeted from the ill person and his family

4. Gathering. In the hadiths, Islamic stressed at the gathering. Most of history say that the relationship is part of the religion, another tradition states that the relationship will lengthen the lifespan or the way to heaven and God's grace
5. Encounter and pertemuan, another Islamic ethics in society ne of the believers with each other and meet each other mengudang. In terms of Islamic morality, they are required to meet each other regularly and continuously. Ask one another to themselves and in this way it gives birth to happiness and peace in their midst
6. Greetings, all cultures and nations, when people meet and meet with others to express love, pleasure, and sincerely for the encounter for the umpteenth time, to say welcome and initiating a conversation, they created a special tradition for it

4. Applying The Multicultural Education to Build Social Piety in Lampung Province

Lampung province is often assumed to have a great cultural values (*adhiluhung*) Motto in Lampung —“Sai Bumi Ruwa Jurai or “Unity in Diversity” which is identiced with heterogeneity (mixed or colored by ethnics and culture). Therefore, social conflicts with nuance SARA that often occur in Lampung indicates a high friction due to the diversity in the community Lampung. From the matter of social integration between groups that have not been completed, prejudice or suspicion between groups, labeling less well on another group, and fanaticism excessive group, as well as the injustice of political policy carried out by the authorities who lack the aspect of the diversity of ethnic, religious, cultural , In the meantime, the practice of multicultural education, which is trying to cherish, to give equal opportunities to all walks of life to evolve, appropriate expression rights are owned, must be cultivated in everyday society. In short, multicultural education is the education pattern holds strong lack of respect and recognition of the dignity of human beings who live in the community with their culture. In subtransif-educational, multicultural education is expected to be a vehicle for the establishment of social piety. Where a close relationship with God, is also manifested through attitudes, words, and deeds. Thus, the entire

dimension of the religious presence manifested by building a good relationship with his fellow creatures. Social piety indicated with attitudes, such as being honest, patient, sincere, generous, steadfast in facing trials, trust, responsibility, tolerance, forgiving, helpful, friendly and courteous, and solidarity.

Thus, the embodiment of social piety within the scope of Lampung community diversity is evidenced by the love of peaceful coexistence between different communities, build social interactions tolerance, mutual respect, and democratic among people of different religious backgrounds, ethnic, or traditional habit. Therefore, the social conflicts that often occur in Lampung like tangled yarn is not finished. The local government is also impressed only resolve a conflict moment without any prevention efforts in the future. Completion of governments still leaves a momentary spark 'ammunition' which could explode if ignited by things that are trivial. Because if traced the root of the problem often occurs because of old grudges inter-ethnic. In the tradition of culture, society Lampung has an inclusive social principles, ie the principle of *sakai sambaian*, *pi'il pasengikhi*, *nemui nyimah* and so on.³¹ The principles that later crystallized in the concept of Motto “Sai Bumi Ruwa Jurai”. The hope is that social life consists of Lampung natives and immigrants is becoming a social environment with communities living in harmony, side by side and cooperate. The difference can be used as a new force in building a harmonious life. Each community maintain tolerance, improve and unite in brotherhood. Understanding Sai Bumi Ruwa Jurai itself is a living symbol of the unity of two different cultural roots of society Original Lampung, Lampung, namely indigenous peoples and Pepadun Sai Batin. With the presence of ethnic and foreign culture, is expected to be side by side, so as to avoid conflict.

The dictums of Islamic teachings in the Quran and the Hadith forbids Muslims to split and prohibit to the opposing one another. Relating to this issue, the Quran gives an ultimatum in a letter al-Hujurat: 10, "The true believers are brothers. Therefore make peace (correct any relationship) between the two brothers and fear towards Allah, that ye may obtain mercy. "This verse explains that fellow Muslims are brothers. In a hadith, the Prophet Muhammad also said, "among the Muslims with the other Muslims are like one body." If one member of the body is ill, the other members come to feel it. In this case, social piety form of fraternity get a very significant emphasis in the context of

³¹ Ahmad Suhendra, (2013) “*Persaudaraan berbasis Kebangsaan*” <http://www.wawasaneews.com/> Accessed on August 12, 2015

society. Social piety was formed by religious-based social awareness-faith.

Islam considers aspects of social life must be treated with intact and solid. Prophet Muhammad SAW. has been an example in shaping civil society (civil society). He gave the keys to establish it, which reinforces fraternity (brotherhood). Before the Prophet came to Medina (Yathrib), there are two warring tribes namely Aus and Khazraj tribes. Both tribes to destroy each other, killing each other and fought each other for nearly 120 years. The dispute can only be resolved when the Prophet migrated to Medina (Yathrib) with emphasis on the aspect of fraternity (brotherhood) which gives kemasslahatan together. Fraternity (brotherhood) become significant in building civil society (civil society). At that time, Medina very plural society consisting of various races and religions. State formed on the people who have a different concept of value and variety. But the prophet can unite their perception in Medina treaty agreement. The agreement was made to accommodate the interests of a pluralistic society. By prioritizing ethics consolidate, then the differences melt into a harmonious unity. Medina learned from the case of conflict, then to form a civil society (civil society) in Lampung Province, the need for strengthening nationality-based fraternity, ie which is based on "Unity in Diversity". Nationality-based fraternity aims to unite the vision of the people of Indonesia are plural and complex

5. Implications and Conclusion

Cases of conflicts in Lampung Province is not caused by a single factor, but due to several factors rigging . Any factor category, there are factors that are latent and there are factors that are triggers. Due to many factors , it is necessary to overcome the involvement of all sectors/fields of nation building , and the most important commitment of the elites politics, society leaders, teachers, stakeholders and the entire multicultural education to maintain social integration. Nowadays, social integration becomes a very powerful spirit in the life of a multicultural society, as with any social integration that can be awakened to social harmony. Social harmony becomes an important aspect in maintaining the unity and integrity of the nation in the midst of a very strong social change towards conflict and social inequality. However, social integration cannot be established so easily because it requires a social synergy of all the social elements of the society that are not easily formed in the systemic different interests. There is a tendency to move every element of society for the benefit of the group, or symptoms of ethnocentrism, stereotype which continues to grow in community life. In addition, it continues to go global interests in society that reinforce inequality and social

inequality in many aspects of being a source of conflict in a multicultural society.³²

Obviously, the process of social integration cannot be built sophisticatedly if it is not supported by the role of education. In this case, the school has an important role in creating social integration. This could happen if the school is given the opportunity to develop strong institutions and norms that regulate the behavior of students in developing her potential optimally, on the other side of the school as an educational institution that is able to build a strong democratic culture to implement multicultural education. In this context, schools have an important role in building a multicultural dynamics of the community life. Studies on school continues to grow. Critical analysis of schools and school systems continue to evolve in a society that is constantly changing. The social function is maintained, because the school has an important role in maintaining order of the social life.³³ To promote multicultural education in school, provides multicultural education for the next generation one alternative solution to the settlement of the conflict in anticipation of future next. With multicultural education, the expected output is capable of understanding the younger generation , to analyze and address the problems faced by the nation, particularly with regard to conflicts with nuance SARA.

In the context of building a social piety in order to prevent a broader conflict in the province of Lampung , Islam teaches methods of da'wa bil hikmah (wisdom) wal mauidoh hasanah that contained commanding the good and forbidding the evil. In the face of beliefs and other philosophies were different, Islam has a doctrine of mutual understanding (tafahum) , tolerate each other (tasamuh) , and mutual help (taawun) within the framework of muamalah. In this case, a strategy to revive the values of multicultural should be done through the development of religious life. Fostering religious behavior intended to develop concepts, attitudes and patterns of diversity for mutual understanding and tolerating the different other.

In more detail, the following important points presented to build social piety in diversity society of Lampung

1. Improving the quality of the understanding, appreciation and practice of religion in public life, state and nation, through the development of a harmonious family (sakinah / hita sukaya) by placing the family as the main pillar of the establishment of multicultural education

³² Siti Irene Astuti Dwiningrum. (2014). *Multicultural Da'Wa in Schools from a Sociological Perspective*. Walisongo, Volume 22, Nomor 2

³³ *Ibid*

2. Increasing the participation of religious social institutions and religious educational institutions as agents of community development based on local wisdom
3. Strengthening social harmony in the life of intra and inter-religious, tolerant and mutual respect in order to create a safe and peaceful Lampung, through religious dialogue forums and scientific meetings.
4. Improving the quality of administration and management, as well as development of implementation worship facilities, with consider the interests of all layers of the people religion with equal access for every believer religion. Encouraging educational activities to develop multicultural insight, sense of national pride and build Mutual understanding, tolerance, and mutual respect

In short, social piety formed the construction of multicultural values embedded in the educational environment, both formal, in formal, or formal . Planting of multicultural values in educational environments, is a growing belief (cognition component), and is expected to affect the emotional component (affection) and behavior (action) that will foster a positive attitude at the beginning of the individual against the state of the plural . Finally, the points above are not exhaustive by any means. It is the most fundamental issues in relation to the proposed multiculturalism in Indonesia and it require our serious attention. For our own benefits, I hope that the discussion on multiculturalism should not end here.

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**IDENTIFICATION AND THE UTILIZATION OF SOCIAL CAPITAL
IN ISLAMIC EDUCATION TEACHING-LEARNING PROCESS
AT BUDI MULIA DUA HIGH SCHOOL YOGYAKARTA, INDONESIA**

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Abstract

The aims of this individual-research article are (1) to explain the identification of social capital in Budi Mulia Dua High School Yogyakarta Indonesia; (2) to find the rationales of the use of social capital in the learning process of Islamic Education; and (3) to find the forms of the use of social capital in the learning process of Islamic Education. The results of the qualitative research show that (1) there are three dimensions of social capital in this school which are network dimension, reciprocal relation dimension, and trust dimension. Those three dimensions show dialogic relation which is influenced by teachers' beliefs. The use of social capital in the learning process of Islamic Education is orientated towards independence, honesty, respectability, and responsibility. (2) The rationales of the use of the social capital in the learning process of Islamic Education are based on the universality of Islam. The values function as the trigger for Islamic Education teachers to grow, develop and utilize social capital in order to increase the quality of learning. (3) The forms of Islamic Education learning process which use social capital are gained through the internship program, flea market, and homestay.

Keywords: Social Capital, School Education, Networking, Reciprocal Relation, Trust, Islamic Religious Teaching.

1. Introduction

Indonesian's commitment to gain *Generasi Emas Indonesia (GEI)* in 2045 is this nation's future goal to use all available capital. This future goal is introduced by the national education goal which is depicted in the Act No. 20 2003 about national education system that is going to establish good and smart nations. The government responds to this goal through the national education ministry by regulating 2013 Curriculum which emphasizes on the balance between attitudes, skills and knowledge to build softskills and hardskills (2013 Curriculum team, Ministry of Education and Culture, 2013: 12). Thus, in the future this nation is expected to balance the area of attitudes, skills, and knowledge integratedly through education (Miller, 1976: 23).

There are two important things to deal with in order to gain Indonesian nations who have integrated attitudes and knowledge: the use of school social capital and the learning management. The school social capital are more important than human's capital in education and work experiences as Lin proposes, "... that social capital may be as important as or even more important than human capital (education and work experience) in status attainment" (Lin, 2004: 97). Social capital are defined as various resources and social networks which exist in the relation among actors although they are built in different contexts. The learning process which acts as the interaction between teachers and students is built in the use of social capital. The interaction that uses social capital is

characterized by the forms that can be individual or shared belongings. Social capital are produced in open and closed structures, whether it is organized or not. Social capital can affect negatively that it can be ignored through exception consideration. Social capital can be applied in order to bridge the imbalance processes and to integrate differences.

Regarding the above issue, management of Islamic Education learning is aimed at understanding the functions of management applied in the learning process of Islamic Education. The functions of the management are planning, organizing and conducting, and supervising. The functions are related to the social asset dimensions, which are trust, network, and reciprocal relation. Through the efficient and effective learning management, teachers can utilize the social capital to increase the quality of learning. Thus, the goals of Islamic Education learning process can be achieved and the whole school work can be improved.

However, in fact, teachers are reluctant to use the social capital in the learning process. It is shown by their tendency of not using available knowledge in teaching Islamic Education. For example, they do not give students any chance to show their best work in front of their peers (Wibisono, 2014).

The result is that students' trust towards teachers and each others cannot be developed. It then affects the reciprocal relation between them. In fact, the implementation of 2013 Curriculum supports teachers to conduct learning process that enables students to be more affectionate, creative, innovative and fun through various strategies and

learning methods. Besides, social capital at school are open entities (Ancok, 2003: 20), so it depends on teachers and students in order to use it. It is because the low level of teachers' willingness and capability to use the social capital, so that the social capital are not identified and utilized in the learning process.

The problems of teachers' reluctance, willingness and capability to use the social capital in the learning process of Islamic Education need to be solved by giving them patterns of knowledge that is based on integrated interconnection as 2013 Curriculum suggests. It is called scientific and integrated approach. This is important because of some consideration as follows. First, there should be no more practices of learning process of Islamic Education which is isolated or just focusing on one field of knowledge. The development of science and technology, and the rapid growth of culture affect students' beliefs in learning and teachers' beliefs in teaching. Second, scientific approach which is implemented in 2013 Curriculum requires teachers to be more active, innovative, creative, and fun in teaching. Fact-based learning materials can be proven empirically and scientifically (2013 Curriculum team, The Ministry of Education and Culture, 2013: 15). Such activities can be conducted if teachers' understanding is integrated and interconnected in teaching. Third, the success of learning activities is strongly related to the use of social capital. Management of the use of social capital for teachers is very important because they are the agents who will achieve the education goal through teaching and learning process (Mastuhu, 2004: 15).

The government has already tried to trigger teachers to use social capital in the learning process of Islamic Education. They have revised national education goals required teachers to change their beliefs in teaching. The changing of beliefs will depend on teachers' willingness and capability to face new paradigm of recent education system (Kasali, 2005: x). However, it has not been achieved well recently. Even though teachers have been trained to change their beliefs, they will act as before in the classroom. The fact shows that the changing process starts from the teachers. They feel more comfortable to change their beliefs if it comes from themselves through the process of identification social capital exist in their school. It is then expected that the learning process of Islamic Education will run efficiently and effectively.

By observing the problems faced by Islamic Education teachers to use the social capital, this research is focused on the use of social capital in Islamic Education learning process. This research is expected to give significance to build good education in 21st century according to Sayed Hyder Ali (2013) which emphasizes on character building, student-centered in teaching methodology and the

choice of subjects, and teaching and learning environment which strengthen students' flair and character. All of them are also focused on knowledge, skills, conceptual understanding, attitudes and beliefs (Ali, 2013: 23).

2. Research Focus

This research focused on the use of social capital in the learning process of Islamic Education to develop school work. Based on the research focus, the formulations of the problems are as follow:

1. Which social capital in the school can be used by the teachers in developing Islamic education?
2. Why do the teachers use social capital to achieve good learning outcomes in the process of Islamic education?
3. What is the form of social capital implemented in the process of teaching-learning of Islamic education?

Hopefully, through answering those questions, it will be found the concept of social capital utilization in the teaching-learning of Islamic education in effective and efficient ways within the framework of scientific integration of Islamic education in junior high school level.

This research aimed to achieve:

- 1) The description of the identification of existing social capital in the school so that it can be used in the teaching-learning management of Islamic Education.
- 2) The rationales of the teachers in selecting and utilizing social capital in order to achieve the learning outcomes of Islamic Education.
- 3) The form of social capital utilization for the teaching-learning of Islamic Education.
- 4) This research is expected to have two aspects of the usability, namely theoretical and practical aspects.
- 5) Theoretically, the findings concerning the identification of social capital that exists in schools and its use in the teaching-learning process of Islamic Education in junior high school has become a theoretical framework for the development of science which is interconnected and integrative. This is based on the consideration that education doesn't merely stand alone as a dimension, but in this study it is placed on the dimension of discipline-sociological, philosophical, psychological and education. Theoretically, the results of this study can be used by developers of education.
- 6) In the practical aspect, based on empirical experience of this study, the ability of teachers to take advantage of social capital in the learning of Islamic education in an

integrated and patterns of utilization is the best practice that can be applied to other schools with certain preconditions, despite in different location. Education providers who scored prospective teachers can prepare themselves for what competencies needed by the school associated with the development of educational science and learning approaches, so the results of this study can be used as material for evaluating the curriculum of teaching school, teaching-learning and other programs.

3. Literature Review

There is only a few research on the utilization of social capital in education has been done. Some of the studies intersect with this study, namely research of Lin (2004), Hwan (2005), Chatib (2013), and Armstrong (2013). Lin's study entitled *Social Capital: A Theory of Social Structure and Action* provided information on the utilization of social capital in the context of school stratification. Through 7 years research, Lin gave a hint that schooling education utilizing social capital gave birth to school with the effective and efficient performance (Lin, 2004: 11). However, Lin's research didn't specifically describe the implementation of learning that utilizes social capital from preparation, implementation until evaluation.

The other research was the study of Hwan entitled *Coping through Social Capital in Educational Stratification: Relational Alignment and Complementary Ties*. Hwan focused on the utilization of social capital to build education in the family. Hwan's research result published in the journal 'Development and Society', 34, 147-167 and accessed by experts received positive responses to its formers that had developed social capital in education. Utilization of social capital to develop education in the family got positive responses. It is not enough, because education in the family has another dimension in society. Hwan called the term "social capital" to express social ties between people in a community to establish social cohesion in achieving social objectives (Hwan, 2005: 147-167). What about the school community? This research certainly has not mentioned the school environment much.

Chatib's work published in a book called *the Guru of Human: Making All Children Special and Champions*, is worth fatherly shown in this literature review. Chatib has built 'a school of human' and given inspiration on learning with the approach of social capital still responding to the integrity of learners' potentials. It is based on the fact that many schools tend to dominate the cognitive and psychomotor abilities, as well as ignore the affective aspects of learners (Chatib, 2013). This reality is necessary to be tested in other

places so that has a significant impact on improving the quality of schools, especially in the teaching-learning of Islamic Education.

The same thing is also found in research conducted by Armstrong documented in a book entitled *The Best Schools: Educating Students Becoming the Whole Scholars*, provided advice to educators, politicians, parents and even students who had been regarded that the purposes of education are merely to enable students to pass the exams and get good marks. But it is not true that the school is merely concerned on students' scores and ignores the essence of being a good school. To be a good school, according to Armstrong, a teacher must leave the narrow definition of education by presenting the discourse of human development (Armstrong, 2013). Examples of diverse educational programs that take into account the difference of physical, emotional, cognitive, and spiritual aspects of students through the following ways: 1) emphasizing fun activities for early childhood education and kindergarten, 2) studying the universe for elementary school students, paying attention to puberty and social learning, emotional, and metacognitive for teenagers in junior high school, and preparing students to live independently in the real world by mentoring, internships and cooperative education for high school students (Bach, 2011: 25). This represents the importance of social capital utilization in learning PAI or Islamic Education.

Looking over the previous studies, there are aspects that have not been studied. Thus, this study took a position on the aspect of the utilization of social capital in the teaching-learning management of PAI or Islamic Education including the preparation, implementation and evaluation of learning and employed scientific approach to the utilization of social capital into a new and important element in learning. This study was also a continuation of a previous research entitled *The Scientific Approach Model in Islamic Education and Character Education at SD Muhammadiyah Condongcatur, Depok, Sleman, Yogyakarta*, which was implemented in 2013.

3.1 Social Capital

The theory of social capital was first discovered by two great figures, namely Bourdieu and Coleman. (Häuberer, 2011: 35) They were the first men introducing a systematic theory of social capital. They also introduced the term 'independently of each other'.

The concept of social capital existing in the community, according to Bourdieu, can be divided into three basic types of capital: economic capital, cultural capital and social capital. Economic capital can be converted in the form of money either directly or indirectly. Cultural capital presents in the community in three different forms that can be

internalized or incorporated such as knowledge and skills, objectified such as paintings, books, or may be institutionalized as a degree or diploma. While social capital is a potential capital which is interconnected to form such supports if needed. Bourdieu describes social capital in more details as quoted by Häuberer as follows:

“Social capital is ‘the aggregate of the actual potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition –or in other words, to membership in a group– which provides each of its members with the backing of the collectivity-owned capital, a ‘credential’ which entitles them to credit, in the various senses of the word’.” (Häuberer, 11: 38).

Meanwhile, the concept of social capital, according to Coleman, emphasizes the context of rational choice theory. Social interdependence arises between actors because they are interested in the events and resources that are controlled by other actors in maximizing its use through a rational choice as the best solution. If social relations are permanently implemented as a relationship of authority or trust relationship, the act of change and displacement of supervision will be successful. According to Häuberer, ideology can support social capital, in which individuals can act on behalf of their interests or others, including religious doctrines (Häuberer, 2011: 42).

Social capital is also affected by the welfare factor and sometimes has a negative impact as in social security payments. More detailed, Coleman defined social capital as quoted by Häuberer,

“Social capital is defined by its function. It is not a single entity, but a variety of deferent entities having two characteristic in common: They all consist of some aspect of social structure, and they facilitate certain actions of individuals who are within the structure’.” (Häuberer, 2011: 40).

Coleman divided social capital into five types, namely 1) the relations of mutual trust), 2) authority relations, 3) information potential 4) effective norms and 5) appropriable social organizations (Häuberer, 2011: 42-46).

Steeped in the theories of both precursor experts of social capital, it can be affirmed that both 1) focus on social capital as property of relationships. Relationships of belonging can lead to the trust. Thus, social capital consists of several aspects of the social structure made from the perpetrator's actions. 2) Describe the micro and macro community level in several aspects of diversity.

Meanwhile, there are things that distinguish them in looking at social capital, namely: 1) the

concept of Bourdieu more focused on the aspect of economic capital. Besides, Bourdieu also didn't explain thoroughly about the importance of the quality of the relationship for transformation. While Coleman said that the generalization of closed social structure proved the existence of social capital more effectively. Closed network level has a major influence on a number of social capital, although it is a challenge because limited facilities risk the collective failure 2) according to Bourdieu, closeness and consistency of group play different roles. Members of the group are based on a clear democratic between one person with others which further can be instituted becoming self-esteem, degrees, and family.

In this study, confirmed that social capital as a source of an existing network doesn't not only on a closed relationship but also in an open relationship. Thus, the theory of social capital requires a variety of relationships and, as the concept of social capital, it can be claimed to explain completely the phenomenon of social capital. For example, the use of social capital to explain the reduction of imbalances (inequality) was done by Bourdieu and Coleman. Coleman succeeded applying this theory in high school where the balance was on a closed social structure. However, Coleman did not provide help in the consolidation of the social level in which a new source of imbalance was created.

Based on the views of the experts, it is emphasized that social capital is a variety of resources that are embedded in the relationships between actors even though they were built in different contexts. Resources and social networking are the two key dimensions. As a theory of social capital applied in schools, it can be concluded that social capital pick the following characteristics:

- a. Social capital can be either individuals or objects belong together in the micro and macro levels of society.
- b. Social capital is produced in open and closed structures either institutionalized or not institutionalized.
- c. Social capital has a negative effect which can be ignored with the exception consideration.
- d. Social capital can be applied to bridge the imbalance.

3.2 The Philosophy of Teaching and Learning

The tendency of school-age children's learning is characterized by three things, namely concrete, integrated and hierarchical. Children learn concrete things which can be seen, heard, smelled, touched, and tampered with. Learning concrete things is not enough, the children also learn to look at something as a whole (integrative). To be able to specify the details of the scientific parts, the materials were taught to have a logical sequence; there is a linkage between the material and the breadth of coverage

and depth of the material controlled by the teacher. The teacher gradually starts teaching the students from simple things into more complex ones. In other words, the hierarchy of materials taught meets the content standards expected in the form of concepts, facts, theories or assumptions.

Psychological development of children in the teaching-learning process of PAI is based on the cognitive psychology, psychology of religion and moral psychology. Teachers' skills in understanding the psychology of cognition of children determines the success of learning. Similarly, the psychology of cognition has a relationship with the development of cognitive, affective and psychomotor of school-age children. According Eson, as quoted by Drost, periodization of cognition includes: (a) Period of sensorimotor adaptation (0-2 years), (b) Development of a symbolic and pre-conceptual thought (2-4 years), (c) Period of intuitive thought (4-7 years), (d) Period of concrete operations (7-12 years), and (e) Period of formal operations (12-adult) (Drost, 1998: 22).

The development of the religious sense of school-age children is different each learner. Children acquire religious knowledge in several ways, namely (a) the authority of parents / educators, (b) Imitative, (c) unreflective, (d) Egocentric, (e) Anthropomorphic, (f) Verbalize and ritualistic and (f) Wondering (Gredler, 1991: 43). Meanwhile, the morality of children is influenced by the child's moral behavior and control, namely (a) Pre-conventional morality (pre-school), control moral behavior is done externally, (b) Conventional Morality (elementary school), control moral behavior is confirmative, (c) post-conventional morality, internal control moral behavior (Miller, 1976: 11).

3.3 Islamic Education in Schools

Religion has a very important role in the life of mankind. Religion has become a guide in efforts to achieve a meaningful life, peace and dignity. Religious Education is intended to develop the potential of spiritual and to form students to become a faithful man who fears God Almighty and has a good behavior.

Islamic education is given to form students to become a faithful man who fears God Almighty and has a good behavior, and aims to make a man who is honest, fair, virtuous character, ethical, respectful, disciplined, harmonious and productive, both personal and social. This vision leads to the development of demands of standard competencies in accordance with the national level of competencies characterized by these following traits: (a) more focusing on the achievement of competence besides mastery of the material, (b) accommodating the diversity of needs and available educational resources, (c) giving greater freedom to

the educators in the field to develop strategies and learning programs according to the needs and availability of educational resources (Naim, 2009: 55).

Scientific approach has been endorsed by the Ministry of Education and Culture in order to implement the Curriculum 2013. The scientific approach begins with observing, questioning, reasoning, experimenting, and reporting. The application of this approach requires the support of social capital including the preparation and learning device such as the drafting of the lesson plan, implementation and evaluation. At the stage of implementation, there are three main sages of learning i.e. pre-activities, core activities and post-activities (Sudjana, 2000: 65).

Furthermore, in thematic learning and lessons, there are three foundation which are thematic-integrated including: philosophical basis, psychological and juridical. Philosophical foundation in thematic learning is strongly influenced by the three schools of philosophy, namely: (1) Progressivism, (2) constructivism, and (3) humanism. Psychological grounding in thematic learning is primarily concerned with the psychological development of learners and learning psychology. Juridical basis in thematic learning is associated with various policies or regulations that support the implementation of thematic learning in schools i.e. Law 23 of 2002 on Protection of Children and the Law 20 of 2003 on National Education System.

Significance of applying the thematic learning are 1) thematic learning emphasizes on student involvement in the learning process actively, 2) thematic learning focuses on the application of the concept of learning by doing, and 3) the implementation of thematic learning helps students to see knowledge holistically (Hidayati, et al. 2009).

Several hallmarks of thematic learning, namely: 1) Experience and learning activities are highly relevant to the development level and needs of primary school-aged children; 2) activities that have been in the implementation of thematic learning are based on the interests and needs of students; 3) The learning will be more meaningful and memorable for students so that learning outcomes can last longer; 4) Helping to develop students' thinking skills; 5) Presenting pragmatic learning activities in accordance with the students' problems often encountered in the environment; and 6) Developing students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others. (Sudjana, 2000: 22).

4. Research Method

This research is field-research. The data describe the facts found at SMP Budi Mulia Depok

Yogyakarta as one of the private schools that has school social capital opportunities. This study used a qualitative approach with naturalistic-interpretative paradigm.

4.1 Research Design

This research focused on the utilization of social capital in the teaching-learning process of Islamic education in schools. Source of data served as key informants in this study were the teachers of Islamic Education at SMP Budi Mulia, Depok. The patterns of learning by utilizing social capital are formulated from the teachers who use social capital in the teaching-learning process in the course of religious class proved by the documents of lesson plans, implementation and evaluation. Through the existing patterns, it can be used as the initial findings, which further can be done by different teachers from other schools with allied subjects. It also becomes the material of the development of science by using the approaches of both sociology of education and psychology of education.

4.2 Data Collection Techniques

The necessary data were collected through observation, interviews and documentation. Observations were carried out directly. Interviews were conducted in depth and freely technique about the implementation of integrated-thematic learning that took advantage of social capital and the rationales of using social capital to implement the thematic-integrative learning, and about the teaching-learning using social capital. Besides, documentation was also used to collect data in accordance with the preparation of supporting teaching and learning documents, as well as other documents required to establish a theoretical framework in research. During the data collection process, writing, editing, classifying, reducing and presenting data were also conducted (Muhadjir, 2003: 43).

4.3 Data Analysis

Having necessary data obtained, the data were classified into secondary data and primary data. Data were collected and have been classified were then analyzed and interpreted in the perspective of the theory of exploratory research with deductive, inductive and speculative and comparative reasoning. The first step of data analysis was carrying out the validation of data by using triangulation technique. The second step was constructing data into empirical facts in accordance with the theories used. Third, data analysis was done by using comparative reasoning. The last step was interpretation of the data so that the data could tell the information aligned with the logic of the researcher.

The data were processed by using analytical-synthesis methods that lead to the concept with

deductive and inductive mindset and then compared descriptively. In other words, the data about the subject matter that has been chosen to be the objects were described and then compared in order to make a synthesis.

The technique used to analyze and synthesize the data was through conducting critical and reflective explanation on the various things that are at issue, and then applying a posteriori inductive reasoning, and completing the process with synthesizing. Thus the researchers gathered and concluded all the knowledge acquired in order to draw up the new opinions in terms of achieving the goals and benefits of this research. Validity of the data was fulfilled through triangulation and extended time of study.

5. Findings

5.1 School Profile

SMP Budi MuliaDua Yogyakarta is located at Tajemstreet, Panjen, Wedomartani, Ngemplak, Sleman, Yogyakarta, zip code 55584. School with an email address smp@budimuliadua.com and website address www.budimuliadua.com was established in 2004 with the status of a private school and it has got A for the accreditation (10.01 / BAP-SM/TU/XI/2012).

SMP Budi MuliaDua has determined to realize a unified nine-year compulsory education and continue learning model that has been applied in the primary school level. Moreover, the school doesn't only concentrate on the development of academic potential, but also develops students to have high self-esteem, integrity, creative, confidence to express themselves in accordance with their respective potentials, sensitivity to the environment, and faith and strong piety. The purpose of creating individuals with such traits is even stronger in order to prepare students to face their world that is increasingly complex in the future, along with their biological and social status at this age. This becomes important in light of the decline in the quality of social life of this group such as drug abuse, fights between students, and the loosening patterns of relationships with the opposite sex. In other words, SMP Budi Mulia Dua wants to develop an education with individual learning patterns that prepare student mature in academic, psychological, and social. This learning pattern is not only based on the knowledge and the universal values of the natural and social symptoms, but also based on the moral ideal of religion as a guide of life (Document School Work Plan 2008-2012).

To realize such determination, this school has a vision, missions and goals which are oriented to the development of science and technology and based on the development of the attitude of faith and devotion to God Almighty, by involving all existing capabilities, as well as the surrounding

environment. The school's vision is "to realize the school community who have critical logic, social intelligence, universal values of Islam and consciousness as the citizen of the world". This vision becomes the ground of conducting teaching and learning processes which refer to universal values of Islam. Furthermore, this vision reveals the school's missions, namely: 1) Developing a learning process that balances logic skills and social intelligence. 2) Instilling universal values of Islam as part of the school community who have consciousness as the citizens of the world ". In more concretely, the school promotes the following goals:

- a. Guiding the student to develop their potential.
- b. Providing state of the art, science and technology for the development of the entire academic community of SMP Budi Mulia Dua
- c. Developing a learning process that encourages students to be a man with noble character and sensitive to the environment (School Document, 2014).

In 2013, the students of this school were 222 people in total which consisted of as many as 75 students (class I), 76 students (class II), and 71 students (class III). By region of origin 135 students were from the region (Yogyakarta) and 87 students were from the outside. From the parents' economic background, the students came from the middle-economic level and prosperous family. Nonetheless, the school provides opportunities for high achieving students to receive a scholarship from *Amien Rais Scholarship* (ARS). Schools operate funding in a school year is about 3.5 billion. All teachers were 20 people working for the foundation and led by a female principal. To do administrative work, the school hired 5 administrative personnel.

5.2 Social Capital in the School: Recognized and Empowered

There are three dimensions of social capital in the school i.e. the dimension of network, the dimension of reciprocal mutual relationships, and the dimensions of trust. Social capital in this school comes from two things: internal and external school. School social capital sourced from within the school is abundant capital of commitment shown by the school and parents' economic background who represent self-reliance, honesty, respect and responsibility. While social capital sourced from outside are the network, trust and mutual relations.



Figure 1. Networks of SMP Budi Mulia Dua Yogyakarta

The relationship among the three dimensions shows the pattern of dialogical relationship affected by the mindset of the teachers. This dialogical relationship is intended to function each of the dimensions of social capital, and the initiation of the program may come from both parties. This means that the network can generate trust and confidence growing from a reciprocal relationship. Reciprocal relationships spawn networking and so on in the use of social capital in the school.

The forms of school cooperation both at home and abroad have been pioneered by the formers. The board today works on maintaining and designing the cooperation as good as possible so that public confidence and attention can grow to SMP Budi Mulia Dua. This is proven by cooperation with the school in the Netherlands.

Utilization of social capital in teaching-learning process of Islamic education aims to develop self-reliance, honesty, respect and responsibility. Values or norms that are developed are oriented on the things that make up a personality such as empathy for others, teamwork and learning to be easily adapted. Independence as a norm of life become the living skills, because students are the shoots of nation. This is shown by encouragement to children to open their eyes to the world. Learning to have self-reliance by managing integrated-parking system and the integrated-cafeteria.

5.3 Rationales of the Utilization of Social Capital in Islamic Education Class

The reason of utilization of social capital in the teaching-learning of Islamic education is based on the universalism of Islamic values. The values serve as a guidance for the teachers of PAI to grow, develop and empower social capital in improving the quality of learning.

Teaching and learning rest on four pillars, namely cleanliness, honesty, respect and responsibility. Learning is also oriented towards the fulfillment of the characteristics of each student. Every teacher should know the details of each individual. For example, the teacher asks the students to make props of prayer which were presented and then displayed in the classroom.

Utilization of social capital in the study is also based on the philosophy that each individual is unique, so he or she has different styles and abilities

to develop him or herself. According to this philosophy, the study focused on eight cases, namely: 1) every individual is unique, 2) the award for achievement, 3) living value-based education, 4) orientation on the candor of thinking and acting, 5) the nature of learning that is open and participatory, 6) respect and tolerance to differences, 7) religion, art and sport as practices and 8) positive discipline.

5.4 Forms of the teaching-learning process of Islamic Education utilize social capital

Forms of the teaching-learning process of Islamic Education utilize social capital through field trips, internship, flea market, and live-in. Patterns of utilization of social capital in the teaching-learning process of Islamic Education rest on the philosophy that religion, art and sport are practical activities. Therefore, the class is designed with the mobile class where the students were grouped not based on the rank, rather the fulfillment of the number of men and consideration of student interaction. The teaching-learning process of Islamic Education patterns used meets the following criteria:

- a. Project-based learning. Teaching-learning activities didn't only emphasize the existing of curriculum, but also developed the utilization of social capital through projects that could involve learners and existing social capital (the field trip). Such activities could be realized by social service and project making props while joining internship. The assignment tended to be done in group-activities and could even cross-class activities, so that the spirit of cooperation as social capital can be developed. Interview with fellow friends and also live-in activities are kinds of the forms of the pattern. While doing live-in activities, participants stayed at houses which are located in a small village and they did social service activities and low flea market. All teachers took the scores for the students from those activities, especially the teachers of Character Education and Islamic Education.
- b. Establishment of trust and responsibility. PAI or Islamic Education teachers gave assignment to students to do a certain work and should be completed in a limit of time. They were taught to believe in themselves not to be supervised in doing the work and given the opportunity to complete the work by their own. It was also intended to train their responsibility.
- c. Islamic universalism is the Islamic Education mission. Teachers always instill Islamic values in all aspects of their life. The students were taught that Islam exists in all aspects of life. For examples, in doing worships, the students are aware that worship is not only doing prayer, but also in the form of charity and fasting. Eating, drinking and going to school

might become the forms of worships.

- d. The curriculum was developed and modified by the school and inserting the prayer and reciting and memorizing Qur'an. In Islamic Education class, the students didn't only learn what is in the curriculum from the government, but also participated in some compulsory and elective extra-curricular activities.

6. Final Marks

- a. There are three dimensions of social capital in the school, namely: the dimension of network, the dimension of mutual and helpful reciprocal relationship, and the dimension of trust. The relationship among the three dimensions show the pattern of dialogical relationship affected by the mindset of the teachers. Social capital existing at the school can be utilized for managing the teaching-learning management of Islamic Education coming from two things: the internal and external capital. School social capital that comes from within are self-reliance, honesty, respect and responsibility. While social capital coming from outside are the network, trust and mutual relations. Utilization of social capital in the teaching-learning process of Islamic Education is oriented on self-reliance, honesty, respect and responsibility.
- b. The utilization of social capital in in the teaching-learning process of Islamic Education is based on the universal value of Islam. The value serves as a guidance for the teachers of PAI to grow, develop and empower the social capital in improving the quality of learning. The utilization of social capital is also based on the consideration that (1) every individual is unique, (2) the diverse characteristics of students and (3) ready to serve all students.
- c. Forms of teaching-learning process of Islamic Education that utilize social capital were depicted through: the field trip, internship, flea market, and live-in. Forms of utilization of social capital for learning Islamic education are based on the philosophy that religion, art and sport are the practice of project-based learning which become the trend in the teaching-learning process of Islamic Education which brings universalism of Islam

Based on this study, there are some recommendation to take into account:

- a. The principal needs to recognize and utilize the school as a social capital that has been initiated by the founding fathers so that the school can manifest itself as an international school.
- b. For the teachers, the school needs to recognize the social capital that can be utilized in the teaching-learning process of Islamic Education.
- c. Experts have indicated the existence of higher values derived from the utilization of social

capital compared to other capital like economy and culture, especially with spiritual culture. Therefore, there is a need to continue the development of social capital in learning and schooling both from within and outside.

Finally, research on the utilization of social capital in the teaching-learning process of Islamic Education is still limited to the school that has adequate infrastructure. There are some questions remain concerning on the possibility of the utilization of social capital in small schools and teachers' recognition on social capital utilized. So we need a more extensive study conducted in schools which have mediocre reputation.

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MANAGEMENT GUIDELINES FOR SLOW LEARNERS IN INCLUSION CLASS IN BENDUNGAN STATE ELEMENTARY SCHOOL PABELAN DISTRIK

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Abstract:

This is a development research. The research problem was there was no management guidelines for slow learners in inclusion class in Bendungan State Elementary School Pabelan District. The aim of this research is to produce management guidelines for slow learners in inclusion class Bendungan State Elementary School Pabelan District. This research method refers to the theory of Borg and Gall, through four stages; which one (1) the preliminary phase (exploration); (2) model development phase (starting from planning, developing the product draft, limited field trial, revision the result of main product field trial, testing the feasibility of the product implementation); (3) improvement of the final product; (4) dissemination and implementation. The data was connected using interview, observation and Focus Group Discussion (FGD). The result was classroom pullout model, the slow learners is taken from the class to be guided individually. It is suggested to the head master of the inclusion elementary school to use the management guidelines of slow learners in implementing the inclusion class in his/her school.

Keywords: Guide, Management, Inclusion Class

SOLVING THE STUDENTS' SPEAKING DIFFICULTIES THROUGH INTERVIEW AND JOKE

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IKIP Mataram

Abstract

This Action Research will be conducted to see how interview and Joke are effective in teaching speaking at MTs AL-Muslimun NW Tegal. This research is aimed at conducting an enjoy strategy to teach speaking. However, in long period the teachers of MTs AL-Muslimun NW Tegal teach their students with old strategy or conventional (teacher center) and it is bored for them. So that, we are coming for showing them a new and enjoy way to teach in class. This research will be conducted in four procedures; planning, action, observing and reflecting. Then the data also will be collected through pre-test and post-test. Meanwhile, the students consists two classes A and B, each class there are 26 -27 students. B class will be the sample with a reasons: the students do not have motivation to learn. Thus, their acquiring in all subjects is not good; it is proved with bad result of their final examination (UAS). English is one the horrible subject for them to learn, because the teachers do not have an interesting strategy. Then, the result of this research will be very useful to solve the students' problem and re-new the teachers' strategy in teaching and learning process especially in English.

Keywords: Solving, Speaking difficulties, Interview, Joke

THE WELFARE OF WOMEN THROUGH MULTICULTURAL COUNSELING

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Abstract

Indonesia is a country with population of approximately 250 million in 2013, that made Indonesia as country with the fourth largest population in the world (The United Nations "World Population Prospect: The 2012 Revision Population Database"). The composition of Indonesia's ethnic are varies with hundreds of ethnic and cultural diversity. Nevertheless, more than half the population of Indonesia is dominated by the two largest tribes: The Javanese (41% of the total population) and the Sundanese (15% of the total population) (www.Indonesia-investments.com). The data showed that Indonesia has a great potential in productivity and creativity so as to enable the achievement of welfare. Welfare is the desire of individual to safe, tranquil and prosperous. The main indicators of well-being is the fulfillment of physical, but some peoples thing the fulfillment of physical is not the main one. Every people wants welfare their life with a balance of body and soul. Women have diversity to satisfy they welfare and they are uniqueness. Women have a role in life, and be able to play doubles. Women find obstacles to get welfare such as the issue of religious stigma, myths, gender, family, divorce, economic, and social class so that they need help. Multicultural counseling offered as an effort to help them. Multicultural counseling is a relationship of two people or more in counseling activities that are not only different cultures, values, and lifestyles but various characteristics that underlie individual differences.

Keyword: the welfare of women, multicultural counseling

PERFORMANCE OF BASIC EDUCATION PROGRAMS IN THE MEDIUM TERM THE YEAR 2011 – 2013 IN SALATIGA - CENTRAL JAVA PROVINCE (RESEARCH EVALUATION WITH CIPP)

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Abstract

This paper evaluates the performance of the education program in the city of Salatiga in 2011 - 2013 of medium-term development plan in the third year. Evaluation by using CIPP (Context, Input, Process and Product). Source of research data is a description of the accountability report of Walikota Salatiga. Technical collecting data through documentation study, depth interviews and FGD with the department of education and regional development planning agency. Research shows that the context of educational programs in Salatiga is a 9-year compulsory education in the implementation of education for all. The program is a national commitment to achieving the MDGs. Evaluation of input educational programs, shows the dependence of the cost of education to the central government, more than 80% of the APBD comes from the transfer of APBN. Most of the budget for operational costs is to pay the salaries of educators. Community participation is relatively small due to government restrictions levy operational costs of students and parents. Evaluation shows that the regulatory process, public participation, competence of personnel impede achievement of the goals of the educational program. Evaluation of the product on the basis of educational programs in Salatiga relatively successful. The gross enrollment rate (GER) of SD / MI approximately 117.68%, SMP/MTs: 118,44% and the net enrollment rate (NER) : SD/MI approximately 100.58%, SMP/MTs: 87.23% Meanwhile, the gross enrollment rate at SMA/MA/SMK: 146.38%. and NER approximately SMA/MA/SMK: 105.37%. Recommendations in this evaluation is the local government of Salatiga to establish a policy on community participation, school improvement, and personnel competence.

Keywords : Performance, Education, Evaluation, CIPP

EVALUATION OF SCHOOL BASED MANAGEMENT IN SD NEGERI BATUR 04 USING CIPP MODEL

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Abstract

School Based Management (SBM) is a resource harmonization carried out independently by the school by involving the relevant interest groups in the decision-making process to meet the needs of school quality improvement or to achieve educational goals. However, what often happens on the field cannot be run optimally in the implementation of school management, as happened in SBM activity in SD Negeri Batur 04. This study aimed to evaluate the SBM activities in SD Negeri Batur 04. This study using CIPP evaluation model according to Kaufman & Thomas, which are: a) Context, to evaluate the strengths and weaknesses of a program carried out by looking at the needs of the school; b) Input, to evaluate to which extent the provision of resources and strategies achieving the needs of the school; c) Process, to evaluate to which extent the SBM activities align with the strategy that has been planned; d) Product, to measure and interpret the achievement of the implementation of the program as they are implemented. Data was collected through study documents, interviews, and focus group discussions with school stakeholders as the keynote speaker. The result of this research is an assessment in the form of CIPP evaluation in the implementation of the SBM program, which will be able to provide improvements and development in the implementation of a school program. In addition, the results of this study are expected to provide input for principals and other stakeholders in implementing SBM in schools to achieve the goal.

Keywords: Evaluation, SBM, CIPP

POPULIST ECONOMIC EMPOWERMENT BASED SOCIAL CAPITAL FOR LEARNERS OF NON-FORMAL AND INFORMAL EDUCATION (NFIE) THROUGH ENTREPRENEURSHIP TRAINING

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Abstract

Non-formal and Informal Education (NFIE) Program paid great attention to the needs of society as well as the identification of needs conducted by the community itself. NFIE has conviction that the preparation of the most excellent educational program is rooted in and aimed to meet the needs of a particular society. In most good learning strategy is participatory learning : where learning resources get the motivation to the learners to participate in developing learning objectives, learning materials and steps to be taken in learning activities. Aspects mobilize resources from within the community as a form of social capital has a very important role. The principle of non-governmental development as social capital of community building needs to be maintained, because in addition to political and economic considerations, as well as the development of those principles have educational purpose. In the implementation of non-formal and informal education programs, the process to make people gathered in groups, prepare the potential power in overcoming problems or meet needs that they themselves find and specify, as one of the populist economic empowerment-based social capital for learners of non-formal education and informal (NFIE) learning through entrepreneurship training. The presence and development of NFIE is supported by the efforts of the planners of education for economic development at the national level. The planner's efforts have been initiated since the sixties, along with the emergence of a variety of criticisms of the shortcomings of formal education or schooling. The attention of various parties, especially the international aid agencies, the programs NFIE for development has grown rapidly. Several of international organizations have supported the efforts to research and progress program for the development of populist economic NFIE through entrepreneurship development based on social capital. NFIE programs that support the development and its contribution to human resource development and improve people's welfare through increased people's economy, one of them is through entrepreneurship training based social capital into one of the developed programs.

Keywords: Empowerment, Social Capital, Entrepreneurship Training

EFFECT OF USING LESSON MATERIAL SUPPLEMENT OF CURRICULUM 2013 CHARACTER-BASED IN ELEMENTARY SCHOOL

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Abstract

An Observation in elementary school showed that using lesson study of curriculum 2013 still had limitation in learning implementation. We hope by providing supplement thematic book will increase students understanding and delivery of subject efficacy by teachers. A study using teaching material supplement of character-based curriculum 2013 in primary schools is carried on in SD N Bugangan 1 Semarang and SD IT Permata Bunda Demak. the results of the students' cognitive learning to SD N Bugangan 1 Semarang are 31% with a high criteria, moderate was 34%, low was 34%. Furthermore, for IT primary schools Permata Bunda Demak has 38% with high criteria, 38% of moderate criteria, 25% low criteria. From these data cognitive outcomes of students increased. it is not only because of teachers creativity in managing learning. The results of the student characters assessment showed that students of elementary school IT Permata Bunda Demak mostly have character curiosity (85.29%). Further in SD N Bugangan 1 Semarang, value character that often arises is the responsibility (58.6%). Questionnaire responses reported that primary schools students from the SD N Bugangan 1 Semarang who answered yes 91.47% while 8.53% for student who answer no. For IT Elementary School Permata Bunda who answered yes 91.47% and 8.53% for who answer no. For SD IT Permata Bunda who answered yes 91.47% while 8.53% did not answer. Thus the response is successful with 80% of students or more gave a positive response to the learning.

Key words: student cognitive, character value, student respond

SENIORITY AMONG COLLEAGUES IN THE EDUCATIONAL WORKPLACE

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Abstract

Seniority in a workplace has occurred since a long time ago. This issue also happened in educational institution. Almost all juniors feel that they are burdened with a lot of jobs. They also feel that they are being treated differently from other senior colleagues. Great improvement and development happened in education, but it's a big concern that seniority issue still happens in some workplaces. This study is intended to discover the factors that might be the reasons why the juniors feel inferior. This is a qualitative research, using the interview method. The samples of the study are three junior teachers, three junior staffs, and two senior teachers in a private school. From the research done, it was found that the seniority has been "inheritable" in that school. The research also results in factors why seniority happens. The factors found are: the feelings of seniors that they have done the same job when they still become a junior; the juniors have more skills than the seniors, so that most jobs, especially related to technology, are given to the juniors; physically, usually juniors are stronger than the senior, so most of "heavy" or "physical" jobs tend to be given to the junior. The role of headmaster becomes essential has the main authority to control the job division.

Keywords: seniority, colleagues, workplace

MUTUAL TRUST AS DOMINANT SOCIAL CAPITAL IN BUILDING SCHOOL CULTURE

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Abstract

This study aimed to explore the utilization of social capital in effort to improve the quality of high school. This study is a research and development approach designed as a multi-year study. Research setting are three high school which is seen as a quality school: SMAN 1, SMAN 3, SMAN 8 Yogyakarta, Indonesia. The findings of the study in the first year concluded that mutual trust was dominant social capital in building academic culture. Mutual trust affect the quality of the school.

Keywords: mutual trust, social capital, quality of school.

IMPROVING SERVICE QUALITY OF HOMEROOM TEACHERS OF BETHANY SCHOOL

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Abstract

The purpose of this research is to find an applicative strategy in order to increase the quality of service of Bethany School homeroom teachers. Bethany School has many young and intelligent teachers, but those young teachers also lack of experience as homeroom teachers. Thus, this research helped Bethany School in finding a specific strategy to improve the quality of their young homeroom teachers' service. The first phase of the research involved the use of Focus Group Discussion (FGD) to gather all the strengths, weaknesses, opportunities, and threats of the homeroom teachers of Bethany School. The strengths, weaknesses, opportunities, and threats found were next analyzed using SWOT matrix analysis, in which strengths and weaknesses are considered as internal factors while opportunities and threats are considered as external factors. The result of the research showed that the graphic of the problem is on the weakness and opportunity area. This condition meant that the homeroom teachers of Bethany School have good opportunities from the outside but also have several weaknesses from the inside. Then, this result indicated that the problem need to be solved using turn-around strategy, where they use their opportunities to overcome their weaknesses. By using turn-around strategy, there are five alternative ways found to maximize opportunities of homeroom teachers of Bethany School in overcoming their weaknesses. Those strategies including 1) training of children's psychology, 2) making a standardized communication pattern, 3) English training, 4) homeroom teacher evaluation, and 5) increasing homeroom teachers' incentive.

Keyword: homeroom teacher, service quality, SWOT, strategy

APPLICATION OF LEARNING MODEL TO DEVELOP MULTICULTURAL CONFLICT RESOLUTION SKILLS STUDENT S-1 PGSD UNESA

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Abstract

The long term goal of this research is directed to equip students as major actors in the educational aspects of the knowledge, skills and multicultural values. Through multicultural education efforts are expected to be implematation, development and awareness of differences in ethnicity, religion, language, ability, gender and social status can be real attitudes and behavior. Multicultural values will then need to be designed in a learning strategy that promotes the internalization of values. The research method used in this study is the experimental study on the application of multicultural learning to improve conflict resolution skills. Design of learning established in a pretest control experiments post test. The population in this study were all students of class 2009, which consists of four classes. Data from a population of 200 students consisting of four classes then obtained a sample of 71 people with a level of precision (accuracy) of 10%. Research instruments include multicultural learning materials, student activity sheets; sheet observations, field notes, test sheets. Techniques of data analysis conducted qualitatively and quantitatively. Based on the results of research and discussion, obtained information that a multicultural learning affect the increased comprehension and understanding of multicultural student conflict resolution. Students who earn a multicultural learning model has an increasing ability to multi-cultural understanding and the understanding of conflict resolution better than students who received conventional learning.

Key Words : Multicultural Learning , Conflict Resolution

INFLUENCE OF PERSONALITY TYPE ON PERFORMANCE TEACHERS

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Abstract

The purpose of this study was to describe the influence of personality type on teacher performance. This study uses a quantitative approach and correlation methods. Sample research are all members of the population that is teacher SDIT Adzkie Padang totaling 73 people. Data were collected using the instrument Holland personality types and instruments teacher performance. Data were analyzed using parametric statistics with simple regression analysis techniques. This research findings show that there is a positive and significant relationship between personality type with teacher performance. Personality types accounted for 24.7% of the teacher's performance. This means that in addition to performance is influenced by the type of personality is also influenced by other factors

Keyword : Personality Type on Performance Teachers

STUDY OF IMPLEMENTATION SCHOOL BASED MANAGEMENT/SMB-INCLUSION IN 30 ELEMENTARY SCHOOLS IN THREE DISTRICT OF GROBOGAN, CENTRAL JAVA .

Joko Yuwono

ABSTRACT

School Based Management (SBM) as an approach to school management gives hope to support the implementation of inclusive education to the fullest. SBM has a characteristic which is in line with the spirit of inclusive education that creates a quality education. SBM and inclusive education seeks to build a good management through school autonomy with respect diversity and deferent ability of students (children with special needs). SBM provides a strong autonomy to the schools to organize all its resources. Inclusive education tries to respect diversity and differences in school children. For that reason, researcher call MBS-Inclusion. Implementation of SBM-Inclusion conducted in 30 elementary schools in 3 districts of Grobogan, Central Java initiated by Nivea and Plan International.

This study used a qualitative approach. This study aimed to describe school activities that use the MBS-Inclusion at 30 elementary schools (SD) in three districts in the Grobogan. The three district are Kedungjati district, Tanggunharjo district, and Karangrayung district. Data collection techniques using interview and observation techniques.

The results showed that of the 30 primary schools, almost all of the principal's leadership in managing all existing resource and open by involving all the components of school; teachers, students and school committees and communities to achieve educational goals. Teachers demonstrate learning that tries to respond to the diversity and differences in the ability of students, both in the choice of material, process and evaluation. Students found the teachers at the school they are very friendly/welcoming teacher. Participation of school committees, parents and the school community about the making of the program are shown together, socialize inclusive school programs through Muslim Community/recitation, *selapanan* (read: Java Language), and the sub-district meetings, looking for children with special needs in the environment to be driven to school, building and fencing schools with mutual assistance, and collect money to buy musical instruments; marching band. The findings of this study is recommended for disseminated and developed in other elementary districts same or outside the 3 districts as a inclusive school model.

Key word: inclusive education, School Based Management/SMB, SMB-Inclusion and welcoming teacher.

THE FACTORS THAT INFLUENCE STUDENTS IN CHOOSING THE LEVEL OF THE ADVANCED STUDY (EMPIRICAL STUDIES IN SEMARANG 3 SENIOR HIGH SCHOOL)

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Abstract

Purpose – This study aims to know the factor that affect a person in choosing the level of the advanced study.

Design/methodology/approach – This study using the quantitative study. The population of this research is all high school students of Semarang 3 Senior High School. The sampling technique using a simple random sampling. The withdrawal of data using an instrument of the questionnaire at 100 students especially grade 12 as sample. Data analysis is using regression.

Findings – There are three factors that proved to influence the students in choosing the level of advanced study is a factor of interest, ideals and motivation. While the three other factors such as the learning achievement, parents education and parental income.

Constraint – This study is an empirical study so the results can not be generalized

Keywords – Interest, ideals , motivation, learning achievements, parents education, parental income, the level of advanced study, Semarang 3 Senior High School.

REVITALIZATION FUNCTION OF GUIDANCE AND COUNSELING PRIMARY MUHAMMADIYAH SPECIAL PROGRAM KOTTABARAT SURAKARTA

Minsih

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Abstract

Increasingly dynamic changing times must be supported by elements of sofskill, softskill element must be revitalized along with the hardskill development of student through the internalization of the character of student. SD Muhammadiyah Surakarta Special Program one of the elementary school students who strive to be perfect man to deliver. The purpose of this study in the first year is to describe a conceptual model of the ideal implementation of comprehensive guidance and counseling services in SD Muhammadiyah Surakarta and Special Programs in the second year to describe the implementation process of comprehensive services BK is the basic guidance services, Responship services, individualized service planning, and support system implemented in SD Muhammadiyah Surakarta Special Programs. This study is a qualitative study with a phenomenological approach naturalistic. Phenomenological approach seeks to understand human behavior in terms of a framework of thinking and acting people themselves. Guidance and counseling services komprehensif held in SD Muhammadiyah Surakarta Special Program is a companion program that is intended for all students under the guidance of psychologists and counselors. This service consists of several activities, namely basic guidance services, responsive services and service planning guidance is individual. Layanan basic services provided to all students in order to achieve optimal process of self development through activities classically presented systematically. This service also aims to prevent the onset of problems in the educational process in schools. The responsive service is a service provided to students who have problems and special needs that require separate handling.

DEVELOPING MATERIALS OF CLASSICAL GUIDANCE FOR IMPROVING STUDENT'S LEARNING MOTIVATION

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Abstract

Guidance and counseling services for students in various school levels are provided directly (face-to-face) or indirectly (using media). Classical guidance is a procedure of providing direct service between counselor or guidance and counseling teacher, and student or counselee, which is more effective and efficient compared to other procedures of direct guidance provision. Since it by nature gives structured and pre-scheduled guidance and counseling services, it is important to prepare the materials related to the specific goals of the guidance provision. Of the services provided is guidance and counseling on student's learning. Student's learning process is influenced by many factors, one of which is motivation to learn. Increasing student's learning motivation is not an easy job. Yet, a special guidance service for improving student's learning motivation which presents topics on motivation and learning will effectively grow student's motivation to learn. Such a service needs good understanding on concept of classical guidance and of learning motivation, steps of developing materials of learning motivation, and plan or schedule on the implementation of classical guidance and counseling.

QUALITY IMPROVEMENT STRATEGY TRADE SYSTEM PROGRAM BY USING SWOT ANALYSIS FOR STATE VOCATIONAL SCHOOL 1 OF SALATIGA

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Abstract

Vocational High School is a vocational institution which prepare students to be skillful employee and independent with emphasis on the abilities and skills in a particular field based on the certain program, so it can anticipate the unemployment and increase the equity of education in Indonesia. The growing demands on the quality of public education services is a new challenge for every institution or educational institution in the hard competition. To maintain its existence, Vocational High School should have competitiveness through the best quality of service. This study aimed to analyze the strengths, weaknesses, opportunities and threats as well as knowing what strategies can be implemented to improve the quality of trade system program at State vocational school 1 of Salatiga. By using SWOT analysis (Strengths Weaknesses Opportunities Threats) analysis of IFAS (Internal Factors Analysis Summary) and EFAS (External Factors Analysis Summary) as medias of Total Quality Management of (TQM), this study tries to analyze internal factors such as strengths and weaknesses, as well as external factors such as opportunities and threats to design a strategy and determine what can be done by the school in order to improve the quality of skills trade system program. The result of the research shows that the strategy settled at the ST (Strength-Threats) kuadran that support the diversity and the treat power treatment comes from outside. In addition, through SWOT analysis is expected to improve quality continually.

Keywords: SWOT, IFAS, EFAS, TQM

TRANSFER OF TRAINING STUDIES IN POLYTECHNIC MALAYSIA

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Abstract

Malaysian polytechnics are post-secondary institutions under the Ministry of Education (MOE), established to train school leavers to be technical personnel. The 35 polytechnics are currently employing almost 7,000 academic staff from various discipline. The overall management of these polytechnics are controlled by Department of Polytechnic Education (DPE). Training programs for polytechnic staff is a priority area of DPE. In recognition of this, DPE is conducting a variety of short and long term training program for staff to enable them to acquire competencies relevant to their respective areas of work. Transfer of training refers to the application of learning, knowledge, skills and attitude acquired in a training setting to the job and is a vital part of any successful business. In education, training is linked to academic staff performance, retention and students outcomes. Training presents a dominant opportunity to expand the knowledge base of all educators, but many employers find the development opportunities pricey. Staff also miss out on teaching and learning time while attending training sessions, which may delay the completion of syllabus. This conceptual paper will identify the factors that influence and hinder the process of training transfer to happen. Training transfer also influenced by these factors such as: (1) individual factors; (2) working environment factor or organizational culture; (3) organizational support factors; (4) training design factor. This paper also will explore adult education theories and motivation theories. It is hopes that related to literature review on training transfer could assist us in understanding the relationship among the effective training transfer related to factors that could allow the process of transferring training to be continuously implemented and improvement can be done from time to time in polytechnic education system.

Keywords: polytechnic, training, higher education institution

UTILIZING EDUCATIONAL RESOURCES IN TEACHING AND LEARNING OF HISTORY IN MALAYSIA AND INDONESIA

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Abstract

This paper compares the use of educational resources in teaching and learning of History subject in Malaysian and Indonesian secondary schools. Respondents were secondary school pupils aged 15 years. A total of 40 pupils were randomly selected from Malaysia and 40 pupils from Indonesian schools. Respondents were chosen from a secondary school in Kuching, Malaysia and Bandung, Indonesia. The study used a survey method where a set questionnaire was used for data collection. Data gathered was analysed using SPSS 22.0 by focusing on descriptive analyses. Results indicated that the use educational resources among pupils in Malaysia and Indonesia are at intermediate levels. Results showed that most Malaysian pupils are able to use educational resources effectively compared to Indonesian pupils. The overall mean for frequency, creativity and effectiveness for Malaysia and Indonesia did not show much difference.

Keywords: educational resources, teaching and learning, History, comparative

DEVELOPING THE LEARNING KITS CHARACTERIZED BY ACTIVE KNOWLEDGE SHARING WITH SCIENTIFIC APPROACH IN JUNIOR HIGH SCHOOL OF CLASS VIII SEMESTER 2

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Abstract

This research aims to develop valid, practical, and effective learning kits characterized by Active Knowledge Sharing with Scientific Approach, as an effort to improve knowledge, problem-solving skills, and attitudes toward mathematics among Junior High School students of Class VIII Semester 2. This was a research and developmental study. The learning kits developed consist of: syllabus; lesson plans; and worksheets. This developmental study refers to the model 4-D suggested by Thiagarajan, Semmel & Semmel. The result of the validation shows that the kits developed are valid with "very good" category. The experimental results show that the kits developed is practical and effective. Classical learning completeness reached at least 80% criterion for the test of knowledge 97.2% while the troubleshooting tests reached 95.4%. Based on the questionnaire attitudes towards mathematics, 98.1% of students show increased scores for attitudes toward mathematics and 94.4% of students show attitudes towards mathematics with minimum category of good.

Key Words: developmental study, active knowledge sharing, scientific approach

STRATEGIC POLICY FOR THE QUALITY AND EQUITY OF EDUCATION IN BOYOLALI

Sabet Vinike

Abstract

The background of this research is that the researchers are concerned about the existence of private schools is currently the second choice for the public education process. Due to competition with the school and the country that provide free schooling and school infrastructure is more complete. Erroneous perception of the private school is a school that graduates are less expensive and good in the community, resulting in the imaging of private schools is fairly low. Social environmental factors that shape people's mindsets towards determining which school is more appropriate, or resulting from what is expected of a student to the school of his choice is still not appropriate, such as the quality of teachers, quality of teaching, quality of graduates, graduate prospects, costs, facilities and even quality overall school that has not been adequately thus affecting the number of students who go to private schools has decreased. Therefore, this study aimed to analyze the causes and provide strategic policy of quality and equity of education preformance relation to private schools in the district of Boyolali. The method used is a qualitative approach. This type of research is qualitative descriptive. Data were collected through Focus Group Discussion (FGD), interviews, documentation, and observations involving principals, teachers, staff, and students, as well as the community. Validity of the data measured by means of: Fish Bone identify the root causes, so as to formulate the root of the problem statement. From the results of data analysis that can be known causes no quality and equity of education in the district of Boyolali. So that researchers can provide an alternative policy strategies to improve the quality and equity of education in the district of Boyolali.

Keywords: analysis, policy strategy, quality and equity of education

EDUCATING MUSLIM COMMUNITY THROUGH THE WAQF REGISTRATION PROCEDURES UNDER THE COUNCIL OF ISLAMIC RELIGIOUS STATES

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Abstract

Article 3 (2) Federal Constitution provides for the King or Sultan as the Chairman of the Religious for the states that who have the King and His Majesty to be the Head of Religion for the states that have no Sultan or Kings. Whereas the jurisdiction of Islamic Affairs and Islamic law are listed in the Ninth Schedule List 2 (1). As a result of the provisions of the Federal Constitution, the Council of Islamic Religious States [Majlis Agama Islam Negeri (MAIN)] was established in handling affairs related to Islam. Therefore, MAIN is the responsible agency for managing and controlling property of Muslims in Malaysia, including the waqf, zakat and others. This paper focuses on how the Council of Islamic Religious States manage and administer the waqf registration. This paper provides useful information for Muslim community to contribute their property through waqf system that is managed by the Council of Islamic Religious States as the sole trustee of the waqf in Malaysia.

Keywords: Waqf registration, the Council of Islamic Religious States, procedure, muslim community

IMPLEMENTATION SINAU-WISATA BASED TOURISM POTENTIAL BENEFITS AS SUPPORTING LOCAL TEMATICS LESSON FOR ELEMENTARY SCHOOL IN MALANG

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Abstract

In the 21st century, the development of the information technology makes communities less emphasis on local potential both in terms of cultural resources as well as in terms of its local potential. Therefore, efforts to revitalize the local potential urgent to some research. By exploiting the local potential in accordance with the implementation of thematic learning in the curriculum 2013. It is also reinforced by the geographical conditions of the area of Malang Raya as a tourist city.

LPTK have an obligation to meet the needs sinau-wisata based local potential. Any steps taken by doing research in primary schools of Muhammadiyah in Malang. This study was developed through research with the research and development (Research and Development). Data obtained through observation, documentation, interviews, photos and results stuffing location and questionnaires.

This paper will be explained in detail sinau wisata based tourism local potential to support the implementation of thematic learning curriculum 2013 for basic education through the study of the revitalization of the local potential, particularly of Natural Resources (SDA), Human Resources (HR), Geographical and Historical.

Thus, through the activities of sinau wisata able to maximize the benefits of potential local. As well as efforts to generate sinau wisata based tourism local potential excellence that supports the policy of Elementary and Secondary Education Council of the Regional Leadership Muhammadiyah Of Malang, the heads Schools of Muhammadiyah elementary school, and elementary school teachers Muhammadiyah in Malang.

Key words: Sinau-Wisata, local potential

THE EFFECT OF SCAFFOLDING ON LEARNING OUTCOMES IN THE BACHELOR OF EDUCATION PROGRAM FOR THE IN-SERVICE TEACHERS THROUGH ICT-BASED DISTANCE LEARNING

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Abstract

The Bachelor of Education Program for the Elementary School Teachers by distance learning (abbreviated to BEPIT) uses the ICT system. The problems in this study were: 1) What level of success did the BEPIT achieve to graduate Bachelor's Degree, and 2) How has scaffolding determined the quality of the BEPIT-ICT? This study was conducted on the basis of the assessment on alumni who had attended BEPIT. The data source came from 33 graduate alumni of BEPIT, Satya Wacana Christian University (SWCU). Data were collected through a self-rating scale consisting of 40 items that have been proven valid and reliable. Data analysis was descriptive and used the regression analysis aided by SPSS for windows version 20. Based on the achievement measurement, the performance of BEPIT graduates are at high level. The high success has been determined by the quality of scaffolding in the teaching and learning processes, and as a result, the development of distance learning institutions should be focused on the quality of scaffolding in the teaching and learning process.

Key Word: Scaffolding, Achievement, ICT based DL

TEACHER WRITING CALLING VS CHOICE

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Abstract

Writing scientific paper for a teacher is an important factor to support teacher's professionalism. A professional teacher means having skill, knowledge and attitude. Through writing, teacher is expected three abilities increasingly and carries a lot of practical benefits for teacher in education. Among the teachers who work as educator, actually most of them cannot get higher position (detained in strata IVa) because they have problem about productivity in producing scientific paper. This research aims to examine factors which have become basic problem for teacher writing scientific paper base on Fishbone analysis. Participants are ten students of Education Management Master's Degree SWCU who work as teacher. The result of this research shows five factors as basic problem that cause small number of teachers produce scientific paper 1) lack of teacher's awareness to write, 2) The professional training is minimum and unequal because it does not reach all teachers, 3) The role of Government and School which burden teachers in teaching hours and administration, 4) The principle is lack of exemplary in writing, 5) The culture of schooling and Government is lack of rewarding. The culture of writing at the school needs support by principle in order to cultivate writing culture. Teachers need to aware of the importance of writing as glorious calling and not just a choice.

Keyword: Professional, productivity, writing scientific paper

DESIGNING STUDENT EVALUATION OF LEARNING QUALITY INSTRUMENT FOR INTERNAL QUALITY ASSURANCE AT HIGHER EDUCATION

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Abstract

The primary aim of education including higher education is to develop qualified and competitive human resources. This aim is reached through learning process and reflected in the students' performance. Some important elements in improving educational quality are assessment of students' performance and evaluation of learning quality. As such, the aim of this research is to design an instrument to evaluate the learning quality for internal quality assurance at Faculty of Economics, Padang State University. This research used research and development approach with some procedures. These procedures include planning, preliminary investigation, early product development, validation and final revision. In planning and preliminary investigation, an intensive and systematic preliminary investigation of tasks was made, including literature review, analysis of available promising examples for related purpose and unstructured interviews to develop a matrix for constructing questionnaire. Based on the results, we conduct an early product development. Validation of this instrument was done through experts judgement and empirical testing. Data for empirical testing were collected from survey questionnaire administered to a sample of 30 lecturers and 770 students at Faculty of Economics, Padang State University. The responses collected were analyzed to test the concurrent validity, item validity and reliability of the instrument. The final result of this research is a set of student evaluation of learning quality instrument that is valid and reliable. This instrument can be used to evaluate learning quality as well as for future research.

Keyword: Learning quality and higher education

MOVIES TO PROMOTE STUDENTS' COMMUNICATIVE COMPETENCE AND MULTICULTURAL AWARENESS

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Abstract

Nowadays people live in digital realm and are called 'digital natives'. They are exposed to a myriad of digital products, especially movies. Movies or films have been becoming digital story tellers from which people don't per se get such entertainment, but enable the audience to absorb either positive or negative values.

In fact, in education context, movies have been becoming unseparated things from students' life. It may grow into their life styles. In addition, the talks about movies (the plot, the story and the characters) among students frequently occur in schools and may draw their attention.

Movies are able to change the way students think of something. As the nature of the story, it conveys messages to the audience. Teachers of English may see this phenomenon to consider using movies as media in teaching learning activities. From language teaching perspective, English movies give students examples of pronunciation, dialects, vocabulary and expressions which are fruitful for them, particularly students from outer English speaking countries. Moreover, movies can be media to promote students' multicultural awareness. The demand of multicultural awareness has been increasing time by time. Therefore, teachers should consider movies as media to promote students' communicative competence and multicultural awareness.

Keywords: movies, communicative competence, multicultural awareness

CONTENT VALIDITY OF CHARACTER EDUCATION IN KINDERGARTEN

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Abstract

This study aimed to evaluate the content validity for character education in kindergarten. Content validity refers to the degree that the instrument covers the content that it is supposed to measure. This type of validity can help to ensure construct validity and give confidence to the readers about instruments. Practitioners rated the representation of content based on relevance, construction, and clarity. Content validity coefficient is calculated using the Aiken's V formula. The result, of 54 items, those with content validity coefficient greater than 0,79 (48 items) remained and the rest (six items) were discarded.

Keywords: content validity, Aiken's V formula, character education..

CREATIVE ECONOMIC LEARNING PRODUCES THE SKILLFUL VOCATIONAL GENERATIONS, CONTINUE AT THE UNIVERSITIES OR BECOME ENTREPRENEURS

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Abstract

Techno-science is a symptoms of 21st century study. The paradigm altered both from the characteristic and the study model. In order to face the competition of open economy, students need to be prepared with various gear up competency. 2013 Curriculum offers scientific-study-model to produce productive, creative, innovative and affective graduates through integrated attitude, skill, and knowledge reinforcement. Creative economy study is an alternative to achieve the operationalization of production-based study concept, which developed in vocational school. Economy teacher's creativity is needed in the actualization of vocational school graduation whom are able to work, study in University or becoming an entrepreneur. The teacher must be able to design economy study model which utilizes information and communication technology and also make use of natural resources as the source of study.

Key words: BMW, Creative economy, Techno-science

BULLYING PHENOMENON IN SCHOOL (STUDY IN VOCATIONAL SCHOOLS IN YOGYAKARTA)

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Abstract

This study aims to reveal the phenomenon of bullying which is often occurs at vocational schools in the city of Yogyakarta. Bullying is a social phenomenon that often occurs in school and give negative effects, both for the offender and for the victim. Bullying tends to be missed by attention of the teacher and is also considered as common activities by the teachers. This research was conducted in two technical training schools in Yogyakarta, a public technical vocational school and private technical vocational school. The study used a qualitative approach, using questionnaires and interviews and documentation as data mining techniques. Data were analyzed by qualitative analysis with the first step are to reduce the data, displaying the data, interpret and draw the conclusions. The research results revealed that bullying in schools in forms of physical and non-physical behaviour. Physical form, are including kicked, beaten, bitten, pulled hair or clothes, locked somewhere, hurt use a sharp tool, damaged goods owned by the victim. As for non-physical, are including threatened, ridiculed, insulted, yelled, and cursed. The predominant occurrence of bullying in schools is a classroom, the hallway of the school-hall, a quiet corner, in the yard, toilet and school's canteen.

Keywords: Bullying, Vocational school's students, Bullying in schools.

Preface

Technical vocational school students is often identified with the student who likes to brawl, and many brawls in the capital cities are done by the vocational technical school students as perpetrators. This may related with the dominance of the male sex, thus giving the impression of the social conditions (Social Climate) in technical training schools to be seemed harsh. Additionally, technical vocational school student bacjground are very heterogenous. Those condition can triggers frictions on the interaction between students at school. At such conditions, the students who are weak and lack of confidence are prone to get bullying behavior in schools.

Bullying in fact is a ubiquitous social phenomenon. Bullying does not choose the age or gender. The victims are generally weak child, shy, reserved and special (handicapped, timid, clever, pretty, or have a certain body characteristics) which may become the subject of ridicule. The higher level of a school, the harder variety of bullying is done. The increasing bullying cases in schools lately, even to take the life of students at the same school, has signaled that there is something wrong in the interaction process between the school community, which affects the deviates behavior for some students.

The most common bullying form in schools is verbal abuse, which usually comes in the form of ridicule, tease or poke fun at the mention of the name, spoliation (asking for money by force). By lack of concern, this form of abuse can increase physical terror such as kicking, thrashing and even

sexual abuse. Bullying or intimidating actions can be done by individual or in groups.

Education should provide a large portion of evolving virtues. Education should not only create a mathematician, biology, economics, social sciences, and so on, but lack ethics and integrity on the other hand. The deterioration of the mental, moral, and nationality should be inhibited through education. So that the young generations could intelligently sorting out which things that can make themselves harmed or happy.

Humanist education can restore the goodness of human being of its potential, so that pedagogical commitment is necessarily needed in building the fundaments which is enriched by humanity values. To actualize a humanistic education that can give comfort to learn and interact in school, sensibilities and strategies are required to build a condusive environment that can implement humanist values in the schools, so that the bullying behavior with its harmful impact can be minimized and if possible extirpated.

Therefore, research that revealed the phenomenon of bullying in schools is very important, the obtained information can assure the school and community that bullying was actually exist and have a negative impact for both victims and perpetrators. Besides, the benefits of the results of this study provide reliable information for both schools, teachers, students, school administrative staff, parents and education policy makers, in this case, the Department of Education.

Bullying

Bullying is a form of aggression act. (Thompson, Anora, and Sharp, 2002). Usually,

bullying is part of repeated acts of aggression committed by a stronger person / child against the weaker children psychologically and physically. Bullying is Identified as a behavior that is unacceptable and if it fails to deal with, the bullying may become more severe acts of aggression. On the other hand, Ken Riigby (in Elliot, 2002) said that bullying is a desire to hurt. This desire is maintained into action, course of causing a person to suffer. This action is done directly by a person or group that is stronger, irresponsible, usually repetitive, and is carried out with feelings of pleasure.

Bullying includes intimidate actions and forcing the weaker individual or group to do anything against their will, with the intention of endangering the physical, mental or emotional through harassment and assault or aggression. The most common forms of bullying, especially in schools is verbal abuse, which used to come in the form of taunts, teasing or taunting, for example in the mention of the name, physical form and other deficiencies of the victims. If it is not treated early, forms of abuse can increase the physical terror, such as kicking, thrashing, hitting even rape (Id. Theasianparent.com, 2013).

Bullying form also includes violence against children (child abuse), conducted by peer to someone (a child) which is "low" or weaker for a particular benefit or satisfaction. Usually, bullying happens repetitively, and is even carried out systematically. According to the World Health Organization (WHO), bullying are all forms of ill-treatment, whether physical, emotional and / or sexual abuse, neglect or negligent treatment and exploitation of children (ompundaru.wordpress.com, 2007).

Bullying is influenced by the values order in the society. In an aggressive community with profusion conflicts like modern society, could generate serious case of bullying, such as resentment, injury to murder. Bullies are usually conducted by children who feel powerful and courageous, such as seniors, children have a great body, aggressive children who arbitrarily bully kids who seem weak and scared. Bullying is included as violence.

Humanity values such as justice, democracy, freedom, social solidarity, equality and law, and others, can not just be taught, but must be forwarded into attitude and behaviors (affective and psycho-motoric domain). This can be done by way of values internalization and awareness through early humanization education (Assegaf, 2003).

Bullying as a form of oppression have the long-term effects on the victim and the offender itself. For the victims, the assault was depriving their confidence. For the offender, it could becoming a habit and a pleasure to boost their ego. Fear and emotional trauma suffered by the victim

may trigger a tendency to drop out of school. Children who are continuously treated bullying can grow into a figure that is not easy to get along, to have low attitude of leadership and hard to have playmates. The child who likes to do the bullying, can eventually become cruel even criminals / criminal in their adulthood.

Generally, bullying victims at school are still and do not complain for fear of receiving any reaction from the bullies, so that bullying behavior is often missed by the teachers and the school community, including parents of the victims. Nonetheless, they usually show symptoms such as:

1. Difficulty in sleeping
2. Difficulty in paying attention in class, or any other activity
3. Often make excuses for skipping school
4. Suddenly abstain from previous preferred activity, such as: visiting the playground, cafeteria, library, etc.
5. Looks restlessness, lethargy, despair and prefers to be alone (Id. Theasianparent.com).

Methods

This study aims to reveal the phenomenon of bullying at school. To collect data of bullying phenomenon occurring in the research object's school, this research uses a qualitative approach, using observation techniques, questionnaires, interviews, and documentation as data mining techniques. The research subjects were students, teachers, principals and representatives, school committee members, administrative personnel in Vocational schools in Yogyakarta. Those were intended to reveal the bullying phenomenon in schools clearly. Collected ata were analyzed by qualitative analysis with the first steps are to reduce, classify, and displaying the data, interpret and draw conclusions.

Research Result

The research results shows that the form of bullying that occurs in public and private vocational school in Yogyakarta is basically the same, that is both physical and non-physical form. Physical forms of bullying occurred in both school types are fights, fights with other schools, and get beaten. Private school students in Yogyakarta are rarely involved in brawl with other school in the last two years. Non-physical or verbal form of bullying occurring in both public and private Vocational school in Yogyakarta such as scoffed-mocking that led to fights, lambast, satire words, isolated, pressure or threats to other students, squeeze, and influencing bad manners, female student been teased by boys, circulated photograph to others. In private Vocational School (SMK) in Yogyakarta, not only students are exposed to bullying. Teachers

also bullied by students because they do not want to learn about the material being taught in class. It usually affected to young teachers whether men or women.

Bullies at Public and Private (SMK) in Yogyakarta derived from classmates, seniors, alumni, or students who drop out of school. Bullies can be an individual, an individual who has the backing group, groups, and small groups who claim to be on behalf of a departments in the school. They perform acts of bullying on the outside school hours, school's break time, and after school hours. At private Vocational school (SMK Swasta) in Yogyakarta, bullying also occurs in the school hours. Dissimilar with those case, at the public Vocational school (SMK Negeri) in Yogyakarta, bullying during class hours are rarely happens. Besides, bullying acts of physical violence in private Vocational school (SMK Swasta) in Yogyakarta with other schools ever carried out in the evenings and weekends. Bullying is also done in school's unseen-corners, class, sports fields, a gathering place or hang like food stalls or on the roadside. The tools used in the act of bullying outside the school are sharp weapon, beam, baseball bats, gear motors, machetes, knok, sword, gun assemblies, or chains. Those tools were also used during the brawl with other school. While the act of bullying that occurs inside the school, uses paper, bags, pens thrown bullied, pushed the victim into the gutter, hitting head, and mocking which often lead to fights.

In both Public and Private Vocational School (SMK) in Yogyakarta, bullying are caused by the student background. It includes family background, living environment, playmates outside the school, policies and school rules that can not be accepted by the student, joked that led to fights, the group that brought since junior high school, the influence of alumni who have become a tradition handed down to form a large and well-known group, such as o Voster which coordinated by alumni of Public SMK and has the current students of Public SMK as its member, while STEPIRO is well-known for the Private SMK in Yogyakarta.

Bullying both in Public and Private Vocational School in Yogyakarta got a response from students other than the offender and victims by reporting it to the counseling teacher or the homeroom teacher and pacify the fights or any other form of bullying. Nonetheless, there are also students who tend to be ignorant of the bullying happens and even participates in bullying behavior such as taking mock, or fighting. It is caused by a lack of awareness of the students who are not thinking about the bad impact of went along doing the bullying. For the student who realize its danger, they will not take part of it. Bullying that happens in the Public and Private SMK shows related things with what has been delivered by Ken Riigby (in

Elliot, 2002) where the act of bullying is actually a desire to hurt. This desire is maintained into action, causing someone to suffer. This action is done directly by a person or group that is stronger, irresponsible, usually repetitive, and is carried out with feelings of pleasure. In fact, almost all the students state that bullying is hurting others.

From the analysis of questionnaires given to students in the Vocational Technical Schools in Yogyakarta, it was revealed that more than 50% of students agree that bullying can hurt students. Based on these data, preventive action should be given to the activities of bullying and it is also needed to look for a solution to extirpate bullying from school. The most interesting thing is when comparing the answers of the students in both schools, student in public Vocational School (SMK) looks more favorable than in a private SMK. Therefore, the Private SMK needs to get further handling more seriously.

Both school leaders, directly or indirectly, has demonstrated its support in the efforts to reduce and prevent bullying in school. Head of SMK Negeri (Public Vocational School) Yogyakarta, for example, try to always support for development activities on children, through oral and written sanction, encourage students to report to the principal or teachers to get the cases resolved. Head of SMK Swasta (Private Vocational School) Yogyakarta handle cases of bullying if it can not be resolved by the teachers because the process of bullying handling in this school are done gradually from the student, counseling teacher, and homeroom teacher.

In addition, teachers of Public dan Private Vocational School (SMK) Yogyakarta also responded to the perpetrators and victims of bullying by some guidances, such as, denouement and invite students to solve amicably if it is related to bullying form of fight. If it is not possible, then they will involve law in the reconciliation, advising both the offender and victims of bullying. The teacher will guide and tolerate mischief done by the students, and besides, the school will still help and guide in this process. Mediation are held by teachers through counseling officer, homeroom teacher, then invite the student's parents to gathered and discuss together with the children. For the unnatural delinquency (containing criminal), students who involved in bullying will be returned to the parents. In some case, parents of bullying victims can not accept the contumely done by the bullying offender to their children and demand them to be prosecuted. On the other hands, parents of the bullies will feel embarrassed and tend not to care about what their children did. Regarding with the response of the teachers, there are still some teachers who are less concerned about bullying because they think it is commonplace at the age of puberty or high school / Vocational school.

The act of bullying that occur both at Public dan Private Vocational School (SMK) Yogyakarta gives impact on students who become perpetrators, victims of bullying, and teachers. The impact of bullying for perpetrators either in Public dan Private Vocational School (SMK) Yogyakarta have in common are, that offenders are given punishments in accordance with the level of mischiefs, the perpetrators are feared by other students, if the delinquency can not be tolerated, students will be prosecuted and returned to the parents. The similarities are not only about the impact of the bullying actors, the impact on the victims of bullying also have similarities for both school type, the students who become the victims are not comfortable in school and tend to skip school because of fear, the psychological effect on the students, and the decrease of subject's grade in school.

The act of bullying that occur both at Public dan Private Vocational School (SMK) Yogyakarta also have an impact on teachers. Teachers become overwhelmed and pretty stressed facing students's mischief. Teachers could feel bored to handle mischief students, then they will tend to ignore if it still considered acceptable. Bullying could also make Impact on the class control, as the students act in groups (sometimes more than half the class who make noise, make fun between friends). Although based on the analysis performed, in the private school, the amount of individual perpetrators are much more than in groups, while at the public school, bullying in groups are dominant. The biggest concern for the teacher is the impact of bullying activity itself. Bullying in Private Vocational School (SMK) Yogyakarta also have an impact on the teaching and learning process. While in the Public Vocational School (SMK) Yogyakarta, bullying has no impact on the teaching and learning process because students feared to get caught by the teachers, so that bullying activities often occurs outside of school hours. Bullying in both type of schools has no negative impact on the relationship of the school with the school committee, parents, community, and other agencies, but they are support each other, communicate, and collaborate to improve the shortcomings in tackling bullying in school.

All this time, Public dan Private Vocational School (SMK) has done a lot of efforts to reduce or cope with bullying happens at school, either from the school itself, student council, as well as cooperation with the police institution. Those efforts including to organize student orientation activities (MOS) containing only academic activities and without rules to carry peculiar goods, to organize coaching of police and National Narcotics Agency (BNN) as a first preventive step. Counseling, in which counselor teacher (BP) will calls students with problems to be guided and

resolved. SMT program (Student Motivation Training) could be conducted per semester, with regular schedule of 1 hour course conducted by the homeroom teacher or the guidance counselor. Performing arts, extracurricular, mural drwaing on the parking lot's wall, and other related activities to express student's talent, also outbound activities. Besides Private Vocational School (SMK) Yogyakarta also has organization of Aditya Reka Cipta Adiguna under OSIS (student council) which deal with disciplinary, spirituality, and participating in the activities of school inspection tours along with the student and the student council adviser to anticipate the actions of bullying. Public Vocational School (SMK) Yogyakarta facilitates every class with CCTV to make it easier to control the behavior of students in the classroom and has been deemed to reduce bullying, whereas in private schools, CCTV were only used in the automotive department because the department were proved to have more bullying in the classroom.

Public dan Private Vocational School (SMK) Yogyakarta also provides pocket book contains points of violations committed by students, but for the Private Vocational School Yogyakarta is only valid for one year only, while in the public school, this pocket book is still valid. Students get points if caught doing any mischief of bullying or other related violations, which then the points will be written in a pocket book that is controlled by the homeroom teacher. On the class conducted by the homeroom teacher, pocket books were collected and violation of the student will be recapitulated. The pocket book will be filled by the teacher who knows about the student abuses. Pocket books are still actively used until today, and it is contains kind of violations and its particular points. The efforts which undertaken by Public dan Private Vocational School (SMK) Yogyakarta are the form of school's concern against bullying that occur both inside and outside the school. Such efforts must always be supported by parents, school committees, community, and environment. It can not be effective if only conducted by schools. School's control over the students are limited when the students are in the school environment, and the rest of time, the school can not control how, where, with whom the students socialize.

Looking at the efforts that have been made to tackle school bullying, it can be mapped that schools still perform at the normative level, direct action, and has not try to internalize moral values that can prevent bullying of student activities within the students themselves. Whereas, in principle, to resolve this bullying activities, internalization of humanity values such as justice, democracy, freedom, social solidarity, equality and law, and others, need to be pursued. Internalization of moral values can be done through various efforts, for example by holding activities of the friendship

between the students of different schools, or by getting students watch and discuss about films on the theme of bullying. Internalization of moral values is not enough only to be taught, but must be forwarded to the attitudes and behaviors (affective and psycho-motoric domain) through the humanization of early education.

There are many ways that can be done to internalize moral values on students, as described previously. But the point is, all parties must work together to support each other and eliminating the activities of bullying occurs in schools. The understanding of bullying also needs to be given to the students, because students often do not realize that their actions are bullying that can hurt others.

Conclusion and Suggestions

Based on the results of research and discussion that has been done, it can be concluded that: Bullying are activities that can disturb the process of learning and teaching in schools. Bullying committed by students at Public dan Private Vocational School (SMK) Yogyakarta has become disruptions for all elements of the school. In general, bullying activities that occur at Public dan Private Vocational School (SMK) Yogyakarta has a similar pattern, in which the activities of the most common bullying is being pushed and ridiculed / insulted. It is quite interesting to note about the perpetrator of the bullying activity. Most actors in Public Vocational School (SMK) is an organized group, while in the Private Vocational School (SMK) most actors are instead individuals. However, the execution time is relatively the same, where the activities of bullying occurred at school hours or when the student is in school. Bullying activities needs to be concerned and resolved together. Based on the results of focus group discussions with school principals, teachers, and students, some activities that can reduce the activity of bullying can be formulated, such as: activities between schools that lead to positive competition between the two schools and also to involve other schools, provide an understanding of bullying on students, internalize moral values in students through the medium of film, and other positive activities that can divert the energy of students from bullying activities. Looking at the efforts that have been made to tackle school bullying, it can be

mapped that schools still perform at the normative level, in the form of direct action. Such as providing pocket book to record offenses or violation committed by students. Schools have not tried to internalize moral values that can prevent bullying of student activities within the students themselves.

Suggestions

Based on the conclusions outlined above, there are some suggestions that can be done :

1. Schools need to develop a positive activity as energy diversion for students in order to prevent them from any activities of bullying
2. All parts of schools (teachers, principals and students) need to build good communication and to cooperate together to find alternative solutions of avoiding bullying activities.
3. The in-depth study needs to be done to develop strategies for activities that can be carried out jointly by researchers and all parts of school to overcome school bullying problems. Therefore, this study should be continued to design comprehensive guidelines that can help students avoid bullying activities.

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